

May 20, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Revision of Regents Policy R165, Concurrent Enrollment – Action Item

Issue

During the 2009 Legislative session, Senate Bill 81 made changes to the Concurrent Enrollment program. R165, the Regents' Policy on Concurrent Enrollment, has been revised to reflect those changes.

Background

The Concurrent Enrollment program is now serving nearly 30,000 students each year. Over the last several years, efforts have been made to increase the quality of the program and to stabilize the funding. During the 2009 Legislative session, Senate Bill 81 made several changes to the legislation, including new procedures for funding distribution and new requirements related to courses and curriculum. As the program has matured over the last few years, practices in concurrent enrollment, curriculum, instructor approval and partnerships have evolved. These adjustments in the legislation and current practices require changes in current Regents policy.

Policy Changes

The revised policy R165 includes the following changes:

- A statement of "Purpose" has been added. The statement clarifies that R165 applies to concurrent enrollment offerings that qualify for reimbursement from the state concurrent enrollment appropriation. Other instances of concurrent enrollment are encouraged to adhere to the best practices defined within the policy, though they do not qualify for reimbursement through the concurrent enrollment fund.
- The definition of concurrent enrollment has been modified to agree with the State Board of Education Rule. Efforts have been underway for several years to align the State Board of Education Rule with the Board of Regents Policy.
- Sixty percent of the funds will be distributed to the entity that provides the instruction according to Senate Bill 81.

- Concurrent enrollment may not include courses typically taught in 9th and 10th grade according to Senate Bill 81.
- The USHE/USOE standards document, adopted by USHE and public education in 2004, has been referenced in the policy as a guide for best practices.
- The language describing the annual agreement process has been revised to reflect current practice.
- 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 policy R165, clarify any questions, and if satisfied, approve policy R165, Concurrent Enrollment.

A handwritten signature in dark ink, appearing to read "W. A. Sederburg", is written over a horizontal line.

William A. Sederburg
Commissioner of Higher Education

WAS/GSW/AMH/CG
Attachment

R165, [Revised] Concurrent Enrollment¹

R165-1. Purpose: To establish the principles, guidelines, and processes that govern Utah public higher education institutions when providing concurrent enrollment opportunities to Utah public education students. This policy does not necessarily apply when a USHE institution is contracting concurrent opportunities with public education students of other states or with private high schools located within Utah, but could be used as a general guide for establishing those types of agreements.

~~R165-1.~~R165-2. References

1.1.2.1. Utah Code §53A-15-101, Higher Education Courses in the Public Schools—Cooperation between Public and Higher Education

1.2.2.2. Utah Code §53A-17A-120, Appropriation for Accelerated Learning Programs

1.3.2.3. Utah Code §53B-1-103, Establishment of State Board of Regents—Powers and Authority

1.4.2.4. Utah Code §53B-6-103, Cooperation with Nonmember Institutions Within the State

1.5.2.5. Utah State Board of Education Rule R277-713, Concurrent Enrollment of High School Students in College Courses

1.6.2.6. Utah State Board of Education Rule R277-407, School Fees

1.7.2.7. Utah System of Higher Education/Utah State System of Public Education Statement of Performance and Outcomes: Concurrent Enrollment

~~R165-2.~~R165-3. Definitions

2.1.3.1. **“Concurrent Enrollment”:** enrollment by public school students in one or more USHE institution course(s) under a contractual agreement between the USHE institution and a school district/public school. Students continue to be enrolled in public schools, to be counted in average daily membership, and to receive credit toward graduation. They also receive college credit for courses. Concurrent enrollment is distinct from early college admission.

2.2.3.2. **“Contractual Basis”:** a case where a Utah school district and USHE credit-granting higher education institution negotiate a concurrent enrollment annual ~~contract agreement, including course location, instructor, and funding arrangements, specifying arrangements for courses and instruction.~~

2.3.3.3. **“Early College Admission”:** enrollment by high school students in college courses for credit who have left high school prior to graduation and are no longer counted in average daily membership. Concurrent enrollment policies and funding mechanisms do not apply to early college admission enrollment. Early college admission enrollments are reported as regular enrollments by USHE credit-granting institutions.

2.4.3.4. **“Non Contractual Basis”:** a case where the student continues to enroll full-time in high school but elects at his/her own initiative to pursue college coursework. An agreement is established between the

¹ Approved January 22, 1988. Amended June 10, 2005 and July 28, 2006.

student, parent(s)/guardian, high school administrator, and USHE institution. The student is responsible for all expenses associated with college enrollment. Non contractual enrollments are reported as regular enrollments by USHE credit-granting institutions.

2.5.3.5. **"USHE"**: the Utah System of Higher Education, governed by the Utah State Board of Regents.

2.6.3.6. **"USOE"**: the Utah State Office of Education, public education.

R165-3, R165-4. **Intent of Concurrent Enrollment:** To provide an option for prepared high school students to take courses necessary to graduate from high school, and at the student's option, to become better prepared for the world of work or to complete ~~selected~~ college-level courses corresponding to the first or second year of coursework at a USHE institution leading toward ~~program completion~~ completion of a certificate or a degree.²

3.1.4.1. **High Quality Opportunities:** Concurrent enrollment ~~in its various forms~~ should provide high quality college-level academic and career and technical education opportunities to qualified high school students. ~~Institutions providing concurrent enrollment are charged with determining and maintaining the quality of the instruction.~~ This purpose must take precedence over such issues as economic expediency or acceleration of the high school or college experience.

3.2.4.2. **Qualitative Safeguards:** It is important that college instruction offered in the high school setting has qualitative safeguards to preserve the rigor and standards of college requirements. In harmony with Regents' policies, the responsibility for qualitative safeguards rests with the USHE institution granting the college credit for the course. The USHE /USOE Statement on Performance and Outcomes: Concurrent Enrollment will be adhered to in establishing qualitative safeguards.

3.3.4.3. **Advanced Placement (AP):** It is not the intent of the concurrent enrollment program to compete with or displace the Advanced Placement program.

R165-4, R165-5. **Students**

4.1.5.1. **Student Status:** Students must be enrolled in a Utah public high school and have high school student status before and throughout enrollment in concurrent enrollment courses. Courses taken by students who have received a diploma, whose class has graduated from high school, or who have participated in graduation exercises are not eligible for concurrent enrollment. Students shall complete reimbursable concurrent enrollment courses prior to their graduation or participation in graduation exercises.

4.2.5.2. **Eligibility Requirements:** USHE institutions and local schools shall jointly establish student eligibility requirements. To predict a successful experience, these requirements may include, among others:

4.2.1.5.2.1. _____ junior or senior standing, sophomores by exception;

4.2.2.5.2.2. _____ a grade point average, ACT score, or a placement score which predicts success (generally considered to be a "B" average or ACT score of 22 or higher);

4.2.3.5.2.3. _____ supportive letters of recommendation;

4.2.4.5.2.4. _____ approval of high school and college officials;

5.2.5. _____ appropriate placement assessments for courses such as mathematics and English; and

² See §53A-15-101.

4.2.5.5.2.6. completion of institutionally established prerequisites for a course.

4.3.5.3. **Identification of Eligible Students:** ~~Students wishing to participate in concurrent enrollment should meet eligibility requirements.~~ Local schools have the primary responsibility for identifying students who are eligible to participate.

4.4. ~~Career and Technical Education Programs:~~ ~~Students interested in career and technical education concurrent enrollment should be enrolled according to eligibility requirements determined jointly by the public schools and USHE credit-granting institutions.~~

R165-5.R165-6. **Concurrent Enrollment Offerings Courses:**

5.1.6.1. **Choice of Courses:** The courses chosen should provide introductory-level coursework in general education, career and technical education, or pre-major courses. Concurrent enrollment courses must assist students toward post-secondary certificates or degrees. Concurrent enrollment may not include high school courses that are typically offered in grades 9 or 10. Courses selected should reflect the strengths and resources of the respective schools and USHE credit-granting institutions and be based on student need. Concurrent enrollment offerings shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, health, and career and technical education. There may be a greater variety of career and technical education courses.

5.2.6.2. **Master List:** The Office of the Commissioner of Higher Education (OCHE) and the USOE will jointly approve courses that are added to a master list. Only courses taken from the master list shall be reimbursed from state concurrent enrollment funds.

5.3.6.3. **Number of Courses:** In general, concurrent enrollment courses should be limited to a manageable number which allow a focus of energy and resources on quality instruction. The number of courses will be kept small enough to assure coordinated statewide development and training activities for participating teachers and transferability of credit from institution to institution.

5.4.6.4. **Institution Responsibility:** Course content, procedures, examinations, teaching materials, and program monitoring shall be the responsibility of the appropriate USHE credit-granting institution, shall be consistent with Utah law, and shall ensure quality and comparability with courses offered on the USHE credit-granting institution campus.

R165-6.R165-7. **Credit**

6.1.7.1. **Permanent College Transcript:** Participation in concurrent enrollment begins a student's college experience and a permanent college transcript. In contrast to the AP program, where college credit is granted upon successful completion of a national examination and no record is kept on the student's college transcript if the exam is not passed, registration for concurrent enrollment constitutes a commitment to enter the final course grade on the student's permanent college record, regardless of the results. Further, credit is earned by performance and participation throughout the class, rather than by an exit examination alone.

6.2.7.2. **Credit Hours Permitted:** Individual students will be permitted to earn up to 30 semester hours of college credits per year through contractual concurrent enrollment. Credits in excess of 30 must be on a non contractual basis.

6.3.7.3. **USHE Credit:** Course registration and the awarding of USHE institution credit for concurrent enrollment courses are the province of USHE credit-granting institutions. Private institutions are not

governed by geographic locations but are encouraged to consult with USHE institutions when sponsoring off campus concurrent enrollment programs.

6.4.7.4. Transferability: Credit earned through the concurrent enrollment program shall be transferable from one USHE credit-granting institution to another. Therefore, transferability should be considered when selecting courses. Students should be encouraged to seek advice from a college academic adviser to make course choices that will meet the student's educational goals.

R165-7;R165-8. Tuition, Fees, and Other Charges. Regular tuition or campus fees may not be charged to high school students for participation in this program.³

7.1.8.1. Admissions Fee: Students may be assessed a one-time admissions application fee per credit-granting institution. Payment of the admissions fee to enroll in concurrent enrollment satisfies the general admissions application fee requirement for a full-time or part-time student at an institution so that no additional admissions application fee may be charged by the credit-granting institution for continuous enrollment at that institution following high school graduation.

7.2.8.2. Fee Waivers: Concurrent enrollment program costs attributable only to USHE credit or enrollment are not fees and as such are not subject to fee waiver under R277-407. All students' costs related to concurrent enrollment classes, which may include consumables, lab fees, copying, and material costs, as well as textbooks required for the course, are subject to fee waiver consistent with R277-407. The school district/school shall be responsible for these waivers. The contract agreement between the USHE credit-granting institution and the district may address the responsibility for fee waivers. ~~The district may withhold concurrent enrollment funds to cover fee waiver costs.~~

R165-8;R165-9. Location and Delivery: Concurrent enrollment courses shall be offered at the most appropriate location using the most appropriate delivery method for the course content, the faculty, and the students involved. Instruction normally occurs during the school day with students released from regular high school coursework to participate in concurrent enrollment.

8.1.9.1. Students within Commuting Distance: Qualified students residing within commuting distance of a USHE credit-granting institution are encouraged to pursue their concurrent enrollment study on the institution campus. However, this does not preclude high school programs within that area.

8.2.9.2. Students Not within Commuting Distance: Qualified students not residing near a USHE credit-granting institution may be provided college instruction in their local high school or other appropriate sites using the most current available education technology, visiting regular college faculty, or approved adjunct college faculty.

8.3.9.3. First Right of Refusal: The local USHE institution will be given the first opportunity to provide the concurrent enrollment course. If the local institution chooses not to offer the approved concurrent enrollment course, another USHE institution may be invited to provide the course. The local USHE institution should respond to requests in a reasonable time frame.

8.4.9.4. Exceptions to Geographic Service Delivery: Courses delivered through technology are exceptions to the geographic service area concept.

R165-9;R165-10. Faculty

³ See §53A-15-101(6)(b).

9.1.10.1. Selection of Adjunct Faculty: Nomination of adjunct faculty is the joint responsibility of the participating local school district(s) and the participating USHE credit-granting institution. Final approval of the adjunct faculty will be determined by the appropriate department at the college or university at the USHE credit-granting institution. Selection criteria for adjunct faculty teaching concurrent enrollment courses should be the same as those criteria applied to other adjunct faculty appointments in specific departments.

9.2.10.2. Criminal Background Checks: USHE adjunct faculty ~~beginning their USHE employment in the 2005-06 school year~~ who are not K-12 teachers and who have significant unsupervised access to K-12 students shall complete a criminal background check.⁴ The adjunct faculty employer shall have responsibility for determining the need for criminal background checks consistent with the law and for satisfying this requirement and shall maintain appropriate documentation.

9.3.10.3. Faculty Development: High school teachers who hold adjunct faculty status with a USHE institution for the purpose of teaching concurrent enrollment courses should be included as fully as possible in the academic life of the supervising academic department. USHE institutions jointly with secondary schools shall initiate faculty development and share expertise in providing in-service training, including appropriate workshop experiences prior to offering of concurrent enrollment courses, on-site monitoring, and continuing education in the content area. Adjunct faculty should be prepared with knowledge of federal and state laws specific to student privacy and student records.

~~R165-10.~~R165-11. **Concurrent Enrollment Coordinating Committee**

10.1.11.1. Committee Membership: The Commissioner of Higher Education and the State Superintendent shall appoint a Concurrent Enrollment Coordinating Committee composed of an equal number of higher education and public education administrators to coordinate concurrent enrollment activities.

10.2.11.2. Committee Responsibilities: The committee shall:

~~10.2.1.11.2.1.~~ 10.2.1.11.2.1. develop a list of approved courses for concurrent enrollment in consultation with college/university academic departments;

~~10.2.2.11.2.2.~~ 10.2.2.11.2.2. advise the two governing boards regarding in-service training and professional development programs; and

~~10.2.3.11.2.3.~~ 10.2.3.11.2.3. oversee the research and evaluation of concurrent enrollment practices in Utah. Research studies should be designed to assess student selection procedures, student success and rate of progress, quality of instruction and academic preparation of instructors, and relative costs and benefits of concurrent enrollment programs.

~~R165-11.~~R165-12. **Funding**

11.1.12.1. Source of Funds: ~~Each year, the Utah Legislature will appropriate funds for accelerated learning programs. A portion of those accelerated learning funds appropriated for accelerated learning programs shall be allocated to the concurrent enrollment program.⁵ Each school shall receive a pro-rated amount according to the number of semester hours of successful college credit earned by students in that school. Successfully completed means that a student received USHE credit for the course.~~

⁴ See §53A-3-410.

⁵ See §53A-17a-120.5.

~~11.2.12.2.~~ **Allocation of Funds:** The Board of Regents shall make rules regarding the allocation of funds pertaining to USHE institutions participating in contractual basis concurrent enrollment.⁶ Each institution shall receive a pro-rated amount according to the number of semester credit hours completed. Completed means that a student received a grade for the course. Appropriated funds shall be allocated as follows pursuant to §53A-15-101, should flow to the districts and from there to the USHE credit-granting institutions according to the level of costs borne by each as determined by the concurrent enrollment contract.

12.2.1. for courses that are taught by public school educators—

12.2.1.1.60 percent shall be allocated to local school boards and charter schools; and

12.2.1.2.40 percent shall be allocated to the Board of Regents; and

12.2.2. for courses that are taught by college or university faculty—

12.2.2.1.40 percent shall be allocated to local school boards and charter schools; and

12.2.2.2.60 percent shall be allocated to the Board of Regents.

~~11.3.12.3.~~ **Shared Costs:** Some portion of program costs will be borne by each of the participating parties: the school district, the USHE credit-granting institution, and the student.

~~R165-12.R165-13.~~ **Annual Concurrent Enrollment Contracts Agreement:** Collaborating school districts and USHE credit-granting institutions will negotiate annual contracts-agreements for administrative and instructional support of concurrent enrollment courses. The contracts-agreements should include:

~~12.1.13.1.~~ instructor eligibility requirements;

~~12.2. —the courses offered;~~

~~12.3. —the location of the instruction;~~

~~12.4. —the teacher;~~

~~12.5.13.2.~~ student eligibility requirements;

~~12.6. —course outlines;~~

~~12.7. —texts, and other materials as needed;~~

~~12.8.13.3.~~ the administrative supervisory services, in-service education, and reporting mechanisms to be provided by each party to the contract agreement;

~~12.9.13.4.~~ a provision regarding parental permission for students to participate in concurrent enrollment classes, which includes notice to parents that participation in concurrent enrollment courses count toward a student's college record/transcript;

⁶ See §53A-15-101 and §53B-8-112.

~~12.10, 13.5.~~ the individual and joint responsibilities of USHE institutions and public education with regard to administering the concurrent enrollment program;

~~12.11, 13.6.~~ a provision regarding the entity responsible for parent notification about concurrent enrollment purpose(s) and student and family protections; and

~~12.12, 13.7.~~ a provision for discussion and training, as necessary, to all concurrent enrollment instructors about student information, student records laws, and student confidentiality.

~~12.13, 13.8.~~ **Addendum:** a list of specific courses taught will be submitted by the third week of each term as an addendum to the agreement.

~~R165-13, R165-14.~~ **UCAT ContractsAgreements:** The Utah College of Applied Technology (UCAT) is often in the position of providing instruction for high school students. Students may be sent to a UCAT location from the various school districts in the region for "typical" concurrent enrollment courses. Under the following conditions, the UCAT could be a participant in the concurrent enrollment ~~contract~~agreement between the school district and the college.

~~13.1, 14.1.~~ **Concurrent Enrollment ~~Contract~~Agreement:** A concurrent enrollment ~~contract~~agreement (refer to ~~R165-13~~R165-12) must be in place between the school district and the USHE credit-granting institution covering the instruction being given at the UCAT campus.

~~13.2, 14.2.~~ **UCAT Instruction and Costs:** The credit-granting USHE institution ~~contracts~~agrees with the UCAT to provide the instruction. The instructional costs, or a portion thereof which could be transferred to the UCAT, should be clearly established in the concurrent enrollment ~~contract~~agreement.

R165-1. Definitions

- 1.1. **"Concurrent Enrollment"** is enrollment in college courses, for dual high school and college credit, by Utah public high school students who continue to be enrolled as high school students and counted in Average Daily Membership. It exists when college enrollment occurs pursuant to contractual arrangements between a Utah school district and a USHE credit-granting institution. Higher education reporting mechanisms will provide separate categories for student credit hours generated according to source of direct instructional costs. Concurrent enrollment is distinct from Early College Admission.
- 1.2. **"USHE"** is the Utah System of Higher Education, governed by the Utah State Board of Regents.
- 1.3. **"Contractual Basis"** In these cases, the Utah school district and USHE credit-granting higher education institution negotiate all aspects of the concurrent enrollment annual contract, including course location, instructor, and funding arrangements.
- 1.4. **"Non Contractual Basis"** In these cases, the student continues to enroll full-time in high school but elects at his or her own initiative to pursue college coursework. The student is responsible for all expenses associated with college enrollment.
- 1.5. **"Early Admission"** is enrollment in college courses for credit by high school students who have left high school prior to graduation (no longer counted in Average Daily Membership). Concurrent enrollment policies and funding mechanisms do not apply to early college admission enrollment. Early college admission enrollments are reported as regular enrollments by USHE credit-granting institutions.

R165-2. Purpose of Concurrent Enrollment: The purpose of concurrent enrollment is to provide an option for prepared high school students to take courses necessary to graduate from high school, and at the student's option, to become better prepared for the world of work or complete selected college-level courses corresponding to the first year of coursework at a USHE institution leading to program completion or a degree. (53A-15-101)

- 2.1. **High Quality:** Concurrent enrollment in its various forms should provide high quality college-level academic, career and technical education opportunities to qualified high school students. This purpose must take precedence over such issues as economic expediency or acceleration of the high school or college experience.
- 2.2. **Limited Applicability:** Course registration and the awarding of USHE institution credit for concurrent enrollment courses are the province of colleges and universities governed by USHE policies. Concurrent enrollment offerings shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, health and career and technical education. The Office of the Commissioner of Higher Education (OCHE) and the Utah State Office of Education (USOE) will jointly approve courses that are added to a master list. Only courses taken from the master list shall be reimbursed from state concurrent enrollment funds.
- 2.3. **Secondary School Experience:** Utah high schools are encouraged to provide a challenging and productive secondary school experience, particularly in the senior year, and to provide transition courses that can prepare students for success in post-secondary education.

¹ Approved January 22, 1988. Amended June 10, 2005 and July 28, 2006.

2.4. Qualitative Safeguards: It is important that college instruction offered in the high school setting has qualitative safeguards to preserve the rigor and standards of college requirements. In harmony with Regents' policies, the responsibility for qualitative safeguards rests with the USHE institution granting the college credit for the course.

2.5. Advanced Placement: It is not the intent of the concurrent enrollment program to compete with or displace the Advanced Placement program.

R165-3. References

- 3.1. Utah Code §53A-15-101 (Higher Education Courses in the Public Schools—Cooperation between Public and Higher Education)
- 3.2. Utah Code §53A-17A-120 (Appropriation for Accelerated Learning Programs)
- 3.3. Utah Code §53B-1-103 (Establishment of State Board of Regents—Powers and Authority)
- 3.4. Utah Code §53B-6-103 (Cooperation with Nonmember Institutions Within the State)
- 3.5. Utah Education Policy R277-713 (Concurrent Enrollment of High School Students in College Courses)
- 3.6. Utah Education Policy R277-407

R165-4. Students

4.1. Student Status: Students must be enrolled in a Utah public high school and have high school student status before and throughout enrollment in concurrent enrollment courses. Courses taken by students who have received a diploma, whose class has graduated, or who have participated in graduation exercises are not eligible for concurrent enrollment funding.

4.2. Eligibility Requirements: Local schools and USHE credit-granting institutions shall jointly establish the student eligibility requirements. To predict a successful experience, these requirements may include, among others:

- 4.2.1. junior or senior standing, sophomores by exception;
- 4.2.2. a grade point average, ACT score, or a placement score which predicts success (generally considered to be a B average or ACT score of 22 or higher);
- 4.2.3. supportive letters of recommendation; and
- 4.2.4. approval of high school and college officials.

4.3. Identification of Eligible Students: Students wishing to participate in concurrent enrollment should meet eligibility requirements. Local schools have the primary responsibility for identifying students who are eligible to participate.

4.4. Career and Technical Education Programs: Students interested in career and technical education concurrent enrollment should be enrolled according to eligibility requirements determined jointly by the public schools and USHE credit-granting institutions.

R165-5. Concurrent Enrollment Offerings: In general, concurrent enrollment offerings should be limited to a manageable number of courses in English, mathematics, fine arts, humanities, science, social science, world languages, health, and career and technical programs which allow a focus of energy and resources on quality instruction in these courses. There may be a greater variety of courses in the career and technical education area. The number of courses will be kept small enough to assure coordinated statewide development and training activities for participating teachers and transferability of credit from institution to institution.

5.1. Choice of Courses: The courses chosen should provide introductory level coursework in general education, career and technical education, or pre-major courses. Concurrent enrollment courses must assist students toward post-secondary certificates or degrees. Course selection criteria and the specific course subject list will be developed jointly by OCHE and the USOE.

5.2. Strengths, Resources, and Need: Courses selected should reflect the strengths and resources of the respective schools and USHE credit-granting institutions and be based on student need. Course content, procedures, examinations, teaching materials, and program monitoring shall be the responsibility of the appropriate USHE credit-granting institution, shall be consistent with Utah law, and shall ensure quality and comparability with courses offered on the USHE credit-granting institution campus.

R165-6. Credit

6.1. Permanent College Transcript: Participation in concurrent enrollment begins a student's college experience and a permanent college transcript. In contrast to the Advanced Placement program, where college credit is granted upon successful completion of a national examination (and no record is kept on the student's college transcript if the exam is not passed), registration for concurrent enrollment constitutes a commitment to enter the final course grade on the student's permanent college record, regardless of the results. Further, credit is earned by performance and participation throughout the class, rather than by an exit examination alone.

6.2. Credit Hours Earned: Individual students will be permitted to earn up to 30 semester hours of college credits per year through contractual concurrent enrollment. Credits in excess of 30 must be on a non contractual basis.

6.3. USHE Credit: Course registration and the awarding of USHE institution credit for concurrent enrollment courses are the province of USHE credit-granting institutions. Private institutions are not governed by geographic locations but are encouraged to consult with USHE institutions when sponsoring off campus concurrent enrollment programs.

6.4. Transferability: Credit earned through the concurrent enrollment program shall be transferable from one USHE credit-granting institution to another. Therefore, transferability should be considered when selecting courses. Students should be encouraged to seek advice from a college academic adviser to make course choices that will meet the student's educational goals.

R165-7. Tuition, Fees, and Other Charges

7.1. Tuition and Fees: Tuition or fees may not be charged to high school students for participation in this program consistent with §53A-15-101(6)(b).

7.2. Admissions Fee: Students may be assessed a one-time admissions application fee per credit-granting institution. Payment of the admissions fee satisfies the general admissions application fee requirement for a full-time or part-time student at an institution so that no additional admissions application fee may be charged by the credit-granting institution.

7.3. Fee Waivers: Concurrent enrollment program costs attributable only to USHE credit or enrollment are not fees and as such are not subject to fee waiver under R277-407. All students' costs related to concurrent enrollment classes, which may include consumables, lab fees, copying, and material costs, as well as textbooks required for the course, are subject to fee waiver consistent with R277-407. The school district/school shall be responsible for these waivers. The contract between the USHE credit-granting institution and the district may address the responsibility for fee waivers. The district may withhold concurrent enrollment funds to cover fee waiver costs.

R165-8. Location and Delivery: Concurrent enrollment courses shall be offered at the most appropriate location using the most appropriate delivery method for the course content, the faculty, and the students involved. Instruction normally occurs during the school day with students released from regular high school coursework to participate in concurrent enrollment.

8.1. Students within Commuting Distance: Qualified students residing within commuting distance of a USHE credit-granting institution are encouraged to pursue their concurrent enrollment study on the institution campus. However, this does not preclude high school programs within that area.

8.2. Students Not within Commuting Distance: Qualified students not residing near a USHE credit-granting institution may be provided college instruction in their local high school or other appropriate sites using the most current available education technology, visiting regular college faculty, or approved adjunct college faculty.

8.3. First Right of Refusal: The local USHE institution will be given the first opportunity to provide the concurrent enrollment course. If the local institution chooses not to offer the approved concurrent enrollment course, another USHE institution may be invited to provide the course. The local USHE institution should respond to requests in a reasonable time frame.

8.4. Exceptions to Geographic Service Delivery: Courses delivered through technology are exceptions to the geographic service area concept.

R165-9. Faculty

9.1. Selection of Adjunct Faculty: Nomination of adjunct faculty is the joint responsibility of the participating local school district(s) and the participating USHE credit-granting institution. Final approval of the adjunct faculty will be determined by the appropriate department at the college or university at the USHE credit-granting institution. Selection criteria for adjunct faculty teaching concurrent enrollment courses should be the same as those criteria applied to other adjunct faculty appointments in specific departments.

9.2. Criminal Background Checks: USHE institution adjunct faculty beginning their USHE employment in the 2005-06 school year who are not K-12 teachers and who have significant unsupervised access to K-12 students shall complete a criminal background check consistent with §53A-3-410. The adjunct faculty employer shall have responsibility for determining the need for criminal background checks consistent with the law and for satisfying this requirement and shall maintain appropriate documentation.

9.3. Faculty Development: High school teachers who hold adjunct faculty status with a USHE institution for the purpose of teaching concurrent enrollment courses should be included as fully as possible

in the academic life of the supervising academic department. USHE institutions jointly with secondary schools shall initiate faculty development and share expertise in providing in-service training, including appropriate workshop experiences prior to offering of concurrent enrollment courses, on-site monitoring, and continuing education in the content area. Adjunct faculty should be prepared with knowledge of federal and state laws specific to student privacy and student records.

R165-10. Concurrent Enrollment Coordinating Committee

10.1. Committee Membership: The Commissioner of Higher Education and the State Superintendent shall appoint a Concurrent Enrollment Coordinating Committee composed of an equal number of higher education and public education administrators to coordinate concurrent enrollment activities.

10.2. Committee Responsibilities: The committee shall:

10.2.1. develop a list of approved courses for concurrent enrollment in consultation with college/university academic departments;

10.2.2. advise the two governing boards regarding in-service training and professional development programs; and

10.2.3. oversee the research and evaluation of concurrent enrollment practices in Utah. Research studies should be designed to assess student selection procedures, student success and rate of progress, quality of instruction and academic preparation of instructors, and relative costs and benefits of concurrent enrollment programs.

R165-11. Funding

11.1. Source of Funds: A portion of the state funds appropriated for accelerated learning programs shall be allocated to concurrent enrollment programs. Each school shall receive a pro-rated amount according to the number of semester hours of successful college credit earned by students in that school. Successfully completed means that a student received USHE credit for the course.

11.2. Appropriation of Funds: A school participating in a concurrent enrollment program offered pursuant to §53A-15-101, shall receive on a per student basis up to \$50 per semester hour for each hour of higher education coursework undertaken. Districts shall spend moneys for these programs according to rules established by the State Board of Education, R277-713.

11.3. Funds Flow: Appropriated funds, pursuant to §53A-15-101, should flow to the districts and from there to the USHE credit-granting institutions according to the level of costs borne by each as determined by the concurrent enrollment contract.

11.4. Shared Costs: Some portion of program costs will be borne by each of the participating parties: the school district, the USHE credit-granting institution, and the student.

R165-12. Annual Contracts

12.1. General Concurrent Enrollment Contracts: Collaborating school districts and USHE credit-granting institutions will negotiate annual contracts for administrative and instructional support of concurrent enrollment courses. The contracts should include

12.1.1. the courses offered;

- 12.1.2. the location of the instruction;
- 12.1.3. the teacher;
- 12.1.4. student eligibility requirements;
- 12.1.5. course outlines;
- 12.1.6. texts, and other materials as needed;
- 12.1.7. the administrative supervisory services, in-service education, and reporting mechanisms to be provided by each party to the contract;
- 12.1.8. a provision regarding parental permission for students to participate in concurrent enrollment classes, which includes notice to parents that participation in concurrent enrollment courses count toward a student's college record/transcript;
- 12.1.9. a provision regarding the entity responsible for parent notification about concurrent enrollment purpose(s) and student and family protections; and
- 12.1.10. a provision for discussion and training, as necessary, to all concurrent enrollment instructors about student information, student records laws, and student confidentiality.

12.2. UCAT Contracts: The Utah College of Applied Technology (UCAT) is often in the position of providing instruction for high school students. Students may be sent to a UCAT location from the various school districts in the region for "typical" concurrent enrollment courses. Under the following conditions, the UCAT could be a participant in the concurrent enrollment contract between the school district and the college.

12.2.1. Concurrent Enrollment Contract: A concurrent enrollment contract (refer to 12.1) must be in place between the school district and the USHE credit-granting institution covering the instruction being given at the UCAT campus.

12.2.2. UCAT Instruction and Costs: The credit-granting USHE institution contracts with the UCAT to provide the instruction. The instructional costs, or a portion thereof which could be transferred to the UCAT, should be clearly established in the concurrent enrollment contract.

the administrative supervisory services, in-service education, and reporting mechanisms to be provided by each party to the contract;

May 20, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A Sederburg

SUBJECT: Proposed Revision to Regents' Policy R312, Configuration of the Utah System of Higher Education and Instructional Missions and Roles - Action Item

Issue

Regents' Policy R312, which was first adopted by the Board in May 2003, requires the Regents to "review institutional roles and missions every five years in light of the educational needs and resources in the State of Utah." Because the Carnegie Foundation adopted new classifications for higher education institutions in 2006, and because it has been over five years since R312's adoption, it is appropriate for the policy to be revised.

Background

Regent's Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles, which consolidated former policies R311, Institutional Roles and Missions, and R313, Institutional Categories and Accompanying Criteria, was adopted by the Board in May 2003. Following the development of the draft policy in January 2003, Regent Jardine and the Board directed that the draft be distributed to all institutions for discussion and input. Additionally, in drafting R312, the Board consulted the then-current Carnegie classifications of higher education institutions but did not adopt such classifications in their entirety. Rather, the Board used the Carnegie classifications as a platform, and then adopted its own classifications that fit the unique profiles of USHE institutions.

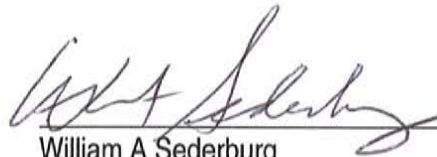
Since R312 was approved in 2003, Carnegie has adopted a new classification of higher education institutions. Additionally, at the Regents' meeting on January 18, 2008, Regent Jardine requested that the Commissioner's staff review policy R312 and prepare an agenda item for the next Board meeting to discuss whether R312 needed revision or updates, particularly in light of the new Carnegie "Community Engagement" classifications. Policy R312 was revised and discussed in the May 30, 2008 meeting by the Programs Committee as an information item. During this meeting the Board approved changes in R312 to reflect Utah Valley University's new name (formerly Utah Valley State College) and re-classification (from a Bachelor's College to a Master's University) as an action item.

Policy Issues

The Carnegie Foundation for the Advancement of Teaching first developed its system of institutional classification in 1970 and has since updated the system in 1976, 1987, 1994, 2000, and 2006. For the 2006 classification system, institutions are not only classified in the basic framework but also by Undergraduate Instructional Program, Graduate Instructional Program, Enrollment Profile, Undergraduate Profile, Size and Setting, and the elective classification of Community Engagement. The basic classification framework was used as a platform when R312 was adopted in 2003. The revised policy R312 for 2009 uses the basic classification framework more literally. That is, each USHE institution is placed under one of Carnegie's basic classifications, rather than an adopted classification, with the exception of calling two-year schools (Carnegie Classification) "comprehensive community colleges" (R312 Classification). Other major revisions to R312 include adding each institution's mission statement in the text and omitting a section on UCAT.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revised policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles.

A handwritten signature in dark ink, appearing to read 'W. A. Sederburg', is written over a horizontal line.

William A Sederburg
Commissioner of Higher Education

R312, [Revised] Configuration of the Utah System of Higher Education and Institutional Missions and Roles¹

R312-1. Purpose: To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education (USHE), to configure a system of colleges and universities to meet the educational needs of the citizens of the State of Utah, and to maintain system integrity by defining institutional categories. The Regents will review institutional roles and missions at least every five years in light of the educational needs and resources in the State of Utah.

R312-2. References

- 2.1. Utah Code §53B-6-101, Master Plan for Higher Education
- 2.2. Policy and Procedures R301, Master Plan Executive Summary
- 2.3. Policy and Procedures R310, System-wide Vision and Mission Statement
- 2.4. Policy and Procedures R315, Service Area Designation and Coordination Off-Campus Courses and Programs
- 2.5. Policy and Procedures R485, Faculty Workload Guidelines

R312-3. Definitions

- 3.1. "Institutional ~~Categories~~": ~~categories~~Definition: definitions of institutions have been adapted from the Carnegie Classification of Institutions of Higher Education (<http://www.carnegiefoundation.org>).
- 3.2. "Mission Statements": the general purposes and functions of various institutions.
- ~~3.3. "Roles": the types and levels of educational programs and services assigned to and offered by the institutions.~~
- ~~3.4.3.3. "Teaching Load": the institutional average teaching workload for full-time faculty at the various institutions.~~
- ~~3.4. Doctoral/Research-"Land Grant Institution": an institution that may offer associate's degrees and fulfill a community college role in areas of need pursuant to Policy R315 through its extension services.~~

R312-4. Classifications

- ~~3.5.4.1. Doctorate-granting Universities: Type I: (University of Utah (U of U), Utah State University (USU)) Doctorate-granting Universities generally include institutions offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate. Doctorate-granting institutions in this category generally that award 50 or more at least 20 doctoral degrees per year across at least 15~~

¹ Approved on May 30, 2003, Amended May ~~30, 2008-29, 2009.~~

disciplines(excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). This classification excludes Special Focus Institutions and Tribal Colleges. Doctorate-granting Universities are further classified by their research activity. The U of U is in the very high research activity category and USU is in the high research activity category.

4.2. Master's Universities: (Weber State University (WSU), Southern Utah University (SUU), Utah Valley University (UVU)) Master's Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year. Some institutions above the master's degree threshold are included among Baccalaureate Colleges, and some below the threshold are included among Master's Colleges and Universities. This classification excludes Special Focus Institutions and Tribal Colleges. Master's Colleges and Universities are further classified based on the number of programs offered. WSU is in the medium programs category while SUU and UVU² are in the smaller programs category.

4.3. Baccalaureate Colleges: (Dixie State College of Utah (DSC)) Baccalaureate Colleges generally include institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or 20 doctoral degrees per year. Some institutions above the master's degree threshold are also included. This classification excludes Special Focus Institutions and Tribal Colleges. Baccalaureate Colleges are further classified based on the level of degrees offered. DSC is in the Baccalaureate/Associate's College category.

4.4. Comprehensive Community Colleges: (Snow College (Snow), College of Eastern Utah (CEU), Salt Lake Community College (SLCC)) Comprehensive Community Colleges (or Associate's Colleges) generally include institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees. This classification excludes institutions eligible for classification as Tribal Colleges or Special Focus Institutions. Associate's Colleges are further divided by the setting and size of the College. Snow and CEU are in the Public Rural-serving Medium category while SLCC is in the Public Urban-serving Multi-campus category.

R312-5. Missions and Mission Statements

3.6-5.1. Doctorate-granting University: The mission of a Doctorate-granting University is to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels through research and development and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also impact economic development, which underwrites the cost of their products.

5.1.1. University of Utah Mission Statement (2006): The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously

² Utah Valley University was approved to offer master's degrees in 2008. They have not awarded 50 master's degrees but expect to do so in the next five years.

preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

5.1.2. Utah State University Mission Statement (2003): The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

3.7. —Master's ~~Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year.~~

~~*Utah Valley University was approved to offer master's degrees in 2008. They have not awarded 50 master's degrees but expect to do so in the next decade.~~

3.8.5.2. Mission: The mission of a Master's University is to transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels, including career and technical education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college. In fulfilling this role, Utah Master's Universities are encouraged to seek the elective Carnegie classification of Community Engagement.

5.2.1. Weber State University Mission Statement (2007): Weber State University offers associate's, baccalaureate, and master's degree programs in a broad variety of liberal arts, sciences, technical and professional fields. The university provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in and out of the classroom. To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community based learning experiences in an environment that encourages freedom of expression while valuing diversity.

5.2.2. Southern Utah University Mission Statement (2005): Southern Utah University is a comprehensive regional institution offering graduate, baccalaureate, associate's, and technical programs. SUU is committed to providing an excellent education through a diverse, dynamic and personalized learning environment. The university educates students to be critical thinkers, effective communicators, lifelong learners and individuals who demonstrate integrity and empathy as they pursue their lives' ambitions.

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

3.9.5.3. Baccalaureate College: The mission of a Baccalaureate College is to provide training and educational programs developed as a part of a dynamic continuum of opportunities that includes certificate, associate's degrees, baccalaureate degrees, and continuing education offerings responsive to a rapidly growing and divergent economic region. Emphasis is placed on teaching and training, scholarly,

professional and creative efforts complementing its teaching and training role and community service. The institution contributes to the quality of life and economic development of the community, the state, and the region. Student success is supported through developmental programs and services provided by a comprehensive community college.

Dixie State College of Utah Mission Statement (2005): Dixie State College of Utah strives to help students to define, shape and achieve educational and life goals. It is dedicated to providing personalized and excellent teaching in a learning environment where all students can become passionate about their individual educational endeavors. DSC is a publicly supported institution—authorized by the Utah State Board of Regents—with two independent tiers. DSC offers associate's degrees and certificate programs that meet the needs of students, the community and the state. The College also offers baccalaureate programs in high demand areas and in core or foundational areas consistent with comprehensive four-year colleges. Dixie State College enhances its campus climate by promoting cultural and demographic diversity, and by inviting students to participate in its open-door, post-secondary educational programs.

3.10.5.4. Comprehensive Community College-Function: Within the organization: The mission of the institution the comprehensive community college functiona Comprehensive Community College is identifiable, supported to transmit knowledge and skills through programs, services, and specific administrative responsibility, and includes transfer education at the associate of arts and associate of science degree level along with offering associate of applied science degrees, career and technical education, customized training for employers, developmental education, and strong student services to support these functions. Transfer programs are intended to prepare graduates to begin upper-division work. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college.

3.11.—Programs

3.11.1.—Instructional Programs: The institutions offer general education, certificates, diplomas, and Associate of Arts, Associate of Science, and Associate of Applied Science Degrees. Transfer programs are intended to prepare graduates to begin upper-division work. Specialized training programs designed to meet employers' needs are also provided. Where need has been demonstrated and costs are not prohibitive, selected degree programs beyond the associate degree are offered on community college campuses by other USHE institutions through cooperative agreements or university centers.

5.4.1. Snow College Mission Statement (2004): The mission of Snow College is to educate students, inspire them to love learning, and lead them to serve others. Snow College achieves this mission through a constant pursuit of excellence in teaching; through a nurturing, positive learning environment; and through people who demonstrate a love for learning and service to humanity.

5.4.2. College of Eastern Utah Mission Statement (2006): College of Eastern Utah is a comprehensive community college committed to the highest standards of instruction and learning. CEU prepares students through certification, degrees, and transfer programs and seeks to provide a complete campus experience for both traditional and non-traditional students. The college educates and assists students with their social, physical, intellectual, cultural, and emotional development. CEU strives to help instill the curiosity and skills necessary for a student to continue learning throughout life. The College is committed to respond to the educational needs of the

communities it serves. CEU will work with senior state institutions to provide access for a limited number of on-campus Bachelor's degree programs.

5.4.3. Salt Lake Community College Mission Statement (2006): Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

R312-6. Comprehensive Community College Function: Within the organization of the institution, the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, career and technical education, customized training for employers, developmental education, and strong student services. WSU, UVU, and DSC also provide a comprehensive community college function to the state of Utah along with Snow, CEU, and SLCC.

R312-4;R312-7. Accreditation: Regional, ~~state~~, and specialized accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role.

R312-5;R312-8. Land Grant Institution: When a land ~~Such accreditation should enhance the excellence of the program and education of the student~~ grant institution is acting as a community college through its extension efforts, students are granted open admission to associate's degree programs with appropriate academic preparatory support. USU fulfills this role for the state of Utah. The land grant designation makes USU responsible for statewide programs in agriculture, business, education, engineering, natural resources, sciences, family life, 4-H youth, and the traditional core of liberal learning: humanities, arts, and social sciences.

R312-6;R312-9. Faculty

6.1.9.1. Criteria for Selection, Retention, and Advancement

9.1.1. Doctorate-granting University: Faculty are selected, retained, and promoted on the basis of evidence of effective teaching; research, scholarship, and creative achievements; and service and extension activities.

6.1.1.9.1.2. Master's University: Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching ~~and training. Secondary. Additional~~ criteria ~~complementary to the teaching role~~ include scholarly, professional and creative achievements, and service that complements the teaching role.

6.1.2.9.1.3. Baccalaureate College: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complements the teaching role.

9.1.4. Comprehensive Community College: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complements the teaching role.

6.2.9.2. Educational Preparation

9.2.1. Doctorate-granting University: Regular full-time tenure ~~track~~ faculty will have earned the appropriate terminal degree for their field and specialty.

9.2.2. Master's University: Regular full-time tenure-track faculty will have earned or be working toward the appropriate terminal degree for their field and specialty. Faculty in career and technical education or professional fields also will have practical, related work experience.

6.2.1.9.2.3. Baccalaureate College: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper-division courses will have earned or be working toward the appropriate terminal degree for their field and specialty.

6.2.2.9.2.4. Comprehensive Community College: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

9.3. Teaching Loads and Research Activities

6.2.3.9.3.1. Doctorate-granting University: Average teaching loads are expected to be lower than that of faculty in Master's Universities reflecting necessary faculty involvement with research, scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

9.3.2. somewhat Master's University: Average teaching loads are higher than those of faculty in Type II and Type III Doctorate-granting Universities and somewhat lower than those of faculty in Baccalaureate Colleges. These teaching loads reflect Master's Universities having fewer graduate programs and less emphasis on research and scholarship than Doctorate-granting institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

9.3.3. Baccalaureate College: Average teaching loads are higher than those of faculty in Master's Universities. Institutional teaching loads will average at least 27 credit hour equivalents each academic year.

6.2.4.9.3.4. Comprehensive Community College: Average teaching loads are somewhat higher than those of faculty in Baccalaureate Colleges, because faculty are not involved in upper-division and graduate-level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year, ~~the same as those of faculty teaching lower-division instruction in Type IIIB institutions.~~

R312-7.R312-10. Student Admission

10.1. Doctorate-granting University: Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, such as grade point average and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors. Score data for first-year students indicate that these institutions are selective in admissions.

7.1.10.2. Master's University: Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance such

as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors.

10.3. Baccalaureate College: All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience also may be factors. Lower-division courses are primarily open-admission. Students must meet admissions criteria for upper-division courses and programs.

~~7.2.10.4.~~ **Comprehensive community colleges** **Community College:** Comprehensive Community Colleges are open-admission institutions. Incoming students may be tested for course placement and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.

R312-11. Support Services

11.1. Doctorate-granting University: These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

11.2. Master's University: These institutions provide library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the intellectual needs of students and faculty.

~~7.3.11.3.~~ **Baccalaureate and Comprehensive Community College:** These institutions provides library services, support services, equipment, and other resources to support lower-division programs in applied technology, career and technical education, general education, baccalaureate programs (when appropriate), and the intellectual needs of students and faculty.

R312, [Current] Configuration of the Utah System of Higher Education and Institutional Missions and Roles³

R312-1. Purpose: To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education. To configure a system of colleges and universities to meet the educational needs of the citizens of the State of Utah, and to maintain system integrity by defining institutional categories.

The Regents will review institutional roles and missions every five years in light of the educational needs and resources in the State of Utah.

R312-2. References

- 2.1. Utah Code §53B-6-101 (Master Plan for Higher Education)
- 2.2. Policy and Procedures R301, Master Plan Executive Summary
- 2.3. Policy and Procedures R310, System-wide Vision and Mission Statement
- 2.4. Policy and Procedures R315, Service Area Designation and Coordination Off-Campus Courses and Programs
- 2.5. Policy and Procedures R485, Faculty Workload Guidelines

R312-3. Definitions

- 3.1. **"Institutional Categories":** categories of institutions have been adapted from the Carnegie Classification of Institutions of Higher Education: <http://www.carnegiefoundation.org>.
- 3.2. **"Mission Statements":** the general purposes and functions of various institutions.
- 3.3. **"Roles":** the types and levels of educational programs and services assigned to and offered by the institutions.
- 3.4. **"Teaching Load":** the institutional average teaching workload for full-time faculty at the various institutions.

R312-4. Doctoral/Research Universities: Type I: (University of Utah, Utah State University)

- 4.1. **Definition:** Type I institutions offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate. Doctorate granting institutions in this category generally award 50 or more doctoral degrees per year across at least 15 disciplines.

4.1.1. **Mission:** The institution's mission is to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through

³ Approved on May 30, 2003, Amended May 30, 2008.

research and development; and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels.

4.1.2. Land Grant Institution: Through its extension services, a land grant institution may offer associate degrees and fulfill a community college role in areas of need pursuant to Policy R-315.

4.2. Programs

4.2.1. Instructional Programs: Type I institutions offer baccalaureate programs, advanced professional training, graduate education of national significance and prominence at the master's and doctoral levels. Research, both independent of and complementary to the important teaching and service roles, is strongly emphasized.

4.2.2. Accreditation: Regional, specialized, and state accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

4.2.3. Research Programs: High priority is given to nationally recognized research and professional programs which make scholarly and creative contributions to the various disciplines and which support master's and doctoral programs of excellence. High priority is also given to research that results in the development, transfer, and potential commercialization of new technology, processes, and products and contributes to the economic development of the state and nation.

4.2.4. Graduate Organization: Graduate study is a distinct organizational element within the institution.

4.3. Faculty

4.3.1. Criteria for Selection, Retention, and Advancement: Faculty are selected, retained, and promoted on the basis of:

4.3.1.1. evidence of effective teaching;

4.3.1.2. research, scholarship, and creative achievements; and

4.3.1.3. service and extension activities.

4.3.2. Educational Preparation: Regular full-time tenure track faculty will have earned the appropriate terminal degree for their field and specialty.

4.3.3. Teaching Loads and Research Activities: Average teaching loads are expected to be lower than that of faculty in Type II and Type III institutions, reflecting necessary faculty involvement with research, scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

4.4. Student Admission: Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, such as grade point average

and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors.

4.4.1. Land Grant Institution: When a land-grant institution is acting as a community college through its extension efforts, students are granted open admission to associate degree programs with appropriate academic preparatory support.

4.5. Support Services: The institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

4.6. University of Utah Institutional Mission and Role Statement (being revised).

4.7. Utah State University Institutional **Mission and Role Statement**

R312-5. Master's Colleges and Universities: Type II: (Weber State University, Southern Utah University, Utah Valley University)

5.1. Definition: Type II institutions typically offer a wide range of associate and baccalaureate programs, and are committed to graduate education through the master's degree. Master's Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year.

*Utah Valley University was approved to offer master's degrees in 2008. They have not awarded 50 master's degrees but expect to do so in the next decade.

5.1.1. Mission: The institution's mission is to transmit knowledge and skills primarily through undergraduate programs at the associate and baccalaureate levels, including applied technology education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

5.2. Programs

5.2.1. Instructional Programs: The institution offers certificates, diplomas, general education, associate degrees and awards in applied technology education, baccalaureate degree programs including those built upon associate degree programs, and selected professional master's programs. The institution also provides specialized training programs for employers. No doctoral programs are offered.

5.2.2. Accreditation: Regional, state, and specialized accreditation is a goal for programs for which such accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

5.2.3. Scholarly and Creative Efforts: Faculty scholarly and creative efforts that complement and support the teaching role, regional and community service, and economic development are expected.

5.2.4. Comprehensive Community College Function: Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, applied technology education, customized training for employers, developmental education, and strong student services.

5.3. Faculty

5.3.1. Criteria for Selection, Retention, and Advancement: Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role.

5.3.2. Educational Preparation: Regular full-time tenure track faculty will have earned or be working toward the appropriate terminal degrees for their field and specialty. Faculty in applied technology or professional fields also will have practical, related work experience.

5.3.3. Teaching Loads: Average teaching loads are higher than those of faculty in Type I institutions and somewhat lower than those of faculty in Type III institutions. This is due to the institution having fewer graduate programs and less emphasis on research and scholarship than Type I institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

5.4. Student Admission: Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance such as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors.

5.5. Support Services: The institution provides library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the intellectual needs of students and faculty.

5.6. Weber State University Institutional Mission and Role Statement (being revised).

5.7. Southern Utah University Institutional Mission and Role Statement (being revised).

R312-6. Baccalaureate Colleges/Associate's Colleges: Type III: (Dixie State College of Utah)

6.1. Definition: Type III institutions are undergraduate colleges with a major emphasis on associate and baccalaureate programs. Certificate and training programs designed to meet employers' needs are also emphasized. No graduate level course work or awards above the baccalaureate level are offered.

6.1.1. Definition: Type III (Dixie State College of Utah) institutions generally award at least 30 baccalaureate degrees per year across at least three disciplines, with an ongoing emphasis on the community college mission.

6.1.1.1. Mission: The institution's mission is to transmit knowledge and skills primarily through education and training programs at the certificate and associate degree level, including applied technology education programs, and selected baccalaureate programs in high demand areas. Emphasis is placed on teaching, training, scholarly, professional, and creative efforts complementary to the teaching and training role, and community

service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college.

6.1.2. Programs

6.1.2.1. Instructional programs: The institution offers certificates, diplomas, general education, associate degrees including awards in applied technology education, lower division major transfer programs, and high demand baccalaureate degree programs, including those built upon associate degree programs. Transfer programs are intended to prepare graduates to begin upper-division work. Specialized training programs designed to meet employers' needs are also provided. In addition, where need has been demonstrated and costs are not prohibitive, additional degree programs beyond the associate degree are offered on state college campuses by other USHE institutions through cooperative agreements or university centers.

6.1.2.2. Accreditation: Regional, state, and specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

6.1.2.3. Comprehensive Community College Function: Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, applied technology education, customized training for employers, developmental education, and strong student services.

6.1.3. Faculty

6.1.3.1. Criteria for Selection, Retention, and Advancement: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

6.1.3.2. Educational Preparation: Regular full-time tenure track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper-division courses will have earned or be working toward the appropriate terminal degree for their field and specialty.

6.1.3.3. Teaching Loads: Institutional teaching loads will average at least 30 credit hour equivalents each academic year for lower-division instruction, and will average at least 27 credit hour equivalents each academic year for upper-division instruction.

6.1.4. Student Admission: All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience also may be factors. Lower-division courses are primarily open admission, while students must meet admissions' criteria for upper-division courses and programs.

6.1.5. Support Services: The institution provides library services, support services, equipment, and other resources to support lower-division programs in applied technology and general education, selected baccalaureate programs, and the intellectual needs of students and faculty.

6.1.6. Dixie State College of Utah Institutional Mission and Role Statement (being revised).

R312-7. Comprehensive Community Colleges/Associate's Colleges: Type IV: (Snow College, College of Eastern Utah, Salt Lake Community College)

7.1. Definition: Type IV institutions offer associate degrees and certificate programs. No upper-division course work or awards above the associate degree level are offered.

7.1.1. Mission: The institution's mission is that of a comprehensive community college, transmitting knowledge and skills through transfer education at the Associate of Arts and Associate of Science Degree level; applied technology education; customized training for employers; developmental education; and strong student services to support these functions. Transfer programs are intended to prepare graduates to begin upper-division work. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college.

7.2. Programs

7.2.1. Instructional Programs: The institutions offer general education, certificates, diplomas, and Associate of Arts, Associate of Science, and Associate of Applied Science Degrees. Transfer programs are intended to prepare graduates to begin upper-division work. Specialized training programs designed to meet employers' needs are also provided. Where need has been demonstrated and costs are not prohibitive, selected degree programs beyond the associate degree are offered on community college campuses by other USHE institutions through cooperative agreements or university centers.

7.2.2. Accreditation: Regional, state, and specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

7.3. Faculty

7.3.1. Criteria for Selection, Retention, and Advancement: Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching and training. Secondary criteria complementary to the teaching role include scholarly, professional, creative achievements and service.

7.3.2. Educational Preparation: Regular full-time tenure track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

7.3.3. Teaching Loads: Average teaching loads are somewhat higher than those of faculty in Type II and Type IIIA institutions, because faculty are not involved in upper-division and graduate

level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year, the same as those of faculty teaching lower-division instruction in Type IIIB institutions.

7.4. Student Admission: Comprehensive community colleges are open admission institutions. Incoming students may be tested for course placement and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.

7.5. Support Services: The institution provides library services, support services, equipment, and other resources to support lower-division programs in applied technology, general education, and the intellectual needs of students and faculty.

7.6. Snow College Institutional **Mission and Role Statement**.

7.7. College of Eastern Utah Institutional Mission and Role Statement (being revised).

7.8. Salt Lake Community College Institutional Mission and Role Statement (being revised).

R312-8. Technical Colleges: Type V: (Utah College of Applied Technology)

8.1. Definition: Type V institutions award certificates and Associate of Applied Technology Degrees. General education courses are provided, in partnership, through other USHE institutions. No upper-division course work or awards above the associate degree level are offered.

8.1.1. Mission: The institution's mission is to transmit knowledge and skills to both high school and adult students, and to meet the needs of employers primarily through education and training programs, whether long term, short term, or custom designed for specific employer needs. These programs provide students with opportunities to enter, re-enter, upgrade, or advance in the workplace. To meet this mission the institution also assists students to enhance the necessary basic skills to succeed in technical training programs and provides life-long learning opportunities designed to meet the individual needs of Utah's citizens. Programs are offered in an open-entry, open-exit competency-based environment using a flexible approach to meet individual student and employer needs. The institution contributes to the quality of life and economic development at the local and state levels.

8.2. Programs

8.2.1. Instructional Programs: The institution offers competency-based certificates and Associate of Applied Technology Degrees that result in appropriate licensing, certification, or skill training to qualify students for specific employment. The general education components of the Associate of Applied Technology Degrees are offered by the other USHE institutions. The institution also provides rapid response to training needs of Utah employers through several programs including specifically designed custom fit training. Competency-based high school diplomas will be offered. In performing these responsibilities, the applied technology college cooperates with local school districts and other higher education institutions.

8.2.2. Accreditation: National, regional, state, and specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and

role. Such accreditation should enhance the excellence of the program and education of the student.

8.3. Faculty

8.3.1. Criteria for Selection, Retention, and Advancement: Faculty are selected, retained, and promoted primarily on the basis of evidence of appropriate levels of technical knowledge and skills, related industry experience, and effective teaching and training. Secondary criteria complementary to the teaching role include service and creative achievements.

8.3.2. Educational Preparation: Regular full-time faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level.

8.3.3. Teaching Loads: Teaching loads of technical faculty and ongoing daily student contact are at a somewhat higher level than at a Type IV institution. Institutional teaching loads will average at least 30 clock hours per week.

8.4. Student Admission: All applied technology colleges are open admission institutions. Incoming students may be tested for placement and the ability to benefit from specific courses for financial aid purposes.

8.5. Support Services: The institution provides support services, equipment, and other resources to support applied technology education programs.

8.6. Utah College of Applied Technology Mission and Role Statement (to be inserted).

May 20, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Salt Lake Community College–Associate of Applied Science and Diploma in Biomanufacturing–Action Item

Issue

Salt Lake Community College requests approval to offer an Associate of Applied Science and a Diploma in Biomanufacturing, effective Fall Semester 2009. This program was approved by the SLCC institutional Board of Trustees on February 11, 2009, and approved by the Regents' Program Review Committee on May 5, 2009.

Background

The Biomanufacturing Program at Salt Lake Community College provides students with specific and focused training for entry-level positions at companies manufacturing biotechnological products. Biotechnology is a diverse field that makes a wide spectrum of products, ranging from classical drugs and currently innovative biologics and biopharmaceuticals, to assorted medical devices, to the enzymes and DNA vectors exploited for cloning, to genetically engineered plants and modified food, to natural products extracted from botanicals, and to the developing biofuels that are presently a major global focus.

The Biomanufacturing AAS degree is intended to be a comprehensive program that could be completed in four semesters. In addition to the courses required for the Biomanufacturing Diploma, students will be required to master concepts and skills in advanced biomanufacturing-related topics. While some of these topics are required, others are subject to student choice, based on the emphasis of the Biomanufacturing AAS degree selected. This advanced training will expand on the core manufacturing and core science skills covered by the Biomanufacturing Diploma program and will ready the student for entry- to mid- level positions in a biomanufacturing environment.

The Biomanufacturing Diploma is intended to be an intermediate length training program that could be completed in three semesters. In addition to the courses required for the Biomanufacturing Certificate of Completion, students shall acquire basic science knowledge in the areas of general biology, microbiology, chemistry, and basic molecular biology techniques that is directly relevant to all functions in a biomanufacturing environment. This additional training will give students a 'bigger picture' appreciation of how the core skills covered by the Biomanufacturing Certificate of Completion fit in with the production requirements and application of manufactured products. Students desiring additional biomanufacturing training can continue with the Biomanufacturing AAS track. Offering this diploma will give students the option to continue with and be recognized for more biomanufacturing-relevant training without committing to the full AAS degree.

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 Salt Lake Community College request to offer an Associate of Applied Science and a Diploma in Biomanufacturing, effective Fall Semester, 2009.

 5/20/09
William A. Sederburg, Commissioner

WAS/GW
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Associate of Applied Science and a Diploma in Biomanufacturing

Salt Lake Community College

Prepared for
William A. Sederburg
By
Gary Wixom

May 20, 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 Biomanufacturing Program at Salt Lake Community College provides students with specific and focused training for entry-level positions at companies manufacturing biotechnological products. Biotechnology is a diverse field that makes a wide spectrum of products, ranging from classical drugs and currently innovative biologics and biopharmaceuticals, to assorted medical devices, to the enzymes and DNA vectors exploited for cloning, to genetically engineered plants and modified food, to natural products extracted from botanicals, and to the developing biofuels that are presently a major global focus.

The program's curriculum is driven and supported by the local biomanufacturing industry, and focuses on using innovative practical activities to deliver the hands-on experience students value for the learning and reinforcement of concepts and skills. Classes are taught by faculty with extensive experience in the biotech manufacturing industry. Local companies are anticipating that their skilled workforce needs will be fulfilled by the well-trained talent produced by the Biomanufacturing Program.

The growth in size and number of biotechnology companies in the state over the past 5-7 years has been considerable and this trend is expected to continue. Thus, students will find ample career opportunities within the state as well as nationally. The main biomanufacturing sectors represented in the state are companies specializing in medical devices, natural products, and pharmaceuticals, these are supported by a number of contract testing and contract research organizations, all of which would benefit from workers trained through the Biomanufacturing Program.

The Biomanufacturing AAS degree is intended to be a comprehensive program that could be completed in four semesters. In addition to the courses required for the Biomanufacturing Diploma, students will be required to master concepts and skills in advanced biomanufacturing-related topics. While some of these topics are required, others are subject to student choice, based on the emphasis of the Biomanufacturing AAS degree selected. This advanced training will expand on the core manufacturing and core science skills covered by the Biomanufacturing Diploma program and will ready the student for entry- to mid- level positions in a biomanufacturing environment.

Purpose of Degree

Purpose of Degree

By offering the Biomanufacturing AAS degree, Salt Lake Community College is fulfilling its mission to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers. The local biotechnology industry has indicated a strong need for appropriately trained individuals for entry- to mid- level biotechnology manufacturing/production positions. The science as well as industry-applicable skills and concepts basis of this AAS academic award will provide graduates with a strong and

comprehensive background in biomanufacturing that will qualify them for such positions as well as empower them with the know-how for career advancement.

The Biomanufacturing AAS program will be available for full-time or part-time enrollment to accommodate the diverse and flexible needs of the expected student demographic. Furthermore, the Biomanufacturing AAS program will complement the existing Biotechnology Technician AAS program currently offered at the college, which trains individuals for biotechnology research and development positions, and thereby provide students with an alternative career path within the Biotechnology field. The Biomanufacturing AAS program of study is expected to provide students with a solid foundation of biomanufacturing, including core competencies in quality systems and regulations, good manufacturing practices, verification & validation, calibration fundamentals, and student choice in elective competencies, all of which will be highly valued by local industry for entry- to mid- level manufacturing positions, as well as a broad science foundation that will complement and support the biomanufacturing skills and concepts. Successful students will be more competitive for such positions and be more effective workers from the start.

By offering the Biomanufacturing Diploma, Salt Lake Community College is fulfilling its mission to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers. The local biotechnology industry has indicated a strong need for appropriately trained individuals for entry- to mid-level biotechnology manufacturing/production positions. The dual science and skills basis of this Diploma will allow individuals to acquire the necessary training to qualify for such positions without a large time or financial commitment. Those individuals interested in additional Biomanufacturing training will be encouraged to continue with the AAS program of study, which will be available for full-time or part-time enrollment to accommodate the diverse and flexible needs of the expected student demographic. Furthermore, the Biomanufacturing Diploma will complement the existing Biotechnology Technician AAS program currently offered at the college, which trains individuals for biotechnology research and development positions, and thereby provide students with an alternative career path within the Biotechnology field.

Institutional Readiness

Salt Lake Community College was awarded a Department of Labor (DoL) Community-Based Job Training (CBJT) Grant (CB-15982-07-60-A-49) to develop a Biomanufacturing training program in conjunction with Granite School District. The grant will cover retrofit of a portion of Granite Technical Institute (GTI), a specialized high school and satellite SLCC campus, to create a state-of-the-art instructional facility that will include multiple PC computer labs; a computer-aided design (CAD) lab; an engineering shop with 3-D printers and an injection molder; plentiful high-end laboratory/manufacturing space; a fully functional, 400-square foot Class 10,000 clean room; and modern equipment for the manufacture of many different kinds of biotechnological products. The grant will also support principal investigators of the grant, one SLCC faculty member / director, one GTI faculty member, adjunct faculty, program manager for grant administration, part-time secretary, and other relevant support staff for the first three years of program development. We expect this grant to fund all activities through to December 2010. After this, a number of these positions will be terminated and support for the remainder (the faculty and critical program support staff) will be absorbed and sustained by the SLCC Biotechnology Department in collaboration with GTI as appropriate. While the grant will cover the cost of some equipment, supplemental funding will be solicited from granting and other agencies to cover the cost of additional necessary

equipment. Equipment / funding donations will also be solicited from various local manufacturing companies that may benefit from this workforce development program. Clearly, this grant has made it possible to establish an administrative structure for the development of the proposed Biomanufacturing AAS program.

Regarding institutional impact, the proposed AAS program and the Diploma includes a rigorous set of General Education courses, one of Business 1050 - Foundations of Business or Marketing 1050 - Consumerism; a set of rigorous science courses: BIOL 1610 / 1615 - College Biology and accompanying lab, BIOL 2060 / 2065 - Microbiology and accompanying lab, CHEM 1110 / 1115 - Elementary Chemistry and accompanying lab, and BTEC 2010 - DNA Manipulation / Analysis; and student choice of elective courses offered by the Biotechnology, Business Management, Engineering, Engineering Design / Drafting Technology, Environmental Technology Departments that are directly relevant to biomanufacturing.

These courses will certainly provide a solid foundation of the science, business operating and management principles, innovative technologies, and basic engineering processes on which the biomanufacturing industry is based. Students enrolled in the proposed AAS program will increase enrollments in these General Education, business and marketing, science, and biomanufacturing-related elective courses. Additionally, the BMAN 1110 - Intro to Biomanufacturing course is proposed as a General Education Interdisciplinary course, which will provide an additional General Education / elective class for non-Biomanufacturing students with an interest in biomanufacturing. Furthermore, the AAS program, like the Biomanufacturing Certificate of Completion and Diploma programs, is structured to complement the existing Biotechnology Technician AAS program.

While the Biotechnology Technician program trains individuals to work in a research and development environment found in both academic research labs and in biotech companies, the Biomanufacturing programs, in contrast, train individuals to work in a manufacturing (production) environment at the same biotech companies. Thus, the proposed program would make available an additional and complementary biotechnology career path to students, and students would be able to switch from one program to the other without incurring significant course penalties.

Faculty

One full-time faculty member at Salt Lake Community College is required to establish the Biomanufacturing training program and develop curriculum, and this position is supported for three years by the awarded CBJT grant. Dr. Vivian Ngan-Winward has been hired as the director of the program and to fulfill this role. With over 20 years of research experience, and 8 of these in the biotechnology industry, she is well-qualified for this position. Dr. Ngan-Winward will have primary responsibility for program and curriculum development. She, along with adjunct instructors (2-3), should be able to cover the program-specific courses, and existing SLCC faculty/instructors will cover associated courses required to fulfill the program's course requirements. For each course, a qualified instructor will be chosen based on their expertise with the topics to be covered, and they will be responsible for maintaining and keeping current their expertise, based on biomanufacturing industry trends; through attendance of workshops, conferences, short courses as needed and as funds permit.

Staff**Administrative**

Because a DoL CBJT grant is funding the development of this program, the following administrative positions are required for the three-year grant funding period:

- SLCC Principal Investigator: Clifton Sanders, Dean, School of Science, Math, and Engineering
- GTI Co-Principal Investigator: Sandra Hemmert, Specialist, Career and Technical Education
- Program Manager: Eleanor Sundwall

By the conclusion of the DoL grant, these functions will be fully absorbed into the Biotechnology Department.

Secretarial

To support the SLCC director/faculty member and adjunct faculty, a part-time secretary (Anita Mitchell) will fulfill all secretarial duties related to program development and the grant as well as other relevant administration duties. This position is also funded by the grant. At the end of the funding period, this position may be continued pending availability of funding through the SLCC budget and strategic planning process. Additionally, assistance with program marketing and outreach are required for at least the first five years, which will be fulfilled by the Biotechnology Department Outreach Coordinator (Zuraya Athie).

Library and Information Resources

The library shall acquire a select set of biomanufacturing books that will be valuable reference material for students. Faculty and adjunct faculty will be responsible for identifying these books. A cost of \$1,500 per year is estimated for the purchase of these books.

Admission Requirements

High school diploma or equivalent.

Student Advisement

Students interested in the program shall seek advice from the Academic Advisors assigned to the program. Students having higher-level queries will be encouraged to speak with the Biomanufacturing Program Director or the Biotechnology Department Chair. Both of these individuals will work with Academic Advising to ensure that all advisors have current information regarding program requirements, job opportunities/career pathways, and additional training pathways.

Justification for Gradation Standards and Number of Credits

The Biomanufacturing AAS degree is intended to be a comprehensive training program that will provide a solid foundation of biomanufacturing as well as biomanufacturing-related basic science knowledge by focusing on the following:

- history of biotechnology
- the local biomanufacturing industry, including the typical manufacturing process and career paths
- acquiring, developing, and mastering specific biomanufacturing-related skills, including effective communication and documentation, workplace safety, quality control activities, critical thinking, and various aspects of quality systems and regulations governing the biomanufacturing industry
- reinforcing the above concepts and skills learned by participating as a member of team that manufactures a specified quantity of a real biotechnological product
- basic knowledge in the areas of general biology, microbiology, chemistry, and molecular biology techniques
- acquiring, developing, and mastering advanced biomanufacturing-related skills, including good manufacturing practices, verification & validation, and calibration fundamentals
- student choice electives in topics relevant to biomanufacturing: innovative sciences & technologies, equipment troubleshooting, manufacturing processes, and business operations and management principles

A total of 65-69 credit hours is required for graduation with the Biomanufacturing AAS degree, spread among General Education and Major Requirement courses (refer to Appendix A).

A total of 46-47 credit hours is required for graduation with the Biomanufacturing Diploma, spread among General Education and Major Requirement courses (refer to Appendix A).

As confirmed by industry advisors, this curriculum more than meets the minimum desired industry requirements for entry- to mid- level manufacturing positions. Also, a solid understanding of quality systems and regulations is a core competency identified by the biomanufacturing industry. Therefore, students who have demonstrated mastery of these competencies through a skills-based assessment will also be awarded a Certificate of Competency in Basic Quality Systems & Regulations. Additional Certificates of Competency will be awarded for successful mastery of these concepts / skills: Good Manufacturing Practices, Verification & Validation, Calibration Fundamentals, Science & Technology, Equipment Trouble Shooting, Manufacturing Processes, Quality Control & Six Sigma, Supply Chain Design & Management, and Lean Production.

This AAS training program is an extension of the Biomanufacturing Diploma program (19-22 additional credit hours) and the Biomanufacturing Certificate of Completion program (35-39 additional credit hours). This provides several training pathway options to meet differing student needs.

This Diploma training program is an extension of the Biomanufacturing Certificate of Completion program

(16-18 additional credit hours), and students can choose to take additional classes to earn an AAS degree (17-22 additional credit hours, 64-68 total). This provides several training pathway options to meet differing needs.

External Review and Accreditation

This career and technical education program was developed in close consultation with an industry advisory board that serves also as the program advisory committee. Industry advisory board members represent an assortment of Salt Lake City biomanufacturing companies:

- Monzur Ahmed, Senior Director of Regulatory Affairs, Neways International [natural products]
- Kevin Hanly, Vice President of Manufacturing, ICU Medical [medical device]
- Wade Hull, Vice President of Engineering, ZARS Pharma [pharmaceutical]
- Jeff Nelson, President / CEO, Nelson Labs [contract testing organization]
- Dr. Vivian Ngan-Winward, formerly Lead Scientist of Regulatory Affairs, Idaho Technology [diagnostic instrumentation and kits]
- LaRoy Page, Managing Partner, PromoTech Partners, LLC [technology transfer consultant]
- These industry advisors were consulted about development of a biomanufacturing training program prior to the submission of the CBJT grant, and have had opportunity to provide valuable input throughout the course of program and curriculum development. This partnership has ensured that program proposed here meets the workforce needs of local industry.

Currently, accreditation of this Biomanufacturing program is not available. As more and more training programs of this type are developed at various community colleges across the nation, educators, industry representatives, and workforce development staff alike have realized that there is a need to set curriculum and skill standards for these programs. While this endeavor is challenging, because biomanufacturing is represented by different industry sectors (e.g. pharmaceutical, medical device, bioprocessing, etc.) depending on geographic region, various groups have met and developed standards that define the required skills and knowledge for specific jobs or job families. This Biomanufacturing program has been developed using these standards as guidelines. There is an identified need to develop standards and assessments that will be recognized nationwide, which could ultimately lead to certification of students from an independent agency as well as to accreditation of this program. Such certification would benefit students greatly as their acquired skills would then be portable. Accreditation would benefit SLCC by making the program more attractive both locally and nationally to students as well as the biomanufacturing industry. When accreditation of this program becomes available, program staff will make efforts to seek accreditation.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	30	2	15	N/A
2	34	3	11	N/A
3	40	3	13	N/A
4	46	4	12	N/A
5	52	4	13	N/A

Section III: Need

Program Need

The biotechnology industry has experienced much growth throughout Utah, particularly in the past five years. As companies shift from focusing on the research and development of product ideas to the manufacturing of developed products and/or higher volume products, their workforce must expand. Specifically, these companies need to hire production workers that will be responsible for all different aspects of the manufacturing process in order to make highly technical products for profit, and hence, sustain the company.

Such companies, particularly those in the biotechnology arena, typically hire individuals with little or no manufacturing skills into entry-level positions, and then provide basic in-house, on-the-job training. Doing so requires a financial investment, in both time and effort, by the company, and consequently diverts some of the company's resources away from production. Because this financial investment is significant, training is often limited to the minimum amount necessary for the employee to be functional, and additional training is typically provided only when absolutely necessary in order to reduce the impact on production and company profits. However, limited training can ultimately cost biotech companies considerably. The biotechnology industry is highly regulated, and production mistakes caused by under-training or unfamiliarity of such regulations can lead to thousands to millions of dollars of lost revenue. Thus, having a properly trained workforce is critical to the success of these companies as well as the biotech industry as a whole.

Training issues are underscored by the finding that many US manufacturers are experiencing a shortage of qualified employees. A 2005 study of manufacturers performed by the National Association of Manufacturers (NAM) and Deloitte Consulting LLP [2005 Skills Gap Report – A Survey of the American Manufacturing Workforce] revealed that 90% of survey respondents “indicated a moderate to severe shortage of qualified skilled production employees.” Furthermore, many manufacturers are not satisfied with the skills of their current employees. Specifically, about half of the respondents claimed current employees do not have adequate basic employability skills (e.g. attendance, timeliness, and work ethic), 46% claimed inadequate problem-solving skills, and 36% claimed inadequate reading, writing, and communication skills.

Compounding the skill inadequacies is the decline in the number of young Americans choosing to pursue careers in manufacturing. This decline is related to manufacturing's negative image, one that has been sustained by the stereotypical assembly line view of the industry. This negative image may likely explain why production workers are not typically driven to improve themselves nor do they actively seek career advancement.

The overall consequence of these issues is a decline in the US economy compared to those of other industrialized nations. The finding that 83% of the NAM/Deloitte survey respondents claim that the shortage of qualified skilled workers has impacted their respective companies' ability to serve customers, through meeting product demands, achieving desired productivity targets, and providing adequate customer service, exemplifies the economic impact of these issues.

Clearly, there is a critical need, for the benefit of the local and national economy, to adequately train a workforce for the ever-expanding manufacturing industry, and to empower such workers to seek and utilize self-improvement opportunities as well as to take ownership of their contributions to the workplace. This need is indeed aligned with the mission of Salt Lake Community College: "to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers."

With the high growth of the biotech industry in Utah, a SLCC training program that focuses on providing students with the necessary skills to perform efficiently and effectively in a biotech manufacturing environment would be embraced by the whole community: local companies, traditional students looking for an interesting career, displaced workers looking for an alternative career, and incumbent workers seeking additional/advanced training for career advancement.

Labor Market Demand

Occupational projections, forecast by the Utah Department of Workforce Services, show that production occupations should expect a growth of approximately 4800 jobs per year over the 2004-2014 period. While this number includes manufacturing sectors in addition to biotech manufacturing, the biotechnology industry is definitely expanding in Utah. The Biotechnology Industry Organization's "Technology, Talent and Capital: State Bioscience Initiatives 2008" report revealed that the number Utah companies (in the main biotechnology sectors of agricultural feedstock & chemicals, drugs & pharmaceuticals, medical devices & equipment, and research, testing & medical laboratories) have increased 19 to 47% over the 2001-2006 period. As growth continues, a considerable number of positions will need to be filled by appropriately trained individuals. Thus, SLCC students graduating with a Biomanufacturing AAS degree will be well-prepared for existing and emerging biomanufacturing job opportunities.

Students earning the Biomanufacturing AAS degree would qualify for a wide variety of entry- to mid- level positions in biotech manufacturing companies, particularly in the areas of quality control / assurance, process development, manufacturing / production, and facilities maintenance. Some example job titles include:

- Assembler
- Assembly production technician
- Auto encapsulation operator
- Bottling packager
- Calibration technician
- Document specialist
- Manufacturing lead
- Inspector
- Laboratory technician
- Manufacturing technician
- Materials handler
- Materials logistics specialist
- Mixing operator
- Molding operator
- Packaging operator

- Picking operator
- Powder & liquid packager
- Process technician
- Process operator
- Production associate
- Production operator
- Production technician
- Quality assurance inspector
- Quality assurance specialist
- Raw material warehouse
- Tableting operator
- Technician
- Validation technician
- Warehouse lead

Student Demand

While SLCC has been offering a Biotechnology Technician AAS degree program since 2001 to provide appropriate training for jobs in a research and development environment (at either academic institutions or biotechnology companies), no such program exists to provide training for jobs in a biotechnology manufacturing / production environment. The governance of biomanufacturing by strict federal regulations necessitates a program that covers such policies and relevant industry standards.

Preliminary efforts directed at marketing the Biomanufacturing Program have indicated that student interest exists. These students have an interest in biotechnology but not necessarily an interest, or aptitude, in research, or are intimidated by the amount of science that needs to be mastered to work in a research and development environment. In fact, some students currently enrolled in the Biotechnology Technician AAS program are considering changing over to a program in Biomanufacturing.

The Biomanufacturing AAS degree will give these students a comprehensive biomanufacturing skills set and related general science understanding, as well as the necessary confidence to enter the workforce, to pursue additional training in biomanufacturing at SLCC, or even to switch over to training for research positions. Students can also choose to enter the workforce to support further education efforts. The available opportunities offered by the Biomanufacturing AAS degree will strengthen student demand. Additionally, the availability of Biomanufacturing courses to high school students, through concurrent enrollment, as well as to incumbent workers, will broaden the student demand base.

The Biomanufacturing Diploma will give these students a basic biomanufacturing skills set and related general science understanding, as well as the necessary confidence to enter the workforce, to pursue additional training in biomanufacturing at SLCC, or even to switch over to training for research positions. Students can also choose to enter the workforce to support further education efforts. The available opportunities offered by the Biomanufacturing Diploma will strengthen student demand. Additionally, the availability of Biomanufacturing courses to high school students, through concurrent enrollment, as well as to incumbent workers, will broaden the student demand base.

Similar Programs

No similar programs are offered elsewhere in Utah or the Intermountain Region.

Collaboration with and Impact on Other USHE Institutions

Because the Biomanufacturing AAS degree will be a program unique to Utah and the Intermountain Region, there is no immediate impact on other USHE institutions. However, if the current state of biotechnology training in Utah is any indication, the Biomanufacturing AAS degree may be an intermediate step toward a 4-year Biomanufacturing Bachelor of Science degree. This possibility would be create a new collaboration between SLCC and transfer institutions that may decide to implement a Biomanufacturing BS degree. This new education pathway will likely increase enrollment at both SLCC and the hosting USHE institution.

The Biomanufacturing Diploma will give these students a basic biomanufacturing skills set and related general science understanding, as well as the necessary confidence to enter the workforce, to pursue additional training in biomanufacturing at SLCC, or even to switch over to training for research positions. Students can also choose to enter the workforce to support further education efforts. The available opportunities offered by the Biomanufacturing Diploma will strengthen student demand. Additionally, the availability of Biomanufacturing courses to high school students, through concurrent enrollment, as well as to incumbent workers, will broaden the student demand base.

Benefits

With the Biomanufacturing AAS degree and Diploma, SLCC will have another opportunity by which it can fulfill its institutional mission, and consequently attract a category of potential students with interests in biomanufacturing, and a demographic that the college has yet to tap. Additionally, by helping to fulfill biomanufacturing workforce needs, SLCC will form new alliances with local companies that are likely to help the program through donations of funds and/or equipment, offers of scholarships, and other form of in-kind assistance. Such assistance could sustain the program as well as allow for its expansion in the future.

Consistency with Institutional Mission

The Biomanufacturing AAS degree and Diploma fulfills SLCC's commitment to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry, and other employers. Specifically, this career and technical education program will serve high school students, college students (both traditional and non-traditional), and incumbent workers by preparing them to meet the workforce needs of biotechnology manufacturing companies in Utah. This preparation includes not just the appropriate skills set but the confidence to win their desired position in biomanufacturing.

Section IV: Program and Student Assessment

Program Assessment

The goals of the Biomanufacturing AAS degree and the Diploma are two-fold:

1. To prepare students for entry- to mid- level jobs in the biotechnology manufacturing environment, and
2. To prepare students for additional biomanufacturing training at SLCC

How these goals are met will be assessed using the following methods:

1. Standardized course-specific assessment exams: These will be used to assess student mastery of the material / skills. Certificates of Competency in Basic Quality Systems & Regulations, Good Manufacturing Practices, Verification & Validation, Calibration Fundamentals, Science & Technology, Equipment Trouble Shooting, Manufacturing Processes, Quality Control & Six Sigma, Supply Chain Design & Management, and Lean Production will be awarded only upon successful completion of the appropriate assessment exams.
2. Student placement rates: The rate of student placement in biomanufacturing jobs and in additional / other training will be tracked to determine how successful this program is at meeting the above goals.
3. Student follow-up: Students will be surveyed one to two years after graduation to determine the adequacy of their training for the workforce or for additional education, as well as to solicit recommendations to improve the program.
4. Employer follow-up: Employers of program graduates will be surveyed one to two years after hiring to determine the adequacy of the graduates' training for the position held, as well as to solicit recommendations to improve the program.

Expected Standards of Performance

Upon successful completion of the Biomanufacturing AAS degree or Diploma, students should have mastered the following:

- history of biomanufacturing and local industry
- understanding the typical biomanufacturing process and career paths
- effective communication skills
- effective documentation skills
- proper data handling and analysis skills
- basic laboratory and biomanufacturing skills
- workplace and laboratory safety
- critical thinking, troubleshooting, and problem-solving
- quality systems and their impact on the biomanufacturing industry
- federal regulations governing the biomanufacturing industry
- basic science knowledge in the areas of general biology, microbiology, chemistry, and molecular biology techniques
- good manufacturing practices
- verification & validation principles
- calibration fundamentals
- student choice electives in topics relevant to biomanufacturing: innovative sciences & technologies, equipment troubleshooting, manufacturing processes, and business operations and management principles

These competencies are highly valuable to entry- to mid- level workers in a biomanufacturing environment. Especially desired for such positions are the competencies in critical thinking, troubleshooting, problem-solving, quality systems, federal regulations, basic science knowledge, good manufacturing practices, and verification & validation principles, as indicated by industry advisors.

Formative assessments of these competencies include independent literature research, presentations, assignments, worksheets, class discussions, and comprehensive knowledge and skills-based exams. Upon successful completion of the appropriate assessment exams, Certificates of Competency in Basic Quality Systems & Regulations, Good Manufacturing Practices, Verification & Validation, Calibration Fundamentals, Science & Technology, Equipment Trouble Shooting, Manufacturing Processes, Quality Control & Six Sigma, Supply Chain Design & Management, and Lean Production will be awarded.

Summative assessments of these competencies include the comprehensive knowledge and skills-based exams, as well as the BMAN 1180 - Biomanufacturing Experience course during which the student will apply and reinforce all knowledge and skills learned to the production of a selected biotechnology product. This course simulates an internship in a biomanufacturing setting.

Section V: Finance

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	13	15	18	20	23
Cost Per FTE	9706	8869	7706	6951	6232
Student/Faculty Ratio	15	11	13	12	13
Projected Headcount	30	34	40	46	52
Projected Tuition					
Gross Tuition	26741	30855	37026	41140	47311
Tuition to Program	26741	30855	0	0	0
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	71080	73213	75409	77671	80002
Benefits	31827	32782	33765	34778	35822
Total Personnel	102907	105995	109174	112450	115823
Current Expense	26500	30000	26700	28500	29500
Travel	0	0	0	0	0
Capital	0	0	0	0	0
Library Expense	1500	1500	1500	1500	1500
Total Expense	\$129407	\$135995	\$135874	\$140950	\$145323

Revenue					
Legislative Appropriation	35805	73759	101296	104335	107465
Grants & Contracts	61996	25542	0	0	0
Donations	0	0	0	0	0
Reallocation	4865	5838	32992	34790	35760
Tuition to Program	26741	30855	0	0	0
Fees	0	0	1587	1825	2099
Total Revenue	\$129407	\$135995	\$135874	\$140950	\$145323
Difference					
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

Budget Comments

The Financial Analysis Form above represents the total combined figures for all three Biomanufacturing program degree offerings: Certificate of Completion, Diploma, and Associate of Applied Science.

The projected FTE enrollment is somewhat modest, particularly in comparison to the projected head count, because the proposed program is likely to attract a considerable number of part-time students, consisting of high school students, incumbent workers needing additional training, and working students seeking a new/different career path. Even though these students are part-time, they are still very likely to complete the program, at their own pace, and possibly continue with additional Biomanufacturing training.

The Department of Labor Community-Based Job Training (CBJT) Grant (see also Funding Sources section below) covers much of the proposed program's expenses through the end of December 2010, which is equivalent to the middle of Year 2 for the proposed program. Because the grant's funding year and the program's fiscal year are off-set by six months, the grant's support of the various expense items has been adjusted to be consistent with the fiscal year defined in the form above.

As financial support of the proposed program shifts from the CBJT Grant to SLCC, personnel expenses are covered by legislative appropriated funds whereas the remaining expenses are covered by reallocated funds.

Funding Sources

The implementation of the Biomanufacturing AAS degree and the Diploma is supported by a \$2 million Department of Labor CBJT Grant CB-15982-07-60-A-49. This grant covers program development, creation of a state-of-the art instructional facility at Granite Technical Institute (see also Institutional Readiness section above), and instructional staff. The CBJT grant will fund all activities for three years, through December 2010, at which point the faculty, facility, and operating expenses will be sustained by SLCC or GTI, as appropriate. Upon termination of the CBJT Grant funding period, legislative appropriated funds as well as funds reallocated to the Biotechnology Department will be used to sustain the proposed program.

Reallocation

After Year 3, this proposed AAS program and Diploma will be supported through internal reallocation funds from the Biotechnology Department and from the SLCC informed budget process.

Impact on Existing Budgets

There will be no impact on current base budgets. As described above in the Reallocation section, the Biomanufacturing Program will seek future funding, as needed, via the SLCC informed budget process.

Appendix A: Program Curriculum

All Program Courses

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

Course Prefix & Number	Title	Credit Hours
Core Courses		
General Education		
Any Communication CM Course	-	3
Composition: ENGL 1010	Introduction to Writing	3
Any 3-credit Human Relations HR Course	-	3
Quantitative Studies: MATH 1010	Intermediate Algebra	4
Any Distribution Area Course	-	3-4
Major Course Requirements		
BMAN 1110	Intro to Biomanufacturing (ID)	3
BMAN 1120	Basic Biomanufacturing Skills	1
BMAN 1150	Bioman Quality Systems & Regs	3
BMAN 1180	Biomanufacturing Experience	4
One of:		
BUS 1050	Foundations of Business (ID)	3
or		
MKTG 1050	Consumerism (ID)	4
BIOL 1610	College Biology I	0
BIOL 1615	College Biology I Lab	4
BIOL 2060	Microbiology	0
BIOL 2065	Microbiology Lab	4
CHEM 1110	Elementary Chemistry	1
CHEM 1115	Elementary Chemistry Lab	4
BTEC 2010	DNA Manipulation / Analysis	3
BMAN 2110	Good Manufacturing Practices	2
BMAN 2120	Verification & Validation	2
BMAN 2130	Calibration Fundamentals	2
	Sub-Total	54-55

Course Prefix & Number	Title	Credit Hours
Elective Courses		
For Science & Technology Emphasis		(11-14 total)
BTEC 2900	Special Topics	2-5
ENGR 1050	Intro to Nanotechnology	3
BTEC 2060	TBD <Biotech Instrumentation>	3
One of:		
TECH 1010	Technology & the Future	3
ENVT 1300	Basic Toxicology	3
???? XXXX	TBD <Intro to Bioengineering>	3
For Manufacturing Technology Emphasis		(12 total)
ENGR XXXX	TBD <How things work>	3
EDDT 1040	Intro to AutoCAD	3
EDDT 2340	Manufacturing Processes	2
EDDT 2350	Manufacturing Processes Lab	1
BTEC 2060	TBD <Biotech Instrumentation>	3
For Lean Production & Six Sigma Emphasis		(13 total)
MGT 2040	Business Statistics I	4
MGT 2700	Production & Operations Mgmt	3
MGT 2710	Quality Control & Six Sigma	3
One of:		
MGT 2720	Supply Chain Design & Mgmt	3
MGT 2730	Lean Production	3
	Sub-Total	11-14
Track/Options (if applicable)		
N/A	Sub-Total	0
	Total Number of Credits	65-69

New Courses to be Added in the Next Five Years

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

Prefix & Number Title Credit Hours
Course Description

BTEC 2060 Biotechnology Instrumentation 3

This course will introduce students to how specific biotechnology instruments and equipment function from physical, mechanical, and engineering perspectives. Such familiarity will allow students to appreciate the full capabilities of and to obtain the best performance from this instrumentation.

ENGR XXXX <TBD> How Things Work 3

This course will introduce students to how things work as well as how to troubleshoot from an engineering perspective. Students will examine several familiar devices to learn basic design and engineering

principles and concepts that can be applied to understanding and troubleshooting the function of other, more complicated, devices.

???? XXXX <TBD> Intro to Bioengineering

3

This course will introduce students to the multidisciplinary field of bioengineering and the innovations that have emerged from it. Students will examine various bioengineered products to learn about basic bioengineering principles, product design and considerations, and new product potential.

Appendix B: Program Schedule

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

Biomanufacturing AAS with Emphasis in Science & Technology

Fall Semester		Spring Semester	
ENGL 1010	3	Gen Ed Distribution Area	3-4
MATH 1010	4	Human Relations course	3
BUS 1050 (ID) or MKTG 1050 (ID)	3	CHEM 1110	4
BMAN 1110	3	CHEM 1115	1
BMAN 1120	1	BMAN 1150	3
ENGR 1050 (ID)	3	BMAN 1180	4
Total Fall Credits	17	Total Spring Credits	18-19
2nd Fall Semester		2nd Fall Semester	
Communication course	3	BIOL 2060	4
BMAN 2110	3	BIOL 2065	0
BTEC 2060	3	BTEC 2010	4
BIOL 1610 (BS)	4	BMAN 2120	2
BIOL 1615	0	BMAN 2130	2
Elective	3	BTEC 2900	2-5
Total 2nd Fall Credits	16	Total 2nd Spring Credits	14-17
Total Biomanufacturing AAS with Emphasis in Science & Technology = 65-69			

Biomanufacturing AAS with Emphasis in Manufacturing Technology

Fall Semester		Spring Semester	
ENGL 1010	3	Gen Ed Distribution Area	3-4
MATH 1010	4	BIOL 1610 (BS)	4
BUS 1050 (ID) or MKTG 1050 (ID)	3	BIOL 1615	0
BMAN 1110	3	EDDT 1040	3
BMAN 1120	1	BMAN 1150	3
ENGR XXXX	3	BMAN 1180	4
Total Fall Credits	17	Total Spring Credits	17-18
2nd Fall Semester		2nd Fall Semester	
BMAN 2110	3	Communication course	3
EDDT 2340	2	Human Relations course	3
EDDT 2350	1	BIOL 2060	4
CHEM 1110	4	BIOL 2065	0
CHEM 1115	1	BMAN 2120	2
BTEC 2010	4	BMAN 2130	2
		BTEC 2060	3

Total 2nd Fall Credits	15	Total 2nd Spring Credits	17
Total Biomanufacturing AAS with Emphasis in Manufacturing Technology = 66-67			

Biomanufacturing AAS with Emphasis in Lean Production & Six Sigma

Fall Semester		Spring Semester	
ENGL 1010	3	Communication course	3
MATH 1010	4	BIOL 1610 (BS)	4
BUS 1050 (ID) or MKTG 1050 (ID)	3	BIOL 1615	0
BMAN 1110	3	MGT 2040	4
BMAN 1120	1	BMAN 1150	3
Gen Ed Distribution Area	3-4	BMAN 1180	4
Total Fall Credits	17-18	Total Spring Credits	18
2nd Fall Semester		2nd Fall Semester	
BMAN 2110	3	BIOL 2060	4
MGT 2700	3	BIOL 2065	0
MGT 2710	3	BTEC 2010	4
CHEM 1110	4	BMAN 2120	2
CHEM 1115	1	BMAN 2130	2
Human Relations course	3	MGT 2720 or MGT 2730	3
Total 2nd Fall Credits	17	Total 2nd Spring Credits	15
Total Biomanufacturing AAS with Emphasis in Lean Production & Six Sigma = 67-68			

Diploma

Fall Semester		Spring Semester	
ENGL 1010	3	BIOL 1610 (BS)	4
MATH 1010	4	BIOL 1615	0
BUS 1050 (ID) or MKTG 1050 (ID)	3	Communication course	3
BMAN 1110	3	BMAN 1150	3
BMAN 1120	1	BMAN 1180	4
Gen Ed Distribution Area	3		
Total Fall Credits	17	Total Spring Credits	14
2nd Fall Semester			
Human Relations course	2-3		
BIOL 2060	4		
BIOL 2065	0		
CHEM 1110	4		
CHEM 1115	1		
BTEC 2010	4		
Total Fall Credits	15-16		
Total Biomanufacturing Diploma Credits = 46-47			

Appendix C: Faculty

List current faculty within the institution, with their qualifications, to be used in support of the program.

Vivian Ngan-Winward

Staff / Director

Ph.D. in Molecular Biology & Biochemistry, Wesleyan University, CT

+ 15 years experience in academic molecular biology & biochemistry research

+ 8 years experience in biotechnology industry

Adjunct faculty with relevant educational and industry experience, to be identified

May 20, 2009

MEMORANDUM

TO: The Board of Regents

FROM: William A. Sederburg

SUBJECT: Request Regents' Consent to Create a Science and Mathematics Education Consortium
Subject to Terms Worked Through the Commissioner's Office – Consent Item

Issue

The Utah Science and Mathematics Education Consortium requests recognition by the Board of Regents. Such recognition will assist the Consortium to obtain funding and improve coordination between the USHE institutions and the state. Neither staff nor funding from the Office of the Commissioner is being requested.

Background

Science and mathematics education is critical to a highly qualified and productive 21st Century workforce. These disciplines will play a central role in understanding and solving global problems in energy, food supply, human health, and national and international security. The Utah economy requires creative leaders and workers with a solid foundation in science and mathematics to maintain and grow Utah's technological, biomedical, pharmaceutical, chemical, and earth resources industries.

Below are some of the factors that demonstrate shortfalls in science and mathematics education in the U.S. and the business sectors:

Thirty years ago more than 30 percent of students attending college world-wide were Americans while today the U.S. claims only 14 percent.

Only 29 percent of American fourth-grade students, a third of eighth-grade students, and 18 percent of 12th grade students perform at or above proficiency levels in science.

U.S. advanced mathematics and physics students lag behind other students around the world in mathematics and physics achievement.

U.S. students recently finished 15th in reading, 19th in mathematics, and 14th in science in the ranking of 31 countries by the Organization for Economic Cooperation and Development.

In Business Week's ranking of world information technology companies, only one of the top ten is based in the U.S.

These trends are not beyond remedy, but bold action is required if Utah and the U.S. are to emerge as educational leaders and be significant participants in the scientific and technological development of the future. A collaborative effort is required which must include all nine USHE colleges and universities, private higher education institutions, school districts, the Utah State Office of Education, and the scientific and business communities.

Consortium Goals

Finding solutions to global issues including energy, food supply, human health, national security, and many others requires that we grow Utah's workforce of scientists and mathematicians and that we increase scientific literacy of all citizens. The Utah Science and Mathematics Education Consortium would bring a community of researchers from universities and from industries in contact with public schools, community colleges, technical centers and surrounding communities throughout the state. Such collaborations would form a pipeline of potential students and teachers interested in science, technology, engineering and mathematics. Public scientific literacy would be advanced, and support for mathematics and science would increase. Among the Consortium goals are to:

Help shape best practices in mathematics and science education as they are formulated into new policy initiatives.

Develop programs that would be integrated across the educational spectrum.

Identify and support effective, uniform professional development strategies statewide for in-service and pre-service teachers.

Develop and coordinate Science and Mathematics Education Centers with K-12 education programs at Utah colleges and universities.

Develop teaching internships for students at higher education institutions in collaboration with school districts and the USOE.

Develop interdisciplinary programs at the lower-division level leading to early participation in research, both academic and industrial.

Increase the number of well-prepared science and mathematics teachers.

These goals are supported by mandates put forward in the national Academy of Science Report of 2007, *Rising Above the Gathering Storm*.

Proposed Consortium Functions and Activities

The Consortium, recognizing the need for better collaboration among institutions, would initiate meetings, conferences, symposia and similar activities so that all participants are well informed of new developments in science, technology and education. In addition, the Consortium will provide critical information on new funding opportunities and will broker proposals to maximize the likelihood of succeeding in competitive proposal processes. In addition, the Consortium may be the logical entity to prepare proposals and receive funding for projects affecting the state. The Consortium can play a key role in advancing policies that will

produce more mathematicians, scientists, engineers, technicians, and teachers, and directly or indirectly produce a more robust economy that is driven by mathematics and science disciplines. Metrics such as increasing the number of well-prepared mathematics and science teachers and graduates and creating the first math and science centers will be used to evaluate whether the Consortium is meeting its goals.

Organization and Membership

The Consortium requests recognition by the Board of Regents and would report its activities at least annually. Additional reports may be recommended by the Chair of the Consortium or the Commissioner of Higher Education. The Consortium will consist of 21 members: Nine deans of science in the USHE, a representative from the Commissioner's office, a representative from the Utah State Office of Education, a representative from the Utah Council of Education Deans, three representatives from local school districts and professional organizations that represent math and science, two representatives from private colleges and universities, a representative from the Governor's Office, and three representatives from the private sector. The initial chair will be Dr. Pierre Sokolsky, Dean of the College of Science at the University of Utah, who will serve a two-year term. The Consortium may determine by-laws governing its operation.

The Consortium, which will meet at least once each semester and will work with the K-16 Alliance. Members will be responsible for their own expenses. No funding is requested. The Consortium will seek private funding, grants and contributions from government agencies and other entities interested in mathematics and science. Members believe that the Consortium can advance its goals with an annual operating budget of approximately \$200,000 to \$250,000 per year.

Commissioner's Recommendation

The Commissioner Recommends the Regents Support the Utah Science and Mathematics Education Consortium and Authorize the Commissioner to Establish Appropriate Procedures in Facilitating the Work of the Consortium.



William A. Sederburg, Commissioner

WAS/PCS
Attachment

*The body of this agenda item was taken directly from a proposal written by Dr. Richard E. Kendell, former Commissioner and member of the Utah Science and Mathematics Education Consortium. The full proposal is attached with a supporting letter from the University of Utah.

Academic, Career and Technical Education and Student Success

Consent Item

Request to become Regent-Sponsored

The Utah Science and Mathematics Education Consortium

Prepared for
William A. Sederburg
by
Phyllis C. Safman

May 20, 2009

UTAH SCIENCE AND MATHEMATICS EDUCATION CONSORTIUM

May 5 2009

INTRODUCTION

Science & mathematics education is critical to a highly qualified and productive 21st century workforce. These disciplines will play a central role in understanding and solving global problems in energy, food supply, human health, and national and international security. The Utah economy requires creative leaders and workers with a solid foundation in science and mathematics to maintain and grow our technological, biomedical, pharmaceutical, chemical, and earth resources industries.

The Utah Science and Mathematics Education Consortium is a partnership of higher education, public education, and other public and private organizations committed to strengthening the foundations of math and science for the future.

THE CASE FOR ACTION

At the very time we need more people literate in mathematics and science the United States is falling behind. This is illustrated by a number of factors showing shortfalls in science and mathematics education in the U.S and the impact that such shortfalls are having on the business sector. A summary of factors is listed below:

Education Indicators

- Thirty years ago, more than 30 percent of students attending college world-wide were Americans. Today, the United States can claim only 14 percent – and the number is declining. The rest of the world is becoming more educated (Tough Choices or Tough Times: The Report of the NEW Commission on the Skills of the American Workforce, National Center on Education and the Economy, 2007).
- Only 29 percent of American fourth-grade students, a third of eighth-grade students, and 18 percent of 12th-grade students perform at or above the proficient level in science. (U.S. Department of Education, National Center for Educational Statistics. The Nation's Report Card: Reading 2007; The Nation's Report Card: 12th Grade Reading and Mathematics 2005, NCES 2007)
- U.S. students recently finished 15th in reading, 19th in math, and 14th in science in the ranking of 31 countries. (The Organization for Economic Cooperation and Development).

- There is an ongoing critical shortage of "highly qualified" math and science educators in Utah. Moreover a significant number of math and science teachers in Utah do not have a content major in math or science.
- U.S. advanced mathematics and physics students are not leading, but lagging behind other students around the world in mathematics and physics achievement (www.nationalmathandscience.org/index.php/stayingcompetitive.)
- During much of the 20th century, Americans entering the workforce were considered the best educated in the world. But within the past 30 years, foreign countries can claim a higher percentage of their entering workforce with the equivalent of a high school diploma – and the United States continues to be surpassed (Tough Choices or Tough Times: The Report of the NEW Commission on the Skills of the American Workforce, National Center on Education and the Economy, 2007).

Business Indicators

- Nearly 60 percent of patents filed with the U.S. Patent Office in information technology now originates in Asia.
- In slightly more than a decade, the U.S. trade balance in high-technology manufactured goods shifted from a positive \$40 billion in 1990 to a negative \$50 billion in 2001.
- In Business Week's ranking of world information technology companies, only one of the top 10 is based in the U.S.
- Only one of the 25 largest initial public offerings (IPOs) of stock in 2006 took place on American exchanges. IPOs in Europe surpassed those in America – in both number and dollar volume.
- The U.S. share of the world's leading-edge semi-conductor manufacturing capacity dropped from 36 percent to 11 percent in the past seven years.
- More than half of all science and engineering degreed workers are 40 years or older and 26 percent are over 50 (National Science Foundation), yet less than 15 percent of U.S. students have the math and science prerequisites to be successful (Southern Methodist University). Eighty percent of jobs in the next decade will require some form of math and science (National Science Foundation).
- In 2000, only 4.4 percent of the science and engineering jobs were held by African Americans and only 3.4 percent by Hispanics.

These trends are not beyond remedy, but bold action is required if Utah and the U.S. are to emerge as educational leaders and be significant participants in the scientific and technological developments of the future. It is imperative that we begin immediately to increase our collaborative efforts.

RATIONALE FOR COLLABORATION

Finding solutions to global issues including energy, food supply, human health, national security, and many others requires that we grow our workforce of scientists and mathematicians and that we increase the scientific literacy of all citizens. The State of Utah has grown an economy with strength in technological, biomedical, pharmaceutical, chemical, and earth resources. In order to maintain and grow these industries, Utah schools must provide students with a solid foundation in science and mathematics resulting in new scientists, engineers, and other similarly trained individuals. To provide this math and science foundation, institutions of higher education must partner with public schools and others in the public and private sectors to provide the best and most current preparation for new teacher candidates as well as practicing teachers in k-12 schools. Whenever possible, university scientists and technicians must offer inspiration to the next generation of science and mathematics teachers and to the next generation of scientists, engineers, and mathematicians. Every effort must be made to encourage a subset of our very best students to choose science and mathematics teaching as careers. Furthermore we need this group to include the diversity of our growing and changing population.

Colleges and universities in Utah have come together to tackle these challenges in a fashion that maximizes the strengths of each individual institution, capitalizes on local/regional differences, and provides increased benefit through the sharing of approaches, outcomes, and successes. The Utah Science and Mathematics Education Consortium would formalize this effort.

Each of the universities and colleges in the Consortium is uniquely positioned to address these challenges and advance the State into a new and exciting era in math and science education. The state of Utah encompasses a large geographic area, and in some regions the State is sparsely populated. By uniting we position ourselves to reach students, teachers, and school systems all across the state. Through the Consortium we can share best practices while at the same time capitalizing on some of the unique assets of regions throughout the state. For example, Southern Utah University, due to its proximity to several national parks, can join forces with the National Park Service to develop science education activities that utilize the natural setting of the region. On the other hand, the University of

Utah is situated in the largest metropolitan center of the State and therefore has access to industry partners and a diverse array of students and local teachers. The regional campus network of Utah State University will facilitate delivery of new science and mathematics education initiatives to place-bound students in rural and remote settings. These are examples only and other institutions have similar assets unique to the geographic area and students each serves. Each institution brings a particular set of attributes to address existing and future challenges. By uniting, we position ourselves to reach students, teachers, and school systems all across the State.

CONSORTIUM GOALS AND POTENTIAL METRICS

The Utah Consortium of Science and Mathematics Education would bring a community of researchers from universities and from industry in contact with public schools, community colleges, technical centers and surrounding communities throughout the state. The collaboration would form a unique blend of expertise in producing a pipeline of potential students and teachers interested in science, technology, engineering and mathematics. Additionally, public scientific literacy would be advanced, and support for mathematics and science would increase. Specific goals would include those in the following list, however, the sheer scope and complexity of these objectives would require the Consortium to establish priorities. Moreover some goals may require funding and support; others may result from better collaboration across institutions. Therefore, the Consortium may begin its work by identifying excellent practices/ programs and providing support and encouragement ; but over time, may move to a more aggressive position of developing new programs and services as resources permit. Within the context of producing more math and science teachers, providing opportunities for enhancement of content knowledge for in-service teachers, and enlarging the pipeline of the science and mathematics workforce, important goals would include the following.

Potential Goals

1. Help shape best practices for math and science education as they are formulated into new policy initiatives. This would be an ongoing activity of reviewing and recommending best practices.
2. Develop programs integrated across the educational spectrum similar to the Utah Biotechnology Program.
3. Develop and coordinate Science and Math Education Centers with K-12 education programs at Utah colleges and universities.
4. Identify and support effective, uniform professional development strategies statewide for in-service and pre-service teachers in collaboration with school districts and the USOE.

Such efforts would be complemented by support from Math and Science for America, the National Science Foundation, the Noyce Fellowship program, the Public Education Job Enhancement Program, and local funding.

5. Develop teaching internships for students at higher education institutions in collaboration with school districts and the USOE.

6. Develop policies and practices that produce more math and science teachers. Developing interdisciplinary programs at the lower division level leading to early participation in research, both academic and industrial may be instrumental in accomplishing this. Additionally, develop policies and practices that retain more math and science teachers in public schools.

7. Create and support a comprehensive data base of exemplary math and science education programs that would serve as a resource file for all institutions. Additionally, develop interactive web-based materials to implement these programs uniformly statewide, and to increase participation in less populated parts of the State.

Potential Metrics

1. Increase the number of well prepared science and mathematics teachers by 2015, that is to say, those graduating with appropriate teaching credentials and those achieving appropriate credentials after initial certification. Also reduce the turnover rate for math and science teachers.

2. Create the first math and science center during the initial year of operation (2010) and create additional centers in other institutions so that a math and science center is located on every higher education campus by 2015 (USHE and BYU, Westminster).

3. Create the on-line math and science resource platform and the initial web-based math and science teaching materials by the end of the 2011-2012 academic year.

4. Increase the number of math and science graduates from Utah colleges and universities by 2015. Give specific attention to populations of students who are underrepresented in math and science disciplines.

5. Increase the number of Utah students who take at least one advanced course in mathematics and science and take a nationally standardized exam by 2015. The new graduation requirements that go into effect for the class of 2011 will accomplish this. Alternately, increase the numbers of students who take mathematics and science in every year of secondary education.

6. Increase the number of students passing standardized math and science exams at a high level by 2015

7. Set specific metrics for all of the above by the end of the calendar year 2009.

Setting metrics is essential to the progress needed for improvement, however these metrics require the collaboration and commitment of several key players. The consortium will work with colleges, universities, the Utah State Office of Education, the Utah System of Higher Education, the business sector and others in establishing baseline data and in setting achievable goals and metrics.

It should be noted that these goals directly support mandates put forward in the National Academy of Sciences Report of 2007, Rising Above the Gathering Storm. It is hoped that the proposed initiatives would place Utah at the heart of national efforts to respond to a vastly different global economy and to the demands for advances in health care, energy, and national security

PROPOSED CONSORTIUM FUNCTIONS AND ACTIVITIES

Most colleges and universities and school districts are conducting programs to improve science and math education and to attract more students into these disciplines. Early informal investigations reveal, however, there is far too little collaboration among institutions. Moreover, some important new developments and programs are virtually unknown by other participants in the math and science community. The proposed Utah Math and Science Consortium would initiate a number of meetings, conferences, symposia and similar activities to provide much greater visibility to the efforts of others. There is great value in simply sharing best practices among participants.

The Consortium will provide critical information to all parties on new funding opportunities that might strengthen efforts to apply for and receive funding. Partnerships and collaborative efforts would emerge as funding opportunities require such efforts. The Consortium would not necessarily receive funding per se but would broker proposals to maximize the likelihood of succeeding in the competitive proposal process. Modest funding would be required to support and sustain the coordinating and facilitating functions of the Consortium.

Significant assets are resident in the participating institutions. In those instances where the Consortium would be the logical entity to prepare a proposal and receive funding, the existence of the Consortium would be an asset.

New policies may emerge in the State to advance scientific research and development. Certainly USTAR is evidence of a State initiative that will have far-reaching benefits for Utah. The newly created USTAR high schools and the Early College High Schools show great promise for improving the pipeline of math and science students. The Consortium can play

a key role in advancing policies that will produce more mathematicians, scientists, engineers, technicians and teachers; and directly or indirectly produce a more robust economy that is driven by math and science disciplines.

The proposed Consortium must be viewed as both a collaborative and dynamic enterprise. Some of the best ideas, programs, and proposals may not be in the existing proposal, but in fact, will develop as the Consortium proceeds with its work. There is enormous optimism that bringing together the math and science community, both in public and higher education, will be a significant development for all participants and for Utah's future.

ORGANIZATION AND MEMBERSHIP

The Consortium would be created by action of the Utah State Board of Regents and would report its activities at least annually to the Board of Regents. Additional reports may be desired as recommended by the Chair of the Consortium or the Commissioner of Higher Education.

The initial organization of the Consortium will consist of twenty two members as indicated below. Consortium members would elect an executive committee that is broadly representative of the organizations comprising the Consortium.

- The nine deans of science or an equivalent science/mathematics appointee from the nine colleges and universities in the Utah System of Higher Education
- A representative from the Office of the Commissioner of Higher Education. This appointee would serve as the official liaison for the Consortium to the Commissioner of Higher Education and the Board of Regents.
- A representative from the Utah State Office of Public Education
- A Dean of Education from the Utah Council of Education Deans
- A representative from the Governor's Office
- Two representatives from private colleges and universities
- Three representatives from the private sector
- Three representatives from public education reflecting local districts and the professional organizations that represent K-12 teachers of mathematics and science. Such professional organizations would include the State Science Education Coordinating Council, among others.

All appointees to the Consortium will be recommended by the Chair of the consortium in consultation with the other member Deans and the organizations to be represented on the Consortium. For example the person representing the Commissioner's Office would be selected in consultation with the Commissioner of Higher Education. The official membership of the Consortium would be approved by the State Board of Regents.

Initially the Chair of the Consortium will be Dean Pierre Sokolsky, Dean of the College of Science at the University of Utah. The chair would serve a two year term and could serve for more than one term. Other officers of the Consortium may be appointed at the discretion of Consortium members once the membership of the Consortium is established.

The Consortium may determine by- laws governing its operations as needed.

The Consortium will meet at least once each academic semester or as required by Consortium business or requests from Consortium members.

The Consortium would work with the K-16 Alliance in advancing their complementary goals and objectives.

Members of the Consortium would be responsible for their own expenses attendant to serving on the Consortium.

Following the creation of the State level Consortium, it is anticipated that the Consortium would increase participation and involvement in broad regions of the State. The establishment of regional organizations could follow the outreach regions established for USTAR. Colleges and universities could be considered as organizational hubs for efforts in a particular region. In either case the science deans represented on the Consortium could play a key role in organizing and supporting regional efforts that would include representatives from higher education, public education, business organizations and other organizations such as Workforce Services.

FUNDING

No funding is requested from the Board of Regents. Rather the Consortium will seek private funding, grants and contributions from a variety of government agencies and other entities vitally interested in mathematics and science. Early estimates are that the Consortium can advance its goals and activities for an annual operating budget of approximately \$ 200,000 to \$ 250,000 per year. This investment has the potential of producing significant Federal and private funding for the activities of the Consortium.

Some initiatives may require State funding. Proposals and funding requirements will be advanced for consideration as they develop.



May 20, 2009

Mr. Jed Pitcher, Chairman
Utah State Board of Regents

Dear Mr. Pitcher:

For approximately one year the nine Deans of mathematics and science from the colleges and universities that comprise the Utah System of Higher Education have been meeting to discuss the status and future of math and science education in Utah and the Nation. These meetings have been enriched by the participation of representatives from the Commissioner's Office, the Governor's staff, representatives of private colleges and universities and others from the public and higher education community. We acknowledge many of the challenges facing Utah and the Nation, and we have come together in a fashion that maximizes the strengths of individual institutions, capitalizes on local and regional differences, and provides increased benefits to all participants through the sharing of approaches, outcomes, and successes.

It is our conclusion that science and mathematics education will play a central role in understanding and solving some of our most important national and global problems such as energy, food supplies, human health, and national and international security. Moreover the Utah economy requires creative leaders and workers with a solid foundation in science and mathematics to maintain and grow our technological, biomedical, pharmaceutical, chemical and earth resources industries. To meet these demands the State must increase the number and the quality of math and science teachers, and find strategies to engage many more students throughout public and higher education in math and science education programs.

Therefore, we are petitioning the Utah State Board of Regents to authorize the creation of the Utah Science and Mathematics Education Consortium according to the general terms outlined in the attached proposal. It should be emphasized that the goals, strategies, and metrics to measure the progress of the Consortium are not intended to be definitive statements, but rather suggestive of the Consortium's purposes and activities during its early development. Some of the best ideas, programs, and proposals may not be in the existing proposal, but in fact, will develop as the Consortium proceeds with its work.

We believe that the proposed Consortium is uniquely positioned to advance the State into a new and exciting era in math and science education. With the approval of the Board of Regents we will begin immediately to solidify our membership and launch our ambitious agenda.

Sincerely,

Pierre V. Sokolsky, Dean
College of Science, University of Utah

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May 20, 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. Southern Utah University—Discontinuation: Level II Math Endorsement

Request: This request is for the removal of the Level II Math Endorsement from Southern Utah University (SUU). The Level II Math Endorsement has not been used by SUU in recent years, and there is no knowledge of any need in the near future.

Need: Changes in State requirements have taken place since this program was last offered, which has been some time. Therefore, the best course of action would be to remove this unused, out-of-date program.

Institutional Impact: Because there has been no interest or activity in this program in recent years, the institutional impact is virtually non-existent. It neither increases nor decreases the need for any resources.

Finances: There is no cost associated with this request.

B. Utah Valley University—Discontinuations

i. Discontinuation: Electrical Automation Emphasis and Semiconductor Instrumentation and Maintenance Emphasis in AAS in Electrical Automation and Robotics Technology

Request: The Department of Electrical Automation and Robotics Technology in the College of Technology and Computing at Utah Valley University (UVU) requests approval to discontinue the AAS emphases in the Electrical Automation and Robotics Technology (EART) degree. The emphases to be discontinued in the AAS are the Electrical Automation emphasis and the Semiconductor Instrumentation and Maintenance emphasis. These deletions were approved by the institutional Board of Trustees on March 19, 2009.

Need: The EART program was initially developed with an emphasis in Electrical Automation and one in Semiconductor Instrumentation and Maintenance. Over the years students tended to concentrate in the

Electrical Automation emphasis. Courses in the Semiconductor Instrumentation and Maintenance emphasis were not offered due to a lack of student interest. In addition, most of the material covered in the Semiconductor Instrumentation and Maintenance emphasis was included in the Electrical Automation emphasis, making some courses redundant. The current EART AAS degree provides students with the necessary knowledge and skills; emphases within the degree are not needed. This request is to bring the EART program description into sync with actual course offerings based on student demand.

Institutional Impact: There will be no administrative changes as a result of this request. The current program is being administered as it has been over the last several years. This is a structural change to ensure consistency between the college catalog and actual program offerings. Current faculty and facilities are able to handle the present demand for the EART degree.

Finances: The cost savings of this change have already been realized as the additional classes for the Semiconductor Instrumentation and Maintenance emphasis have not been taught for several years.

ii. *Discontinuation: Outdoor Leadership Emphasis in BS in Integrated Studies*

Request: The Department of Integrated Studies at Utah Valley University (UVU) and the Department of Physical Education and Recreation requests the discontinuation of the Outdoor Leadership emphasis in the BA/BS in Integrated Studies (IS). This was approved by the UVU Board of Trustees on April 9, 2009.

Need: The Major in Physical Education and Recreation with an emphasis in Outdoor Recreation Management serves students who seek professional jobs in the recreation industry. This change will allow Recreation professors to better serve those students majoring in Recreation. For these reasons, this emphasis area is no longer needed as there is already a degree in Recreation.

Institutional Impact: There should be little to no institutional impact of this change. There are currently very few students in the IS emphasis in Outdoor Leadership. Those students who have already declared an emphasis in Outdoor Leadership will be fully supported as they finish their degrees.

Finances: This change will not impact institutional finances in any way.

iii. *Discontinuation: Recreation Emphasis and Physical Education Emphasis in AA/AS Pre Major in Physical Education/Recreation*

Request: The Utah Valley University (UVU) Department of Physical Education and Recreation requests the deletion of the emphases in Recreation and Physical Education in the AA/AS pre-major in Physical Education/Recreation degree. This request applies only to the emphases; the degree will be restructured to include the course requirements for the Physical Education emphasis as a single offering. This deletion was approved by the UVU Board of Trustees on March 19, 2009.

Need: The AA/AS pre-major in Physical Education/Recreation: Recreation emphasis serves students who are no longer matriculated. There is no student or market demand for this emphasis. Completion of this emphasis provides no advantage to graduates over a High School diploma and experience in the field. Professional-level jobs in the Recreation field typically require a bachelor's degree.

Institutional Impact: This change will have little or no impact as no students have been matriculated in the program for some time. There are no existing recreation courses that were developed solely for the emphasis in Recreation in the AA/AS pre-major in Physical Education/Recreation degree.

Finances: Deletion of this emphasis will not change any funding needs for the department.

C. UCAT—Fast Track

i. Certificate of Completion: Apprenticeship

Request: The Utah College of Applied Technology (UCAT) Ogden-Weber Applied Technology College (OWATC) campus requests approval to offer an Apprenticeship Certificate of Completion effective Summer 2009. This program was approved by the institutional Board of Trustees on September 3, 2008.

Program Description: The Apprenticeship certificate program is a work-based employment preparation and advancement program which requires the completion of paid work-based learning and related classroom instruction hours. The hours and related competencies have been developed according to the standards of the Apprenticeship Training Employer and Labor Services (ATELS), formerly the Bureau of Apprenticeship and Training (BAT), the Utah Department of Occupational and Professional Licensing (DOPL), and input from local and national employer and educational advisory teams.

The UCAT Apprentice Certificate of Completion is an expansion of existing regional campus-based apprentice certificates of proficiency and includes the tracking and transcription of a portion of an apprentice's work-based learning hours. The certificates of proficiency were modified by adding work-based learning as required courses to mirror the outline for the ATC's portion of instruction as outlined in the WSU Apprenticeship AAS degree proposal approved by the Board of Regents in December of 2007. The certificate of completion provides a pathway to the AAS degree and other opportunities for further education and career advancement. This certificate does not replace the current campus-based certificate, but provides an additional avenue for apprentices and employers.

Individuals who are accepted into the OWATC apprenticeship programs must be a minimum of 16 years of age and must be sponsored as an apprentice by an employer. Applicants to the Electrician and Plumber apprenticeship programs must also be licensed apprentices with the Utah Division of Occupational and Professional Licensing. All new apprentices must meet the math competency by passing an entrance exam or by completing the math course for apprentices.

Input to the certificate requirements was received from and approved by ten OWATC employer advisory teams representing over 50 local companies. These employers work with OWATC faculty and staff to develop short-term and long-term goals for each program. The UCAT Apprenticeship Faculty Work Group and the CTE Regional Review Committee reviewed and approved the content of these certificates. Apprenticeship programs are administered by the Director of Trades and Apprenticeship Programs and are supported by the Apprenticeship Programs Coordinator and Secretary.

Role and Mission Fit: The OWATC has been an approved provider of apprentice-related instruction for over 37 years. 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 development of the OWATC Apprenticeship Certificate of Completion falls squarely within this mission.

Faculty: Apprenticeship instructors are required to have a minimum of six years of industry experience in a related field, and have completed an ATELS, BAT, or DOPL approved apprenticeship training program or have earned an associate's degree in a related field. For those occupations which require licensure, instructors must have a current license. Apprenticeship faculty are experts in their technical field with typically 10 to 20 years of industry experience and have been teaching in the apprenticeship program for an average of nearly 10 years. Faculty are expected to maintain their technical expertise and instructional skills through the completion of required professional development.

Market Demand: The demand for apprenticeship training programs comes from employers who hire apprentices to fill positions in the construction, manufacturing, and service industries. Current demand in these industries is very high. All apprentices enrolled in the program are employed in the corresponding occupation. Apprentices who complete the requirement of the Apprenticeship Certificate of Completion are more likely to succeed in their career pathway and become productive citizens which will allow employers to succeed and provide employment opportunities for the citizens of Utah.

Student Demand: Because apprentices are employed, enrollment in the related instruction classes mirrors the current market conditions of the construction, manufacturing, and services industries. In FY 2008, over 800 apprentices were enrolled at OWATC. Over 75 percent of OWATC apprentices have enrolled in the work-based learning courses; many are working towards completion of WSU AAS degree requirements.

Year	Student Headcount	Projected FTE Enrollment	# of Faculty	Student-to-Faculty Ratio	Cost Per FTE
1	800	114	24	33	5,370
2	840	120	26	32	5,100
3	860	123	27	32	5,135
4	870	126	27	32	5,140
5	880	130	28	32	5,155

Statement of Financial Support: There are no new budget needs associated with the Apprenticeship Certificate of Completion. The technical components of the degree are offered by the OWATC which already offers certificates of proficiency for these programs and has the necessary financial resources in place to offer the new certificate of completion. The facilities, faculty, support staff, curriculum, and necessary supplies, materials, and equipment to offer the degree already exist.

Expense	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages	500,000	500,000	510,000	520,000	530,000
Benefits	40,000	40,000	42,000	45,000	48,000
Total Personnel	540,000	540,000	552,000	565,000	578,000
Current Expense	50,000	50,000	52,000	55,000	60,000
Travel	2,000	2,000	2,500	2,500	3,000
Capital	20,000	20,000	25,000	25,000	30,000
Total Expense	\$612,000	\$612,000	\$631,500	\$647,500	\$670,500
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation	612,000	612,000	631,500	647,500	670,500
Total Revenue	\$612,000	\$612,000	\$631,500	\$647,500	\$670,500
Difference	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

Similar Programs Already Offered in the USHE: Similar programs are offered at Salt Lake Community College, Utah Valley University, and at Bridgerland ATC, Davis ATC, Dixie ATC, Mountainlands ATC, and Uintah Basin ATC. The certificate is just an expansion of existing OWATC programs.

ii. *Certificate of Proficiency: Electrical Trades Preparation*

Request: The Utah College of Applied Technology (UCAT) Ogden-Weber Applied Technology College (OWATC) campus requests approval to offer an Electrical Trades Preparation Certificate of Proficiency effective Summer 2009. This program was approved by the institutional Board of Trustees on April 1, 2009.

Program Description: This 900-hour certificate program prepares students for a variety of occupations within the electrical trades career path. Students who complete this certificate will be prepared to obtain employment as an electrical apprentice that may perform residential, commercial, or maintenance electrical work. They will be given credit for the first year apprentice-related instruction courses. Upon final approval by governing boards, accrediting bodies, and the Board of Regents, this certificate will replace the 1536-hour Electrical Technician Certificate of Completion. The Electrical Trades Preparation Certificate of Proficiency contains a sub-set of competencies required for the Apprenticeship Certificate of Completion.

This certificate was approved by UCAT's Electrical Employer Advisory Team on November 17, 2008. The certificate includes 770 hours of required course work and 130 hours of electives. The base curriculum for the electrical courses contained in this certificate will come from the National Center for Construction Education and Research. The competencies contained in the Electrical Trades Preparation Certificate of Proficiency meet the requirements of local employers for trained entry-level electrical apprentices. Individuals who complete this certificate and obtain employment will continue training as apprentices for four years and have the opportunity to prepare for and pass the Utah Electrician Licensing Exam, become licensed electricians, and complete the Apprenticeship Certificate of Completion.

Many students leave the program prior to completing the 1536-hour Electrical Technician Certificate of Completion. The proposed Electrical Trades Preparation Certificate of Proficiency provides a defined exit point for students who will have demonstrated marketable competencies. Because this certificate is a subset of the longer Apprenticeship Certificate of Completion, students have the opportunity to gain completion while preserving the ability to complete additional training and certificates.

Role and Mission Fit: The OWATC has been an approved provider of instruction for electricians for over 37 years. 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 development of the OWATC Electrical Trades Preparation Certificate of Proficiency falls squarely within this mission.

Faculty: Faculty are required to have a minimum of a combination of six years of related education and industry experience. Faculty are licensed in Utah as Master Electricians and are experts in their technical field with an average of 16 years of industry experience and an average of 9 years of experience teaching electrical courses to entry-level students and apprentices. Faculty are expected to maintain their technical expertise and instructional skills through professional development. The faculty serve as the primary advisors for students in the electrical program. A certified counselor is also available for advisement.

Market Demand: Current local demand for apprentices has shown a significant decline related to the recent economic downturn. However, long-term demand for electrical apprentices remains strong based on a significant local employer base, historical data, and future forecasts for new employees.

Student Demand: Demand by students will follow the demand of the economy for these jobs. It is also reasonable to assume that as the market demands more employees for these jobs, there will be upward pressure on the annual salaries. The annual salaries for inexperienced employees in these jobs on the Wasatch Front average about \$27,500. Average salaries for experienced employees range up to \$55,000.

Year	Projected Student Headcount	# of Faculty	Student-to-Faculty Ratio
1	42	2	21
2	44	2	22
3	46	2	23
4	48	2	24
5	50	2	25

Statement of Financial Support: There are no new budget needs associated with this certificate. The technical components of the certificate are offered by the OWATC which has the necessary financial resources in place. As all of the technical courses are currently offered, the facilities, faculty, support staff, curriculum, and necessary supplies, materials, and equipment to offer the certificate already exist.

Similar Programs Already Offered in the USHE: There are no similar programs offered at any USHE or UCAT institution.

iii. Certificate of Proficiency: Machinist I

Request: The Utah College of Applied Technology (UCAT) Ogden-Weber Applied Technology College (OWATC) campus requests approval to offer a Machinist I Certificate of Proficiency effective Summer 2009. This program was approved by the institutional Board of Trustees on April 1, 2009.

Program Description: This certificate training program is designed to prepare qualified individuals for entry into the job market as machinists using CNC (Computer Numerical Control) equipment. Course instruction covers machining skills, blueprint reading, shop mathematics, machine tool theory, inspection, surface plate techniques, programming, and basic set up and operation of CNC machines. Instruction also includes the use and care of a wide variety of measuring devices used in the machining profession. Students will be involved in the production and machining of industrial parts.

The competencies contained in the Machinist I Certificate of Proficiency meet the requirements of local employers for trained entry-level CNC machinists. The Machinist I Certificate of Proficiency is a sub-set of competencies required for the 1575-hour UCAT CNC Machinist Certificate of Completion.

Input to the certificate requirements was received from and approved by the OWATC machinist employer advisory team. This team meets at least twice each year to review program content and training standards. These employers work with OWATC faculty and staff to develop short-term and long-term goals for the program. The Machinist program is regionally accredited by the Council on Occupational Education.

Many students leave the program prior to completing either the 1200-hour conventional machinist or 1575-hour CNC machinist certificate. The proposed Machinist I certificate provides a defined exit point for students who will have demonstrated marketable competencies. Because the Machinist I certificate is a subset of the longer machining certificates, students have the opportunity to gain completion while preserving the ability to complete additional training and certificates.

The program goals are to assist students in meeting the training requirements to complete their Machining I certificate, obtain employment as machinists, and provide a pathway to the longer CNC certificates and other educational opportunities. Machining students who complete the requirement of the Machinist I Certificate of Proficiency are more likely to succeed in their career pathway and become productive citizens which will allow employers to succeed and provide employment opportunities for the citizens of Utah. Meeting the training requirements of local employers, completing the certificate requirements, and student placement as a machinists will provide valid measurements of the attainment of the programs goals

Role and Mission Fit: The OWATC has been an approved provider of machinist instruction for over 17 years. 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 development of the OWATC Machinist I Certificate of Proficiency falls squarely within this mission.

Faculty: Faculty are required to have a minimum combination of six years of related education and industry experience. Faculty are experts in their technical field with an average of 9 years of industry experience and an average of 12 years of experience teaching machinist courses. Faculty are expected to maintain their technical expertise and instructional skills through the completion of professional development. The Machinist program is administered by the Director of Trades and Apprenticeship Programs and is supported by an administrative assistant. The faculty serve as the primary advisors for students in the machinist program. A certified counselor is also available for student advisement.

Market Demand: Current demand for machinists has declined related to the recent economic downturn; however, long-term demand for machinists remains strong based on a significant local employer base, historical data, and future forecasts for new employees. Today's companies seeking to increase efficiency will continue to require employees to upgrade their machining skills. The demand in the manufacturing sector is excellent for individuals with good math, communication, and problem-solving skills. With the focus and growth of manufacturing in the Weber/Davis County region, demand for CNC machinists will grow.

Student Demand: Demand by students will follow the demand of the economy for these jobs. It is also reasonable to assume that as the market demands more employees for these jobs there will be upward pressure on the annual salaries. The annual salaries for inexperienced employees in these jobs on the Wasatch Front average about \$28,500. Average salaries for experienced employees range up to \$63,000.

Year	Student Headcount	Projected FTE Enrollment	# of Faculty	Student-to-Faculty Ratio	Cost Per FTE
1	120	42	4	30	8,965
2	130	44	4	33	8,330
3	135	46	4	34	8,295
4	145	48	4	36	8,280
5	150	50	5	30	8,250

Statement of Financial Support: There are no new budget needs associated with this certificate. The technical components of the certificate are offered by the OWATC which has the necessary financial resources in place to offer the new certificate. As all of the technical courses are currently offered, the facilities, faculty, and necessary supplies, materials, and equipment to offer the certificate already exist.

Expense	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages	215,000	215,000	220,000	225,000	230,000
Benefits	88,000	88,000	90,000	93,000	96,000
Total Personnel	303,000	303,000	310,000	318,000	326,000
Current Expense	52,000	52,000	55,000	58,000	60,000
Travel	1500	1500	1500	1500	1500
Capital	20,000	10,000	15000	20,000	25000
Total Expense	\$376,500	\$366,500	\$381,500	\$397,500	\$412,500
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation	376,500	366,500	381,500	397,500	412,500
Total Revenue	\$376,500	\$366,500	\$381,500	\$397,500	\$412,500
Difference	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

Similar Programs Already Offered in the USHE: Similar programs are offered at Salt Lake Community College, Bridgerland ATC, and Davis ATC. The certificate is an expansion of existing OWATC programs

iv. Certificate of Proficiency: Welding Production

Request: The Utah College of Applied Technology (UCAT) Ogden-Weber Applied Technology College (OWATC) campus requests approval to offer a Welding-Production Certificate of Proficiency effective Summer 2009. This program was approved by the Board of Trustees on April 1, 2009. This certificate was approved by the College's Metal Fabrication Employer Advisory Team on November 10, 2008.

Program Description: This 720-hour OWATC certificate of proficiency prepares students for entry-level welding positions as defined by local employers and the American Welding Society (AWS). Students who complete this certificate will be able to obtain employment at a livable wage and will be given the opportunity to complete the 1410-hour UCAT Welding-Advanced Certificate of Completion while employed. The Welding-Production Certificate of Proficiency is a sub-set of competencies required for the UCAT Welding Advanced Machinist Certificate of Completion. This certificate also provides a pathway to a WSU Manufacturing Engineering Technology Degree and other advanced educational opportunities.

The hours and competencies have been developed based on industry standards and OWATC Metal Fabrication Employer Advisory Team input. These employers work with OWATC faculty and staff to develop short-term and long-term program goals. The CTE Regional Review Committee reviewed and approved the content of this certificate. The Welding program is regionally accredited by the Council on Occupational Education.

Many students leave the college's program prior to completing the 1410-hour UCAT Welding-Advanced Certificate of Completion. The proposed Welding- Production Certificate provides a defined exit point for students who prove marketable competencies.

The program goals are to assist students in meeting the training requirements to complete their Welding-Production Certificate of Proficiency, and to obtain employment as welders. Meeting the training requirements of local employers, completing the certificate requirements, and student placement as a welder will provide valid measurements of the attainment of the programs goals

Role and Mission Fit: The OWATC has been an approved provider of welding instruction for over 37 years. 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 development of the OWATC Welding-Production Certificate of Proficiency falls squarely within this mission.

Faculty: Faculty are required to have a minimum combination of six years of related education and industry experience. Faculty are experts in their technical field and are certified by the American Welding Society as Certified Welding Educators with an average of 18 years of industry experience and an average of 22 years of experience teaching welding courses. Faculty are expected to maintain their technical expertise and instructional skills through the completion of professional development. The Welding program is administered by the Director of Trades and Apprenticeship Programs and is supported by an administrative assistant. The faculty serve as the primary advisors for students in the Welding program. A certified counselor is also available for student advisement.

Market Demand: Current demand for welders has declined related to the recent economic downturn; however, long-term demand for welders remains strong based on a significant local employer base, historical data, and future forecasts for new employees. Today's companies seeking to increase efficiency will continue to require employees to upgrade their welding skills. The demand in the manufacturing sector is excellent for individuals with good math, communication, and problem solving skills. With the focus and growth of manufacturing in the Weber/Davis County region, demand for welders will continue to grow.

Student Demand: Demand by students will follow the demand of the economy for these jobs. It is also reasonable to assume that as the market demands more employees for these jobs there will be upward pressure on the annual salaries. The annual salaries for inexperienced employees in these jobs on the Wasatch Front average about \$27,000. Average salaries for experienced employees range up to \$50,000.

Year	Student Headcount	Projected FTE Enrollment	# of Faculty	Student-to-Faculty Ratio	Cost Per FTE
1	116	25	2	58	9,160
2	120	27	2	60	8,480
3	125	30	2	63	8,065
4	128	33	2	64	7,560
5	130	35	2	65	7,540

Statement of Financial Support: There are no new budget needs associated with this certificate. The technical components of the certificate are offered by the OWATC which has the necessary financial resources in place to offer the new certificate. As all of the technical courses are currently offered, the facilities, faculty, and necessary supplies, materials, and equipment to offer the certificate already exist.

Expense	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages	133,000	133,000	137,000	141,000	145,000
Benefits	54,000	54,000	56,000	58,000	60,000
Total Personnel	187,000	187,000	193,000	199,000	205,000
Current Expense	31,000	31,000	33,000	35,000	38,000
Travel	1,000	1,000	1,000	1,000	1,000
Capital	10,000	10,000	15,000	15,000	20,000
Total Expense	\$229,000	\$229,000	\$242,000	\$250,000	\$264,000
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation	229,000	229,000	242,000	250,000	264,000
Total Revenue	\$229,000	\$229,000	\$242,000	\$250,000	\$264,000
Difference	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

Similar Programs Already Offered in the USHE: Similar programs are offered at Salt Lake Community College, Bridgerland ATC, Davis ATC, Dixie ATC, Southwest ATC, and Uintah Basin ATC.

D. Discontinuation: Utah Criminal Justice Collaborative Degree

Request: In conjunction with the termination of the Utah eLearning Connection (UEC), formerly the Utah Electronic College, it is necessary to request approval to discontinue the Technology-delivered Collaborative Associate of Science Degree in Criminal Justice as of June 30, 2009. In March, 1999, the degree was approved as a collaborative effort among Weber State University, Southern Utah University, Snow College, Dixie College, College of Eastern Utah, Utah Valley State College, and Salt Lake Community College. Students enrolled in the Collaborative Degree chose one of these institutions as their "home" college where the degree was actually awarded.


Need: Without the infrastructure associated with the UEC, it is necessary to discontinue the Collaborative Criminal Justice Degree. Since the students enrolled in the Collaborative Degree chose a "home" college, the current students will transition to their home college which will facilitate their degree completion.

Institutional Impact: There will be little or no impact on the institutions that have been associated with the Collaborative Criminal Justice Degree. Each of the institutions who have been a part of the collaboration, have the capability of assisting the current students. No change will be required in faculty, staff or facilities.

Finances: Discontinuing the UEC with the associated staff, and the Criminal Justice Collaborative Degree, will save the Utah System of Higher Education the funds used to administer and staff this program.

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

May 20, 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. Utah State University

i. Specialization: Instructional Leadership Specialization in MEd

Request: It is proposed that Utah State University (USU) offer a Master of Education (MEd) Specialization in Instructional Leadership in the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services beginning Fall 2009. This proposal has been through the institutional review process and was approved by the USU Board of Trustees on April 10, 2009.

Need: There is a growing need for well-trained administrators in Utah's schools. The public school population continues to grow—with a notable bulge in school enrollment currently working its way through the system. The Educator Supply and Demand study produced by the Utah System of Higher Education in 2007 indicated that the number of teachers needed in Utah continues to grow. While administrators are not specifically referenced, it stands to reason that additional administrators will likewise be needed.

The *Teaching Field Criticality Index*, a document prepared annually by the Utah State Office of Education, indicates a growing shortage in administrative/supervisory fields. In addition, information from local districts indicates that the size of application pools for administrative positions has been diminishing in recent years, and that a significant percentage of current administrators are nearing retirement eligibility. In addition to these growing public school needs, many private school administrators, although not required to hold administrative license, are choosing to pursue the program in order to strengthen their leadership skills, provide credibility to their schools, and better respond to accreditation requirements.

Prior to this proposed change, students obtained administrative licensure through a separate Administrative/Supervisory Certificate program. The proposed MEd specialization will streamline the process for students to obtain administrative licensure. This change will reduce the total number of credit hours required to obtain an MEd and administrative licensure by 15-17 credit hours. Students who already have a master's degree prior to seeking administrative licensure would continue to have that option.

Institutional Impact: Due to the efficiency of this proposed program offering, modest increases in enrollment are expected. It is anticipated that resources from the existing program will continue to meet the new degree requirements. The administrative structure of the program will be unchanged.

Finances: Because this is a change in the structure of the program, no additional costs are anticipated.

ii. *Emphasis: International Economics and Trade Emphasis in BS in Economics*

Request: It is proposed that an International Economics and Trade Emphasis be added to the existing Economics BS degree offered by the Utah State University (USU) Department of Economics and Finance in the Huntsman School of Business. The proposed International Economics and Trade Emphasis would share more than 50 percent of the disciplinary core with the existing Managerial Economics Emphasis. The proposed emphasis does not require any new courses. This proposal has been through the full institutional review process and was approved by the USU Board of Trustees on April, 10 2009.

Need: This proposal is in response to a growing demand for students trained in international economics and trade resulting from increased globalization and interdependence among countries. In addition, the proposed emphasis would contribute to the international academic focus of the Jon M. Huntsman School of Business, which enhances the academic training of all USU business graduates. Finally, the current BS in Economics offered at USU's partner institutions in China has a strong international economics and trade focus. This proposal is in part in response to requests from those institutions for a formalized emphasis in order to meet the large and growing demand in China for specific training in those areas.

Institutional Impact: The addition of the International Economics and Trade Emphasis to the BS degree in Economics is expected to have only a minor impact on enrollment in instructional programs of affiliated departments. Whereas the addition of this emphasis is expected to attract some students to the Economics major, it is anticipated that the largest impact will be to shift some Economics majors from other existing emphases; hence, modest increase in enrollments will be expected in the few courses that are required for this new emphasis alone. No new faculty, facilities, or equipment will be required.

Finances: The proposed International Economics and Trade Emphasis will be budget-neutral.

iii. *Name Change: MS and PhD in Instructional Technology to Instructional Technology and Learning Sciences*

Request: The Utah State University (USU) Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education requests approval to rename the Master of Science degree and the Doctorate of Philosophy degree to reflect the Department's recent name change. These degrees would now be titled Master of Science and Doctorate of Philosophy in Instructional Technology and Learning Sciences. This proposal completed the USU campus approval process and was approved by the USU Board of Trustees on March 6, 2009. The renaming of these degrees would be effective Fall 2009.

Need: In Fall 2008, the Department received USU Board of Trustees and Utah State Board of Regents approval to change its name to Instructional Technology and Learning Sciences. This proposal is to rename the graduate degrees to reflect this change.

Institutional Impact: The proposed restructuring will not affect current enrollments in the Department's programs. The number of faculty and professional staff will not change.

Finances: No additional costs are anticipated. No new physical facilities or equipment will be required.

iv. Name Change: Department of Nutrition and Food Sciences to the Department of Nutrition, Dietetics and Food Sciences and the BS in Nutrition and Food Sciences to BS in Nutrition, Dietetics and Food Sciences

Request: This proposal is to change the name of the Department and the name of the BS degree in Nutrition and Food Sciences in the College of Agriculture at Utah State University (USU) to the Department of Nutrition, Dietetics and Food Sciences and to the BS in Nutrition, Dietetics and Food Sciences. The proposed name changes have successfully completed the USU campus approval process and were approved by the USU Board of Trustees on March 6, 2009. The new names would be effective Fall 2009.

Need: The Department provides one bachelor's degree in Nutrition and Food Sciences with three areas of emphasis: Dietetics, Nutrition Science, and Food Science. The name change would represent all three areas of emphasis, and would better represent the Dietetics program, which comprises 70 percent of the undergraduate majors and 60 percent of the undergraduate degrees from the Department.

In addition, students interested in Dietetics have difficulty finding the academic department in which this program resides at USU. The name change will facilitate locating Dietetics program information.

Institutional Impact: It is anticipated that the name change will result in greater visibility for the Dietetics Program. In turn, the Nutrition Science and Food Science programs may become more visible since the three emphases share the same website.

Finances: It is anticipated that no additional costs will be incurred due to this name change.

v. Consolidation: Managerial Emphasis, Technical Emphasis, and Training and Development Emphasis Consolidated (Eliminated) in the BS in Management Information Systems

Request: The Department of Management Information Systems (MIS) in the Jon M Huntsman School of Business at Utah State University (USU) requests approval to revise the curriculum for the Bachelor of Science (BS) in MIS degree by consolidating the three existing emphases (Managerial, Technical, and Training & Development) into a single designation as an MIS major. This proposal has been through the full institutional review process and was approved by the USU Board of Trustees on April 10, 2009.

The change does away with emphases altogether; students' transcripts will indicate that they received a major in MIS. In addition, the curriculum will change from 3 core classes, 3-6 required classes, and 1-3 electives, specific to each emphasis, to a curriculum with 4 required classes and 4 electives for all students. Students will be advised to select electives based on their career interests. Advising materials will include possible career options for those with an MIS major, and suggest sets of electives appropriate for a given career choice. Electives recommended for a "career track" will be suggestions only, and students may take any four MIS electives that are aligned with their career objectives. Students will earn 25-26 credit hours under the proposed change, as opposed to 28-32 credit hours under the prior curriculum. The set of

courses offered by the MIS Department will remain the same under the proposed curriculum change, with the exception of one new course on Emerging Technologies in MIS.

Need: Over the past nine months, the MIS Department has conducted an extensive review of its curriculum in light of new recommendations from the Association for Information Systems (AIS). Along with extensive involvement of the MIS faculty directly, the process included discussions with members of the MIS Advisory Board and a review of the curricula at peer institutions. In addition, a BS in MIS program will be offered through USU Distance Education beginning fall 2009. Distance Education students have been able to earn a degree in Business with an option in MIS, but until this fall, they have not been able to earn a BS in MIS.

The changes are necessary to ensure the MIS curriculum serves the needs of both on-campus and distance students. The new curriculum means that there will be no difference in the requirements for a BS in MIS whether a student takes classes in Logan or through the Distance Education program. This would not have been the case if the Department continued to offer three emphases. Each emphasis had a tailored curriculum, as described above. It would be prohibitive in terms of faculty teaching loads and access to broadcast times to offer the full repertoire of classes for all three emphases frequently enough for Distance Education students to make satisfactory progress toward completing their degrees. With the streamlined major, the MIS Department will offer required classes in the new curriculum at least once a year to Distance Education students, and each elective will be offered at least once every other year.

Another reason for the curriculum change is that the MIS faculty would like to reduce the overall number of credits required for the major to be more in line with requirements for other majors in the Huntsman School.

The proposed streamlined curriculum with no emphases is consistent with those offered through a majority of MIS programs in Utah and around the country. The BS in MIS program at USU will be distinguished by keeping the total number of classes consistent with other institutions (e.g., most require 7-8 classes for an MIS major), while increasing the number of electives within that set so students can tailor their studies to a series of classes that best meets their career goals. This is especially valuable because of the varied professional needs and interests of both on-campus and distance students.

Institutional Impact: The proposed change will not affect existing administrative structures. No additional faculty, facilities, or equipment are needed because the on-campus and distance programs will remain the same. The changes, however, streamline the curriculum and course availability, allowing the MIS Department to effectively utilize faculty talents as well as serve the needs of MIS students on the Logan campus and around the state.

Finances: The proposed change will not require any additional funds. Use of faculty will be more efficient because the same faculty will serve a larger number of students when the distance program begins.

B. Weber State University—New Minor: Environmental Studies

Request: Weber State University (WSU) requests approval of an interdisciplinary minor in Environmental Studies effective Fall 2009, administered through the College of Arts and Humanities. The Environmental Studies Minor is an interdisciplinary program that focuses on the work of science in human activity. The core curriculum is solidly comprised of the natural sciences, the social sciences, and the humanities. The curriculum focuses upon the application of science in policy-making, business decisions, and historical precedent. The curriculum also covers the role of ethics in consideration of health and social justice issues.

Students will gain an appreciation for local, national and international environmental issues and problems as well as their potential solutions. They will develop a personal philosophy about the environment's role in their lives and their own ability to affect nature and their physical environment by making ethical choices.

All of the specific courses are presently being taught as part of existing major programs at WSU. The required number of credit hours is 25, at least 15 of these being upper-division. Students must earn a grade of "C" or better in each course. Students must select courses from outside their major academic department whenever a choice is offered.

Need: In today's world of environmental concerns, issues of sustainable growth, dependence on fossil fuels, global warming, industrial pollution, and loss of wild lands to unfettered development, it is appropriate to develop and offer programs that help graduates to make educated responses to the issues that will face them in the future. Also, with environmental issues playing a prominent role in almost every aspect of life—particularly in business development, government, education, and community life—any understanding students can carry away from the university that deals with environmental issues will make them valuable to future employers. The addition of an environmental study minor is not only timely, but will offer an important enhancement option for students.

The proposed minor has been planned for a number of years. Over the years, student demand for classes dealing with environmental issues has been strong. These classes include the Honors Program's Field Study of American Wilderness Literature and Philosophy (offered for 17 consecutive years); Literature of the Natural World (which is taught every semester either online or face-to-face); and the Botany Department's Environmental Appreciation course.

Institutional Impact: The program is envisioned to be a modest-sized program. It is anticipated that within three years the program will have a contingent of 18-25 minors drawn from students majoring in various disciplines across the campus. Because the courses in the minor are already being offered on a regular basis, no new faculty, buildings, or equipment will be needed.

Finances: Because faculty resources are already in place, costs will be limited. Other costs will be limited to part-time staff support and office supplies which will be provided by the College of Arts and Humanities.

C. Southern Utah University

i. Name Change: Secondary Choral/Vocal Emphasis to Secondary Choral Emphasis in BM

Request: The Music Department requests the Bachelor of Music Education degree Secondary Choral/Vocal Emphasis be changed to the Secondary Choral Emphasis.

Need: The change reflects the true nature of the degree and the correct title for the field of music education. As SUU only offers a degree in secondary education, and as high schools and middle schools do not offer courses or areas of study in voice, it is inappropriate to include it in the title of the degree.

Institutional Impact: The change of title will have no impact on enrollments, programs, or majors either in the Music Department or across campus.

Finances: This change will have no costs involved.

ii. *Structure Change: MPA Program*

Request: Southern Utah University's (SUU) College of Humanities and Social Sciences, Department of Political Science and Criminal Justice (PolsCJ), requests permission to modify the structure of the Master of Public Administration (MPA) program by discontinuing the Justice Administration and Generalist tracks.

Need: The completion of the first year of the MPA program emphasized that this change needed to be made to the structure of the degree. The proposed change will benefit all enrolled students by eliminating confusion and making the degree itself a much cleaner presentation. The specific rationale supporting this change is as follows:

1. When the MPA degree was proposed, it was anticipated that there would be nearly equal numbers of Justice Administration and Generalist students. It has become apparent that the track format/structure limits the student's ability to take a diverse array of courses to satisfy the elective portion of the degree. By eliminating the tracks (no courses are being eliminated), each student can focus on a course sequence that best meets his or her future goals and objectives.
2. The designation of tracks created some confusion on the part of students as to whether or not all of the core courses were actually required.
3. The MPA program will continue to accept courses from other programs via a Course Substitution form on a case-by-case basis.

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

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

D. *Utah Valley University*

i. *New Minors*

a. *Minor: Digital Media*

Request: The Digital Media Department at Utah Valley University (UVU) requests approval for a new Digital Media Minor. This minor was approved by the institutional Board of Trustees on March 19, 2009.

The minor would include DGM 1110 (Digital Media Essentials) and one course from the DGM Essentials series (DGM 2110 Digital Motion Picture Essentials; DGM 2120 Web Essentials; DGM 2130 Digital Audio Essentials, or DGM 2210 3D Modeling and Animation Essentials). Students will then select an additional 15 credit hours from an approved department list.

Need: A Digital Media Minor added to a major in a separate discipline will enhance the students' employability. The proposed minor is flexible and will allow students the ability to tailor their program to any of the digital media disciplines. The DGM Advisory Committee, consisting of business and industry

representatives, indicated that this minor would broaden a student's employability and potential for success in a digital media career.

Institutional Impact: It is likely that the addition of the Digital Media Minor will moderately increase enrollments, especially in upper-division classes. However, there is room for enrollment growth in these courses without the need for additional faculty or facilities. Since the minor consists of existing courses, no new course development is anticipated. Slight modifications in the use of equipment and labs will be made in order to accommodate student enrollment, but these modifications will not compromise existing student experiences or learning opportunities.

Finances: Current administrative structures will absorb the increased enrollments without the need for additional funding or support. No new faculty or funding are needed for implementation of this minor.

b. Minor: Entrepreneurship

Request: The Department of Management at Utah Valley University (UVU) proposes the addition of a stand-alone minor in Entrepreneurship, effective Fall 2009. This addition was approved by the institutional Board of Trustees on April 9, 2009.

Need: "Entrepreneurship" is not just starting a business; it is a set of abilities that can enhance a person's career across all disciplines and focuses on the concepts of opportunity identification, opportunity evaluation, and opportunity development. It includes identifying opportunities for new businesses, but it also includes identifying new opportunities, or better ways of doing things, in existing organizations.

Over the past two years, the Theater, Education, and Physical Education Departments have approached the Entrepreneurship program to develop tracks within their degrees or degree proposals to help their students become more opportunity-oriented and business-savvy. An Entrepreneurship Minor that cuts across the curricula at UVU will address those needs and provide opportunities to non-business majors.

Institutional Impact: This program will require the successful completion of at least 19 Management and Accounting credits. All courses are currently being offered in connection with other UVU programs.

Finances: There is no foreseeable additional expense anticipated in the offering of this minor.

c. Minor: French

Request: The Department of Languages at Utah Valley University (UVU) proposes the addition of a stand-alone minor program in French, effective Fall 2009. This program was approved by the institutional Board of Trustees on March 19, 2009.

Need: The French program at UVU, like many French programs across the nation, has been small historically. As the institution has developed from a community college to a comprehensive regional university, however, the French program has demonstrated growth in enrollment. From a total of 91 UVSC students who enrolled in French courses at any level in 2005, the current semester sees a total of 151: an increase of greater than 65 percent. An important point with respect to the fluctuations in enrollment from one semester to the next is the obstacle of a lack of a program for students to pursue: when no program is available, students do not continue to prioritize French courses, opting instead for other major or minor

programs that are already established and where they need, understandably, to dedicate their time and resources. This has always been the difficulty with maintaining the French program at UVU, yet the general upward trend in enrollments offers the likelihood of establishing a more permanent presence for French in the UVU curriculum, particularly in view of institution-wide growth projections.

For years, UVU has maintained a list of the most commonly offered majors at four-year institutions in the United States that are not yet offered at UVU. Several of those programs have been added to UVU's curriculum, including Political Science and Communication. A major in French has consistently appeared high on that list, which is now a list of institutional curricular priorities in the interest of UVU's goal of becoming a "comprehensive" regional university. There is no justification, at present, for proposing a major program in French at UVU, but a stand-alone minor would retain students on campus and would represent a step toward comprehensiveness in the liberal arts area.

A minor in French accompanies several major programs in very attractive ways and prepares students for graduate study in a variety of fields. The most important point about the French minor in tandem with a baccalaureate major is that the graduating student will be very proficient in speaking, reading, writing, and hearing the French language, and not simply have a cursory knowledge of geography and history.

Many students of French also will study in France with UVU's International Study program, which takes students to Nice and Paris for an outstanding academic and cultural experience every summer, and will participate in the campus French Club, which celebrates and teaches French culture in an exciting and low-stress environment. Furthermore, they will be beneficiaries of good teaching from highly qualified faculty, some of whom are native French speakers, and of one-on-one tutoring through the language laboratory.

Institutional Impact: All courses, physical facilities, and equipment necessary for the program's success are currently in place. The courses are taught by one full-time, tenure-track faculty member and four to five qualified part-time faculty per semester. Should the previously-shown enrollment trends continue, the Department's intention is to hire an additional full-time faculty member in French. The implementation and management of the program, however, do not depend on additional faculty at this time. No new administration will be needed to manage the proposed minor in French. A full-time faculty member responsible for the program is already in place.

This proposed recommendation should have minimal, if any, effect on existing programs in other areas since it targets a very specific student population. The true impact of this proposed program will not likely be felt for several years. This program will require the successful completion of a minimum of 18 upper-division credits in French language, literature, business, and culture courses.

Finances: All courses, faculty, staff, equipment, and facilities necessary to the program are currently in place. Only enrollment growth would compel the department to dedicate more funding to this program.

d. Minor: Languages

Request: The Department of Languages at Utah Valley University (UVU) proposes the addition of a stand-alone minor in Languages, effective Fall 2009. This program was approved by the institutional Board of Trustees on March 19, 2009. UVU will be the only institution in the state of Utah with a program like this.

Need: The proposal of a minor in Languages represents an effort on the part of the Department of Languages to confront the realities that UVU graduates will face in a pluralistic, multicultural world, where students will be expected to be leaders. A significant percentage of the UVU student body has experience living abroad, many of whom have developed at least some proficiency in a second language. These students are ideal candidates, though certainly not the only candidates, for the Languages Minor.

There are many cases of students who, through failing to study and use their language skills, become *former* speakers of a foreign language. Still other students dabble in language study due to personal interest or talent. The Languages Minor offers an academic structure for those students who might not want to major in a language but would still like to become or remain proficient at a high level. A minor in Languages accompanies several major programs in very attractive ways and prepares students for graduate study in a variety of fields. Of course, with the value of graduate degrees increasing constantly, UVU students with a background in the formal study of languages multiply their opportunities to pursue graduate education in a broad array of fields.

Many students of Languages will also study in France, Spain, Germany, Japan, or Mexico with UVU's International Study program and will participate in the campus clubs and organizations such as the French Club, the German Club, and the ASL Club.

Institutional Impact: No new administration will be needed to manage the proposed Languages Minor. All courses, physical facilities, and equipment necessary for the program's success are currently in place. UVU has committed to instruction in eight language areas, has hired tenure-track faculty in most of those areas, and currently has tenured faculty serving in three languages. The current faculty already teach the program courses. The courses are taught by full-time, tenure-track faculty and qualified part-time faculty.

This proposed recommendation should have minimal, if any, effect on existing programs, since it targets a very specific student population. The true impact of this proposed program will not likely be felt for several years, but students should have this option for study.

This program will require the successful completion of a minimum of 20 intermediate-level and upper-division credits in language, literature, business, and culture courses in two languages. The department currently offers all courses necessary to meet the requirements of this minor, with the exception of upper-division Chinese courses above the 3050 level. Students will be able to choose among any combination of American Sign Language, Chinese (with the exception noted), French, German, Japanese, Portuguese, Russian, and Spanish. In all, there are 37 language courses above 3050 offered at UVU. Furthermore, any future additions to course offerings will be included seamlessly into the minor.

Finances: All courses, faculty, staff, equipment, and facilities necessary to the program are currently in place. Only enrollment growth would compel the department to dedicate more funding to this program.

ii. *New Emphases*

a. *Emphasis: Art History Emphasis in BS in Integrated Studies*

Request: The Department of Integrated Studies at Utah Valley University (UVU) requests approval to offer an Art History Emphasis in the Integrated Studies (IS) BS program. The curriculum for this emphasis was

approved through an internal curriculum process and follows general guidelines established for other IS emphases at UVU.

Need: This emphasis has been created in response to increasing student demand for an Art History Emphasis, fostered in part by the Art major already in place, and additionally by honors students who have requested the emphasis. Art History makes a strong addition to the IS major as a possible emphasis for students interested in researching the history of art from its origin to the present day, especially in conjunction with emphases in Business, Music, Philosophy, Psychology, Anthropology, and the like.

The Art History Emphasis focuses on the study of art from the earliest known work to work created in the present day. Art History students will develop critical thinking skills as they compare and contrast works from various times, regions, and cultures. Students will also explore the interplay between art and culture, and how each shape and reflect the other.

This IS emphasis will allow students with interests and talents in more than one area to creatively combine disciplines as they combine the knowledge from the Art History Emphasis with the knowledge from their other chosen emphasis in an IS capstone project. The Art History Emphasis will foster interdisciplinary study within UVU and provide a program for those students who are interested in careers that are informed by a sophisticated understanding of Art History, such as museum curator, artist, architect, gallery owner, art therapist, historian, actor, teacher, anthropologist, sociologist, archeologist, or psychologist.

Institutional Impact: UVU is prepared to offer the Art History Emphasis with minimal impact on existing administrative structures. As an Integrated Studies emphasis, Art History is fully supported by the Integrated Studies program and the School of the Arts. All of the courses and faculty necessary to run the program are in place. Every department that offers Art History coursework has granted approval for this emphasis. As such, no additional courses, faculty or funds are needed to implement this emphasis.

From the perspectives of Integrated Studies and the School of the Arts, the impact of this program will be positive. The courses of the Art History Emphasis will draw students into other courses sponsored by IS and the Art Department, thus increasing enrollment for both programs. All the Art History courses currently offered will likely realize enhanced enrollments from students who select this emphasis. The Art History Emphasis, by its interdisciplinary nature, will provide opportunities for enhancing cooperative efforts between existing academic departments and schools across UVU.

Finances: There are no additional finances needed to realize the emphasis.

b. *Emphases: Audio Production Emphasis, Gaming and Animation Emphasis, Project and Information Management Emphasis, Internet Technologies Emphasis, and Cinema Production Emphasis in BS in Digital Media*

Request: The Digital Media Department at Utah Valley University (UVU) requests to change existing focus areas in the Digital Media BS program into formal concentrations. The existing focus areas are Administrative Information Management, Information Media Management, Digital Animation Technology, Digital Audio Processing, Digital Cinema/TV Production, and Internet and Web Development. These focus areas are currently being used for advising students. The focus of Administrative Information Management will be combined with Information Media Management to become Project and Information Management.

These are not currently listed as part of BS Digital Media since each is a focus, not a concentration or an emphasis. The emphases will be: Project and Information Management, Gaming and Animation, Audio Production, Cinema Production, and Internet Technologies. These changes were approved by the institutional Board of Trustees on April 9, 2009.

Need: When the BS program was first constructed, there were no national models to follow. Therefore, the Department was advised by the institution's administrative curriculum experts to create focus areas based on digital media industry needs of the time. The focus-oriented model allowed students to individualize their curriculum with multiple electives, both lower- and upper-division. While effective when first instituted, the digital media industry has matured requiring students be more prepared for entry-level work.

Changing focus areas to formal emphases will allow the Department to streamline its scheduling while offering students a stronger, more appropriate, curriculum within each of the digital media disciplines. This change has been forwarded with a strong recommendation from the department's industry advisory board.

Institutional Impact: Because this is a change of structure, not scope, this change will not impact affiliated departments or programs at UVU. The courses for the emphases currently exist as part of the previous focus-area structure. No new faculty, facilities, or equipment will be required to make this change. This change from a focus-oriented curriculum to emphases will also streamline the student advisory process and should help students effectively progress through the discipline of their choice.

Finances: Because the existing Digital Media focus areas will simply transition into formal emphases, all necessary courses, labs, and equipment are already in place. No budgetary additions for this structural change are needed.

c. Emphasis: Biochemistry Emphasis in BS in Chemistry

Request: The Chemistry Department at Utah Valley University (UVU) requests the addition of a Biochemistry Emphasis to the overall Chemistry BS program for students interested in the chemistry of biological systems. This addition was approved by the institutional Board of Trustees on April 9, 2009.

Need: This emphasis will allow students interested in the chemistry of biological systems an additional degree option. The material covered under the emphasis is not traditionally covered under the regular Chemistry and Biology curricula. Over the last 20-25 years, there has been an explosion in the interest in bioscience. This interest continues today. A number of students have already asked to sign up for this emphasis. This emphasis will help fill the need for qualified persons in this area. Not having this major as an option puts UVU at a competitive disadvantage. Students who wish to study biochemistry have no choice but to transfer to another institution.

Institutional Impact: The proposed emphasis is anticipated to have no effect on enrollment in Chemistry and small impact in Biology and Biotechnology. All required and optional courses needed for this new emphasis are already available. This program will be administered by the Chemistry Department with minimal administrative impact. No additional faculty, facilities, or equipment are needed.

Finances: There will be a small increase in costs associated with additional students enrolling in courses and using the resources needed. These costs should be covered by lab fees. The Biology Department may see some minimal cost reductions due to a slight decrease in enrollment.

d. Emphasis: German Emphasis in BS in Integrated Studies

Request: The Department of Integrated Studies at Utah Valley University (UVU) requests approval to offer a German Emphasis in the Integrated Studies (IS) BS program. The curriculum for this emphasis was approved through the UVU curriculum process in February 2009 by Acting VPAA Karl Worthington.

Need: As a proposed emphasis housed within the Department of Languages, the German Emphasis makes a strong addition to the IS major. Like other languages currently offered at UVU, the German program attracts a wide variety of students at varying levels of skill with the language, including a relatively large contingent of students returning from LDS missions in German-speaking countries. This represents a somewhat unique opportunity to allow these students to further their studies in German.

The German Emphasis is designed to respond to the increasing student interest in German language, literature, and business, to support student interest in German culture, and to foster interdisciplinary study within the university community. The German Emphasis focuses on the study of the language, literature, history, philosophy, business, and culture of German-speaking countries.

The German Emphasis will prepare students for careers in business, for careers requiring a general liberal arts degree, and for graduate studies in Business, Medicine, Psychology, Literature, History, German, Philosophy, etc. The IS emphasis will foster interdisciplinary study within UVU and provide a program for those students who are interested in career paths that are informed by a sophisticated understanding of language and culture, such as law, political science, art, architecture, history, medicine, drama, literature, teaching, humanities, business, linguistics, anthropology, religion, archeology, psychology, or philosophy.

As an interdisciplinary emphasis, the program draws on the expertise of various faculty members from across campus. At least five current members of the UVU faculty have earned PhDs in German Studies, Comparative Literature, etc., and are able and willing to support the proposed emphasis through teaching, lectures, thesis advising, etc.

Institutional Impact: The institutional impact of the German Emphasis will be minimal. All of the classes required for the emphasis are already being offered. All physical facilities and equipment, including offices, language lab, smart classrooms, etc. are already in place and in use. The German Emphasis will be administered through the Department of Language, requiring no new administrative staff or structures.

There will be a positive impact in enrollments in instructional programs of affiliated departments and programs. The German courses already offered will attract more students if there is a degree path available to them. Currently, all students in the various German courses are enrolled for other reasons (preparation for International Business, graduate school requirements, extending skills learned in study abroad or an LDS mission, etc.). All these needs will continue and these students will continue to be served. The program will increase enrollment in upper-level courses already offered by the German program. As it will also be a draw to students in Utah Valley and other regions who are interested in the ideas and skills provided by a German Emphasis, it will potentially increase the number of students attending UVU.

Finances: There are no additional finances needed to realize the emphasis.

e. *Emphasis: Graphic Design Emphasis in BS in Integrated Studies*

Request: The Department of Integrated Studies at Utah Valley University (UVU) requests approval to offer a Graphic Design Emphasis in the Integrated Studies (IS) BS program. The curriculum for this emphasis was approved through the UVU curriculum process and follows general guidelines established for other IS emphases at UVU.

Need: This emphasis has been created in response to increasing student demand for a Graphic Design Emphasis. Students with a strong interest in Graphic Design and with a desire to pursue another emphasis as well see this as a good option. The students asking for this major are increasingly UVU's best students, able to pursue serious work in more than one area. The new and expanding Honors Program is adding to this pool of interested and engaged interdisciplinary students. As a proposed emphasis, Graphic Design makes a strong addition to the IS major as a possible emphasis for students interested in becoming graphic designers who also have expertise in business, computer science, and other related disciplines.

The Graphic Design Emphasis focuses on several aspects of the graphic design process including layout, composition, typography, color theory, etc. Graphic Design students will develop the knowledge and skills required to become proficient graphic designers, especially within the digital (computer-aided) arena, and in conjunction with business or computer science or other emphases.

This IS emphasis will allow students with interests and talents in more than one area to creatively combine disciplines as they synthesize the knowledge from their Graphic Design Emphasis with the knowledge from their other chosen IS emphasis. The Graphic Design Emphasis will foster interdisciplinary study within UVU and provide a program for those students who are interested in careers that require the knowledge and skills of graphic design, such as artist, architect, web designer, photographer, small business owner, or event promoter.

Institutional Impact: UVU is prepared to offer the Graphic Design Emphasis with minimal impact on existing administrative structures. As an Integrated Studies emphasis, Graphic Design is fully supported by the Integrated Studies program and the School of the Arts. All of the courses and faculty necessary to run the program are in place. A major in Art is already available with a Graphic Design Emphasis. Every department that offers Graphic Design coursework has granted approval for this emphasis. As such, no additional courses, faculty or funds are needed to implement this emphasis.

From the perspectives of Integrated Studies and the School of the Arts, the impact of this program will be positive. The courses of the Graphic Design Emphasis will draw students into other courses sponsored by IS and the Art Department, thus increasing enrollment for both programs. The Graphic Design Emphasis, by its interdisciplinary nature, will provide opportunities for enhancing cooperative efforts between existing academic departments and schools across UVU.

Finances: There are no additional finances needed to realize the emphasis.

f. *Emphasis: Photography Emphasis in BS in Integrated Studies*

Request: The Department of Integrated Studies at Utah Valley University (UVU) requests approval to offer a Photography Emphasis in the Integrated Studies (IS) BS program. The curriculum for this emphasis was

approved through the UVU curriculum process and follows general guidelines established for other IS emphases at UVU.

Need: This emphasis has been created in response to increasing student demand for a Photography Emphasis. Some of the best students at UVU, including more and more students in the new and improved Honors Program, have more than one disciplinary interest and the ability to pursue them. As a proposed emphasis, Photography makes a strong addition to the IS major as a possible emphasis for students interested in becoming photographers or utilizing photography within their chosen career goal, especially in conjunction with a business emphasis, or any of the science emphases.

The Photography Emphasis focuses on several aspects of photography including layout, composition, developing, lighting, color theory, etc. Photography students will develop the knowledge and skills required to become skilled photographers and will have additional knowledge and skills from their second emphasis.

This IS emphasis will allow students with interests and talents in more than one area to creatively combine disciplines as they synthesize the knowledge from the Photography Emphasis with the knowledge from their other chosen IS emphasis. The Photography Emphasis will foster interdisciplinary study within UVU and provide a program for those students who are interested in careers that require the knowledge and skills of Photography, such as artist, architect, web designer, photographer, science illustrator, small business owner, event promoter, field reporter, or photo journalist.

Institutional Impact: UVU is prepared to offer the Photography Emphasis with minimal impact on existing administrative structures. As an Integrated Studies emphasis, Photography is fully supported by the Integrated Studies program and the School of the Arts. All of the courses and faculty necessary to run the program are in place. The Art major that emphasizes Photography is in place; this IS emphasis will be a subset of that degree. Every department that offers Photography coursework has granted approval for this emphasis. As such, no additional courses, faculty or funds are needed to implement this emphasis.

From the perspectives of Integrated Studies and the School of the Arts, the impact of this program will be positive. The courses of the Photography Emphasis will draw students into other courses sponsored by Integrated Studies and the Art Department, thus increasing enrollment for both programs. Photography courses being taught for the major may also realize increased enrollment through this emphasis. The Photography Emphasis, by its interdisciplinary nature, will provide opportunities for enhancing cooperative efforts between existing academic departments and schools across UVU.

Finances: There are no additional finances needed to realize the emphasis.

iii. *Name Changes*

a. *Name Change: Department of Community Health to Department of Public and Community Health*

Request: The Department of Community Health at Utah Valley University (UVU) proposes a departmental name change from the Department of Community Health to the Department of Public and Community Health. This change was approved by the institutional Board of Trustees on March 19, 2009.

Need: The proposed name change is made in order to more accurately reflect the Department's mission and goal with university status. Current professional literature often uses the names public and community health interchangeably. The term "community health" refers to the health status of a defined group and the actions and conditions to promote, protect and preserve the group's health. "Public health" has been defined as "what we do as a society collectively to assure the conditions in which people can be healthy."

Since the start of these two degrees, students have increasingly become grounded in the core principles and competencies of public health practice as put forth by the American Public Health Association and by other leaders in prevention-based medicine. The name change will not only bring the department more in line with respected professional organizations, but also increase the likelihood of graduates being accepted into one of several Master in Public Health Programs distributed throughout Utah.

In addition to more accurately portraying the current course of study in the Department, there are several granting organizations that favor the term "public" in the granting application process. Organizations such as the National Science Foundation, American Public Health Association, and several environmental granting groups all show clear favoritism for the term "public health."

As students surely compete for public health positions throughout Utah, the nation, and the world, the inclusion of "Public Health" in the department's name can only increase their marketability and give them possible advantage over other job applicants.

Institutional Impact: This proposal will not require any change in current organizational and administrative structure in the Department or school. There is no foreseen increase in physical facilities or equipment as a result of this proposal. This change will allow the department name to more accurately reflect the academic goals of the department and will enhance employment opportunities of program graduates. The name change reflects a level of academic maturity consistent with the mission of UVU. Increased program respect can only shed a positive image on the Department and University.

Finances: With this name change, there will be minimal financial impact on the Department, college, and university. The name change will require new printed materials but should not require additional funds beyond the department level. There may also be additional revenue for the university as a result of the proposed name change.

b. Name Change: Database Administration Emphasis to Database Administration and Security Emphasis in BS in Information Technology

Request: Utah Valley University (UVU) requests changing the name of the Database Administration Emphasis to Database Administration and Security Emphasis in the BS in Information Technology. This change was approved by the institutional Board of Trustees on March 19, 2009.

Need: In these times of Internet-based crimes such as identity theft, information security is in high demand in the Information Technology field. In recognition of this demand, this name change is being made to increase awareness among students that in the BS in Information Technology program, information security is addressed across the entire program.

Institutional Impact: There may be some increase in enrollments in the BS in Information Technology resulting from this name change, however; these increases are not expected to be large. Since this

program is not currently running at its potential size, the increases that will occur can be absorbed into the program by running larger sections of currently offered classes. No additional faculty, physical facilities or equipment are anticipated.

Finances: There should be no new costs associated with the name change.

c. *Name Change: Security and Enterprise Systems Emphasis to Web Administration and Security Emphasis in BS in Information Technology*

Request: The Department of Information Systems and Technology at Utah Valley University (UVU) requests approval for the restructuring of course content and a name change from Security and Enterprise Systems Emphasis to Web Administration and Security Emphasis in the BS in Information Technology. This change was approved by the institutional Board of Trustees on March 19, 2009.

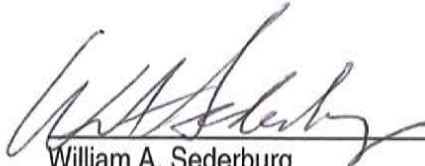
Need: There is a high market demand for web development skills and information security despite the relative weakness of the current economy. The subject of web development holds much interest among students registered for programs in the Information Systems and Technology Department. This emphasis in the BS Information Technology degree will give students a strong foundation in both these areas and allow them to build robust, as well as safe and secure, websites suitable for use in e-commerce applications.

Institutional Impact: The renaming of the emphasis to Web Administration and Security may attract students who are not currently aware that a program with this focus exists. Since this program is not currently running at its potential size, the increases that will occur can be absorbed into the program by running larger sections of currently offered courses. No additional faculty, physical facilities or equipment are anticipated.

Finances: There are no new costs associated with this change.

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

May 20, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A Sederburg

SUBJECT: Status Report on Utah System of Higher Education Retention Efforts—Information Item

Issue

Utah and the nation are experiencing a decline in students who are completing certificates and degrees.

Background

The Utah System of Higher Education began to address retention issues formally in 2004. Since that time, two system papers have been written, three major retention conferences have been held with presentations from nationally-recognized consultants, and each USHE institution has presented a report to the Regents' Strategic Planning and Communication Committee. Additionally, two Regents' strategic planning sessions have addressed completion; and, at the last session, the Regents' made the decision to adopt "completion" as a major strategy.

Update

Attached is a brief progress report that details recommendations and actions taken since the last Regents' Strategic Planning meeting in March, 2009.

Recommendation

The Commissioner Recommends the Regents' Review the Retention Efforts Attached. No Action is Required.



William A Sederburg
Commissioner of Higher Education

WAS/LS

Regents' Strategic Goal-Completion

At the Regents' strategic planning meeting in March, the Regents adopted "completion" as one of its major goals. At that time, the Utah System of Higher Education (USHE) statistics were discussed, which reflect a completion rate of 65 percent for baccalaureate degree-seeking students and 55 percent for associate degree-seeking students. Issues with completion were identified; and, as a result, the following recommendations were made.

Recommendations:

1. USHE should attain a 61 percent graduation rate by 2025 as recommended, in the national publication "Adding it Up", along with establishing institutional benchmarks.
2. USHE should develop a centralized reliable data tracking system for students.
3. USHE should implement established and recognized "best practices" for retaining students.
4. USHE should increase the advisor to student ratios.
5. USHE should establish a system retention task force, preferably in conjunction with the K-16 initiative.

1. USHE should attain a 61 percent graduation rate by 2025

When an average completion benchmark is established for a higher education system, several factors contribute to the institutions' not starting on a level playing field.

A significant factor reflected in completion rates is the entrance requirements at the institutions. Institutions with stringent requirements have a far greater chance of attracting students who are not only more academically prepared but are also more likely to be academically motivated. Historically, Utah has not been able to track students who transfer to institutions outside the system. Additionally, those institutions who traditionally serve a greater percentage of minority and disadvantaged populations are likely to have a lower percentage of completers.

For these reasons, the retention task force recommends *institutional benchmarks* that should contribute to a system increase in completion, but would more nearly reflect the unique character of the institutions.

2. USHE should develop a centralized, reliable data tracking system

For the last three years, the office of the Commissioner and the Utah State Department of Education together with the K-16 Alliance have been working together to create a "student identifier," a number that tracks students from kindergarten through graduate school. This identifier is now working well, and is a creation of the two systems willingness to share a common goal and resources—both personnel and financial. Therefore, we can more nearly guarantee our completion data. For our data to be accurate, however, we need to gather data from private higher education institutions in the State as well.

3. USHE Should implement established and recognized "best practices" for retaining students

These "best practices" have been identified through the conferences and through the work of the task forces. These "best practices" are now being implemented as can be seen from the presentations given to the Strategic Planning and Communications Committee.

4. USHE should increase the advisor to student ratios

Given the budget issues this year, advisor to student ratios were not increased. In fact, at most institutions, they were decreased.

5. USHE should establish a system retention task force, preferably in conjunction with the K-16 initiative

This task force has been established and is in the process of being restructured with a new charge.

May 20, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Research Facilities Revenue Bonds, Series 2009A

History

The University of Utah has taken the first five of six 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 counsel by the Attorney General for the construction project listed below.

Issue


The University of Utah is looking to complete the final step in the revenue bonding process (in accordance with Utah Code 53B-21 and Regent policy R590.3.3.6) by acquiring approval from the Board to issue Research Facilities Revenue bonds, Series 2009A, to finance the acquisition and construction of infrastructure improvement 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 in previous sessions.

Attached is the letter of request from the University, a copy of the Preliminary Summary Sheet (provided by bond counsel), 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 Facilities Revenue bonds, Series 2009A.

WAS/GLS/TC
Attachments


William A. Sederburg
Commissioner of Higher Education



Arnold B. Combe
Vice President for Administrative Services

May 14, 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:

The University of Utah is requesting approval to issue Research Facilities Revenue Bonds, Series 2009A, in order to finance the costs of acquiring and constructing certain infrastructure improvements related to research facilities being constructed at the University of Utah.

The University will submit, for approval at the May 29, 2009 Board meeting, a resolution authorizing the issuance and sale of up to \$50,000,000 aggregate principal amount of University of Utah Research Revenue 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 May 29, 2009 meeting to respond to questions

Issuance of these bonds has been approved by the University's Board of Trustees. The law firm of Ballard Spahr Andrews & Ingersoll is serving as bond counsel and Wells Fargo Public Finance serves as financial advisor for this transaction.

Sincerely,

Arnold B. Combe
Vice President

c: Troy Caserta

\$45,000,000*
State Board of Regents of the State of Utah
University of Utah
Research Facilities Revenue Bonds, Series 2009A
(North Campus Infrastructure Project)

SUMMARY OF FINANCING

Purpose:	To provide funds to finance the costs of acquiring and constructing certain infrastructure improvements related to research facilities being constructed at the University of Utah (the "Series 2009A Project"), and paying costs incident to the issuance of the Series 2009A Bonds.
Par Amount:	Not-to-exceed \$50,000,000*
Security:	The Series 2009A Bonds are payable from and secured by a pledge and assignment of the University's reimbursed overhead revenues received or to be received by the University with respect to all current and future research and training contracts and grants.
Ratings:	'AA/Aa3' expected from Standard and Poor's Corporation and Moody's Investors Service, respectively (by virtue of the State of Utah's moral obligation pledge).
Method of Sale:	Public offering through negotiation with Underwriter(s) to be determined.
Total Underwriter's Disc:	Not-to-exceed 1.00%
Total Discount:	Not-to-exceed 2.00% (including Underwriter's Discount)
Sale Date:	TBD (July 2009 is expected)
Closing Date:	TBD (August 2009 is expected)
Interest Rate:	Maximum coupon rate of not-to-exceed 8.00%, taking into consideration the possibility of issuing all or part of the issue as federally taxable under the Build American Bonds provisions of the American Recovery and Reinvestment Act of 2009.

Interest Payment Dates:	October 1 st and April 1 st , commencing October 1, 2009.
Interest Basis:	30/360
Principal Payment Dates:	April 1, 2010 through April 1, 2029*
Maturity:	Not to exceed 21 years from date of issuance.
Redemption:	Not-to-exceed 11 years from the date of issuance at 101% if issued as tax-exempt bonds; or, if issued as federally taxable Build America Bonds, a make-whole call provision as shall be approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board.
University of Utah Contact:	Arnold B. Combe, Vice President for Administrative Services
Financial Advisor:	Kelly Murdock, Wells Fargo Public Finance
Trustee, Paying Agent/Reg.:	Wells Fargo Bank, National Association
Bond Counsel:	Ballard Spahr Andrews & Ingersoll, LLP

*Preliminary, subject to change

APPROVING RESOLUTION
UNIVERSITY OF UTAH
RESEARCH FACILITIES REVENUE BONDS, SERIES 2009A

Ogden, Utah

May 29, 2009

The State Board of Regents of the State of Utah met in regular session at Weber State University in Ogden, Utah on May 29, 2009, commencing at ____ a.m. The following members were present:

Jed H. Pitcher	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Brent Brown	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
Anthony W. Morgan	Member
Basim Motiwala**	Member
Carol Murphy*	Member
Marlon O. Snow	Member
Teresa L. Theurer	Member
John H. Zenger	Member

Absent:

Also Present:

William A. Sederburg	Commissioner of Higher Education
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 and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah University of Utah Research Facilities Revenue Bonds, Series 2009A.

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH RESEARCH FACILITIES REVENUE BONDS, SERIES 2009A IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$50,000,000; AUTHORIZING THE EXECUTION OF A SEVENTH SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE 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 RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of University of Utah (the "University") for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended and the specific authorization of Section 63B-18-202, Utah Code Annotated 1953, as amended (collectively, the "Act"); and

WHEREAS, in order to provide funds to finance the costs of acquiring and constructing certain infrastructure improvements related to research facilities being constructed at the University (the "Series 2009A Project"), the Board is duly authorized to issue and sell bonds pursuant to the provisions of the Act; and

WHEREAS, the Board, on behalf of the University, has previously issued several series of bonds pursuant to a General Indenture dated as of July 1, 2000 by and between the Board acting for and on behalf of the University and Wells Fargo Bank, N.A., as trustee (the "Trustee") as heretofore amended and supplemented (the "General Indenture"); and

WHEREAS, the Board desires to authorize and approve the issuance and sale of the State Board of Regents of the State of Utah, University of Utah Research Facilities Revenue Bonds, Series 2009A (or such other or further designation as officers of the Board may determine) (the "Series 2009A Bonds") in an aggregate principal amount of not to exceed \$50,000,000 pursuant to the General Indenture and a Seventh Supplemental Indenture of Trust (the "Seventh Supplemental Indenture" and collectively with the General Indenture, the "Indenture") in order to (i) finance the Series 2009A Project, (ii) fund any reserves and (iii) pay costs of issuance related thereto; and

WHEREAS, the Series 2009A Bonds shall be payable solely from the University's reimbursed overhead revenues with respect to the University's research and development activities as more fully described in the Indenture (collectively, the "Revenues") and other moneys pledged therefor in the Indenture, and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the "Bond Purchase Agreement") among the Board, the University and the underwriter for the Series 2009A Bonds (the "Underwriter"), a form of a Preliminary Official Statement relating to the Series 2009A Bonds (the "Preliminary Official Statement"), and a form of the Seventh Supplemental Indenture; and

WHEREAS, the Board desires to grant to the Chair, Vice Chair 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 2009A Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Series 2009A Bonds and the construction of the Series 2009A Project 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 Bonds. The Chair, Vice Chair, and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement (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 also hereby authorized.

Section 4. The Seventh Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee

and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Seventh Supplemental Indenture in substantially the same form and with substantially the same content as the form of such documents presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of (i) financing the costs of the Series 2009A Project, (ii) funding any reserves, and (iii) paying costs of issuance of the Series 2009A Bonds, the Board hereby authorizes the issuance of the Series 2009A Bonds in the aggregate principal amount of not to exceed \$50,000,000. The Series 2009A 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, Vice Chair and/or the Chair of the Finance, Facilities and Accountability Committee of the Board, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The Board understands that there is a new program under which the Board may issue federally taxable "Build America Bonds," which could achieve a better interest rate than federally tax-exempt bonds due to a federal interest rate subsidy. The Board recognizes that Build America Bonds are often structured and sold in a market which does not have the traditional call provisions found in federally tax-exempt bonds. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board are hereby authorized to approve any required make-whole call provision with respect to Build America Bonds at the time of the bond sale. The issuance of the Series 2009A Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2009A Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2009A Bonds and to deliver the Series 2009A Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2009A 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 2009A Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2009A Bonds shall be sold to the Underwriter with an Underwriter's discount of not to exceed 1.0% of the face amount of the Series 2009A Bonds (plus out of pocket expenses). The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair, Vice Chair and/or the Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the

Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2009A 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 8 hereof. The Chair, Vice-Chair and/or the Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption provisions and purchase price with respect to the Series 2009A Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Seventh Supplemental Indenture.

Section 8. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair and/or the Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Indenture, the Series 2009A Bonds, the Bond Purchase 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 9. 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/or Secretary of the Board and the President and/or Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers (including any reserve instrument guaranty agreements not in conflict with the Indenture) and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10. 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/or Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Indenture, the Preliminary Official Statement, the Official Statement, or the Bond Purchase Agreement 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 11. Upon their issuance, the Series 2009A 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 2009A Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture 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 12. After any of the Series 2009A Bonds are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2009A Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 13. 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 14. 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 15. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 29TH DAY OF MAY, 2009.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

(SEAL)

Chair

ATTEST:

Secretary

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

(SEAL)

Chair

ATTEST:

Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on May 29, 2009 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 29th day of May, 2009.

Secretary

(SEAL)

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

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the May 29, 2009 public meeting held by the Members of the State Board of Regents by (i) causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on May __, 2009, and (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on May __, 2009, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2009 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be (i) posted on January 12, 2009 at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on January 12, 2009 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah and (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during each of the applicable calendar years.

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 29th day of May, 2009.

Secretary

(SEAL)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ____)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ____)

EXHIBIT A

PARAMETERS OF THE SERIES 2009A BONDS

Principal amount not to exceed	\$50,000,000
Interest rates not to exceed	8.0%
Discount from par not to exceed	2.0%
Final Maturity not to exceed	21 years from date of issuance
If issued as federally tax-exempt bonds, optional call at not more than 101% of par on or prior to:	11 years from date of issuance
If issued as federally taxable Build America Bonds, a make-whole call provision as shall be approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board.	

May 20, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: University of Utah – Student Housing Property Purchase


Issue

The University of Utah, congruent with its outreach mission, has selectively expanded programs to provide graduate education for international students. The University's Master Plan does include expansion of housing, but with the occupancy of existing residence halls near capacity, this opportunity to acquire two properties is timely and helpful.

The University of Utah seeks Board approval to purchase two existing properties located near the University to be used as student residence halls (for as many as 116 students). The University is expeditiously obtaining appraisals of both properties and determining renovation costs. Funding source for the purchases will be the University's Auxiliary and Campus Facilities Bond System. Campus representatives will be prepared to provide detailed information regarding the potential purchase at the May 29th Regent meeting.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve of the property purchases, at an amount not to exceed the average appraised value of two independent appraisals.


William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachment



May 15, 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:

The University of Utah has a need for additional student housing, both to meet general demand and to facilitate existing programs for international students where it is very desirable for the students to be housed together or in close proximity.

We are currently exploring an opportunity to purchase two existing properties located near the University to be used as student residence halls and would appreciate it if you could arrange for this to be included on the agenda for the May 29 Board of Regents meeting. We are now obtaining appraisals, and would be prepared to provide detailed information regarding the potential purchase at the May 29 meeting.

Thank you for your attention to this.

Sincerely,

Arnold B. Combe
Vice President

c: Michael K. Young
Troy Caserta

University of Utah
201 South Presidents Circle, Room 209
Salt Lake City, Utah 84112-9012
Phone: (801) 581-6404 • Fax: (801) 581-4972

May 20, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg


SUBJECT: Utah State University – US Agricultural Research Service (ARS) Conceptual Agreement

In accordance with the institution's Master Plan, Utah State University is seeking Board approval to lease two sites on its main campus in Logan, Utah for use by the United States Agricultural Research Service (ARS) of the Department of Agriculture (USDA) and later to have the Federal Government reconvey land currently owned and used by ARS to USU. Attached are materials provided by USU; these materials detail the conceptual agreements behind the proposed transactions, along with the physical locations in question.

The proposed agreement and reconveyance were approved by the USU Board of Trustees on April 10, 2009. University representatives will be available to present additional details regarding this collaborative agreement as well as to answer Regents' questions regarding this request.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the conceptual agreements between Utah State University and the United States Agricultural Research Service (ARS) in order that this process might continue to the next procedural step.


William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachment



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

6 May 2009

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

Dear Commissioner Sederburg:

Utah State University (USU) desires to lease two sites on USU's main campus in Logan, Utah for use by the United States Agricultural Research Service (ARS) of the Department of Agriculture (USDA), and later to have the Federal Government reconvey land currently owned and used by the ARS to USU. One proposed lease site is to be land totaling approximately 3.30 acres in size and located just north of the main vehicle entrance to the campus from Highway 89, where ARS plans to construct a new laboratory and office building (Area [1] on the attached illustration). The other proposed lease site is to be located north of 1400 North and east of existing agricultural teaching and research buildings (Area [2]), where ARS plans to construct new greenhouses. The property to be reconveyed to USU is 0.93 acre of land, located northwest of the Daryl Chase Fine Arts Center, which was conveyed by USU to the federal government in 1959 for use by the ARS and is where the current ARS Forage and Range Research building and greenhouses are located (Area [3]).

The new ARS building is to be located immediately south of and interconnected with a new building being planned for the USU College of Agriculture (COA). Planning, programming, design and construction of the proposed building and greenhouse facilities require separate state and federal contracting processes; however, close coordination of these efforts by USU and the ARS is necessary. The ARS will bear its proportionate share of necessary one-time site preparation and construction costs and of future on-going maintenance and utility costs. The land reconveyance will enable USU in the future to more fully implement its Campus Master Plan and in particular, plans for the Caine School of the Arts.

USU and ARS have a long, mutually beneficial, working relationship in collaborative research, which provides numerous advantages to USU. The new buildings are needed by both USU and the ARS to replace, consolidate, and enhance the teaching and research programs now housed respectively in older, outdated facilities. The new arrangements will incorporate updated technology to enhance on-going research programs that the ARS performs both separately and

Commissioner William A. Sederburg

6 May 2009

Page 2

in conjunction with USU research faculty and students. The new facilities and collaborative arrangements should lead to even more productive research in support of farmers and ranchers in Utah, the nation, and elsewhere. As consideration for the ground lease, the ARS will set aside an adequate area in the building for USU to use for collaborative research purposes by COA faculty, and the ARS will fully support the reconveyance of land to USU.

A lease agreement will be formalized for the use of the land needed by the ARS on which to construct its new facilities which will be similar to three (3) other ground leases that USU and the ARS have entered into in recent years. Consistent with such existing ground leases, the ARS will work closely with USU to assure compliance with USU planning and design guidelines and code requirements.

With planning efforts now underway for the new USU building, it is the mutual desire of ARS and USU that a conceptual agreement be approved so that ARS can be authorized to proceed with formal planning, programming, and design. The final lease will satisfy the requirements of Regents Policy R712 Nontraditional Arrangements for Development of Facilities on Campuses, including final technical details such as legal descriptions of each leased site, and will be brought to the regents for approval before signing.

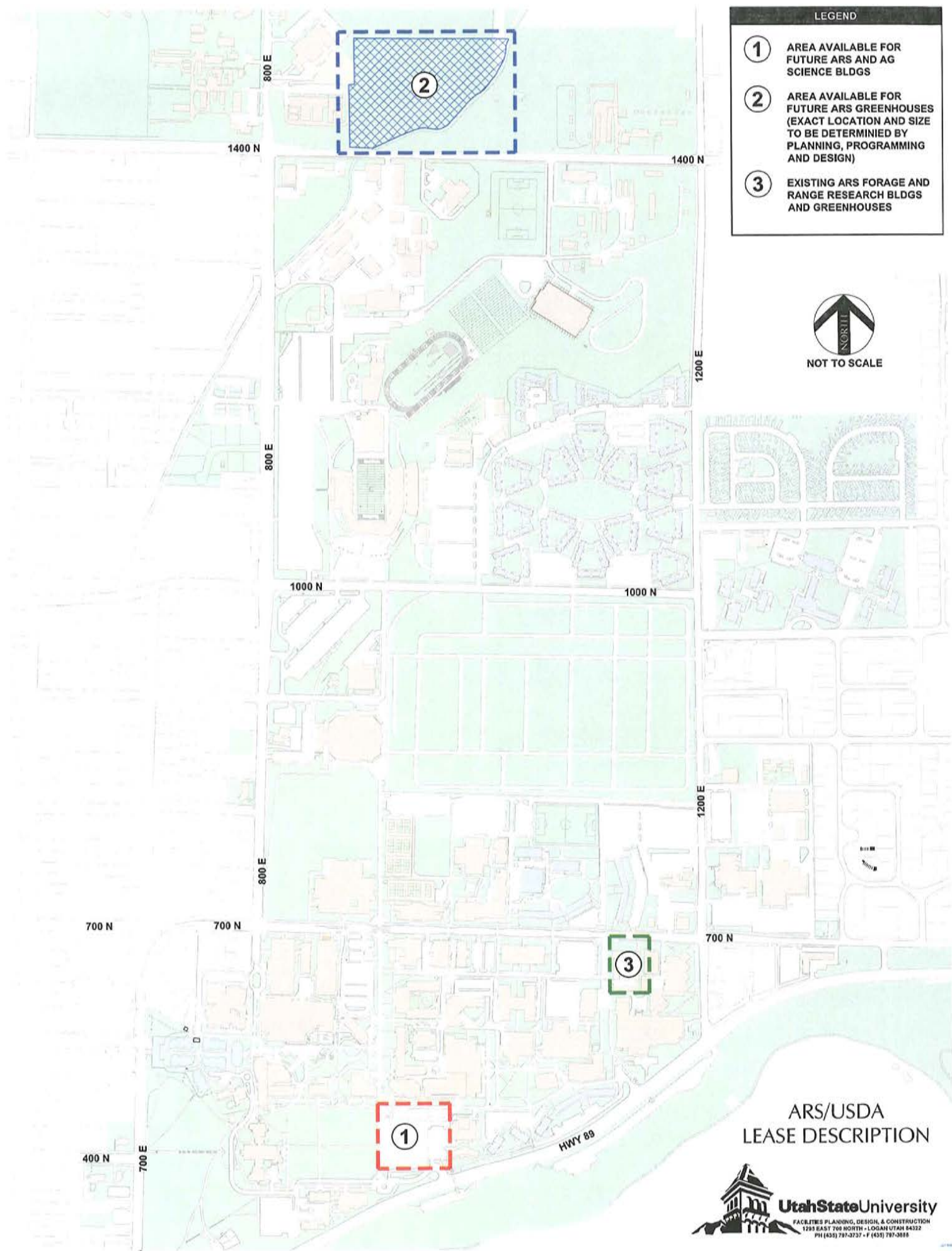
USU has committed to the government to use all reasonable efforts to obtain the necessary approvals from the Board of Trustees and the Board of Regents. Therefore, please place this request on the 29 May 2009 agenda for consideration by the Board of Regents. The proposed agreement and reconveyance were approved by the USU Board of Trustees on 10 April 2009.

Sincerely,



Fred R. Hunsaker
Interim Vice President for
Business and Finance

c: Stan Albrecht
Gregory L. Stauffer
Noelle Cockett



LEGEND

- ① AREA AVAILABLE FOR FUTURE ARS AND AG SCIENCE BLDGS
- ② AREA AVAILABLE FOR FUTURE ARS GREENHOUSES (EXACT LOCATION AND SIZE TO BE DETERMINED BY PLANNING, PROGRAMMING AND DESIGN)
- ③ EXISTING ARS FORAGE AND RANGE RESEARCH BLDGS AND GREENHOUSES



NOT TO SCALE

ARS/USDA
LEASE DESCRIPTION

May 20, 2009

MEMORANDUM

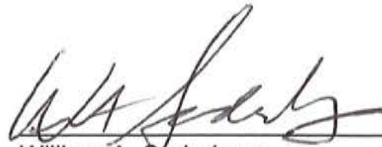
TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Weber State University – Campus Master Plan

Campus master plans receive regular review by the Board of Regents, normally when public meetings of the Board are held on the campus. Weber State University seeks approval of its updated Campus Master Plan during the Regents' visit to the WSU campus May 2009. Since its last presentation to the Board of Regents (April 2007), there have been some changes made to WSU's Master Plan which college officials will expound upon during their planned presentation.

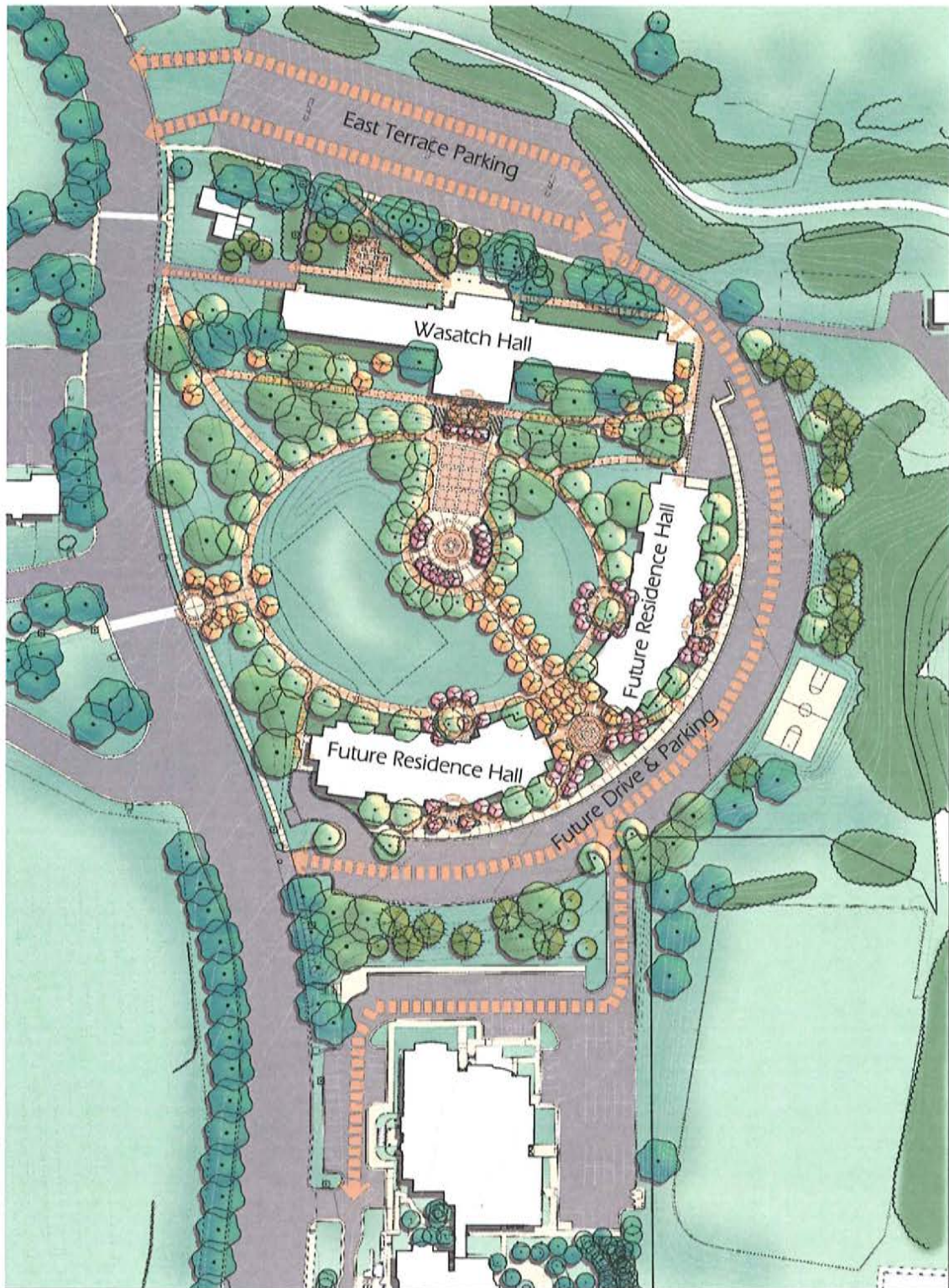
The most recent maps of the Master Plan are attached; any questions the Board may have will be answered by WSU representatives.

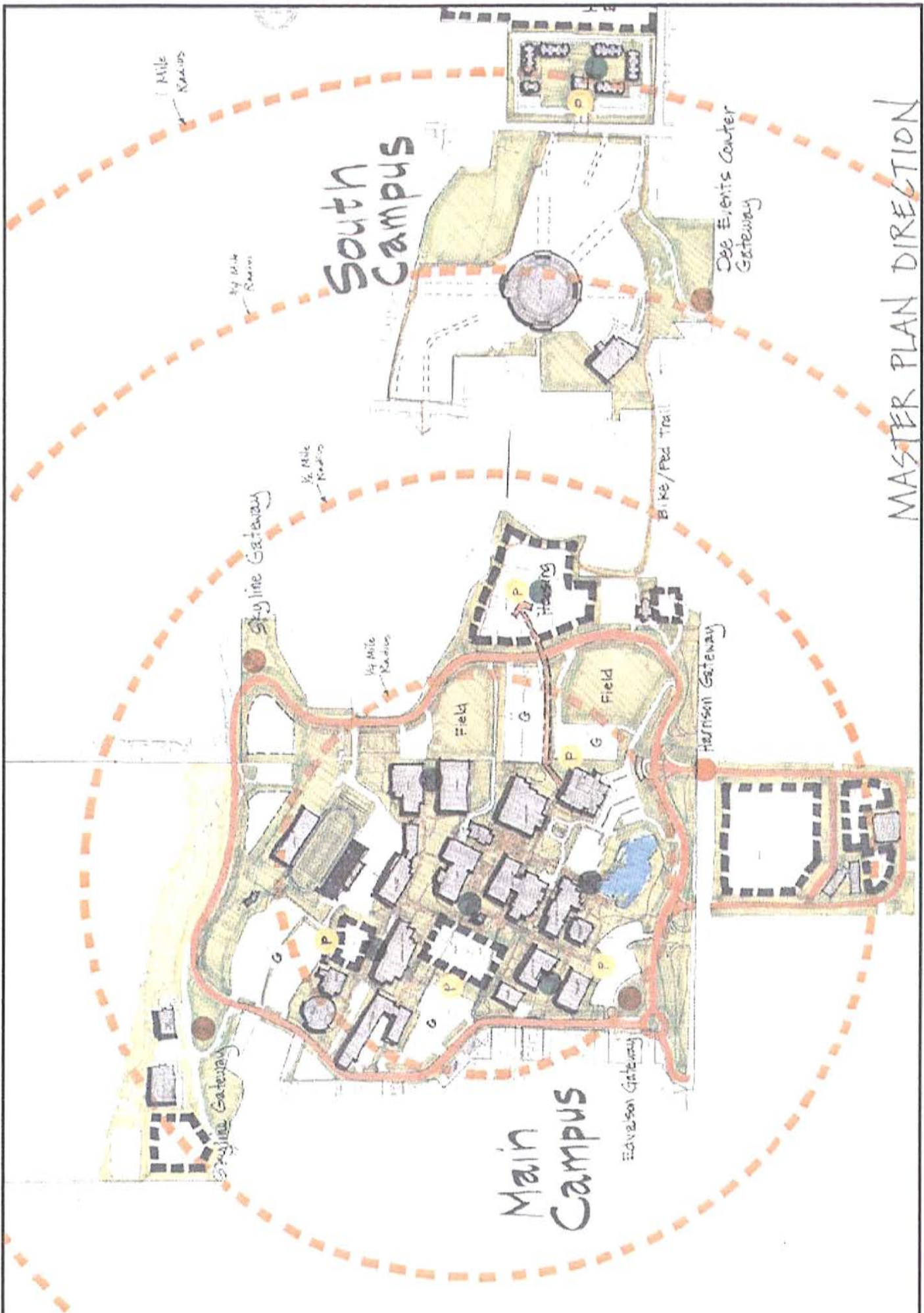
Commissioner's Recommendation

The Commissioner recommends that the Board approve Weber State University's Campus Master Plan.


William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachment







DAVIS CAMPUS MASTER PLAN

WEBER STATE UNIVERSITY



May 20, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: State Board of Regents Administrative and Programmatic Budget

Issue

Regents are asked to review and approve the Administrative and Programmatic Budget of the State Board of Regents for Fiscal Year 2010.

Background

Each year, beginning with fiscal year 2010, the Commissioner will present the Administrative and Programmatic Beginning Base Budget to the Board, each year, for approval.

As presented, this budget is the result of the fiscal planning of the Commissioner and his Executive Team to support the initiatives of the State Board of Regents and the reorganization of the Commissioner's Office.

The Commissioner of Higher Education, with the support of the Utah State Legislature and State Board of Regents, established five categories of funding which are consistent with the strategic plan of the State Board of Regents. The five categories, described below, consist of Administration, Student Assistance, Student Support, Technology and Economic Development.

Administration – The administrative team that serves the Utah State Board of Regents and the USHE institutions. The administration consists of the Commissioner of Higher Education, Executive Team and supporting staff who carry out the objectives of the State Board of Regents.

Student Assistance – Student financial assistance programs, consisting of grants, scholarships and loans, administered by the State Board of Regents to help provide student access to higher education.

Student Support – Student support programs designed to streamline the transition to and among higher education institutions and to provide services to students with special needs.

Technology – System-wide coordination and support of the Higher Education Technology Initiative (HETI) and Academic Library Consortium.

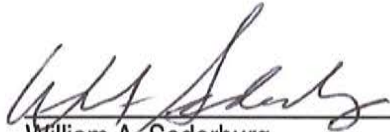
Economic Development – The enhancement of Utah’s colleges and universities as engines of state economic development through coordination between Higher Education, Public Education, the Department of Workforce Services and the Governor’s Office of Planning and Budget to align economic development interests and resources to produce an appropriately prepared talent-force for the 21st Century.

The budget of the Utah State Board of Regents is primarily funded by appropriations from the State of Utah. Minor sources of funding are provided by the Federal Government, Utah Higher Education Assistance Authority and other sources.

- Attachment A provides a revenue summary of the administrative and programmatic budget for fiscal year 2010.
- Attachment B provides an expenditure summary of the administrative and programmatic budget for fiscal year 2010.

Commissioner’s Recommendation

The Commissioner recommends that the Regents approve the Administrative & Programmatic Budget of the Utah State Board of Regents for Fiscal Year 2010.



William A. Sederburg
Commissioner for Higher Education

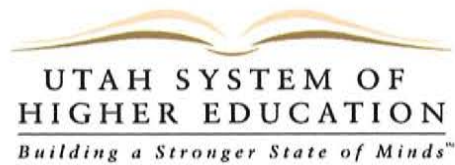
WAS/GLS/PCM
Attachments



State Board of Regents

Administrative and Programmatic Budget - Revenue Summary

Line Item	Line-Item Description	FY10 Base (On-Going) Budget	FY10 One-Time Budget	FY10 Budget (On-Going & One-Time)
Admin	SBR Administration	2,636,800	\$ 292,700	2,929,500
	Other	276,231		276,231
	Interest (UHEAA)	250,000		250,000
		3,163,031	292,700	3,455,731
Student Assistance	Regent Scholarships	2,088,700	36,400	2,125,100
	Student Financial Aid	3,260,700	358,600	3,619,300
	Minority Scholarship	36,300	4,300	40,600
	Tuition Assistance	36,300	4,300	40,600
	New Century	1,764,300	194,100	1,958,400
	UCOPE	1,394,600	862,900	2,257,500
	WICHE	840,600	93,100	933,700
	Federal Funds	303,100		303,100
	TH Bell Teaching Incentive Loan	1,481,200	166,100	1,647,300
		11,205,800	1,719,800	12,925,600
Student Support	Prison Recidivism	432,300	48,800	481,100
	Hearing Impaired	799,500	91,100	890,600
	Concurrent Enrollment Coordination	428,700	50,700	479,400
	Articulation Support	263,800		263,800
	Campus Compact	77,100	9,100	86,200
		2,001,400	199,700	2,201,100
Technology	Higher Ed. Technology Initiative	4,584,500	511,000	5,095,500
	Utah Academic Library Consortium	2,616,300	290,000	2,906,300
		7,200,800	801,000	8,001,800
Economic Development	Engineering Loan Repayment	38,500	4,600	43,100
	Engineering Initiative	0	2,000,000	2,000,000
	Economic Development Initiatives	312,000	91,100	403,100
		350,500	2,095,700	2,446,200
		23,921,531	5,108,900	29,030,431



State Board of Regents

Administrative and Programmatic Budget - Expenditure Summary

Line Item	Line-Item Description	FY10 Compensation (On-Going)	FY10 Operating (On-Going)	FY10 Programmatic (On- Going)	FY10 Operating & Programmatic (One-Time)	FY10 Budget (On-Going & One-Time)
Admin	SBR Administration	1,708,271	846,529	82,000	\$ 292,700	2,929,500
	Other	271,231	5,000			276,231
	Interest (UHEAA)	200,000	50,000			250,000
		2,179,502	901,529	82,000	292,700	3,455,731
Student Assistance	Regent Scholarships	340,311	23,842	1,724,547	36,400	2,125,100
	Student Financial Aid			3,260,700	358,600	3,619,300
	Minority Scholarship			36,300	4,300	40,600
	Tuition Assistance			36,300	4,300	40,600
	New Century			1,764,300	194,100	1,958,400
	UCOPE			1,394,600	862,900	2,257,500
	WICHE	6,278		834,322	93,100	933,700
	Federal Funds			303,100		303,100
	TH Bell Teaching Incentive Loan			1,481,200	166,100	1,647,300
		346,589	23,842	10,835,369	1,719,800	12,925,600
Student Support	Prison Recidivism			432,300	48,800	481,100
	Hearing Impaired			799,500	91,100	890,600
	Concurrent Enrollment Coordination	374,378	54,322		50,700	479,400
	Articulation Support	263,800				263,800
	Campus Compact			77,100	9,100	86,200
		638,178	54,322	1,308,900	199,700	2,201,100
Technology	Higher Ed. Technology Initiative			4,584,500	511,000	5,095,500
	Utah Academic Library Consortium			2,616,300	290,000	2,906,300
		0	0	7,200,800	801,000	8,001,800
Economic Development	Engineering Loan Repayment			38,500	4,600	43,100
	Engineering Initiative				2,000,000	2,000,000
	Economic Development Initiatives	192,000	120,000		91,100	403,100
		192,000	120,000	38,500	2,095,700	2,446,200
		3,356,269	1,099,693	19,465,569	5,108,900	29,030,431

May 20, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: R512, Determination of Resident Status – Action Item

Issue

The Commissioner's staff, working with admissions officers and registrars from all the USHE institutions, have updated the current "Determination of Resident Status" policy to reflect the main legislative updates required. That version of the policy is included in this agenda. However, it should be noted that a more streamlined version is also being prepared for a future Regents' agenda—with many further modifications.

Background

The topic of "resident" student status was brought before the Utah Legislature during the regular session. The legislators clarified a few concerns. These changes have been reflected in the proposed changes to the Board of Regents policy.

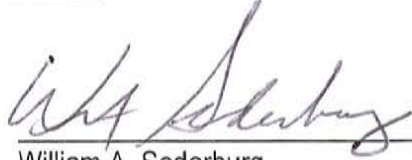
Policy Changes

The revised Policy R512 includes the following changes:

- The word "continuous" was emphasized as an important indicator of establishing Utah domicile.
- It was clarified that **after** a student establishes domicile, that student may be absent from the state for defined reasons.
- To agree with the legislation, the section regarding students of federally recognized tribes who graduate from a Utah high school was returned to the policy.
- Two new sections were added to reflect the current legislation, that of Alumni Legacy Scholarships and that of Dixie State College's Good Neighbor waiver.
- The clause about Minimum Credit Hour Policies was removed.
- Other minimal grammar, punctuation, and numbering changes were suggested.

Commissioner's Recommendation

The Commissioner recommends that the Regents review revisions to Policy R512, raise issues, and, if satisfied, approve Policy R512, Determination of Resident Status.

A handwritten signature in dark ink, appearing to read 'W.A. Sederburg', is written over a horizontal line.

William A. Sederburg
Commissioner of Higher Education

WAS/CM/AMH
Attachment

R512, Determination of Resident Status¹

R512-1. Purpose: To define "resident" student for purposes of tuition in the Utah System of Higher Education (USHE).

R512-2. References

- 2.1. Utah Code Ann. §53B-8-102, Definition of Resident Student
- 2.2. Utah Code Ann. §23-13-2, Definition of Domicile
- 2.3. Utah Code Ann. §31A-29-103, Definition of Domicile
- 2.4. Utah Code Ann. §41-1a-202, Definition of Domicile
- 2.5. Utah Code Ann. §53B-8-101 et seq., Tuition Waivers & Scholarships
- 2.6. Policy and Procedure R510, Tuition and Fee Policy
- 2.7. Policy and Procedure R513, Tuition Waivers & Reductions

R512-3. Definitions

- 3.1. **"Domicile":** For purposes of this policy, the term "domicile" shall be defined consistent with general Utah law defining domicile, and shall mean the place:
 - 3.1.1. where an individual has a fixed permanent home and principal establishment;
 - 3.1.2. to which the individual if absent, intends to return; and
 - 3.1.3. in which the individual, and the individual's family, voluntarily reside, not for a special or temporary purpose, but with the intention of making a permanent home.
- 3.2. **"Parent":** As used in this policy, the term "parent" means the biological or adoptive parent of the student, regardless of whether the parent has legal custody of the student or whether the parent claims the student as a dependent.
- 3.3. **"Resident Student":** An individual who:
 - 3.3.1. can prove by substantial evidence, based on the totality of the circumstances, that, prior to the first day of classes for the term the student seeks to attend as a resident student, he or she has established domicile in Utah and satisfied relevant waiting periods and other criteria, where applicable; or
 - 3.3.2. meets one or more of the other criteria defining "resident student" set forth in this policy.

¹ Adopted July 22, 1975; amended April 11, 1987, April 17, 1992, May 5, 1995, January 12, 2001, October 19, 2001, July 12, 2002, April 16, 2004, December 9, 2004, April 22, 2005, April 21, 2006, June 8, 2007, May 30, 2008, and May 29, 2009.

R512-4. Resident Student Status—Waiting Period Required If Residence in Utah Was Established for Educational Reasons

4.1. Institutional Discretion to Set Policy for Resident Student Status:

4.1.1. Policies for Students Enrolled in Credit-Bearing Degree Programs: Each institution may, at its discretion, and at the recommendation of the president, implement its own policy regarding the criteria for resident student status for either undergraduate students or graduate students, or both, in credit-bearing degree programs, that deviates from the criteria set forth in this policy. Such a policy shall not be more lenient than requiring a one-year waiting period as set forth here in 4.3 ~~or be more strict than requiring students to maintain 3 years of continuous residency or complete 60 credit hours, whichever comes first.~~

4.1.2. Policies for Non-Credit Programs: Because most non-credit applied technology programs are short-term (require less than a year to complete), ~~the Utah College of Applied Technology and other~~ USHE institutions offering non-credit courses or programs may, at their discretion, implement a policy that does not require residency classification for students enrolled in non-credit courses or programs.

4.2. General Rule: A person who comes to Utah for the purpose of attending a USHE institution must satisfy one of the following criteria in order to be eligible for resident student status.

4.3. Establishing Utah Domicile and Maintaining Continuous Utah Residency for One Year (12 ~~calendar~~continuous months) and Declaring Financial Independence: Unless otherwise stipulated by institutional policy, any person who has come to Utah and established residency for the purpose of attending an institution of higher education may establish resident student status prior to the first day of classes of the term the student seeks to attend as a resident student by:

4.3.1. demonstrating by objective evidence that he or she has established domicile in Utah and maintained continuous Utah residency for one year (12 ~~calendar~~continuous months prior to the term for which residency is being sought) beginning July 1, 2007 or any date thereafter, ~~regardless of the number of credit hours earned; (an individual will not jeopardize his/her status as a "continuous" resident solely by absence from the state for less than 30 total days during the 12-month period the individual seeks to count as the requisite waiting period);~~ and,

4.3.2. submitting a declaration of financial independence to include documentation that the student is not claimed as a dependent on the tax returns of any person who is not a resident of Utah.

4.4. Creating Utah Domicile: In determining whether an individual has established domicile in Utah, and is therefore a bona fide resident eligible for resident student tuition, USHE institutions will review all relevant documentation submitted by the student, and make the residency determination based on the totality of the evidence. Students applying for resident student status are expected to submit as much of the following documentation as possible:

4.4.1. A Utah high school transcript issued in the previous year (~~previous~~ 12 months) confirming attendance at a Utah high school in the previous 12 months;

4.4.2. Utah voter registration dated at least three (3) months (90 days) prior to the first day of class of the term for which the student is seeking resident status;

4.4.3. Utah driver license or identification card with an original date of issue or renewal date at least three (3) months (90 days) prior to the first day of class of the term for which the student is seeking resident status;

4.4.4. Utah vehicle registration dated at least three (3) months (90 days) prior to the first day of class of the term for which the student is seeking resident status;

4.4.5. Evidence of employment in Utah for at least three (3) months (90 days) prior to the first day of class of the term for which the student is seeking resident status;

4.4.6. Proof of payment of Utah state income tax for the previous year;

4.4.7. A rental agreement or mortgage document showing the student's name and Utah address for at least 12 months prior to application for resident student status; and

4.4.8. Utility bills showing the student's name and Utah address for at least 12 months prior to application for resident student status;

4.5. Continuous Residency: ~~For purposes of this policy, proof of maintenance of continuous physical presence Having established domicile in Utah is sufficient to prove "continuous residency."~~ Anas outlined in 4.3., an individual will not jeopardize his/her status as a "continuous" Utah resident solely by absence from the state for less than 30 total days during the 12-month period the individual seeks to count as the requisite waiting period. In addition: (. For example:

~~4.4.9.4.5.1.~~ After establishing domicile, a student ~~who seeks resident student status for tuition purposes~~ may be absent from the state for purposes such as temporary employment, education, or religious, charitable, or military service and continue to be considered a resident for tuition purposes provided he or she has not taken action to establish domicile elsewhere during his/her absence from Utah.

~~4.4.10.4.5.2.~~ A student with long term ties to Utah, who is 18 years of age or older, who has graduated from a Utah high school, and who has been absent from the state for a period of less than 12 months, may be considered a resident for tuition purposes if evidence can be presented showing that the student has established, maintained or reestablished a Utah domicile.

~~4.5.4.6.~~ **Declaration of Financial Independence:** In addition to submitting objective evidence of domicile, a person seeking resident student status following 12 months of continuous residence in Utah must also submit a declaration of financial independence, which must include, at a minimum, evidence that the person is not claimed as a dependent on the most recently filed federal ~~or state~~-tax returns of any person who is not a resident of Utah. Institutional residency officers may shall require such documentation at the time of initial application for resident student status, ~~and at any time thereafter to verify a student's continued eligibility for resident student tuition.~~

4.7. International Students without U.S. Residency Status: Aliens who are present in the U.S. on visitor, student, or other visas which authorize only temporary presence in this country, do not have the capacity to intend to reside in Utah for an indefinite period and therefore must be classified as nonresident. Aliens who have been granted immigrant or permanent resident status in the U.S. shall be classified for purposes of resident status according to the same criteria applicable to citizens.

~~4.6.4.8.~~ **Exemption of Nonresident Tuition for Certain Foreign Nationals:** A student shall be exempt from paying the nonresident portion of total tuition if the student:

4.8.1. is a foreign national legally admitted to the United States;

4.8.2. attended a Utah high school in Utah for three or more years; and

4.8.3. graduated from a Utah high school or received the equivalent of a high school diploma in Utah.

R512-5. Resident Student Status Based on Evidence of Residence in Utah for Non-educational Reasons—No Waiting Period Required If Presumption of Nonresident Status Is Rebutted

5.1. Rebuttable Presumption of Nonresident Status: A person who enrolls as a postsecondary student at a USHE institution prior to living in Utah for more than 12 continuous months, and who has therefore not met the waiting period criteria set forth in R512-4, will ordinarily be deemed a nonresident student for tuition purposes unless he or she presents evidence demonstrating that he or she moved to Utah and established domicile for non-educational reasons. A student may rebut the presumption of nonresident status and seek resident student status immediately, without satisfying the one-year continuous residency requirement, but still satisfying the financial independence and domiciliary evidence set forth in R512-4, by submitting evidence of Utah residence arising from one or more of the following circumstances:

5.2. United States Armed Forces Personnel Who are Utah Residents Prior to Active Duty Assignment or Deployment Outside Utah: Personnel of the U.S. Armed Forces who had Utah residency immediately prior to their deployment to active duty outside of Utah, and who reestablish residency in Utah no later than 90 days after the termination of active duty status, are immediately eligible, together with the immediate members of their families residing with them in Utah, to apply for resident student status for tuition purposes.

5.2.1. Prior Utah Residency: For purposes of this section, an individual will be deemed to have prior Utah residency if he or she can show, in the year immediately prior to active duty deployment, indicia of Utah domicile, such as the filing of a Utah tax return in the year prior to deployment; Utah voter registration; possession of a Utah driver's license; and establishment of Utah banking connections.

5.2.2. Immediate Family Member: For purposes of this section, the term "immediate family member" means the spouse or unmarried dependent child of the individual in the Armed Forces.

5.2.3. Residing With: For purposes of this section, an immediate family member will be considered to be "residing with" an individual in the Armed Forces so long as the family member's domicile, or permanent address, is the same as that of the individual in the Armed Forces. If an "immediate family member" meets the domiciliary requirement, he or she may attend, with resident tuition rates at, any public college or university in Utah.

5.3. Marriage to Utah Resident: A person who marries a Utah resident eligible to be a resident student under this policy and establishes his/her domicile in Utah as demonstrated by objective evidence as provided in 4.4 is immediately eligible to apply for resident student status.

5.4. Full-time, Permanent Employment in Utah: A person who has established domicile in Utah for full-time permanent employment may rebut the presumption of a nonresident classification as provided in subsection 5.1 of this policy by providing substantial evidence that the reason for the individual's move to Utah was, in good faith, based on an employer requested transfer to Utah, recruitment by a Utah employer, or a comparable work-related move for full-time permanent employment in Utah. All relevant evidence

concerning the motivation for the move should be considered, including, but not limited to, such factors as: (a) the person's employment and educational history; (b) the dates when Utah employment was first considered, offered, and accepted; (c) when the person moved to Utah; (d) the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student; (e) whether the person applied for admission to a USHE institution sooner than four months from the date of moving to Utah; (f) evidence that the person is an independent person (at least 24 years of age, or not listed as a dependent on someone else's tax forms); and (g) any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an institution of higher education. As with all such applications, the burden of proof is on the applicant to rebut the presumption of nonresident status. Furthermore, if an applicant applies for admission to a USHE institution prior to the application for employment, prior to the offer of employment, prior to the commencement of employment, or within four months of moving to Utah, absent extraordinary evidence to the contrary, it shall be strongly presumed that the person came to Utah for the purpose of attending an institution of higher education, and shall be subject to the requirements of section 4 of this policy.

5.5. Spouse's or Parent's Full-time Work: A spouse or dependent child of an individual who moves to Utah for full-time permanent employment, and establishes Utah domicile on that basis, is eligible to apply for resident student status. In determining the residency status of the enrolling spouse or dependent child, the institution shall consider all relevant evidence related to the individual's intent and domicile, including but not limited to, documentation set forth in section 5.10 of this policy.

5.6. Parent Domiciled in Utah for at Least 12 Months: A dependent student who has at least one parent who has been domiciled in Utah for at least 12 months prior to the first day of class of the term for which the student is seeking resident status is eligible for immediate resident student status, upon submission of the documentation identified in section 4.4 of this policy demonstrating that the parent has established Utah domicile..

5.7. Extenuating Circumstances: A person who has established domicile in Utah for child care obligations or extenuating financial or health reasons related to his/her divorce, the death of a spouse, or long-term health care needs or responsibilities related to the person's own health, or the health of an immediate family member, including the person's spouse, parent, sibling, or child, may apply for immediate resident student status upon submitting evidence that the move to Utah was, in good faith, based on such extenuating circumstances. All relevant evidence concerning the motivation for the move shall be considered, including:

5.7.1. the person's employment and educational history;

5.7.2. the dates when the long-term health care or child care responsibilities in Utah were first considered, offered, and accepted;

5.7.3. when the person moved to Utah;

5.7.4. the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student;

5.7.5. whether the person applied for admission to a USHE institution sooner than four (4) months from the date of moving to Utah;

5.7.6. evidence that the person is an independent person who is:

5.7.6.1. at least 24 years of age; or

5.7.6.2. not claimed as a dependent on someone else's tax returns;

5.7.7. any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an USHE institution.

5.8. Receipt of State Social Services Benefits: A person who has been determined by a Utah governmental social or rehabilitation services agency to be a Utah resident for purposes of receiving state aid to attend a USHE institution and demonstrates objective evidence of domiciliary intent as provided in 4.4 is immediately eligible to register as a resident student. Upon the termination of such government agency support, the person is governed by the standards applicable to other persons. Any time spent domiciled in Utah during the time the individual received government aid shall count towards the one-year time period for Utah residency for tuition purposes upon termination of the government aid.

5.9. Immigrant Placed in Utah as Political Refugee: An immigrant, not otherwise qualified as a resident, is immediately eligible, upon establishment of Utah domicile, to apply for resident student status, if he or she is placed involuntarily in Utah as part of a United States or Utah government relocation program for foreign refugees fleeing civil war, religious or racial persecution, political oppression, or other legitimate reason. This section does not apply to refugees who are originally placed in another state and subsequently move to Utah voluntarily.

5.10. Documentation Required to Rebut Presumption of Nonresident Status: The institution, through its registrar, or designated person, is authorized to require written documents, affidavits, verifications, or other evidence deemed necessary to determine why a student is in Utah. The burden of rebutting the presumption that the student is in Utah for educational reasons, and of establishing that he or she is in Utah for other than educational purposes, is upon the student. A student may be required to file any or all of the following within applicable timelines established by the institution:

5.10.1. A statement from the student describing employment and expected sources of support;

5.10.2. A statement from the student's employer;

5.10.3. Supporting statements from persons who might be familiar with the family situation;

5.10.4. Birth certificate;

5.10.5. Marriage certificate;

5.10.6. Documentation of eligibility for state social or rehabilitation services;

5.10.7. Documentation of immigration status and placement as political refugee;

5.10.8. Indicia of Utah domicile, including Utah voter registration, Utah vehicle registration, Utah driver's license or identification card, Utah state income tax return, rental contract or mortgage documents, bank records, and utility bills.

5.11. Penalties for Giving Incorrect or Misleading Information: A student who gives incorrect or misleading information to evade payment of nonresident fees shall be subject to serious disciplinary action and must also pay the applicable nonresident fees for each term previously attended.

R512-6. Exceptions to Requirements of Domicile—Resident Student Status Based on Special Circumstances

6.1. Job Corps Students: A Job Corps student is entitled to resident student status if the student: (A) is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and (B) submits verification that the student is a current Job Corps student. Upon the termination of Job Corps enrollment/participation, the individual is governed by the standards applicable to non-Job Corps persons. The time spent residing in Utah during Job Corps enrollments counts toward the one-year time period required for Utah residency for tuition purposes upon termination of Job Corp status.

6.2. Participation in Olympic Training Program: An athlete who is in residence in Utah to participate in a United States Olympic athlete training program, at a facility in Utah, approved by the governing body for the athlete's Olympic sport, shall be immediately eligible for resident status for tuition purposes. Upon the termination of the athlete's participation in such training program, the athlete shall be subject to the same residency standards applicable to other persons under this policy. The time spent residing in Utah during the Olympic athlete training program in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of the athlete's participation in a Utah Olympic athlete training program.

6.3. Membership of an American Indian Tribe

6.3.1. An American Indian, not otherwise qualified as a resident, shall be entitled to resident student status if he/she is

6.3.1.1. enrolled on the tribal rolls of a tribe whose reservation or trust lands lie partly or wholly within Utah or whose border is at any point contiguous with the border of Utah; or

6.3.1.2. a member of a federally recognized or known Utah tribe and has graduated from a Utah high school.

6.3.2. A list of recognized tribes will be maintained by the Office of the Commissioner of Higher Education and distributed to all campus residency officers.

6.4. Member of Utah National Guard: A person is entitled to resident student status if the person: (a) is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and (b) submits verification, in the form of either an enlistment contract or "orders of unit assignment," that he or she is an active member of the Utah National Guard. Upon the termination of Utah National Guard enlistment or duty, the individual is governed by the standards applicable to non-Utah National Guard persons. Any time spent residing in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of Utah National Guard status.

6.4.1. A member of the Utah National Guard shall be considered to maintain continuous Utah residency under this section for the length of time that he or she maintains membership in the Utah National Guard.

6.4.2. A member of the Utah National Guard who performs active duty service outside the state of Utah shall be considered to maintain continuous Utah residency under this section.

6.5. Active Duty United States Armed Forces Personnel Who are Residents of Other States but Stationed in Utah: Personnel of the U.S. Armed Forces, who are residents of another state, but who are assigned to active duty in Utah, together with the immediate members of their families residing with them in Utah, are entitled to resident student status for tuition purposes during the time they are stationed in Utah on active duty. Upon the termination of active duty status, the military personnel and their family members are

governed by the standards applicable to nonmilitary persons. Any time spent residing in Utah during the period of active duty in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of active duty status in Utah.

Waivers of Nonresident Tuition—Nonresident Students Exempt from Nonresident Portion of Tuition

~~7.1. **Exemption of Nonresident Tuition for Certain Graduates of Utah High Schools:** To the extent allowed under federal law, the following students who attend a student, other than nonimmigrant alien within the meaning of paragraph (15) of subsection (USHE institution may receive a) of Section 1101 of Title 8 of the United States Code, shall be exempt from paying the waiver of nonresident portion of total tuition if the student:~~

~~7.1.1. —attended high school. However, these students may not use time spent in Utah for three or more years;~~

~~7.1.2. —graduated from a high school in Utah or received the equivalent of a high school diploma in Utah;~~

~~7.1.3. —registers as an entering student at an institution of higher education not earlier than the fall of the 2002-03 academic year; and~~

~~7.1.4. —a student without lawful immigration status shall file an affidavit with the institution stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.~~

~~7.1.5. —"Entering Student": For purposes of this section, "entering student" means a student whose first matriculation in any institution of higher education is in a public institution of higher education within the Utah System of Higher Education.~~

~~7.2. — 7.2.1. —is a foreign national legally admitted to the United States;~~

~~7.2.2. —attended high school in Utah for three or more years; and~~

~~7.2.3. —graduated from a high school in this state or received the equivalent of a high school diploma in this state.~~

~~7.3. — **International Students Without U.S. Residency Status are Deemed Nonresidents:** Aliens who are present in the United States on visitor, student, or other visas which authorize only temporary presence in this country, do not have the capacity to intend to reside in Utah for an indefinite on any of these programs toward the waiting period and therefore must be classified as nonresident.~~

~~R512-7. 7.3.1. — Aliens who have been granted immigrant or permanent required for resident status in the United States shall be classified for purposes of resident status according to the same criteria applicable to citizen tuition status.~~

7.1. Exemption of Nonresident Tuition as Athletic Scholarships: In addition to the waivers of nonresident tuition available to each institution under Utah Code Ann. § 53B-8-101 et seq., and Policy R513, each institution may, at its discretion, grant as athletic scholarships full waiver of fees and nonresident tuition, up to the maximum number allowed by the appropriate athletic conference, and as recommended by the president of each institution.

7.2. Exemption of Nonresident Tuition Under Tuition Waiver Policy: A nonresident student may be eligible for a full or partial waiver of nonresident tuition according to the applicable provisions of Policy R513 (Tuition Waivers and Scholarships).

7.3. Western Undergraduate Exchange (WUE) Students to Be Classified as Nonresidents: A student attending a USHE institution under the Western Undergraduate Exchange program is considered to be domiciled in his or her home state, and therefore cannot use time spent in Utah as a student toward the waiting period required for resident student status/her home state.

7.4. Western Regional graduate Program (WRGP): A student attending a USHE institution under the Western Regional Graduate Program is considered to be domiciled in his/her home state.

7.5. Professional Student Exchange/WICHE Students: A student attending a USHE institution under the Professional Student Exchange/WICHE Program is considered to be domiciled in his/her home state.

7.6. Exemption for Alumni Legacy Scholarships: The president of an institution may waive an amount up to the full nonresident portion of the tuition for alumni legacy nonresident scholarships. The students attending a USHE institution under this scholarship are considered to be domiciled in his/her home state and time spent in Utah on Legacy Scholarship cannot count towards the required twelve continuous months to attain Utah residency.

7.7. Dixie State College of Utah's Good Neighbor Students: DSC may waive an amount up to the nonresident portion of the tuition for residents of counties located within 70 miles of DSC's main campus. The students attending DSC under this scholarship are considered to be domiciled in his/her home state.

R512-8. General Provisions

8.1. Reclassification by the Institution: If a student is classified as a resident, or granted residency by a USHE institution, the USHE institution may initiate a reclassification inquiry and in fact reclassify the student, based on any facts, error, or changes in facts or status which would justify such an inquiry, even if the error was on the part of the USHE institution.

Reciprocity and Acceptance of Another Institution's Determination

~~**8.2.1.—Transferring Students and Minimum Credit Hour Policies:** A USHE institution may implement a policy that requires undergraduate or graduate students transferring from another USHE institution to demonstrate completion of a minimum number of credit hours as a condition of receiving resident student status, so long as such policy does not require transferring students to complete more than 60 credit hours prior to transferring.~~

8.2. 8.2.2.—Reciprocity: In the absence of a minimum credit hour requirement, a determination to grant residency to a student at a USHE institution shall be honored at other USHE institutions, unless the student obtained residency under false pretenses, or the facts existing at the time of the granting of residency have significantly changed.

R512-9. Procedures for Determining Resident Status

9.1. Application Deadline: Students must meet institutional application deadlines for each term. Institutions may establish policy regarding acceptance of late residency applications for current term consideration. Unless institutional policy allows otherwise, institutions may not accept applications for resident student status or supporting documentation after the third week of the semester or term for which the student seeks resident student status. Ordinarily applications or supporting documentation received after the third week should be considered for the following semester.

9.2. Initial Classification: Each institution shall classify all applicants as either resident or nonresident. If there is doubt concerning resident status, the applicant shall be classified as a nonresident.

9.3. Application for Reclassification: Every student classified as a nonresident shall retain that status until he/she is officially reclassified to resident status.

9.4. Informal Discussion with Responsible Officer: If a written application for a change from nonresident to resident classification is denied, the applicant shall have the right to meet with the responsible officer for the purpose of submitting additional information and discussing the merits of his/her application.

9.5. Appeals: An applicant for resident status may appeal an adverse ruling in accordance with procedures approved by the institutional Board of Trustees. The appeal tribunal shall make an independent determination of the issues presented upon the basis of such oral and written proofs as may be presented, and shall finally determine the status of the applicant consistent with the law and these policies.

9.6. Due Process: In order to provide due process to students who may want to appeal decisions made concerning nonresident status, each institution shall be responsible for providing a means for appeals to be made. Each institution shall adopt procedures that fit the local campus situation, but the following guidelines shall be followed:

9.6.1. Procedures for appeal shall be set out in writing by the institution, subject to approval by the Office of the Commissioner.

9.6.2. The institution shall provide a hearing officer or hearing committee with appropriate clerical and other services as necessary to the effective function of the hearing process.

9.6.3. The student appealing the decision shall have the responsibility of providing evidence that proves that he/she has met the residency requirements. Students shall be given copies of the Regents' policies pertaining to determination of residency. The student shall also be given an explanation of the rationale of the decision-maker who previously ruled that the student was classified as a nonresident.

9.6.4. Both the student and the administration's representative are entitled to representation by counsel.

9.6.5. Oral and written evidence may be presented. It is not required that a formal, written, verbatim record of the proceedings be kept, but a written summary of the significant assertions and findings of the hearing shall be prepared.

9.6.6. It is not required that formal rules of evidence be followed; administrative hearing rules may be used.

9.6.7. Decisions of the appeals tribunal must be in writing and must give reasons for the decision.

9.6.8. Refund: A ruling favorable to the applicant shall be retroactive to the beginning of the academic period for which application for resident status was made, and shall require a refund of the nonresident portion of any tuition charges paid for that and subsequent academic periods.

May 20, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

Issue

The proposed revision to policy R513 amends the current policy on tuition waivers and reductions to include the changes resulting from the 2009 Legislative Session and to update the policy to reflect the name change of Utah Valley University.

Background

All higher education institutions must create or update scholarship and tuition waiver policies or institutional procedures for the administration of the new Alumni Legacy Nonresident Scholarships and, if necessary, for the increased number of Nonresident Partial Tuition Scholarships (border waivers). Dixie State College of Utah must create a policy for administration of the new Dixie State College of Utah Good Neighbor Tuition Waiver.

To facilitate student recruiting efforts and to promote the timely implementation of the Alumni Legacy Nonresident Scholarships and the Dixie State College of Utah Good Neighbor Tuition Waivers, the proposed revision to Utah State Board of Regents Policy R513 is being presented prior to the allocation of the additional 200 border waivers among the institutions. With the support of the Utah State Board of Regents, the Commissioner's Office will seek input from the USHE colleges and universities in the allocation of the additional border waivers.

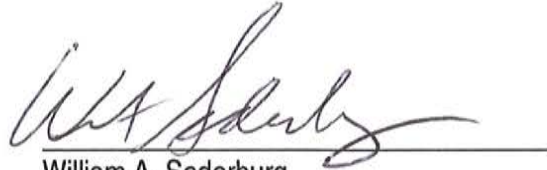
Policy Changes

The revised R513 policy includes the following changes:

- Utah Code 53B-8-103 Waiver of Nonresident Differential in Tuition Rates – Dixie State College of Utah Good Neighbor Tuition Waiver
- Utah Code 53B-8-103.5 Alumni Legacy Nonresident Scholarships
- Utah Code 53B-8-104 Nonresident Partial Tuition Scholarships
- Name change of Utah Valley University

Commissioner's Recommendation

The Commissioner recommends that the Regents review revisions to Policy R513, raise issues, and, if satisfied, approve Policy R513, Tuition Waivers and Reductions.

A handwritten signature in dark ink, appearing to read 'W. A. Sederburg', is written over a horizontal line.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/PCM
Attachment

R513, Tuition Waivers and Reductions¹

R513-1. Purpose: To establish procedures for institutions to administer tuition waiver and reduction programs.

R513-2. References

- 2.1. Utah Code §53B-8-101 (Waiver of Tuition—Resident—National Guard—Nonresident—Critical Occupations—Summer School—Graduate Students)
- 2.2. Utah Code §53B-8-103 (Partial Waivers Pursuant to Reciprocal Agreements)
- 2.3. Utah Code §53B-8-104 (Nonresident Partial Tuition Scholarships—Border Waivers)
- 2.4. Utah Code §53B-8-104.5 (Nonresident Tuition Scholarships)
- 2.5. Utah Code §53B-8-106 (Resident Tuition Scholarships—Requirements—Rules)
- 2.6. Western Interstate Commission for Higher Education Western Undergraduate Exchange Bulletin
- 2.7. Utah Code Title 53B, Chapter 9 (Higher Education for Senior Citizens)
- 2.8. Utah Code Title 53B, Chapter 8c (Police Officer's and Firefighter's Survivor Tuition Waiver)
- 2.9. Utah Code Title 53B, Chapter 8d (Tuition Waivers for Wards of the State)
- 2.10. Utah Code Title 53B, Chapter 8e (Tuition Waivers for Purple Heart Recipients)
- 2.11. Utah Code §53A-6-104 (Tuition Exemption for Teachers)
- 2.12. Utah Code §53A-15-101.5 (Concurrent Enrollment Instruction in Mandarin Chinese)
- 2.13. Policy and Procedures R510, Tuition and Fees
- 2.14. Policy and Procedures R512, Determination of Resident Status
- 2.15. Utah Code §53B-8-107 (Scott B. Lundell Waiver of Tuition for Dependents of Military Members Killed in Action)
- 2.16. Utah Code §53B-8-103.5 (Alumni Legacy Nonresident Scholarships)

R513-3. Waiver of Tuition: Resident, National Guard, Nonresident, Critical Occupations, Summer School, Graduate Students: Pursuant to §53B-8-101

- 3.1. **Resident Students:** The president of each institution may waive all or part of the tuition in behalf of meritorious or impecunious resident students to an amount not exceeding 10% of the total amount of tuition

¹ Approved October 19, 2001, amended November 8, 2002, March 14, 2003, April 16, 2004, March 10, 2006, June 9, 2006 and June 8, 2007.

which, in the absence of the waivers, would have been collected from all Utah resident students at the institution.

3.1.1. National Guard Set Aside: Of the amount waived for resident students under 3.1., 2.5 percent of the total amount shall be set aside by institutions for waivers reserved for members of the Utah National Guard.

3.1.1.1. Each institution shall report the total waiver set aside amount for the upcoming academic year to the Utah National Guard Administration by April 15 of each year.

3.1.1.2. The Utah National Guard Administration will provide to the institutions a prioritized list of qualified candidates for tuition waivers by June 1 of each year. Candidates for Utah National Guard tuition waivers will be full-time students and will receive full waivers of resident tuition up to the 2.5 percent National Guard set aside amount of the total tuition waiver funding at each institution.

3.1.1.3. Any National Guard tuition waivers set aside but not claimed 60 days prior to the beginning of the term may be used for other qualified students.

3.2. Annual Number of Waivers of Resident Tuition for Nonresident Students: Each academic year the president of each of the following institutions may waive all or part of the resident portion of the tuition in behalf of the additional number of meritorious nonresident students set forth below who are not current recipients of the waiver:

Institution	Number of Nonresident Students
University of Utah	190
Utah State University	165
Weber State University	135
Southern Utah University	68
Dixie State College of Utah	30
Utah Valley State College Utah Valley University	114
Snow College	18
College of Eastern Utah	18
Salt Lake Community College	43
System Total	781

3.2.1. Waiver of Resident Portion of Tuition after the First Year: The president may continue to waive the resident portion of the tuition during the entire time the affected meritorious nonresident student remains an undergraduate student in good standing at the institution. The resident portion of the tuition for each nonresident student is equal to the tuition for resident students at the institution.

3.2.2. Waiver of Nonresident Portion of Tuition after the First Year: The president may waive the nonresident portion of tuition for a meritorious nonresident student receiving a waiver under this section after completion of the student's first year of full-time study at the institution.

3.3. Waiver of Nonresident Tuition: In addition to the waivers authorized by section 3.2, the president may waive all or part of the nonresident portion of tuition for a meritorious nonresident student during the student's first year of full-time study at the institution. The number of these nonresident waivers for each

institution is limited to the percentage of nonresident students at each institution times the nonresident student number allowed under section 3.2.

3.4. Partial Tuition Waivers for Critical Occupations: The president may request from the Board authority to grant additional full or partial tuition waivers to encourage students to enroll for instruction in specifically identified occupations critical to the state for which trained personnel are in short supply.

3.5. Nonresident Summer School Students: The president or his/her designee may waive all or part of the difference between resident and nonresident tuition in the case of nonresident summer school students.

3.6. Graduate Students: The president of a System university or his/her designee may waive all or part of the difference between resident and nonresident tuition in the case of meritorious graduate students.

3.7. Annual Budget Requests: The board shall submit annual budget appropriation requests for each institution which include requests for funds sufficient in amount to equal the estimated loss of dedicated credits that would be realized if all of the tuition waivers authorized by sections 3.2 and 3.3 were granted.

R513-4. Partial Waivers Pursuant to Reciprocal Agreements: Pursuant to §53B-8-103

4.1. Partial Waiver of Nonresident Differential: The Board may grant a full or partial waiver of the nonresident differential in tuition rates charged to undergraduate students pursuant to reciprocal agreements with other states. In making this determination, the Board considers the potential of the waiver to: ~~(a)~~ (A) enhance educational opportunities for Utah residents; ~~(b)~~ (B) promote mutually beneficial cooperation and development of Utah communities and nearby communities in neighboring states; ~~(c)~~ (C) contribute to the quality of educational programs; and ~~(d)~~ (D) assist in maintaining the cost effectiveness of auxiliary operations in Utah institutions of higher education.

4.2. Dixie State College of Utah Good Neighbor Waiver: Dixie State College of Utah may offer a good neighbor full waiver of the nonresident differential in tuition rates charged to undergraduate students pursuant to the reciprocal agreements with other states or to a resident of a county that has a portion of the county located within 70 miles of the main campus of Dixie State College of Utah. A student who attends Dixie State College of Utah under a good neighbor tuition waiver shall pay a surcharge per credit hour in addition to the regular resident tuition and fees of Dixie State College of Utah. The surcharge per credit hour shall be based on a percentage of the approved resident tuition per credit hour each academic year. The percentage assessed as a surcharge per credit hour may not be less than 70% of resident tuition per credit hour. Dixie State College of Utah may restrict the number of good neighbor tuition waivers awarded. A student who attends Dixie State College of Utah on a good neighbor tuition waiver may not count the time during which the waiver is received towards establishing resident student status in Utah.

4.2 3. Reciprocal Agreements with Other States: Consistent with its determinations made pursuant to section 4.1, the board may enter into agreements with other states to provide for a full or partial reciprocal waiver of the nonresident tuition differential charged to undergraduate students. ~~Each~~ An agreement shall provide for the numbers and identifying criteria of undergraduate students, and shall specify the institutions of higher education that will be affected by the agreement.

4.3 4. Policy Guidelines: Each Utah institution affected by tuition waivers authorized by this part shall establish policy guidelines for evaluating applicants for such waivers.

4.4 5. Report and Financial Analysis: A report and financial analysis of any waivers of tuition authorized under this part shall be submitted annually to the general session of the Legislature as part of the budget recommendations of the board for the system of higher education.

R513-5. "Border Waiver" Nonresident Partial Tuition Scholarships: Pursuant to §53B-8-104

5.1. Border Waivers: An institution may grant a scholarship for partial waiver of the nonresident portion of total tuition charged by public institutions of higher education to nonresident undergraduate students, subject to the limitations provided in this part, if the institution determines that the scholarship will (a) promote mutually beneficial cooperation between Utah communities and nearby communities in states adjacent to Utah; (b) contribute to the quality and desirable cultural diversity of educational programs in the institution; (c) assist in maintaining an adequate level of service and related cost effectiveness of auxiliary operations in the institution; and (d) promote enrollment of nonresident students with high academic aptitudes.

5.2. Policy Guidelines: The institution shall establish policy for the administration of any "border waiver" partial tuition scholarships authorized under this part and for evaluating applicants for those scholarships. The institutional policy shall include the following provisions:

5.2.1. The amount of the approved scholarship may not be more than 1/2 of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

5.2.2. a "border waiver" nonresident partial tuition scholarship may be awarded initially only to a nonresident undergraduate student who has not previously been enrolled in a college or university in Utah and who has enrolled full time for ten or more credit hours, whose legal domicile is within approximately 100 highway miles of the Utah System of Higher Education institution at which the recipient wishes to enroll, or within such distance or such designated eligible communities or regions as the Board may establish for each institution;

5.2.3. the total number of "border waiver" nonresident partial tuition scholarships granted by the institution may not exceed a total of 600 such scholarships in effect at any one time as provided in the table below; and

5.2.4. the institution shall determine eligibility for "border waiver" nonresident partial tuition scholarships on the basis of program availability at the institution and on a competitive basis, using quantifiable measurements such as grade point averages and results of test scores.

Institution	Number of Scholarships
University of Utah	27
Utah State University	140
Weber State University	21
Southern Utah University	74
Dixie State College of Utah	119
Utah Valley State College Utah Valley University	0
Snow College	0
College of Eastern Utah	18
Salt Lake Community College	4
System Total	403

5.3. Annual Report: The Board submits an annual report and financial analysis of the effects of offering nonresident partial tuition scholarships authorized under this section to the Legislature as part of its budget recommendations for the System of Higher Education.

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

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

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

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

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

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

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

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

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

6.3. Annual Number of Nonresident Tuition Scholarships: Each academic year the president of the following institutions may award nonresident tuition scholarships as set forth below, not to exceed a total of 900 such scholarships in effect at any one time:

Institution	Differential Tuition Scholarships (up to 100%)	Differential Tuition Scholarships (up to 50%)	Total
University of Utah	24	14	38
Utah State University	328	105	433
Weber State University	55	15	70
Southern Utah University	96	25	121
Snow College	2	7	9
Dixie State College	161	44	205
College of Eastern Utah	2	7	9
Utah Valley State College	0	0	0
Utah Valley University			
Salt Lake Community College	7	8	15
System Total	675	225	900

6.3.1. Institutions shall determine award eligibility on a meritorious basis, considering measures such as grade point averages and test scores.

6.3.2. In determining eligibility for these scholarships, institutions may consider the impact of maintaining critical enrollment levels in academic programs.

6.3.3. Institutions shall report to the Office of the Commissioner by June 30 each year regarding their intention to use the number of scholarships allocated in 6.3. (Some of these scholarships may be made available to qualified Job Corps students). The Office of the Commissioner may reallocate unused scholarships to other institutions.

6.4. Annual Report: The board submits an annual report and financial analysis of the effects of offering nonresident tuition scholarships authorized under this section to the Legislature as part of its budget recommendations for the System of Higher Education.

513-7. Higher Education for Senior Citizens: Pursuant to [Title 53B, Chapter 9](#)

7.1. Senior Citizens Audit Waivers: Utah residents age 62 and over shall be permitted to enroll on a space available audit basis in classes for which they are qualified, in any USHE institution, without regular tuition charges, but subject to payment of the following:

7.1.1. A minimum administrative fee shall be charged, for the institution's cost of registration, record keeping, and report preparation. The fee shall be at least \$10 per semester of registration.

7.1.2. Where applicable, specific course fees also shall be charged.

7.2. Senior Citizens Must Pay Full Tuition to Obtain Credit: No credit shall be awarded to a senior citizen for a course taken pursuant to the senior citizens waiver in paragraph 6.1. To receive credit a senior citizen must pay regular tuition.

R513-8. Western Undergraduate Exchange: Pursuant to [§53B-8-103](#)

8.1. Authorization to Participate: USHE institutions are authorized to participate in the WICHE Western Undergraduate Exchange (WUE) Program. This program allows students in 15 participating states to enroll in selected programs at a participating institution outside the student's home state at 150 percent of regular resident tuition.

8.2. WUE Eligible Programs: Each USHE institution shall identify instructional programs in which a WUE student may participate. Institutions shall accept WUE students only in identified WUE eligible programs.

8.3. No Preference for WUE Students: An institution shall not give preference to WUE students over Utah residents.

8.4. Time as WUE Student does not Count toward Residency Requirements: The period of time enrolled as a WUE student may not count toward the continuous 12 months requirement for residency for tuition purposes.

8.5. Repay Tuition Differential to Enroll in Restricted Program: An institution may require a WUE student who changes his or her enrollment to a restricted program to repay the difference in tuition that

accumulated between the WUE tuition and nonresident tuition during his or her enrollment as a WUE student.

8.6. Institutions WUE Participation Rate: The State Board of Regents establishes the number of waivers an institution may provide to students in the WUE program. Waivers are granted on a headcount basis each semester. No institution shall exceed the maximum number of waivers established by the Regents in any given semester. The current maximum number of waivers is set forth in the table below.

Institution	Number of WUE Slots
University of Utah	125
Utah State University	250
Weber State University	150
Southern Utah University	140
Dixie State College of Utah	80
Utah Valley State College	54
Utah Valley University	
Snow College	80
College of Eastern Utah	80
Salt Lake Community College	37
System Total	996

8.7. Reports of Participation: Reports and recommendations regarding participation in the WUE program shall be provided to the Board upon request.

R513-9. Police Officer's and Firefighter's Survivor Tuition Waiver: Pursuant to [Title 53B, Chapter 8c](#)

9.1. Definitions: As used in this part:

9.1.1. "Child" means an individual who (a) is a natural or adopted child of a deceased peace officer or deceased firefighter; and (b) was under the age of 25 at the time of the peace officer's or firefighter's death.

9.1.2. "Department" means the Department of Public Safety.

9.1.3. "Killed" means that the peace officer's or firefighter's death is the direct and proximate result of a traumatic injury incurred in the line of duty.

9.1.4. "Line of Duty" means an action that a peace officer or firefighter is obligated or authorized to perform by rule, regulation, condition of employment or service, or law, including a social, ceremonial, or athletic function that the peace officer or firefighter is assigned to or compensated for by the public agency being served.

9.1.5. "Occupational Disease" means a disease that routinely constitutes a special hazard in, or is commonly regarded as concomitant of, the peace officer's or firefighter's occupation.

9.1.6. "Traumatic Injury" means a wound or the condition of the body caused by external force, including an injury inflicted by bullet, explosive, sharp instrument, blunt object, or other physical blow, fire, smoke, chemical, electricity, climatic condition, infectious disease, radiation, or bacteria, but excluding an occupational disease.

9.1.7. "Tuition" means tuition at the rate charged for residents of the state.

9.1.8. "Utah Firefighter" or "Firefighter" means a member, including volunteer members and members paid on call, of a fire department or other organization that provides fire suppression and other fire related services, of a political subdivision who is responsible for or is in a capacity that includes responsibility for the extinguishment of fires. This does not include a person whose job description, duties, or responsibilities do not include direct involvement in fire suppression.

9.1.9. "Utah Peace Officer" or "Peace Officer" means an employee of a law enforcement agency that is part of or administered by the state or any of its political subdivisions, and whose duties consist primarily of the prevention and detection of crime and the enforcement of criminal statutes or ordinances of this state or any of its political subdivisions.

9.2. Tuition Waivers for Surviving Spouses and Children: Subject to the limitations in sections 9.3, 9.4 and 9.5 below, a System institution shall waive tuition for each child and surviving spouse of a Utah peace officer or Utah firefighter who has been killed or is killed in the line of duty if the individual meets the following requirements:

9.2.1. applies, qualifies, and is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate;

9.2.2. is a resident student of the state as determined under R512, Determination of Resident Status;

9.2.3. applies to the Department for a waiver of tuition under this chapter and provides evidence satisfactory to the Department that (a) the applicant is the surviving spouse or child of a peace officer or firefighter who was killed in the line of duty; (b) the course or courses for which the applicant is seeking a tuition waiver meet the requirements of section 9.3; and (c) the applicant meets the other requirements of this part;

9.2.4. for a child of a peace officer or firefighter killed in the line of duty, applies under section 9.2.3 for the first time before the age of 25;

9.2.5. is certified by the financial aid officer at the institution as needing the tuition waiver in order to meet recognized educational expenses, with the understanding that if the applicant's family income, excluding any income from death benefits attributable to the peace officer's or firefighter's death, is below 400% of the poverty level under federal poverty guidelines, then the income from any death benefits accruing to the applicant as a result of the death may not be counted as family income in determining financial need under this paragraph 9.2.5;

9.2.6. maintains satisfactory academic progress, as defined by the institution, for each term or semester in which the individual is enrolled, which may be measured by the definition used for federal student assistance programs under Title IV of the Higher Education Act of 1965; and

9.2.7. has not achieved a bachelor's degree and has received tuition reimbursement under this chapter for less than 124 semester credits or 180 quarter credits at an institution of higher education.

9.3. Limited Term for Waiver: A child or surviving spouse of a peace officer or firefighter who was killed in the line of duty is eligible for a tuition waiver under this section of not more than nine semesters or the equivalent number of quarters.

9.4. Waiver Only If Tuition Not Otherwise Covered: Tuition shall be waived only to the extent that the tuition is not covered or paid by any scholarship, trust fund, statutory benefit, or any other source of tuition coverage available for a waiver.

9.5. Waiver for Required Courses Only: An institution shall waive tuition under this chapter only for courses that are applicable toward the degree or certificate requirements of the program in which the child or surviving spouse is enrolled.

9.6. Prior Approval by Department: Upon receiving an application under Utah Code 53B-8c-103(1)(c), the Department shall determine whether the applicant and the courses for which tuition waiver is sought meet the requirements of Section 53B-8c-103 and, if so, shall approve the application and notify the higher education institution that the application has been approved.

9.7. Department Cooperation: The institutions shall cooperate with the Department in developing efficient procedures for the implementation of this program and shall use the forms and applications provided by the Department.

9.8. Annual Reports: The institutions shall provide information to the Department for the Department's annual report to the Legislature's Higher Education Appropriations Subcommittee on the number of individuals for whom tuition has been waived at each institution and the total amounts paid under this chapter for the fiscal year. The institutions shall provide reports to the Board as part of the annual budget process.

9.9. Annual Appropriation: The statute provides that the Legislature may annually appropriate the funds necessary to implement this program, including moneys to offset the tuition waivers at each institution.

R513-10. Tuition Waivers for Wards of the State: Pursuant to [Title 53B, Chapter 8d](#)

10.1. Definitions: As used in this part:

10.1.1. "Division" means the Division of Child and Family Services.

10.1.2. "Long-term Foster Care" means an individual who remains in the custody of the Division, whether or not the individual resides with licensed foster parents or in independent living arrangements under the supervision of the Division.

10.1.3. "State Institution of Higher Education" means those institutions designated in Section 53B-1-102 and any public institution that offers postsecondary education in consideration of the payment of tuition or fees for the attainment of educational or vocational objectives leading to a degree or certificate, including business schools, technical schools, applied technology centers, trade schools, and institutions offering related apprenticeship programs.

10.1.4. "Tuition" means tuition at the rate for residents of the state.

10.1.5. "Ward of the State" means an individual (a) who is at least 17 years of age and not older than 26 years of age; (b) who had a permanency goal in the individual's treatment plan, as defined in Sections 62A-4a-205 and 78-3a-312, of long-term foster care while in the custody of the Division; and (c) for whom the custody of the Division was not terminated as a result of adoption.

10.2. Tuition Waivers for Wards of the State: Subject to the limitations in paragraphs 10.3, 10.4, and 10.5, a state institution of higher education shall waive tuition for each ward of the state applicant who meets the following requirements:

10.2.1. applies, qualifies, and is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate;

10.2.2. is a resident student of the state as determined under R512, Determination of Resident Status;

10.2.3. provides the institution with documentation from the Division that the Division has verified: (a) applicant is at least 17 years of age and not older than 26 years of age; (b) applicant had a permanency goal in the Division treatment plan, as defined in Sections 62A-4a-205 and 78-3a-312, of long-term foster care while in the custody of the Division; (c) applicant's custody was not terminated as a result of adoption; (d) applicant was in the custody of the Division for an aggregate period of not less than 24 months; (e) applicant applied for the first time under this program before the age of 22; and (f) applicant has not achieved a bachelors degree, and has received tuition reimbursement under this program for less than 124 semester credits (or 180 quarter credits) and for not more than nine semesters at an institution of higher education.

10.2.4. verifies that the course or courses for which the applicant is seeking a tuition waiver meet the requirements of paragraph 10.3;

10.2.5. is certified by the financial aid officer at the higher education institution as needing the tuition waiver in order to meet recognized educational expenses;

10.2.6. maintains satisfactory academic progress, as defined by the institution of higher education, for each term or semester in which the individual is enrolled, which may be measured by the definition used for federal student assistance programs under Title IV of the Higher Education Act of 1965; and

10.3. Limited Term of Waiver: A ward of the state is eligible for a tuition waiver under this section for not more than nine semesters.

10.4. Waiver Only if Tuition Not Otherwise Covered: Tuition shall be waived (a) after the individual has applied for financial assistance, including scholarships and Pell Grants; and (b) only to the extent that the tuition is not covered or paid by any scholarship, trust fund, statutory benefit, Pell Grant, or any other source of tuition coverage available for a waiver.

10.5. Waiver for Required Courses Only: An institution of higher education shall waive tuition under this chapter only for courses that are applicable toward the degree or certificate requirements of the program in which the student is enrolled.

10.8. Reimbursement of Waivers by Division: The institutions shall seek reimbursement from the Division for any tuition waived under this chapter.

10.9. Report to Legislature: As part of the annual budget process, the Board shall report to the Legislature's Higher Education Appropriations Subcommittee on the number of individuals for whom tuition has been waived at the institution and the total amounts reimbursed by the Division under this program for the fiscal year.

R513-11. Tuition Exemption for Teachers: Pursuant to [§53A-6-104](#)

11.1. "Educator" Defined: An educator is a person currently employed in the Utah public school system who is a licensed educator in good standing or has been issued a letter of authorization permitting such employment under [Utah Code 53A-6-104](#), the Board Licensure section of the Educator Licensure and Professional Practices Act.

11.2. Tuition Waivers for Teachers: An educator who enrolls in a course of study determined by the State Board of Education to satisfy the professional development requirements of [§53A-6-104\(2\)\(b\)\(i\)](#) is exempt from the tuition charges for a class taken as part of that course of study provided that the following conditions are met:

11.2.1. Master's and Doctoral Degree Candidates: Because of the extensive involvement of faculty members in committees, mentoring, and counseling of master's and doctoral degree candidates, the concept of surplus space does not apply and such educators are not eligible for the exemption from tuition under this section.

11.2.2. Administrative Semester Registration Fee: The institution may charge an educator an administrative semester registration fee not to exceed \$100 per semester to cover the actual increased costs associated with registration, verification of educator status, identification of eligible courses, certification of space availability, and record keeping.

11.2.3. Surplus Space Enrollment: The educator may be enrolled on the basis of surplus space as determined by the institution under these rules and guidelines as follows:

11.2.3.1. If a principal or substantial reason for the institution to offer the class is to serve educators, then no educator enrolled in that class can be considered to be enrolled on the basis of surplus space, and therefore cannot be eligible for this exemption from tuition charges;

11.2.3.2. If the class meets the requirements of [53A-6-104\(2\)\(b\)\(i\)](#) but does not have as a principal or substantial purpose to serve educators, then the institution shall define the optimum class size of the class in accordance with regular procedures and normal teaching loads in that space within the institution's approved budget. The number of surplus space enrollments available to educators is determined by subtracting from the optimum class size the number of tuition paying students enrolled in the class. The surplus space enrollments may then be filled by educators on a first come first served basis. However, in order to maintain the optimum class size, educators exempt from tuition may be bumped (last in, first out) by regular tuition paying students who later register for the class.

R513-12. Tuition Reimbursement for Sequential Mandarin Chinese Course: Pursuant to [53A-15-101.5](#)

12.1. Extended Sequential Study for Difficult Languages: Difficult languages require extended sequences of study to acquire proficiency in listening, speaking, reading, and writing.

12.2. Mandarin Chinese Program: The Board and the State Board of Education, in consultation with the Utah Education Network, may develop and implement a concurrent enrollment course of study in Mandarin Chinese. The course shall be taught over EDNET to high school juniors and seniors in the state's public education system.

12.3. Tuition Reimbursement: Students who successfully complete the concurrent enrollment course in Mandarin Chinese offered under the part shall receive tuition reimbursement for a sequential Mandarin Chinese course they successfully complete with a B grade or above at an institution within the state system of higher education.

R513-13. Exemption from Paying Nonresident Portion of Tuition for Certain Students: Pursuant to §53B-8-106

13.1. Exemption for Certain Students with Utah High School Graduation: A student, other than a non-immigrant alien within the meaning of paragraph (15) of subsection (a) of Section 1101 of Title 8 of the United States Code, shall be exempt from paying the nonresident portion of total tuition if the student:

13.1.1. attended high school in Utah for three or more years;

13.1.2. graduated from a high school in this state or received the equivalent of a high school diploma in Utah; and

13.1.3. registers as an entering student at a System institution not earlier than the fall of the 2002-03 academic year.

13.1.4. Affidavit: In addition to the requirements of 13.1, a student without lawful immigration status shall file an affidavit with the System institution stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.

R513-14. Waiver of Tuition for Purple Heart Recipients: Pursuant to §53B-8e-101

14.1. Tuition Waivers for Purple Heart Recipients: System institutions shall waive undergraduate tuition for each Purple Heart recipient who is admitted as a full-time, part-time, or summer school student in an undergraduate program of study leading to a degree or certificate, provided that the student is a resident of the state as determined under Section 53B-8-102, and that the student submits verification from the Division of Veterans Affairs that the student has earned a Purple Heart award as a result of military service.

R513-15. Scott B. Lundell Waiver of Tuition for Dependents of Military Members Killed in Action: Pursuant to §53B-8-107

15.1. Tuition Waiver: System institutions shall waive undergraduate tuition for surviving dependents of a Utah resident, as defined in Utah Code §53B-8-107, who, as a member of the armed forces of the United States, including the Utah National Guard or a reserve component, was killed or died of wounds or injuries received while serving on federal active duty, under orders of competent authority and not as a result of the member's own misconduct.

15.1.1. The dependent must be accepted by the institution as a student in accordance with the institution's admission guidelines.

15.1.2. The dependent must be a resident student as defined by Utah Code §53B-8-102 and Regent Policy R512.

15.1.3. The dependent may not be excluded from the waiver if the dependent has previously taken courses at, or has been awarded credit by, a USHE institution.

15.2. Certification by Adjutant General or Designee: The adjutant general, after consultation with federal authorities if necessary, shall certify to the institution that the dependent is a surviving dependent eligible for the waiver. The adjutant general may delegate this responsibility to the Utah Department of Veterans Affairs.

15.3. Definition of "Dependent": For purposes of this policy, the term "dependent" shall include a surviving spouse.

15.4. Limitations on Waiver: The waiver is subject to the following limitations:

15.4.1. The waiver is not applicable if the dependent has already completed an undergraduate degree.

15.4.2. The waiver is applicable for undergraduate study only.

15.4.3. The dependent may only utilize the waiver for courses that are applicable toward the degree or certificate requirement of the program in which the dependent is enrolled.

15.4.4. The waiver is not applicable to fees, books, or housing expenses, and tuition shall be waived only to the extent that tuition is not covered by scholarships, Pell Grants, statutory benefit, or any other form of non-loan tuition coverage.

R513-16. Alumni Legacy Nonresident Scholarships: Pursuant to [§53B-8-103.5](#)

16.1. Alumni Legacy Nonresident Scholarships: In addition to other nonresident tuition scholarships, System presidents may also waive an amount up to the full nonresident portion of tuition for alumni legacy nonresident scholarships when the scholarship will:

16.1.1. assist in maintaining an adequate level of service and related cost-effectiveness of auxiliary operations in institutions of higher education; and

16.1.2. promote enrollment of nonresident students with high academic aptitudes;

16.1.3. recognize the legacy of past graduates and promote a continued connection to their alma mater.

16.2. Policy Guidelines: The institution shall establish institutional procedures for the administration of any Alumni Legacy Nonresident Scholarships authorized under this part and for evaluating applicants for those scholarships. The institutional procedures shall include the following criteria and provision:

16.2.1. enroll at an institution within the state system of higher education for the first time; and

16.2.2. have at least one parent who graduated with an associates degree or higher from the same institution in which the student is enrolling.

16.2.3. A student who attends an institution within the state system of higher education on an Alumni Legacy Nonresident Scholarship may not count the time during which the scholarship is received towards establishing resident student status in Utah.

May 20, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revisions to Policy R608, Utah Engineering and Computer Science Scholarship Program

Issue

Regent Policy R608 requires revision due to the change from the Engineering and Computer Science Loan Forgiveness Program to a scholarship program during the 2009 Legislative Session.

Background

The Utah Engineering and Computer Science Loan Forgiveness Program was created in 2001, and administered by UHEAA. The 2009 Legislative General Session, SB105, amended Utah Code 53B-6-105.7 by changing the loan forgiveness program to a scholarship program.


Policy Changes

The revised Policy R608 includes the following changes:

- All references to loans, loan forgiveness, and the administration of the program by UHEAA were removed from the policy and replaced with the broader term “staff to the Regents.” This change allows for either UHEAA or OCHE staff to administer the program.
- Additional language was added to the policy to reflect the growing role and responsibility of the Technology Initiative Advisory Board (TIAB) as outlined in SB105. One responsibility of the TIAB will be to develop the formula which determines the amount of money each institution will receive.
- The policy reflects statutory changes which broadened the number of related technology degrees to include those in addition to the baccalaureate degree.
- As part of the policy rewrite, sections were moved within the policy to provide for ease of readability and reference.

Commissioner's Recommendation

The Commissioner recommends that the Regents review revisions to Policy R608, raise issues, and, if satisfied, approve Policy R608 Utah Engineering and Computer Science Scholarship Program.

A handwritten signature in black ink, appearing to read 'W.A. Sederburg', is written over a horizontal line.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/DAM
Attachment

R608, Utah Engineering and Computer Science Scholarship Program¹

R608-1. Purpose: To provide policy and procedures for administering the Utah Engineering and Computer Science Scholarship Program (“UECSP,” or “program”).

R608-2. References

- 2.1. Utah Code 53B-6-105.7, Engineering and Computer Science Scholarship Program²
- 2.2. Policy and Procedures R601, Board of Directors of the UHEAA

R608-3. Effective Date: Program changes are effective July 1, 2009.

R608-4. Definitions

- 4.1. **“Eligible Student”:** A student who is enrolled on at least a half-time basis in a Qualifying Institution in a Qualifying Program, in good standing, and maintaining satisfactory academic progress as defined by the institution.
- 4.2. **“Qualifying Institution”:** A college or university of the Utah System of Higher Education (USHE) which offers one or more Qualifying Programs.
- 4.3. **“Qualifying Program”:** An accredited engineering, computer science, or related technology degree program. Related technology degree programs shall be limited to those certified by the Commissioner of Higher Education, in accordance with such criteria as may be established pursuant to UCA 53-B-6-105.
- 4.4. **“Recipient”:** a person who declares intent to complete a qualifying program and who receives a scholarship award.
- 4.5. **“Technology Initiative Advisory Board”:** or “the Advisory Board,” is the committee whose members are appointed by the heads of all three branches of government; the majority of members are appointed by the governor.
- 4.6. **“USHE”:** the Utah System of Higher Education, which includes the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College of Utah, College of Eastern Utah, Utah Valley University, and Salt Lake Community College.

R608-5. UECSP Description, Design, and Administration

- 5.1. **Program Description:** UECSP is a scholarship program authorized as part of the higher education Engineering and Computer Science Initiative established with an effective date of July 1, 2001. Utah Code 53B-6-105.7 provides for establishment of the program “to recruit, retain and train engineering, computer science, and related technology students to assist in providing for and advancing the intellectual and

¹ Adopted by the UHEAA Board of Directors July 11, 2001, amended October 1, 2001 and June 20, 2002. Amended to a “scholarship” program in the 2009 Legislative General Session; approved by the Regents May 2009.

² The 2009 Legislative General Session SB 105 amended Utah Code 53B-6-105.7 changing the loan forgiveness program to a scholarship program.

economic welfare of the state,” and authorizes the State Board of Regents to provide by rule for the overall administration of the program.

5.1.1. Program Design: The Technology Initiative Advisory Board shall make recommendations by June 1 of each year to the State Board of Regents on the allocation and distribution of monies from the program fund. These funds are to be used for degree programs in the areas of engineering, computer science, and related technology programs. The distribution of these funds to the institutions is based on a formula which shall be developed by the Technology Initiative Advisory Board based on several components:

5.1.1.1. the number of graduates from the previous year,

5.1.1.2. the number and level of degrees offered, and

5.1.1.3. the program length of the degree offered at each institution.

5.1.2. Recipients' Post-Graduation Employment: It is the intent of the program that recipients of the UECSP funding will work in the state of Utah, in a field requiring the use of their degree, after graduating from a qualifying program.

5.1.3. Cancellation Policy: A scholarship may be cancelled at any time by the institution of attendance, if the student fails to make reasonable progress towards obtaining the degree or there appears to be a reasonable certainty that the student does not intend to work in the state upon graduation.

5.2. Program Administration: Staff to the Regents will administer the program including funding distribution. The Technology Initiative Advisory Board assists and makes recommendations to the State Board of Regents.

R608-6. Funds

6.1. Distribution of Funds: Scholarship funds will be distributed annually to the institutions for disbursement to the awarded students.

6.2. Reporting of Funds: Institutions will report annually on the performance of the funds at the fiscal year's end. These reporting measures may include, but are not limited to, the following:

6.2.1. the number of awards given,

6.2.2. the amount of the award,

6.2.3. the recipients' completion of course work,

6.2.4. the recipients' anticipated graduation date, and

6.2.5. the program in which a recipient is enrolled.

R608, Utah Engineering and Computer Science Loan Forgiveness Program¹

R608-1. Purpose: To provide Utah Higher Education Assistance Authority ("UHEAA") policy and procedures for implementing the Utah Engineering and Computer Science Loan Forgiveness Program ("UECLP," or "program"), Utah Code Title 53B, Chapter 6, Section 105.7, enacted in S.B. 61 by the 2001 General Session of the Utah Legislature.

R608-2. References

- 2.1.**—— Utah Code Title 53B, Chapter 6, Section 105.7 (Initiative Student Loan and Loan Forgiveness Program)
- 2.2.**—— Policy and Procedures R601, Board of Directors of the Utah Higher Education Assistance Authority.

R608-3. Effective Date: These policies and procedures are effective September 1, 2001.

R608-4. Policy

- 4.1.—— Program Description:** UECLP is a student loan forgiveness program authorized as part of the higher education Engineering and Computer Science Initiative established with an effective date of July 1, 2001. UCA 53B, Section 105.7 provides for establishment of the program "to recruit and train engineering, computer science, and related technology students to assist in providing for and advancing the intellectual and economic welfare of the state," and authorizes the State Board of Regents to provide by rule for the overall administration of the program, consistent with the general student loan provisions in Title 53B and policy guidelines contained in the Section.
- 4.2.—— Program Administration:** The Board of Regents has delegated to the UHEAA Board of Directors the authority to govern UECLP on behalf of the Board of Regents. The program is administered by the Associate Commissioner for Student Financial Aid as Executive Director of UHEAA, reporting to the Commissioner of Higher Education.
- 4.3.—— Program Design:** The program utilizes UHEAA-guaranteed Federal Family Education Loan Program (FFELP) Stafford Student Loans and Federal Perkins Student Loans as the vehicle for providing UECLP loan forgiveness. A student enrolled at a Qualifying Institution in a Qualifying Program applies to UHEAA, with an endorsement from the dean of the school or college in which enrolled, for a Certificate for Student Loan Forgiveness which guarantees that upon completion of the requirements for loan forgiveness the Recipient will receive a direct credit for reduction of the outstanding principal balance(s) of the Recipient's outstanding Stafford or Perkins Student Loan(s). The student applies for and receives the Stafford and/or Perkins Student Loans through regular application and award procedures. Upon completion of the Qualifying Program, and Qualifying Employment, the Recipient submits an Application for Student Loan Forgiveness to UHEAA, UHEAA verifies the Recipient's qualification and the loan forgiveness amount for which the Recipient qualifies, and promptly processes the payment of outstanding principal on the Recipient's student loan(s). If the remaining principal balance on the Recipient's student loans is less than the forgiveness amount for which the Recipient qualifies, UHEAA will pay any amount above the outstanding balance directly to the Recipient, up to the amount of Stafford or Perkins Student Loan principal

¹ Adopted by the UHEAA Board of Directors July 11, 2001, amended October 1, 2001 and June 20, 2002.

actually borrowed by the Recipient while enrolled in the Qualifying Program. The loan forgiveness amount for which the Recipient qualifies will include the amount of Tuition and Fees, as defined in section 4.4.9, which is applicable to the academic year for which the Application for Student Loan Forgiveness is submitted, plus the portion of the Recipient's loan interest accrued or paid which is applicable to the principal amount to be paid on the Recipient's behalf.

4.4. Definitions

4.4.1. Qualifying Institution: A college or university of the Utah System of Higher Education (USHE) which offers one or more Qualifying Programs.

4.4.2. Qualifying Program: An accredited engineering, computer science, or related technology baccalaureate degree program.

4.4.2.1. Related technology baccalaureate degree programs shall be limited to those certified by the Commissioner of Higher Education, in accordance with such criteria as may be established pursuant to UCA 53-B-6-105.

4.4.3. Eligible Student: A student who is enrolled on at least a half-time basis in a Qualifying Institution in a Qualifying Program, in good standing, and maintaining satisfactory academic progress as defined by the institution.

4.4.4. Recipient: A person who applies for and receives a UECLP Certificate for Student Loan Forgiveness from UHEAA.

4.4.5. Certificate for Student Loan Forgiveness: A certificate issued by UHEAA to an Eligible Student, which guarantees forgiveness of student loan principal plus related loan interest paid by the Recipient, up to the amount of Tuition and Fees paid for a specified number of years of enrollment in a Qualifying Program for up to a specified number of years of Qualifying Employment.

4.4.6. Stafford Student Loan: A FFELP Stafford student loan, either subsidized or unsubsidized, guaranteed by UHEAA.

4.4.6.1. A subsidized Stafford Student Loan is certified by the student's institution on the basis of financial need, and qualifies for payment of interest by the U.S. Secretary of Education on the student's behalf while the student is enrolled at least half-time and during a six-month grace period after the student graduates or ceases to be enrolled at least half-time.

4.4.6.2. An unsubsidized Stafford Student Loan is certified by the student's institution either as needed in addition to the full subsidized loan amount, or for a student who does not qualify on the basis of financial need. The recipient of an unsubsidized Stafford Student Loan is responsible for payment of interest accruing from the date of disbursement of the loan, but may choose to have the interest deferred until the loan enters repayment (at the end of the grace period), at which time the interest is capitalized and added to the outstanding principal. The interest on an unsubsidized Stafford Student Loan is at the same favorable rates as determined annually according to statute for a subsidized Stafford Student Loan.

4.4.6.3. A student is required to file a Free Application for Federal Student Aid (FAFSA) to establish eligibility for either a subsidized or an unsubsidized Stafford Student Loan, but

is entitled without limitation to receive the loan, up to statutorily specified loan amounts, if eligible.

4.4.7. Perkins Student Loan: A Federal Perkins student loan awarded by the student's institution. Availability of Perkins Student Loans is limited, based on available funds, but a Perkins Student Loan may carry a more favorable interest rate than a Stafford Student Loan. Interest is not charged on a Perkins Student Loan while the borrower is enrolled at least half time and during the applicable grace period thereafter. A student is required to file a FAFSA to establish eligibility for a Perkins Student Loan, but might not receive the loan even if eligible, due to limited availability.

4.4.8. Year of Qualifying Employment: Full-time employment within Utah, for a full 12-month period, in a position requiring the baccalaureate degree, in engineering or in the field of computer science or in a related technology field. Provided, however, that, if a Recipient's Qualifying Employment is as a public school teacher or USHE faculty member, the annual school year or academic year contract length shall qualify as a Year of Qualifying Employment.

4.4.8.1. For purposes of this definition, employment in the fields of engineering or computer science or in a related technology field must reasonably be demonstrated to utilize skills and knowledge required for an applicable Qualifying Program.

4.4.9. Tuition and Fees: Tuition and general fees applicable to the Qualifying Program, for the institution in which the recipient is enrolled, for a full-time equivalent (FTE) student, as defined in annual tuition and fee schedules approved by the State Board of Regents.

4.5. Application for a Certificate for Student Loan Forgiveness: An Eligible Student may apply for a Certificate for Student Loan Forgiveness at any time during an academic year in which enrolled in a Qualifying Program. The application may be for the year in which currently enrolled and subsequent years, except that it may not include years prior to the academic year during which the application is submitted and the total number of years covered by the application may not exceed five.

4.5.1. The application shall include a declaration of intent to complete the Qualified Program in which enrolled, or an equivalent Qualifying Program, and to work within Utah in Qualifying Employment for a period of four years after graduation.

4.6. Application for Student Loan Forgiveness: A Recipient may apply for forgiveness of the amount of one year of Tuition and Fees paid, as a reduction in outstanding loan principal or as a direct payment as provided for in 4.3, after each completed Year of Qualifying Employment covered by the Certificate for Loan Forgiveness, subject to the following limitation:

4.6.1. The Certificate for Student Loan Forgiveness shall provide that its guarantee, and the Recipient's eligibility to submit an Application for Student Loan Forgiveness, shall expire at the end of the 72nd month (six years) after the Recipient's date of graduation with the baccalaureate degree. Provided, however, that a period of full-time enrollment in a graduate degree program related to the Recipient's Qualifying Program shall not be counted as part of the 72 months following the Recipient's graduation with the baccalaureate degree.

4.7. Eligibility for UHEAA Borrower Benefits: Regardless of whether or not the Recipient qualifies for and receives forgiveness of any part of the principal on a Stafford Student Loan, the Recipient will remain eligible for all forbearances, deferments, and other statutory privileges under the FFELP, and also shall remain eligible for all applicable principal reductions and interest rate reductions under UHEAA's borrower benefit programs. A Recipient who does qualify for and receive forgiveness of principal on a Stafford

Student Loan under UECLP also shall remain eligible for all applicable principal reductions and interest rate reductions under UHEAA's borrower benefit programs.

4.8. — Limited Availability and Allocation Principles: Funding for UECLP is dependent on annual legislative appropriations, and the ability to underwrite Certificates for Student Loan Forgiveness is limited. The Program Administrator shall establish an application and award calendar annually after the amount available for new awards is determined. Selection criteria established as part of the annual calendar shall include an initial tentative allocation by Qualifying Institutions proportionate to the number of engineering and computer science baccalaureate degrees awarded by each institution in the most recent academic year for which information is available, except that a minimum amount of \$10,000 or five percent of the amount available, whichever is the lesser, shall be established for each Qualifying Institution. The President of each Qualifying Institution electing to participate in the program shall designate an individual to administer the program for the institution, and an alternate to administer the program in the absence of the designated administrator. Each institution shall establish criteria for the selection of nominees each academic year, in priority order from persons submitting an Application for Certificate for Student Loan forgiveness, and provision for an independent internal appeal of adverse decisions by the institution's program administrator. The institution's program administrator shall submit a copy of its selection criteria and appeal procedure for acceptance by UHEAA. Selection of Recipients from applicants certified by a Qualifying Institution shall take into account the priority order of nominations from the institution, the institution's allocation for awards from available funds, and reasonable actuarial projections regarding the percentage of recipients of certificates who will qualify for and receive the payments of principal and interest guaranteed by certificates awarded.


May 20, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability Committee

The Commissioner recommends that the Regents approve the following items on the Finance, Facilities, and Accountability Committee Consent Calendar:

- A. **USU – North Logan Property Disposal Request (Attachment 1).** Utah State University is seeking Board approval to grant property rights to the City of North Logan over selected university property as outlined in the provided attachment. Site improvements resulting from this action will benefit Utah State and will enhance the safety of travelers to and from campus. Approval of the proposed property rights dedication is anticipated by USU's Board of Trustees in its May 15th Trustee Board Meeting. USU representatives will be available to the Board to answer any questions the Regents might have on the matter.
- B. **Southern Utah University – Real Property Gift (Attachment 2).** Southern Utah University is seeking approval from the Board to accept a gift of real property adjacent to its campus. The property is a vacant lot located at 200 South 1025 West and is valued at \$150,000. Campus representatives will be available to answer specific questions regarding the property.


William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachments



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

6 May 2009

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

Dear Commissioner Sederburg:

Utah State University (USU) owns a parcel of land, approximately six (6) acres in size, that adjoins the southeast corner of the intersection of 200 East and 1800 North in the City of North Logan, Utah (City). The USU parcel is currently leased to the United States Government for use by the Army Reserve until the year 2078. As part of the City's long-term master plan, the City desires to widen and straighten out the above streets that intersect there to install adequate turning lanes and construct a traffic "roundabout" in the intersection. In order to make these improvements, some additional permanent rights-of-way are needed, as highlighted in the hatched and shaded areas on the accompanying partial copy of the surveyor's preliminary drawing.

The City needs to use relatively small portions of USU's land totaling approximately 16,200 square feet (sq. ft). One portion is the west boundary of USU's recorded ownership that extends to the center line of 200 East or about 7,400 sq. ft. which has, in effect, been an undedicated right-of-way in that street for decades and is shown as the longest hatched area on the drawing. In addition, the adjoining shaded area of USU land or about 8,800 sq. ft. is needed to sufficiently widen 200 East approaching the intersection from the south and 1800 East as it exits the intersection to the east. The City has requested that USU permanently dedicate the portions to public use so as to be part of the streets. The City will modify, repair, replace and/or upgrade the existing fence and parking lot on USU's land and make the intersection more functional and safer for use by the general public. USU will receive the benefit of the site improvements mentioned above, as well as enhance the safety of students and staff who travel to and from the University through that intersection. The City is seeking to finalize the detailed plans and to solicit bids from contractors as soon as possible. Therefore, USU is working with the City and the US Army Reserve to provide for all parties needs and to finalize technical specifications.

The University proposes to grant the necessary property rights to North Logan City and it is understood that Utah State University must gain approval from its Board of Trustees and the Board of Regents before it can finalize the official dedication of property rights. Therefore the University requests that this be placed on the consent calendar for the 29 May 2009 Board of Regents meeting. Approval of the proposed property rights dedication is anticipated by the Board of Trustees in its 15 May 2009 meeting.

Sincerely,

A handwritten signature in blue ink, appearing to read "Fred R. Hunsaker", written over a horizontal line.

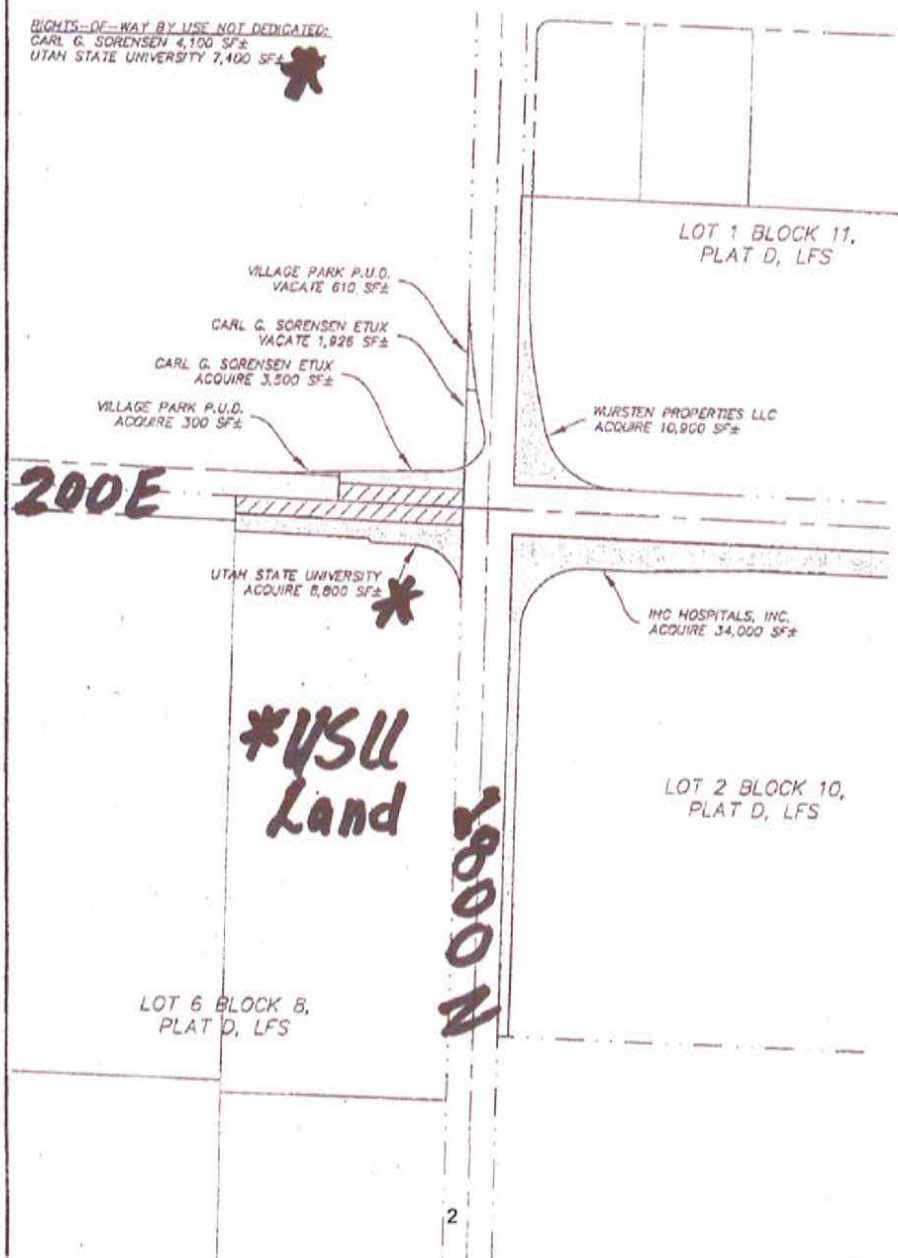
Fred R. Hunsaker
Interim Vice President
for Business and Finance

c: Stan Albrecht
Gregory L. Stauffer

LEGEND

---	FARM SURVEY LOT LINE
---	PARCEL LINE
---	RIGHT-OF-WAY
---	CENTERLINE
○	FOUND MONUMENT
---	FENCE

RIGHTS-OF-WAY BY USE NOT DEDICATED:
CARL G. SORENSEN 4,100 SF±
UTAH STATE UNIVERSITY 7,400 SF±





April 28, 2009

MEMORANDUM

TO: Commissioner Bill Sederburg

FROM: Dorian Page
Vice President for Finance & Facilities

SUBJECT: Southern Utah University – Transfer of Donated Property

Issue

Southern Utah University wishes to accept the donation offer of real property donated to the University, referred to as the Thorley Lot – current market value of \$150,000.00

Background

SUU is the recipient of a donation offer of this contiguous lot to the campus proper. This property is a total 0.33 acres with no structures present. Legal description is: Lot 16 Block 1, F.A. Thorley Subdivision. The physical address of said property is 200 S. 1025 W, Cedar City. The value of the property is \$150,000.00

SUU representatives will be available at the Board meeting to answer specific questions regarding the property and the future plans of said property.

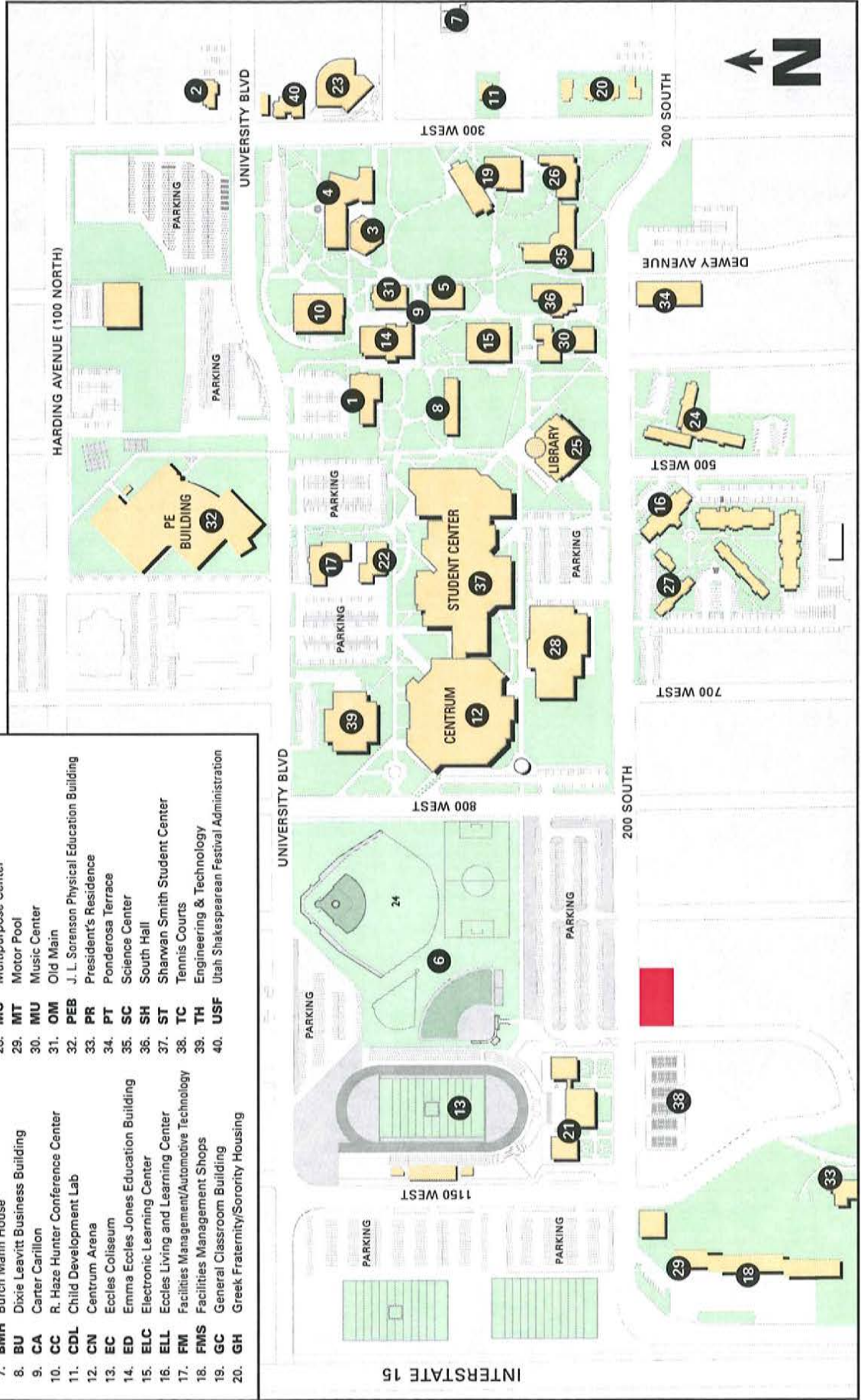
Southern Utah University is asking that this gift be approved for acceptance.

DP/jlo
Attachments

SOUTHERN UTAH UNIVERSITY

CAMPUS MAP

CAMPUS BUILDINGS	
1. AD Administration Building	21. HC J.D. & Alice C. Harris Center
2. AL J. Reuben Clark, Jr. Alumni House	22. HP Heat Plant
3. AM Adam's Memorial Theatre	23. JT Randall L. Jones Theatre
4. AU Auditorium	24. JU Juniper Hall
5. BC R.C. Braithwaite Liberal Arts Center & Braithwaite Fine Arts Gallery	25. LIB Gerald R. Sherratt Library
6. BF Baseball/Softball/Soccer Fields	26. LS Life Science
7. BMH Burch Mann House	27. MAN Manzanita Court
8. BU Dixie Leavitt Business Building	28. MC Multipurpose Center
9. CA Carter Carillon	29. MT Motor Pool
10. CC R. Haze Hunter Conference Center	30. MU Music Center
11. CDL Child Development Lab	31. OM Old Main
12. CN Centrum Arena	32. PEB J. L. Sorenson Physical Education Building
13. EC Eccles Coliseum	33. PR President's Residence
14. ED Emma Eccles Jones Education Building	34. PT Ponderosa Terrace
15. ELC Electronic Learning Center	35. SC Science Center
16. ELL Eccles Living and Learning Center	36. SH South Hall
17. FMS Facilities Management/Automotive Technology	37. ST Sharwan Smith Student Center
18. FMS Facilities Management Shops	38. TC Tennis Courts
19. GC General Classroom Building	39. TH Engineering & Technology
20. GH Greek Fraternity/Sorority Housing	40. USF Utah Shakespearean Festival Administration



May 20, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: USHE – Financial Ratios

Background

Members of the Finance & Facilities Subcommittee of the State Board of Regents requested that the Commissioner's Office (OCHE) look into providing financial ratios that would assist in gauging the financial health of the various institutions that make up the Utah System of Higher Education (USHE). OCHE staff has partnered with institutional representatives in pursuing this topic, seeking counsel from various individuals and entities, including the National Association for College and University Business Officers (NACUBO).

A copy of a book entitled "Strategic Financial Analysis for Higher Education" was provided to the institutions. (This publication has been recommended as being the most respected and widely-used resource for financial ratios by institutions of higher education.) Upon reviewing this book, it was determined to proceed by utilizing several core financial ratios, along with any other ratios that individual institutions might find useful to share.

Each school's report (attached) displays its historical data and institutional financial trends. Each institutional page also displays a comparison to Regent-approved peer institutions. Following the reports provided for each USHE institution is a sheet that lists the peers used to formulate the comparisons and a guide as to how the core ratios are calculated.

Some of the smaller institutions are not scheduled by the State Auditor's Office for audits of their financial statements until late January or early February, hence the report's timing.

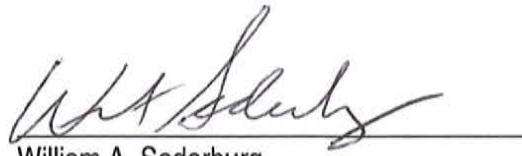
Issue

Please note that the ratios presented are for the 2008 fiscal year and do not reflect the current fiscal year's numbers and while institutions used the same core ratios, they have established their own "Target Range" depending on that institution's circumstances and goals. In reviewing the numbers, please keep in mind a quote from the book upon which this analysis is based. "Care should be taken when comparing ratios between institutions. Measures in this edition are better used by comparing an institution to *itself* as opposed to using the measure on a comparable basis."

Institutional representatives and OCHE staff will be available to answer any questions the Regents may have on the reports, or the ratios themselves.

Commissioner's Recommendation

This is an information item.

A handwritten signature in dark ink, appearing to read 'W. A. Sederburg', is written over a horizontal line.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachments

Summary Explanation of the Core Ratios used in this Agenda Item

Primary Reserve (Liquidity)

CALCULATED:

$$\frac{\text{Expendable Net Assets}}{\text{Total Expenses}}$$

measures the amount of time during which an institution could pay its expenses without relying on additional net assets from operations (expressed as a fraction of a year)

Are the institution's flexible enough to meet the institutional needs? Expendable Net Assets represent those assets that the institution can access relatively quickly and spend to satisfy its debt obligations. This is a snap shot to indicate how long a financial institution could conceivably last on its resources without using operating funds..

It should be noted that this isn't "reserve" money saved for spending...it is actual resources on hand at that moment (Fiscal year end, June 30th). "Snap shot" is a key indicator for this ratio.

Net Operating Revenues (Income)

CALCULATED:

$$\frac{\text{Oper Loss} - \text{Total Non-Oper Revenue}}{\text{Oper Revenue} - \text{Non-Oper Revenue}}$$

indicates the degree of surplus or deficit revenues for the year

This ratio is a primary indicator, explaining how the surplus from operating activities affects the behavior of the other three core ratios. A large surplus or deficit directly impacts the amount of funds an institution adds or subtracts from net assets, thereby affecting the Primary Reserve Ratio, the Return on Net Assets Ratio and the Viability Ratio."

Viability

CALCULATED:

$$\frac{\text{Expendable Net Assets}}{\text{Long-Term Debt}}$$

identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date

Although a ratio of 1:1 or greater indicates that as of the balance sheet date the institution has sufficient expendable net assets to satisfy debt obligations, this value should not serve as an objective. The "right" value is institution specific and each institution should develop a target for this ratio.

Return on Net Assets

CALCULATED:

$$\frac{\text{Change in Net Assets}}{\text{Beginning Net Assets}}$$

indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled

This ratio determines if the institution is financially better off than in previous years by measuring total economic return. An improving trend in this ratio indicates that the institution is increasing its net assets and is likely to be able to set aside financial resources to strengthen future financial flexibility. A temporary decline in this ratio may be appropriate, and even warranted, if it reflects a strategy to better fulfill the institutions mission. This ratio should be evaluated over a period of time to reduce the volatility and get an overall broader picture.

It should be noted that this long-term returns are quite volatile and vary significantly based on the prevailing level of inflation in the economy.

Please refer to the page following this one that was provided by WSU. It is an excellent example of how the ratios are calculated using the financial statements.

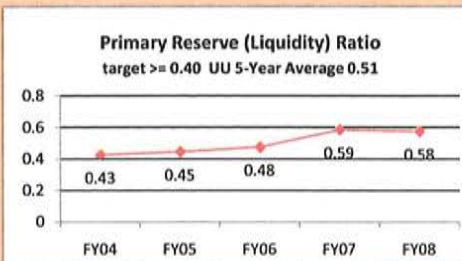
All ratios are taken at a point in time-specifically the end of the fiscal year to coincide with the audited financial statements. The ratios calculated by the institutions are as of the end of the 2008 fiscal year and do not reflect the current (2009) financial situation.

Weber State University
Sources of Data - Published Annual Financial Report
For Fiscal Years Ended 2004-2008

Components of Ratios	2004	2005	2006	2007	2008
Primary Reserve (Liquidity) - Expendable Net Assets / Total Expenses					
Measures the amount of time during which an institution could pay its expenses without relying on additional net assets from operations (expressed as a fraction of a year)					
Expendable: (SONA)					
Scholarships	18,270,150	20,890,102	26,033,066	28,980,723	29,208,958
Loans	8,264,535	8,511,272	8,260,723	8,375,179	8,488,144
Capital Projects	9,701,278	13,050,245	38,806,322	30,907,061	22,866,967
Sponsored Projects	1,436,391	1,409,944	1,562,692	1,601,569	1,562,011
Unrestricted	24,691,927	28,721,845	33,752,870	33,987,937	37,411,834
Expendable Net Assets	62,364,281	72,583,408	108,415,673	103,852,469	99,537,914
Operating Expenses (SRECNA)	140,736,682	142,305,138	146,991,410	158,062,231	166,139,987
Interest Expense	894,727	888,854	1,522,194	1,568,818	1,659,520
Other nonoperating expenses					-
Total Expenses	141,631,409	143,193,992	148,513,604	159,631,049	167,799,507
Primary Reserve Ratio	0.44	0.51	0.73	0.65	0.59
Expendable financial resources to operations (months of coverage)	5.28	6.08	8.76	7.81	7.12
Net Operating Revenues (Income) - (Operating Loss + Total Non-operating revenue) / (Operating Revenue + Non-operating revenue)					
Indicates the degree of surplus or deficit revenues for the year					
Operating Loss (SRECNA)	(63,107,770)	(60,749,580)	(65,024,810)	(88,886,444)	(94,625,266)
Total nonoperating revenue (SRECNA)	64,387,274	66,912,846	73,900,051	98,619,084	95,924,836
Operating Loss + Total Non-Oper Revenue	1,279,504	6,163,266	8,875,241	9,732,640	1,299,570
Total nonoperating revenue (SRECNA)	64,387,274	66,912,846	73,900,051	98,619,084	95,924,836
add back Interest Expense	894,727	888,854	1,522,194	1,568,818	1,659,520
add back Other Expense	-	-	-	-	-
Total Operating Revenue	77,628,912	81,555,558	81,966,600	69,175,787	71,514,721
Operating Revenue + Non-Oper Revenue	142,910,913	149,357,258	157,388,845	169,363,689	169,099,077
Net Operating Revenues Ratio	0.90%	4.13%	5.64%	5.75%	0.77%
Viability - Expendable Net Assets / LT Debt (current & non-current)					
Identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date					
Expendable Net Assets	62,364,281	72,583,408	108,415,673	103,852,469	99,537,914
Long Term Debt - Current (SONA)	1,016,854	1,030,089	1,101,018	1,217,517	1,411,576
Long Term Debt - NonCurrent (SONA)	16,049,750	15,185,575	37,472,410	36,437,789	35,026,213
	17,066,604	16,215,664	38,573,428	37,655,306	36,437,789
Viability Ratio	3.65	4.48	2.81	2.76	2.73
Return on Net Assets - Change in Net Assets / Beginning Net Assets					
Indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled					
Change in Net Assets	25,872,284	15,869,682	20,789,137	21,444,728	13,195,146
Beginning Net Assets (SRECNA)	190,012,626	215,884,910	231,754,592	252,543,729	273,988,457
Ending Net Assets (SRECNA)	215,884,910	231,754,592	252,543,729	273,988,457	287,183,603
Change in Net Assets	25,872,284	15,869,682	20,789,137	21,444,728	13,195,146
Return on Net Assets Ratio	13.6%	7.4%	9.0%	8.5%	4.8%

FINANCIAL RATIOS

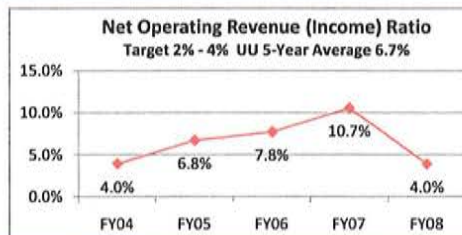
	Target Range	Relevant Value ¹	Strength Factor ²	Weight Factor ³	Total Score ⁴
Primary Reserve (Liquidity)					
<i>measures the amount of time during which an institution could pay its expenses without relying on additional net assets from operations (expressed as a fraction of a year)</i>					
FY04		0.43			
FY05		0.45			
FY06		0.48			
FY07		0.59			
FY08		0.58			
	>= .40		0.133	4.37	35% 1.53


Peer Financial Ratios
2008 unavailable for Peer Institutions
See summary page for list of Peers used

	LOW	MEDIAN	HIGH
FY04	0.24	0.52	1.49
FY05	0.30	0.52	1.51
FY06	0.24	0.54	1.62
FY07	0.23	0.62	1.94
AVE	= 0.25	= 0.55	= 1.64

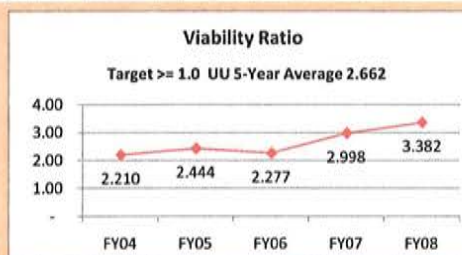
four-year average of peer institutions

Net Operating Revenues (Income)					
<i>indicates the degree of surplus or deficit revenues for the year</i>					
FY04		4.0%			
FY05		6.8%			
FY06		7.8%			
FY07		10.7%			
FY08		4.0%			
	2.0-4.0%		0.70%	5.73	10% 0.57



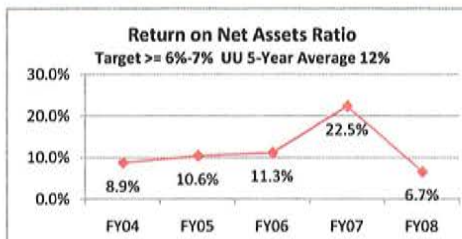
FY04	2.4%	6.8%	11.9%
FY05	-1.1%	7.3%	14.1%
FY06	0.4%	7.6%	15.5%
FY07	7.3%	9.6%	26.9%
AVE	2.3%	7.8%	17.1%

Viability					
<i>identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date</i>					
FY04		2.210			
FY05		2.444			
FY06		2.277			
FY07		2.998			
FY08		3.382			
	>=1.00		0.417	8.11	35% 2.84



FY04	0.314	1.898	5.397
FY05	0.321	1.771	5.412
FY06	0.240	1.561	5.531
FY07	0.211	1.712	7.209
AVE	0.272	1.736	5.887

Return on Net Assets					
<i>indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled</i>					
FY04		8.9%			
FY05		10.6%			
FY06		11.3%			
FY07		22.5%			
FY08		6.7%			
	>=6.0-7.0%		2.00%	3.37	20% 0.67



FY04	2.3%	6.6%	10.7%
FY05	3.3%	6.7%	16.4%
FY06	2.4%	9.3%	12.8%
FY07	5.6%	14.5%	20.4%
AVE	3.4%	9.3%	15.1%

COMPOSITE FINANCIAL INDEX

measures overall financial well-being and is based on the four core ratio values determined above

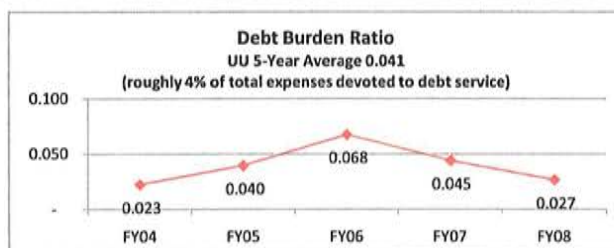
100% 5.61

1 = financial weakness
3 = moderate strength
10 = financially superior

- Note
- 1 relevant value transforms the core ratio to common scale so it can be used with the other core ratios
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 - 3 weight factor assigns the relative importance of the core ratios to one another
 - 4 total score takes the strength factor and multiplies it by the weight factor

Debt Burden
measures debt affordability - used to compare the level of current debt service with the institution's total expenditures

FY04	0.023
FY05	0.040
FY06	0.068
FY07	0.045
FY08	0.027


Peer Financial Ratios
2008 unavailable for Peer Institutions
See summary page for list of Peers used

	LOW	MEDIAN	HIGH
FY04	0.019	0.025	0.114
FY05	0.021	0.049	0.318
FY06	0.026	0.045	0.132
FY07	0.026	0.030	0.234
AVE	0.023	0.037	0.200



FINANCIAL RATIOS

Target Range	Relevant Value ¹	Strength Factor ²	Weight Factor ³	Total Score ⁴
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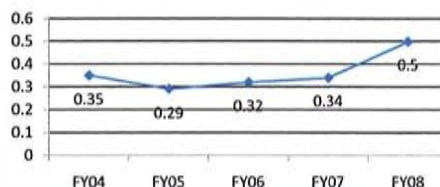
Primary Reserve (Liquidity)

measures the amount of time during which an institution could pay its expenses without relying on additional net assets from operations (expressed as a fraction of a year)

FY04	0.35					
FY05	0.29					
FY06	0.32					
FY07	0.34					
FY08	0.50	>= .40	0.133	3.75	35%	1.31

Primary Reserve (Liquidity) Ratio

target >= 0.40 USU 5-Year Average 0.36



Peer Financial Ratios

	Iowa State	New Mexico	N. Carolina State
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FY05	Unavail.	Unavail.	Unavail.
FY06	0.36	0.27	0.27
FY07	0.38	0.28	0.39
FY08	0.04	Unavail.	0.33
AVE	= 0.26	= 0.28	= 0.33

three-year average of peer institutions

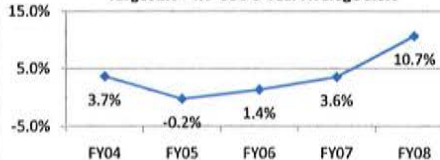
Net Operating Revenues (Income)

indicates the degree of surplus or deficit revenues for the year

FY04	3.7%					
FY05	-0.2%					
FY06	1.4%					
FY07	3.6%					
FY08	10.7%	2.0-4.0%	0.70%	15.23	10%	1.52

Net Operating Revenue (Income) Ratio

Target 2% - 4% USU 5-Year Average 3.8%



FY05	Unavail.	Unavail.	Unavail.
FY06	4.4%	-2.3%	-0.1%
FY07	6.5%	0.1%	0.3%
FY08	4.1%	Unavail.	-0.1%
AVE	5.0%	-1.1%	0.0%

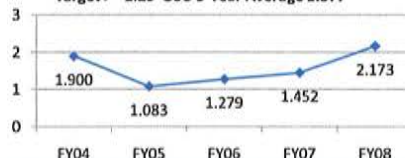
Viability

identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date

FY04	1.900					
FY05	1.083					
FY06	1.279					
FY07	1.452					
FY08	2.173	>= 1.25	0.417	5.21	35%	1.82

Viability Ratio

Target >= 1.25 USU 5-Year Average 1.577



FY05	Unavail.	Unavail.	Unavail.
FY06	0.788	1.017	1.001
FY07	1.026	1.184	1.580
FY08	0.917	Unavail.	1.468
AVE	0.910	1.101	1.350

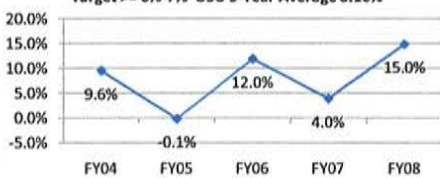
Return on Net Assets

indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled

FY04	9.6%					
FY05	-0.1%					
FY06	12.0%					
FY07	4.0%					
FY08	15.0%	>= 6.0-7.0%	2.00%	7.50	20%	1.50

Return on Net Assets Ratio

Target >= 6%-7% USU 5-Year Average 8.10%



FY05	Unavail.	Unavail.	Unavail.
FY06	6.6%	5.8%	8.9%
FY07	8.4%	9.3%	22.5%
FY08	5.4%	Unavail.	20.9%
AVE	6.8%	7.6%	17.4%

COMPOSITE FINANCIAL INDEX

measures overall financial well-being and is based on the four core ratio values determined above

100% 6.16

1 = financial weakness
3 = moderate strength
10 = financially superior

- Note
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Weber State University

Composite Financial Index Summary

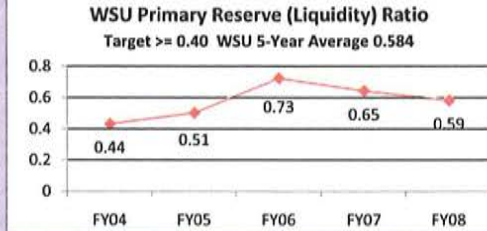
For Fiscal Years Ended 2004-2008

Fiscal Year	WSU Ratios	Target Range	Relevant Value ¹	Strength Factor ²	Weight Factor ³	Total Score ⁴
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Primary Reserve (Liquidity)

Measures the amount of time during which an institution could pay its expenses without relying on additional net assets from operations (expressed as a fraction of a year).

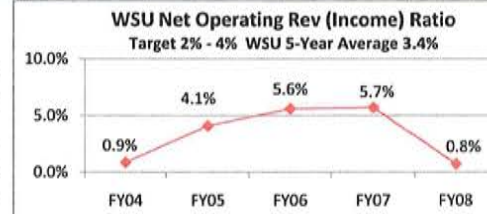
FY04	0.44	>=.40	0.133	3.31	35%	1.16
FY05	0.51	>=.40	0.133	3.83	35%	1.34
FY06	0.73	>=.40	0.133	5.49	35%	1.92
FY07	0.65	>=.40	0.133	4.89	35%	1.71
FY08	0.59	>=.40	0.133	4.44	35%	1.55



Net Operating Revenues (Income)

Indicates the degree of surplus or deficit revenues for the year.

FY04	0.90%	2.0-4.0%	0.70%	1.29	10%	0.13
FY05	4.13%	2.0-4.0%	0.70%	5.90	10%	0.59
FY06	5.64%	2.0-4.0%	0.70%	8.06	10%	0.81
FY07	5.75%	2.0-4.0%	0.70%	8.21	10%	0.82
FY08	0.77%	2.0-4.0%	0.70%	1.10	10%	0.11



Viability

Identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date.

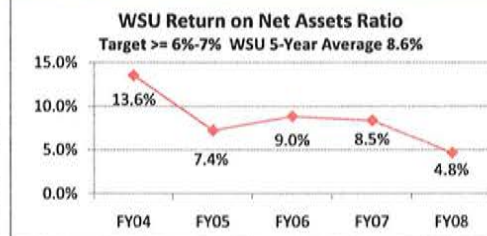
FY04	3.65	>=1.00	0.417	8.75	35%	3.06
FY05	4.48	>=1.00	0.417	10.74	35%	3.76
FY06	2.81	>=1.00	0.417	6.74	35%	2.36
FY07	2.76	>=1.00	0.417	6.62	35%	2.32
FY08	2.73	>=1.00	0.417	6.55	35%	2.29



Return on Net Assets

Indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled.

FY04	13.60%	>=6.0-7.0%	2.00%	6.80	20%	1.36
FY05	7.40%	>=6.0-7.0%	2.00%	3.70	20%	0.74
FY06	9.00%	>=6.0-7.0%	2.00%	4.50	20%	0.90
FY07	8.50%	>=6.0-7.0%	2.00%	4.25	20%	0.85
FY08	4.80%	>=6.0-7.0%	2.00%	2.40	20%	0.48



FY04 COMPOSITE FINANCIAL INDEX	5.71
FY05 COMPOSITE FINANCIAL INDEX	6.43
FY06 COMPOSITE FINANCIAL INDEX	5.99
FY07 COMPOSITE FINANCIAL INDEX	5.70
FY08 COMPOSITE FINANCIAL INDEX	4.43
Average (5yr) COMPOSITE FINANCIAL INDEX	100% 5.65

Measures overall financial well-being and is based on the four core ratio values determined above.

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10 = financially superior

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Weber State University Composite Financial Index - Peer Comparison Summary For Fiscal Years Ended 2004-2008

Primary Reserve (Liquidity): Target >= .40

Measures the amount of time during which an institution could pay its expenses without relying on additional net assets from operations (expressed as a fraction of a year).

Fiscal Year	Weber State	Western Washington	University N. Iowa	University N. Florida	Boise State Univ.
FY04	0.44	0.26	0.38	0.53	0.46
FY05	0.51	0.27	0.40	0.62	0.44
FY06	0.73	0.27	0.39	0.68	0.48
FY07	0.65	0.26	0.40	0.79	0.57
FY08	0.59	0.29	0.38	0.61	0.66
Average	0.58	0.27	0.39	0.65	0.52

Viability: Target >=1%

Identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date.

Fiscal Year	Weber State	Western Washington	University N. Iowa	University N. Florida	Boise State Univ.
FY04	3.65	0.66	0.73	1.49	0.67
FY05	4.48	0.75	0.71	1.90	0.67
FY06	2.81	0.70	0.75	2.37	0.80
FY07	2.76	0.74	2.37	1.10	0.67
FY08	2.73	0.88	0.80	0.84	0.87
Average	3.29	0.75	1.07	1.54	0.74

Net Operating Revenues (Income): Target 2%-4%

Indicates the degree of surplus or deficit revenues for the year.

Fiscal Year	Weber State	Western Washington	University N. Iowa	University N. Florida	Boise State Univ.
FY04	0.90%	1.75%	-4.80%	5.80%	6.43%
FY05	4.13%	-0.12%	-2.13%	2.62%	6.25%
FY06	5.64%	2.48%	-2.50%	1.11%	8.36%
FY07	5.75%	-1.46%	3.81%	2.98%	8.27%
FY08	0.77%	1.48%	1.97%	2.80%	13.83%
Average	3.44%	0.83%	-0.73%	3.06%	8.63%

Return on Net Assets: Target >= 6%-7%

Indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled.

Fiscal Year	Weber State	Western Washington	University N. Iowa	University N. Florida	Boise State Univ.
FY04	13.60%	7.96%	11.23%	7.51%	7.33%
FY05	7.40%	5.10%	6.41%	16.75%	8.15%
FY06	9.00%	4.86%	5.32%	13.63%	9.54%
FY07	8.50%	4.43%	11.26%	14.03%	15.21%
FY08	4.80%	15.03%	5.13%	11.75%	12.97%
Average	8.66%	7.48%	7.87%	12.73%	10.64%

FINANCIAL RATIOS

	Target Range	Relevant Value ¹	Strength Factor ²	Weight Factor ³	Total Score ⁴
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Primary Reserve (Liquidity)

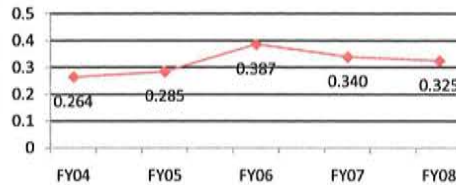
measures the amount of time during which an institution could pay its expenses without relying on additional net assets from operations (expressed as a fraction of a year)

FY04	0.264					
FY05	0.285					
FY06	0.387					
FY07	0.340					
FY08	0.325	>=.35	0.133	2.44	35%	0.86

Expendable Net Assets
Total Expenses

Primary Reserve (Liquidity) Ratio

target >= 0.40 SUU 5-Year Average 0.32



Net Operating Revenues (Income)

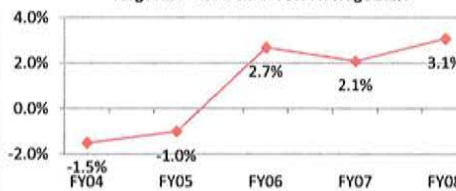
indicates the degree of surplus or deficit revenues for the year

FY04	-1.5%					
FY05	-1.0%					
FY06	2.7%					
FY07	2.1%					
FY08	3.1%	2.0-4.0%	0.70%	4.43	10%	0.44

Oper Loss + Total Non-Oper Revenue
Oper Revenue + Non Oper Revenue

Net Operating Revenue (Income) Ratio

Target 2% - 4% SUU 5-Year Average 1.1%



Viability

identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date

FY04	1.128					
FY05	1.355					
FY06	2.016					
FY07	2.060					
FY08	2.254	>=1.00	0.417	5.41	35%	1.89

Expendable Net Assets
LT Debt (current & non-current)

Viability Ratio

Target >= 1.0 SUU 5-Year Average 1.763



Return on Net Assets

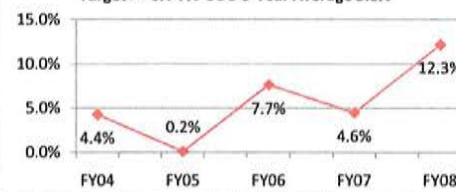
indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled

FY04	4.4%					
FY05	0.2%					
FY06	7.7%					
FY07	4.6%					
FY08	12.3%	>=5.0-7.0%	2.00%	6.15	20%	1.23

Change in Net Assets
Beginning Net Assets

Return on Net Assets Ratio

Target >= 6%-7% SUU 5-Year Average 5.8%



Peer Financial Ratios

2008 unavailable for Peer Institutions
See summary page for list of Peers used

LOW	MEDIAN	HIGH
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FY04	0.24	0.38	0.47
FY05	0.19	0.40	0.48
FY06	0.16	0.39	0.46
FY07	0.24	0.4	0.51
AVE	= 0.21	= 0.39	= 0.48

four-year average of peer institutions

FY04	-4.8%	0.1%	4.4%
FY05	-4.2%	-2.1%	2.1%
FY06	-5.0%	-2.5%	3.5%
FY07	0.8%	3.4%	3.8%
AVE	-3.3%	-0.3%	3.5%

FY04	0.729	1.608	2.782
FY05	0.713	1.409	2.304
FY06	0.747	1.250	1.261
FY07	0.767	1.552	1.945
AVE	0.739	1.455	2.073

FY04	5.3%	11.2%	19.6%
FY05	2.3%	6.4%	11.2%
FY06	-2.4%	5.3%	10.0%
FY07	7.1%	11.0%	11.3%
AVE	3.1%	8.5%	13.0%

COMPOSITE FINANCIAL INDEX

measures overall financial well-being and is based on the four core ratio values determined above

100% 4.42

1 = financial weakness
3 = moderate strength
10 = financially superior

- Note
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Debt Burden

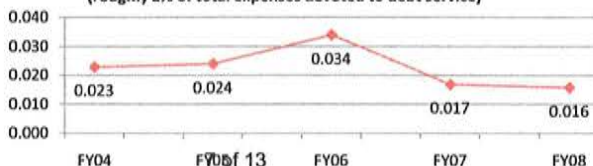
measures debt affordability - used to compare the level of current debt service with the institution's total expenditures

FY04	0.023
FY05	0.024
FY06	0.034
FY07	0.017
FY08	0.016

Debt Burden Ratio

SUU 5-Year Average 0.023

(roughly 2% of total expenses devoted to debt service)



Peer Financial Ratios

2008 unavailable for Peer Institutions
See summary page for list of Peers used

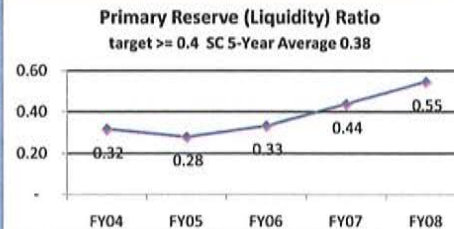
LOW	MEDIAN	HIGH
-----	--------	------

FY04	0.010	0.011	0.023
FY05	0.010	0.026	0.049
FY06	0.008	0.029	0.111
FY07	0.013	0.057	0.095
AVE	0.010	0.031	0.070

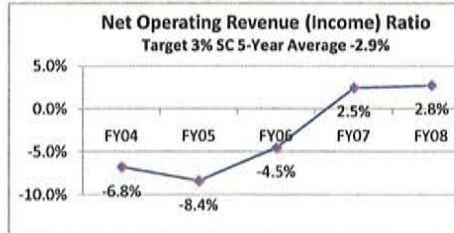


FINANCIAL RATIOS

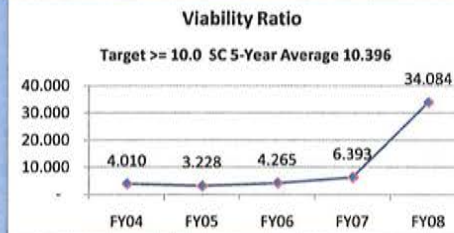
	Target Range	Relevant Value ¹	Strength Factor ²	Weight Factor ³	Total Score ⁴
Primary Reserve (Liquidity)					
<i>measures the amount of time during which an institution could pay its expenses without relying on additional net assets from operations (expressed as a fraction of a year)</i>					
FY04	0.32				
FY05	0.28				
FY06	0.33				
FY07	0.44				
FY08	0.55	0.4	0.133	4.14	35% 1.45



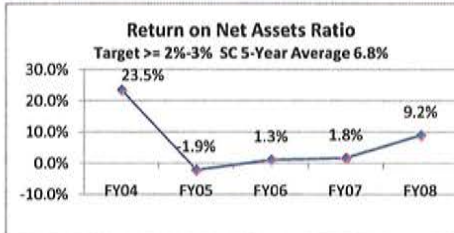
Net Operating Revenues (Income)						
indicates the degree of surplus or deficit revenues for the year						
FY04	-6.8%					
FY05	-8.4%					
FY06	-4.5%					
FY07	2.5%					
FY08	2.8%	3%	0.70%	4.00	10%	0.40



Viability						
identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date						
FY04	4.010					
FY05	3.228					
FY06	4.265					
FY07	6.393					
FY08*	34.084	10	0.417	81.74	35%	10.00



Return on Net Assets						
<i>indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled</i>						
FY04	23.5%					
FY05	-1.9%					
FY06	1.3%					
FY07	1.8%					
FY08	9.2%	2% - 3%	2.00%	4.59	20%	0.92



Peer Financial Ratios

See summary page for list of Peers used

	LOW	MEDIAN	HIGH
FY04	0.20	0.42	0.52
FY05	0.22	0.54	0.57
FY06	0.24	0.56	0.61
FY07	0.22	0.52	0.70
FY08	0.20	0.30	0.52
AVE	= 0.22	= 0.47	= 0.58

five-year average of peer institutions

FY04	1.0%	6.9%	10.7%
FY05	1.0%	7.4%	12.0%
FY06	0.0%	5.0%	11.3%
FY07	-7.0%	11.0%	12.0%
FY08	-9.0%	10.0%	14.1%
AVE	-2.8%	8.1%	12.0%

FY04	0.647	1.974	9.270
FY05	0.582	2.010	16.550
FY06	0.559	1.260	26.260
FY07	0.320	0.860	46.390
FY08	0.350	0.789	0.850
AVE	0.492	1.379	19.864

COMPOSITE FINANCIAL INDEX

measures overall financial well-being and is based on the four core ratio values determined above

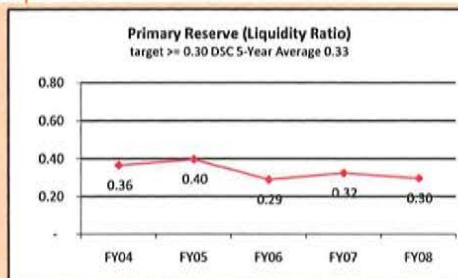
100% 12.77

1 = financial weakness
3 = moderate strength
10 = financially superior

- Note
- 1 relevant value transforms the core ratio to common scale so it can be used with the other core ratios
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 - 3 weight factor assigns the relative importance of the core ratios to one another
 - 4 total score takes the strength factor and multiplies it by the weight factor

FINANCIAL RATIOS

	Target Range	Relevant Value1	Strength Factor2	Weight Factor3	Total Score4	
Primary Reserve (Liquidity) <i>measures the amount of time during which an institution could pay its expenses without relying on additional net assets from operations (expressed as a fraction of a year)</i>						
FY04	0.39					
FY05	0.42					
FY06	0.31					
FY07	0.35					
FY08	0.32	>=.30	0.133	2.37	35%	0.83

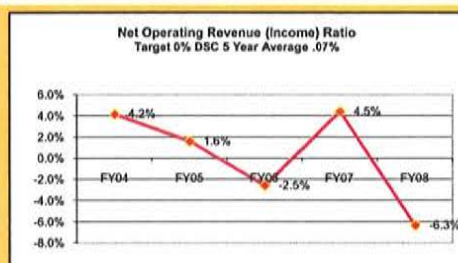


Peer Financial Ratios

	LOW	MEDIAN	HIGH
FY04	0.12	0.28	0.40
FY05	0.06	0.24	0.37
FY06	0.10	0.32	0.59
FY07	0.11	0.29	0.41
AVG =	0.10	0.28	0.44

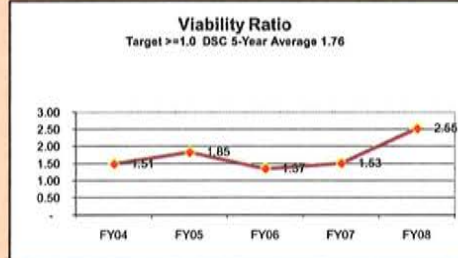
four-year average of peer institutions

Net Operating Revenues (Income) <i>indicates the degree of surplus or deficit revenues for the year</i>						
FY04	4.2%					
FY05	1.6%					
FY06	-2.5%					
FY07	4.5%					
FY08	-6.3%	0.0%	0.007	-8.97	10%	-0.90



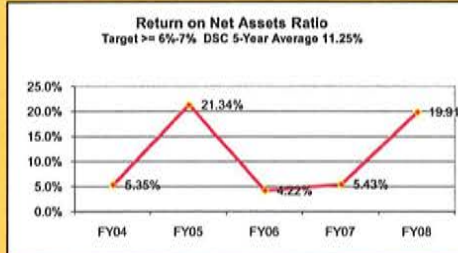
FY04	-5.0%	0.0%	5.0%
FY05	-7.0%	-1.3%	6.0%
FY06	-4.0%	0.5%	12.0%
FY07	-3.0%	0.3%	6.0%
AVG =	-4.8%	-0.1%	7.3%

Viability <i>identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date</i>						
FY04	1.51					
FY05	1.85					
FY06	1.37					
FY07	1.53					
FY08	2.55	>=1.00	0.417	6.12	35%	2.14



FY04	0.000	0.950	2.740
FY05	0.000	0.640	1.450
FY06	0.000	0.850	3.250
FY07	0.000	0.720	1.930
AVG =	0.000	0.790	2.343

Return on Net Assets <i>indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled</i>						
FY04	5.3%					
FY05	21.3%					
FY06	4.2%					
FY07	5.4%					
FY08	19.9%	>=6.0-7.0%	0.02	9.95	20%	1.99



FY04	0.8%	10.6%	26.0%
FY05	-1.7%	10.1%	63.8%
FY06	-7.1%	7.4%	43.3%
FY07	-2.9%	2.1%	6.0%
AVG =	-2.7%	7.5%	34.8%

COMPOSITE FINANCIAL INDEX

measures overall financial well-being and is based on the four core ratio values determined above

100% 4.07

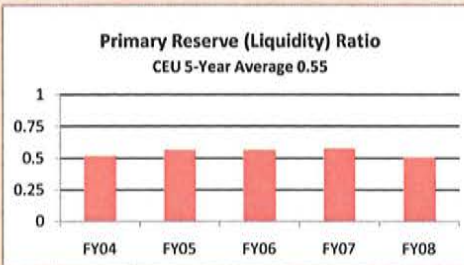
1 = financial weakness
3 = moderate strength
10 = financially superior

2008 unavailable for Peer Institutions
See summary page for list of Peers used

CEU

FINANCIAL RATIOS

			Target Range	Relevant Value ¹	Strength Factor ²	Weight Factor ³	Total Score ⁴
Primary Reserve (Liquidity)							
<i>measures the amount of time during which an institution could pay its expenses without relying on additional net assets from operations (expressed as a fraction of a year)</i>							
	FY04	0.52					
	FY05	0.57					
	FY06	0.57					
	FY07	0.58					
EST	FY08	0.51	>=0.5	0.133	4.37	35%	1.53



Peer Financial Ratios

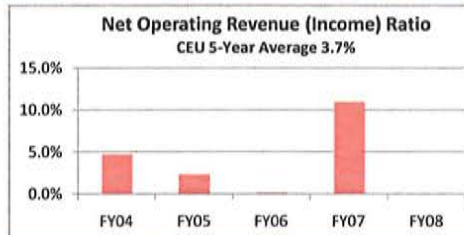
2008 unavailable for Peer Institutions See summary page for list of Peers used

LOW MEDIAN HIGH

FY04	0.20	0.37	0.43
FY05	0.22	0.41	0.56
FY06	0.24	0.48	0.61
FY07	0.22	0.44	0.7
AVE	= 0.22	= 0.42	= 0.58

four-year average of peer institutions

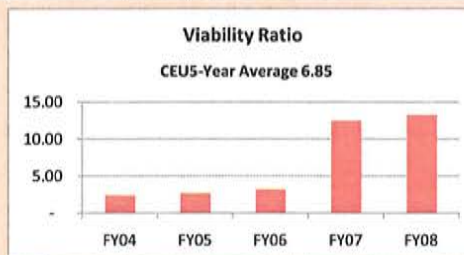
Net Operating Revenues (Income)						
<i>indicates the degree of surplus or deficit revenues for the year</i>						
FY04	4.8%					
FY05	2.3%					
FY06	0.2%					
FY07	11.0%					
EST FY08	0.1%	2.0%-4.0%	0.70%	5.73	10%	0.57



	LOW	MEDIAN	HIGH
FY04	-6.8%	5.0%	10.7%
FY05	-8.4%	7.4%	12.0%
FY06	-4.5%	5.0%	11.3%
FY07	-7.0%	10.0%	12.0%
AVE	-6.7%	6.9%	11.5%

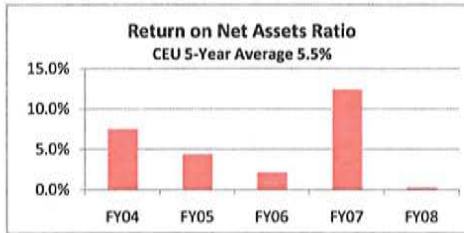
Viability						
<i>identifies whether an entity has sufficient expendable net assets to satisfy debt obligations on the balance sheet date</i>						
FY04	2.438					
FY05	2.728					
FY06	3.218					
FY07	12.526					
EST FY08*	13.319	>=4.00	0.417	31.94	35%	10.00

*Default to 10 as calculated score exceeds 10



	LOW	MEDIAN	HIGH
FY04	0.65	2.76	9.27
FY05	0.58	2.01	16.55
FY06	0.56	1.26	26.26
FY07	0.32	0.86	46.39
AVE	0.53	1.72	24.62

Return on Net Assets						
<i>indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled</i>						
FY04	7.6%					
FY05	4.5%					
FY06	2.3%					
FY07	12.5%					
EST FY08	0.4%	>=6.0-7.0%	2.00%	3.37	20%	0.67



	LOW	MEDIAN	HIGH
FY04	6.0%	16.2%	23.5%
FY05	-1.9%	7.9%	23.0%
FY06	0.0%	10.2%	18.0%
FY07	1.8%	11.9%	24.0%
AVE	1.5%	11.5%	22.1%

COMPOSITE FINANCIAL INDEX

measures overall financial well-being and is based on the four core ratio values determined above

500% 12.78

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Debt Burden

measures debt affordability - used to compare the level of current debt service with the institution's total expenditures

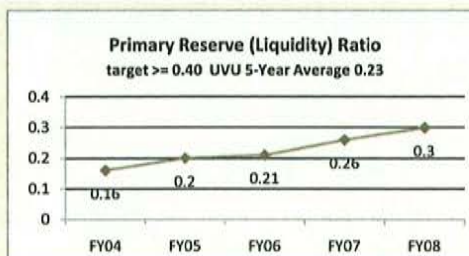
FY04	2.6%					
FY05	2.2%					
FY06	2.4%					
FY07	11.5%					
EST FY08	0.2%					



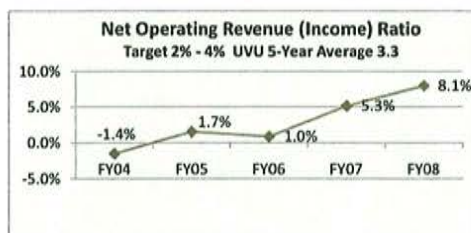
	LOW	MEDIAN	HIGH
FY04	0.01	0.02	0.06
FY05	0.01	0.01	0.05
FY06	0.01	0.02	0.06
FY07	0.01	0.02	0.14
AVE	0.01	0.02	0.08

FINANCIAL RATIOS

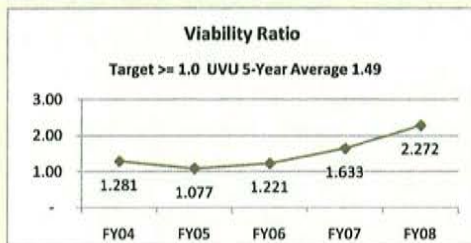
		Target Range	Relevant Value ¹	Strength Factor ²	Weight Factor ³	Total Score ⁴
Primary Reserve (Liquidity)						
<i>measures the amount of time during which an institution could pay its expenses without relying on additional net assets from operations (expressed as a fraction of a year)</i>						
FY04	0.16					
FY05	0.20					
FY06	0.21					
FY07	0.26					
FY08	0.30	>=0.40	0.133	2.24	35%	0.78



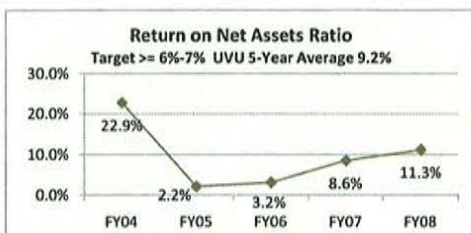
Net Operating Revenues (Income)						
<i>indicates the degree of surplus or deficit revenues for the year</i>						
FY04	-1.4%					
FY05	1.7%					
FY06	1.0%					
FY07	5.3%					
FY08	8.1%	2.0-4.0%	0.70%	11.58	10%	1.16



Viability						
<i>identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date</i>						
FY04	1.281					
FY05	1.077					
FY06	1.221					
FY07	1.633					
FY08	2.272	>=1.00	0.417	5.45	35%	1.91



Return on Net Assets						
<i>indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled</i>						
FY04	22.9%					
FY05	2.2%					
FY06	3.2%					
FY07	8.6%					
FY08	11.3%	>=6.0-7.0%	2.00%	5.65	20%	1.13



Peer Financial Ratios

Five-year average of Peer Institutions
See summary page for list of Peers used

	LOW	MEDIAN	HIGH
FY04	0.16	0.31	0.44
FY05	0.22	0.33	0.51
FY06	0.24	0.32	0.73
FY07	0.22	0.29	0.66
FY08	0.21	0.32	0.59
AVE	= 0.21	= 0.31	= 0.59

FY04	0.9%	2.1%	9.0%
FY05	0.1%	3.1%	7.9%
FY06	2.0%	3.5%	13.2%
FY07	1.4%	4.6%	9.0%
FY08	0.8%	1.7%	15.7%
AVE	1.0%	3.0%	11.0%

FY04	0.390	0.478	3.746
FY05	0.323	0.464	4.610
FY06	0.231	0.411	2.839
FY07	0.280	0.332	2.781
FY08	0.356	0.413	2.748
AVE	0.316	0.420	3.345

FY04	2.9%	6.7%	13.6%
FY05	3.5%	6.8%	10.2%
FY06	6.0%	9.6%	14.7%
FY07	5.9%	7.2%	19.0%
FY08	4.6%	6.2%	27.6%
AVE	4.6%	7.3%	17.0%

COMPOSITE FINANCIAL INDEX

measures overall financial well-being and is based on the four core ratio values determined above

100% 4.98

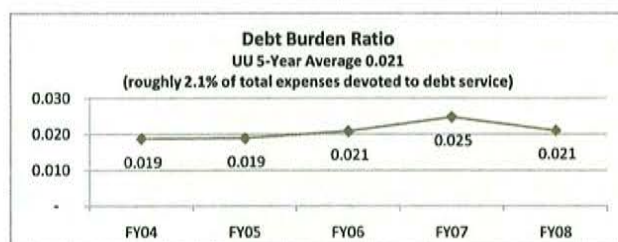
1 = financial weakness
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Debt Burden

measures debt affordability - used to compare the level of current debt service with the institution's total expenditures

FY04	0.019
FY05	0.019
FY06	0.021
FY07	0.025
FY08	0.021



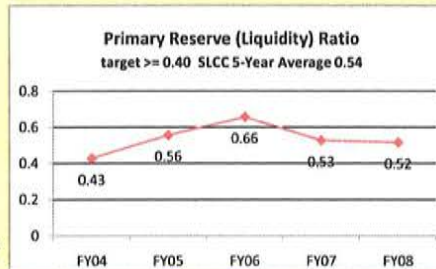
Peer Financial Ratios

Five-year average of Peer Institutions
See summary page for list of Peers used

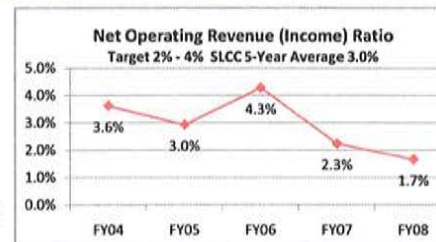
	LOW	MEDIAN	HIGH
FY04	0.014	0.023	0.056
FY05	0.014	0.039	0.113
FY06	0.017	0.037	0.057
FY07	0.018	0.026	0.078
FY08	0.018	0.032	0.074

FINANCIAL RATIOS

	Target Range	Relevant Value ¹	Strength Factor ²	Weight Factor ³	Total Score ⁴
Primary Reserve (Liquidity)					
<i>measures the amount of time during which an institution could pay its expenses without relying on additional net assets from operations (expressed as a fraction of a year)</i>					
FY04		0.43			
FY05		0.56			
FY06		0.66			
FY07		0.53			
FY08		0.52			
	>= .40	0.133	3.95	35%	1.38



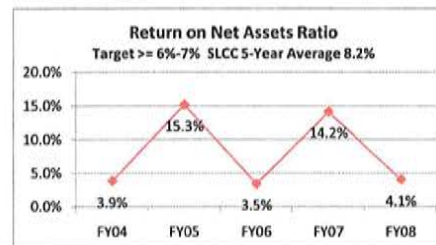
Net Operating Revenues (Income)					
<i>Indicates the degree of surplus or deficit revenues for the year</i>					
FY04		0.036			
FY05		0.030			
FY06		0.043			
FY07		0.023			
FY08		0.017			
	2.0-4.0%	0.70%	2.42	10%	0.24



Viability					
<i>Identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date</i>					
FY04		2.641			
FY05		4.199			
FY06		5.824			
FY07		7.276			
FY08		8.456			
	>= 1.00	0.417	20.28	35%	7.10



Return on Net Assets					
<i>Indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled</i>					
FY04		0.039			
FY05		0.153			
FY06		0.035			
FY07		0.142			
FY08		0.041			
	>= 6.0-7.0%	2.00%	2.06	20%	0.41



Peer Financial Ratios			
See summary page for list of 6 Peers used			
	LOW	MEDIAN	HIGH
FY04	0.06	0.33	0.41
FY05	0.06	0.28	1.03
FY06	0.09	0.32	0.91
FY07	0.14	0.37	0.81
FY08	0.19	0.46	0.73
AVE	0.11	0.35	0.78
five-year average of 6 peer institutions			

FY04	(0.020)	(0.001)	0.138
FY05	(0.011)	0.032	0.159
FY06	(0.058)	0.030	0.149
FY07	(0.007)	0.037	0.145
FY08	(0.132)	0.055	0.171
AVE	(0.046)	0.031	0.152

FY04	0.062	0.651	3.483
FY05	0.058	1.552	3.604
FY06	0.094	1.688	4.316
FY07	0.166	0.741	6.052
FY08	0.144	0.380	10.139
AVE	0.105	1.002	5.519

FY04	(0.007)	0.093	0.271
FY05	0.019	0.062	0.172
FY06	0.040	0.109	0.283
FY07	0.008	0.168	0.278
FY08	0.039	0.119	0.296
AVE	0.020	0.110	0.260

COMPOSITE FINANCIAL INDEX

measures overall financial well-being and is based on the four core ratio values determined above

100% 9.13

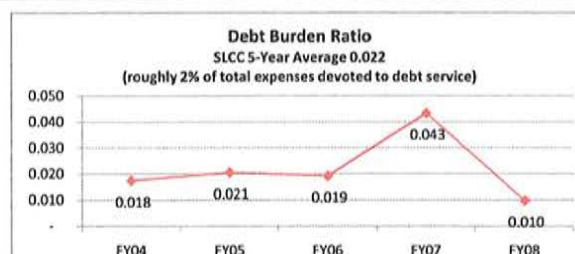
1 = financial weakness
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- Note
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 - 2 strength factor takes the core ratio and divides it by the relevant value (calculation)
 - 3 weight factor assigns the relative importance of the core ratios to one another (from book pg 99)
 - 4 total score takes the strength factor and multiplies it by the weight factor (calculation)

Debt Burden

measures debt affordability - used to compare the level of current debt service with the institution's total expenditures

FY04	0.018
FY05	0.021
FY06	0.019
FY07	0.043
FY08	0.010



Peer Financial Ratios			
See summary page for list of Peers used			
	LOW	MEDIAN	HIGH
FY04	0.011	0.067	0.157
FY05	0.007	0.045	0.117
FY06	0.008	0.056	0.112
FY07	0.007	0.052	0.109
FY08	0.012	0.072	0.098
AVE	0.009	0.058	0.119

Summary List of Regent Approved Peer Institutions used for Comparision

University of Utah

University of Virginia
University of New Mexico
University of Iowa
University of Washington
University of N. Carolina-Chapel Hill
University of Cincinnati

Utah State University

Iowa State University
University of New Mexico
North Carolina State University

Weber State University

Western Washington University
University of Northern Iowa
University of North Florida
Boise State University

Southern Utah University

Youngtown State University
Western Carolina University
University of Northern Iowa

Snow College

Arizona Western College
College of Eastern Utah
Coshise College
San Juan College
Yavapai College

Dixie State College of Utah

Central Washington University
Fort Lewis College
Humboldt State University
Macon State College
Mesa State College
Missouri Western State University
University of Arkansas- Fort Smith
Wester Washington University

College of Eastern Utah

Arizona Western College
Coshise College
San Juan College
Yavapai College
Snow College

Utah Valley University

Boise State University
University of Houston-Downtown
Fairmont State University
Mesa State University
Metropolitan State College of Denver
Weber State University

Salt Lake Community College

Austin Community College
Brodward Community College
Pima Community College
Portland Community College
Johnson Community College
Palomar Community College

May 20, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A Sederburg

SUBJECT: USHE – Proposed Presidential Salaries for 2009-2010


It has been the practice of the Board of Regents to approve salary increases for Presidents and the Commissioner at the May/June Board meeting. Often these increases reflect the standard percentage of increase funded by the Legislature for faculty and staff. On this occasion, due to an economic climate that has required substantial cuts to operations and staffing levels at the USHE institutions and in the Commissioner's Office, and due to the fact that few institutional employees will be receiving salary increases, it would seem prudent to keep leadership salaries at their current level. Further salary reviews to determine equity may be necessary in order to respond to a competitive market in a manner that maintains presidential salaries at competitive levels.

When that opportunity again is present, the Board of Regents will utilize several criteria in setting salary levels for institutional Presidents and the Commissioner:

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

Commissioner's Recommendation

This is an informational item only, no action is needed.


William A. Sederburg
Commissioner of Higher Education

WAS/GLS

May 20, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: USHE – Capital Improvement Funding Update

Background

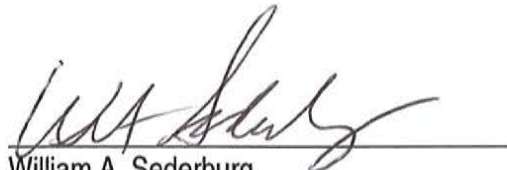
A key element in the USHE's maintenance of existing institutional facilities is annual Capital Improvement funding, appropriated by the Legislature and allocated by the Division of Facilities Construction and Management (DFCM). Capital Improvement projects include those facilities and infrastructure projects that cost less than \$2.5M. Each state agency, college and university works in collaboration with DFCM to identify and prioritize its capital improvement needs.

Issue

Attached is the current year's recommendation by DFCM as it was presented to and approved by the State Building Board on April 8, 2009. Please note that this year's funding level as approved by the Legislature is substantially less than it has been in prior years. Typically, statute requires an appropriation of between 0.9% and 1.1% of the replacement cost of existing state facilities be provided for capital improvements; however, in the current economic climate, that figure has been lowered for FY09 and FY10. The FY10 funding level shown represents a 0.7% funding level. The Legislature did allow for the return of previous years' appropriations percentages starting in FY11.

Commissioner's Recommendation

This is an information item.


William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachment

Capital Improvement Summary for FY2006-FY2010

Institution or Agency	FY2006			FY2007			FY2008			FY2009			FY2010			Five Year Totals		
	Amount	% of Total	% of USHE	Amount	% of Total	% of USHE	Amount	% of Total	% of USHE	Amount	% of Total	% of USHE	Amount	% of Total	% of USHE	Amount	% of Total	% of USHE
UofU	\$ 9,406,000	18%	30%	\$ 11,638,800	19%	32%	\$ 13,035,400	19%	32%	\$ 16,679,405	22%	36%	\$ 8,288,000	23%	38%	\$ 59,047,605	20%	33%
USU	5,265,000	10%	17%	6,432,800	11%	18%	7,328,500	11%	18%	8,400,799	11%	18%	4,000,000	11%	18%	31,427,099	11%	18%
WSU	3,394,200	7%	11%	3,795,700	6%	10%	4,152,800	6%	10%	4,246,222	6%	9%	1,958,500	5%	9%	17,547,422	6%	10%
SUU	1,857,800	4%	6%	2,525,100	4%	7%	2,510,400	4%	6%	2,428,595	3%	5%	1,199,400	3%	5%	10,521,295	4%	6%
SNOW	1,945,000	4%	6%	1,847,500	3%	5%	1,793,300	3%	4%	1,680,160	2%	4%	781,700	2%	4%	8,047,660	3%	5%
DSC	1,477,800	3%	5%	1,290,100	2%	4%	1,779,600	3%	4%	2,497,328	3%	5%	600,400	2%	3%	7,595,228	3%	4%
CEU	1,743,900	3%	6%	1,024,600	2%	3%	974,300	1%	2%	992,822	1%	2%	420,000	1%	2%	5,155,622	2%	3%
UVU	2,787,600	5%	9%	2,682,800	4%	7%	3,279,000	5%	8%	2,932,643	4%	6%	1,526,300	4%	7%	13,208,343	5%	7%
SLCC	2,460,600	5%	8%	3,588,900	6%	10%	3,848,000	6%	9%	3,703,989	5%	8%	1,733,200	5%	8%	15,334,689	5%	9%
UCAT	1,254,500	2%	4%	1,841,200	3%	5%	2,051,800	3%	5%	2,703,530	4%	6%	1,485,000	4%	7%	9,336,030	3%	5%
Total USHE	\$ 31,542,400	61%	100%	\$ 36,667,500	61%	100%	\$ 40,753,100	60%	100%	\$ 46,265,493	61%	100%	\$ 21,992,500	60%	100%	\$ 177,220,993	61%	100%
State Agencies	20,170,723	39%		23,932,300	39%		26,659,474	40%		30,105,409	39%		14,422,500	40%		115,290,406	39%	
Subtotal	\$ 51,713,123	100%		\$ 60,599,800	100%		\$ 67,412,574	100%		\$ 76,370,902	100%		\$ 36,415,000	100%		\$ 292,511,399	100%	
Restore FY09 Funds													15,000,000			15,000,000		
Statewide Funding ⁽¹⁾	4,448,477			4,993,500			5,647,326			6,467,200			4,247,500			25,804,003		
Grand Total	\$ 56,161,600			\$ 65,593,300			\$ 73,059,900			\$ 82,838,102			\$ 55,662,500			\$ 333,315,402		
Percent of Existing State Bldgs and Infrastructure ⁽²⁾		1.2%			1.1%			1.1%			0.9%			0.7%				

SOURCE: DFCM (1) Annually \$4-6M is set aside for emergency projects, emergency roofing, paving, seismic upgrades, etc. (2) FY2001-FY2005 were all 0.9%



Jon M. Huntsman, Jr.
Governor

Utah State Building Board

4110 State Office Building
Salt Lake City, Utah 84114
Phone (801) 538-3018
Fax (801) 538-3267

MEMORANDUM

To: Utah State Building Board
From: David G. Buxton *DSB*
Date: April 8, 2009
Subject: Allocation of FY 2010 Capital Improvement Funds

Recommendation

At the April Board meeting DFCM will discuss recommendations for the allocation of the FY 2010 Capital Improvement Funds. DFCM has reviewed each project requested by state agencies and institutions of higher education and determined the highest priority needs across the state. DFCM suggests that an opportunity be provided for agencies and institutions to comment on the proposed allocations. At the conclusion of the discussion, the Board should take action to approve the allocation of capital improvement funds.

Background

DFCM's recommendations for the allocation of capital improvement funds were developed under the process approved by the Board. The total cost of all requests received this year totaled over \$161 million. Funding from the Legislature totaled \$55.6 million. Narrowing the list of projects to identify the highest priority needs represents a significant undertaking by DFCM staff. In developing its recommendations, DFCM placed the greatest priority on issues raised in facility condition assessments and on critical repairs to HVAC, structural, electrical, and infrastructure. Repairs and upgrades addressing life safety issues were given the highest priority.

Several documents will also be distributed at the meeting to explain and support DFCM's recommendations. The first document entitled Summary of Replacement Costs of Facilities vs Share of FY 2010 Capital Improvement Funding shows how the recommended funding is allocated among state agencies and institutions of higher education compared to the share of the facility replacement cost that each classification generates. The second document entitled Summary of Capital Improvement Funding FY 2006 – FY 2010 provides a five-year overview of the allocation of capital improvement funding to each agency and institution. The third document entitled FY 2010 Capital Improvement Projects shows DFCM's recommendations for this year's allocation of improvement funds. The fourth document is the FY 2009 Capital Improvement Budget cuts to be restored as part of the FY 2010 Capital Improvement funding approval.

At the Board meeting DFCM will hand out a document entitled FY 2009 Capital Improvement Project Status Report. This performance report documents the percentage of projects completed

or under construction that were approved by the Board last year. This report measures DFCM's annual performance in completing the projects within the year.

DGB:KFB:sle

Attachments

Division of Facilities Construction and Management
Summary of Replacement Costs of Facilities Versus
Share of FY 2010 Capital Improvement Funding

Agency/Institution	FY 2004 Funding	Percent FY 2004 Funding	Percent Replacement Cost
Total Higher Education	\$ 21,992,500	60.4%	63%
Total State Agencies	\$ 14,422,500	39.6%	37%
Subtotal	\$ 36,415,000	100%	100%
Statewide Funding Issues	\$ 4,247,500		
Grand Total	\$ 40,662,500		

Summary of Capital Improvement Funding FY2006 - FY2010

Agency	FY2006	%	FY2007	%	FY2008	%	FY2009	%	FY2010	%	Total	%
Higher Education												
College of Eastern Utah	\$ 1,743,900	3%	\$ 1,024,600	2%	\$ 974,300	1%	\$ 992,822	1%	\$ 420,000	1%	\$ 5,155,622	2%
Dixie College	\$ 1,427,800	3%	\$ 1,290,100	2%	\$ 1,779,600	3%	\$ 2,497,328	3%	\$ 600,400	2%	\$ 7,595,228	3%
Salt Lake Community College	\$ 2,460,600	5%	\$ 3,588,900	6%	\$ 3,848,000	6%	\$ 3,703,989	5%	\$ 1,733,200	5%	\$ 15,334,689	5%
Snow College	\$ 1,945,000	4%	\$ 1,847,500	3%	\$ 1,793,300	3%	\$ 1,680,160	2%	\$ 781,700	2%	\$ 8,047,660	3%
Southern Utah University	\$ 1,857,800	4%	\$ 2,525,100	4%	\$ 2,510,400	4%	\$ 2,428,595	3%	\$ 1,199,400	3%	\$ 10,521,295	4%
University of Utah	\$ 9,406,000	18%	\$ 11,638,800	19%	\$ 13,035,400	19%	\$ 16,679,405	22%	\$ 8,288,000	23%	\$ 59,047,605	20%
Utah State University	\$ 5,265,000	10%	\$ 6,432,800	11%	\$ 7,328,500	11%	\$ 8,400,799	11%	\$ 4,000,000	11%	\$ 31,427,099	11%
Utah Valley State College	\$ 2,787,600	5%	\$ 2,682,800	4%	\$ 3,279,000	5%	\$ 2,932,643	4%	\$ 1,526,300	4%	\$ 13,208,343	5%
Weber State University	\$ 3,394,200	7%	\$ 3,795,700	6%	\$ 4,152,800	6%	\$ 4,246,222	6%	\$ 1,958,500	5%	\$ 17,547,422	6%
UCAT	\$ 1,254,500	2%	\$ 1,841,200	3%	\$ 2,051,800	3%	\$ 2,703,530	4%	\$ 1,485,000	4%	\$ 9,336,030	3%
Total Higher Education	\$ 31,542,400	61%	\$ 36,667,500	61%	\$ 40,753,100	60%	\$ 46,265,491	61%	\$ 21,992,500	60%	\$ 177,220,991	61%
State Agencies												
Agriculture	\$ 450,000	1%	\$ 146,600	0%	\$ -	0%	\$ 76,371	0%	\$ 27,900	0%	\$ 700,871	0%
Alcoholic Beverage Control	\$ 434,400	1%	\$ 383,600	1%	\$ 346,100	1%	\$ 305,484	0%	\$ 284,200	1%	\$ 1,753,784	1%
Capital Preservation Board	\$ 1,472,300	3%	\$ 1,538,500	3%	\$ 1,694,500	3%	\$ 1,756,531	2%	\$ 1,317,600	4%	\$ 7,779,431	3%
Community & Economic Dvlp.	\$ 125,000	0%	\$ 485,600	1%	\$ 250,000	0%	\$ 404,766	1%	\$ 328,200	1%	\$ 1,593,566	1%
Corrections	\$ 3,693,723	7%	\$ 3,327,900	5%	\$ 4,041,800	6%	\$ 4,154,577	5%	\$ 1,994,400	5%	\$ 17,212,400	6%
Courts	\$ 1,875,200	4%	\$ 2,120,000	3%	\$ 2,093,900	3%	\$ 3,016,651	4%	\$ 1,806,800	5%	\$ 10,912,551	4%
DFCM	\$ 1,990,400	4%	\$ 3,111,500	5%	\$ 4,510,100	7%	\$ 3,459,602	5%	\$ 1,423,200	4%	\$ 14,494,802	5%
Environmental Quality	\$ 313,600	1%	\$ 318,000	1%	\$ -	0%	\$ 129,831	0%	\$ 1,000,000	3%	\$ 1,761,431	1%
Fairpark	\$ 304,000	1%	\$ 515,200	1%	\$ 607,400	1%	\$ 504,048	1%	\$ 183,200	1%	\$ 2,113,848	1%
Health	\$ 466,300	1%	\$ 743,800	1%	\$ 250,100	0%	\$ 801,894	1%	\$ 303,000	1%	\$ 2,565,094	1%
Human Services	\$ 2,600,800	5%	\$ 3,050,000	5%	\$ 3,067,200	5%	\$ 3,795,634	5%	\$ 1,574,200	4%	\$ 14,087,834	5%
National Guard	\$ 1,060,500	2%	\$ 1,503,800	2%	\$ 1,254,000	2%	\$ 2,993,739	4%	\$ 720,000	2%	\$ 7,532,039	3%
Natural Resources	\$ 3,210,400	6%	\$ 3,415,000	6%	\$ 4,493,300	7%	\$ 4,780,818	6%	\$ 1,265,000	3%	\$ 17,164,518	6%
Public Ed/Rehab/Deaf & Blind	\$ 87,700	0%	\$ 188,400	0%	\$ 600,000	1%	\$ 572,782	1%	\$ 310,200	1%	\$ 1,759,082	1%
Public Safety	\$ 382,500	1%	\$ 119,500	0%	\$ 667,400	1%	\$ 313,121	0%	\$ 172,300	0%	\$ 1,654,821	1%
Tax Commission	\$ 86,000	0%	\$ 199,200	0%	\$ 126,500	0%	\$ 259,661	0%	\$ 112,500	0%	\$ 783,861	0%
Transportation	\$ 1,072,000	2%	\$ 1,855,800	3%	\$ 1,760,400	3%	\$ 1,939,821	3%	\$ 1,120,000	3%	\$ 7,748,021	3%
Veterans Affairs	\$ 545,900	1%	\$ 909,900	2%	\$ 236,374	0%	\$ 206,201	0%	\$ 180,000	0%	\$ 622,575	0%
Workforces Services	\$ 20,170,723	39%	\$ 23,932,300	39%	\$ 26,659,474	40%	\$ 30,105,409	39%	\$ 14,422,500	40%	\$ 115,290,406	39%
Total State Agencies	\$ 51,713,123	100%	\$ 60,599,800	100%	\$ 67,412,574	100%	\$ 76,370,900	100%	\$ 36,415,000	100%	\$ 292,511,397	100%
Subtotal	\$ 51,713,123	100%	\$ 60,599,800	100%	\$ 67,412,574	100%	\$ 76,370,900	100%	\$ 36,415,000	100%	\$ 292,511,397	100%
Restore FY2009 Funds	\$ 4,448,477		\$ 4,993,500		\$ 5,647,326		\$ 6,467,200		\$ 15,000,000		\$ 25,804,003	
Statewide Funding	\$ 56,161,600		\$ 65,593,300		\$ 73,059,900		\$ 82,838,100		\$ 55,662,500		\$ 333,315,400	
Grand Total												

FY 2009 Capital Improvements Cuts

FY 2010 Restoration

March 23, 2009

Project		Amount
Number	Agency/Institution	Restored
08043610	CEU Roofing: CEU Price Campus Arts and Events Center	\$ 130,000
08070670	South City Campus: Window Replacement	\$ 1,000,000
07159700	Snow Ephraim Campus: Fire Alarm System Upgrade Phase II	\$ 1,300,000
08111730	SUU Steam Tunnel Ventilation	\$ 220,000
08114730	SUU Heat Plant: Condensate Tank Relocation	\$ 220,000
	University of Utah Delegated Projects (Projects TBD)	\$ 3,013,500
	Utah State University Delegated Projects (Projects TBD)	\$ 1,656,700
07049810	WSU Heating Plant: Boiler Replacement	\$ 1,180,000
08174810	Paving: Parking Lot A-2 Expansion & Reconfiguration	\$ 380,000
08083220	Davis ATC: Campus Security Upgrade	\$ 190,000
08051240	Ogden/Weber ATC: Childrens South Electrical Upgrades	\$ 244,000
08042030	ABC Roofing: Store #27 (MOAB): Replace Roof	\$ 83,100
08179030	ABC Store 11 (Magna): Dumpster Enclosure/Repair Dock Concrete/Add Awning	\$ 75,000
08235050	CPB White Chapel: Replace Exterior Front Window with Historic Glass/Front Doors	\$ 54,460
08237050	CPB DUP Museum: Concrete Replacement/Steps/Handicap Ramp/Hand Rails	\$ 108,000
08239050	CPB State Office Building: Replacement Cement East of the Auditorium	\$ 138,740
08182100	Draper Prison: Admin/Maintenance Bldg HVAC System	\$ 150,000
08065150	Courts Provo District Court: ADA Accessible Courtroom	\$ 310,000
08192310	DEQ Building #2: Replace Fiber Board Duct Work	\$ 128,600
08082390	Health Cannon Building: Replace Emergency Generator	\$ 360,000
08194410	DHS/USDC: Boiler Replacement and Building Repairs	\$ 2,000,000
08202470	Nat Guard Paving: Draper Headquarters Slurry Seal South Parking Lot	\$ 100,000
08201470	Nat Guard Paving: Tooele Armory Southeast Parking Lot	\$ 140,000
08085510	DNR/Parks: BOR Match Starvation State Park	\$ 1,000,000
08210310	Tax Comm. Bldg. Exterior Stucco Repair and Pressure Washing	\$ 28,000
08213900	DOT Paving: Cal Rampton Building: Construct New So. Parking Lot	\$ 300,000
08071920	DWS Provo North Office: Landscaping and Drainage Issues	\$ 225,000
08090300	Roofing Emergency Program	\$ 164,900
08091300	Roofing Seismic Program	\$ 100,000
TOTAL		\$ 15,000,000

FY 2010 Capital Improvement Recommendations

3/31/2009

	Estimate	Agency Totals
College of Eastern Utah		
Price: HVAC Commissioning - Career Center/Leavitt Student Ctr	200,000	
Price Campus: Irrigation System, ADA Compliance & Parking, and Signage		
Blanding Campus: Technology Center		
Price Campus: Industrial Park Building Plant Adoption and Code Compliance		
Roofing: Music Building/Steam line repair		
Paving: Price Campus - Phase I Various Asphalt Reconstruction Improvements	90,000	
Paving: Blanding Campus - Various Asphalt Parking Lot Repair/Reconstruction Im	80,000	
Blanding Admin Building	50,000	
		420,000
Dixie State College		
Paving: Tanner Amphitheater Road (Reimbursement to DFCM Emergency Fund)	151,000	
Dixie State College, North Plaza: Photo Lab Relocation.	96,700	
Burns Arena Elevator Modernization	51,300	
Bell Tennis Courts Resurfacing		
Roofing: North Instructional Building		
Roofing: Cox Gymnasium		
Roofing: Browning Learning Center Re-roof	210,400	
Paving: General Campus parking lot maintenance.	91,000	
Haz Mat: Nisson Towers		
		600,400
Salt Lake Community College		
RRC - Irrigation System Upgrade Including Design Fees	585,000	
RRC - Replace Solair Compressors At, Atc, Ct	95,300	
RRC - Replace Incoming Water Supply To Heat Plant	23,400	
RRC- Itstall Vfd'S Supply Fans Tb		
RRC- Replace York Chiller Tb		
RRC - Rebuild Failing Pipe Hangers In Tunnels		
RRC- Carpenter Shop		
SCC - Replace Irrigation Supply Line	162,000	
SCC- Replace Cafeteria Ahu		
SCC - Replace Ahu 17 (Lib)		
SCC - Replace 3 Trane Chillers	407,000	
SCC- Replace Grand Theater Seating		
SCC - Repair Main Building Masonry Corners		
Roofing: Day Care Building	148,500	
Roofing: Science & Industries	312,000	
Roofing: Airport Roof		
		1,733,200

Snow College

Emergency Shut Off and Electrical - Richfield	169,200
Retrofit from pneumatic to DDC - Ephraim	524,500
Abatement of Asbestos in Mary Nielson Dormitory - Eph	54,000
Remodel of Business Lab - Richfield	
Chiller Replacement Washburn Building - Richfield	
Parking Lot West Campus (CDL Course)	
Richfield: Arena Power Factoring Project	34,000
Sevier Valley Center Roof Top AC Units - Richfield	
Metal Jackets of Steam and Condensate - Ephraim	
Roofing: Washburn Building	
Roofing: Stadium	
Roofing: Scene shop	
Paving: Ephraim Campus - Maintenance Facility Parking Lot	
Paving: Ephraim Campus - CDL Training Lot West Campus	

781,700

Southern Utah University

Fire Sprinklers Piping and Alarm Systems Upgrade: Student Center, Multi-purpose	227,400
Quichapa Flood Channel: North Boundary of SUU Valley Farm	142,000
Utility Tunnel Entry/Exit Hatchways	108,000
Steam Distribution System Anchoring and Expansion Joint Improvements: Heat Pl	230,000
Asbestos Abatement and Ceiling Tile Reinstall: Electronic Learning Center	
Renovate Space: Electronic Learning Center	151,200
Steam Condensate Line Safety Repairs: Heat Plant	100,800
Tennis Court Rebuild	240,000
Replace Boiler #1: Heat Plant	
Exterior Window Replacement: General Classroom	

1,199,400

University of Utah

Electrical Distribution System Improvements	2,500,000
HTW Lines Replacement - Health Sciences Campus	2,200,000
Health Science Library - Replace Fire Alarm System & Install Sprinkler System -	1,608,000
Campus Wide - Hazardous Materials Abatement	50,000
Replace HVAC Controls in 10 Buildings	450,000
Fletcher Bldg. Fume Hood Upgrade - Additional Funding	180,000
Campus Site Lighting Upgrade	400,000
Huntsman Cancer Institute - Fix Pedestrian Tunnel Water Leak	
Eyring Chemistry HVAC System Upgrades - <i>Design Only</i>	200,000
Miscellaneous, Critical Improvements	400,000
Develop Secondary Water Syster for Landscape Irrigation - <i>Design Only</i>	100,000
Campus wide - Misc Paving repair	50,000
Emergency Generator Replacement and Load Management	
Biology Building - Replace Epoxy Floor in 4 Greenhouses on Roof	
Behavioral Science Plaza Concrete Repairs	
Grounds Storage Closet/Sheds	

Campus Utility Metering System Upgrade	
Campus-wide <i>Study</i> for Installation of Eye Wash Stations	
Merrill Engineering Bldg Comprehensive Condition Assessment	
Landscape and Irrigation Improvements for Water Conservation	
South Biology and Skagg's Biology HVAC System Upgrades - <i>Study Only</i>	
School of Medicine Exterior Stair Repair and Hlth. Sciences Library Loading	
Eccles Genetics RO System Replacement	
Student Services Bldg. Exterior Repairs	
Social & Behavioral Sciences Building - Replace 3 Elevators	
Refrigerant Sensor Installation	
Student Services Building - HVAC Improvements	
Milton Bennion Hall - Replace Fire Alarm & Sprinkler Systems	
MREB & Wintrobe Buildings ADA Study	
Exterior Wayfinding Monuments	
Pioneer Memorial Theatre Balcony - Code & Safety Improvements	
Orson Spencer Hall - Replace All Steam & Hot Water Piping	
Merrill Engineering - Emergency Generator for Fume Hood Exhaust System	
Fieldhouse - Replace fire alarm & sprinkler systems	
Eying Chemistry Bldg - Sanitary Sewer Upgrade & Replacement	
Replace pre-1960 water lines, lower campus - Phase I	
Aline Wilmont Skaggs Biology Research	150,000
South Biology Building	
	8,288,000

Utah State University

Planning and Design Fund	100,000
Campus Wide Health, Life Safety and Code Compliance	100,000
Campus Wide Classroom Upgrades	300,000
HPER office and classroom upgrade	200,000
NFS HVAC Upgrade design	-
Fine Arts Complex Minor Safety Repairs	350,000
Ray B. West Window Replacement	800,000
Building Re-commissioning	250,000
Merril Library Exterior Shades Phase I	-
Campus Wide Medium Voltage Upgrades	650,000
Campus Wide Concrete Replacement	
BNR Fire Protection Upgrade - Phase II	
Eng. Lab Fire Protection Upgrade - Phase II	
Campus Wide Bike Racks	50,000
1200 East Landscape Improvements	
Business M.C.C and E-panel.	100,000
NFS / Campus Steam Line Replacement	500,000
Campus Wide Access Control	
Miscellaneous, Critical Improvements	400,000
Chilled Water Storage Tank	
Roofing: Bio Tech	200,000
Roofing: Fine Arts	
	4,000,000

Utah Valley University

Repair of 2 stairways in Courtyard	181,700
Building electrical metering	126,400
Design and evaluation of Electrical infrastructure	51,000
Geneva Building Roof	240,000
Browning Administration Basement Skylights - (SE Side)	330,600
Wolverine Services Center Roof	277,800
Replace Water Line in Heat Plant Road	
Sparks Automotive Building - Replace Window Panels	
Liberal Arts Building Lighting	32,000
Vault Water Alarms	19,500
Browning Administration Fan Coil Units	
MATC Supply Fan	
Gunther Technology 6th Floor Entrance Stairs and Flat Work	
Geneva	
Fire Science Academy Roof Repair (project on hold)	
Paving: Heat Plant Road Reconstruction/Waterline Repair	195,300
Paving: Main Campus Roadway Repairs and Slury	72,000

1,526,300

Weber State University

Stadium Light Tower Replacement	414,600
Lind Lecture Hall – Replace Fixed Seating	560,300
F M Building : Paint Shop Heating Unit Replacement	36,400
Paving: A-2 Additional Funds Required	182,000
Paving: Training & Learning Center	
Paving: Campus Services Cooling Tower Access Road	
Paving: Miscellaneous Pothole Repairs	
Browning Center: Galvanized Pipe Replacement & Plumbing Fixture Upgrades	
East Campus Irrigation System Upgrades	
Covered Storage at Old Greenhouse Site:	
Dee Events Center Site Improvements	
High Voltage Distribution System Upgrade Study	
Miller Administration Building South Stairway Replacement	
North-West Campus Concrete & Handrail Replacement	
Stromberg Athletic Office Breezeway Enclosure	
Information booth Safety Replacement	150,000
Building Fresh Air System Upgrades	66,200
Roofing: Library roof	504,000
Paving: Chiller access Road	
Paving: Miscellaneous Pothole Repairs/Crack Seal	45,000

1,958,500

UCAT

BATC: Main Campus Remodel of Student Services	
BATC: Northeast Parking Lot Bus Access	70,000
DATC: Composite Remodel	300,000
DATC: Loop Road Repair & Slurry Seal	

DAIC: Solar Collector	
MAIC: Remodel Lab for Composites Program	35,000
O/W AIC: Information Technology Electrical and HVAC Upgrade	330,000
O/W AIC: Main, Roy and BDO Campuses: Security Camera Network System,	
UBAIC: Vernal Campus Underpass	750,000
UBAIC: Replacement of Heating & Cooling System-CDL Building	
UBAIC: Paving Parking Lot I Roosevelt Campus *** Reduced	
	1,485,000
Agriculture	
01648 Exhaust fume hood upgrades	
Roofing: Agriculture Outbuilding	27,900
	27,900
Alcoholic Beverage Control	
ABC #35 Wine Store 06290 Replace roof top unit	54,000
ABC #34 Sidewinder 01903 Extend loading dock	97,200
ABC #28 06287 Install fire alarm system/Replace panels, outlets, and switches	29,500
ABC #14 03902 Install fire alarm system/Replace electrical systems	23,600
ABC #20 06286 Install fire alarm system/Replace panels, outlets, and switches	25,900
ABC Store #27 (Moab) 03069 Install dock lift	54,000
ABC Store 07 (Price) 3891 Replace aging floor finishes	
ABC Store 35 (Downtown SLC) 6290 Replace rooftop package HVAC units	
Paving: Parking Lot Repairs Stores #1, #4, #10, #16	
	284,200
Capitol Preservation Board	
Central Plant Replace The Existing 350 Ton Chillers With A 600 Ton Chiller	198,000
Central Plant Install Plate Heat Exchanger/Pumps	225,000
DUP: Electrical/Lighting/Skylight/Displays/Paint/Sidewalks & Ramp/Asbestos	372,600
Misc Critical Repairs And Improvements On Capitol Hill	225,000
State Office Building Replace Building Controls	250,200
State Office Building Install Fire Dampers	46,800
State Office Building Refurbish East Staircase Area	
State Office Building Window Glazing/Sealing	
	1,317,600
Community and Culture	
STATE LIBRARY Replace DX chiller system (SEE C.Wessman)	260,000
RIO GRANDE DEPOT VAV Upgrades	68,200
	328,200
Corrections	
NUCCC Fire Escape Stairs & Shower Replacement	350,000
Olympus Cell Front Replacement	54,800
Fremont Security Holding Cell	72,800
Oquirrh V Renovation	438,000
CUCF Lightning Protection Expansion	157,000

Timpanogos III Security Upgrade	30,500	
CUCF Boiler Controls, ATC Upgrades, and Electrical Upgrades	230,000	
Centers Fire Sprinkler- Restroom Repairs	81,800	
Draper Boiler Control Upgrades	92,200	
CUCF iNET Access Control Migration		
Uinta V Section Door Cuff Port Upgrade	9,800	
CUCF Tower III Improvements		
Orange St. CCC Grease Trap Replacement		
NUCCC Sidewalk & Parking Expansion		
SLC Centers Concrete Parking Lot Repairs		
Draper Kennel Repairs & Expansion		
Wasatch Tunnel Repairs		
Fremont CCC HVAC Replacement		
SLC Centers Water Heater Boosters	21,200	
SLC Centers Kitchen Equipment Replacements		
Roofing: Wasatch A-D Blocks Draper	307,800	
Roofing: UCI roofing Office		
Paving: Draper Prison Enforcement Parking Paving Impr	148,500	
		1,994,400

Courts

Matheson Courts: Replace/Upgrade Intercom System Known As Black Creek	270,000	
Davis County Courts: Hvac Air/Water Balance And Repairs	354,500	
Richfield Courts: Add Insulation To Roof -145,000		
Matheson Courts: Replace Variable Frequency Drives/Pipe Mounted Hvac Pumps	145,800	
Courts 3rd District Juv Court: Upgrade Interior Lighting	35,500	
Ogden Court Replace Cooling Tower	93,400	
West Valley Juvenile Probation: Ada Ramp Reconstruction	81,000	
Vernal 8th District Judge'S Entry/Card Reader To Employee Gate/Security		
Richfield Courts: Cement Replacement And Judge Parking Cover	270,000	
Tooele Courts: Awning Over Rear Entry/Storage Facility For Maintenance	45,400	
Var Crts Facilities Security Syst Upgrad	321,000	
Provo Courts: Courtroom Improvements		
Cedar City Courts Parking Lot Crack Seal And Striping	70,700	
Matheson Courts: Repair Concrete Settling/Replace Tile	97,200	
Tooele Courts: Expand Security Matrix Switch And Monitors		
Brigham City Courts: Replace Water Heaters	21,800	
		1,806,300

DFCM

Rampton Complex: Daycare Facility	-	
Rampton Complex: Upgrades to Landscaping	36,000	
POST Building Renovation	-	
Moab Regional Center Carpet	81,300	
Cedar City Regional Center Sidewalks	100,400	
DHS-DWS Carpet replacement	200,000	
Rampton: Control upgrade and supplemental cooling atrium		
Blanding Government Svcs Center Parking Lot Paving And Concrete		

Ogden Regional Center Upgrade Elevator Device And Controls	1,005,500	
Brigham City Mall Interior Lighting Upgrade		
Governor'S Mansion Reinforce And Shore Up Basement Wall		1,423,200
Environmental Quality		
1950 West DEQ Building: Build Out of Shelled Space	1,000,000	1,000,000
FairPark		
Upgrade fire system in Promontory Hall	-	
Upgrade fire system in Show Ring	13,500	
Administrative bldg Fire Alarm	27,000	
Upgrade fire system in Horse Barn	20,700	
New HVAC Controls in Grand Building	35,000	
Upgrade Fire Alarm Bonneville	27,000	
Roofing: Bonneville		
Paving: Midway Paving Project	60,000	
Paving: Midway Paving Project II		183,200
Health		
CANNON HEALTH Correct East AHU Fan airflow restrictions	274,200	
CHILDRENS HEALTH CLINIC Remove rust and paint rails and building infills	28,800	
CANNON HEALTH Replace unions in hot water distribution piping		
Paving: Childrens center seal parking lot		
Paving: Childrens Clinic Parking Lot Repairs		303,000
Human Services		
DJJS: Genesis Youth Facility Asbestos Abatement/Repairs (Reimburse DFCM)	99,000	
DJJS Asbestos Removal:Decker Lake YC, Mill Creek YC, Lightning Peak	129,600	
USDC Comp Ther	546,900	
Eccles		
USH Forensic Locks		
Split Mountain Control System Upgrade	37,800	
DJJS South West Utah Youth Center Fire Panel	89,500	
USDC Admin Gen		
Seasonal Equip Storage		
JJS Millcreek HVAC Controls		
USDC HVAC Controls		
Vernal DSPD Remodel		
USH Admin HVAC replacement		
JJS Salt Lake Valley HVAC Controls		
Roofing: Wasatch Youth corrections		
Paving: Government Services Bldg. Blanding - Parking Lot Repairs	311,400	
Paving: State Hospital Parking Lot Repairs	249,300	
Paving: Ogden Observation and Assessment Parking Lot Repairs	110,700	

National Guard

Armory Upgrades Statewide	720,000	
American Fork Armory: Electrical, Fire Alarm, Parking Lot, Restrooms, Roof,		
Price Armory: Various upgrades and Improvements		
Paving: Beaver West Compound Paving Improvements		
Paving: Mt Pleasant Armory Paving improvements		720,000

Natural Resources

Admin Building HVAC	1,000,000	
Paving: Administrative Office Parking Lot Phase II		

Parks & Recreation

BOR Matching funds for Starvation		
Camp Floyd State Park Restroom Replacement		
Huntington State Park Entrance Station/Office Replacement		
Roofing: Iron Mission State Park	30,000	

Wildlife Resources

Hardware Ranch - Repairs	55,000	
Paving: Kamas Fish Hatchery		
Paving: Mammoth Creek Hatchery		
Paving: Glenwood Hatchery		
Paving: Egan Hatchery		
Paving: Mantua Hatchery		
Paving: Springville Hatchery/CRO		
Paving: Wildlife Resources Various Fish Hatchery Paving Impr.	180,000	
Paving: Wildlife Resources Lee Kay Center Paving Impr.		
Paving: State Lands & Forestry Office Draper		1,265,000

Office of Education

TAYLORSVILLE DEAF CENTER 08060 Install fire sprinkler system	310,200	
Paving: Buffmire Bldg. Parking lot/slurry		

310,200

Public Safety

BCI/SBI/DL/Highway Safety/MIS Building 3888 W 5400 S SLC	172,300	
Officers Driver Training Facility Track Expansion		

172,300

Tax Commission

TAX COMMISSION Replace failing UPS System / Increase to 250 KVA		
Paving: East Parking Lot Repairs/Slurry	112,500	

112,500

UDOT

Replace Scofield Substation	920,000	
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Replace Steam Lines Price District Headquarters	200,000	
New Detention Basin Regrade Site Colton Maintenance Station		
Paving: Rampton Complex/UDOT Maintenance Facility Lot		1,120,000

Veterans Affairs

Veterans Cemetery Paving Improvements*** /talk to Brent	180,000	
		180,000

Workforce Services

South County DWS Controls	98,000	
DWS Cedar City Replace Parking Lot		
DWS Admin Relocate piping/pumps/relocate phone equipment	147,500	
DWS Ogden South: Study and upgrade electrical systems to meet current demand	76,800	
		322,300

FY 2010 Capital Improvements Projects		36,437,000
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Statewide Programs

Capital Improvement Project Management and Audits	2,000,000	
Facility Condition Assessment Program	350,000	
Hazardous Materials Survey & Assessment Program	325,000	
Hazardous Materials Emergency Abatement	300,000	
Roofing Preventative Maintenance	-	
Roofing Emergency Program	-	
Roofing Seismic Program	-	
Paving Preventative Maintenance	200,000	
Paving UCI	150,000	
Emergency Fund	600,000	
Planning & Design Fund	150,000	
Land Option Fund	150,000	

Total Statewide Projects Funds		4,225,000
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Restoration of FY 2009 Capital Improvement Projects		15,000,000
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FY 2010 Capital Improvement Allocation		55,662,000
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May 20, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Update on Institutional Health Plan Changes for 2009-10

Issue

Regents have requested an annual report on USHE health and dental plans.

Background

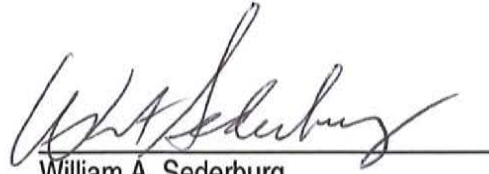
In 2003, Regents requested an extensive study reviewing the management of institutional health and dental plans and directed USHE institutions to develop health insurance plans equivalent in relative benefit richness to the state employee health plan. An independent third party was engaged to complete a comprehensive review of the USHE health plans, and results of this study were presented to the Regents at the time the study was completed.

In the summer of 2005, USHE staff again hired an independent third party and conducted a second study to track the effectiveness of USHE institutions in managing their respective health plans in relation to equivalent benefit richness to the state employee health plan. Both studies illustrated how institutions had effectively adjusted benefits and coverage in their health plans to meet the Regent directive established in 2003. Regents at that time were satisfied that institutions had met the goal established in 2003 and asked that an annual report be submitted outlining changes to health and dental plans.

Attachment 1 contains four tables that summarize the health and dental plans for each USHE institution. Table 1 displays historical percentage increases for health benefits. Table 2 identifies 2009-10 cost and coverage provisions for health benefits. Table three describes the 2009-10 plan changes. Table four presents the cost data for each institution's 2009-10 dental plan.

Commissioner's Recommendation

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

A handwritten signature in black ink, appearing to read 'W.A. Sederburg', written over a horizontal line.

William A. Sederburg
Commissioner for Higher Education

WAS/GLS/PCM
Attachments

Table 1
SUMMARY OF USHE HEALTH INSURANCE INCREASES
SINCE 2000-2001

	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Average ⁽¹⁾
UU	14.0%	35.0%	12.4%	9.5%	10.1%	15.0%	7.8%	9.8%	7.0%	1.3%	12.2%
USU ⁽²⁾	8.2%	13.3%	13.9%	7.0%	5.5%	11.8%	8.2%	10.9%	0.5%	1.0%	8.0%
WSU ^{(3) (4)}	9.1%	0.0%	13.1%	12.0%	14.4%	13.2%	10.0%	8.7%	5.6%	17.0%	10.3%
SUU	12.5%	6.0%	2.0%	8.0%	5.5%	5.1%	6.4%	5.9%	5.1%	1.7%	5.8%
Snow	17.0%	14.0%	11.0%	6.4%	11.5%	5.7%	7.2%	10.3%	0.0%	0.0%	8.3%
DSC	15.0%	11.5%	7.5%	-8.3%	17.0%	14.0%	7.2%	10.3%	0.0%	0.0%	7.4%
CEU	15.0%	8.4%	13.0%	6.2%	11.5%	-6.6%	7.2%	10.3%	0.0%	0.0%	6.5%
UVU	23.0%	13.3%	1.4%	10.6%	9.7%	10.8%	6.4%	9.3%	0.0%	0.5%	8.5%
SLCC	8.2%	11.0%	10.5%	18.7%	6.1%	11.8%	5.4%	10.0%	6.5%	1.7%	9.0%
Average ⁽¹⁾	13.6%	12.5%	9.4%	7.8%	10.1%	9.0%	7.3%	9.5%	2.7%	2.6%	8.5%

Notes:

(1) Simple averages

(2) USU 2009-10 Plan Increase is an average of the three plans changes (0%, 0% and 3%)

(3) WSU 2009-10 Plan Increase is an average of the two plans changes (14.33% and 19.6%)

(4) Beginning 2005-06, WSU increase is an average between 2 plans

Table 2
USHE Health Insurance Plans
2009-10

Insurance Provider	Blue Cross Blue Shield (BCBS)			Utah Value Care (BCBS)			University of Utah Health Plan		
	Basic	Comprehensive	Advantage	Basic	Comprehensive	Advantage	Basic	Comprehensive	Advantage
2009-10 Total Premium Increase (Percent)	1.3%	1.3%	1.3%	1.3%	1.3%	1.3%	1.3%	1.3%	1.3%
Annual Premium Cost to Institution									
Single	\$5,048	\$5,048	\$5,048	\$5,048	\$5,048	\$5,048	\$5,048	\$5,048	\$5,048
Employee + 1 dependent	\$8,529	\$8,529	\$8,529	\$8,529	\$8,529	\$8,529	\$8,529	\$8,529	\$8,529
Family	\$11,454	\$11,454	\$11,454	\$11,454	\$11,454	\$11,454	\$11,454	\$11,454	\$11,454
Annual Premium Cost to Employee									
Single	\$356	\$614	\$756	\$170	\$428	\$570	\$101	\$359	\$501
Employee + 1 dependent	\$601	\$1,037	\$1,277	\$287	\$723	\$963	\$171	\$507	\$647
Family	\$908	\$1,393	\$1,715	\$385	\$971	\$1,293	\$230	\$915	\$1,137
Employee Premium % Share									
Single	6.6%	10.8%	13.0%	6.6%	10.8%	13.0%	6.6%	10.8%	13.0%
Employee + 1 dependent	6.6%	10.8%	13.0%	6.6%	10.8%	13.0%	6.6%	10.8%	13.0%
Family	6.6%	10.8%	13.0%	6.6%	10.8%	13.0%	6.6%	10.8%	13.0%
Key Coverage Provisions									
Yearly Out of Pocket Max									
Individual	Medical: \$2,000 in-net & \$3,000 out-net / R/c \$1,000 UHHC - \$2,154 Non-UHHC	Medical: \$1,500 in-net & \$3,000 out-net / R/c \$1,000 UHHC - \$2,154 Non-UHHC	Medical: \$1,500 in-net & \$3,000 out-net / R/c \$1,000 UHHC - \$2,154 Non-UHHC	Medical: \$2,000 in-net & \$3,000 out-net / R/c \$1,000 UHHC - \$2,154 Non-UHHC	Medical: \$1,500 in-net & \$3,000 out-net / R/c \$1,000 UHHC - \$2,154 Non-UHHC	Medical: \$1,500 in-net & \$3,000 out-net / R/c \$1,000 UHHC - \$2,154 Non-UHHC	Medical: \$2,000 in-net & \$3,000 out-net / R/c \$1,000 UHHC - \$2,154 Non-UHHC	Medical: \$1,500 in-net & \$3,000 out-net / R/c \$1,000 UHHC - \$2,154 Non-UHHC	Medical: \$1,500 in-net & \$3,000 out-net / R/c \$1,000 UHHC - \$2,154 Non-UHHC
Family	Medical: \$6,000 in-net & \$6,000 out-net / R/c \$3,000 UHHC - \$6,462 Non-UHHC	Medical: \$4,500 in-net & \$6,000 out-net / R/c \$3,000 UHHC - \$6,462 Non-UHHC	Medical: \$4,500 in-net & \$6,000 out-net / R/c \$3,000 UHHC - \$6,462 Non-UHHC	Medical: \$6,000 in-net & \$6,000 out-net / R/c \$3,000 UHHC - \$6,462 Non-UHHC	Medical: \$4,500 in-net & \$6,000 out-net / R/c \$3,000 UHHC - \$6,462 Non-UHHC	Medical: \$4,500 in-net & \$6,000 out-net / R/c \$3,000 UHHC - \$6,462 Non-UHHC	Medical: \$6,000 in-net & \$6,000 out-net / R/c \$3,000 UHHC - \$6,462 Non-UHHC	Medical: \$4,500 in-net & \$6,000 out-net / R/c \$3,000 UHHC - \$6,462 Non-UHHC	Medical: \$4,500 in-net & \$6,000 out-net / R/c \$3,000 UHHC - \$6,462 Non-UHHC
Hospitalization (1st day)									
Deductible	\$500 (Overall deductible - not Hospital specific)	\$250 (Overall deductible - not Hospital specific)	\$250 (Overall deductible - not Hospital specific)	\$500 (Overall deductible - not Hospital specific)	\$250 (Overall deductible - not Hospital specific)	\$250 (Overall deductible - not Hospital specific)	\$500 (Overall deductible - not Hospital specific)	\$250 (Overall deductible - not Hospital specific)	\$250 (Overall deductible - not Hospital specific)
Co-pay	30% in-network / 50% out-of-network	20%	10% in-network / 35% out-of-network	30% in-network / 50% out-of-network	20%	10% in-network / 35% out-of-network	30% in-network / 50% out-of-network	20%	10% in-network / 35% out-of-network
Coverage after deductible/co-pay	70% in-network / 65% out-of-network	80%	90% in-network / 65% out-of-network	70% in-network / 50% out-of-network	80%	90% in-network / 65% out-of-network	70% in-network / 50% out-of-network	80%	90% in-network / 65% out-of-network
Emergency Room Deductible	\$500 (Overall deductible - not ER specific)	\$250 (Overall deductible - not ER specific)	\$0	\$500 (Overall deductible - not ER specific)	\$250 (Overall deductible - not ER specific)	\$0	\$500 (Overall deductible - not ER specific)	\$250 (Overall deductible - not ER specific)	\$0
Co-pay	30% in-network / 50% out-of-network	20%	\$75 for Medical Emergency	30% in-network / 50% out-of-network	20%	\$75 for Medical Emergency	30% in-network / 50% out-of-network	20%	\$75 for Medical Emergency
Coverage after deductible/co-pay	70% in-network / 50% out-of-network	80%	100% for Medical Emergency	70% in-network / 50% out-of-network	80%	100% for Medical Emergency	70% in-network / 50% out-of-network	80%	100% for Medical Emergency
Office Visit Co-pay	30% after deductible	20% after deductible	\$20 in-network / 35% after deductible out-of-network	30% after deductible	20% after deductible	\$20 in-network / 35% after deductible out-of-network	30% after deductible	20% after deductible	\$20 in-network / 35% after deductible out-of-network
Prescription Benefits									
Generic	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC
Brand Name - Preferred	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC	20% UHHC Pharmacy / 25% Non-UHHC
Brand Name - Non-Preferred	20% UHHC Pharmacy / 35% Non-UHHC	20% UHHC Pharmacy / 35% Non-UHHC	20% UHHC Pharmacy / 35% Non-UHHC	20% UHHC Pharmacy / 35% Non-UHHC	20% UHHC Pharmacy / 35% Non-UHHC	20% UHHC Pharmacy / 35% Non-UHHC	20% UHHC Pharmacy / 35% Non-UHHC	20% UHHC Pharmacy / 35% Non-UHHC	20% UHHC Pharmacy / 35% Non-UHHC

Table 2
USHE Health Insurance Plans
2009-10

Insurance Provider	USU			WSU		SIU EMA	Snow PEHP State Employee Health Plan		
	Regence BCBS - "White Plan"	Regence BCBS - "Blue Plan"	Utah State University - HDHP Plan BCBS	EMA	Altius		Preferred HDHP	Advantage & Summit	Advantage & Summit HDHP
2009-10 Total Premium Increase (Percent)	0.0%	3.0%	0.0%	14.3%	19.6%	1.7%	0.0%	0.0%	0.0%
Annual Premium Cost to Institution									
Single Employee + 1 dependent Family	\$3,638 \$8,665 \$12,504	\$3,638 \$8,665 \$12,504	\$3,638 \$8,665 \$12,504	\$4,395 \$10,195 \$14,729	\$4,434 \$10,267 \$14,862	\$3,855 \$8,712 \$12,529	\$3,165 \$8,196 \$9,593	\$4,335 \$8,599 \$11,933	\$3,165 \$8,599 \$9,593
Annual Premium Cost to Employee									
Single Employee + 1 dependent Family	\$168 \$424 \$612	\$577 \$1,304 \$1,881		\$408 \$948 \$1,369	\$408 \$948 \$1,369	\$290 \$658 \$943	\$1,154 \$2,323 \$2,490	\$228 \$471 \$628	\$0 \$0 \$0
Employee Premium % Share									
Single Employee + 1 dependent Family	5% 5% 5%	13% 13% 13%	0% 0% 0%	9% 9% 9%	8% 8% 8%	7% 7% 7%	27% 27% 27%	5% 5% 5%	0% 0% 0%
Key Coverage Provisions									
Yearly Out of Pocket Max Individual	\$3,000	\$2,500	\$5,000	\$1,500	\$1,500	\$1,000	\$4,000	\$2,000	\$4,000
Family	\$6,000	\$5,000	\$10,000	\$3,000	\$3,000	\$2,000	\$8,000	\$4,000	\$8,000
Hospitalization (1st day)									
Deductible	\$750	\$250	after deductible, 20%	\$600	\$600	\$150	\$1,500 Single - \$3,000 Family	\$250	\$1,500 Single - \$3,000 Family
Co-pay	\$250	\$200	after deductible, 20%	\$35	\$35		N/A	N/A	N/A
Coverage after deductible/co-pay	70/30	80/20	80/20	90%	90%	EMA pays 80%; Employee pays 20%	N/A	90%	N/A
Emergency Room Deductible	\$250	\$200	after deductible, 20%	\$600	\$600		N/A	N/A	N/A
Co-pay	\$0	\$0	after deductible, 20%	\$150	\$150	\$100	N/A	\$150	N/A
Coverage after deductible/co-pay	70/30	80/20	80/20	100%	100%		N/A	100%	N/A
Office Visit Co-pay						\$20 for primary physician; \$30 for specialists	\$30/\$35	\$25/\$35	
Prescription Benefits									
Generic	\$5	\$5	after deductible, 20%	20% (\$5 min)	20% (\$5 min)	\$5	100/200 deductible	100/200 deductible	N/A
Brand Name - Preferred	35%	35%	after deductible, 20%	25% (\$10 min)	25% (\$10 min)	\$30	25%	25%	N/A
Brand Name - Non-Preferred	50%	50%	after deductible, 20%	35% (\$20 min)	35% (\$20 min)	50%	50%	50%	N/A

Table 2
USHE Health Insurance Plans
2009-10

Insurance Provider	DSC PERP State Employee Health Plan		CEU PERP State Employee Health Plan			UWU EMIA	SLCC BCBS
	Advantage	Preferred	Preferred	Advantage	Summit		
2009-10 Total Premium Increase (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	1.7%
Annual Premium Cost to Institution							
Single	\$4,460	\$4,460	\$4,460	\$3,891	\$3,891	\$4,187	\$5,051
Employee + 1 dependent	\$9,196	\$9,196	\$9,196	\$7,998	\$7,998	\$8,672	\$11,404
Family	\$12,276	\$12,276	\$12,277	\$10,677	\$10,677	\$13,970	\$15,909
Annual Premium Cost to Employee							
Single	\$91	\$1,642	\$1,642	\$648	\$648	\$144	\$96
Employee + 1 dependent	\$168	\$3,386	\$3,386	\$1,411	\$1,411	\$334	\$192
Family	\$251	\$4,521	\$4,520	\$1,884	\$1,884	\$482	\$312
Employee Premium % Share							
Single	2%	27%	27%	14%	14%	3%	2%
Employee + 1 dependent	2%	27%	27%	15%	15%	3%	2%
Family	2%	27%	27%	15%	15%	3%	2%
Key Coverage Provisions							
Yearly Out of Pocket Max							
Individual	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$1,500	\$2,000
Family	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$3,000	\$4,000
Hospitalization (1st day)							
Deductible			\$250 individual/\$500 Family	\$250 ind./\$500 family	\$250 ind./\$500 family		\$100
Co-pay	\$150	\$250	0%	-	0%	\$100	\$175
Coverage after deductible/co-pay	90%/10%	85%/15%	85%	90%	90%	90% / 10%	\$80
Emergency Room Deductible							
Co-pay	\$100	\$100	\$100	\$0	\$0	\$150	\$0
Coverage after deductible/co-pay	100%/0%	100%/0%	If admitted reverts to hospitalization coverage	If admitted reverts to hospitalization coverage	If admitted reverts to hospitalization coverage		\$100
Office Visit Co-pay	\$20	\$25	\$30 physician/\$35 Specialist	\$30 physician/\$35 Specialist	\$25 physician/\$35 Specialist	\$30	\$20
Prescription Benefits							
Generic	\$4	25%	\$10 Co-Pay after Deductible	\$10 after deductible	\$10 after deductible	\$4	\$7
Brand Name - Preferred	20%	30%	75% of discounted cost \$25 min/no max	25% after deductible (\$50 min, no max)	25% after deductible (\$50 min, no max)	30%	\$30
Brand Name - Non-Preferred	35%	50%	50% Discounted Cost \$50 min/no max	50% after deductible (\$100 min, no max)	50% after deductible (\$100 min, no max)	50%	\$55

Table 3
USHE Health Insurance Costs and Coverage
Coverage Provision Changes Effective 7/1/09

<u>Category Changes</u>	<u>WSU</u>	<u>Snow</u>	<u>DSC</u>	<u>CEU</u>	<u>UVU</u>	<u>SLCC</u>
Yearly Out of Pocket Max						
Individual						
Increased from 1200.00 to 1500.00.	✓					
increased from \$1500 to \$2000 In network						✓
Family						
Increased from 2400.00 to 3000.00.	✓					
increased from \$3000 to \$4000 In network						✓
Hospitalization (1st day)						
Deductible						
Increased from 400.00 to 600.00	✓					
Added a \$100 deductible in network						✓
Co-Pay						
Increased from 30.00 to 35.00	✓					
From \$50 per person per year then 10% to \$100 per person per admit then 10%.					✓	
Coverage after deductible/co-pay						
Decreased from 95% to 90%	✓					
Emergency Room						
Deductible						
Increased from 400.00 to 600.00	✓					
Co-pay						
Increased from 100.00 to 150.00	✓					
Increase from \$150 from \$75		✓				
Increased from \$75 to \$150				✓		
Coverage after deductible/co-pay						
No change	✓					
100%				✓		
Office Visit Co-pay						
Increase of \$5 for Primary Care & \$10 for Specialist		✓				
Family Physician from \$20 to \$25/Specialist from \$25 to \$35				✓		
<i>(continued)</i>						
Prescriptions/Pharmacy						
Deductible						
Rx Deductible of \$100/\$200		✓				
Generic						
Lower Co-Pay - Was 25% Now \$4			✓			
\$10 after deductible				✓		
Brand Name - Preferred						
Lower Co-Pay - Was 30% Now 20%			✓			
Advantage/Summit Plan - 25% after deductible (\$50 min, no max)				✓		
Preferred Plan - 75% of discounted cost \$25 min/no max				✓		
Brand Name - Non -Preferred						
Lower Co-Pay - Was 50% Now 35%			✓			
Advantage/Summit Plan - 50% after deductible (\$100 min, no max)				✓		
Preferred Plan - 50% Discounted Cost \$50 min/no max				✓		

Table 3
USHE Health Insurance Costs and Coverage
Coverage Provision Changes Effective 7/1/09

<u>Category Changes</u>	<u>WSU</u>	<u>Snow</u>	<u>DSC</u>	<u>CEU</u>	<u>UVU</u>	<u>SLCC</u>
Other Changes						
EMIA changed to mandatory Mail Order on maintenance medications	✓					
EMIA changed Transplant benefit from 100,000 lifetime to 500,000 lifetime	✓					
All co-pays were increased by \$5.00	✓					
ER Visits will go from \$75 in-network and \$125 out-of-network to \$150 in-network and \$250 out-of-network				✓		
Anesthesiology benefit will go from 100% to 90%.				✓		
Advantage/Summit Plan - Physician Surgery, in and outpatient, will go from 100% to 90%.				✓		
Office Visit co-pays for Primary Care will increase \$5 on all plans.				✓		
Office Visit co-pays for Specialist Care will increase \$10 on all plans.				✓		
Office Visit co-pays for Urgent Care will increase \$10 on all plans.				✓		
Chiropractic visit limit will go from 20 visits to 10 visits on all plans.				✓		
Pharmacy Deductible of \$100 Individual/\$200 Family				✓		
Copayments from apply to the coinsurance maximum to do not apply to coinsurance maximum.					✓	
Non-panel deductible from \$200/\$600 to \$300/\$900.					✓	
90 day supply generic mail order prescriptions: from \$4 to \$8.					✓	
Criteria for stepchildren to receive insurance coverage from 100% support and maintenance to 50% support and maintenance					✓	
Intoxication exclusion from excludes illness or injury resulting from to excludes injury resulting from.					✓	
Increased out of network Coinsurance maximum from \$2000 individual, \$4000 family to \$2500 individual, \$5000 family						✓
Increased out of network deductible from \$200 individual, \$400 family to \$250 individual, \$500 family						✓

Table 4
USHE Dental Insurance Providers and Premiums
 2009-10

		UU	USU	WSU	SUU	SNOW (1)	DSC	CEU	UVU	SLCC
<i>Insurance Provider/Third Party Administrator</i>		BCBS	BCBS	EMIA	EMIA	PEHP	PEHP	EMIA	EMIA	BCBS
<i>2008-09 Total Premium Increase (Percent)</i>		25.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Annual Premium Cost to Institution per Employee</i>										
Single		\$246	\$302	\$242	\$329	\$520	\$526	\$267	\$631	\$364
Employee + 1 dependent		\$566	\$526	\$429	\$577	\$669	\$669	\$474	\$807	\$646
Family		\$892	\$954	\$793	\$1,100	\$969	\$969	\$876	\$1,174	\$1,159
<i>Annual Premium Cost to Employee</i>										
Single		\$121	\$125	\$60	\$82	\$0	\$28	\$57	\$158	\$54
Employee + 1 dependent		\$277	\$218	\$107	\$144	\$209	\$35	\$101	\$202	\$90
Family		\$437	\$396	\$198	\$275	\$295	\$51	\$188	\$294	\$143

(1) Preferred Choice and Traditional Plans not shown

May 19, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA Update

Issue

The UHEAA Board of Directors met on March 19, 2009 under the direction of Chair David Jordan and reviewed detailed reports concerning UHEAA's plan to weather the challenges facing the student loan program. Since the UHEAA Board meeting, fast-moving events in Washington have occurred that will likely result in changes to national student loan policy. Listed below is an update concerning UHEAA's student loan program.

1. **Fully Funding Loans: Student Loan Volume Up Sharply.** Despite continuing volatility in the financial markets, UHEAA has been able to meet this year's increased demand for student loans. Through ten months of fiscal 2009, UHEAA's gross student loan volume is as follows:

Number of Loans:	105,600	25% increase over fiscal 2008 year-to-date
Dollar Volume:	\$446.5 million	30% increase over fiscal 2008 year-to-date

2. **UHEAA's Commitment As Loan Originator.** To assure access to student loans, UHEAA is functioning as an originating lender since many lenders have either curtailed or ceased making student loans. UHEAA's largest volume student loan lenders are U.S. Bank, America First Credit Union, Mountain America Credit Union, Utah Community Credit Union, and University of Utah Credit Union. UHEAA expects to originate approximately one out of every four loans for the 2008-09 school year. Having UHEAA make loans directly has been very much appreciated by the institutions and is an important part of the effort to ensure loans are available to all eligible students. UHEAA is currently consulting with lenders concerning their participation for the upcoming 2009-10 school year. Continuing turmoil in the credit markets and the low yield set by Congress on student loans may result in some lenders reevaluating their continued student loan participation.

3. **Washington Update: National Student Loan Policy.** On April 29, 2009, President Obama's 100th day in office, Congress passed a budget resolution requiring the House and Senate education committees to reduce the federal education budget by \$1 billion through a process known as reconciliation. President Obama has proposed to achieve these savings by eliminating the lender-based student loan program and making 100% of the student loans with U.S. Treasury funds through the Federal Direct Loan Program. The inclusion of "reconciliation instructions" in the budget is significant because reconciliation bills, unlike ordinary bills, are filibuster proof. In the Senate, where there are now 58 Democrats, the President's plan could pass with only 51 votes,

nine fewer than the 60 votes needed to overcome a filibuster. The budget resolution is not all bad news for UHEAA because it also includes a "sense of Congress" provision which envisions a future role for private and nonprofit entities currently involved in loan processing and servicing.

4. Meeting with Senator Kennedy's Staff: Governor Huntsman Letter. Immediately following passage of the budget resolution, UHEAA's Executive Director, David Feitz, was invited by Senator Hatch's office to meet with Senator Kennedy's staff in Washington DC. Senator Kennedy chairs the education committee and his staff leads formulation of the legislation which will largely determine the future of the student loan program and the future role of agencies such as UHEAA.

Senator Kennedy's staff members were respectful and genuinely interested in learning about UHEAA's outstanding record of close-to-home customer service, low default rates, borrower benefits, and college outreach efforts. They were clearly impressed with UHEAA's achievements and listened to UHEAA's objections to direct lending. UHEAA believes direct lending in Utah will result in fewer benefits and lower-quality service for students, increased costs for colleges and universities, and higher delinquency and default rates. Governor Huntsman made these points in his April 22, 2009 letter to President Obama. (See Attachment 1 for a copy of Governor Huntsman's letter.)

Utah's entire Congressional delegation is supportive of UHEAA and opposes 100% federal direct lending. Senator Hatch and Senator Bennett both visited UHEAA's offices recently, and UHEAA executives also recently met with Congressman Matheson. (See Attachment 2 for materials used in the April 24, 2009 visit with Congressman Matheson.) Thousands of e-mails have been sent to Congress through the Keep Student Loans Local website created by UHEAA as part of its recent grassroots campaign. (See www.keepstudentloanslocal.org.)

In addition, there is bipartisan support for maintaining the lender-based student loan program. One influential Democratic senator has warned that moving to 100% direct lending "would be a serious mistake."

5. Possible Compromises. UHEAA appreciates Senator Hatch's involvement in arranging the meetings with Senator Kennedy's staff and the opportunity to help shape the future of student loans. Mr. Feitz presented three possible compromises to Senator Kennedy's staff as summarized below:

a. UHEAA Continues to Make Loans Using Private Capital with Federal Liquidity Backstop. Under this option, nonprofit agencies like UHEAA would raise private capital to make student loans with a federal backstop to provide investors with liquidity. The Board of Regents would own the loans and UHEAA would originate and service the loans as under current operations. The only federal role would be to provide the liquidity backstop. The federal backstop is needed because adequate letters of credit are not available in the current credit markets. This is UHEAA's preferred option.

b. UHEAA Continues to Make and Service Loans with Treasury Advances. Under this option, UHEAA would receive advances directly from the U.S. Treasury and make the loans with Treasury funding. UHEAA would continue to originate and service the loans but the Board of Regents would not own the loans. This option has the advantage of continued local service for

colleges and universities using UHEAA's proven delivery channel without imposing additional costs to the institutions.

c. UHEAA Services Loans After Origination at Colleges and Universities. Under this option, the colleges and universities would originate the loans and UHEAA would service them through payout. In addition, UHEAA would continue its outreach activities and default-prevention efforts, all under contract with the U.S. Department of Education. This appears to be the preferred option of Senator Kennedy's staff.

6. **Next Steps.** UHEAA expects to have a strong role going forward although details remain to be determined. The meeting with Senator Kennedy's staff was important and provides UHEAA with a voice in structuring the future, but compromise and adaptation will be required. UHEAA's priorities remain:

a. Funding loans for 2009-10

b. Restructuring the existing \$2 billion in outstanding debt.

c. Servicing the existing \$2 billion portfolio economically

d. Adapting and evolving UHEAA into the new student loan world. The education committee will schedule hearings and markups for the appropriations bills through May and June. Final passage of a new student loan bill will occur before October 1, 2009.

Commissioner's Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/DAF



STATE OF UTAH

JON M. HUNTSMAN, JR.
GOVERNOR

OFFICE OF THE GOVERNOR
SALT LAKE CITY, UTAH
84114-2220

GARY R. HERBERT
LIEUTENANT GOVERNOR

April 22, 2009

The Honorable Barack H. Obama
President of the United States
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20500-0005

Dear Mr. President:

Thank you for your leadership in helping secure funding to assist states in maintaining education budgets as part of the American Recovery and Reinvestment Act (ARRA). This program has made a significant difference to our education budgets in the State of Utah.

While I recognize and appreciate your strong support of education, I wish to let you know of my concern regarding the proposed elimination of the Federal Family Education Loan Program (FFELP). This program has been selected by 100% of Utah's major colleges and universities, both public and private, over the direct loan program. Utah's FFELP administrator, the Utah Higher Education Assistance Authority (UHEAA), is part of our state system of higher education and has served our education loan needs with impressive success and without state tax appropriations for more than three decades. Thus, the proposed elimination of the federally-sponsored, but locally-administered FFELP would have particularly costly consequences for our state. We have included a detailed list of objectives in support of this program.

Our future depends on an educated and capable workforce. While the direct loan program makes sense for some states and some colleges, I am concerned that it is not the right approach for Utah, and respectfully ask that you consider allowing the FFELP program to continue, as it is administered by a state agency having a good track record of service and protecting the taxpayers through default rates that are much lower than the national average.

Sincerely,

A handwritten signature in black ink, reading "Jon M. Huntsman, Jr.", written over a circular stamp.

Jon M. Huntsman, Jr.
Governor

Enc: (1)

Cc: The Honorable Kent Conrad, U.S. Senate, Chair Senate Budget Committee
The Honorable John M. Spratt, Jr., U.S. House of Representatives, Chair House Budget Committee
The Honorable Orrin G. Hatch, U.S. Senate
The Honorable Robert F. Bennett, U.S. Senate
The Honorable Jim Matheson, U.S. House of Representatives
The Honorable Rob Bishop, U.S. House of Representatives
The Honorable Jason Chaffetz, U.S. House of Representatives
The Honorable Arne Duncan, U.S. Secretary of Education
Dr. William A. Sederburg, Utah Commissioner of Higher Education
Mr. David A. Feitz, Executive Director of UHEA

State of Utah

Oppositions to Elimination of FFELP Proposal if Fully Implemented

Costs to Schools: With the youngest per capita population in the entire country, all issues affecting the cost of education are of paramount importance to us. Elimination of the FFELP and the local, cost-effective support of UHEAA would pose some real challenges for our public colleges and universities. Replacing the high-quality service provided by UHEAA would require significant staff increases and technological retooling at the individual campuses, and would be financially difficult.

Service: Loss of the ethical, knowledgeable, and local student loan organization trusted by our institutions would cause disruption to our financial aid offices and confusion for our students. I question whether the Department of Education and/or federal contractors without a local presence in our state could match the service-oriented assistance Utah students, families, and schools need when dealing with complex financial aid issues. UHEAA has a proven record of innovative, responsive service in all aspects of student loans—application, delivery, and repayment.

Outreach: UHEAA provides no-cost outreach services to residents and secondary schools, helping students and families with all aspects of planning, preparing, saving, and enrollment in college. Loss of this local mentoring at the grass-roots level in our communities would negatively affect college attendance and would do particular harm to our first-generation citizens and the disadvantaged.

Default: Strong local commitment, student-focused support, and innovation are necessary to prevent student loan defaults. Utah's default rate demonstrates the overwhelming success of local FFELP administration. According to recent figures published by the U.S. Department of Education, UHEAA's cohort default rate on guaranteed loans is only 2.1%—less than one-third the national default rate of 6.9%.

Choice: Nationally, three out of four colleges and universities have consistently chosen the FFELP rather than federal direct loans. For those institutions where the direct student loan program makes sense, they should be free to choose this option. For states like Utah where the FFELP program has worked well, it does not seem wise to eliminate their ability to choose.

National Debt: Funding a nationalized student loan program directly from the U.S. Treasury would needlessly enlarge the national debt. Under the direct loan program every loan would add to the federal deficit. By contrast, last year in our state the public-private partnership participating in the FFEL Program, consisting of UHEAA and fourteen local community credit unions and banks, originated \$400 million in new loans to more than 100,000 students—local people helping local people.

Loss of Jobs: UHEAA employs more than 200 knowledgeable, experienced employees with a long-standing record of dedicated service to Utah students. Putting people out of work is contrary to your efforts toward economic recovery.

Congressman Jim Matheson

Utah Higher Education Assistance Authority

April 24, 2009

David A. Feitz
Executive Director
Board of Regents Building
60 South 400 West
Salt Lake City, UT 84101-1284
801.321.7210
dfeitz@utahsbr.edu

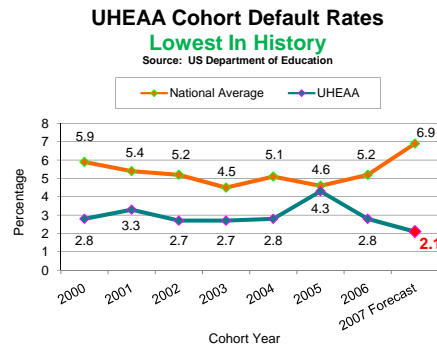
Thank You Congressman Matheson!

- ◆ Thank you for your support of higher education and UHEAA
- ◆ UHEAA is assisting students without interruption during the current financial crisis
- ◆ With your support, UHEAA operates one of the leading not-for-profit student loan programs in the nation
- ◆ UHEAA's future is at risk – We need your continued help



UHEAA

- ♦ **UHEAA: Utah's major financial aid provider**
 - 119,000 students received financial aid through UHEAA in FY 2008
 - \$413 million
- ♦ **UHEAA's default rate**
 - 2.1% (national rate is 6.9%)
- ♦ **UHEAA Staff**
 - 201 employees



Congressman Matheson
April 24, 2009

3

Top Six Schools



Gross Loan Volume Fiscal Year 2008

	Amount	Students Helped
♦ University of Utah	\$88 million	16,000
♦ Brigham Young University – Provo	\$47 million	12,000
♦ Utah Valley University	\$39 million	12,000
♦ Utah State University	\$34 million	9,000
♦ Brigham Young University – Idaho	\$27 million	9,000
♦ Weber State University	\$23 million	7,000

Congressman Matheson
April 24, 2009

4

Direct Loan Program: Not the Answer for Utah

- ◆ Direct Loan supporters are pushing a government monopoly over student loans
- ◆ Not the answer for Utah
 - Fewer benefits and higher costs to Utah students
 - Lower quality service for students and schools
 - Less competition and fewer choices for consumers
 - More staff and expense to colleges and universities
 - Higher delinquency and default rates



Congressman Matheson
April 24, 2009

5

What's Best for Utah?

- ◆ Student loan program administered at the local level – a strong Utah-based, not-for-profit UHEAA
- ◆ 100% of Utah's major higher education institutions choose UHEAA
- ◆ Nationally, over 70% of colleges choose the Federal Family Education Loan Program



Congressman Matheson
April 24, 2009

6

President Obama's Budget Proposal



*"... originating all new loans
in the direct lending program ..."*

Forced government monopoly on student loans

- Increased costs and less service for Utah students and institutions
- No choice for consumers, no competition, and stifled innovation
- Higher delinquency and default rates for students
- Bureaucratic, one-size-fits-all, Washington program run by a low-bid government contractor
- Dramatically increases national debt by requiring a trillion dollars in new Treasury borrowing over next ten years

Congressman Matheson
April 24, 2009

7

Local Student Loan Servicing: Best for Utah Students

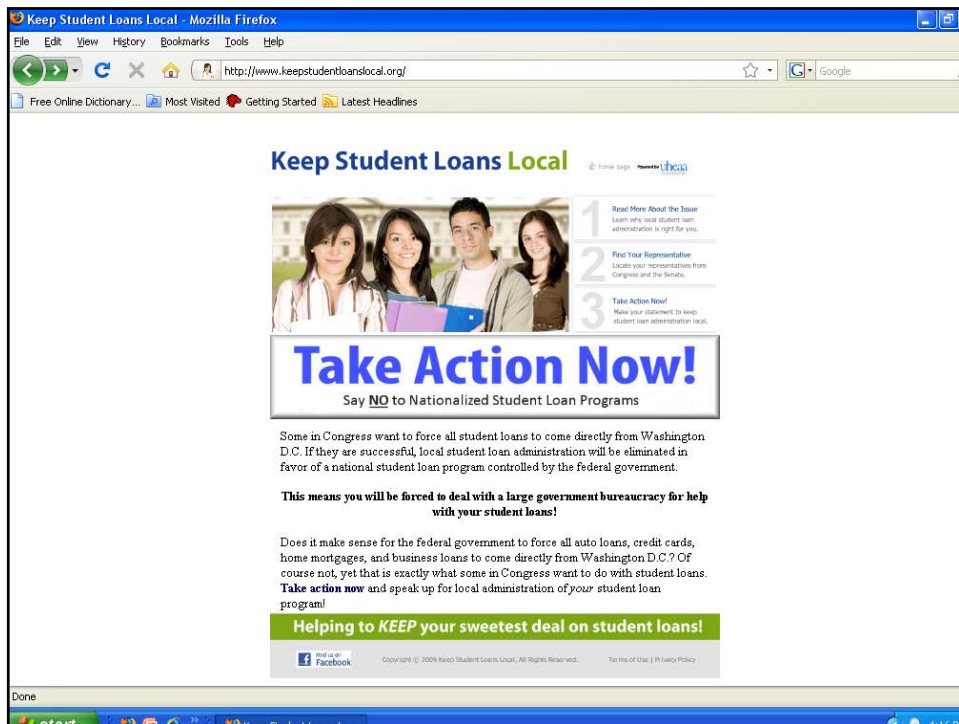
♦ Local service is best for Utah's students




- Eases student loan repayment
- Allows for a single monthly payment to one servicer
- Eliminates borrower confusion with multiple servicers
- Avoids increased potential for delinquency and default

Congressman Matheson
April 24, 2009

8





UTAH HIGHER EDUCATION
ASSISTANCE AUTHORITY



UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

Meeting Current Challenges

❌

“No” on Direct Loans

- Not the Answer for Utah
- “No” on Budget Reconciliation

✅

“Yes” on Local Servicing

- Best for Utah Students and Institutions



Congressman Matheson
April 24, 2009

10



State Board of Regents
 Board of Regents Building, The Gateway
 60 South 400 West
 Salt Lake City, Utah 84101-1284

Phone 801.321.7101
 Fax 801.321.7199
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May 20, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revisions to Policy R203, Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions

Issue

The proposed changes to R203 clarify the involvement of the Board of Trustees and the mode of input students, faculty, staff and members of a president's cabinet have in the selection process. The other changes included in the policy are for greater clarification.

Background

The selection of presidents for USHE institutions is a key responsibility of the Board of Regents. However, it is also an action in which many institutional constituents have a vested interest. Policy R203 governs the Regents' presidential search and selection process, which includes the composition and responsibilities of the search committee and the involvement of the Board of Trustees and campus community.

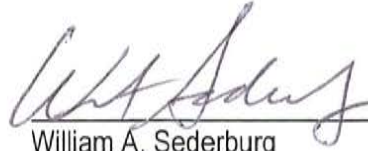
Policy Changes

The revised R203 policy includes the following changes:

- Assure appropriate balance between search committee members and their background, gender, and ethnicity.
- Clarify how students, faculty, staff and members of the president's cabinet provide input in the interview process.
- Clarify the involvement of the Chair or Vice Chair of the Board of Trustees in the selection process.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the proposed revisions to Policy R203, raise issues, and, if satisfied, approve Policy R203, Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions.

A handwritten signature in dark ink, appearing to read 'W.A. Sederburg', is written over a horizontal line.

William A. Sederburg
Commissioner of Higher Education

WAS/CM/AMH/CB
Attachment

R203, Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions¹

R203-1. Purpose: To provide for the establishment and function of presidential search committees and for the selection of presidents by the Board in the [Utah](#) System of Higher Education.

R203-2. References

- 2.1. Utah Code [§53B-2-102](#) (Board to Appoint President of Each Institution)
- 2.2. Utah Code [§52-4-202](#) (Public Notice of Meetings)
- 2.3. Utah Code [§11-13-223](#) (Open and Public Meetings)
- 2.24. Policy and Procedures [R120](#), Bylaws of the State Board of Regents; 3.3.2.4. (Selection of President)

R203-3. Presidential Search Committees

3.1. Board is Equal Opportunity Employer: The Utah State Board of Regents is an equal opportunity employer. Board action to employ presidents shall be based upon selection only after extensive advertising of vacancies, screening of applicants, and searching for applicants without regard to race, ethnicity, color, sex, marital status, disability, national origin, veteran's status, or religious persuasion.

3.2. Early Beginning of Search Process: It shall be the policy of the Regents to begin the search and selection process for filling institutional presidencies from no less than six and preferably twelve months in advance of the time when the incumbent plans to retire or make his or her resignation effective. This early beginning of the search process is intended to allow sufficient time for advance advertising and search activities that will facilitate the widest possible notice of vacancies and extensive search activities to attract high quality nominees and applicants. In instances where unanticipated vacancies occur without notice and without sufficient time for an extensive search, the Regents may appoint an [acting-interim](#) president in order to provide the necessary time. The selection and appointment of presidents, being one of the foremost responsibilities given to the Regents, shall be given the highest priority consideration of the Board.

3.3. Chair Appoints Search Committee: The Chair of the State Board of Regents shall appoint a search committee chair [or co-chairs](#) and the full membership of a search committee following authorization by the Board and after consultation with the Chair or other members of the Board of Trustees and other constituencies, as is deemed advisable by the Chair of the Board of Regents. All search committee chairs shall be members of the Board of Regents. Additionally, not less than three Regents shall be appointed to all search committees. To the extent possible, the Search Committee will include an equal number of Regents and Trustees. The membership of search committees to be appointed by the Chair shall be broadly representative of the Regents, institutional Board of Trustees, faculty, and administration. In addition, the Chair shall give consideration to appointing representatives of the alumni, the community, the student body, and the college or university staff. Also, consideration shall be given to assure [an appropriate appropriate balance between search committee members and their background, gender, and ethnicity. representation of women and people of color on the search committee.](#) The Commissioner of Higher Education or his/her designee(s) shall serve as executive [assistant and](#) secretary to the search committee.

3.4. Advertising: After the search committee has held its first meeting and has agreed upon qualifications for the position, the Commissioner of Higher Education shall be responsible for advertising nationwide, regionally, and statewide the availability of the position and an invitation to all interested persons to apply for the position or to nominate others. Applications or nominations shall be made to the Commissioner and will be accepted until the position is filled.

3.5. Aggressive Search: All Regents, trustees, search committee members, the Commissioner of Higher Education, presidents, vice presidents, deans, department heads, faculty, students, alumni, friends of the institution, and members of the community shall be encouraged to take the initiative in nominating qualified individuals and encouraging qualified individuals to apply for the position. All of the above should participate in an aggressive search for qualified persons. The emphasis shall be upon a search for qualified individuals and not the passive acceptance of applications from those seeking the position, and search committees shall organize themselves and implement their search accordingly.

3.6. Duties of the Search Committee: The search committee shall meet regularly and shall by majority vote of those present, determine and direct all activities of the committee. The committee shall host constituent meetings to seek public input regarding the qualifications of ideal candidates and explain the search process. The committee shall have the duty to establish qualifications for the position, to search for qualified individuals, to receive nominations and applications, to review the qualifications of nominees and applicants, to seek out information about nominees and applicants, to interview nominees and applicants as a committee, and to transmit to the Board the names of at least three (3) but not more than five (5) persons who are fully qualified to serve as president of the institution. Committee members shall study files compiled by the executive secretary on each applicant and nominee and shall become fully informed about applicants and nominees. The Commissioner of Higher Education and her/~~or~~ his staff shall provide information and make confidential inquiries and give reports on the same as requested by the committee.

3.7. Confidentiality: The search committee shall keep all information about applicants and nominees strictly confidential. They should exercise special care to avoid disclosure of confidential information and to protect the right of all applicants and nominees to privacy and anonymity insofar as is possible. The chair and the executive assistant/secretary shall emphasize and constantly remind all search committee members of the importance of preserving the confidentiality of all information made available to all members of the committee. The Board of Regents will make public the names of finalists to be interviewed by the full membership of the Board.

3.8. Personal Interviews of Qualified Applicants and Nominees: The search committee shall review the comprehensive files on all applicants and nominees and shall invite for personal interviews those applicants or nominees that appear to be qualified and that appear to show the highest promise of being capable of serving with distinction as president of the institution.

3.8.1. Those who are interviewed shall be given an opportunity to become acquainted with the requirements of and qualifications for the position and with the role, programs and non-confidential problems/issues of the institution.

3.8.2. During or following each interview the committee, ~~or~~ the chair, or the Commissioner shall determine whether or not the interviewee would and could accept the position of president if offered at the salary and benefit level and contractual conditions specified by the Board of Regents, and commence service in that position within the time frame indicated by the Board.

3.8.3. At the conclusion of all interviews, the search committee shall discuss openly and fully each nominee or applicant interviewed. The particular strengths and weaknesses of each interviewee should be highlighted and all committee members should give the full committee the benefit of his or her views on each candidate.

3.9. Search Committee Vote: Following ~~this~~ the interviews discussion, the search committee members shall vote by secret ballot on each interviewee who has indicated her-~~or~~-his willingness to serve as president. The voting procedure shall be as follows:

3.9.1. Each committee member shall write the name of the candidate on one side of a sheet of paper.

3.9.2. To the question, "Is this candidate fully qualified to be president of this institution?", each search committee member shall write the word "yes" or "no."

3.9.3. All papers will be folded and handed to the executive secretary. The executive secretary and the chair will then compile the responses.

3.9.4. The chair shall then announce to the search committee the names of those candidates that received a majority-defensible number of "yes" responses to the question. The response counts on other candidates shall not be reported to the committee.

3.9.5. After further discussion regarding the remaining candidates as identified in 3.9.4., the secret ballot voting process is repeated until the committee agrees upon at least three (3) but not more than five (5) candidates to recommend to the Board as persons qualified to serve as president of the institution.

3.9.56. The chair shall report to the Board of Regents the results of the voting of the search committee on all candidates that were interviewed.

3.9.67. Unless the Board of Regents calls upon the search committee for more information, or unless the Board votes to reconvene the search committee as provided in 4.7 below, the work of the committee shall be finished after they have concluded their balloting on each candidate and submitted their written report and recommendations to the Board.

3.10. Proxy Voting by Search Committee Members: Proxy voting by search committee members will be permitted, but no search committee member shall be permitted to vote on a candidate unless he-~~or~~-she has interviewed the candidate. The proxy vote will be transmitted to the chair of the committee in the form of an informal letter in which the committee member states:

3.10.1. "The following candidates, whom I have interviewed are in my judgment fully qualified to be president of this institution: (The names of the candidates shall follow.) "All other candidates have either not been interviewed or they are not, in my view, fully qualified."

3.10.2. The Search committee member's signature shall be affixed to the letter and the letter shall be labeled: Personal and confidential. The letter shall be delivered to the chair or the executive assistant/secretary in a sealed envelope and the envelope shall be labeled: Personal and confidential.

3.11. Purpose of Search Committee: The purpose of the search committee is to assist the Regents in appointing a highly qualified person to serve as president. In keeping with this, the committee members should not seek to restrict the names to be placed before the Regents for their consideration. The above process is designed to give the Regents the broadest choice in carrying out the statutory responsibility of appointing presidents of Utah System of Higher Education institutions.

R203-4. President Selection by Regents

4.1. Regents May Consider All Candidates and Nominees; Consideration of Search Committee Deliberations and Actions—

All names of all persons that were interviewed by the search committee, and all names of all applicants and nominees that were not interviewed, shall be transmitted to the Regents, and the Regents shall interview any person on either list and shall appoint the individual whom the Regents feel is the best qualified for the position. This shall be done, however, after having weighed very carefully the views expressed by the search committee members and after having given very careful consideration to the voting of the committee members as outlined above, and after consulting with the institutional Board of Trustees.

4.2. Search Committee Interview and Report Necessary for Regent Interview: If the Regents determine that an applicant or nominee who was not interviewed by the search committee should be interviewed by the Regents, the search committee shall be notified and convened to interview the applicant, to vote on the person's qualifications, and to advise the Regents on the outcome of the vote.

4.3. Consideration of Search Committee Findings: In almost all instances, it is anticipated that the most highly recommended candidates will be the only ones interviewed by the Regents. Search committees, therefore, have a very heavy responsibility, and the Regents have an obligation to give the highest priority consideration to search committee findings in interviewing finalists and in appointing a new president.

4.54. Files and Reference Information Available to Regents: The comprehensive files of all finalists shall be made available to all Regents for their review prior to the time of the scheduled interviews. If the Board deems it to be necessary, the Commissioner will make additional contacts to gather added information on the finalists and report the same to the Board.

4.45. Selection of Finalists to Be Interviewed: After having reviewed fully the report of the search committee, the Board of Regents shall determine what candidates they want to interview as finalists for the position of president. A schedule of interviews will be established and the Commissioner of Higher Education and his/her executive assistant/secretary shall make the necessary arrangements with all finalists and the institution. Pursuant to Utah's Public Notice of Meetings statute, The the Board of Regents will make public the names of all finalists to be interviewed by the full Board in such time as to be in compliance with state law prior to the scheduled interviews.

4.6. Finalists' On-Campus Meetings and Interviews with the Board: The Board shall host the interviews of the finalists on campus. In addition to the Board interviews, the finalists shall meet with on-campus groups and shall include:

4.6.1. Each finalist meeting with groups representing the institution's president's cabinet, faculty and staff, and students. A member of the Commissioner's staff shall be assigned to each group to report to the Board each group's observations.

4.6.2. Finalist interviews will be held in an executive session of the Board pursuant to the Utah Open and Public Meetings Act statute. The Board Chair may invite the institution's Trustee Chair or Vice Chair to observe the Board's interview of each finalist and may offer his/her insights and observations of each finalist.

4.5. Files and Reference Information Available to Regents: The comprehensive files of all finalists shall be made available to all Regents for their review prior to the time of the scheduled interviews.

~~If the Board deems it to be necessary, the Commissioner will make additional contacts to gather added information on the finalists and report the same to the Board.~~

4.67. Deliberations after Interviews: After the Regents have completed their interviews of the finalists, the strengths and weaknesses of each candidate will be fully and openly discussed by the Board. The Trustee Chair or Vice Chair and the Commissioner will be asked to give ~~his or her~~their appraisal of each finalist, and each Regent will be invited to express her-~~of~~-his views.

4.78. Preliminary Qualification of Candidates: Prior to seeking to reach consensus to appoint the president, the Regents shall consider the question: "Is one or more of these candidates fully qualified, and will one or more of them, in your judgment, perform the duties as president of this institution with distinction?" If a majority of the members present appear to agree with the above question, the Regents will proceed to appoint a new president. If, however, a majority appear to disagree with this question, the Regents will request the search committee to reconvene and to search for additional qualified persons.

4.89. Board of Trustees may petition for consultation: Prior to the final selection of an institutional President, the Board of Trustees may petition the Board to arrange for more extended communications regarding the selection of the President.

4.910. Voting to Appoint a President: Voting for appointment of the president shall be in a properly noticed and constituted open meeting of the Board. Nine votes or more will be required to appoint a president.

May 20, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revisions to Policy R208, Resource and Review Teams

Issue

The proposed changes to Policy R208 clarify the involvement of the Chair of the Board of Trustees on a President's Resource and Review Team and adjust reporting deadlines according to the Board's meeting schedule. The other changes included in the policy are for greater clarification.

Background

The purpose of Policy R208 is to facilitate regular communication between the Presidents, Regents, and Trustees and to provide a mechanism for informal, periodic consultation with individual presidents to help them be successful in fulfilling their responsibilities.


Policy Changes

The revised R208 policy includes the following changes:

- Clarify the involvement of the Chair of the Board of Trustees on the Resource and Review Team.
- Align reporting deadlines with the Board of Regents' meeting schedule.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the proposed revisions to Policy R208, raise issues, and, if satisfied, approve Policy R208, Resource and Review Teams.



William A. Sederburg
Commissioner of Higher Education

WAS/CM/AMH/CB
Attachment

R208, Resource and Review Teams¹

R208-1. Purpose: The purpose of this policy is to establish a process that will facilitate regular communication between the presidents, and Regents, and Trustees; allow Regents to learn about institutional issues and problems in a timely manner; function as a liaison between the Board of Regents and institutional Boards of Trustees; and provide a mechanism for informal, periodic consultation with each president to help the president be successful in his or her responsibilities.

R208-2. References

- 2.1. Utah Code [§53B-2-102](#) (Board to Appoint President of Each Institution)
- 2.2. Policy and Procedures [R209](#), Evaluation of Presidents

R208-3. Policy

3.1. Semi-Annual Consultations: At least twice each academic year (once in the fall and once in the spring), each president will meet and consult with a Resource and Review Team appointed by the Chair of the Board of Regents.

3.2. Integration with Formal Evaluation: Pursuant to Regents' policy R209, presidents are to be comprehensively and formally evaluated following the first year of employment, and every fourth year thereafter (i.e., formal evaluation will occur during years 2, 6, and 10 of the president's tenure). During the year of formal evaluation, the Resource and Review Team is not required to meet with the president, but will participate in the formal evaluation, and may hold additional meetings with the president and/or his or her cabinet members with the consent of the president. As part of the formal evaluation conducted under R209, the Resource and Review Team will make its previous reports available to the Evaluation Committee, will be interviewed by the Evaluation Committee, and will receive the Evaluation Team's final report when the report is forwarded to the Board of Regents for consideration.

3.3. Objectives of Resource and Review Process: Each Resource and Review Team shall focus on building a positive, productive relationship between the president and, the Board of Regents, and the Board of Trustees by reviewing the following matters:

3.3.1. Institutional and Presidential Priorities: The Resource and Review Team shall work with the president to identify and implement a list of common institutional and personal priorities on which the president should be working. Such priorities shall include the charge given to the president by the Board of Regents at the time of appointment, as well as other priorities identified by the Board of Regents subsequent to the president's appointment.

3.3.2. Presidential Effectiveness: The Resource and Review Team shall identify issues, challenges, and problems relating to either the institution, the president's cabinet, or the president's performance and relationship with the institution's Board of Trustees which are impeding the president's accomplishment of identified priorities. The Team shall focus on both the president's accomplishments as well as areas in which advice, counsel, and support may be necessary to help the president be more effective.

¹ Adopted September 11, 1987, amended November 17, 1989, April 26, 1991, April 17, 1992, November 3, 1995 and April 22, 2005, and December 14, 2007.

3.3.3. Liaison with Trustees: The Resource and Review Team shall identify specific ways that the Board of Regents can build a positive and productive relationship with the institutional Board of Trustees, and identify steps that can or should be taken to develop and implement priorities for the institution that have consensus support of both the Board of Regents and the Board of Trustees.

R208-4. Procedures

4.1. Appointment of Resource and Review Teams: Each Resource and Review Team shall consist of two (2) Regents appointed by the Regents' Chair, and the Chair of the institution's Board of Trustees.

4.2. Campus Meetings with President: At least twice each academic year (once in the fall and once in the spring), the Resource and Review Team shall meet with the president, preferably on campus, to consult with the president on identified priorities, areas in which support or corrective action is needed, and the relationship between the Board of Regents and the Board of Trustees. The Resource and Review Team may, with either the consent of the president, [the request of the Board of Trustees](#), or a directive from the Board of Regents, meet or confer with the president on a more frequent basis.

4.3. Written Reports: No later than November 30th, the Resource and Review Team will prepare a confidential, written report of its fall consultation with the president, and no later than May 30th, the Resource and Review Team will prepare a confidential, written report of its spring consultation with the president, and will forward these reports to the president, [the Chair of the Board of Trustees](#), the Commissioner, and the Chair and Vice Chair of the Board of Regents.

4.4. Review of Resource and Review Team Reports: The reports of the Resource and Review Teams' fall consultations will typically be reviewed by the Board of Regents in closed session at the Board's [next regular meeting after the November 30th written report deadline. December meeting, and the reports of the](#) ~~The~~ Resource and Review Teams' spring consultations will typically be reviewed by the Board of Regents in closed session at the Board's [next regular meeting after the May 30th written report deadline. June meeting.](#) The Board of Regents may direct a Resource and Review team to report to the Board on a more frequent basis.

4.5. Interaction with Board of Trustees and Consultation with Regents' Committees: The Resource and Review Team shall, in consultation with the president, visit campus, attend Trustee meetings, and attend campus events as time and circumstances permit, and shall note such activities in its written reports to the Board of Regents. In conducting its semiannual fall and spring reviews, the Resource and Review Team shall also consult with the Regents' Program Review Committee, Finance Committee, and the Commissioner of Higher Education to determine whether there are any problems or issues of concern with either the president's performance or institutional direction that need to be addressed.

4.6. Retention in Personnel Records: Copies of the Resource and Review Teams' reports shall be maintained in the president's personnel file.

4.7. Confidentiality of Records: All of the reports, including notes and drafts, all meetings conducted pertaining to the Resource and Review Team's work, and all recommendations and responses, are confidential personnel actions protected from disclosure by Utah law.



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May 20, 2009

MEMORANDUM

TO: State Board of Regents
 FROM: William A. Sederburg
 SUBJECT: R609, Regents' Scholarship

Issue

Attached is an updated policy for the Regents' Scholarship program. The updates comply with Senate Bill 104, enacted in the recent Legislative Session. The other changes included in the policy are for greater clarification.

Background

The Regents' Scholarship was created in March 2008 as an incentive for students to complete the Utah Scholars Core Course of Study during high school. The scholarship is available to Utah high school graduates who continue their education at an institution of higher education in Utah. During the 2009 Legislative Session, the Commissioner's Office worked closely with Senator Lyle Hillyard to make technical and a few substantive changes to clarify the original scholarship legislation. The most substantive changes in the legislation were elimination of the International Baccalaureate track and, effective for the high school class of 2011, the maximum exemplary award will be \$5,000, rather than 75% of tuition. Some other changes in the proposed policy are a result of experience in administering the program.

Policy Changes

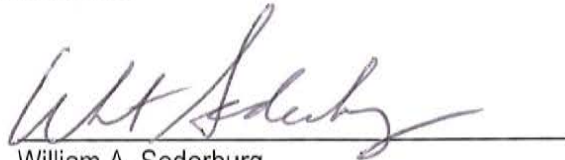
The revised R609 policy includes the following changes:

- References to items, such as Academic Competitiveness Grants, that are not affected by this scholarship were removed.
- The names of the scholarship awards were adjusted throughout the document to be consistent.
- References to SAT test results, to the Western Undergraduate Exchange program, and other unnecessary items that were stricken from S.B. 104 were also removed from this policy.
- Clarifications on procedures, qualifications, funding, and the supplemental UESP award were included.

- Relatively unedited sections were moved to more logical places within the policy for ease of readability and reference.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the proposed revisions to Policy R609, raise issues, and, if satisfied, approve Policy R609, Regents' Scholarship.

A handwritten signature in dark ink, appearing to read 'W. A. Sederburg', is written over a horizontal line.

William A. Sederburg
Commissioner of Higher Education

WAS/CM/AMH/CB
Attachment

R609-1. Purpose: To encourage all Utah high school students to take a rigorous high school curriculum as outlined by the Utah Scholars Initiative 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 complete meaningful course work through their senior year; ~~to increase the numbers of Pell Grant-eligible students qualifying for federal Academic Competitiveness Grants;~~ and to increase the numbers of Utahns enrolling in Utah colleges and universities.

R609-2. References

- 2.1. Utah Code Ann. §53B-8-108 et seq., Regents' Scholarship Program
- 2.2. Utah Admin. Code §R277-700-7, High School Requirements (Effective for Graduating Students Beginning with the 2010-2011 School Year).

R609-3. Definitions

3.1. ~~Academic Competitiveness Grants:~~ ~~Awards of up to \$750 for the first year of college and \$1300 for the second year of college that Pell Grant-eligible students may receive upon demonstrating the completion of a rigorous program of study in high school.~~

3.2.3.1. "Base Award": a ~~one-time \$1,000 base~~ scholarship to be awarded to students who complete the Core Course of Study with a cumulative weighted high school GPA of 3.0 or higher and fulfill all other eligibility ~~criteria~~requirements.

3.3.3.2. "Board": the Utah State Board of Regents.

3.3. "Core Course of Study": the 16.5-credit Utah Scholars' curriculum taken during grades 9-12, which comprised of~~includes:~~

3.3.1. 4.0 units of English;

3.3.2. 4.0 units of mathematics taken in a progressive manner (at minimum Algebra I, Geometry, Algebra II, and a senior-year class beyond Algebra II);

3.3.2.3.3. 3.5 units of social studies;

3.3.3.3.4. 3.0 units of lab-based natural science (one each of Biology, Chemistry, and Physics); and

3.3.4.3.3.5. 2.0 units of the same language, other than English, taken in a progressive manner.

3.4. "Exemplary Academic Achievement Award": ~~a renewable scholarship equal in value to 75% of the tuition costs for up to two years of full-time equivalent enrollment at any USHE institution or any Utah private nonprofit college or university in Utah that has been accredited by the Northwest Association of Schools and Colleges to be awarded to~~ students ~~eligible for the scholarship are those~~ who complete the

¹ Adopted by the Board of Regents May 30, 2008.

Core Course of Study with a cumulative ~~weighted~~ high school GPA of 3.5 or higher, submit a verified ACT score of 26 or higher ~~(or equivalent SAT score)~~, and fulfill all other eligibility requirements ~~for the Regents' Scholarship~~.

3.5. "Regents' Diploma Endorsement": a certificate or transcript notation that may be awarded to students who qualify for the Exemplary Academic Achievement Award of the Regents' Scholarship.

~~3.5.1. — **Regents' Scholarship:** A scholarship with two component awards: 1) a \$1,000 base scholarship to be awarded to students who complete the core course of study with a cumulative weighted high school GPA of 3.0 or higher, and fulfill all other eligibility criteria; and 2) a two-year scholarship awarded for exemplary academic achievement in completing the scholarship criteria.~~

3.6. "Scholarship Review Committee": the committee appointed by the Commissioner of Higher Education to review Regents' Scholarship applications and make final decisions regarding ~~scholarship~~ awards.

3.7. "UESP": the Utah Educational Savings Plan.

3.8. "USHE": the Utah System of Higher Education, which includes the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College of Utah, College of Eastern Utah, Utah Valley University, and Salt Lake Community College.

R609-4. Conditions of the Regents' Scholarship Program and Program Terms

~~3.9. — Both the base award and the Exemplary Academic Achievement award of the Regents' Scholarship may be used at any public college or university within the Utah System of Higher Education, including the Utah College of Applied Technology; any private, non-profit institution of higher education in the state accredited by the Northwest Association of Schools and Colleges; or a Western Undergraduate Exchange program approved by the Board. The Board may limit or reduce the base Regents' Scholarship and supplemental program awards, as well as the total number of scholarships and supplemental awards granted, depending on available funding. A student who does not apply for the scholarship by February 1st of his or her senior year, or who has not used the award in its entirety within five years after his or her high school graduation date, is ineligible to receive a program award.~~

~~3.10.4.1. **Regents' Scholarship Criteria—Base Award:** To qualify for the Regents' Scholarship Base Award, the applicant must satisfy the following criteria:~~

~~4.1.1. **Core Course of Study:** The applicant must submit an official high school transcript, and college transcript, if applicable, demonstrating in grades 9-12 completion of the Core Course of Study (a complete list of courses satisfying the core requirements can be found online).~~

~~3.10.1.1. 2) completion of all requirements of an International Baccalaureate diploma (for a complete list of courses satisfying the core requirements, visit www.utahsbr.edu).~~

~~3.10.2.4.1.2. **Required GPA and Weighted Courses:** The applicant must demonstrate completion of the Core Course of Study or the International Baccalaureate Diploma requirements with a cumulative weighted high school GPA of at least 3.0, with no individual core course grade lower than a "C." The grade earned in any course designated on the student's high school transcript as Advanced Placement (AP), International Baccalaureate (I.B.), pre-International Baccalaureate, or concurrent enrollment shall be weighted according to the Scholarship Review Committee's standard procedures. typically receive a 0.25 weight per semester. The Scholarship Committee does maintain the discretion to use different weighting criteria based on a variety of factors, including but not limited to, school schedules (e.g., terms, trimesters, etc.), student scores on A.P. or I.B. tests, and exceptional or unusual individual circumstances.~~

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3.10.3.4.1.3. **Required ACT or SAT score:** The applicant must submit at least one verified ACT score or SAT score.

4.1.4. Utah High School Graduation: The applicant must have graduated from a Utah high school.

3.10.3.1.4.1.4.1. Applicants applying from accredited Utah private high schools must satisfy all applicable requirements for a private high school diploma.

3.10.3.2.4.1.4.2. Home-schooled students are not eligible for the scholarship.

3.10.4.4.1.5. **No Criminal Record:** The applicant must attest to the lack of a criminal record with the exception of a misdemeanor traffic citation.

3.10.5.4.1.6. **Proof of U.S. Citizenship:** The applicant must attest to being a U.S. citizen or a noncitizen who is eligible to receive federal financial aid.

3.10.6. **Enrollment within 12 months:** The applicant must enroll full time at a qualifying institution of higher education within 12 months of the applicant's high school graduation unless the applicant seeks and obtains an approved leave of absence.

3.11.4.2. **Regents' Scholarship Criteria—Exemplary Academic Achievement Award:** To qualify for the Regents' Scholarship Exemplary Academic Achievement Award, the applicant must satisfy all requirements for the Base Award, and additionally:

3.11.1.4.2.1. **Required GPA:** The applicant must demonstrate completion of the core course of study or the requirements for an International Baccalaureate Diploma with have a cumulative weighted high school GPA of at least 3.5, with no individual core course grade lower than a "B."

3.11.2.4.2.2. **Required ACT score:** The applicant must submit a verified composite ACT score of at least 26. (or equivalent SAT score).

4.2.3. Maintain Reasonable Progress toward Degree Completion: In order to renew the Exemplary Academic Achievement Award, the student must maintain reasonable progress toward degree completion by achieving a 3.0 GPA each semester and enrolling full-time (12 credit hours) each semester. If the student fails to maintain a 3.0 GPA or fails to enroll full-time, the scholarship may be revoked.

4.2.3.1. Each semester, the recipient must submit to the Board an official transcript verifying his/her grades to demonstrate that he/she is meeting the required GPA and is making reasonable progress toward the completion of a degree.

4.2.3.2. If a student earns less than a 3.0 GPA in any single semester, the student must earn a 3.0 GPA or better the following semester to maintain eligibility for the scholarship.

4.2.3.3. A student will not be required to enroll full-time if the student can complete his/her degree program with fewer credits.

3.12.4.3. **Eligible Institutions:** Both the Base Award and the Exemplary Academic Achievement Award may be used at any public college or university within the USHE, or at including the Utah College of Applied Technology; any private, nonprofit institution of higher education in Utah accredited by the Northwest

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Association of Schools and Colleges; ~~or a Western Undergraduate Exchange program approved by the Board.~~

~~3.13.4.4.~~ **Enrollment at More than One Institution:** The award may be used at more than one eligible institution within the same semester.

~~3.14.4.5.~~ **Student Transfer:** A scholarship may be transferred to a different eligible institution upon request of the student.

4.6. Relationship to Regents' Awards: A student who qualifies for the Base Award and the New Century Scholarship may be awarded the Base Award and a UESP Supplemental Award in addition to a New Century Scholarship. A student who qualifies for the Exemplary Academic Achievement Award and the New Century Scholarship will only be eligible to receive one of these two-year scholarships.

~~R609-4.~~**R609-5. Application Procedures**

~~4.1.5.1.~~ **Application Deadline:** Students must submit a scholarship application to the USHE no later than February 1 of the year that they graduate from high school. A priority deadline may be established each year. Students who meet the priority deadline may be given first priority or consideration for the scholarship.

5.2. Required Documentation: Applications that do not include all required documentation will not be considered. Scholarship awards may be revoked if all documentation is not submitted, if any documentation demonstrates that the applicant did not satisfactorily fulfill all course and GPA requirements, or if any information, including the attestation of criminal record or citizenship status, proves to be falsified. Required documents that must be submitted with a scholarship application include:

5.2.1. the official application;

5.2.2. an official high school paper or electronic transcript, official college transcript(s) when applicable, and any other miscellaneous transcripts demonstrating all completed courses and GPA, and official college transcript, where applicable. A final transcript showing the last semester of coursework will be requested if the student is found conditionally approved, meaning that the student appears to be on track to receive the scholarship;;

5.2.3. verified ACT scores or SAT test results;; and

5.2.4. a class schedule demonstrating the courses the student is enrolled in for the remaining school year. Simply submitting a high school transcript does not satisfy this requirement. The class schedule must contain the following information:

5.2.4.1. the student's name,

5.2.4.2. the school the student attends,

~~4.1.1.1.5.2.4.3.~~ courses the student will take for the remaining year with the number of credits each course is worth indicated.

~~R609-5.~~**R609-6. Amount of Awards and Distribution of Award Funds**

6.1. Funding Constraints of Awards: The Board may limit or reduce the Base Award and/or the Exemplary Academic Achievement Award, as well as the total number of scholarships and supplemental awards granted, depending on the annual legislative appropriations and the number of qualified applicants.

5.1.6.2. Amount and Number of Awards:

~~5.1.1.6.2.1.~~ **Regents' Scholarship—Base Award:** The Base Award of up to \$1,000 and, subject to annual appropriations and available funding, will ~~may~~ be adjusted annually by the Board in an amount equal up to the average percentage tuition increase approved by the Board for USHE institutions. ~~The base amount of the scholarship, as well as the total number of scholarships awarded, may also be reduced commensurate with annual legislative appropriations and available funding.~~

6.2.2. Regents' Scholarship—Exemplary Academic Achievement Award:

6.2.2.1. For a student who graduates from high school in the 2009-10 school year,

6.2.2.1.1. If used at a USHE institution, the award is equal in value to 75 percent of the tuition costs at the selected institution; or

6.2.2.1.2. If used at a private, nonprofit institution of higher education in Utah accredited by the Northwest Association of Schools and Colleges, the award is equal in value to 75 percent of the tuition costs at the selected institution, not to exceed 75 percent of the average tuition costs of the USHE institutions.

6.2.2.2. For a student who graduates from high school in or after the 2010-11 school year, the total award is up to \$5,000, allocated semester-by-semester throughout whichever of the following time periods is the shortest:

6.2.2.2.1. Two years of full-time equivalent enrollment;

6.2.2.2.2. 65 credit hours; or

6.2.2.2.3. Until the student meets the requirements for a baccalaureate degree.

5.1.2.— A student who qualifies for the base award may also be eligible for the Exemplary Academic Achievement award equal in value to 75 percent of the actual cost of tuition for up to two years of full-time enrollment or until the associate's or bachelor's degree requirements have been met (whichever happens first). If used at an eligible institution not within the Utah System of Higher Education, scholarship funds awarded will equal up to 75 percent of the tuition costs at the institution, not to exceed 75 percent of the average tuition costs at baccalaureate-granting institutions within the Utah System of Higher Education. In addition, the student will receive a Regents' Diploma Endorsement. To retain the Exemplary Academic Achievement Scholarship, the student must maintain a cumulative postsecondary 3.0 GPA for two consecutive semesters and make reasonable progress toward completion of an associate's or bachelor's degree by enrolling in at least 12 credit hours per semester.

5.1.3.— **Relationship to New Century Scholarship:** A student who completes the core course of study with a cumulative weighted GPA of 3.0 or better, and no individual core course grade below a "C," as part of his or completion of the requirements of an associate's degree, may be awarded

the \$1,000 base award in addition to a New Century Scholarship. A student who completes both the requirements for the Exemplary Academic Achievement award and the New Century Scholarship will only be eligible to receive one of these two-year scholarships.

5.2.6.3. Distribution of Award Funds:

5.2.1.6.3.1. Tuition Documentation: The award recipient ~~shall~~ must submit to the USHE a copy of the ~~tuition invoice or~~ class schedule verifying the number of hours enrolled. Documentation must include the student's name, institution they are attending and the number of credits in which the student is enrolled. The USHE will calculate the amount of the award based on the published tuition costs at the enrolled institution(s) ~~and the availability of program funding.~~

5.2.2.6.3.2. Award Payable to Institution: The ~~scholarship~~ award will be made payable to the institution. The institution ~~shall~~ may pay over to the recipient any excess award funds not required for tuition payments. Award funds may be used for any qualifying higher education expense, including tuition, fees, books, supplies, equipment required for course instruction, or housing.

5.2.3.6.3.3. Added Hours after Award Payment: At the discretion of the Scholarship Review Committee and depending on funding, the student may be awarded up to ~~The award will be increased up to~~ 75 percent of the tuition costs of any hours added in the semester after the initial award ~~after the initial award~~ has been made, ~~depending on available funding.~~ The recipient ~~shall~~ must submit to the USHE a copy of the tuition invoice or class schedule verifying the added hours before a supplemental award is made.

5.2.4.6.3.4. Credit Hours Dropped after Award Payment: If a student drops credit hours which were included in calculating the award amount, either the subsequent semester award will be reduced accordingly, or the student shall repay the excess award amount to the USHE. If a recipient fails to complete a minimum of 12 ~~six~~ credit hours, ~~no award will be made for that semester, and a grade earned in a class completed in that semester, if any, will not be considered in evaluating the recipient's reasonable progress~~ the scholarship may be revoked (see 4.2.34.2.3) ~~unless the student needs fewer than 12 credit hours for completion of a degree.~~

5.2.5. Reasonable Progress toward Degree Completion: ~~The Board may cancel an Exemplary Academic Achievement award if the student fails to maintain a cumulative 3.0 GPA for two consecutive semesters for which he or she has received award funds; or fails to make reasonable progress toward the completion of a degree by enrolling in at least 12 credit hours each semester. Each semester, the recipient must submit to the Board an official transcript verifying his or her grades to demonstrate that he or she is meeting the required grade point average and is making reasonable progress toward the completion of a degree. If a student earns less than a "B" (3.0) GPA in any single semester, the student must earn a "B" (3.0) GPA or better the following semester to maintain eligibility for the scholarship.~~

6.4. Supplemental Award to Encourage College Savings: Subject to available funding, a student who qualifies for the Base Award is eligible to receive up to an additional \$400 in state funds to ~~match funds be added to the total scholarship award deposited in a Utah Educational Savings Plan (UESP) account.~~

6.4.1. For each year ~~from~~ the student is 14, 15, 16, or 17 years of age's 14th to 17th birthday that the student had an active UESP account, the Board may contribute, subject to available funding, up to \$100 (i.e., up to \$400 total for all four years) to the scholarship as a dollar-for-dollar match to the student's UESP account award contributions during those years if at least \$100 was deposited into the account.

6.4.2. If no contributions are made to a student's account during a given year, the matching amount will likewise be \$0.

6.4.3. If contributions total more than \$100 in a given year, the matching amount will cap at \$100 for that year.

5.2.6-6.4.4. Matching funds apply only to contributions, not to transfers, earnings, or interest.

R609-6, R609-7. Time Constraints and Continuing Eligibility

7.1. Scholarships Initiated Within 12 Months of High School Graduation: The award recipient must enroll full-time at an eligible institution of higher education within 12 months of the recipient's high school graduation unless the recipient seeks and obtains an approved leave of absence from the Board.

6.1.7.2. No Awards after Five Years from High School Graduation Time Limitation: The Board will not make an award to a recipient for an academic term that begins more than five years after the recipient's high school graduation date. A Regents' Scholarship recipient must use the award in its entirety within five years after his/her high school graduation date.

6.1.1. Reasonable Progress toward Degree Completion: The Board may cancel an Exemplary Academic Achievement award if the student fails to maintain a cumulative 3.0 GPA for two consecutive semesters for which he or she has received award funds; or fails to make reasonable progress toward the completion of a degree by enrolling in at least 12 credit hours each semester. Each semester, the recipient must submit to the Board an official transcript verifying his or her grades to demonstrate that he or she is meeting the required grade point average and is making reasonable progress toward the completion of a degree. If a student earns less than a "B" (3.0) GPA in any single semester, the student must earn a "B" (3.0) GPA or better the following semester to maintain eligibility for the scholarship.

7.3. Deferral or Leave of Absence

7.3.1. An approved deferral or leave of absence will not extend the time limits of the scholarship. The scholarship may only be used for academic terms which begin within five years after the recipient's high school graduation date.

7.3.2. Deferrals or leaves of absence may be granted, at the discretion of the Scholarship Review Committee, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.

6.2.7.4. No Guarantee of Degree Completion: Neither a Base Award nor an Exemplary Academic Achievement Award ~~nor any supplemental UESP award~~, guarantees that the recipient will complete his or her associate's or baccalaureate program within the recipient's scholarship eligibility period.

R609-7. Leave of Absence

7.1. Scholarships Must be Used Within 12 Months of High School Graduation: A scholarship recipient must enroll full time at an eligible Utah institution of higher education within 12 months of high school graduation unless the recipient seeks, and obtains, an approved leave of absence from the Board.

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

R609-8. Scholarship Determinations and Appeals

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8.1. Scholarship Determinations: Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions made, at the discretion of a Scholarship Review Committee ~~appointed by the Commissioner of Higher Education~~, based on available funding, applicant pool, and applicants' completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his/her application, whether the decision is a scholarship award or denial of scholarship.

8.2. Appeals: Applicants may appeal a denial of the scholarship ~~award~~ by submitting a written appeal to the USHE within 30 days of receipt of the decision letter. Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education. ~~A list of required documents for an appeal are~~ A list of required documents for an appeal is listed on the Regents' Scholarship Appeal Form.

May 29, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Authority and Responsibility Quality Improvement Initiative

After conversations with the University of Utah Board of Trustees Chair, Randy Dryer, the recommendation for action contained in this report (Tab Y) has been changed.

Commissioner's Recommendation

The Commissioner recommends that the Regents review and, if satisfied, accept the Authority and Responsibility Quality Improvement Task Force Overview and May 29, 2009 Report. Additionally, it is recommended that the Regents authorize the Commissioner to form a separate task force comprised of representatives of his office and the University of Utah to determine how the delegation of responsibility should occur to give the University of Utah Trustees and the University of Utah Hospitals and Clinics Board full oversight of budgets and operations for the University Health Care System. Attention should be given to the Regents' bonding authority and other legal ramifications that may impact this action.

Consistent with the direction of this initiative, the Regents request the University of Utah Health Care System's 2009-10 budget to be submitted only as a written information item for the July 2009 Regents meeting agenda.

William A. Sederburg
Commissioner of Higher Education

WAS/CM/AMH/CM
Attachment

Authority and Responsibility Quality Improvement Initiative

Task Force Report

May 29, 2009

Recommendations

The following recommendations for Regents' action and approval will be made during the May 29, 2009 Board of Regents meeting through the appropriate standing committees and the Committee of the Whole. Background information and specific Board recommendations are included with each committee's agenda. Background information and specific Board recommendations requiring action by the Committee of the Whole are included.

1. Programs Committee: Proposed changes to items addressed through the *Action Calendar* to improve efficiencies and allow for strategy discussions when pertinent.
2. Finance Committee: No recommendation for action at this time; see items under *Future Actions* and *Committee of the Whole* for issues under consideration and impacting the Finance Committee.
3. Strategic Planning Committee: Proposed amendments to Regents' Policies R203 (Presidential Searches) and R208 (Resource and Review Teams) are made to enhance and clarify the role of Trustees in the presidential search and evaluation processes.
4. Committee of the Whole: Proposed changes to the level of oversight currently given by the Board of Regents to the University of Utah's University Health Care System.

Background: Pursuant to a request by Randy Dryer, Chair of the University of Utah's Board of Trustees to Commissioner Sederburg, the Trustees are seeking the authority and responsibility to manage the budgets and other operational matters pertaining to the University's Health Care System without bringing such matters before the Board of Regents for action or consent.

The University of Utah's University Health Care System, which includes the hospitals, clinics and the University of Utah Medical Group, is unique within the Utah System of Higher Education (USHE). The Trustees give much attention to the management, operations, and fiscal responsibilities of the University's health care system. Additionally, the Trustees have established the University of Utah Hospitals and Clinics Board whose membership consists of a trustee and community representatives who are capable to fulfill this role. The two board oversight structure and review of the University Health Care System budget and operations will ensure a system of checks and balances. Thus, further oversight by the Board of Regents of the University Health Care System's budget and operations is an unnecessary duplication of responsibilities and reporting. However, the details of the change in delegation of responsibility should be thoroughly studies by the Regents.

Recommendation: Authorize the Commissioner to form a separate task force comprised of representatives of his office and the University of Utah to determine how the delegation of responsibility should occur to give the University of Utah Trustees and the University of Utah Hospitals and Clinics Board full oversight of budgets and operations for the University Health Care System. Attention should be given to the Regents' bonding authority and other legal ramifications that may impact this action.

Consistent with the direction of this initiative, the Regents request the University of Utah Health Care System's 2009-10 budget to be submitted only as a written information item for the July 2009 Regents meeting agenda.

Issues

With the approval of the Board Executive Committee, Commissioner Sederburg is implementing a restructure of the OCHE organization. The restructuring will align the Commissioner's oversight and resources with the Regents' Strategic Goals: Participation, Completion, and Economic Development. Additionally, the Commissioner has added one other strategic goal for OCHE: Excellence in Administrative Services.

In order to improve the relevance and strategic nature of Regents' meetings and Board functions, the Regents' standing committee structure may need to be reviewed. Input regarding this matter is encouraged. Additional input on the Task Force report is welcome.

Future Actions

The Task Force has developed a matrix outlining the basic authority and responsibilities of the Regents, Trustees, the Commissioner and Presidents as they currently exist. Future action of the Task Force will be to make recommendations regarding the authority and responsibilities of each entity. Additional Regents' committee work and other deliverables pertaining to the Authority and Responsibility Quality Improvement Initiative are as follows:

1. Programs Committee: Continue oversight of academic quality of institutional programs in fulfillment of the QI initiative. Follow up on issues identified during the committee's May 29, 2009 Board meeting.
2. Finance Committee: Continue the review of fiscal matters in fulfillment of the QI initiative. Follow up on issues identified during the committee's May 29, 2009 Board meeting. Specifically, follow up with the Board's action regarding Regents oversight of the University of Utah's University Health Care System and return with recommendations for Regents' action at a future Board meeting.
3. Strategic Planning Committee: Continue the review of appropriate planning issues in fulfillment of the QI initiative. Follow up on issues identified during the committee's May 29, 2009 Board meeting. Additionally, explore best practices, as identified by national organizations such as the Association of Governing Boards of Universities and Colleges (AGB) that may assist to ensure appropriate outcomes of this QI initiative.

4. Other items to be brought before the Regents for action include:
 - a. Regents committee structure and alignment with approved Regents' and OCHE strategic goals,
 - b. a proposed summary of authority and responsibilities for Regents, Trustees, the Commissioner and Presidents,
 - c. policy amendments in following Regents' actions pursuant to Task Force recommendations,
 - d. a training packet outlining and clarifying the authority, responsibilities and working relationships among the Regents, Trustees, the Commissioner and President, and
 - e. a report to the Governor and legislative leadership on the authority, responsibilities and working relationships among the Regents, Trustees, the Commissioner and President, highlighting how the Trustees' role has been empowered in a more meaningful manner.



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May 29, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Minority Participation and Graduation Rates

As a follow-up to the March meeting, additional data has been computed regarding the participation rates at USHE institutions for all race/ethnic groups. Please note that the data collected has not been modified to reflect the new GASB race/ethnic collection method.


The data suggests that the Asian population has the highest participation rate of all race/ethnic groups with rates consistently at 25% or higher, peaking at 31% in 2007. This compares to the lowest participation rate (10%) for Hispanics. All other known, non-white ethnic categories had an estimated participation rate of 17% for their 18-24 year old population in the fall semester of 2007. All ethnic categories have shown gains in the participation rate from Fall 2000 to Fall 2007 with the exception of the white population whose participation rate has fallen from 23% to 20% over the same time period.

Graduation rates data for minority students is more favorable, indicating that the Black, Hispanic, Asian/Pacific Islander and White populations all had a graduation rate of over 40% (within 150% of degree length, i.e., six-year graduation rate for Bachelor's degrees) for the 2007 reporting year. The Native American population had the lowest rate with only an 11% graduation rate for the 2007 reporting cycle.

Minority students are also under-represented in the number of Science, Technology, Engineering and Math (STEM) Bachelor degrees awarded. Only 6% of all degrees in STEM disciplines over the past five years have been awarded to U.S. minorities. This is only slightly higher than the number of degrees awarded to international students who received 4% of the total number of Bachelor degrees awarded.

Recommendation

This item is for information only.



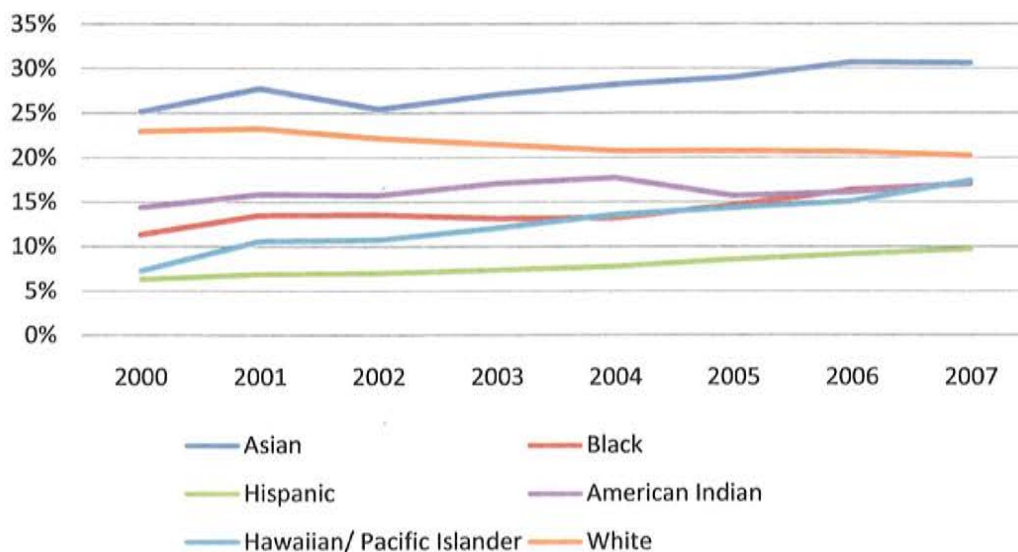
William A. Sederburg, Commissioner

Utah Participation Rates of 18-24 Year-Olds by Fall Semester

Fall Semester	Asian	Black	Hispanic	American Indian	Hawaiian/ Pacific Islander	White	Grand Total
2000	25%	11%	6%	14%	7%	23%	22%
2001	28%	13%	7%	16%	11%	23%	23%
2002	25%	13%	7%	16%	11%	22%	22%
2003	27%	13%	7%	17%	12%	21%	21%
2004	28%	13%	8%	18%	13%	21%	21%
2005	29%	15%	8%	16%	14%	21%	21%
2006	31%	16%	9%	16%	15%	21%	21%
2007	31%	17%	10%	17%	17%	20%	21%

Source: US Census Data and USHE Data Base

**Participation Rates of 18-24 Year-Old Utah Residents
by Ethnicity**



Utah 18-24 Population by Race/Ethnic Category and Estimate Year

Census Year Estimate	Asian	Black	Hispanic	Native American	Hawaiian/ Pacific Islander	White	Unknown/ Mixed	Grand Total
2000	5,537	2,442	32,272	3,983	2,400	270,010	3,535	320,179
2001	5,611	2,615	33,137	3,986	2,418	279,684	3,756	331,207
2002	5,880	2,668	33,713	3,958	2,471	287,293	4,048	340,031
2003	5,938	2,745	33,200	3,853	2,484	289,440	4,277	341,937
2004	5,902	2,840	32,709	3,844	2,445	286,802	4,385	338,927
2005	5,798	2,795	32,593	3,871	2,436	282,310	4,624	334,427
2006	5,751	2,856	32,230	3,967	2,346	275,828	4,719	327,697
2007	5,892	3,012	32,961	4,122	2,454	274,358	4,883	327,682

Source U.S. Census Data

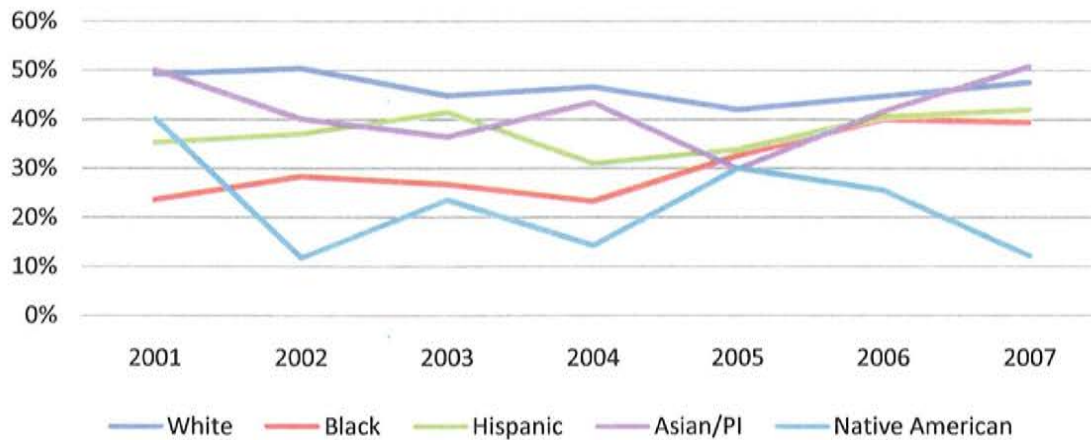
Race/Ethnic Percent Distribution of the Utah 18-24 Age Population

Asian	Black	Hispanic	American Indian	Hawaiian/ Pacific Islander	White	Other/ Unknown
2%	1%	10%	1%	1%	84%	1%

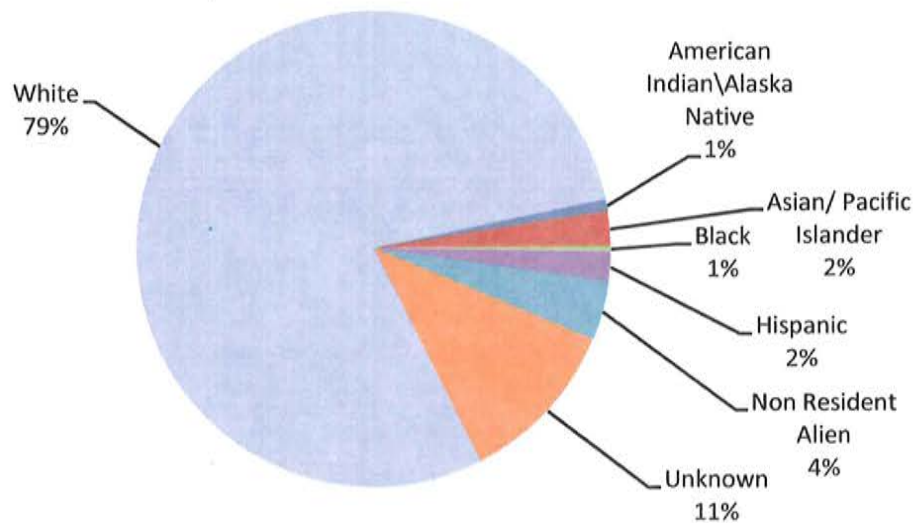
Source U.S. Census Data

Note: the Utah race/ethnicity percent distribution has remained constant from 2000-07 in the 18-24 year-old population.

**USHE Graduation Rates by Ethnicity
 At 150% of Degree Length (6 years for Bachelor degree)**



**Five Year Totals by Ethnicity - STEM
 Baccalaureate Degrees Awarded**





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May 29, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Facts at a Glance Publication

Facts at a Glance is a brochure created annually by the Office of the Commissioner of Higher Education (OCHE). Data for the brochure is selected from the larger *USHE Data Book* that is available online at <http://www.utahsbr.edu/bud04e.html>.

OCHE will update this document on an annual basis to have it available for the first day of the Legislative Session each year. The completion of this project will be the responsibility of the OCHE Institutional Research department.

The contents of *Facts at a Glance* are subject to review and may change in order to provide quick access to information that reflects the priorities and strategic goals of the Utah System of Higher education.

Recommendation

This item is for information only.

WAS/CM /JAC
Attachment



William A. Sederburg, Commissioner

VII. 2008 Fall USHE FTE Employees

Appropriated and Non-appropriated

	Regular Faculty	Adjunct Faculty	Teach. Assist.	Exec. Assist.	Staff	Total	1-yr change	3-yr change
UU	1,470	1,169	874	48	11,562	15,122	-0.0%	5.1%
USU	1,017	84	443	55	3,299	4,897	-1.7%	15.4%
WSU	501	135	-	24	1,115	1,775	-0.1%	7.4%
SUU	229	93	-	21	775	1,119	-2.6%	4.1%
SC	128	50	-	6	342	526	-5.9%	-10.4%
DSC	148	112	-	6	353	618	12.4%	13.4%
CEU	98	22	-	11	217	347	-6.0%	13.0%
UVU	445	400	-	35	1,580	2,459	11.6%	13.2%
SLCC	332	562	-	19	1,901	2,814	7.2%	17.7%
OCHS	-	-	-	12	221	233	-9.0%	22.8%
USHE	4,367	2,626	1,317	236	21,364	29,910	1.1%	8.5%

Source: 2009 USHE Data Book, Tab. J

Appropriated Only

	Regular Faculty	Adjunct Faculty	Teach. Assist.	Exec. Assist.	Staff	Total	1-yr change	3-yr change
UU	1,231	230	283	46	2,592	4,382	-1.6%	5.7%
USU	881	56	200	50	1,648	2,834	-2.9%	15.8%
WSU	486	120	-	24	774	1,403	1.6%	6.9%
SUU	228	73	-	21	428	751	-1.3%	16.8%
SC	127	50	-	6	315	498	-6.3%	17.1%
DSC	147	109	-	6	212	474	12.1%	14.3%
CEU	84	21	-	11	130	246	-2.2%	16.9%
UVU	433	400	-	32	949	1,813	9.0%	16.5%
SLCC	319	520	-	19	1,231	2,088	5.9%	15.9%
OCHS	-	-	-	4	27	31	6.1%	28.2%
USHE	3,935	1,578	483	217	8,305	14,518	1.0%	11.9%

Source: 2009 USHE Data Book, Tab. J

VIII. 2008-09 E&G Appropriated Operating Budget

	Tax Funds	Tuition	Other Funds	Total Budget
UU	\$235,921,200	\$143,518,400	\$9,276,900	\$388,716,500
USU	\$144,826,600	\$71,276,600	\$6,877,500	\$222,980,700
WSU	\$64,464,300	\$44,753,400	-	\$109,217,700
SUU	\$30,592,100	\$21,412,800	-	\$52,004,900
SC	\$20,264,500	\$5,731,900	-	\$25,996,400
DSC	\$21,281,800	\$10,317,900	-	\$31,599,700
CEU	\$16,393,000	\$2,657,000	-	\$19,050,000
UVU	\$61,066,900	\$58,501,900	-	\$119,568,800
SLCC	\$62,809,800	\$41,132,700	-	\$103,942,500
OCHS	\$25,173,000	-	\$1,303,100	\$26,476,100
USHE	\$682,793,200	\$399,302,600	\$17,457,500	\$1,099,553,300

Source: 2008-09 USHE E&G Operating Budget
Reflects budget cuts and backfill.

IX. 2008 Fall USHE Space Inventory

	TOTAL GSF	Q & P NSF (1)	Q&P NSF/ per student (2)	1-year change	3-yr change
UU	8,117,105	2,769,055	103.6	-1.3%	6.9%
USU	4,628,937	1,906,749	97.5	2.4%	1.0%
WSU	2,480,722	1,698,584	114.8	43.2%	75.1%
SUU	1,317,282	656,023	95.1	55.5%	45.0%
SC	702,576	351,180	133.0	9.7%	9.9%
DSC	842,338	648,750	154.8	64.3%	66.6%
CEU	573,509	249,905	163.2	-3.8%	10.8%
UVU	2,182,574	1,657,288	91.9	74.3%	93.5%
SLCC	2,104,164	2,000,497	106.2	52.7%	64.9%
Total	22,949,207	11,938,011	105.4	25.4%	33.5%

Source: 2009 Data Book, Tab. L

(1) All assignable net square feet of space except auxiliary, hospital, and institutional unique.

(2) Q&P Net Square Feet per FTE Student (budget-related and self-support).

X. UCAT

Membership Hours (Budget Related)

	2005-06	2006-07	2007-08	1-yr change	2-yr change
	5,153,360	5,193,204	5,417,492	4.3%	5.1%

Headcount Enrollments, 2007-08

	Secondary	Post Secondary	State Custom Fit
	11,801	29,762	19,715

Total Appropriated Budget, 2007-08

	State Tax Funds	Dedicated Credits	Total Budget
	\$55,012,900	\$6,617,400	\$61,630,300

Tuition, 2008-09

\$1.35 per membership hour enrolled for a full time student.

The cost per hour is more for students enrolled in fewer hours per week.

Custom Fit, 2007-08

Businesses Served	1,116
Employees Served	19,715
State Tax Fund Support	3,608,100

XI. Tuition and Compensation Increase

USHE 1% Compensation (2008-09)	\$7,716,462
USHE 1% Tuition (2008-09 estimated)	\$3,993,026

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Updated May 2009



Facts at a Glance

I. 2008-09 USHE Total Enrollments

Fall Headcount (Budget-related and Self-Support)

	Resident	Nonresident	Total	1-yr change	5-yr change
UU	25,985	4,243	30,228	1.4%	1.2%
USU	21,428	2,497	23,925	-2.0%	1.9%
WSU	20,234	1,440	21,674	18.4%	13.1%
SUU	6,334	1,182	7,516	6.5%	24.3%
SC	3,332	266	3,598	1.4%	-5.9%
DSC	5,998	445	6,443	8.4%	-16.1%
CEU	1,989	93	2,082	0.2%	-22.7%
UVU	23,623	3,073	26,696	12.0%	12.2%
SLCC	28,271	1,596	29,867	18.8%	23.7%
Total	137,394	14,835	152,229	8.5%	8.0%

Source: 2009 USHE Data Book Tab C

Estimated Annualized FTE (Budget-related and Self-Support)

	Resident	Nonresident	Total	1-yr change	5-yr change
UU	22,222	4,503	26,725	1.5%	-2.2%
USU	17,143	2,419	19,562	2.9%	0.2%
WSU	13,543	1,248	14,791	1.8%	-8.3%
SUU	5,756	1,144	6,900	1.0%	19.8%
SC	2,332	308	2,640	-8.8%	-10.3%
DSC	3,805	387	4,192	0.0%	-8.5%
CEU	1,476	55	1,531	3.9%	-26.9%
UVU	15,045	2,992	18,037	2.9%	-1.9%
SLCC	17,528	1,315	18,843	1.7%	2.3%
Total	98,850	14,371	113,221	1.7%	-1.7%

Source: 2009 USHE Data Book Tab C

II. 2008-09 Annual Undergraduate ⁽¹⁾ Tuition and Fees

	Non-Resident	Resident	1-yr change	5-yr change
UU	\$5,285	\$16,601	6.0%	45.0%
USU	\$4,445	\$12,951	5.9%	44.7%
WSU	\$3,854	\$11,161	5.2%	46.4%
SUU	\$4,028	\$12,086	6.1%	44.2%
SC	\$2,347	\$8,227	3.8%	40.5%
DSC	\$2,893	\$10,063	6.0%	62.7%
CEU	\$2,242	\$4,142	3.7%	28.9%
UVU	\$3,752	\$11,514	6.3%	53.1%
SLCC	\$2,660	\$8,374	4.9%	30.7%

⁽¹⁾ Undergraduate Tuition and Centrality Administrative Fees for 2 semesters at 15 credit hours.

III. 2007-08 Tuition as % of E&G Revenues *

	Percent	1-year Increase	5-year Increase
UU	36.2%	-1.4%	16.3%
USU	34.4%	2.2%	10.7%
WSU	38.3%	-2.4%	4.1%
SUU	38.6%	0.5%	37.4%
SC	22.0%	11.3%	-2.9%
DSC	31.6%	0.1%	13.4%
CEU	12.4%	-17.3%	-32.6%
UVU	47.8%	-5.3%	-2.2%
SLCC	38.0%	2.3%	3.3%
USHE	36.8%	-0.9%	9.7%

* Includes instructional line items

IV. 2007-08 USHE Full Cost of Instruction per FTE

	Vocational	Lower Div.	Upper Div.	Basic Grad.	Adv. Grad.	All Levels	1-yr chg.	5-yr chg.
UU	-	\$9,084	\$11,965	\$16,433	\$22,646	\$12,743	10.8%	39.7%
USU	8,914	7,055	13,263	17,563	21,749	10,728	12.8%	47.9%
WSU	8,417	7,136	11,142	10,980	-	8,547	6.5%	42.7%
SUU	9,912	8,652	8,910	6,807	-	8,687	4.8%	29.3%
SC	9,457	9,932	-	-	-	9,774	15.4%	27.3%
DSC	9,203	6,911	8,983	-	-	7,490	14.3%	61.6%
CEU	14,227	12,561	-	-	-	13,190	24.2%	94.5%
UVU	10,104	7,356	8,661	-	-	8,173	20.7%	79.4%
SLCC	7,214	5,963	-	-	-	6,438	12.8%	44.8%

Source: 2007-08 USHE Cost Study (Approximated), 2008 Data Book Tab I

IV. 2007-08 USHE Student Faculty Ratios

	Vocational	Lower Div.	Upper Div.	Basic Grad.	Adv. Grad.	All Levels	1-yr chg.	5-yr chg.
UU	-	21.2	18.3	10.3	8.8	15.4	-8.3%	-10.0%
USU	26.6	40.8	13.8	9.5	8.0	19.0	0.8%	-11.3%
WSU	16.9	20.0	10.7	10.3	-	15.5	-0.9%	-15.3%
SUU	17.7	19.4	17.7	22.4	-	18.9	-1.6%	-12.2%
SC	17.0	15.6	-	-	-	16.1	-1.5%	-17.6%
DSC	10.1	20.2	15.6	-	-	17.1	-1.1%	-17.8%
CEU	13.0	12.1	-	-	-	12.4	-34.8%	-34.9%
UVU	14.2	19.2	18.2	-	-	17.7	-8.0%	-17.6%
SLCC	15.4	21.9	-	-	-	18.9	-0.5%	-11.5%

Source: 2007-08 USHE Cost Study (Approximated), 2008 Data Book Tab I

V. 2007-08 USHE Degrees and Awards

	Cert.	Assoc.	Bacc.	Masters	Doct.	1st Prf	Total	1-yr %	5-yr %
UU	358	-	4,882	1,611	397	270	7,518	4.6%	19.7%
USU	8	376	3,005	852	97	-	4,338	10.0%	12.6%
WSU	44	1,677	1,881	195	-	-	3,797	0.1%	9.4%
SUU	5	209	880	262	-	-	1,356	8.5%	34.8%
SC	43	616	-	-	-	-	659	-11.2%	-20.9%
DSC	580	741	150	-	-	-	1,471	11.7%	7.8%
CEU	57	312	-	-	-	-	369	-11.7%	-33.6%
UVU	27	1,716	1,532	-	-	-	3,275	-0.4%	-4.7%
SLCC	745	2,902	-	-	-	-	3,647	4.8%	38.6%
USHE	1,867	8,549	12,330	2,920	494	270	26,430	4.0%	12.8%

Certificates, Short-term certificates, other awards, 1st Professional, 4th MD, JD, etc.
Source: 2008 USHE Data Book Tab B

VI. 2008 Fall Faculty Teaching Load

	Average	1	5	Average	1	5
	Instructional	year	year	Student	year	year
	Credit Hours	change	change	Cr. Hrs	change	change
UU	9.73	3.9%	-3.0%	195.5	0.9%	-7.7%
USU	13.41	0.2%	16.1%	247.9	-1.1%	-6.8%
WSU	12.39	1.2%	-3.0%	250.6	2.2%	-15.2%
SUU	16.44	24.4%	31.6%	308.7	0.9%	9.6%
SC	21.90	44.0%	42.5%	350.3	60.0%	13.3%
DSC	14.48	1.3%	-15.5%	360.2	-0.0%	-8.6%
CEU	9.88	-47.1%	-39.7%	126.3	-47.2%	-59.0%
UVU	13.38	-4.6%	-0.7%	308.2	-0.4%	0.8%
SLCC	14.01	-9.7%	-7.0%	262.3	-7.8%	-14.7%
USHE	12.76	2.6%	5.9%	247.5	0.0%	-6.0%

Source: 2008 USHE Data Book Tab J

	Part-time	1-year	5-year
	Instruction	Increase	Increase
UU	36.6%	8.7%	9.7%
USU	28.0%	-28.2%	-30.7%
WSU	45.6%	1.8%	15.1%
SUU	17.6%	9.6%	-11.0%
SC	25.2%	-24.5%	-25.7%
DSC	36.7%	2.8%	-18.1%
CEU	20.1%	9.5%	-35.5%
UVU	50.9%	4.9%	-10.7%
SLCC	62.6%	6.1%	7.5%
USHE	41.0%	-0.6%	-4.9%

Source: 2008 USHE Data Book Tab J



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May 29, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Update on the Friends of Utah Higher Education

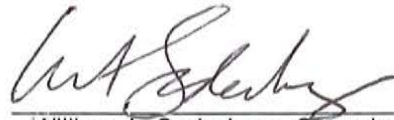
The Friends of Utah Higher Education is group of business leaders organized by Regent Bob Marquardt to influence elected officials on behalf of higher education. The group was instrumental during the 2009 Legislative Session in helping secure bonding funds for higher education.

An event was held on April 22, 2009 for business leaders to express appreciation to Governor Huntsman for his advocacy for higher education during the Legislative Session. The event was attended by more than 50 business leaders. A similar event for legislators is tentatively scheduled for June 17, 2009.

Recommendation

This item is for information only.

WAS/SJ
Attachments


William A. Sederburg, Commissioner



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May 20, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Discussion of Strategic Planning Session Agenda Items for 2009-10

Issue

The strategic planning efforts of the Board of Regents include a Strategic Planning Session as part of each Board meeting. The Strategic Planning Committee will discuss a schedule to recommend to the Board for the 2009-10 academic year that assists the Board in attaining its strategic goals.

Background

In the March 2009 Board meeting, the Regents approved three strategic goals to 1) increase higher education participation rates for all Utahns, 2) increase degree completions for those enrolling in higher education, and 3) substantially enhance Utah's colleges and universities as engines of state economic development.

Commissioner's Recommendation

This item is for information only.

William A. Sederburg
Commissioner of Higher Education

WAS/CM/AMH/CB
Attachment



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May 20, 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 – Minutes of the March 26-27 Board meeting at Dixie State College in St. George, Utah
- B. Grant Proposals
 - 1. Utah State University – National Institutes of Health; "Behavioral Responses to Amygdala Insulin and Lipid Signaling"; \$1,740,001. David York, Principal Investigator.
 - 2. Utah State University – National Institutes of Health; "Reprogramming Events Associated with Somatic Cell Nuclear Transfer"; \$1,252,800.08. Kenneth White, Principal Investigator.
 - 3. Utah State University – National Institutes of Health; "The Amygdala and Fat Ingestion"; \$1,739,676. David York, Principal Investigator.
 - 4. Utah State University – National Science Foundation; "CTIS: Concept Tutorials in Statistics"; \$1,362,027. Kady Schneider, Principal Investigator.
 - 5. Utah State University – National Science Foundation; "Evaluating the Adoption and Utility of Open Educational Resources with Multicultural Affordances"; \$1,087,000. Richard West, Principal Investigator.
 - 6. Utah State University – U.S. Department of Energy; "Addressing Engineering and Science Barriers for Sustainable Algal Biorefineries"; \$2,600,000. Viamajala Sridhar, Principal Investigator.
 - 7. Utah State University – U.S. Department of Energy; "Complex Algal Ecology Studies and Symbiotic Bacteria"; \$1,622,246. Brett Barney, Principal Investigator.
 - 8. Utah State University – National Institutes of Health; "Defining the Molecular Determinations of PRMT1 Catalyzed Arginine Methylation"; \$1,670,528. Joan Hevel, Principal Investigator.

9. Utah State University – National Institutes of Health; "Exploring Traditional and New Applications of Aminoglycosides"; \$1,272,900. Tom Chang, Principal Investigator.
10. Utah State University – U.S. Department of Energy; "Development of Energy-Efficient, Low-Cost, and High-Yield Algal Photobioreactor"; \$2,000,000. Jeff Muhs, Principal Investigator.
11. Utah State University – National Science Foundation; "NEESR-CR Field Evaluation and Centrifuge Modeling of Strength and Deformation Behavior of Plastic Silts Clays during Earthquake Shaking"; \$1,134,467. James Bay, Principal Investigator.
12. Utah State University – Federal; "Optimus Prime"; \$2,458,310. Niel Holt, Principal Investigator.
13. Utah State University – U.S. Department of Commerce National Institute of Standards and Technology; "National Institute of Standards and Technology"; \$2,209,304. Vern Thurgood, Principal Investigator.
14. Utah State University – U.S. Department of Defense Air Force Space and Missile Systems Center; "Research and Development of Sensor Systems for the Space and Missile Systems Center, United States Air Force"; \$48,000,000. Thomas Humpherys, Principal Investigator.
15. Utah State University – U.S. Department of Defense Air Force Space and Missile Systems; "Alternative Algorithm Development, Test and Validation (ADTV) for the Space and Missiles System Center"; \$6,228,240. Thomas Humpherys, Principal Investigator.
16. Utah State University – U.S. Department of Defense Air Force Space and Missile Systems Center; "Continued Test and Calibration Effort for the Commercially Hosted Infra-red Program (CHIRP)"; \$2,302,545. Dean Wada, Principal Investigator.

C. Grant Awards

1. Utah State University – U.S. Air Force Research Laboratory; "Responsive Space Technologies"; \$1,091,000. Chad Fish, Principal Investigator; Quinn Young, Co-Principal Investigator.
2. Utah State University – NASA Jet Propulsion Laboratory; "Wide-Field Infrared Survey Explorer (WISE)"; \$1,174,700. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.
3. Utah State University – U.S. Naval Research Laboratory; "Naval Research Laboratory Advanced Ground, Air, Space Systems Integration (AGASSI) Task Order 0002"; \$4,500,000. Niel Holt, Principal Investigator.


William A. Sederburg, Commissioner

STATE BOARD OF REGENTS MEETING
DIXIE STATE COLLEGE, ST. GEORGE, UTAH
MARCH 26-27, 2009

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STATE BOARD OF REGENTS MEETING
DIXIE STATE COLLEGE, ST. GEORGE, UTAH
MARCH 26-27, 2009

Minutes

Regents Present

Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Rosanita Cespedes
France A. Davis
Katharine B. Garff
David J. Jordan
Nolan E. Karras
Robert S. Marquardt
Basim Motiwala
Anthony W. Morgan
Carol Murphy
Teresa Theurer
Marlon O. Snow
John H. Zenger

Regents Excused

Greg W. Haws
Meghan Holbrook

Office of the Commissioner

William A. Sederburg, Commissioner of Higher Education
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Carrie Beckman, Policy and Special Projects Coordinator
Troy Caserta, Accounting Officer
Joseph Curtin, Director of Institutional Research
Richard O. Davis, Deputy Executive Director, UHEAA
David A. Feitz, Associate Commissioner for Student Financial Aid and Director of UHEAA
Spencer Jenkins, Assistant Commissioner for Public Affairs
Melissa Miller Kincart, Assistant Director, State Scholars Initiative
Cameron Martin, Assistant Commissioner for Administration and Planning
Darren Marshall, Manager of Audit and Financial Services
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
Lynne S. Ward, Director, Utah Educational Savings Plan

INSTITUTIONAL REPRESENTATIVES

University of Utah

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

Arnold B. Combe, Vice President for Administrative Services
Stephen H. Hess, Chief Information Officer
Laura Snow, Special Assistant to the President and Secretary of the University
Chuck Wight, Associate Vice President for Academic Affairs and Undergraduate Studies
Suzan Young, First Lady

Utah State University

Stan L. Albrecht, President
Raymond T. Coward, Provost
David Cowley, Associate Vice President for Financial Services
Michelle B. Larson, Assistant Provost
Sydney Peterson, Chief of Staff
Whitney J. Pugh, Executive Director, Budget and Planning

Weber State University

F. Ann Millner, President
Brad Mortensen, Vice President for Institutional Advancement
Norm Tarbox, Vice President for Administration
Michael Vaughan, Provost

Southern Utah University

Michael T. Benson, President
Rodney D. Decker, Interim Provost
Donna Eddleman, Vice President for Student Services
Dorian Page, Vice President for Finance and Facilities

Snow College

Scott L. Wyatt, President
Marvin Dodge, Vice President for Administrative Services
Craig Mathie, Dean of Students and Academic Affairs, Richfield Campus
Rick Wheeler, Vice President for Academic Affairs

Dixie State College

Stephen D. Nadauld, Interim President
William Christensen, Dean, School of Business
Donna Dillingham-Evans, Vice President of Academic Services
Victor Hasfurther, Dean, School of Science and Allied Health
Don Hinton, Dean, School of Education, Humanities, Arts and Social Sciences
Jeannine Holt, Friend of the College and former Vice Chair of the Board of Trustees
Steve Johnson, Director of Public Relations
Gary Koeven, Dean of Information Services
Frank B. Lojko, Vice President of Student Services/Director of Government Relations
Stanley J. Plewe, Vice President of College Services

Sherry Ruesch, Executive Director of Campus Services
Christina Schultz, Vice President of Institutional Advancement
Scott Talbot, Executive Director of Business Services
George F. Whitehead, Associate Vice President of Institutional Advancement and Cultural Affairs

College of Eastern Utah

Mike King, Interim President
Michelle Fleck, Interim Vice President of Academic Affairs

Utah Valley University

Elizabeth J. Hitch, Interim President
Ernest Carey, Dean, College of Technology and Computing
Jack R. Christianson, Executive Director, Center for Engaged Learning
Mohammed El-Saidi, Associate Vice President for Academic Affairs
Vincent Fordiani, Special Assistant to the President for Constituent Relations
Linda Makin, Executive Director of Budgets
Loretta Palmer, Associate Vice President for Undergraduate Research
Nick Parmley, Student
Val Peterson, Vice President for Administrative and Legislative Affairs
Kyle Reyes, Program Director, Student Success/Retention
Joseph Watkins, Student Body President

Salt Lake Community College

Joe Peterson, Vice President of Instruction
Clifton Sanders, Dean of Science, Mathematics and Engineering

Utah College of Applied Technology

Richard L. White, President
Jared Haines, Vice President of Student and Academic Services

Representatives of the Media

Tiffany DeMasters, *Spectrum*

Other Guests

Matthew S. Holland
Steve Hunter, Friends of Utah Higher Education
Spencer Pratt, Office of the Legislative Fiscal Analyst

The Board of Regents met in the Russell C. Taylor Health Sciences Center of Dixie State College in St. George, Utah. Chair Jed Pitcher welcomed everyone and called the meeting to order at 9:00 a.m. He excused Regents Meg Holbrook and Greg Haws and announced that Brent Brown had been appointed by the Governor and confirmed by the Senate to fill the vacancy in the Board created by Joel Wright's resignation. Regent Brown was unable to attend this meeting.

Chair Pitcher reviewed the schedule for the Strategic Planning meeting. President Nadauld invited the Regents to go through the facility before the conclusion of the two-day Board meeting.

Review of 2009 Legislative General Session

Commissioner Sederburg invited the presidents to comment on the outcome of the Legislative Session and lessons learned. It was noted that this year the Legislature had been able to "back fill" most of the cut; however, next year's budget will start at 17½ percent below this year's base budget. Several presidents thanked Regent Marquardt for his efforts at organizing the business community to advocate for higher education. Commissioner Sederburg pointed out Regent Marquardt had organized a higher education caucus meeting at 7 o'clock every Wednesday morning during the Session.

Budget. Commissioner Sederburg referred to Tab A and briefly reviewed the actions taken at the recent Legislative General Session. When the session began, the budget had already been reduced by 4 percent as a result of a Special Session. During the session, an additional 7½ percent was cut; however, one-time funds were used to "back-fill" 4 percent of that reduction, so the final net cut for fiscal year 2009 was 7½ percent. The budget for fiscal year 2010 will be reduced an additional 7½ percent, for a total reduction of 19 percent from what had been appropriated a year earlier (4+7½+7½).

On the positive side, USTAR received some federal funding, the presidents retained their flexibility to administer their own budgets, and some of the building projects are back on the table. Commissioner Sederburg thanked the Legislature for providing flexibility for the presidents to make the most appropriate choices for their respective institutions. He noted permanent ongoing funding of \$2 million had been appropriated for the Regents' Scholarship program, including \$1.9 million that was shifted from the UCOPE program, plus \$500,000 in one-time funding. Other programs received appreciable one-time funding.

One item that was not funded was compensation. In addition, O&M, enrollment growth, utility rate increases and other mandatory cost increases were not funded. Those expenses will have to be absorbed by the institutions.

Associate Commissioner Buhler noted the Commissioner's Office had 11 line items in the state budget. Higher education officials worked with the legislative committee to reduce the number of budget categories to five. "Jobs Now" money will go toward economic development, with UCAT receiving most of the funding. Funding was increased for the Regents' Scholarship program by shifting part of the UCOPE funding and with some additional ongoing appropriations for student financial aid.

Capital Facilities. Associate Commissioner Buhler thanked the legislative liaisons and the business advocates for helping higher education get the Legislature's approval for bonding for needed capital facilities. Five higher education projects were funded with a General Obligation bond, receiving \$104.5 million of the \$115 million bond. Those projects were the Eccles School of Business at the University of Utah, Salt Lake Community College's Digital Art and Design Building, the Gibson Science Center for Southern Utah University, and design for Dixie State College's Centennial Commons and Utah Valley University's Science and Health Design Building. Some UCAT

facilities also received design money. In addition, the Legislature approved \$55.6 million for capital improvements and \$255.6 million for one-time state-funded capital projects on USHE campuses.

Legislation. Associate Commissioner Buhler referred to the list of key bills of interest to the Utah System of Higher Education and briefly commented on a specific bill. Regent Jordan asked about the impact of HB 287, Utah Education Network Amendments, which authorized UEN to provide services to local governments as well as public and higher education. Dr. Hess explained that the bill made it possible for UEN to join the State of Utah in network connections.

Commissioner Sederburg referred to the Friends of Utah Higher Education advocacy group and asked Regent Marquardt to comment on this effort. Regent Marquardt said Steve Hunter represented this group every day at the Legislature. The group started with approximately 40 business leaders and ended with approximately 100. He encouraged everyone connected with higher education to take the message from the strategic planning discussion into the community and help the local citizenry to realize how important higher education is for the good of the state and the economy. The Regents can take the leadership role in articulating that message. Chair Pitcher asked Regent Marquardt if he would continue to lead this effort.

Strategic Planning

Commissioner Sederburg said the object of the strategic planning session was to define the three or four top priorities for higher education and then to advocate that message. He noted that an online effort led by students called "Save Higher Education" involved over 100 participants.

President Young thanked Commissioner Sederburg for giving the University of Utah faculty the opportunity to present valuable data at this meeting. He also thanked the UofU faculty members for their participation and preparation.

Regent Zenger reviewed the strategic planning process to date. The immediate objective was to adopt strategic goals and objectives around the issues of preparation, completion, and economic development. This work will help shape the work of the Commissioner's Office and will also help shape the Regents' focus during the coming year. He referred to the draft document and encouraged everyone's input. The strategic goals proposed in the document were:

1. Increase higher education participation rates for all Utahns.
2. Increase degree completions for those enrolling in higher education.
3. Substantially enhance Utah's colleges and universities as engines of state economic development.

Regent Morgan noted the document was fluid and may need to be adjusted in the years. The Regents were asked to address the following questions in their group discussions: What are the appropriate state policy methods to achieve these goals? Which of these goals are important to the various institutions? The goal of this meeting was not to adopt the objectives under each goal, but to adopt the general goals; a vote to adopt the goals did not mean a vote to adopt the objectives of those goals. The goals may need to be differentiated by type of institution.

Regent Morgan moved to adopt the three strategic goals (listed above) in the draft document entitled, "The Future of Higher Education in Utah: Strategic Issues for 2015 and Beyond." Regent Atkin seconded the motion, and the goals in the document were adopted unanimously. Regent Morgan noted that the presentations made in this meeting related primarily to the goal of participation.

Utah's Demographic Transformation: A View Into the Future

Chair Pitcher introduced Dr. Pam Perlich, Senior Research Economist at the University of Utah. Dr. Perlich's presentation focused on Utah's demographic trends that are transforming and state and the nation: (1) We are becoming much more diverse in various dimensions. (2) Life expectancy is increasing and there is greater diversity in age. In 20 years, Utah's population will be primarily what are now minorities. Dr. Perlich predicted that higher education could expect a large enrollment growth in another seven or eight years. Utah is in a long-term growth rate in the United States.

Although Utah has lost jobs, people continue to migrate here. Many people are moving here from the East and Midwest because of the stability of our economy. Generally speaking, most smaller states, such as Utah, export people who are highly educated. As we create more jobs for well educated persons through research, more people will remain in Utah. Dr. Perlich noted that half of the medical scientists in Utah were immigrants. New jobs are being created, particularly in or as a result of higher education. In addition, people who identified themselves as "White" now represent a much more diverse population than ever before.

Research shows that by 2050, more than 50 percent of the citizens of the United States will be non-Caucasian. At that time, Utah's population will be approximately 30 percent minority, and Salt Lake County will be at about 40 percent minority population. One of three preschoolers and one in four grade school students are from a minority background. Many of their parents do not have education and do not vote. Today's students are in schools where they hear many different languages. In the Fall of 2008, 117 languages were spoken in the home. This is an incredible challenge for educators, but it is also a great opportunity for Utah. Most immigrants are of prime working age.

Regent Cespedes pointed out that although the minority population is increasing, participation rates for minorities are not increasing. Dr. Perlich agreed and noted that two-thirds of the enrollment growth is in minority students. Immigrants, their children and grandchildren will represent 80 percent of the population by 2050. Half of the foreign-born males in Utah who are 25 years old and older do not have a high school diploma. Education is not only an investment in the future; it is an intergenerational transfer.

Regent Morgan recommended that Dr. Perlich present this information to the Legislature. Chair Pitcher thanked Dr. Perlich for her presentation.

USHE Trends

Dr. Joseph Curtin, USHE Director of Institutional Research, presented data on trends in Utah higher education by race, ethnicity, and gender. He pointed out that ethnicity identification is always self-reported, and a student may identify with more than one ethnicity. Regent Cespedes asked if nonresident (international) students were included as minorities. Dr. Curtin said they were not.

It was noted that Utahns marry earlier and begin their families earlier than in most states. This puts increasing pressure on those students to support their families and may delay or prolong the time it takes them to complete a college degree. Many couples live together without being married and have the same familial obligations. Another factor is the amount of financial support provided by the parents. Students may also have military obligations.

Latina/Latino Educational Pathways

Dr. Octavio Villalpando, Associate Vice President for Equity and Diversity at the University of Utah, discussed career pathways for Latina/Latino students. He expressed his appreciation to the Regents for its efforts in trying to ensure that education remains available to all Utah's citizens. He made the following observations, based on national research:

1. Nearly 65 percent of Latinos are of Mexican descent. The majority were born and raised in the United States.
2. Approximately 70 percent are monolingual English speakers, and only 20 percent are bilingual.
3. The vast majority grow up in racially segregated neighborhoods and attend public schools.
4. Latinos are strongly influenced by family, spiritual, cultural, and educational values.
5. Job demands prohibit greater parental involvement in their children's education.
6. One-fourth of all persons living in poverty are Latinos/as.
7. Latino youth have the highest labor participation rates in the United States.
8. High school students have ranked teaching as their first career choice, followed by business.
9. The Latino/a spending power in Utah is \$6 billion.

Dr. Villalpando said families should have an academic and financial plan for college by the time their students reach 8th grade. It has also been proven that if parents are continuously involved, students are more likely to pursue and complete a four-year degree. It is critical that sufficient opportunities for financial aid are made available, before and during the college years. Regent Jordan pointed out that lending rates of Hispanics through UHEAA were lower than the average lending rates. Many Hispanic students receive their postsecondary education through a private institution.

Chair Pitcher thanked Dr. Villalpando for his presentation.

Regent Davis requested that the Regents receive similar reports from other minority groups.

Legislative Report. Commissioner Sederburg recognized Speaker Dave Clark and thanked him for his advocacy of higher education and for his leadership in the Utah Legislature. Speaker Clark said he had enjoyed the preceding discussion. The Legislature trusts the presidents' ability to manage their institutions. He commended the presidents for their very competent management and apologized for making that task so difficult. He anticipated that the economy would not rebound quickly enough to replace what had been taken away in the 2009 Legislative Session.

Group Reports

Following lunch and group discussions, the Regents reconvened at 2:50 p.m.

Research Universities.

Participation: Regent Jordan reported that neither the University of Utah nor Utah State University is looking to grow. Their role is not to absorb a lot of new students but to gradually shift the mix of their students to a higher percentage of graduate students. In the past, institutions were funded based on enrollment growth. There needs to be another solution. Both institutions recognized the need to increase the number of students from under-represented minorities but indicated they did not know how to do this. Although they accept a percentage of the prepared students who apply, those students are not representative of the population of that under-served minority. One factor is the lack of need-based funding and affordability of an education at either the University of Utah or Utah State University. The group acknowledged that it was easier to identify issues than to come up with solutions.

Increase Completion Rates: Affordability is a key factor in completion. Many students are admitted to the USHE institutions who lack the financial resources to complete their education. Some demographic factors cause students to make hard decisions about delaying or abandoning an education. Debt (student loan obligations) was another factor. More need-based financial aid is vital. We must do a better job of reaching out to people in their real circumstances (part-time students who must work, students with parenting obligations, etc.).

Enhance institutions as engines for economic development: USTAR has been instrumental in bringing economic development opportunities to this state. The presidents confirmed their commitment to work collaboratively with the other institutions to turn intellectual property into applicable areas. The institutions will continue to work collaboratively with public education, to encourage more students to be prepared, particularly to participate in the STEM (science, technology, engineering and math) programs. Regent Jordan suggested that this could be a topic for future strategic planning discussions.

Regional Universities and State Colleges. Melissa Kincart reported the group agreed the goals need to be more achievable, especially financially. Suggestions to improve participation included expanding the participation rate age from 24 to 26 and a closer alignment of the goal statements. Additional topics recommended for strategic planning discussions were K-16 and USTAR.

Participation: There was agreement in the collective completion of the goal. Everyone is responsible for helping civic and church leaders understand what higher education actually contributes to the state. Outreach in the communities needs to look different to serve the under-represented communities. Higher education should develop better partnerships with other groups to reinforce the institutions' comprehensive mission. Differential tuition may be a possibility, while being mindful of institutional fit and helping under-represented groups fit into a successful field.

Completion: President Benson committed to hire more academic advisors to help high school students formulate educational plans. Need-based financial aid must be increased. The Regents can take the lead on setting benchmarks regarding graduation plans, but allowance must be made for flexibility and institutional type.

Economic Development: The Dennis Jones report was discussed. The group suggested that a comprehensive communication plan be developed to work with key constituents to promote higher education as the economic engine it really is and to point out how participation and completion will impact economic development in this state. It will take funding to reach these goals. The group encouraged the Regents and presidents to think about funding strategies. How can the percentage of funding appropriated for higher education be increased? What about a property tax or income tax to help fund community colleges? If tuition could be reduced, it might not be necessary to increase financial aid.

Community Colleges. Regent Theurer reported.

Participation: This group raised several questions. Who should be counted – just USHE institutions? UCAT? Private institutions? The top five states average a 44 percent participation rate. What percentage of those students are enrolled at state institutions? Is it possible to get higher education back to the previous allotment of the state budget? Mention was made of the K-16 Alliance. A common goal with the State Board of Regents is “closing the gap” between Caucasian students and minority students. Public education is important in improving high school graduation rates. Should a higher education goal include a percentage of high school students? Where does teacher preparation fit in? What about counseling issues? What about transferring community college credits to four-year degrees? What happens to UCAT? Barriers to transferring credits should be eliminated. The group requested additional focus on financial aid: What is available? What is the cost of attendance at community colleges? There is a vital need for more need-based financial aid and scholarships. Who is getting the New Century and Regents' Scholarships? Are we using this money wisely?

Completion/Retention: The group requested a common definition of retention and suggested that the Institutional Resources office come up with this definition. Retention among two-year schools is a separate issue than at four-year schools.

Economic Development: Is the recommended completion rate of 61 percent too high? What is a realistic goal? Those goals are hard for two-year institutions to track. The K-16 Alliance is key to the increasing enrollment in STEM courses. Higher education must work with public education on the issue of teacher preparation. Also, we need to provide classes for non-traditional students. Are classes in the STEM area available to the evening students?

Conclusion

Regents Morgan and Zenger summarized the discussion. Chair Pitcher thanked them for their many hours of preparation. He thanked the speakers for their presentations.

Chair Pitcher encouraged the Regents to stay for the training on tuition policy and process, since important decisions would be made the following day about tuition levels.

Understanding the Tuition Policy and Process

Associate Commissioner Stauffer distributed a handout to help the Regents better understand the policy and process of determining tuition for the USHE institutions. He pointed out that tuition is often not the price a student pays for a college education. First-tier tuition is set by the Regents for the entire System to cover one-fourth of the compensation increase appropriated by the State Legislature. Sometimes a financial aid component is also included. Second-tier tuition is institution-specific, with the funding staying at the respective institution. The Regents grant exceptions by policy. Typically, research institutions are the first to charge tuition differentials. The University of Utah is on a linear tuition model; most other institutions have a plateau model. Both models were described on page 5 of the handout.

Dr. Stauffer asked Assistant Commissioner Paul Morris to explain tuition discounting and tuition waivers (page 3). Mr. Morris explained that resident waivers are limited by statute. The second-tier tuition increases requested in the agenda represent net tuition (full tuition less waivers). It was noted that increases in tuition decrease the amount of financial aid available.

Dr. Paul Brinkman explained the process for setting tuition. Regent Morgan pointed out that money from grants and gifts is limited in its use; the funding sources are not interchangeable. Dr. Stauffer offered to respond to questions.

Chair Pitcher thanked Vice Chair Beesley for hosting the Regents and Presidents for dinner at Entrada.

The strategic planning session recessed at 4:02 p.m.

REGULAR BOARD MEETING April 27, 2009

Following a breakfast meeting with the Dixie State College Board of Trustees, and meetings of the Board committees, the Regents reconvened at 10:45 a.m. Vice Chair Beesley called the meeting to order. She excused Regents Haws and Holbrook and President Bioteau and asked President Nadauld to thank his wife, Margaret, for baking the small loaves of bread at each place around the table.

President Young proudly announced that Patrick Reimherr, the University of Utah's student body president, had been chosen as a winner of the Harry S. Truman Scholarship Award. This is the third consecutive year that a University of Utah student was selected as a Truman Scholar.

State of the College Report

President Nadauld welcomed the Regents and others to the Dixie State College campus. He announced that the college had launched a series of television advertisements with the theme of "Discover Your Destiny at Dixie State College." That will be Dixie's "brand." Enrollment grew by 12 percent (FTE) higher overall – 35 percent (FTE) in upper division – over last fall. As of Spring Semester, those numbers were up 17 percent and 46 percent,

respectively. The strategic emphasis is on health care, education, business and technology, and academic core curriculum. Dixie State College has retained its community college mission. Partnerships have been developed with IHC and Dixie Applied Technology College. In addition, Dixie is developing a four-year campus culture, centered on engaged participative learning.

President Nadauld noted a significant change to the campus master plan was a replacement for the Whitehead Building. The new facility will be the Jeffrey R. Holland Centennial Commons, which will house a library, classrooms, and student services functions. It will be modeled after the Utah Valley University library and will be named for Elder Jeffrey R. Holland, an alumnus of Dixie State College.

Vice Chair Beesley thanked President Nadauld for his presentation and for the excellent job he had done at Dixie State College during the past year. She welcomed Dr. Matthew S. Holland, who will become the president of Utah Valley University on July 1.

Dr. Holland thanked the Regents for their confidence and support and said he was looking forward to the opportunity of being UVU President. He announced that the BYU administration had been very supportive of that opportunity, to the point of releasing him from his contract in order to begin at UVU on June 1. Tentative plans are to have his inaugural on October 9.

Report of the Commissioner

Commissioner Sederburg reported on the strategic planning meeting held the previous day. He and his staff will work with the campuses to align the OCHE and USHE agenda around the strategic goals adopted by the Board. Regents Zenger and Morgan will continue to lead the strategic planning effort. Next steps include continuing a small working group to develop a plan.

Participation. Commissioner Sederburg announced that his office had received an \$830,000 College Access Competitiveness Grant. This is a two-year grant to increase academic and financial preparation. Work will be centered around what students need in order to be competitive at USHE institutions. It will involve the colleges and universities and will help the Commissioner's office continue to get into the public schools to reach underserved populations. We will be working with civic engagement and student learning centers. The grant was made in partnership with UHEAA and will incorporate the Voluntary System of Accountability.

K-16 Alliance. Currently the Alliance has 12 task forces, each of whom is making very good progress. The Alliance is helping the state move forward progressively.

UHEAA. Associate Commissioner Feitz reported that Utah has one of the best student loan organizations in the country. UHEAA has been able to fully fund all of the student loans. The number of student loans UHEAA has processed is up 22% over last year, while the dollar volume of loans is up 27%. He noted that UHEAA loans for Dixie students had increased by 64%. To assure access to student loans, UHEAA is originating loans since many lenders have either curtailed or ceased making student loans. UHEAA's largest volume lenders are U.S. Bank and America First Credit Union. UHEAA currently has a default rate of 2.1 percent – the lowest in the agency's history and one of the lowest in the country. Associate Commissioner Feitz said UHEAA had initiated

a new "Ray of Hope" campaign to help borrowers by offering a streamlined forbearance for students who are having difficulty repaying their loans.

Regent Jordan, who chairs the UHEAA Board of Directors, alerted the Regents that the current administration was moving toward eliminating all state loan programs and moving to a direct federal loan program exclusively. We are fighting this because UHEAA does a better job locally than could be done nationally. If President Obama's budget is approved by Congress, it could drastically change the face of student lending and UHEAA.

UESP. Lynne Ward, Director of the Utah Educational Savings Plan, reported that UESP is set up to encourage completion and completion. Last fall, UESP administrators completed an RFP process to establish an FDIC-insured savings account. The balance on that account is at \$18 million. A brochure will be put into every Zions Bank location.

Completion (and Quality). The Majors Meetings are a remarkable success story for quality. Another important component of completion is a Lumina Grant of \$150,000 to align course content to international standards and facilitate transfer of credit. Commissioner Sederburg thanked Assistant Commissioner Safman for coordinating the grant proposal and Dr. Bill Evenson, who will serve as a special consultant for this project.

Economic Development. Commissioner Sederburg expressed his appreciation to the Utah Legislature for appropriating some of the federal stimulus (one-time) funding for a USTAR building. This is a very successful initiative that has brought highly talented researchers into our state and reaped great economic dividends for the State of Utah. The Engineering Initiative also received one-time funding. Providing quality programs in STEM (science, technology, engineering and math) areas will enable Utah's students to be competitive in a global economy.

Weber State University President Ann Millner is the key person behind the Utah Business Roundtable, which was organized with the full support of Governor Huntsman. This group will be able to better leverage institutions and assets, encourage innovation and collaboration, and build a STEM pipeline (K-16). The Commissioner thanked President Millner for her excellent work with this effort.

Administrative Services. Commissioner Sederburg briefly reviewed some administrative changes in his office structure, including elimination of the Utah Electronic College and offering OCHE employees the opportunity to participate in a Voluntary Separation Plan. The resulting changes will enable the Commissioner's Office to function more efficiently, to better manage the office budget, and to align the OCHE goals with the Regents' strategic objectives. The Commissioner said he would be presenting an outline of the OCHE budget to the Board for approval in May.

College of Eastern Utah. Commissioner Sederburg said the allocation of federal stimulus funds to Utah higher education meant CEU would not have to declare financial exigency at this time. There is still a need to resolve longer-term issues. Former CEU President Mike Petersen is in the process of having discussions with stake holders regarding cost savings and possible partnerships with Snow College or Utah State University.

Governance. The Commissioner reported his staff was working on a plan to identify the powers of the Regents, Presidents, Trustees and Commissioner. That plan will be brought to the Regents for approval at a later date.

Tuition Increases for 2009-2010 (1st and 2nd Tier)

Commissioner Sederburg referred to Replacement Tab BB. Regent Jerry Atkin, Chair of the Finance and Facilities Committee, asked Associate Commissioner Stauffer to explain the supplemental information. Dr. Stauffer explained that the original agenda material dated March 18 provided trends and historical data. The Supplement to Tab BB, dated March 23, provided the final recommendations for first- and second-tier tuition increases for the USHE-9 institutions. The proposed first-tier tuition increase was 1 percent for the entire System, half of which will go to financial aid and half for institutional critical needs. The proposed second-tier tuition increases were institution-specific, with the money staying with the respective institution.

Regent Morgan asked for a brief overview of the changes to the availability of student financial aid. Mr. Morris reported an increase in Pell grants from federal money. Commissioner Sederburg said the \$500 increase allowed by federal law for each student would be a great help to the students.

Regent Atkin asked the Regents to consider the proposed fee increases along with the tuition increases. He pointed out that USU's second-tier tuition increase was lower than most institutions, which offset the larger increase in student fees. Commissioner Sederburg thanked the presidents for their leadership on the tuition issue and commended them for their efforts to keep education affordable. Regent Theurer remarked that she had received several e-mail messages and phone calls from USU students. She appreciated the opportunity to talk with the students.

Regent Jordan asked the presidents to explain how their administrations decided how much to increase tuition and how much to increase student fees. President Albrecht explained that fee increases are generally very minor and are directed for the purpose(s) indicated by the students. The reason USU increased its fees more than the other institutions this year is that the proposed athletic fee increase was taken to the students as a referendum so the students could decide if they wanted to support it. Had the referendum not passed, USU would have requested a higher second-tier tuition increase.

Joseph Watkins, UVU student body president, said students understand the circumstances and the current economic climate. The students appreciated keeping the tuition increase as low as possible. Regent Motiwala thanked the Regents for listening to the students. While students do not like to see tuition or fees increase, they understand why it is necessary. He asked President Albrecht how the vote was taken on USU's referendum. President Albrecht said the recommendation was made to a student fee board. Administration took no position. The student fee board determined to hold a referendum to allow the students to vote on the issue. Numerous efforts were made by the student officers, the Athletic Director and others to educate and inform the students. The result was the highest turnout for any referendum in the history of the university. Approximately 4600 students voted, with 53 percent voting in favor of the increase.

Regent Atkin moved adoption of the tuition increases as proposed. Regent Davis seconded the motion. The proposed first- and second-tier tuition increases were adopted as proposed.

Reports of Board Committees

Programs Committee

Policy R411, Cyclical Institutional Program Reviews (Tab E). Chair Katharine Garff said the changes to the policy, formerly entitled "Review of Existing Programs," were designed to make the policy more coherent and easily understandable. No concerns were mentioned in the committee discussion. Chair Garff thanked Associate Commissioner Stoddard and her staff for the great amount of work this entailed. **Chair Garff moved that the Board adopt revised policy R411. Regent Zenger seconded the motion, and the revised policy was adopted unanimously.** Regent Jordan pointed out that, given the challenging budget problems facing the presidents, the Chief Academic Officers (CAOs) had asked the committee if the policy could be amended to give campuses the ability to suspend programs temporarily so they would not have to be re-approved at a later date. The CAOs will draft their proposed changes to this policy.

Utah Valley University – Bachelor of Science Degree in Construction Management (Tab F). Chair Garff said the committee was informed that construction managers are still needed, even in the present economy. UVU received a generous donation from the Clyde Companies to assist in funding this degree. The program was designed for managers of heavy civil and commercial construction projects. **Chair Garff moved approval of UVU's Bachelor of Science Degree in Construction Management. The motion was seconded by Regent Snow and carried unanimously.**

Dixie State College – Bachelor of Arts and Bachelor of Science Degrees in Music (Tab G). Chair Garff reported the Board had given the college conceptual approval a few months ago, pending the college's ability to meet accreditation standards. This liberal arts program will prepare graduates to work in music and other non-related areas because of the teamwork, problem-solving, critical-thinking, and communication preparation they will receive. The Utah Legislature appropriated \$500,000 in 2007 for the establishment of a music baccalaureate program at Dixie. **Chair Garff moved approval of B.A. and B.S. Degrees in Music at Dixie State College. Regent Atkin seconded the motion, which was adopted unanimously.**

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

1. University of Utah – New Minor in Religious Studies
2. Weber State University
 - A. Fast-Track Approval of a Certificate in Network Technologies
 - B. Bachelor of Fine Arts (BFA) with Art Education Emphasis
3. Southern Utah University
 - A. Library Media Emphasis in the Master of Education Degree
 - B. Elementary Integrated Studies Specialization
4. College of Eastern Utah – Reinstatement of Cultural Resource Technician Program Pathways

5. Utah Valley University – Discontinued Programs
 - A. AAS Degree in Air Conditioning and Refrigeration Technology
 - B. AAS Degree and Diploma in Welding
6. Salt Lake Community College – Discontinued Programs
 - A. Certificate in Medical Administrative Assistant
 - B. AAS Degree in Telecommunications Technology; Certificate of Completion in Telecommunications Cable Installer; Certificate of Completion in Telecommunications Network Technology
7. Utah College of Applied Technology (Davis Applied Technology College) – Fast-Track Approval
 - A. Paralegal Certificate of Completion
 - B. Law Office File Clerk Certificate of Proficiency

Third Annual Utah Conference on Undergraduate Research (Tab I). Chair Garff referred to the report in the agenda and encouraged the other Regents to read it.

Information Calendar, Programs Committee (Tab J). Chair Garff expressed her appreciation for the amount of time the institutions had taken with their three-year reports and program reviews. She thanked the presidents and CAOs for their efforts.

Finance and Facilities Committee

Proposed Fee Increases for 2009-2010 (Tab K). Chair Jerry Atkin said the proposal was to increase first-tier tuition by 1 percent at all institutions. Second-tier tuition was institution-specific and the increase varied by institution. The Supplement to Tab K contained the proposed fee schedule from Utah State University. Since the fees were discussed at some length earlier in the day, no additional questions were raised. **Chair Atkin moved approval of the proposed fee increases. Regents Theurer and Davis seconded the motion, which was adopted unanimously.**

Utah State University – Approval to Pursue Issuance of Revenue Bonds (Tab L). Associate Commissioner Stauffer explained that the bonds would 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. Both construction projects had been approved previously by the Board of Regents, the State Building Board, and the Utah Legislature, and were compatible with the university's current master plan. The request also sought approval to refund a portion of USU's currently outstanding Research and Refunding Revenue Bonds, Series 2002A, if sufficient debt service savings could be generated. The estimated amount of the bonds was approximately \$30 million, with an expected \$10 million to be refunded. It was noted that when the final decision is made on pricing, the savings may be even greater. **Upon motion by Chair Atkin and second by Vice Chair Karras, the motion was adopted unanimously.**

Dixie State College – Campus Master Plan (Tab M). Vice President Stan Plewe reviewed Dixie's master plan, which was last approved in June 2006. President Nadauld pointed out the location of the new facilities and briefly explained the changes to be made. Vice President Plewe noted that the college is becoming more "green." Regent Jordan asked about long-range plans for student housing. President Nadauld responded that Dixie had 220 beds on campus, plus apartment complexes in the area. The college is looking at this as an opportunity for entrepreneurs to make additions to the housing situation. College officials are also looking at private partnerships

and at replacing the existing housing with new housing that would accommodate many more beds. Vice President Plewe noted the plan would also allow easier access to the facility under the freeway. **Chair Atkin moved approval of Dixie State College's Campus Master Plan. Regent Davis seconded the motion, which was adopted unanimously.**

Approval of UHEAA Financial Advisor (Tab N). Chair Atkin explained that the UHEAA Board and the Student Finance Subcommittee had worked through an election process for selecting an independent third-party financial advisor to assist the Regents in working through the current problems associated with the student loan program's outstanding bonds. First Southwest Company was chosen unanimously. Biographies for the primary and secondary consultants were provided in Attachment 2 to Tab N.

UHEAA Board Composition: Proposed Revisions to Policy R601, Board of Directors of the Utah Higher Education Assistance Authority (Tab O). Executive Director David Feitz explained that the changes to the board structure meant that employees of the Financial Aid office would no longer serve on the board, and the student member would be retained, but without a vote in case of a conflict of interest. He pointed out that the changes were not made in response to an existing problem, but rather as a precaution to comply with recently enacted federal legislation.

Utah Educational Savings Plan (UESP) Line of Credit (Tab P). Chair Atkin reported the cost of a \$1 million line of credit would be \$6,000 per year. This will allow UESP to become more competitive and not have to wait two days for checks to clear before the funds can be invested. The Line of Credit will cover that two-day gap.

Regent Davis moved approval of the UHEAA Financial Advisor, the proposed revisions to Policy R601, and the UESP Line of Credit. Regent Zenger seconded the motion, and all three items were approved unanimously.

USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2008 (Tab Q). Chair Atkin said this report was presented for information only and required no action. Institutional investment reports are reviewed monthly and annually by each institution's Board of Trustees and are audited by the internal auditor of the respective institution to verify compliance with Utah statute. Now that the report has been reviewed by the Regents, it will be submitted to the Governor and to the Legislature.

USHE – Spring 2009 Enrollment Report (Tab R). Chair Atkin said every institution had reported an increase in enrollment (head count), and all but CEU had increased in FTE enrollment over last year. USHE institutions are educating approximately 4700 more students this year than they did last spring.

Update on Institutional Audit Reports to the Regents' Audit Committee (Tab S). Chair Atkin offered to respond to questions, but none were raised.

Strategic Planning Committee

Budget Summary (Tab T). The higher education budget was discussed the previous day.

USHE – Organizational Collaborations (Tab U). Acting Chair Tony Morgan said this report demonstrated efforts being made to respond to Regents' previous suggestions for ways to improve services or create greater operational efficiencies.

USHE – Capital Facilities Update (Tab V). This report listed the capital projects funded by the 2009 Legislative General Session. UVU and Dixie were granted funds for building design, and all non-state funding building projects were approved.

Campus Retention Reports (Tab W). All of the USHE institutions reported on their retention efforts during the past several months. Regent Morgan said the report summarized institutional "best practices" on campus retention.

Recap of 2009 Legislative General Session (Tab X). Associate Commissioner Buhler noted the report on legislative advocacy. He thanked the institutions and legislative liaisons, who worked closely with the Commissioner's staff throughout the Session. He expressed his special appreciation to Regent Marquardt for his efforts with the Friends of Utah Higher Education. He reported that after a very robust discussion, the committee had decided to begin immediately to prepare for the 2010 Legislative Session. In addition, at least one special session is anticipated in the interim. The committee also determined to discuss the Regents' strategic goals with key legislators. Associate Commissioner Buhler announced that the Higher Education Day luncheon next year would be on February 19, 2010 at the State Capitol.

Regent Marquardt said appreciation breakfasts had been planned for the Governor and Legislative Leadership. During those meetings, the Regents will discuss what can be done in the interim in anticipation of the 2010 Legislative Session. The discussion will focus on the strategic goals adopted by the Board. He also endorsed Regent Karras's suggestion of identifying other funding resources. It is critical that the Presidents, Regents, and others carry the same message. Regent Marquardt said he was eager to move forward with his advocacy efforts.

Regent Karras suggested that the business leaders have an opportunity to see the presentation made at the strategic planning session the previous day. Regent Marquardt said he would start with the Salt Lake Chamber and get agreement from the Governor and legislative leadership. Ultimately, all chambers and industrial associations will be contacted. Associate Commissioner Buhler said he would be working on a plan for advocacy and incorporating the Regents' strategic goals into the higher education messaging.

General Consent Calendar

On motion by Regent Theurer and a second by Regent Atkin, the following items were approved 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 (on file in the Commissioner's office)
- 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. Niel Holt, Principal Investigator.

Resolutions of Appreciation

Janet Cannon. Chair Pitcher said he appreciated Janet's service to the Board. Serving on both the State Board of Education and the State Board of Regents requires participation in a lot of meetings. **Regent Atkin moved that the Board adopt the Resolution of Appreciation for former Regent Cannon. Regent Morgan seconded the motion, and the resolution was adopted unanimously.**

Harden Eyring. Associate Commissioner Buhler said Harden had been working in the Commissioner's Office since 1970. He started UHEAA, wrote and compiled the Regents' Policies and Procedures Manual, and has been our institutional memory. He has been a dedicated servant of higher education in Utah for most of the System's history. **Regent Morgan moved that the Board adopt the Resolution of Appreciation for Harden Eyring. The motion was seconded by Regent Atkin and adopted unanimously.**

Vice Chair Beesley invited the Regents and Presidents to attend an open house for Harden and other employees on the Commissioner's staff on April 10, from 3:30 to 5:00 p.m.

Announcements

Chair Pitcher noted that the next Board meeting would be held on May 29 at Weber State University. It will not be necessary to hold a Board of Regents meeting in April.

Commencement. Chair Pitcher encouraged the Regents to attend as many commencement ceremonies as possible and to let Secretary Cottrell know which institutions they would visit.

Agenda Distribution. Vice Chair Beesley asked the Regents to let Secretary Cottrell know if they preferred to continue to receive their Board agendas by mail. The agenda is available on the Regents' web site (www.utahsbr.edu) a week prior to all Board meetings. It would be a great cost savings if the Commissioner's staff did not have to mail all of the agenda books.

Hospitality. Vice Chair Beesley thanked President Nadauld and his staff for their hospitality. She also thanked the Food Service staff for the excellent food served during the past two days.

Adjournment

The meeting adjourned at 12:25 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved



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May 21, 2009

MEMORANDUM

To: State Board of Regents
From: William A. Sederburg
Subject: College of Eastern Utah

Issue

Regents are well aware of the debate over the past two years over whether or not to "merge" CEU with another institution. The reason for the debate centered on the viability of CEU as a strong institution given enrollment projects, state budget cuts, and limited institutional capacity to meet future educational needs in their region. The 2008 Legislative Session mandated a study be conducted to look at the merger issue. In response, the Regents appointed a special committee, called the Carlston Committee, to facilitate a conversation between the two institutions. I disbanded the Committee once it was clear that an underlying agreement to "merge" was not present.

In March of 2009, I contracted with Dr. Mike Petersen, former President of CEU, to evaluate two options for the future of CEU. Option 1 was to establish an affiliation with Utah State University. Option 2 was to establish an administrative affiliation with Snow College. Dr. Petersen's report is attached. He will make a full presentation to the Board about the detail of his report.

Commissioner's Recommendation

The Commissioner recommends the Regents:

- a. endorse the basic concept inherent in Dr. Petersen's report: an affiliation with Utah State University as a "quasi-autonomous" institution with the USHE system;
- b. Schedule public hearings in Price, Blanding and Logan to provide public input on the content of the report;
- c. Establish a state-wide task force charged with developing a memorandum of understanding outlining the detail of creating a "quasi-autonomous" relationship. Their report will include draft legislation, if needed. The task force would be appointed by the Board of Regents with representation from CEU, USU, the communities affected and Regents;

- d. Extend the contract with Dr. Petersen to act as a facilitator of these tasks; and
- e. Charge the Commissioner with the responsibility of making a final recommendation at the July 2009 Board of Regents meeting.



William A. Sederburg, Commissioner

WAS:jc
Attachment

Ensuring the Future Success of the College of Eastern Utah

Key Finding and Recommendation

It is my recommendation that to ensure its future success, the College of Eastern Utah should become a quasi-autonomous institution within the Utah System of Higher Education affiliated with Utah State University.

Quasi-autonomous affiliate status will preserve and strengthen important features of CEU that are vital for its future success. It will remain a comprehensive community college responding to the lower division and career/ technical needs of southeastern Utah residents. Community college tuition levels will be kept for lower division and CTE classes, and student activities will be maintained. In addition, new capabilities will be added consistent with the regional university mission that CEU would share as an affiliate of USU.

A balance of USU and local CEU control can be successfully achieved in an affiliate relationship. Within the context of the principles outlined later in the report, a carefully crafted memorandum of understanding must be completed. It will afford CEU Trustees, executives, and administrative and academic administrators discretion and flexibility to effectively manage CEU, while providing USU Trustees, executives and academic administrators required levels of control.

It is simultaneously difficult but exciting to make this recommendation. CEU has a proud 70 year history as an independent community college, and tens of thousands of its alumni and graduates over the years enthusiastically speak to the outstanding quality of the education they received there. However, to position itself for the next 70 years, CEU will need not only the capabilities it has relied on in the past but a greater range of programs and resources to meet the future educational needs of southeastern Utah residents. Affiliation with USU will provide a vital advantage in broadening the range of educational programs and resources that will help ensure the success of CEU for the future.

Changing the governance of CEU and broadening its mission through affiliation with USU will help but not solve a number of key challenges the institution faces. For example, with declining enrollment in regional high schools, it will be even harder for CEU to reverse its trends of lower enrollment. That must be done, and it will be CEU leaders, faculty, and staff who must do it. They will receive valuable support from colleagues at USU, but it will be up to CEU to meet that challenge. Fundamentally, the future success of CEU is in the hands of its leaders, faculty and staff.

Background

With the approval of the State Board of Regents, Commissioner William Sederburg requested me to undertake an investigation of educational, financial, governance, and administrative conditions at CEU. After completing the investigation, he requested that I recommend whether the future success of CEU could be best achieved by continued independence, or by affiliation with either Utah State University or Snow College. In addition, I had the flexibility to recommend a different alternative if my investigation justified it.

During the past two months, I have interviewed 73 people. I have spoken to all CEU Trustees and senior executives, staff and faculty leaders and other faculty and staff at Price and Blanding campuses, student leaders, local legislators, community leaders in Carbon and San Juan counties, senior executives at USU and Snow College, and to many others interested in the future of the College. I have studied a report on the possible merger of CEU and USU undertaken last year at the direction of Interim Commissioner David Buhler, all recent reports to the Northwest Commission of Colleges and Universities, and relevant programmatic, enrollment, and financial data from USHE Data Books.

There is not a consensus among the individuals I interviewed regarding the best course of action to ensure the future success of CEU. Virtually all believe it is essential that the community college role of CEU must be preserved. Most expressed opposition to a merger of CEU with USU as a branch (regional) campus. Among other concerns, they believe a merger may require CEU to restrict enrollment to students with higher levels of academic preparation than most community college students could meet. They fear it could weaken the focus of CEU on career technical education. They worry that tuition rates would become higher and unaffordable for most current students. Concerns were also expressed that a merger of CEU into USU would result in a loss of local control.

Many of the individuals I interviewed do support a stronger relationship between CEU and USU, provided that it protects the key elements of the community college mission of CEU and important aspects of its current independent status. They note the benefit of greater baccalaureate and graduate educational offerings in the region and increased involvement of CEU faculty in delivering those programs. They believe that a greater commitment of USU in southeastern Utah could provide many other advantages, such as increased emphasis on the research mission of the University in the region.

There was little support for a stronger affiliation between CEU and Snow College among the individuals I interviewed. A few mentioned potential advantages of coordinating administrative staff and such functions as institutional research and internal auditing. However, most expressed concerns about the large cultural differences between the two institutions, and they noted that the educational programs of the two colleges were so similar that a merger would not add significantly to the range of educational programs already available in southeastern Utah.

I found numerous positive examples of success at both the Price and Blanding campuses of CEU. Faculty and community leaders spoke in glowing terms about several career technical programs such as Nursing, Welding, Automotive, Electronics and Trucking. Many affirmed the outstanding quality of instruction that students in academic transfer classes received. Classes are small and faculty members are able to give students individual attention to increase their chances for success. My past experience with outstanding faculty who are wonderful teachers was reaffirmed, and it was particularly exciting to meet many recently-hired faculty members who possess those same qualities.

CEU has overcome the financial difficulties that plagued the institution for several years, and it has laid out a realistic course of action to make budget cuts during the next two years that are necessitated by declining state revenues. In an April 2008 report to the Northwest Commission on Colleges and Universities, the financial position was summarized as follows:

...the college is in a position to manage the budget cuts – a situation that would not have been the case as recently as three years ago. While the cuts will not be easy, the college will not need to ask the State or the Board of Regents for special “hold harmless” consideration as was the case during the budget cuts of 2002 and 2003.

However, there are serious problems that must be solved at CEU to ensure its future success. The most important challenge is to reverse the decade-long decline in student enrollment. During that time, full-time enrollment declined at CEU by more than one-quarter (26.5%). In current dollars, the cost per full-time student more than doubled during the decade (113%), and tax funds spent per full-time student increased by 146%. This fall, budget related FTE stood at 1,352 and during spring term, budget related FTE enrollment was 1,223. The challenge will be even greater during the next decade because of further declines in the population of regional high schools.

Senior executives at the Price Campus have prioritized recruiting and marketing in their budget plans for next year. Substantial increases in resources were budgeted in these areas, even though the overall budget of the College will be much lower. Executives, faculty, and staff all recognize that an effective recruiting and marketing plan must be developed and implemented immediately.

The Blanding Campus is now increasing enrollment after several years of declines through implementation of an impressive outreach/recruiting plan that is now paying dividends not only in San Juan County but throughout the four corners area. This year, headcount grew by about 20% and FTE enrollments are up by about 16%. The Blanding Campus continues to demonstrate great success in supporting the higher education goals of Navajo and Ute students. Fifty-eight percent of the students at the Blanding Campus are Native Americans. A greater number of Native American students attend and graduate from CEU than from any other institution in the Utah System of Higher Education.

Long-term chief executive leadership is urgently needed at CEU. This is recognized by staff and community leaders and was frequently referenced in interviews. There is great respect for Interim President Mike King. However, his interim status has now lasted for a year and this has been a serious handicap, particularly in light of the difficult financial challenges that have occurred and ongoing questions about governance, financial viability, and other issues. It is essential that a chief executive officer with permanent status be selected as soon as possible.

A prominent issue for the Northwest Commission of Colleges and Universities during its last full visit to the College in 2001 was a concern that CEU had not incorporated strategic planning into its institutional culture. The second finding in its report was:

"CEU's financial challenges and the uncertainties of the state-level environment have contributed to a sense that, for some time now, CEU has had limited influence over its own direction and structure. The institutional planning process has essentially been on hold—largely reactive, rather than pro-active. As a consequence, there does not appear to be a clearly articulated strategic vision for the College nor a meaningful process for evaluation of the extent to which the College has achieved its goals. The evaluators recommend that CEU re-engage in the process of strategic planning and in the development of procedures to evaluate the extent to which it achieves institutional goals. The resulting analysis must identify institutional priorities for improvement."

This finding led to an 18 month effort to develop a long-term strategic plan, which was adopted by the Board of Trustees in 2003. Efforts to implement the plan were only partially successful, and a revised plan was developed and approved by the Board of Trustees in December 2007. However, strategic planning remains an inconsistently used and somewhat formal tool, not an inherent and vital ongoing activity for CEU staff, faculty, and decision makers.

The CEU Faculty Senate stated in a letter recently submitted to the Trustees: "Without a strategic plan for returning CEU to sustainability, a merger or enhanced partnership will be of limited value regardless of how it is configured." That is absolutely the case. I would additionally note, however, that without resolving the issues of CEU governance and affiliation that have been unresolved for years, a strategic plan will be inadequate in determining key goals, activities required to achieve those goals, and the resources needed to accomplish them.

Many community leaders expressed frustration about the lack of progress being made at the Western Energy Training Center. Three years ago, there was optimism that WETC would provide world class technical training to meet training needs of the energy industry and other industries not only in southeastern Utah, but throughout the state and region. Members of the WETC advisory board and community leaders now agree that WETC is failing to meet the original vision and purpose and is not providing the high caliber technical training that it was intended to deliver. There is also frustration among college staff about the situation with WETC. It is noted that some expectations of community and industry leaders cannot be carried out because of legal issues. Ongoing funding has not been provided by the state legislature, so staff and faculty support has been curtailed as one-time funding sources have been spent. A critical

issue for CEU will be reinvigorating industry and community support, reaching agreement with industry leaders about future governance and training issues, and solidifying funding for WETC.

Major Features of a Change of CEU to a Quasi-Autonomous Affiliate of USU

Based on my interviews and analysis of relevant information, I have concluded that a substantive change in the governance and mission of CEU is required to ensure its future success. I believe the best option is to preserve CEU's strengths and create significant opportunities to enrich the higher education opportunities of southeastern Utah residents by modifying its status to become a quasi-autonomous institution within the Utah System of Higher Education as an affiliate of Utah State University. Initial ideas about some of the major features of these changes are outlined below. There are many significant questions that must be answered in order for the transition to be successfully completed.

1. The name of CEU would be changed. Suggested new names include: College of Eastern Utah of Utah State University, Utah State University-Eastern Utah, College of Eastern Utah Campus of USU.
2. Detailed terms of the quasi-autonomous status of CEU/USU would be developed through a memorandum of understanding, and changes in State Board of Regents policies and statutory amendments of Utah Code 53B would be required.
3. The CEU/USU chief executive would be a Chancellor. The Chancellor would report to the President of USU, and would serve on the USHE Council of Presidents. The Chancellor would be selected through a process involving the USU President, the USHE Commissioner, and senior level CEU administrators. The appointment would be approved by the CEU Board of Trustees, the USU Board of Trustees, and the Board of Regents.
4. The USU Board of Trustees would provide governance of CEU/USU and the CEU Board of Trustees would retain significant delegated authority in relation to the USU Board. Specific roles and responsibilities of the CEU Board would be detailed in the memorandum of understanding. In general, the CEU Trustees would have primary responsibility to oversee the programs and activities associated with the community college mission of CEU/USU subject to accountability to and review by the USU Board of Trustees. To assure effective coordination, two members of the CEU Board would serve as members of the USU Board of Trustees. To avoid confusion, the name of the CEU Board of Trustees would be changed, perhaps to the CEU/USU Institutional Council.
5. The community college mission of CEU would be maintained and CEU would retain primary responsibility for, and extensive autonomy to carry out, its community college mission including concurrent enrollment. This includes:
 - a. Lower-division academic transfer degrees and general education programs supporting those degrees, career/technical, workforce education and professional programs that reflect the training requirements of major employers of southeastern Utah.
 - b. Open admission enrollment of students, who are supported by strong remedial, developmental and student support programs.

- c. Low tuition rates for lower division and CTE classes that are consistent with the community college tuition levels currently charged at CEU, Snow College, and Salt Lake Community College.
 - d. Maintenance of the shared governance structure that now supports the community college mission of CEU, including Board of Trustees and administrative, faculty, and staff structures and policies and procedures.
6. As an affiliate of Utah State University, CEU's mission would be broadened to include a regional university component. USU Trustees and executive and academic administrators would have responsibility to oversee the programs and activities associated with the regional university mission of CEU/USU. There are currently many baccalaureate, masters, and doctoral programs that are delivered throughout southeastern Utah by USU. A significant educational benefit for southeastern Utah residents would result if:
- a. Faculty at CEU and their USU colleagues could work together to assure totally seamless integration of lower division work with upper division requirements of baccalaureate majors. Consequently, students completing associate degrees would be assured that they could start their work as a junior who has been accepted into the program as a major. This effort would be accompanied by a comprehensive needs assessment of southeastern Utah residents, and their preferences regarding methods of program delivery.
 - b. Faculty at CEU would have increased opportunities to teach upper division and graduate level courses, based on their academic and professional credentials.
 - c. More baccalaureate and graduate degrees would be offered in southeastern Utah, through a combination of face-to-face and broadcast classes. USU should commit to increase the role of face-to-face instruction in southeastern Utah upper division and graduate programs by utilizing CEU/USU faculty.
 - d. Baccalaureate programs that reflect high-need and high faculty capability areas in southeastern Utah might be headquartered on the CEU/USU campuses and anchored by CEU/USU faculty.
 - e. The research mission of USU would be more meaningfully implemented in southeastern Utah. For example, USTAR programs targeted toward energy initiatives are provided by USU in the Uintah Basin. Parallel and complementary opportunities should occur in southeastern Utah and USU should commit to implementing USTAR programs in southeastern Utah.
7. The quasi-autonomous status of CEU/USU would be reflected in budgeting and capital facilities request procedures.
- a. The separate status of CEU/USU within the USHE building board qualification and prioritization process would be preserved.
 - b. The CEU Education and General, San Juan Center, and Prehistoric Museum appropriations line items would be preserved.
 - c. CEU/USU budget requests would be submitted after approval by CEU and USU executives and Trustees, and would be separately identifiable when presented to the Board of Regents, the Governor, and the State Legislature.
8. Essential student and community activities currently offered at the Price and Blanding campuses, such as athletic programs for men and women, an independent student

association and student government, performing arts and student life and residential living activities, would be continued and strengthened. Separate commencement exercises would be maintained by CEU, including the authority to award honorary degrees and select commencement speakers.

9. CEU/USU would develop and implement a statewide recruitment and marketing campaign, working cooperatively with USU staff. The memorandum of understanding would resolve specific recruitment and marketing issues between CEU and USU, including any geographic limitations. Promoting enrollment growth and increasing the size of the student body to improve cost efficiency is a significant issue at CEU, so it is essential that CEU/USU recruiting efforts would be strengthened through affiliation of CEU with USU.
10. CEU faculty and staff would become USU employees and USU administrators, department chairs and deans would oversee CEU faculty and staff.
 - a. CEU faculty would retain its existing academic freedom, professional responsibilities, tenure, and faculty evaluation policies and procedures which are modeled after current USU policies. Using CEU's customized role statement policies, the unique teaching roles of CEU/USU faculty would be fairly and equitably used to make promotion and tenure decisions.
 - b. CEU academic departments and administrative structures would remain, and faculty and academic administrators at CEU would have primary responsibility to oversee instructional programs associated with the community college mission of CEU/USU. Career/technical areas that have no parallel departmental tie-in to USU would be managed at CEU.
 - c. USU administrators would be responsible for oversight of CEU/USU staff in admissions, registration, payroll, auditing, and other administrative areas.
11. There would be separate accounting, auditing, and reporting of CEU accounts as a subunit of USU.
12. As a quasi-autonomous institution, CEU/USU would retain separate status for financial aid and submission of applications for federal grant programs, and for fundraising to pursue its community college objectives. It is essential to preserve advantages in awarding financial aid to the largest number of students, applying for and receiving federal grants for which CEU/USU may be particularly competitive, and retaining separate 501 (c) 3 status.
13. Based on its changed status, the accreditation of CEU/USU would be reviewed by the Northwest Commission on Colleges and Universities and specialized accrediting agencies to determine future accrediting requirements and procedures.
14. New baccalaureate and graduate-level programs of CEU/USU would be approved through the policies and procedures followed at USU after being authorized by appropriate curriculum committees at CEU. Career /Technical programs proposed at CEU/USU would be developed, approved, and implemented by CEU faculty and local advisory councils with minimal oversight by USU curriculum committees. Program reductions would also follow local CEU/USU and USU procedures, with safeguards provided to assure a high standard of review to preserve programs that meet the needs of southeastern Utah residents.

Next Steps and Priorities

Uncertainty about the status of CEU has lasted for much too long. It is essential that a consensus be developed on a course of action, and that authoritative decisions are made as soon as possible. The following steps and priorities for action are recommended:

1. Dr. Petersen met with the Boards of Trustees of CEU and USU during their May 14 and 15 meetings and discussed the key findings and major recommendations in this report.
2. The report and recommendations, and any actions already taken by the CEU and USU Boards of Trustees, will be an agenda item for the State Board of Regents at its May 29 meeting.
3. A public hearing in southeastern Utah attended by Commissioner Sederburg, Dr. Petersen, Regents, and CEU and USU representatives prior to final action by the Regents would be an important step.
4. If recommendations from the report are approved by the Regents by the end of the current fiscal year, the 2009-2010 academic year would be used to make the transition of CEU to its new quasi-autonomous status with the objective being to have full implementation completed as quickly as possible.
5. A detailed memorandum of understanding would be negotiated through a task force including senior administrative and faculty representatives from CEU and USU. A neutral arbitrator would participate on the task force, empowered by the Commissioner to resolve conflicts. The memorandum of understanding would be approved by the Boards of Trustees of USU and CEU and by the Board of Regents before becoming effective. A timetable for completing the transition will be a required component of the memorandum. Statutory and Regents policy changes would be completed after the memorandum is finished.
6. Until implementation of the memorandum of understanding and necessary Regents policies and statutory changes are made, CEU would remain a fully autonomous institution operating under its existing governance, budgeting and admissions policies, and tuition rates.
7. Selecting the new CEU chief executive should begin immediately. Permanent leadership is needed now, and the individual selected for the position should be working no later than the beginning of fall term, 2009.

Report Written by Michael Petersen

Version 2.1

May 15, 2009



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May 20, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Strategic Goals Progress Report

Background

Since the March 2009 Board meeting, an Ed-net meeting was held to collaborate with Institutional Research Offices from each of the nine Utah System of Higher Education (USHE) institutions to discuss how to track, measure and report meaningful data in support of the first two strategic goals of the Board, which are 1) to increase the higher education participation rates for all Utahns and 2) to increase the completion rate of students enrolled in their chosen post-secondary education program.

Additionally, representatives of USHE, the Department of Workforce Services (DWS), the Governor's Office of Economic Development (GOED), and USTAR have been meeting to develop a regional economic development plan that also supports Utah's Economic Clusters. These efforts are in support of the Board's third strategic goal to substantially enhance and sustain Utah's colleges and universities as engines of economic development.

This document is a work in progress and will be refined with additional input from the various stakeholders. In the future, all divisions will provide reports on their programmatic initiatives.

Recommendation

This item is for information only.


 William A. Sederburg, Commissioner

WAS/CM /JAC
 Attachments

Board of Regents Strategic Goal Progress Report May 29, 2009

Strategic Goal #1 Participation: Increase the higher education participation rates for all Utahns

The participation rate of Utahns 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 Utahns who do not complete a postsecondary program will only earn on average \$32,200 per year¹).

It is recommended that the Board of Regents and the Commissioner for Higher Education act to support efforts to increase the total number all Utahns ages 18-24 enrolled in post-secondary educational programs by fulfilling the following objectives:

Objectives

- 1) Create a robust, longitudinal tracking system of Utah High School graduates that will identify if, when and where they attend a post-secondary institution education.
- 2) Improve access to higher education through the community college function and affordability.

Current Action:

- a) Capture and storage of USOE SSID in the USHE data warehouse.
- b) Members of the National Student Clearinghouse.
- c) Completed a preliminary cohort participation rate study.

Future Actions:

- a) Create a cohort tracking system based on all Utah High School completers.
- b) Extend the participation report – updating the status each year for four years.
- c) Add additional years for the each cohort year after the 2007 High School graduating class.
- d) Disaggregate data by groups of interest such as ethnicity and low-income populations.
- e) Report finding in a USHE VSA system.
- f) Proposed "pipeline study" collaboration with USOE, USHE and DWS.
- g) Establish a "Community College Taskforce" to address issues of access and affordability.

Strategic Goal #2 Completion: Increase the completion rate of students enrolled in their chosen post-secondary education program.

The overall number of certificates/associate, baccalaureate, and graduate degrees awarded has stayed relatively flat for the past five years.² 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.

¹ US Census Bureau, 2006, PINC-03.

² USHE Database.

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 an approved 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 of six and eight year timeframe (3-4 years for associate degrees) to a ten year cycle.

Objectives

- 1) Create a longitudinal tracking system that will track student's progress toward completion of an educational program across institutions of higher education.
- 2) Use the data gathered in the tracking system to identify enrollment patterns and barriers to student retention and completion.

Current Action:

- a) Report Retention of first-time, full-time entering freshmen from the fall of their first year to the subsequent fall semester.
- b) Report NCES/IPEDS graduation rates of first-time, full-time entering freshmen at 150% of their degree time (3 years for an associate degree, 6 years for a bachelors degree). A supplemental report began in 2009 to include the 200% time to completion.

Future Action:

- a) Expand retention and graduation data to include students who enter as part-time or transfer students.
- b) Re-establish previous year cohort groups.
- c) Track retention and graduation rates each semester after entrance for 10 years across all institutions.
- d) Identify enrollment patterns of students that, once identified, aid in the development of policy and programs that will support and encourage student retention.
- e) Participate in the "Pipeline Study" with USOE, UofU, and DWS.
- f) Publish findings to USHE VSA web page.

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

Representatives of USHE, the Department of Workforce Services (DWS), the Governor's Office of Economic Development (GOED), and USTAR have been meeting to develop a "Cluster Acceleration Partnership" plan that will:

1. accelerate growth in economic clusters that are strategic for Utah,
2. integrate and align resources across higher education institutions and between USHE, DWS and GOED,
3. create a template for action that is repeatable and reliable across clusters,
4. identify and utilize unique resources that are available to support the effort, and
5. position USHE institutions as sustainable engines of economic development.

It is anticipated that the Cluster Acceleration Partnership plan will be shared in the July 2009 Board meeting.