July 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Ph.D. in Metropolitan Planning, Policy, and Design and the establishment of the Metropolitan Research Center – Action Item

Issue

The University of Utah College of Architecture + Planning requests approval to offer the Doctor of Philosophy (Ph.D.) in Metropolitan Planning, Policy, and Design and the establishment of the Metropolitan Research Center (Appendix D), effective Fall 2009.

Background

This proposal completes the strategic plan of the College of Architecture + Planning to have an integrated program of undergraduate, master's, and doctoral degree opportunities facilitated by a Metropolitan Research Center (proposed simultaneously). All of these programs are interdisciplinary involving several units across the University. The College hired nationally pre-eminent scholars in planning, invested in new facilities and support staff, and committed resources to the doctoral effort.

The proposed Ph.D. in Metropolitan Planning, Policy and Design addresses society's need for researchers, scholars, teachers, and leaders to make metropolitan areas sustainable and resilient. The proposed degree will be managed by the Department of City & Metropolitan Planning in the College of Architecture + Planning and is designed to facilitate the interdisciplinary culture of the University (UU). Depending on the nature of students' prior graduate work, the doctoral degree will require between 61 and 83 credit hours, or more, and extend a minimum of six full time semesters of course work. Rigorous admission standards will attract serious and committed students.

The doctoral degree includes core, dissertation field, qualifying examination, and dissertation benchmarks. The core is composed of a sequence of semester-long doctoral seminars in metropolitan planning, metropolitan policy, metropolitan design, research design, and a series of one-credit seminars for a total of 16 credits. Doctoral students will complete a minimum of 24 credits in a "dissertation" field including courses outside the Department. (Students without a master's degree in planning will need to take up to 22 credits in core planning courses.) The qualifying examination will demonstrate the ability of the candidate to undertake independent research through the preparation of a paper sufficient for submission to a scholarly journal.

The doctoral program will be managed by faculty members with terminal degrees in the Department of City & Metropolitan Planning.

Employment demand is estimated at about 60 new planning doctorates annually in North America, but the supply averages about 30. Many academic positions go unfilled as do many non-academic positions. The demand for doctorates in planning may be growing faster in the Mountain West than in any other region. Nationally, there are about two planning doctoral graduates per 10 million residents; in the Mountain West the figure is less than half, despite being the nation's most rapidly growing region and its most environmentally stressed.

Faculty are already in place. Support for graduate assistantships is also in place. The program will be financially self-sufficient. The Metropolitan Research Center will generate resources which are used to support education, research and engagement at the undergraduate and graduate levels, thereby generating knowledge and skills used to further the mission of the Center and its academic partners. The Center will include many of the core faculty, provide financial aid to doctoral students especially through graduate assistantships, and be a source of research topics of interest to many doctoral students.

Policy Issues

The USHE institutions expressed support for the proposed program. The Office of the Commissioner hopes to see graduates from Utah State University's Bachelor of Science in Geography choose to enter the proposed University of Utah Ph.D. program. However, one policy issue emerged concerning the use of doctoral students as teachers in the undergraduate program. It was learned that only a few undergraduate classes might be taught by doctoral students who would be under the supervision of tenure track faculty. No other policy issues were raised.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the University of Utah's request to offer a Ph.D. in Metropolitan Planning, Policy, and Design and also approve the establishment of the Metropolitan Research Center, effective Fall 2009.

William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Doctor of Philosophy in Metropolitan Planning, Policy, and Design and the Metropolitan Research Center, effective Fall 2009.

University of Utah

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

July 8, 2009

SECTION I: The Request

The University of Utah College of Architecture + Planning requests approval to offer the Doctor of Philosophy in Metropolitan Planning, Policy, and Design and establish the Metropolitan Research Center, effective Fall 2009.

Section II: Program Description

Complete Program Description

This proposal completes the College of Architecture + Planning's strategic plan to have an integrated, interdisciplinary approach to help create sustainable and resilient metropolitan areas. It includes a redesigned undergraduate curriculum focusing broadly on metropolitan ecology; a newly accredited Master's of Planning degree that is unique in the nation in linking explicitly the four stages of planning – exploration, development, execution, and communication; a Metropolitan Research Center (proposed simultaneously); and the proposed doctoral degree. All these initiatives are integrated: The Center generates resources which are used to support education, research and engagement at the undergraduate and graduate levels, thereby generating knowledge and skills used to further the mission of the Center and its academic partners. Also, these initiatives are interdisciplinary; each degree is connected intimately to partnering academic units, and the Center is designed to engage talent across the University.

The Ph.D. in Metropolitan Planning, Policy and Design is designed to serve three groups of students while advancing the interdisciplinary culture of the University. One group of students probably has completed an accredited Master of Planning degree. The second are students with masters' degrees in fields related to planning such as Geography, Sociology, Family and Consumer Studies (including demography and community development), Public Policy, Public Administration, Political Science, and Economics, among others. Included in this group are graduate Architecture students for whom metropolitan design may be their only option for doctoral study. The doctoral degree may also be attractive to a third group of students who have graduate degrees from other Utah universities, such as the Master of Landscape Architecture and Master of Natural Resources degree at Utah State University, and the Master of Public Administration and Public Policy degrees at Brigham Young University.

The doctoral program will be available to students on a full-time and part-time basis. In either case, admission will be selective (see below) to: (a) assure the number of students being managed by the faculty is never very large (20 in residency), and (b) those admitted have demonstrated their ability to complete demanding, long-term commitments within a reasonable period of time.

Students entering the program will demonstrate a clear purpose in pursuing doctoral studies; this assures direction in students' doctoral work. They also will demonstrate their ability to complete challenging projects. Students' interests will be highly correlated with faculty expertise to assure appropriate mentoring. Finally, at least one member of the faculty will "champion" the student, chairing relevant student doctoral committees and seeking funding support if needed. The objective is to assemble a group of highly motivated, self-directed, and talented students who show great promise to complete the degree and succeed in society after graduation.

Requirements for completing the Ph.D. in Metropolitan Planning, Policy and Design are as follows:

Ph.D. Supervisory Committee

Upon admission, a Ph.D. Supervisory Committee will be formed consisting of five faculty members, the majority of whom will be regular doctoral faculty in the Department. One member of the committee will be from another department. Another member whose expertise is relevant to the student's anticipated dissertation topic may be external to the University. The Supervisory Committee will be responsible to approve the student's academic program, prepare and judge the qualifying examination, approve the dissertation subject, and administer the final oral examination (dissertation defense).

Program of Study

Doctoral students will complete a minimum of six semesters of full time course work as approved by the supervisory committee and reflected in an approved program of study.

Graduate Planning Foundations

For students with an accredited planning master's degree, the graduate planning core is waived. For those without this degree, the graduate planning core is required although individual courses may be waived by the advisory committee based on comparable graduate work. For most students without an accredited planning degree, the equivalent of about one full academic year of study will be spent completing core planning courses.

Maximum credits = 22

Doctoral Foundations

Subject to the needs of individual doctoral students as determined by the advisory committee, each doctoral student will satisfactorily complete the following core courses:

URBPL 7101 – Metropolitan Planning Seminar – 3 credits (Course to be proposed upon approval of the doctoral degree)
URBPL 7201 – Metropolitan Policy Seminar – 3 credits (Course to be proposed upon approval of the doctoral degree)
URBPL 7301 – Metropolitan Design Seminar – 3 credits (Course to be proposed upon approval of the doctoral degree)
URBPL 7401 – Research Design for Metropolitan Planning, Policy and Design – 3 credits (Course to be proposed upon approval of the doctoral degree)
URBPL 7501 – Metropolitan Planning, Policy and Design Research Seminar – 1 credit, 4 credits minimum (Course to be proposed upon approval of the doctoral degree)

Minimum credits = 16

Field Study

A selection of courses including independent study as determined by the supervisory committee will be identified providing sufficient foundation for the student to pursue a dissertation topic. Depending on the topic, many courses may be taken outside the College. Relevant courses would be those in theory, methods, processes, and foundations related to the dissertation topic. While a minimum number of credits is expected, this may vary depending on the student's level of preparation as determined by the supervisory committee.

Minimum credits = 18

Language Requirement

Unless determined as necessary by the supervisory committee based on the nature of the dissertation work anticipated, there will be no language requirement other than English proficiency.

Qualifying Examination

The qualifying (preliminary) examination will be unique among doctoral programs nationally in that a publishable scholarly work will be the written product and reviewed orally with the supervisory committee. The Department's philosophy is that doctoral graduates should be able to disseminate knowledge through scholarly work. Together with the supervisory committee, the topic for preparing a scholarly, publishable work will be identified along with prospective sources of data and literature. The student will then have a prescribed period of time, not more than a semester, to produce the scholarly work. It will include review of relevant theory, discussion of the research design appropriate for the theory and data or other forms of information, application of the selected research method, findings, and conclusions relevant to metropolitan planning, policy, and design. After oral review it is anticipated that students will refine their qualifying examination product and submit it to an appropriate peer-reviewed journal for its consideration. To facilitate this unique approach to doctoral preparation, students will enroll for at least six credit hours of independent study.

Minimum credits = 6

Dissertation Research Proposal

Candidates will prepare and defend their proposal for a dissertation based on the plan and format negotiated with the supervisory committee. The design for the proposal itself may be commenced at any time but may not be approved until after satisfactory completion of the qualifying examination. A minimum of 3 credits is required.

URBPL 7970 – Ph.D. Dissertation Research – variable 1-12 credits per semester but minimum 3 credits needed to satisfy the dissertation research proposal requirement (Course to be proposed upon approval of the doctoral degree)

Minimum credits = 3

Dissertation

The candidate must submit a dissertation proposal to the supervisory committee and once approved must then prepare, submit and defend a dissertation embodying the results of scientific or scholarly research or artistic creativity. The dissertation will provide evidence of originality and the ability to do independent investigation and it must contribute to knowledge. A minimum of 18 credits in dissertation research will be required. However, the timing of those credits may be negotiated with the supervisory committee.

URBPL 7970 – Ph.D. Dissertation Research – variable 1-12 credits per semester (Course to be proposed upon approval of the doctoral degree)

Minimum credits = 18

Institutional Readiness

For much of this decade, the College of Architecture + Planning has been restructuring itself to advance graduate education in planning, including the development of a doctoral program by the end of the decade. It is toward this end that the University and the College have made strategic investments in hiring national leaders in planning research and scholarship. Support staff has also been hired. In addition, financial aid to doctoral students has been pledged by local sponsors allowing the program to support doctoral students well into the next decade. In addition, the College has pledged to match externally-generated doctoral support. Indeed, the doctoral program already has funding to support at least four full time doctoral students for most of the next five years.

The overall plan includes restructuring the undergraduate program in important ways. For more than 25 years, the University had an urban planning major housed in the Department of Geography. In the middle 2000s it was transferred to the College of Architecture, and the College itself was renamed by adding "+ Planning". There are now more than 100 majors and minors in planning. However, a purely undergraduate focus would never elevate planning to the prominence it needs in Utah, the Mountain West, and the nation. Thus, the College's strategic plan included creating an accredited master of planning degree – the Master of City & Metropolitan Planning, adding the Metropolitan Research Center, and launching a doctoral degree – all by AY 2010.

A nationally prominent faculty would not be able to manage both undergraduate and master's degree efforts, however. The doctoral degree allows for this. Doctoral students facilitate faculty productivity leading to more externally generated resources that may be used to hire adjuncts to teach undergraduate and selected graduate courses. Doctoral students themselves will become a pool of talent to teach undergraduate courses and assist faculty with graduate courses. By design, the doctoral program will enable the Department of City & Metropolitan Planning to improve its undergraduate program. The end result will be the West's only planning program with undergraduate, master's, and doctoral degree options and a research center.

Faculty

With University support, the College of Architecture + Planning has hired some of the nation's top talent in city and metropolitan planning. Collectively, the faculty would rank among the top in the nation in publications per faculty member. Perhaps only Berkeley and MIT have more books published by their planning faculty. Additionally, among planning programs, Utah's faculty members are national leaders in securing prestigious grants. No additional faculty members are needed to support the doctoral program. The core doctoral courses will be offered by doctoral faculty from the Department of City & Metropolitan Planning.

Assistant Professor Caitlin Cahill, Ph.D
Professor Philip Emmi, Ph.D
Professor Reid Ewing, Ph.D
Presidential Professor Arthur C. Nelson, Ph.D
Associate Professor Thomas W. Sanchez, Ph.D

Supporting the core doctoral faculty are three others:

Adjunct Professor Pamela Perlich, Ph.D. (Senior Research Economist, DESB)
Assistant Professor Keith Bartholomew, J.D.
Professor Brenda Case Scheer, M. Arch (Dean)

Staff

No additional professional staff will be needed to support the doctoral degree. Because all doctoral student advising is provided by the major professor and because advising for the small number of anticipated enrollment in the Ph.D. will be spread among the faculty members, no one faculty member will be overburden. In addition, several doctoral students will be supported in their studies from funds already identified for the next several years plus matching funds provided by the College.

Library and Information Resources

University library resources necessary to support doctoral studies are of national caliber and in fact are better than in many existing doctoral programs in planning and related fields.

Admission

Applicants are normally expected to have a master's degree in or related broadly to the fields of planning, policy, and/or design; but this will not be exclusive. The program will be selective, drawing students generally in the 60th percentile based on GRE scores. The resume, letters of reference, writing and/or other portfolio samples, statement of interest, presentation of a dissertation topic, and, where feasible, campus visits will be used to gauge suitability for doctoral work.

The doctoral admissions committee will carefully screen all applications, and all admissions decisions will be made by consensus of the entire faculty. At least one faculty member must agree to supervise any applicant whose record meets admissions requirements before the student receives a formal offer of admission.

Student Advisement

Student advisement will be consistent with established advising practices within the Department of City & Metropolitan Planning. Each doctoral student will be advised by at least one faculty member who will also facilitate financial support during doctoral studies. The Department Graduate Handbook will be update to reflect the doctoral degree.

Justification for Graduation Standards and Number of Credits

This is not applicable.

External Review and Accreditation

Accreditation is available only for professional programs in architecture. The proposed Ph.D. program is a research degree and is not considered a professional program. The College's master's in planning is a professional program and has been in existence for several years. It is now a candidate for accreditation review by the Planning Accreditation Board.

Projected Enrollment

By design and intention, the Ph.D. in Planning, Policy and Design will not be large. Two to four full-time equivalent students will be admitting annually. At maturity about 15 FTE students are likely to be in residence (about 20 headcount). The following table shows current enrollment expectations.

Projected Ph.D. Enrollment, First Five Years

Year	Total FTE Students	Mean Student FTE to Mean Faculty FTE Ratio
2009-10	3.0	1:2.7
2010-11	6.0	1:1.3
2011-12	9.0	1:0.8
2012-13	12.0	1:0.7
2013-14	15.0	1:0.5

Expansion of Existing Program

This is not applicable.

SECTION III: Need

Program Need

Demand for doctorates in planning is growing. Since 2000, there have been about 40 academic positions in or related to planning available each year in North America but only about three-quarters are filled with doctorates in planning. Of the estimated 60 planning and related doctorates graduating each year, many take positions in their home countries while others secure positions in consulting, think-tanks/foundations, or government (at all levels) where the pressures of academic performance are less, job security is comparable, and income is often higher. Data from the Bureau of Labor Statistics indicate that jobs in planning are growing and demand for doctorates in planning and related fields is growing about a third faster. A reason for growing demand is the cross-disciplinary nature of planning itself. Professional planners (especially those with doctoral degrees) and planning academicians are considered among the most cross-disciplinary in society. As society's needs become more complex, professional and academic skills of planners are in greater demand.

Supply

About 35 universities in North America offer doctorates in planning or related fields (such as urban studies, urban affairs, and urban/regional geography). Most universities do not graduate many doctorates in planning. For instance, Georgia Tech, which has had a doctoral degree in planning since the 1980s, has graduated fewer than 10. Larger programs, such as those at North Carolina, Illinois, and UC Irvine, graduate perhaps one or two annually. The largest programs, such as those at UC Berkeley and MIT, graduate about a half dozen annually, but many take positions in their home countries. Estimates suggest that there are fewer than 60 doctoral graduates in any given year between the U.S. and Canada. Of those, between 15 and 20 are foreign nationals who return to their native counties where repatriation is required in exchange for national government support of their studies.

Demand

Demand is considered for academic institutions, the private sector, and the government and non-profit sectors, respectively.

Academic Demand

There are about 120 graduate programs in planning, urban studies, and urban affairs in the U.S. employing about 1,000 tenure-track faculty members. A generation ago, planning faculty members needed only a master's degree. Now it is the rare academic hire that does not have a doctorate, usually in planning. About the only exception are those with law degrees or urban design degrees whose role is to teach those topics to planning students.

Demand for faculty with planning doctorates is growing. Reasons include a growing number of accredited planning programs (roughly one new program is accredited each year), expansion of existing programs, and – for the next generation – accelerated retirements of "baby-boom" era professors. Indeed, retirements alone will average 20-30 annually for the next several decades. New and expanded programs add another 20-30 new faculty positions in planning annually – including a growing number of research faculty positions. The average annual demand for faculty hires ranges between 40-60. (For instance, there are presently about 50 academic positions advertised by the Association of Collegiate Schools of Planning.) In short, demand for academic positions in planning exceeds supply.

Private Sector Demand

Although demand for planning doctorates traditionally has been in academia, demand for planning doctorates in the private sector is not trivial. Data are difficult to gather but some inferences can be made. Consulting firms engaged in planning may be viewed as more competitive when they include doctorates on their staff. Examples include Berkeley Policy Associates where nearly all the senior staff have doctoral degrees and Abt Associates and Cambridge Systematics where about a third have doctorates. A reasonable metric based on the experience of City & Metropolitan Planning faculty is that about 10-15 percent of planning doctoral graduates finds positions in the private sector. Sometimes tenure-track faculty choose to leave academia for the private sector before facing the tenure decision.

Demand in the Public and Non-Profit Sectors

Growth in demand for doctorates in planning in the public and non-profit sectors may be growing faster than for academia. Federal, state and larger local government agencies are increasingly in need of technical competence in data assembly and analysis, surveying, and various applications of pure and applied research. Non-profit "think tanks" such as the California Public Policy Institute and the Brookings Institution, and foundations such as MacArthur, Rockefeller, and Ford, often fill senior positions with professionals holding planning doctorates. It is believed that nationally about 10-15 percent of planning doctoral graduates find their way into the public and non-profit sectors.

Summary Demand and Supply

Planning professors may be among the most influential in shaping the environment over the next several generations based on their research, civic engagement, and teaching. Estimates are that between 2005 and 2040 more than $50 trillion will be spent on physical development nationally. Planning may play an important role in facilitating how and the extent to which this development is sustainable and resilient.

There is another consideration. The Mountain West is the nation's least-served region and the nation's most stressed when it comes to accommodating development demands on a fragile landscape. The University of Utah may become the region's premier doctoral program in planning, helping to meet the need for planning doctorates in university academic and research positions, the private sector, and public and non-profit sectors.

Student Demand

There are two ways to look at demand: locally and externally. Locally generated demand comes from doctoral-caliber students who can only study part-time and/or are place-bound for personal or family reasons. Externally generated demand comes from students outside the region/state who seek mentoring offered by nationally prominent faculty members.

A proxy for estimating local demand is the number of doctoral students in programs that have substantial numbers of part-time and some full-time students without financial support. Examples include Cleveland State University, Portland State University, Texas A&M University, University of Cincinnati, and the University of Maryland. Doctoral enrollments in these programs average about one (full- and part-time) student in residence per 100,000 in their metropolitan area. Applied to the Wasatch Front, student demand would presently be about 20 but doubling to about 40 by 2040.

A proxy for estimating external demand is the number of full-time doctoral students on full support per nationally prominent faculty member, those who have published at least one book since 2000 and have more than 20 refereed articles over their career. Roughly 10 percent of the nation's planning faculty members meet this definition. Given Utah's nationally prominent faculty members, it is estimated they will attract at least a dozen doctoral students coming to Utah to take up residency over a typical period of study.

Current demand is estimated to be about 30 and may double in a generation. However, the Department will admit two to four new doctoral students annually, growing to about 20 total full- and part-time doctoral students, with about a third studying full-time and supported by various forms of financial assistance. The small size allows faculty to maximize their attention on selected students, and thus achieve high graduation rates.

Similar Programs

There are no similar programs in Utah.

Collaboration with and Impact on Other USHE Institutions

There will be no impact. However, students who graduate USU with a master's degree in geography may want to enter the doctoral program in planning.

Benefits

Utah's metropolitan areas will double in population between 2005 and 2040. Half a trillion dollars will be spent replacing more than half of the existing built environment and accommodating demands for growth. Assuring that this unprecedented level of development advances the quality of life for Utahns requires thoughtful and inclusive planning, policy, and design. The challenges are real and the risks of failure are not trivial. The proposed Ph.D. in Metropolitan Planning, Policy and Design complements other significant commitments that will make the University of Utah a leader in the Mountain West and the nation in achieving sustainable and resilient environments.

From an institutional perspective, the Utah System of Higher Education will benefit from the proposed doctoral degree program principally because it will assist the state to meet the demand for advanced education in planning. The proposed program may elevate the stature of the University and the state in planning and related fields, and will attract high quality students from outside the state. The current demand for advanced work by prospective students who are place-bound also will be met.

Although the doctoral degree will be managed by the Department of City & Metropolitan Planning, it is a joint venture with the Metropolitan Research Center, also being proposed. The Center will include many of the core faculty, provide financial aid to doctoral students especially through graduate assistantships, and be a source of research topics of interest to many doctoral students. Together, the doctoral program and the Center will lead to a variety of collaborations benefiting many partnering units across campus.

Metropolitan Planning, Policy and Design doctoral students will enhance enrollments in several graduate programs across campus including those in civil and environmental engineering, demography, health, public administration, public health, public policy, real estate (business), and sociology, among others. Many doctoral students may benefit from taking courses leading to certificates in demography (Center for Public Policy and Administration) or geographic information systems (geography). Subject to Graduate School rules, a master's degree may be earned in conjunction with doctoral studies in such areas as geography, public health, public administration, public policy, and sociology.

The combination of the doctoral degree and the Center will facilitate joint research opportunities beneficial to students and to units across campus. For instance, faculty research in global climate change, active living, and transportation planning will not only engage doctoral students in planning but faculty and their graduate students in civil and environmental engineering, public health, and public policy. Faculty research in metropolitan development will engage doctoral planning students as well as faculty and their graduate students in architecture, business/real estate, and demography. The interdisciplinary composition of core doctoral faculty will assure beneficial collaborations across campus.

Collaborations are envisioned in teaching and advising. Graduate education and research agendas of the core doctoral faculty are already being put to use in guest lectures and cross-listed courses across campus; the doctoral degree will only extend these options. Advising is another important function that can lead to beneficial collaborations. Graduate School rules require that the supervisory committee include at least one member from outside the Department. Several of the core doctoral faculty members have created interdisciplinary collaborations while serving on the doctoral faculties at other universities – often leading to funded research, co-authored publications, and shared presentations at scholarly conferences.

Academic programs may benefit in two other respects. One is through increased enrollments. The proposed doctoral degree will require doctoral students to take a substantial number of courses outside the Department. Another is through cross-listing courses to broaden their attractiveness to students from several academic units.

Consistency with Institutional Mission

Like the University of Utah as a whole, the Ph.D. in Metropolitan Planning, Policy and Design is crafted to produce doctoral graduates who, as stated in the University's mission statement, " will *serve* the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication … and through community." The core curriculum and matriculation benchmarks are designed to facilitate discovery and knowledge creation. Community engagement will be a centerpiece of many doctoral programs of study.

SECTION IV: Program and Student Assessment

Program Assessment

Goals and measures of achievement for the Ph.D. in Metropolitan Planning, Policy and Design are adapted from those of the Master of City & Metropolitan Planning (MCMP) degree along with added goals, objectives, and measures/benchmarks by which to gauge the doctoral program over time.

Goal 1: Core Values

Integrate environmental sustainability, resilience of the built environment to change, social equity, and normative economic efficiency as core values throughout the degree program.

Objective:
Include ecological/systems approaches emphasizing interdependency, equity, sustainability and resiliency in core doctoral course content and in material subject to the qualifying examination and the dissertation.

Measures/Benchmarks
All core doctoral courses to include one or more objective elements.

The qualifying examinations will include one or more objective elements.

The dissertation will include one or more objective elements.

Goal 2: Communication

Equip planners to meaningfully engage a diverse society by fostering the development of interactive communication skills, including active listening, the understanding of a plurality of perspectives, and the ability to effectively communicate with a diverse range of audiences.

Objectives:
Engage doctoral students in teaching, planning and related courses.

Measure/Benchmark
To the extent reasonable, all planning doctoral students will have taught at least one course in or related to planning prior to graduation.

Make the qualifying examination into an opportunity to demonstrate the student's proficiency in communicating planning-related research design, execution, and implications through the preparation of a scholarly work suitable for submission to a relevant scholarly journal.

Measure/Benchmark
To the extent reasonable, the qualifying examinations of all doctoral students will be sufficient for submission, if not submitted to, a relevant scholarly journal after approval by the Supervisory Committee.

Engage doctoral students in other modes of communication that foster the development of one or more interactive communication skills.

Measure/Benchmark
To the extent reasonable and relevant, engage doctoral students in graduate studios, master degree student capstone projects, facilitating scholarly events (such as guest lectures, seminars, symposia), and engaging in community outreach activities.

Goal 3: Collaboration

Provide planners with an understanding of the many disciplines and interests that intersect with city and metropolitan planning and the skills to effectively collaborate with representatives of those diverse disciplines and interests.

Objective:
Incorporate into the doctoral experience courses, materials, and perspectives from a wide range of allied disciplines and foster the development of effective collaboration skills.

Measures/Benchmarks
Require all doctoral students to include courses outside the College of Architecture + Planning in their programs of study.

Require all doctoral students to include at least one member of the Supervisory Committee from the University outside the College of Architecture + Planning.

To the extent reasonable and relevant, include on the Supervisory Committee a faculty member outside the University.

Goal 4: Leadership

Provide leadership in teaching, research, and public activism to the community, profession, and discipline.

Objective:
Nurture among doctoral students leadership skills relevant to their respective field of work.

Measures/Benchmarks
To the extent reasonable, every doctoral student will give at least one scholarly paper to a conference of scholars in planning or allied field. This will be an indicator of leadership in expressing new/emerging areas of scholarship by both presenting and defending propositions.

To the extent reasonable, every doctoral student will assume leadership in at least one research, scholarly and/or engagement activity including but not limited to seminars, symposia, studios, and broadly accessible public events.

Goal 5: Innovation

Continually seek and employ new knowledge, methods, and techniques through innovation and creativity.

Objective:
Encourage doctoral students to expand research into substantive areas that provide new levels of understanding in their respective fields and to incorporate those insights into their creative work, teaching methods, and public service.

Measure/Benchmark
The nature of engagement in doctoral work implies the desire to seek new knowledge, methods, and techniques through innovation and creativity. Given this, innovation is demonstrated best by: (a) preparing a qualifying examination suitable for submission to a scholarly journal, (b) successfully defending the dissertation, and (c) submitting one or more works based on the dissertation to scholarly journals or other outlets. This will be the ultimate measure of achievement for each student and the program as a whole.

Expected Standards of Performance

Successful completion of the Ph.D. in Metropolitan Planning, Policy and Design will demonstrate the student's capacity to be a leader in generating and disseminating new knowledge, and participating in engagement activities that facilitate use of this knowledge in metropolitan planning, policy, and/or design. At minimum, doctoral students are expected to:

1. Master the theories of planning, policy and/or design relevant to the dissertation field.
2. Master planning, policy and/or design methods of inquiry relevant to the dissertation field.
3. Engage in independent research.
4. Disseminate research and knowledge.

Critical benchmarks include:

1. Developing a Program of Study approved by the Supervisory Committee.

2. Preparing and successfully defending the qualifying examination which will be patterned after a scholarly article composed of relevant theory, methods, applications, findings, and implications for metropolitan planning, policy, and/or design.
3. Preparing a dissertation proposal approved by the Supervisory Committee.
4. Preparing and successfully defending a dissertation submitted to the Supervisory Committee.

Toward these ends, the program measures noted above are viewed as measures of individual student performance.

Section V: Finance

Budget

The budget for this initiative is shown in the table below.

Funding Sources

The budget table below illustrates how the program will be funded. The program will be supported through a combination of tuition revenues based on enrollment growth, external revenues from grants and contracts, and College reallocation of revenues to match program-generated support for doctoral students. It is important to note that all funds necessary to support doctoral instruction have already been pledged for this purpose, consistent with the College of Architecture + Planning's strategic plan.

Reallocation

For every doctoral student supported from resources generated by the doctoral program, another will be supported by the College (see *Reallocation* line). At the present time, external funding exists to support a minimum of two doctoral students full time (at 20 hours per week). College matching funds double this to four.

Impact on Existing Budgets

There will be no impact on existing budgets; the current budget for the newly formed Department of City & Metropolitan Planning includes faculty, staff, and operational funds as determined by the College's strategic plan.

Finance Discussion

From the beginning, the doctoral program will be financially viable generating more revenues than costs through grants and other externally generated funds (see *Grants & Contracts* line) which are already ahead of projections. Projected is an average of $175,000 in new funding annually for the next five years. The faculty has generated more than $500,000 this year alone with a multiple of this in various stages of negotiation. The Metropolitan Research Center, proposed simultaneously with this proposal, projects average annual grants of about $500,000. Only the most conservative projections are reported in the table.

In addition, all tuition capitation revenues accruing to the College generated by doctoral students will be assigned to the doctoral program (see *Tuition to Program* line). Not included are revenues generated from doctoral students outside the Department that will also be transferred to the doctoral program.

The budget footnotes explain other assumptions about costs and revenues.

Financial Analysis

	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	3	6	9	12	15
Cost per FTE	$41,194	$29,056	$19,370	$14,528	$11,622
Student/Faculty Ratio (FTE)	2.7	1.3	0.9	0.7	0.5
Projected Headcount	4	8	12	16	20
Projected Tuition					
Gross Tuition	$11,864	$23,728	$35,591	$47,455	$59,319
Tuition to Program (productivity)[1]	$5,700	$11,400	$17,100	$22,800	$28,500
Expenses					
Salary & Wages[2]	$80,000	$128,750	$128,750	$128,750	$128,750
Benefits[3]	$31,583	$33,583	$33,583	$33,583	$33,583
Total Personnel	$111,583	$162,333	$162,333	$162,333	$162,333
Current Expense	$5,000	$5,000	$5,000	$5,000	$5,000
Travel[4]	$2,000	$2,000	$2,000	$2,000	$2,000
Capital	$5,000	$5,000	$5,000	$5,000	$5,000
Library Expense	$0	$0	$0	$0	$0
Total Expense	$123,583	$174,333	$174,333	$174,333	$174,333
Revenue					
Legislative Appropriation	$0	$0	$0	$0	$0
Grants & Contracts[5]	$175,000	$175,000	$175,000	$175,000	$175,000
Donations	$0	$0	$0	$0	$0
Reallocation[6]	$11,000	$22,000	$22,000	$22,000	$22,000
Tuition to Program	$5,700	$11,400	$17,100	$22,800	$28,500
Fees	$0	$0	$0	$0	$0
Total Revenue	$191,700	$208,400	$214,100	$219,800	$225,500
Difference	$68,117	$34,067	$39,767	$45,467	$51,167
Revenue-Expense Ratio	1.55	1.20	1.23	1.26	1.29

Notes

1. $95 per credit hour assuming 75% stays in the program (reflecting courses taken elsewhere)
2. 1.0 FTE faculty load assumed. First year includes 2.0 FTE GAs, other years assume 4.0 GAs.
3. Faculty at 33%, GAs at 10%.
4. Primarily to support doctoral students attending scholarly conferences; this is net of individual grants and contracts that may be available for the same purpose.
5. Minimum external funding expectations (see text for discussion).
6. College matching support for doctoral students.

Appendix A: Program Curriculum

All Program Courses

The table below sorts courses by doctoral core and the three thematic areas. A few courses at the 6000 level cut across all three thematic area. URBPL 7000-level are proposed. Variable ("Var") credit courses have no minimum number of hours available to doctoral students. All University graduate students are eligible to take URBPL 7000-level courses with instructor approval. Graduate City & Metropolitan Planning students may take such courses as credit toward their master degree subject to their approved Program of Study.

The Supervisory Committee will determine which of the courses listed below, or others, are sufficient preparation for dissertation work. It is anticipated that all students will take several courses in planning along with courses outside City & Metropolitan Planning, and that students without an accredited graduate degree in planning may take more. The list is illustrative of how students may tailor doctoral studies, and is subject to change. The categories are not necessarily exclusive; many courses cut across multiple fields.

Course Prefix & Number	Title	Credit Hours
Core		
URBPL 7101	Metropolitan Planning Seminar	3
URBPL 7201	Metropolitan Policy Seminar	3
URBPL 7301	Metropolitan Design Seminar	3
URBPL 7401	Research Design in Metropolitan Planning, Policy & Design	3
URBPL 7501	Metropolitan Planning, Policy and Design Research Seminar	Var
URBPL 7970	Research and Dissertation	Var
	Total number of fixed credits	12
	Minimum credits needed in core	30
Metropolitan Planning		
URBPL 7501	Metropolitan Planning, Policy and Design Research Seminar	Var
URBPL 6010	Urban Research	3
URBPL 6011	Planning Seminar	1
URBPL 6020	Urban and Regional Analysis	3
URBPL 6040	Physical Plan Analysis	3
URBPL 6200	Urbanization	3
URBPL 6220	Land Use Planning	3
URBPL 6270	Metropolitan Regional Planning	3
URBPL 6280	Graduate Workshop	4
URBPL 6330	Urban Growth Management	3
URBPL 6340	Public/Private Interests in Land Development	3
URBPL 6371	Complexity and Systems Thinking	3
URBPL 6390	Sustainability Planning	3
URBPL 6430	Technology in Planning	3

URBPL 6720	Community Transport	3
CVEEN 6540	Community Transportation	3
CVEEN 6110	GIS Applications in Civil & Enviro. Engineering	3

Course Prefix & Number	Title	Credit Hours
Metropolitan Planning (continued)		
CVEEN 6540	Community Transportation	3
CVEEN 6560	Transportation II	3
CVEEN 7545	Transportation Modeling	3
CVEEN 7590	Public Transportation Systems	3
GEOG 6140	Methods in Geographic Information Systems	4
H EDU 6550	Introduction to Research Methodology	3
H EDU 6560	Experimental Design and Analysis	3
H EDU 6600	Introduction to Health Research Design	3
H EDU 6610	Evidence Based Health Research	3
H EDU 6660	Health Service Administration Seminar	2
H EDU 6700	Epidemiology in Community Health Practice	3
FCS 6100	Graduate Research Methods	4
FCS 6110	Graduate Multivariate Statistics	4
FCS 6120	Demographic Methods	3
PRT 6000	Survey of Parks, Recreation and Tourism	3
PRT 6050	Environmental Ethics	2
PRT 6070	Seminar in Outdoor Recreation Management	3
PRT 6410	Park Planning	2
PRT 6420	Ecology and Management of Wildland Recreation Settings	3
PRT 6800	Graduate Seminar in Parks, Recreation and Tourism	1
PRT 6965	On-Site Policy Analysis	3
PRT 7000	Seminar in History and Philosophy of Leisure	2
PRT 7010	Behavioral Science Foundations of Parks, Recreation and Tourism	3
PRT 7100	Theory Development, Trends, and Issues in PRT	6
PRT 7101	Measurement in Parks, Recreation and Tourism	3
PRT 7102	Behavioral Science Process in PRT I	3
PRT 7103	Behavioral Science Process in PRT II	3
PRT 7104	Behavioral Science Process in PRT III	3
PRT 7105	Concepts and Application of Hierarchical Linear Modeling in PRT	3
SOC 6120	Statistics I	3
SOC 7130	Statistics II	3
	Total number of credits	141+
Metropolitan Policy		
MPPD 7501	Metropolitan Planning, Policy and Design Research Seminar	Var
URBPL 6010	Urban Research	3
URBPL 6011	Planning Seminar	1
URBPL 6030	Leadership & Public Participation	3
URBPL 6100	City and Profession	3
URBPL 6240	Planning Theory and Ethics	3
URBPL 6260	Land Use Law	3
URBPL 6280	Graduate Workshop	4

URBPL 6300	Housing and Community Development	3
URBPL 6310	Urban Development Policy and Method	3

Course Prefix & Number	Title	Credit Hours
Metropolitan Policy (continued)		
URBPL 6320	Metropolitan Fiscal Analysis	3
URBPL 6350	Public Lands and Environmental Policy	3
URBPL 6360	Environmental Planning Law and Policy	3
URBPL 6370	System Dynamics and Environmental Policy	3
URBPL 6500	Project Finance and Economics	3
URBPL 6600	Politics of Planning	3
ECON 6300	Public Finance: Public Expenditures and Cost-Benefit Analysis	3
ECON 6380	Law and Economics	3
ECON 6180	Poverty and Inequality	3
ECON 6240	Urban Economics	3
ECON 6250	Environmental and Natural Resource Economics	3
FCS 6300	Housing and Community Development	3
FCS 6730	Community & Environmental Change	3
FCS 6200	Families and Social Policy	3
FCS 6400	Families and Economic Policy	3
FCS 6450	Nonprofit Community Organizations	1-3
FCS 6563	Program and Policy Evaluation	3
FP MD 6100	Biostatistics I	3
FP MD 6101	Data Analysis using SAS	3
FP MD 6105	Advanced Topics in Epidemiology and Biostatistics	2
FP MD 6301	Occupational and Environmental Epidemiology	3
FP MD 6305	Advanced Methods Epidemiology Research	3
FP MD 6309	Seminar in Epidemiological and Biostatistical Techniques	1
FP MD 6311	Research Design	3
FP MD 6340	Infectious Disease Epidemiology	3
FP MD 6370	Occupational Epidemiology	3
FP MD 6400	Public Health Administration	3
FP MD 6401	Public Health Policy and Health Systems	3
FP MD 6405	Health Services Research	2
FP MD 6500	Introduction to Public Health	3
FP MD 6520	HIV/AIDS and Public Health	4
FP MD 6550	Health Programs Planning and Implementation	3
FP MD 6600	Social Context of Medicine and Public Health	3
FP MD 6602	Community Analysis	1-2
FP MD 6700	Environmental Public Health	3
PADMN 6290	Applied Quantitative Methods in Public Policy	3
PADMN 6322	Environmental Policy	3
PADMN 6323	Policy Analysis	3
PADMN 6563	Program and Policy Evaluation	3
SOC 6110	Methods of Social Research	3
SOC 6115	Sociological Analysis	3
SOC 6340	Social Stratification	3

SOC 7070	Seminar in Population and Health	3
SOC 7921	Population and Health Readings I	3

Course Prefix & Number	Title	Hours
Metropolitan Policy (continued)		
SOC 7922	Population and Health Readings II	3
PUBPL 6900	Public Policy Research	3
	Total number of credits	159+/-
Metropolitan Design		
URBPL 7501	Topics in Metropolitan Planning, Policy & Design Research	Var
URBPL 6011	Planning Seminar	1
URBPL 6280	Graduate Workshop	4
URBPL 6400	Urban Design Visualization	3
URBPL 6410	Site Planning	3
URBPL 6420	Open Space Design	3
URBPL 6390	Sustainability Planning	3
URBPL 6430	Technology in Planning	3
ARCH 6230	Utah Architecture and Cities	3
ARCH 6235	American Suburban Development	3
ARCH 6262	Urban Design Theory	3
ARCH 6500	Preservation Theory and Practice	3
ARCH 6581	"Main Street" Revitalization	3
ARCH 6851	Societal Change, Architecture and Planning	3
FCS 6620	Advanced Environment and Behavior	3
FCS 6650	Advanced Community Psychology	3
FCS 6630	Healthy Communities	3
FCS 6700	Research for Community Needs	3
FCS 6600	Environments and Human Behavior	3
FCS 6730	Community Development & Environmental Change	3
GEOG 6000	Spatial Statistics	3
GEOG 6140	Methods in Geographic Information Systems	4
GEOG 6160	Spatial Modeling with GIS	3
GEOG 6190	GIS & Environmental Health	3
GEOG 6240	Locational Analysis	3
	Total number of credits	81+

New Courses to be Added in the Next Five Years

URBPL 7101 Metropolitan Planning Seminar (3)
Survey of theories, processes, and outcomes of metropolitan planning focusing on contemporary planning challenges and debates. Students will be engaged in leading discussions and preparing papers assessing metropolitan planning issues especially relating to sustainability and resilience of the built environment.

URBPL 7201 Metropolitan Policy Seminar (3)

Survey of theories, processes, and outcomes of metropolitan policy focusing on contemporary policy challenges and debates. Students will be engaged in leading discussions and preparing papers assessing metropolitan policy issues at the federal, state, and local levels.

URBPL 7301 Metropolitan Design Seminar (3)
Survey of theories, processes, and outcomes of the form of metropolitan areas focusing on contemporary metropolitan-scale land use design challenges and debates. Students will be engaged in leading discussions and preparing papers assessing metropolitan form and design issues especially relating to sustainability and resilience of the built environment.

URBPL 7401 Research Design in Metropolitan Planning, Policy & Design (3)
Foundations of research methodology as they apply to research in metropolitan planning, policy and design focusing on the relationship between methodology and epistemology, formulating research questions, scientific method, paradigms, causation, research design, reliability, validity, sampling, survey research, qualitative analysis, quantitative analysis, standards for evaluating research, and ethical issues related to social research.

URBPL 7501 Metropolitan Planning, Policy and Design Research Seminar (1-3)
Review of current and pending research in, pedagogical applications of, and emerging debates surrounding metropolitan planning, policy and design.

URBPL 7950 Independent Studies: Doctoral (1 to 3)

URBPL 7960 Special Topics (1 to 3)
Special topics class for doctoral students. Will provide us with a mechanism through which students can be exposed to "cutting edge" content from visiting professors who are experts in specifics facets of scholarship in Metropolitan Planning, Policy and Design.

URBPL 7970 Dissertation: Doctoral (1 to 12)

URBPL 7980 Faculty Consultation: Doctoral (3)
Faculty consultation on dissertation research.

URBPL 7990 Continuing Registration: Doctoral (0)
Continuing registration for doctoral students.

Appendix B: Program Schedule

Students with Accredited Master of Planning Degree

Course Prefix & Number	Title	Credit Hours
First Fall Semester		
MPPD 7101	Metropolitan Planning and Policy Theory Seminar	3
MPPD 7401	Research Design in Metropolitan Planning, Policy & Design	3
MPPD 7501	Metropolitan Planning, Policy and Design Research Seminar	1
Elective/Dissertation Field		3
	Total credits, minimum	10
First Spring Semester		
MPPD 7201	Metropolitan Policy Seminar	3
MPPD 7301	Metropolitan Design Seminar	3
MPPD 7501	Metropolitan Planning, Policy and Design Research Seminar	1
Elective/Dissertation Field		3
	Total credits, minimum	10
Second Fall Semester		
MPPD 7501	Metropolitan Planning, Policy and Design Research Seminar	1
Elective/Dissertation Field		3
Elective/Dissertation Field		3
URBPL 6950	Independent Study (qualifying examination)	3
	Total credits, minimum	10
Second Spring Semester		
MPPD 7501	Metropolitan Planning, Policy and Design Research Seminar	1
Elective/Dissertation Field		3
Elective/Dissertation Field		3
URBPL 6950	Independent Study (qualifying examination)	3
	Total credits, minimum	10
Second Summer Semester (dissertation proposal)		
MPPD 7920	Research and Dissertation	3
	(Dissertation proposal approved by Supervisory Committee)	
	Total credits, minimum	3
Third Fall Semester		
MPPD 7920	Research and Dissertation	9
	Total credits	9
Third Spring Semester (dissertation defended at end of spring)		
MPPD 7920	Research and Dissertation	9
	Total credits	9
Total credits		61

Students without an Accredited Master of Planning Degree

Course Prefix & Number	Title	Credit Hours
First Fall Semester		
URBPL 6010	Urban Research	3
URBPL 6011	Planning Seminar	1
URBPL 6040	Physical Plan Analysis	3
URBPL 6100	City and Profession	3
	OR	
URBPL 6200	Urbanization	3
	Total credits	10
First Spring Semester		
URBPL 6240	Planning Theory and Ethics	3
URBPL 6260	Land Use Law	3
URBPL 6430	Technology in Planning	3
URBPL 6020	Urban and Regional Analysis	3
	OR	
URBPL 6030	Leadership & Public Participation	3
	Total credits	12
Second Fall Semester		
MPPD 7101	Metropolitan Planning and Policy Theory Seminar	3
MPPD 7401	Research Design in Metropolitan Planning, Policy & Design	3
MPPD 7501	Metropolitan Planning, Policy and Design Research Seminar	1
Elective/Dissertation Field		3
	Total credits, minimum	10
Second Spring Semester		
MPPD 7201	Metropolitan Policy Seminar	3
MPPD 7301	Metropolitan Design Seminar	3
MPPD 7501	Metropolitan Planning, Policy and Design Research Seminar	1
Elective/Dissertation Field		3
	Total credits, minimum	10
Third Fall Semester		
MPPD 7501	Metropolitan Planning, Policy and Design Research Seminar	1
Elective/Dissertation Field		3
Elective/Dissertation Field		3
URBPL 6950	Independent Study (qualifying examination)	3
	Total credits, minimum	10
Third Spring Semester		
MPPD 7501	Metropolitan Planning, Policy and Design Research Seminar	1
Elective/Dissertation Field		3
Elective/Dissertation Field		3
URBPL 6950	Independent Study (qualifying examination)	3
	Total credits, minimum	10

Students without an Accredited Master of Planning Degree (continued)

Course Prefix & Number	Title	Credit Hours
Third Summer Semester (dissertation proposal)		
MPPD 7920	Research and Dissertation	3
	(Dissertation proposal approved by Supervisory Committee)	
	Total credits, minimum	3
Fourth Fall Semester		
MPPD 7920	Research and Dissertation	9
	Total credits	9
Fourth Spring Semester (dissertation defended at end of spring)		
MPPD 7920	Research and Dissertation	9
	Total credits	9
Total credits		83

Appendix C: Faculty

Core Departmental Doctoral Faculty

Catlin Cahill, Ph.D

Assistant Professor Caitlin Cahill is a community-based urban studies & youth studies scholar. Her research interests include young people's well-being, globalization, citizen participation in community development, critical race and feminist theory, community-based and participatory action research approaches, and social justice. Dr. Cahill has been named the "Community Scholar in Residence" for University Neighborhood Partners (with Drs. Matt Bradley and David Quijada). Currently she is co-directing the Mestizo Arts & Activism program, a participatory youth research collective that works to support and mentor youth in developing social change projects based on their concerns. Dr. Cahill is an editor of *Children, Youth, and Environments*; on the editorial board of *Children's Geographies*; a board member of the AAG Urban Geography Specialty Group; a member of the Participatory Action Research Collective at CUNY; and Co-Chair of the Participation Network of EDRA. Dr. Cahill received her doctorate in Environmental Psychology with a concentration in public policy and urban studies from the City University of New York.

Philip Emmi, Ph.D

Professor Philip Emmi holds a B.A. in Economics (magna cum laude) from Harvard, a Masters of Regional Planning, and a Ph.D. in Urban and Regional Planning from Chapel Hill. He served in the Peace Corp in Chile where he worked with municipal and national planning agencies. Dr. Emmi has served as an advisor to the Utah Governor's Office of Planning and Budget, has been awarded the Lowell Bennion Community Service Professorship, and participated as co-principal investigator on a National Science Foundation grant. He chairs an intercollegiate committee that administers an interdisciplinary certificate program in the Adaptive Management of Environmental Systems. Dr. Emmi has published 8 book chapters, 34 articles in 16 different academic journals with academic presentations in 21 different states and 9 foreign countries. These have most recently to do with the application of systems thinking and the dynamic simulation of urban systems to the analysis of urban land use and transportation, the energy requirements of alternative urban development strategies, and the role of cities in the production of global greenhouse gases.

Arthur C. Nelson, Ph.D., FAICP

For the past thirty years, Presidential Professor Arthur C. Nelson has conducted pioneering research in growth management, urban containment, public facility finance, economic development, and metropolitan development patterns. Numerous organizations have sponsored Dr. Nelson's research such as the National Science Foundation; National Academy of Sciences; U.S. Departments of Housing and Urban Development (HUD), Commerce, and Transportation; Fannie Mae Foundation; American Planning Association; National Association of Realtors; and The Brookings Institution. His research and practice has led to the publication of nearly 20 books and more than 200 other scholarly and professional publications. In 2000-01, Dr. Nelson he served HUD as an expert on smart growth and growth management for the Clinton and Bush Administrations. In this capacity, he helped expand HUD's research scholarship programs and create HUD's doctoral fellowship program. Dr. Nelson has earned three teacher-of-the-year recognitions at two universities (Kansas State University and Georgia Tech twice), researcher of the year honors at a third (University of New Orleans), and scholar of the year honors at Virginia Tech. His books have shaped the field of impact fees, growth management, and urban containment. His papers have won national awards and international distinction. Dr. Nelson's students have won numerous awards including the national student project of the year award given by the American Institute of Certified Planners.

Reid Ewing, Ph.D., AICP

Professor Reid Ewing is associate editor of the *Journal of the American Planning Association*, columnist for *Planning* magazine, and Fellow of the Urban Land Institute. Formerly, he was Director of the Voorhees Transportation Center at Rutgers University, and earlier in his career, he served two terms in the Arizona legislature and worked on urban policy issues at the Congressional Budget Office. He holds master degrees in Engineering and City Planning from Harvard University and a Ph.D. in Transportation Systems and Urban Planning from the Massachusetts Institute of Technology. Dr. Ewing has authored books for the major planning and development organizations: *Developing Successful New Communities* for the Urban Land Institute; *Best Development Practices* and *Transportation and Land Use Innovations* for the American Planning Association; and *Traffic Calming State-of-the-Practice* for the Institute of Transportation Engineers. The two books for the American Planning Association made him APA's top selling author for many years. His study of sprawl and obesity received more national media coverage than any planning study before or since, and at one time, was the most widely cited academic paper in the Social Sciences, according to *Essential Science Indicators*. His most recent book, written for EPA and published by the Urban Land Institute, is *Growing Cooler: The Evidence on Urban Development and Climate Change*. Also due out this year, and published by the American Planning Association, is *National Traffic Calming Manual*. Dr. Ewing's prior work on smart growth development includes the U.S. Green Building Council's LEED-Neighborhood Development guidelines, the Institute of Transportation Engineers' *Recommended Practice for Context-Sensitive Thoroughfares*, the National Wildlife Federation's *Endangered by Sprawl*, and dozens of consulting projects around the United States.

Thomas W. Sanchez, Ph.D.

Associate Professor Tom Sanchez earned a bachelor's degree in Environmental Studies from UC Santa Barbara, a master of City and Regional Planning from Cal Poly, San Luis Obispo, and a PhD in City Planning from Georgia Tech. Between his master and doctoral studies he worked for a private real estate developer with residential projects in San Diego County and Orange County, CA. Upon completing his degree at Georgia Tech he taught at Iowa State University and has since been on the planning faculties of Portland State University and Virginia Tech before coming to the University of Utah. Dr. Sanchez conducts research in the areas of transportation, land use, environmental justice, and the social aspects of planning and policy. His research has been published in leading urban affairs and planning journals including the Journal of the American Planning Association, Housing Policy Debate, Urban Studies, Journal of Planning Education and Research, and the Journal of Urban Affairs. His article, The Connection between Public Transit and Employment, was selected for the best article of the year in 2000 by the Journal of the American Planning Association. In 2007, he co-authored two books, The Right to Transportation: Moving to Equity (with Marc Brenman) and The Social Impacts of Urban Containment (with Chris Nelson and Casey Dawkins). Along with serving as Chair of the Department of City & Metropolitan Planning, Dr. Sanchez is a nonresident senior fellow of the Brookings Institution, review editor for the Journal of the American Planning Association, an editorial advisory board member for *Housing Policy Debate*, and chair of the Transportation Research Board's Social and Economics Factors Committee.

Supporting Faculty

Keith Bartholomew, J.D.

An environmental lawyer, Assistant Professor Bartholomew received his Juris Doctor from the University of Oregon and worked for ten years as a staff attorney for 1000 Friends of Oregon, a community development and land use planning advocacy organization in Portland. While at 1000 Friends, Professor Bartholomew was the director of "Making the Land Use, Transportation, Air Quality Connection" (LUTRAQ), a nationally recognized research program examining the interactive effects of community development patterns and travel behavioral patterns. Professor Bartholomew is also the former associate director of the Wallace Stegner Center for Land, Resources and the Environment at the U of U's S.J. Quinney College of Law. Professor Bartholomew's current primary research focus is assessing the extent and nature of land use–transportation scenario planning in U.S. metropolitan areas. His other research work focuses on accessibility based transportation planning processes, legal issues inherent in transit-oriented development, public participation in transit facility design, the use of expert panels in transportation analysis, and the use of values-based communications in planning and urban design processes. Professor Bartholomew is a member of Oregon State Bar and the American Planning Association and is a Trustee for the Utah Transit Authority.

Pamela Perlich, Ph.D.

Pamela Perlich is a Senior Research Economist in the Bureau of Economic and Business Research at the University of Utah, joining BEBR in 2000. Before joining the BEBR, she worked for seven years in the Governor's Office of Planning and Budget concentrating on long-term economic and demographic projections. In addition, she is Professor Adjunct in the Department of City & Metropolitan Planning, College of Architecture + Planning. She has taught in the program since 1998. Current teaching responsibilities include URBPL 6010: Urban Research and URBPL 6020: Urban and Regional Analysis. Pamela specializes in Utah demographics, applied regional economic studies, and economic and demographic modeling. Dr. Perlich is a member of the Utah Population Estimates Committee, and is the University's primary contact with the Bureau of the Census through the State Data Center program. She serves on the Utah Council for Economic Education as the representative for the University of Utah and is a member of the Envision Utah Steering Committee. At the University she is a faculty in the Graduate Certificate in Demography and a member of the Center on Aging.

Brenda Case Scheer, M.Arch, AIA, AICP

Professor Brenda Case Scheer, AIA, AICP has been the Dean of the College of Architecture + Planning at the University of Utah since 2002. During her tenure, the College has been considerably transformed by the addition of the urban planning program. Her research specializations are the formal development of cities and urban design policy. She has published many articles and book chapters on design review, architecture, housing, and suburban form. Her books include Suburban Form: an International Perspective; Design Review: Challenging Urban Aesthetic Control; and The Culture of Aesthetic Poverty. She is the winner of the prestigious Chicago Institute of Architecture and Urbanism Prize, which is awarded for writings on urban design. Dean Scheer is also chair of the board of directors of Artspace, Inc., a member of the Envision Utah steering committee, and on the editorial board of the Journal of the American Planning Association. Dean Scheer has a long record of professional practice including master planning, urban design and design guidelines as well as several award-winning architectural projects. She has also been involved in sustainable development projects in Thailand and Crete. Dean Scheer was previously a professor at the University of Cincinnati, where she taught for 12 years. Before entering her academic career, she was a Loeb Fellow at the Harvard Graduate School of Design, director of urban design at the City of Boston, and vice president of a real estate development company in Houston.

Appendix D: Metropolitan Research Center

GRADUATE COUNCIL — CONSENT CALENDAR ITEM
PROPOSAL FOR CENTER:
"Metropolitan Research Center"

SECTION I
Request

This is a proposal to create a specialized administrative unit housed in the College of Architecture + Planning and associated with the Department of City & Metropolitan Planning. It willl be called the Metropolitan Research Center. It is intended to become a national and international leader in research reshaping the built environment in ways that are ***sustainable*** and ***resilient*** at the metropolitan scale. The Center will engage activities targeted to multiple constituencies such as faculty, students, business and political leaders, and informed citizens.

To address specific concerns by the University about the request, found at http://www.utahsbr.edu/policy/r401.htm, the following is offered:

Briefly describe the change.

The mission of the Metropolitan Research Center will be to conduct basic and applied research on built environment at the metropolitan scale focusing on key forces shaping metropolitan form such as demographics, environment, technology, design, transportation, and governance. It will seek to expand knowledge in city and metropolitan affairs to improve policy and practice, and educate the general public on important issues facing communities. The Metropolitan Research Center will share knowledge through events, presentations, publications, a website and media outreach.

Among the Center's activities at the University of Utah will be how to accommodate a doubling of the population and jobs along the Wasatch Front between now and 2040, and do so in ways that are sustainable and resilient. The faculty members to be involved in this initiative already have elevated the prominence of the University of Utah in meeting this challenge through the media, numerous major addresses throughout the region, and in representing the University to several national academic, professional, and policy-related gatherings. The Center will become a platform to engage other faculty across the University who share an interest in reshaping the built environment to achieve sustainability and resilience.

The Center is part of the strategic plan of the College of Architecture + Planning. That plan includes reshaping the undergraduate planning degree to be more inclusive of units across the University, launching a nationally accredited master of city and metropolitan planning degree, creating a new doctoral program, and initiating the Metropolitan Research Center. By design, the Center will engage faculty and students from all three degree programs and other units across the University that are natural partners (see below).

Indicate the primary activities impacted, especially focusing on any instructional activities.

The Center will impact primary activities associated with research, engagement, and instruction, the latter in association with degree programs managed by the Department.

Pure and applied *research* on metropolitan form will be the principal purpose of the Center. Faculty already hired to administer the Center or who are already associated with its mission have collectively generated nearly $10 million in planning, policy, and design related grants over the past two decades from such sponsors as the National Science Foundation, National Academy of Sciences, HUD, EPA, US DOT, Brookings Institution, Urban Land Institute, numerous foundations, and state and local organizations from more than half the states. These faculty members have also collectively published more than 30 books and more than 300 other scholarly works based on such sponsored work. Their national reputations and ability to generate sponsored activity will make the Center one of the nation’s most prominent research centers in its field shortly after it starts.

Although the Metropolitan Research Center will be a centerpiece of the College of Architecture + Planning, it will engage individuals and units at the University where needed to effectively address research and engagement activities it undertakes. The Metropolitan Research Center will also be engaged with interests outside the University principally as a source for technical assistance serving local, regional, state, national and international policy interests. The Center will help frame scenarios for reshaping the built environment in ways useful to public, development, business, and non-profit interests. Above all, it will be a resource for public engagement through a variety of means such as presentations, media, and the Internet.

The engagement function of the Center will include creating collaborations with faculty and research staff from numerous units when opportunities arise. Letters of support recognizing the importance of crafting these collaborations have been received from such units as Family and Preventive Medicine (Public Health) in the College of Medicine, the Wallace Stegner Center for Land Resources and the Environment in the College of Law, and the Bureau of Economic and Business Research in the College of Business, as well as its home Department of City & Metropolitan Planning. Letters of support have been received from the deans of the College of Architecture + Planning, David Eccles School of Business, College of Health, and College of Social and Behavioral Sciences. Numerous individual units in the College of Social and Behavioral Sciences also support this initiative. Verbal support has also been received from Civil and Environmental Engineering in the College of Engineering.

An important function of the Center will be facilitating the instructional activities of the Department, especially its proposed doctoral program. Research grants will be used in part to support graduate students. This support will provide students with the financial means to pursue graduate work. Doctoral students will further help faculty publish and in other ways report the research. Graduate assistants will be able to apply the research to their graduate degree programs. Faculty and graduate students involved in teaching will use research to inform undergraduate and graduate students in relevant courses. Facilitating the symbiotic research and instructional activities of the Center will be research faculty and, eventually, post-doctoral fellows. Indeed, it is the association with instructional activities that will maximize the productivity of the Center. The Center will be housed physically in the College of Architecture + Planning where its graduate assistants, doctoral students, post-doctoral fellows, faculty collaborators and staff support (shared with the Department of City & Metropolitan Planning) will also be located. Physical space for the Center has already been created.

SECTION II
Need

The first decade of the 21st century witnessed a tipping point: For the first time in human history, more people live in metropolitan areas than outside them. The world's population, which doubled from 3 billion in 1960 to 6 billion in 2000, is projected to reach about 9 billion by 2050 before leveling off. Two-thirds of the world's population will then live in metropolitan areas. This will stress the world's ecological, economic and political systems more so than presently.

Development in the US between 2005 and 2040 will further stress systems. More than 100 million new Americans are expected along with about 60 million new jobs. Two million homes will need to be built each year and non-residential construction may top two billion square feet annually. The Wasatch Front may double to more than four million people holding 2.5 million jobs. More than three-quarters of all non-residential space existing in 2000 will be rebuilt, as will a quarter of all homes. Nationally, development during this period is projected to exceed in volume two-thirds of everything built today, at a cost of more than $50 trillion; development in the Wasatch Front will exceed $500 billion.

Indicate why such an administrative change, program, or center is justified.

The University defines centers as specialized administrative units; groups concentrated to work on a specialized activity, pursuit, or interest; or organizations established within the University to promote and pursue collectively a technical or professional field of work, research, or study. In certain respects, the proposed Metropolitan Research Center addresses the first area. As a *specialized administrative unit* housed in the College of Architecture + Planning, its activities would be focused on shaping and reshaping the built environment of metropolitan areas to achieve sustainability and be resilient to challenges. It is because of support for the Center by key university officials that it was able to attract among two of the nation's top research talents in metropolitan research including the director, Dr. Arthur C. Nelson, Presidential Professor of City & Metropolitan Planning, formerly co-Director of the Metropolitan Institute at Virginia Tech. During his tenure there, Dr. Nelson's association with the Metropolitan Institute and partnering centers led to millions of dollars in national, state, and local grants and contracts. These sponsoring organizations are accustomed to contracting with research centers.

Moreover, the prospect of having this Center formed led to a $200,000, multi-year grant addressing the shape of much of the Salt Lake City metropolitan area, with indications that more funds would be forthcoming once the current grant was completed and a center formalized. (Another $60,000 has been raised from other sponsors.) In addition, the presence of the Center will attract private donors committed to supporting a center dedicated to making metropolitan areas sustainable and resilient – especially in Utah. Indeed, more than $50,000 has already been raised from private donors to help launch the Center, and much more is anticipated.

The Center platform will also provide for separate accounting which assures budgetary responsibility, clear separation of financial activities, ease in investing in new ventures, and above all clear accounting of contracted research activities for reporting purposes.

The Center is needed to help facilitate faculty collaboration on research, engagement, and education around reshaping built environments at the metropolitan scale, using Utah's metropolitan areas as laboratories. The Center will give these efforts needed visibility through the media, on the Internet, and by engaging prospective sponsors. Indeed, Utah's "metropolitan research" initiatives have already become featured stories – including the front page – of newspapers across the nation. The word "center" however could not be used officially to truly distinguish the metropolitan research initiatives. The Center is also needed to provide leadership in convening symposia and forums addressing emerging concerns about the sustainability and resilience of metropolitan areas. Finally, the University needs the Center as its voice to the community, region, state, nation and beyond on how it is attempting to create a sustainable and resilient metropolitan regions of the future.

Reference need or demand studies if appropriate.

In 2004, the Brookings Institution published *Towards a New Metropolis: The Opportunity to Rebuild America*[1] written by Dr. Arthur C. Nelson, then Professor of Urban Affairs and Planning and later co-Director of the Metropolitan Institute at Virginia Tech, and now Presential Professor of City & Metropolitan Planning at the University of Utah. This report showed that of the 75 largest metropolitan areas, three of the fastest growing ones are located in the Mountain West (Las Vegas at 1, Phoenix at 3, and Salt lake City at 8).

Later, in 2008, the Brookings Institution issued its report, *Mountain Megas: America's Newest Metropolitan Places and a Federal Partnership to Help Them Prosper*.[2] Its analysis was based in part on Dr. Nelson's projections of population, residential needs, and nonresidential development to 2040 (in his prior capacity as co-Director of the Metropolitan Institute). Governor Jon Huntsman, Jr., was a featured speaker when the Brookings research was presented to the national media.

The first report identified important research and outreach needs to manage projected growth while the second provides a road map of research needs applicable to the Mountain West. The mission of the Metropolitan Research Center is to help meet these research and outreach needs.

Indicate the similarity of the proposed unit/program with similar units/programs which exist elsewhere in the state or Intermountain West.

There are many research units found throughout the state and the Mountain West that address specific metropolitan-scale issues but none has a holistic mission comparable to the proposed Center.

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[1] http://www.brookings.edu/~/media/Files/rc/reports/2004/12metropolitanpolicy_nelson/20041213_RebuildAmerica.pdf.

[2] http://www.brookings.edu/~/media/Files/rc/reports/2008/0720_intermountain_west_sarzynski/IMW_full_report.pdf.

Three units at the University of Utah relate tangentially to the mission of the proposed Center. The Wallace Stegner Center for Land, Resources and the Environment is focused principally on preservation of the natural environment while the proposed Center focuses principally on the built environment.

The mission of the Hinckley Institute of Politics at the University of Utah is to promote political and civic involvement and to engage university students in the political process. Its mission is generic to the process of policy-making and appreciation of political processes. It is not engaged in research nor focused primarily on the built environmental at the metropolitan scale.

The mission of the Center for Public Policy and Administration at the University of Utah is to provide research, education and services to public and nonprofit organizations that will strengthen administration, leadership and public policy. Again, its focus is on policy processes and administration generically while the mission of the proposed Center focuses on understanding the built environment at the metropolitan scale and how to make it sustainable and resilient over time.

Elsewhere in Utah, there is the Utah Transportation Center based at Utah State University. Its mission is primarily related to transportation and especially applying its expertise in natural hazards to research congestion chokepoints, evacuation occurrences, infrastructure renewal, and operations as it relates to multi-modal transportation.

Outside Utah, but in the Mountain West region, two units are prominent. The Rocky Mountain Land Use Institute based at the University of Denver's Sturm College of Law is a non-partisan forum for land use and environmental issues in the Rocky Mountain West principally through conferences and seminars. It does not have a research function. The other unit is the Morrison Institute of Public Policy at Arizona State University, which is similar in many respects to the Center for Public Policy and Administration in that its mission is to bridge the gap between academic scholarship and public policy through services to public and private sector clients and independent research.

Clearly, the mission of the proposed Metropolitan Research Center is unique, timely, and gives the University of Utah an opportunity to dominate research, engagement, and associated education in making the built form of metropolitan areas of the state, the Mountain West, and perhaps the nation sustainable and resilient.

SECTION III
Institutional Impact

The Center will be headed by a new hire, Dr. Arthur C. Nelson, FAICP, Presidential Professor of City & Metropolitan Planning. (The Center director will report to the dean of the College of Architecture + Planning.) The Center will have an associate director (see below). Both positions will have graduate assistance support provided by the College. Both positions include teaching obligations at 75 percent of the normal graduate teaching load. A full time research assistant professor position has also been created that will be assigned to the Center. The College has created a new administrative assistant position to support both the Department of City & Metropolitan Planning and the Metropolitan Research Center.

Dr. Nelson, the founding director, is an experienced researcher who has managed multiple grants and contracts with a large research staff. Funding is anticipated from sources that have previously funded his research at other institutions such as the National Science Foundation, the Urban Land Institute, the Brookings Institution, the US Department of Housing and Urban Development, and local governments and agencies among others. Dr. Nelson is a nationally respected voice in metropolitan development and the Center will benefit greatly from his high level of visibility.

Dr. Reid Ewing will join Dr. Nelson as the founding associate director. Dr. Ewing is also an experienced researcher who joins the faculty after directing the Voorhees Center for Transportation Research at Rutgers and recently serving as research professor at the National Center for Smart Growth based at the University of Maryland. Dr. Ewing is an internationally recognized scholar in transportation and land use planning, land use and public health, and the relationship between the built environment and global climate change. Dr. Ewing is also a nationally respected voice in metropolitan development issues who will elevate the Center's visibility.

There will be important benefits accruing to several academic programs and centers across campus. Although the Center will be managed by the Department of City & Metropolitan Planning, in many respects it may be considered a joint venture with the proposed Ph. D. in Metropolitan Planning, Policy, and Design. The Center will include many of the core doctoral faculty, provide financial aid to doctoral students especially through graduate assistantships, and be a source of research topics of interest to many doctoral students. Together, the doctoral program and the Center will lead to variety of collaborations benefiting many partnering units across campus.

The combination of the doctoral degree and the Center will facilitate joint research opportunities beneficial to students and a variety of units across campus. For instance, faculty research in global climate change, active living, and transportation planning will not only engage doctoral students in planning but faculty and their graduate students in civil and environmental engineering, public health, and public policy. Faculty research in metropolitan development will engage doctoral planning students as well as faculty and their graduate students in architecture, business/real estate, and demography. Indeed, the interdisciplinary nature of the core doctoral faculty will assure beneficial collaborations across campus. The faculty have graduate degrees in city and regional planning, engineering, environmental psychology, geography, public policy and administration, and physics. They also have active research agendas in community development, geographic information systems, global climate change, metropolitan policy and governance, public health, transportation, and urban form and design. In many ways, the doctoral degree and the Center create an important platform on which city & metropolitan planning faculty can create a variety of collaborations among units across the University.

Will the proposed administrative change or program affect enrollments in instructional programs of affiliated departments or programs?

Yes. It is anticipated that the presence of the Center will enhance the attractiveness to and enrollments in the current Master of City and Metropolitan Planning degree, and the proposed Ph.D. in Metropolitan Planning, Policy, and Design. Because these programs already have sufficient budgets to manage many more students than are currently enrolled, new students attracted to them by the Center means net new revenues to the College and the University.

Moreover, faculty administering the Center were contracted to devote 75 percent of their time to teaching which is not affected by this proposal.

How will the proposed change affect existing administrative structures?

Aside from hiring new faculty and staff, and adjusting the administrative structure of the College modestly (see below), there will be no change in existing administrative structures.

If a new unit, where will it fit in the organizational structure of the institution?

The Center will be a unit within the College of Architecture + Planning reportable to the dean. An advisory committee has already been formed to oversee general policy direction of the Center; it includes the dean, the chair of the Department of City & Metropolitan Planning, and the director of the Metropolitan Research Center. The dean may appoint additional members at her discretion.

What changes in faculty and staff will be required?

A director and an associate director have already been hired. (They serve 25% in the Center and 75% in the Department of City & Metropolitan Planning.) An administrative assistant assigned 50% to the Center and 50% to the Department has already been hired. Graduate assistants serving Center faculty have already been budgeted and several hired. A full time research assistant professor position (who will teach 25% in City & Metropolitan Planning) has already been budgeted.

What new physical facilities or modification to existing facilities will be required?

A new suite of offices is required but work on this has already been completed through funding from the College, the University, and private donors.

Describe the extent of the equipment commitment necessary to initiate the administrative change.

All equipment needed to support the Center has already been purchased and installed in the offices of the proposed Center.

SECTION IV
Finances

All university, college, and private fund-raising commitments needed to support the Metropolitan Research Center have been made.

What costs or savings are anticipated from this change?

Costs include:

> 25% of the 9-month academic year services of the director and associate director, and 1.5 and 1.0 summer months of each, respectively, estimated at $120,000 annually;

50% of administrative assistant plus two 20-hour graduate assistants, and sharing materials, supplies, repairs, shipping, copying, and other routine office expenses with the Department of City & Metropolitan Planning, with the Center share estimated at $30,000 annually;

$90,000 annual budget for a research assistant professor plus additional center-related discretionary funding support for the director and associate director;

Converting the Architecture slide library and meeting lounge into a suite for the center and Department of City & Metropolitan Planning at a cost of about $200,000; and

Purchasing and installing equipment, securing furniture, shared equally with the Department of City & Metropolitan Planning with the Center share estimated at about $20,000

All start-up costs have been financed from university, college, and private donor sources, and all operating costs are covered through budget commitments of the university and college. No new resources are needed.

If new funds are required, describe in detail expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

To attract Dr. Nelson and, eventually, Dr. Ewing to the University of Utah to launch the Center, all new funding has already been commited by University, College, Department, and private gifts. No further funding is needed.

There will be no adverse budgetary impact on other programs or units within the institution. To the contrary, new revenues are anticipated that will benefit the institution. On the arrival of Dr. Nelson in July 2008, more than $300,000 has been secured in external grants or gifts. Proposals exceeding $4 million are in various stages of development, or have been already submitted. New initiatives are being explored involving such prospective sponsors as the National Institutes of Health, Ford Foundation, National Science Foundation, and the U.S. Geological Survey, among others. The value of media exposure to the institution cannot be understated. Acting as director of metropolitan center (not using the word “center” pending formal approval), Dr. Nelson has already advanced the image of the institution through front-page national newspaper coverage, feature stories in several newspapers within and outside Utah, articles and quotes in numerous trade and association publications, and several speeches many of which are keynotes to a wide range of public, private, and non-profit groups across the nation.

In the six months since the Center was launched unofficially as simply “metropolitan research” directed by Dr. Nelson it has generated more revenues than annual expenditures. Most of those revenues were provided assuming the Center would become official, with more funds likely once this occurs. All key faculty appointments have been made. Given the success of those faculty members in securing external funding elsewhere, we expect an average of at least $500,000 generated annually from external sources over the Center’s first five years. In present value terms, it is projected that the Center’s revenue to cost ratio should exceed 2.0:1.0.

What follows is a financial model for the proposed Center.

Financial Model
Metropolitan Research Center

Start Up Needs	*One-Time Costs*	*Source*	*Status*
Remodeling space for offices + Equipment & Furniture	$110,000*	University College Donors	Completed

*Tenured Personnel***	*Annual Costs*	*Source*	*Status*
Director, Presidential Prof. + Assoc. Director, Professor	$120,000	University	Budgeted

*Operating***	*Annual Costs*	*Source*	*Status*
Res. Asst. Prof. + Admin. Asst & GAs + Office operations	$120,000	University College	Budgeted

Costs and Revenues	*Annual Figures*	*Comment*
Annual Center costs	$240,000	University & College commitments
Projected annual external revenues	$500,000	All sources, annual average FY 2009-14; minimum expectation
Projected revenue to cost ratio***	2.08:1.00	

*Share of total costs assigned to Metropolitan Research Center.
**Costs are not dependent on procurement of external revenues.
***Considering that budgeted expenditures are not dependent on revenues to support operations, all external support may be considered net marginal revenue and the ratio thus infinite.

July 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Interdepartmental Revised Bachelor of Science Degree in Geography – Action Item

Issue

Utah State University (USU) requests approval to offer a revised version of the Bachelor of Science Degree in Geography, effective Fall Semester, 2009. The Department of Environment and Society and the Department of Watershed Sciences in the College of Natural Resources request to jointly offer the Bachelor of Science in Geography Degree, which is currently offered only in the Environment and Society Department. The proposal was approved by the USU Board of Trustees on March 6, 2009.

Background

The purpose of the revision of the Bachelor of Science in Geography Degree is to update the degree to provide a high quality education in the tools and disciplinary knowledge for Geography related to careers in the twenty-first century.

This revision modifies the existing Geography degree core and makes changes in each of the three existing areas of emphasis. The revised degree provides much needed updates in course offerings that reflect the current status of the discipline of Geography. The revised degree will provide a strong basis in geographic fundamentals and principles and will offer three areas of emphasis: Human-Environment Geography, Geographical Analysis and Bioregional Planning, and Physical Geography. These areas of emphasis represent important directions of Geography in the twenty-first century. The revised degree will integrate the strengths of two departments in the College of Natural Resources and will provide students with knowledge and skills critical for their future success.

Federal and state land management agencies such as the US Forest Service, Bureau of Land Management, Environmental Protection Agency, the Utah Department of Natural Resources, and the Utah Department of State Lands, Forestry, and Fire have indicated a need to hire specialists in geographic sciences. In addition, Geography majors are desired in planning professions, in private consulting firms and in various international programs. USU anticipates that the proposed changes in the BS in Geography will provide an educated workforce for these and other prospective employers.

Approximately one-third of recent Geography majors at Utah State University have chosen a "geographic perspectives" option in place of an existing area of emphasis because the existing emphases did not meet their interest or needs. The new areas of emphasis proposed in this revised degree reflect both student interests and growth areas in Geography. The Human-Environment Geography emphasis focuses on global environmental and natural resource issues. Geographical Analysis and Bioregional Planning provides students with the tools and knowledge for planning at regional scales necessary for managing natural resources under the constraints of population growth and associated development. A number of recent "geographic perspectives" majors have expressed interest in Physical Geography, and the new emphasis in this area will meet these students' needs for a physical science-based Geography degree.

USU faculty have conducted a thorough internal review of the existing degree and determined the need for revisions. It is expected that student enrollment, which has been on the decline, will increase with the modernization of the degree.

Funds from the Department of Environment and Society and the Department of Watershed Sciences will be sufficient to deliver the revised degree.

Policy Issues

Snow College, Dixie State College and Salt Lake Community College expressed support for the program and suggested that their associate degree graduates might transfer into the proposed program. The University of Utah expressed support for the proposed program and saw no competition because of the University's urban focus in its Geography program. It was suggested that graduates of the USU program might seek graduate degrees from the University of Utah's graduate program.

No policy questions were raised.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the request from Utah State University to revise the Bachelor of Science in Geography as an interdisciplinary degree.

____
William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Bachelor of Science in Geography
(Revision as an Interdisciplinary Degree)

Utah State University

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

July 8, 2009

Section I: The Request

Utah State University (USU) requests approval to offer a revised version of the Bachelor of Science degree in Geography, effective Fall semester, 2009. The Department of Environment and Society and the Department of Watershed Sciences in the College of Natural Resources request to jointly offer the Bachelor of Science Geography degree, which is currently offered only in the Environment and Society Department. A revision of an existing degree, it includes a modification of the Geography degree core and changes in each of the three existing areas of emphasis. The revised degree provides much needed updates in course offerings that reflect the current status of the discipline. This proposal has completed the institution's review process and was approved by the USU Board of Trustees on March 6, 2009.

Section II: Program Description

Complete Program Description

Utah State University proposes to revise the existing Geography degree to create an inter-departmental undergraduate Geography degree program. This change will capitalize on the strengths across the College of Natural Resources (CNR). The inter-departmental offering will present new opportunities for collaboration across the CNR and an opportunity to build the Geography program in new directions. It also emphasizes the integrative nature of the discipline in the twenty first century.

The revised core provides a strong basis in geographic fundamentals and principles, but reduces redundancies and courses that have ceased to meet students' needs. The three areas of emphasis in the existing degree have also been revised. The new emphases -— Human-Environment Geography, Geographical Analysis and Bioregional Planning, and Physical Geography—represent college strengths in Geography. They also represent three important directions of Geography in the twenty first century and will provide a Geography degree built around new tools and new knowledge critical for their future success. Students also are required to take two courses from each of the two other emphasis cores (for a total of 12 credits outside their own emphasis), building breadth and facilitating community among Geography majors.

The Human-Environment Geography emphasis is a reworking of the existing Cultural and Social Geography emphasis. This new emphasis responds to an expressed need for global geographic skills and draws upon existing expertise in the Environment and Society Department. It provides a broad overview of different cultures (e.g. Geography of Latin America, Conflict and Natural Resources in Africa) and of the challenges across the globe (Developing Societies, Ecology of our Changing World.) Suggested electives provide an opportunity for a student to further explore environmental issues (history, ethics, education, sustainable living) and areas of interest to citizens of the intermountain west (rural sociology, wildland recreation, living with wildlife.) The emphasis also aligns well with research and teaching strengths of recent faculty hires in the Environment and Society Department.

The Geographical Analysis and Bioregional Planning emphasis replaces the existing Planning and Analysis emphasis. The new emphasis draws upon strengths in the College in bioregional planning, which utilizes GIS modeling and mapping to understand impacts of growth and development on natural resources. Students in this new emphasis will gain a solid foundation of geographic information analysis skills and the ability to apply planning tools and approaches to large scale issues that extend beyond city, county or other jurisdictional boundaries.

The Physical Geography emphasis replaces the existing Human Impacts on the Environment emphasis. It meets an expressed need by many current Geography majors to have a Physical Geography emphasis, and builds upon existing courses and expertise in the College. This emphasis will compare well with physical geography offerings at major universities in North America, with its focus on physical processes at a landscape scale. It draws upon the disciplinary strengths in the Watershed Sciences Department.

Purpose of Degree

The purpose for the revision of this existing degree program is to update the degree to provide a high quality education in the tools and disciplinary knowledge for Geography related to careers in the twenty-first century.

Institutional Readiness

Geography is an existing degree in the Department of Environment and Society. The proposed change in emphases and the proposed joint degree offering by two departments in the College of Natural Resources will strengthen the integrative elements of this degree and provide a high quality Physical Geography emphasis. The revised degree aligns well with recent hires in both the Department of Environment and Society and the Watershed Sciences Department. No new hires will be required. As with the existing Geography degree, the revised degree includes several required courses that are offered in other departments. These departments have been contacted and agree that the revision will not change current demand on their courses and thus will not unnecessarily burden their faculty or resources. Most of the courses in the revised Geography degree that are outside the College of Natural Resources are suggested electives.

Faculty

The revisions to this degree may increase class size in several of the classes currently taught in Environment and Society and in Watershed Sciences, but none of these classes is currently fully enrolled. A new freshman-level course developed for this degree (Professionalism for Geography Majors) may be team taught by Geography and Watershed Sciences faculty. It replaces an existing freshman orientation class and is not expected to create an unnecessary burden on current faculty. An Introduction to Spatial Analysis course will be taught by one of the Watershed Science faculty currently teaching the GIS courses in the College.

Staff

Currently this degree resides in one department only. A joint offering will involve staff from a second department, but the anticipated numbers of students in these offerings is expected to fall within current staffing capabilities.

Library and Information Resources

The main change to the revised Geography degree is the Physical Geography emphasis.

A superior undergraduate degree program in Physical Geography depends on a number of critical journal holdings. The library currently has the following important journals: Water Resources Research, Environmental Management, Biogeochemistry, Canadian Journal of Fisheries and Aquatic Sciences, Freshwater Biology, Journal of the North American Benthological Society, Limnology and Oceanography. Other important journals (Water Resources Bulletin, J. Hydrology, Advances in Hydrological Processes, Water Resources) are available through interlibrary loan.

The other two emphases in the revised degree will draw on the same library resources as the current degree, so USU does do not expect a change in library and information resource needs from these emphasis revisions.

Admission requirements

Freshmen accepted in good standing by the University are eligible for admission to this degree program. Transfer students need a cumulative 2.5 GPA for admission to the degree program.

Student Advisement

An advisor will be assigned to each student in the Geography major. Students in the Human-Environment and Geographical Analysis and Bioregional Planning emphases will be assigned advisors in the Environment and Society Department. Students in the Physical Geography emphasis will be assigned an advisor in the Watershed Science Department.

Justification for Graduation Standards and Number of Credits

The degree requires 120 credits. Thus, no justification is needed.

External Review and Accreditation

There is no national accreditation process for Geography degrees. To evaluate USU's current degree, an ad hoc committee within the College of Natural Resources met for six months to review the existing Geography degree and propose revisions to this degree. This was not a formal committee, but was open to all faculty in the College. The committee specifically sought input from the existing Geography faculty, those who had been members of the Geography Department which was eliminated in 2002, those faculty with degrees in Geography programs, and faculty currently teaching courses of importance in Geography. All three department heads in the College were invited to comment. No specific requirements were established for this committee other than the following informal goals: to maintain and increase a high quality, interdisciplinary degree; to better align the degree with existing faculty strengths; to provide all students with a solid foundation in the basic tools of Geography (such as GIS).

A smaller task force was subsequently organized and asked to suggest specific revisions to the existing degree. This task force evaluated other high quality Geography programs across the country and suggested revisions to the existing degree that would meet stated objectives. These revisions were presented at the August 2008 college-wide retreat and also at the departmental meetings for Environment and Society (ENVS) and Watershed Sciences (WATS) where comments and concerns were addressed. The revised degree has the approval of the College, of the ad hoc committee, approval of the faculty in the two departments involved in the joint offering, and approval of the USU Faculty Senate.

Projected Enrollment

The number of Geography majors has been gradually declining for the past 15 years. In the late 1990s, the Geography degree had an average of 55 students each year. The number of majors has declined since then, with only 20 majors in 2005. USU believes that the decline in numbers is in part because the current Geography degree offering needs exactly the type of revisions being proposed in this document. As a result of the revisions to this degree, it is expected that the degree will have approximately 60 majors within the next 5 years. See table below for projected student numbers over the next 5 years. Note that the faculty delivering the courses for this revised degree may also teach courses for other majors.

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	24	12	2.1	NA
2	39	12	2.9	NA
3	54	12	3.8	NA
4	60	12	4.6	NA
5	60	12	5.0	NA

Expansion of Existing Program

This is a revision and not an expansion of an existing program. The program will continue to have three areas of emphasis. The new Physical Geography emphasis will utilize courses currently taught by faculty in the Watershed Science Department. USU does not expect student numbers to exceed the capacities of these courses.

Section III: Need

Program Need

The revision of the Geography degree will maintain Geography as an identified discipline and is more rigorous than the existing degree. The revised areas of emphasis more accurately reflect the interests and needs of new students and the emerging disciplinary interests embraced by Geography programs across the country.

Labor Market Demand

Federal and state land management agencies such as the US Forest Service, Bureau of Land Management, Environmental Protection Agency, the Utah Department of Natural Resources, and the Utah Department of State Lands, Forestry, and Fire have indicated a need to hire specialists in Geography sciences. In addition, Geography majors are desired in planning professions, in private consulting firms and in various international programs. Potential employers need two types of students with geographic skills. First is a need for employees who have technical skills in spatial analysis and geographic information systems. Students attaining the proposed BS in Geography with an emphasis in Physical Geography or Geographical Analysis and Bioregional Planning will become competent in state-of-the-art technologies for conducting spatial and geographic analyses concerning a variety of natural resources. The second need expressed by potential employers is for employees who understand, analyze, and model changing demographics in state, region, and global environments.

Changes in Utah's populations and in the behavior of its citizens put increasing demands on the state's and region's natural resources. To maximize placement of Geography graduates into career tracks that best match their aspirations and abilities, faculty members will work with individual students to determine professional aspirations, design appropriate course work and undergraduate research, initiate participation in professional meetings, and introduce them to professionals at other universities and natural resource agencies. Students completing the proposed BS in Geography with an emphasis in either Geographical Analysis and Bioregional Planning or in Human-Environment Geography will be well versed in both understanding and analyzing the changing demographics of the state and region. In addition to employment needs of state and federal agencies, environmental consulting firms and non-profit environmental organizations have expressed needs for employees with better computer and analytical skills in geographic sciences. USU anticipates that the proposed changes in the BS in Geography will provide an educated workforce for these prospective employers.

Student Demand

Approximately one third of recent Geography majors have chosen a "geographic perspectives" option in place of an existing area of emphasis because the existing emphases did not meet their interest or needs. The proposed areas of emphasis reflect growth areas in Geography and USU expects enrollment numbers to increase as a result of the revisions to the degree. The Human-Environment Geography emphasis meets the needs of students interested in studying global environmental and natural resource issues. The Geographical Analysis and Bioregional Planning emphasis provides students with a sound foundation in GIS and Geographic Information Analysis and in planning at a regional scale. This is a growing discipline and fills a need for planning skills at multiple scales (from municipal to national forests). A number of the "geographic perspectives" students were primarily interested in physical geography or GIS, and the College of Natural Resources is convinced that the emphasis in Physical Geography will meet these students' needs for a physical science-based Geography degree.

Similar Programs

The University of Utah's Geography degree offers the opportunity to pursue more specialized degrees. Thus, there is potential overlap with all three of the proposed areas of emphasis in USU's revised Geography degree. However, the University of Utah's approach has a different focus.

Collaboration with and Impact on other USHE Institutions

It is anticipated that students who graduate with an associate degree from other USHE institutions may be interested in transferring to the proposed four-year degree. Recent recruiting trips to Southern Utah University, Snow College, the College of Eastern Utah, Dixie State College, and the Uintah Basin Branch Campus of USU indicated that students at these institutions would be interested in finishing their baccalaureate degrees in the College of Natural Resources. USU proposes to update or develop articulation agreements with these institutions so that students take the appropriate courses while attaining their associate degree. Key required freshman- and sophomore-level courses have suitable substitutes taught at these sister institutions.

Benefits

Utah State University and the USHE benefit from establishing the proposed degree program by serving a need for students wanting to begin careers in geographical fields. Although Geography programs exist in the USHE, none combines the specific strengths of USU's College of Natural Resources. State and federal land and water management agencies have a need for professionals trained in geographical fields. Many of the current graduates in the Geography and Watershed Science degree programs gain employment from these agencies. These agencies anticipate that their hiring needs will increase greatly in the next several years. USU's proposed degree program revision would allow graduates to position themselves to take advantage of these new positions. In addition, the Human-Environment Geography emphasis will prepare USU students to assume leadership roles in addressing international natural resource issues.

The College of Natural Resources has made a commitment to recruiting minority students into all its majors. Watershed Sciences has been meeting with environmental scientists and other representatives of the Uintah Basin's Ute Tribe's who value the emphasis areas in the revised Geography degree. Of particular interest is the Physical Geography and Geographical Analysis emphasis areas. The College believes that the importance of water and earth resources issues on Native American lands will make the proposed degree revisions especially relevant to these minority students. This initiative will assist USU and the USHE to attain their goals of enhancing diversity at system institutions.

Consistency with Institutional Mission

As Utah's land grant university, Utah State University has a unique role in the integration of teaching, research, and extension programs. The education of natural resource professionals is frequently conducted at land grant institutions nationwide. The USU mission statement documents the university's role in "serving the public through learning, discovery, and engagement." The proposed revisions to the Geography degree will allow for better integration of teaching, research, and extension programs across the College of Natural Resources. This proposed degree program will provide a high quality undergraduate educational program that integrates well with the College and University's research endeavors. The requirements of the degree program will assure that students attain the analytical skills and knowledge of geographic principals necessary to contribute substantially to the science and management of natural resources in the state, nation and the world. Establishment of the proposed joint offering in the Department of Environment and Society and the Department of Watershed Sciences will align with the missions of both departments (1) to foster discovery, learning, and application of knowledge about aquatic and earth resources and their related ecosystems to promote stewardship of the environment (WATS), and (2) to bring people and science together for healthy communities and enduring ecosystems (ENVS).

Section IV: Program and Student Assessment

Program Assessment

USU's goal is to provide a degree program that produces 15 graduates per year beginning in 2012 thereby increasing student numbers to those achieved in the 1990s. USU proposes to evaluate success in educating students in the following ways. The heads of the Department of Environment and Society and the Department of Watershed Sciences will conduct interviews on all graduating students to assess the degree to which the students perceive they received a high quality education. In addition to these individual interviews, faculty will conduct 9-month and 3-year placement surveys for all of their graduates to determine how well these students fared in the professional careers to which they aspired. They will also conduct interviews with leaders in governmental regulatory and funding agencies to determine how their graduates served them.

Expected Standards of Performance

The proposed program modifications have allowed the two departments to jointly review and modify learning objectives. The modified learning objectives include: 1) analysis of complex, real world problems, 2) ability to think logically and critically, 3) employ scientific reasoning and methods, 4) utilize current information technologies, 5) analyze problems at different spatial scales, 6) communicate effectively, 7) work cooperatively in teams, and 8) integrate social, biological, and physical science knowledge in natural resource problem solving. The new emphases will highlight quantitative analysis of environmental data, theoretical tools for understanding the human-environment relation, and techniques for forecasting human and environmental change. Students will become facile in computer applications of geographic sciences, learn the basics of inferential statistics, gain exposure to remote sensing and geographic information system technology, analyze human-environment interactions, and gain writing skills necessary to convey their analytical abilities.

Section V: Finance

Financial Analysis Form for USU Geography Degree					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	24	39	54	60	60
New Cost per FTE[1]	0	0	0	0	0
Student/Faculty Ratio[2]	19:1	20:1	22:1	22:1	22:1
Projected Headcount	24	39	54	60	60
Projected Tuition					
Gross Tuition	91,968	96,566	101,394	106,464	111,787
Tuition to Program	0	0	0	0	0
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages[1]					
Benefits					
Total Personnel	N/A - expenses will be covered through reallocation				
Current Expense	and reassignment of existing faculty and staff				
Travel					
Capital					
Library Expense					
Total Expense	0	0	0	0	0
Revenue					
Legislative Appropriation					
Grants & Contracts					
Donations	N/A - funded through reallocation & reassignment				
Reallocation	of existing resources				
Tuition to Program					
Fees					
Total Revenue	0	0	0	0	0
Difference					
Revenue – Expenses	0	0	0	0	0
Comments					

1 Funding will be provided through reallocation and reassignment of the existing resources of the Environment and Society and Watershed Sciences departments.

2 Based on historical FTE-Student, FTE-Faculty, & Student/Faculty Ratios of Environment and Society and Watershed Sciences departments, increased by budgeted FTE-Student growth.

(2008 Blue Book, pp 145-153)

The Department of Environment and Society and the Department of Watershed Sciences will offer this revised BS degree in Geography by shifting the teaching responsibilities of two recent faculty hires and modifying teaching assignments of existing faculty. The recent faculty hire in Spatial Analyses in the Watershed Sciences Department will teach the new sophomore level course in the Geography Core (An Introduction to Spatial Analysis) and Geographic Information Systems, a required course for students in two of the three emphases in the degree. A new faculty member in the ENVS Department, will teach Geographic Approaches to Human-Environment Relationship and Geography of Latin America, two courses required for students choosing an emphasis in Human-Environment Geography. These two courses are in the list of suggested electives for the other two emphases. The budget outlined above will allow the two departments to deliver this degree.

Funding Sources

The salaries, wages, benefits, and operating costs will be provided through the existing Education and General budget lines of the Environment and Society Department and the Watershed Sciences Department. Recent increases in department operating fees will be used to provide for computer facilities, laboratory supplies, and travel for field trips. The Watershed Sciences Department has paid for the site licenses for geographic software and will continue providing for these expenses.

Reallocation

Resources to support this revision will come mainly from modification in the role of recently hired faculty in the two participating departments. The revised degree will take advantage of the research interests and teaching expertise in human-environment interactions of two assistant professors in the ENVS Department. The recent hire in Spatial Analyses in the WATS Department will take advantage of state-of-the-art technologies in Geospatial Analyses and engage students in the degree program with these new techniques.

Impact on Existing Budgets

USU requests no new funding for this modification. Funds from the Department of Environment and Society and the Department of Watershed Sciences will be sufficient to deliver the revised degree.

Appendix A: Program Curriculum

(* indicates a new course - submitted to EPC)

Course Prefix and Number	Title	Credit Hours
General Ed Requirements		34
Geography CORE		
GEOG 1990 *	Professionalism course for majors	1
GEOG 1000	Physical Geography	3
GEOG 1005	Physical Geography Lab	1
GEOG 1300	World Regional Geography	3
GEOG 2930*	Introduction to Geographic Information Science	3
ENVS 3330	Environment and Society	3
	Sub-Total	14
Emphasis 1: Human-Environmental Geography		
Required Courses		
HIST 3950	Environmental History	3
GEOG 4100	Geographic Approaches to Human-Environment Relationship	3
GEOG 4120*	Environment and Development in Latin America	3
GEOG 4140*	Violent Environments: Linking Ecology and Conflict Sub-Saharan Africa	3
SOC 3110	Methods of Social Research	3
SOC 4650	Developing Societies	3
STAT 1040	Introduction to Statistics	3
WILD 2200	Ecology of Our Changing World	3
2 courses from each of the other emphases		12
	Sub-Total: Human-Environmental Geography	36
Suggested electives for Human-Environment Geography Emphasis (24 credits from this list)		
ANTH 2010	Peoples of the Contemporary World	3
ANTH 3320	Ancient Humans and the Environment	3
ENVS 2340	Natural Resources and Society	3
ENVS 3500	Quantitative Assessment of Environment and Natural Resource Problems	3
ENVS 3000	Natural Resources Policy and Economics	3
ENVS 3600	Living with Wildlife	3
ENVS 4000	Human Dimensions of Natural Resource Management	3
ENVS 4470	Sustainable Living	3
ENVS 4500	Wildland Recreation Behavior	3
ENVS 5110	Environmental Education	3

ENVS 5550	Sustainability: Concepts and Measurement	3
PHIL 3510	Environmental Ethics	3
POLS 4820	Natural Resources and Environmental Policy	3
SOC 3120	Social Statistics	3
SOC 3200	Population and Society	3
SOC 3600	Sociology of Urban Places	3
SOC 3610	Rural Sociology	3
SOC 4620	Sociology of Environment and Natural Resources	3
	Sub-Total: Human-Environmental Geography	24

Emphasis 2: Geographical Analysis and Bioregional Planning

Required courses:

ENVS 4130	Recreation Policy and Planning	3
ENVS 5570	Sustainable Living	3
HIST 3950	Environmental History	3
STAT 2000 or 3000	Statistical Methods	3
WATS 4930	Geographic Information Systems	3
WATS 5930	Geographic Information Analysis	3
WILD 5750	Applied Remote Sensing	3
WILD 2200	Ecology of Our Changing World	3
Plus 2 courses from each of the other two emphases		12
	Sub-Total: Geog. Analysis and Bioregional Planning Emphasis	36

Suggested electives for Geographical Analysis and Bioregional Planning Emphasis (24 credits from this list)

ENVS 2340	Natural Resources and Society	3
ENVS 3000	Natural Resources Policy and Economics	3
ENVS 3500	Quantitative Assessment of Environmental and Natural Resource Problems	3
ENVS 4000	Human Dimensions of Natural Resource Management	3
ENVS 5300	Natural Resource Law and Policy	2
ENVS 5320	Water Law and Policy in the US	3
ENVS 5550	Sustainability: Concepts and Measurement	3
GEOG 4200	Regional Geography	3
LAEP 2300	History of Landscape Architecture	3
LAEP 3700	City and Regional Planning	3
POLS 4820	Natural Resources and Environmental Policy	3
PHIL 3510	Environmental Ethics	3
SOC 3600	Sociology of Urban Places	3
SOC 3610	Rural Sociology	3
STAT 5410	Applied Spatial Statistics	3
WATS 3700	Fundamentals of Watershed Science	3
WILD 3800	Wildland Ecosystems	3
	Sub-Total: Geog. Analysis and Bioregional Planning Emphasis	24

Emphasis 3: Physical Geography

Required Courses

MATH 1100 or 1210	Calculus	3
SOIL 3000	Fundamentals of Soil Science	4
STAT 3000	Statistics for Scientists	3
WATS 3700	Fundamentals of Watershed Sciences	3
WATS 3820	Climate Change	3
WATS 4490	Hydrology	4
WATS 4930	Geographic Information Systems	4
Plus 2 courses from each of the other two emphases		12
	Sub-Total: Physical Geography Emphasis	36

Suggested electives for Physical Geography Emphasis (24 credits from this list)

BIOL 5010	Biogeography	3
ENVS 3000	Natural Resources Policy and Economics	3
ENVS 5320	Water Law and Policy in the US	3
GEOL 1110	Dynamic Earth	4
MATH 1220	Calculus II	3
PHYS 2210	General Physics – Sci and Eng. I	4
PHYS 2220	General Physics – Sci and Eng. II	4
STAT 5410	Applied Spatial Statistics	3
WATS 5150	Fluvial Geomorphology	3
WATS 5170	Fluvial Geomorphology Lab	2
WATS 3600	Geomorphology	3
WATS 5760	Remote Sensing: Modeling and Analysis	3
WATS 5930	Geographic Information Analysis	3
WILD 5760	Applied Remote Sensing	3
	Sub-Total: Physical Geography Emphasis	24

General Electives		12
	Total Number of Credits	120

New courses

The proposed core includes two new courses:

- Geog 1xxx - a "professionalism" course, covering some basics of the discipline and would be offered in place of ENVS 1990.
- Geog 2930 - an introductory course to geographic information sciences (covering basics in GIS/RS, as well as basics in computer cartography), which would serve as a pre-requisite to a senior level GIS course (WATS 4930, which will be renamed GEOG 4930). The proposed GEOG 2930 course will contain information currently in GEOG 3850 (Map, Air Photo, and GIS interpretation and GEOG 4850 (Cartographic Design), but at an appropriate level for an introductory course.

The proposed core does not include several courses in the existing core:

- WATS 4930 (to be renamed GEOG 4930) would be offered within the Geographic Aanalysis and Bioregional Planning and the Physical Geography areas of emphasis.
- GEOG 1400 (Human Geography) - this course will no longer be covered by core geography faculty.
- GEOG 4200 (Regional Geography) would be dropped from the combined core and offered within the Human-Environment emphasis courses.
- GEOG 3850 and GEOG 4850 will no longer be required in the proposed core because of the new introductory course (GEOG 2930). During a transitional period of multiple years, these courses will be available, as required courses, to current Geography students. During this transitional period, these courses will be available to new students as electives.

Appendix B: Program Schedule

Draft 4-year plan for new GEOG degree:

1st year:

Fall:

GEOG 1XXX 1
GEOG 1300 3
ENGL 1010 3
BAI 3
BCA 3
Free Electives 2

Spring:

GEOG 1000 3
GEOG 1005 1
*STAT 1040 3 (or other 3 credit approved QL course)
BHU 3
*Breadth Exploration 3
Free Electives 2

2nd year:

Fall:

GEOG 2930 3
*WILD 2200 3 (or other 3 credit approved BLS course)
*Emphasis required or elective courses 9

Spring:

ENGL 2010 3
*CI course 3
*STAT 2000, 3000, or other approved QI 3
Emphasis required or elective courses 6

3rd year:

Fall:

*CI course 3
*DSC or DSS course 3
*Emphasis required or elective courses 9

Spring:

ENVS 3330 3
*HIST 3950 or other approved DHA course 3
*Free electives or emphasis req. or elec. 9

4th year:

Fall:

*Free electives or emphasis required or electives 15

Spring:

*Free electives or emphasis required or electives 15

* = Required course will vary, depending on which emphasis is chosen.

Appendix C: Faculty

Listed below are faculty who currently teach the courses at Utah State University to be used in support of the revised Bachelor of Science degree in Geography.

College of Natural Resources

Department of Environment and Society:

Dr. Ted Alsop, Professor, Department of Environment and Society GEOG 1000, GEOG 4200
Dr. Ann Laudati, Assistant Professor, Department of Environment and Society GEOG 1005, GEOG 4100
Dr Claudia Radel, Assistant Professor, Department of Environment and Society GEOG 1300
Dr. Mark Brunson, Professor, Department of Environment and Society
Dr. Layne Coppock, Associate Professor, Department of Environment and Society ENVS 3330
Dr. Steven Burr, Associate Professor, Department of Environment and Society ENVS 4130
Dr. Michael Dietz, Assistant Professor, Department of Environment and Society ENVS 5570

Department of Watershed Sciences:

Dr. Jack Schmidt, Professor, Department of Watershed Sciences WATS 5150, 5170
Dr. Jiming Jin, Assistant Professor, Department of Watershed Sciences WATS 3820
Dr. Joseph Wheaton, Assistant Professor, Department of Watershed Sciences, WATS 2930, 4930
Dr. Tamao Kasahara, Assistant Professor, Department of Watershed Sciences WATS 4490, WATS 3700
Dr. Helga VanMiegroet, Professor, Department of Watershed Sciences WATS 3700

Department of Wildland Resources:

Dr. Eugene Schupp, Associate Professor, Department of Wildland Resources WILD 2200
John Lowry, Associate Director RS/GIS Laboratory, Department of Wildland Resources WATS 2930 WATS 5930
Alexander Hernandez, Grad Student, Department of Wildland Resources WILD 5750
Dr. Alan J. Leffler, Research Assistant Professor, Department of Wildland Resources WILD 2200

College of HASS:

Department of Sociology, Social Work and Anthropology:

Dr. Michael Toney, Professor, Department of Sociology, Social Work and Anthropology SOC 3110
Dr.Maki Hatanaka, Assistant Professor, Department of Sociology, Social Work and Anthropology SOC 5650
Dr. J.R. Moris, Professor, Department of Sociology, Social Work and Anthropology SOC 5650

Department of History:

Dr. Christopher Conte, Associate Professor, Department of History HIST 3950

College of Agriculture

Department of Plants, Soils, and Climate:

Dr. Paul Grossl, Associate Professor, Department of Plants, Soils and Climate SOIL 3000

College of Science

Department of Math and Statistics:

Dr. Mevin Hooten, Assistant Professor, Department of Math and Statistics STAT 3000

July 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University–Bachelor of Arts /Bachelor of Science in Finance, a Minor in Finance, and an Emphasis in Integrated Studies in Finance–Action Item

Issue

Utah Valley University requests approval to offer Bachelor of Arts and Bachelor of Science degrees in Finance. In addition, this proposal includes a request for a Minor in Finance and an Emphasis in Integrated Studies in Finance. These proposed degrees were approved by the Institutional Board of Trustees on April 9, 2009, and approved by the Regents' Program Review Committee on June 16, 2009. The new programs will be effective Fall Semester 2009.

Background

The Department of Finance and Economics is proposing a BS/BA in Finance along with a Minor and an Emphasis in Integrated Studies in Finance. These proposed finance degrees will replace an existing emphasis in finance that is associated with the business management degree offered by the Department of Management and Woodbury School of Business. The finance degrees are designed to provide financial theory and practical analysis skills for graduates that will prepare them for careers in banking, financial management, risk management, investment analysis, corporate financial management, financial planning, real estate, and as a graduate student within the discipline.

The UVU Woodbury School of Business was accredited by the Association to Advance Collegiate Schools of Business International (AACSB) in December 2006. This proposed finance degree will comply with the same standards of learning quality, assessment, and administration associated with that process. The finance degree will prepare students with the skills to be competitive in a global economy and enable them to meet the challenges they must address in the effort to support the US economy as it looks to the future.

There has been a considerable level of upheaval in national and world financial markets in recent years. Many of the problems that have emerged require individuals with specific knowledge and strong analytical skills to evaluate how these institutions and markets can be improved as the economy moves into the future. The WSB has provided students with some background in financial analysis as a part of an emphasis in the general business management degree. However, discussions with academics and professionals in the discipline have suggested there is a need for further sophistication of our students to expand their financial analysis skills if they wish to be successful in the future.

Policy Issues

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

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Utah Valley University request to offer Bachelors of Arts /Bachelors of Science in Finance, a Minor in Finance, and an Emphasis in Integrated Studies in Finance, effective Fall Semester, 2009.

William A. Sederburg, Commissioner

WAS/GW
Attachment

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

Bachelor's of Arts /Bachelor's of Science in Finance,
a Minor in Finance, and an Emphasis in Integrated Studies in Finance

Utah Valley University

Prepared for
William A. Sederburg
By
Gary Wixom

July 8, 2009

SECTION I: The Request

Utah Valley University requests approval to offer Bachelor of Arts and Bachelor of Science degrees in Finance. In addition, this proposal includes a request for a Minor in Finance and an Emphasis in Integrated Studies in Finance. These new degrees were approved by the Institutional Board of Trustees on April 9, 2009. The new degree programs will be effective Fall Semester 2009.

SECTION II: Program Description

Complete Program Description

The Department of Finance and Economics in the Woodbury School of Business (WSB) at Utah Valley University (UVU) proposes Bachelor of Science and Bachelor of Arts Degrees in Finance, along with a Minor in Finance and a Finance Emphasis in the Integrated Studies baccalaureate degree program.

The study of finance will provide students with a variety of intellectual tools that prepare them for a significant number of real-world careers in business, banking, investment, insurance, actuarial science, personal financial planning, real estate and teaching and research in the academic community. Graduates with a bachelor degree in finance have been successful in both the private and public sectors and have also used the degree as an excellent preparation for graduate work in finance and business.

The UVU Woodbury School of Business was accredited by the Association to Advance Collegiate Schools of Business International (AACSB) in December 2006. This proposed finance degree will comply with the same standards of learning quality, assessment, and administration associated with that process. The finance degree will prepare students with the skills to be competitive in a global economy and enable them to meet the challenges they must address in the effort to support the US economy as it looks to the future. The curriculum will emphasize the importance of financial theory and analysis, including the preparation for careers in banking, actuarial science, risk management, investment, corporate financial management, financial planning, real estate, and graduate study within the discipline.

The proposed curriculum will include:

Bachelor of Science in Finance	120 credit hours	Bachelor of Arts in Finance	123 credit hours
General Education Core Courses	36 credit hours	General Education Core Courses	37 credit hours
Business School Core Requirements	41 credit hours	Business School Core Requirements	41 credit hours
Discipline Core Requirements	18 credit hours	Discipline Core Requirements	18 credit hours
Discipline Elective Requirements	15 credit hours	Discipline Elective Requirements	15 credit hours
Elective Requirements	10 credit hours	Elective Language Requirements	12 credit hours
Minor in Finance	**18 credit hours**	**Finance Emphasis in Integrated Studies**	**18 credit hours**
Finance Core Requirement	9 credit hours	Finance Core Requirement	9 credit hours
Discipline Related Courses	9 credit hours	Discipline Related Courses	9 credit hours

Details of the programs for both bachelor degrees, the minor, and IS emphasis is provided in Appendix A -- Program Advising Sheets. The Appendix includes details about the courses grouped within the categories outlined above as well as providing course descriptions of new courses and revised curriculum for several courses involved in the development of these programs.

Purpose of the Degree

Over the last several years, the Woodbury School of Business has offered a bachelor degree in business management with an emphasis in finance and banking. During that period, a number of students have expressed interest in having a fully accredited finance degree with an appropriate number of discipline specific courses that would better prepare them for professional careers in occupations that need that type of education. A finance degree is a common offering in many schools of business and as efforts are made to upgrade the curriculum offerings within the Woodbury School of Business, the finance degree is a logical step in the process of achieving that maturity.

In addition, the transition of UVSC to university status supports the development of these degrees in finance to fill an important need in achieving the comprehensive range of academic disciplines critical to that type of institution. People with finance training have the potential to contribute both immediately after graduation using the bachelor's degree as an access to professional business occupations or to go on to graduate training in well paid professional and academic careers. These degrees will also support the growing institutional commitment to contribute to the economic development of the region of the state where UVU is located.

Institutional Readiness

The degrees will be housed in the Department of Finance and Economics in the Woodbury School of Business. One of the important contributions of the UVU Woodbury School of Business' achievement of accreditation by AACSB has been the development of increased rigor in scholarship and an emphasis on the need for assessing learning outcomes of students who graduate from its programs. This proposal for finance degrees has been made possible by the addition of several Ph.D. faculty who have completed appropriate academic training that makes them fully qualified and in compliance with the accreditation requirements of AACSB. These faculty have a proven record of scholarship, a history of applied research which they seek to apply within their teaching environment, and a commitment to the process of teaching students how to apply these principles in the application of their discipline.

These bachelor degrees in finance support the UVU institutional mission of providing more opportunities for students to contribute to the local, state, national, and global community which the institution seeks to serve. It will also support the mission of UVU as it seeks to become a regional center for providing quality education to facilitate graduates obtaining well-paid employment or to move on to a variety of graduate programs for which a finance credential provides the appropriate undergraduate foundation. Finally, the application of scholarship generated through the finance disciplines of these degrees has the potential for expanding regional development and providing support services for both public and private institutions in the community.

Faculty

The Department of Finance and Economics currently has three full-time faculty who will be directly involved in the delivery of courses for this degree as well as a scheduled fourth line that will be hired by the time the program begins in the fall of 2009. All of these faculty have discipline specific Ph.D.s and an appropriate research stream that will qualify them in accordance with AACSB accreditation standards. In addition there are several other faculty members with related Ph.D.s in economics, statistics, and sister subjects that will support the finance curriculum. This faculty in the finance and related disciplines has extensive experience in teaching upper-division courses that constitute the theoretical and applied curriculum appropriate for the degree.

The existing faculty will also be able to provide the continuing support for other Woodbury School of Business students who require core courses in finance while there is a buildup of specific finance degree students who are transferring from the former emphasis of the general business management degree and/or new entrants into the program. There may well be an additional need for faculty in the program several years in the future, as personal financial planning and real estate components are folded into the curriculum.

Staff

These finance degrees will be housed in the existing Department of Finance and Economics. No additional administrative staff will be required to support the programs within the first few years of operation. In addition, the Woodbury School of Business has sufficient capacity within its own advisory group that no staff expansion will be required within that function as well.

Library and Information Resources

The Digital Learning Center (DLC) recently completed on the UVU campus will make a major contribution to the development of scholarship opportunities for both the faculty and students seeking the proposed degrees. Over the past several years, prior to the completion of the DLC, faculty have been innovative in the use of the then existent facilities including a wide range of web based and consortium resources in their efforts to maintain a significant level of research and scholarship. The Woodbury School of Business has an active working relationship with the library specialist who works with faculty in the acquisition of finance journals, books, and databases.

In addition, finance and related faculty have made extensive use of the Utah Higher Education academic library consortium that enables faculty and students to access materials from other higher education institutions throughout the State and from the private university, BYU, located in the same area. The Woodbury School of Business maintains three sophisticated computer labs that provide a variety of electronic research and learning resources for students and faculty. These labs, plus individual faculty access to state of the art computer equipment, contribute to an extensive array of electronic research data bases, resource materials, and other informational sources appropriate to the development of business and finance scholarship for both the faculty and students involved in research activities.

The faculty and students also makes frequent use of the Utah Article Delivery Service which makes it possible for researchers to obtain copies of nearly any electronic/print professional journal articles within a 48-hour time frame. These arrangements provide a variety of access to library and other informational resources that have worked reasonably well in the past, and will be further supported with the opening of the UVU Digital Learning Center in July 2008.

Admission Requirements

Admission requirements for students enrolled in these finance degrees within the Woodbury School of Business will be maintained as they have been historically. UVU will continue to maintain an open enrollment policy. However, the finance degrees proposed here will require students to have a higher level of quantitative skills in mathematics and statistics, which must be achieved prior to their involvement in pursuing these courses of study. Students may declare a major as freshmen, but they will be expected to meet specific matriculation requirements as they enter their junior year under the same standards as other Woodbury School of Business students.

Student Advisement

The Woodbury School of Business supports an eight person advisory group that provides advisement services for all the students seeking the varied degrees offered through the WSB. Advising for the finance degrees will be included with that framework. All the degrees in the Woodbury School of Business have a standard general education and business core set of requirements. The additional discipline core and elective course requirements for each of these degrees are easily managed within the framework of the advisory group supported by WSB. It is also anticipated faculty members will work closely with individual students as each selects an emphasis, which most interests him/her in the last two years of their course of study.

Justification for Number of Credits

The proposed degree programs are within the regular guidelines in USHE policy for BA and BS degrees. One of the major purposes for the development of these degrees is the additional coursework that students will be expected to obtain in order to improve their competitive status as they proceed in their professional development. The previously provided emphasis in the general business management degree was somewhat lacking in providing the appropriate level of discipline coursework to meet today's more complex environment.

External Review and Accreditation

Faculty and administrators involved in the preparation of this curriculum have reviewed comparable curriculums in a variety of schools within the State of Utah Higher Education System and other similar institutions. In addition, there has been considerable informal review of finance discipline curriculum, which has resulted from the recent movement of finance faculty from other institutions to UVU. Current faculty within the WSB have had experience in a number of institutions throughout the country, such as Arizona State, Boise State, Brigham Young, Carleton (Canada), College of Wooster, Delaware State, Ottawa (Canada), and Washington University. This faculty has been involved in the development of the curriculum for this program. The proposed program is consistent with the basic finance curriculum found in many institutions.

The program will be located within the Woodbury School of Business, which is accredited by AACSB and as such, the program will comply with all the quality issues, learning assessment, and scholarship requirements associated with that process.

Projected Enrollment

During the first five years of the program, the following numbers of students are projected to become involved in seeking one of the degrees in finance proposed in this narrative.

Finance Degree Projected Enrollment in new Courses 2009-13

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected FTE Enrollment	3.60	4.00	5.00	6.00	7.00
Cost Per FTE	$2,289	$2,138	$1,775	$1,535	$1,365
Student/Faculty Ratio	9.00	10.00	12.50	15.00	17.50
Projected Headcount	18	38	45	55	65

SECTION III: Need

Program Need

Over the last decade, the Woodbury School of Business has had finance and banking emphasis associated with its Business Management bachelor degree. During the last couple of years there has been an average of 175-200 students enrolled in the finance and banking emphasis with some twenty-five graduating each year. At the same time, there has been a pattern within the national economy that suggests an evolution of increasingly sophisticated securities and financial products, the growth of financial markets worldwide, and an increasing demand for financial management skills at all managerial levels. Thus, there is a need for the development of better-trained professionals with the skills to manage this emerging financial environment that requires courses to build the skill set for our students beyond those available in the current business management emphasis.

Although the financial management education offered at UVU in the past has been exemplary, there is a growing demand for people with the more sophisticated skill set that will be possible as a result of the courses proposed for this program. Persons who complete the finance curriculum will be able to find employment in both public and private agencies, financial institutions, and non-financial firms. The students will learn the skills to become professional in preparation and analysis of financial reports, provide for the financial management of the firm, support the sophistication required in investment analysis and management of investment portfolios, conduct risk analysis and management, manage complex financial institutions, analyze the creation and valuation of securities, as well as provide personal financial planning and real estate development and management. Graduates of the program will be able to provide support for the short and long-term financial goals of the organizations in which they are employed.

The general and specific finance courses that will be taught within the program will prepare people to be successful in a variety of specific occupations including financial officers of public and private organizations. Other professions, which the program will support, are treasurers, credit managers, cash management directors, risk and insurance managers, and a host of professional occupations in commercial banks, savings and loan associations, credit unions, mortgage and finance companies as well as investment banks and federal, state, and local government agencies. Finally, future components of the finance degree will prepare individuals to become professional financial planners as well as real estate developers and managers of ongoing real estate projects.

Labor Market Demand

The state of Utah has designated what it characterizes as "Five Star" occupations -- those that will have the highest growth in demand for new job openings over the next decade. Several of the occupations so listed are in career tracks where people with finance training often migrate for their professional careers. These five occupations include chief executives, financial managers, management analysts, marketing managers, and sales managers.[1] Financial managers play an important role in analyzing the complex problems faced in the management of public and private organizations. They need to provide high-level creative thinking and problem solving capabilities that will be taught within the courses proposed for this series of degrees.

The Bureau of Labor Statistics Occupational Outlook Handbook 2008-2009 suggests that employment of careers for people with financial training is expected to be above average over the next decade. Among the

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[1] Information downloaded March 2008 http://jobs.utah.gov/careers/

careers available to individuals with financial education are banking, insurance, securities, commodities, and other investments. In addition, many individuals with other occupational titles such as risk managers, actuaries, market researchers, etc., often come from backgrounds that include financial training and experience. Graduates who obtain a degree in finance are often likely to be employed in a job with a closely related occupational title of that type, and those occupations represent some of the most rapidly growing opportunities in the US economy.[2]

Student Demand

In 2008, the Woodbury School of Business has approximately 3500 students enrolled with some 200 of these students already pursuing the finance emphasis in the business management degree. At the present time there are six bachelor degrees available: accounting, economics (BA/BS), hospitality management, paralegal studies, and the general business management degree. The latter is further specialized into six emphases including entrepreneurship, finance and banking, hospitality, international business, marketing, and the general business degree. The proposed finance degree would give students access to a seventh bachelor degree within the Woodbury School of Business.

The new degree will be one of the more challenging in terms of quantitative requirements in math and statistics and will initially draw mostly from students already enrolled in existing Woodbury School of Business programs. As the degree is implemented it is anticipated that students from other disciplines and other schools who are seeking finance education, but have not been able to access it at UVU, will take advantage of the new opportunity.

UVU's Director of Institutional Research recovered information from the ACT database that includes a questionnaire of students interested in attending UVU. One of the questions students are asked is their anticipated major or top vocational choice should they enroll at the institution. This database provided information for students who graduated from high school during the years from 2001 through 2006, who took the ACT exam, and chose to send UVU a copy of their scores. This report showed that the number of students who described finance as their first choice as a major or as their first vocational choice was:

ACT: Students Reporting Finance as Top Major or Vocational Choice

Year	Number
2001	40
2002	25
2003	32
2004	26
2005	25
2006	16
2007	16
2008	44

Much of the information currently available on the student demand for a finance degree is anecdotal, but over the last several years, a growing number of students have asked faculty and advisors about the potential for having such a degree. In September 2008, the Department of Finance and Economics conducted a survey of a number of students in both Woodbury School of Business classes as well as

[2] Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, downloaded March 2008 http://www.bls.gov/oco

students taking mid level mathematics courses in the Mathematics Department of the School of Math and Sciences.[3] Among the courses surveyed in the WSB were several different finance courses, micro/macro economics, business calculus, business statistics, and a number of intermediate accounting courses and the individual income tax course in that department. Math department courses surveyed included three levels of calculus, linear algebra and differential equations. Surveys were completed by nearly one thousand different students (990).

Of the 990 students 391, or 39%, expressed an interest in pursuing a finance degree. An interesting side note of the survey came from the 225 students who described themselves currently as accounting majors. Some 49% of that group indicated an interest in changing to a finance degree if it were available. We also asked how many of those surveyed planned on going on for graduate education. Of the all 990 students 68% said yes, while 79% of finance majors and 78% of accounting students expressed a desire to pursue graduate education

Similar Programs

The bachelor degree in finance is one of the more frequently offered degrees in schools of business within institutions of higher education throughout the nation. Each of the four other baccalaureate offering institutions in the Utah System of Higher Education, offers a similar degree or variations thereof. This proposed finance degree in the UVU Woodbury School of Business will be patterned after the AACSB accredited programs at Utah, USU, Weber, and SUU. The program is designed to support both corporate and investment management education that will prepare students to obtain employment in major corporations, in family and mid-sized business organizations, in investment and securities firms, and in financial institutions.

Collaboration with and Impact on Other USHE Institutions

A review of the letter of intent for these degrees was submitted to all the other institutions of higher learning in the Utah system. UVU continues to work with representatives of the other USHE institutions in the Majors Meetings each year and anticipates further expansion of participatory activities in the future. Members of the Department of Finance and Economics have been involved in a series of research workshops to which the faculty of the other USHE institutions have been invited over the last several years.

Benefits

The availability of a finance degree will contribute to the on-going effort of UVU to become a comprehensive undergraduate institution in central Utah. The continued expansion of population in Utah County including the need for a broader offering of education opportunities for its young people is met in part by having a finance programs available to meet that challenge. The finance degree is especially useful for students seeking graduate study as already outlined in earlier sections of this narrative. The problem solving skills learned in the finance disciplines will also contribute to another objective within the UVU mission of becoming a regional source in support of economic development for the community. People with financial management expertise have the potential to assist in analyses of expanding employment opportunities, supporting business activities, and improving the quality of public services in the community. Graduates of these degrees will often seek admission to other USHE institutions throughout the State as they pursue graduate studies in finance and other professional disciplines

[3] A copy of the survey instrument is included in the appendix.

Consistency with Institutional Mission

Utah Valley University is in the process of continually upgrading and expanding the quality of its offerings and seeking to provide as a part of its mission "a broad range of quality academic, vocational, technical, cultural, and social opportunities designed to encourage students in attaining their goals and realizing their talents and potential."[4] The institution has evolved into a quality undergraduate teaching institution designed to prepare people for personal and professional success. Students graduating from UVU are among the more highly compensated baccalaureate degree graduates from the Utah state higher education system and an increasing number are going on to successful placement in graduate work. This finance program meets the current Regent Policy (R312) description of the UVU mission.

SECTION IV

Program and Student Assessment

The Woodbury School of Business, which will be responsible for the administration of these finance degrees, is in the second year of being fully accredited through AACSB International - The Association to Advance Collegiate Schools of Business. One of the hallmark characteristics of AACSB accreditation is the requirement that participating institutions focus on the importance of measuring the learning outcomes of students who pass through their programs. This includes an expectation that degree program objectives will be articulated and efforts made to improve the processes critical to defining and meeting those objectives for all of the stakeholders including students, faculty, and institutional perspectives.

Program Assessment

Program Goals:

Faculty recruitment and development will be sustained in accordance with guidelines established through existing AACSB accreditation requirements

I. Curriculum will be evaluated and updated to maintain a quality level consistent with the standards currently available in the discipline.
II. Student learning and satisfaction will be monitored. Evaluation criteria will be conducted to assure student learning, graduation levels, and post graduation success.
III. Employers and graduate institutions will be surveyed to determine the quality of program graduates.
IV. Efforts will be made to place students in community-based internships and learning activities to better prepare them for future employment.

Goal Measurement:

I. Periodic Assessments of faculty teaching and scholarship activities will be monitored and recommendations for improvement provided.
II. Students will be evaluated through varied assessment measures including discipline specific exams, written reviews, and personal interviews.
III. Students will be monitored in terms of successful scholarly activities achieved throughout the course of their academic experience.
IV. Enrollment and graduation trends will be monitored.
V. Post graduation employment and graduate degree placement will be monitored.

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[4] UVU Mission Statement. Retrieved July 2006 from http://www.UVU.edu/insteffect/UVUmission.html

Student Assessment:

Educational Objectives:

I. Students should have basic discipline knowledge and be able to apply that knowledge and integrate these skills in critical problem solving situations.
II. Students should be able to adapt to changing economic and social environments.
III. Students should have strong oral and written communication capability.
IV. Students should develop expertise in research and scholarly activities.
V. Students should be prepared for employment or graduate education.

In addition to the overall student assessment outlined above we will track some basic General Learning Competencies that focuses on an evaluation of program and student outcomes in connection with core course competencies. These will include the following:

Learning Competencies:

I. Ethical and Legal Perspectives
II. Teamwork and Interpersonal Skills
III. Verbal and Written Communication
IV. Information Technology
V. Diverse Environment of Global Business
VI. Quantitative Analysis
VII. Critical and Analytical Thinking
VIII. Adaptability and Life-Long Learning

A variety of methods will be conducted to assess the learning outcomes of students in the economic program as a part of the broader Woodbury School of Business learning outcomes assessment process. In addition, UVU institutional effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include: Content/Learning, Post-Graduation Outcomes and Measures of Student Satisfaction.

Content/Learning will be evaluated at the School level as well as within the degree program and within individual courses. Seniors will participate in cognitive evaluations using multiple choice exams, written evaluations, and personal interviews. These reviews will assess skill levels in both core business subjects as well as specific economic discipline related material. There will be an ongoing review of Post-Graduation Outcomes, which will assess student success in both employment and graduate school attendance. Alumni and employers will be surveyed as well as faculty and administrators of graduate programs where applicable. Finally, surveys of Student Satisfaction will be conducted again at all three levels of the program.

Faculty, students, and advisors will be active participants in ongoing learning outcomes assessment and program evaluation processes. Goals and objectives will be reviewed, data collected and analyzed, evaluation processes implemented, and feedback utilized in an effort to generate continuous improvement in all these activities. These finance degrees will be reviewed through both the AACSB and the UVU institutional effectiveness evaluation processes.

SECTION V: Finance

Budget
Budgetary impact of the new degree will be limited. The proposed degrees will be administered by the Department of Finance and Economics, which is already in place and will therefore not require any additional advising personnel, administrative staff, or other related administrative expenditures during the initial years of operation. The projected five-year budget for these finance degrees is outlined below:

Proposed Budget
Finance Degree

Five Year Budget Projection	2008-09	2009-10	2010-11	2011-12	2012-13
Salaries & Wages	$7,000	$7,280	$7,571	$7,874	$8,189
Benefits	$742	$772	$803	$835	$868
Total Personnel Costs	$7,742	$8,052	$8,374	$8,709	$9,057
Current	$500	$500	$500	$500	$500
Travel	$0	$0	$0	$0	$0
Capital	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
TOTAL	$8,242	$8,552	$8,874	$9,209	$9,557
Revenue	2008-09	2009-10	2010-11	2011-12	2012-13
Legislative Appropriation*	$0	$0	$0	$0	$0
Grants					
Reallocated Funds					
Tuition Allocated to the Program					
Other (Projected Tuition)	$11,477	$12,752	$15,940	$19,128	$22,316
Total Revenue	$11,477	$12,752	$15,940	$19,128	$22,316
Difference	2008-09	2009-10	2010-11	2011-12	2012-13
Revenue-Expense	$3,235	$4,200	$7,066	$9,919	$12,759

Comments: UVU does not allocate tuition revenues directly to any program. The projected gross tuition is only available because UVU's enrollments are increasing. A new faculty position to support the BS in both Economics (previously approved) and finance was allocated from those funds beginning in 2008-09.

Funding Sources
The funds for the finance degree will come from monies currently in the Department of Finance and Economics as well as tuition money allocated through the UVU budgeting process.

Impact on Existing Budgets
There will be no impact on existing budgets.

Appendix A

Program Outlines

BS in Finance		120 Credits	
General Education Requirements:		36 Credits	
▪ ENGL 1010	Introduction to Writing		3.0
▪ ENGL 2010	Intermediate Writing--Humanities/Social Sciences		3.0
or ENGL 2020	Intermediate Writing--Science and Technology (3.0)		
▪ MATH 1050	College Algebra		4.0
Complete one of the following:			3.0
▪ HIST 2700	US History to 1877 (3.0)		
and HIST 2710	US History since 1877 (3.0)		
▪ HIST 1700	American Civilization (3.0)		
▪ HIST 1740	US Economic History (3.0)		
▪ POLS 1000	American Heritage (3.0)		
▪ POLS 1100	American National Government (3.0)		
Complete the following:			
▪ PHIL 2050	Ethics and Values		3.0
▪ HLTH 1100	Personal Health and Wellness (2.0)		
▪ PES 1097	Fitness for Life		2.0
Distribution Courses			
▪ ECON 2020	Macroeconomics (fulfills Social/Behavioral Science credit)		3.0
▪ Biology			3.0
▪ Physical Science			3.0
▪ Additional Biology or Physical Science			3.0
▪ Humanities Distribution			3.0
▪ Fine Arts Distribution			3.0
Discipline Core Requirements:		74 Credits	
Business Foundation Courses:			
▪ ACC 2010	Financial Accounting		3.0
▪ ACC 2020	Managerial Accounting		3.0
▪ Business Computer Proficiency Exam			
or DGM 2010	Business Computer Proficiency *		3.0
▪ ECON 2010	Microeconomics		3.0
▪ MATH 1100	Introduction to Calculus		4.0
▪ MGMT 2200	Business Communications		3.0
▪ MGMT 2340	Business Statistics I		3.0
Business Core Courses:			
▪ INFO 3120	Principles of Information Systems--A Managerial Approach		3.0
▪ LEGL 3000	Business Law		3.0
▪ MGMT 3010	Principles of Management		3.0
▪ FIN 3100	Principles of Finance		3.0
▪ MGMT 3450	Operations Management		3.0
▪ MGMT 3600	Principles of Marketing		3.0
▪ MGMT 493R	Entrepreneurship Lecture Series (1.0)		
or MGMT 495R	Executive Lecture Series		1.0
Finance Core Requirements:			
▪ ECON 3020	Intermediate Microeconomics		3.0
▪ ECON 3340	Managerial Statistics		3.0
▪ FIN 3150	Financial Management		3.0
▪ FIN 3400	Investment Management		3.0
▪ FIN 4100	Management of Financial Institutions		3.0
Finance Elective Requirements: (Choose six in consultation with faculty advisor)			18.0
▪ ECON 4150	Public Finance (3.0)		

- ECON 4320 Mathematical Economics (3.0)
- ECON 4340 Econometrics Applications (3.0)
- FIN 4160 Portfolio Management (3.0)
- FIN 4170 Derivative Securities (3.0)
- FIN 4180 International Finance Management (3.0)
- FIN 457R Advanced Topics in Finance (3.0)
- MGMT 4800 Strategic Management (3.0)

Elective Requirements:	10 Credits	
Complete 10 credits of any courses 1000 or higher		10.0

Graduation Requirements:

1 Completion of a minimum of 125 semester credits required in the BA degree; at least 40 credit hours must be upper-division courses.
2 Overall grade point average 2.0 or above with a minimum of 2.5 GPA in all Woodbury School of Business courses. No grade lower than a "C-" in core and specialization courses.
3 Residency hours: Minimum of 30 credit hours of business courses through course attendance at UVU, with at least 10 hours earned in the last 45 hours.
4 Completion of GE and specified departmental requirements. Students are responsible for completing all prerequisite courses.
5 Students completing a bachelor degree following the 2008 or later catalog must complete one course that meets the Global/Intercultural Requirement, indicated by a course number ending in G.

NOTE: Students will be limited to 15 hours of upper-division credit until advanced standing status is completed.

Footnotes:

*	Students will be required to complete the Business Computer Proficiency exam with a score of 80 percent or higher or complete the DGM 2010 course with a score of 80 percent or higher.

BA in Finance			123 Credits	
General Education Requirements:			37 Credits	
▪	ENGL 1010	Introduction to Writing		3.0
▪	ENGL 2010	Intermediate Writing--Humanities/Social Sciences		3.0
or	ENGL 2020	Intermediate Writing--Science and Technology (3.0)		
▪	MATH 1050	College Algebra		4.0
Complete one of the following:				3.0
▪	HIST 2700	US History to 1877 (3.0)		
and	HIST 2710	US History since 1877 (3.0)		
▪	HIST 1700	American Civilization (3.0)		
▪	HIST 1740	US Economic History (3.0)		
▪	POLS 1000	American Heritage (3.0)		
▪	POLS 1100	American National Government (3.0)		
Complete the following:				
▪	PHIL 2050	Ethics and Values		3.0
▪	HLTH 1100	Personal Health and Wellness (2.0)		
▪	PES 1097	Fitness for Life		2.0
Distribution Courses				
▪	ECON 2020	Macroeconomics (fulfills Social/Behavioral Science credit)		3.0
▪	Biology			3.0
▪	Physical Science			3.0
▪	Additional Biology or Physical Science			3.0
▪	Humanities Distribution (any foreign language 2020 class)			4.0
▪	Fine Arts Distribution			3.0
Discipline Core Requirements:			74 Credits	
Business Foundation Courses:				
▪	ACC 2010	Financial Accounting		3.0
▪	ACC 2020	Managerial Accounting		3.0

▪	Business Computer Proficiency Exam		
or	DGM 2010	Business Computer Proficiency *	3.0
▪	ECON 2010	Microeconomics	3.0
▪	MATH 1100	Introduction to Calculus	4.0
▪	MGMT 2200	Business Communications	3.0
▪	MGMT 2340	Business Statistics I	3.0
Business Core Courses:			
▪	INFO 3120	Principles of Information Systems--A Managerial Approach	3.0
▪	LEGL 3000	Business Law	3.0
▪	MGMT 3010	Principles of Management	3.0
▪	FIN 3100	Principles of Finance	3.0
▪	MGMT 3450	Operations Management	3.0
▪	MGMT 3600	Principles of Marketing	3.0
▪	MGMT 493R	Entrepreneurship Lecture Series (1.0)	
or	MGMT 495R	Executive Lecture Series	1.0
Finance Core Requirements:			
▪	ECON 3020	Intermediate Microeconomics	3.0
▪	ECON 3340	Managerial Statistics	3.0
▪	FIN 3150	Financial Management	3.0
▪	FIN 3400	Investment Management	3.0
▪	FIN 4100	Management of Financial Institutions	3.0
Finance Elective Requirements: (Choose six in consultation with faculty advisor)			18.0
▪	ECON 4150	Public Finance (3.0)	
▪	ECON 4320	Mathematical Economics (3.0)	
▪	ECON 4340	Econometrics Applications (3.0)	
▪	FIN 4160	Portfolio Management (3.0)	
▪	FIN 4170	Derivative Securities (3.0)	
▪	FIN 4180	International Finance Management (3.0)	
▪	FIN 457R	Advanced Topics in Finance (3.0)	
▪	MGMT 4800	Strategic Management (3.0)	

Elective Requirements:	12 Credits	
Complete 15 credits of courses in the same foreign language		12.0

Graduation Requirements:

1 Completion of a minimum of 123 semester credits required in the BA degree; at least 40 credit hours must be upper-division courses.

2 Overall grade point average 2.0 or above with a minimum of 2.5 GPA in all Woodbury School of Business courses. No grade lower than a "C-" in core and specialization courses.

3 Residency hours: Minimum of 30 credit hours of business courses through course attendance at UVU, with at least 10 hours earned in the last 45 hours.

4 Completion of GE and specified departmental requirements. Students are responsible for completing all prerequisite courses.

5 Students completing a bachelor degree following the 2008 or later catalog must complete one course that meets the Global/Intercultural Requirement, indicated by a course number ending in G.

NOTE: Students will be limited to 15 hours of upper-division credit until advanced standing status is completed.

Footnotes:

*	Students will be required to complete the Business Computer Proficiency exam with a score of 80 percent or higher or complete the DGM 2010 course with a score of 80 percent or higher.

Minor in Finance		18 Credits	
Discipline Core Requirements:		9 Credits	
ECON 2010	Microeconomics		3.0
MGMT 2340	Business Statistics I		3.0
FIN 3100	Principles of Finance		3.0
Elective Requirements:		9 Credits	
Choose nine hours from the following courses			9.0

FIN 3150	Financial Management (3.0)
FIN 3400	Investment Management (3.0)
FIN 4100	Management of Financial Institutions (3.0)
FIN 4160	Portfolio Management (3.0)
FIN 4170	Derivative Securities (3.0)
FIN 4180	International Finance Management (3.0)

IS Emphasis in Finance		18 Credits	
Discipline Core Requirements:		9 Credits	
ECON 2010	Microeconomics		3.0
MGMT 2340	Business Statistics I		3.0
FIN 3100	Principles of Finance		3.0
Elective Requirements:		9 Credits	
Choose nine hours from the following courses			9.0
FIN 3150	Financial Management (3.0)		
FIN 3400	Investment Management (3.0)		
FIN 4100	Management of Financial Institutions (3.0)		
FIN 4160	Portfolio Management (3.0)		
FIN 4170	Derivative Securities (3.0)		
FIN 4180	International Finance Management (3.0)		

New Course Descriptions

Permission has been sought and granted by the curriculum officials of the institution to develop a new prefix for the courses that will be taught as a part of these degrees. Historically, the MGMT prefix has been used for courses in the finance discipline. As the new finance degrees are developed the FIN prefix will be associated with the finance courses in the department.

Three new courses have been approved to provide the necessary curriculum for the degree. They include courses in portfolio management, derivative securities and advanced topics in finance. All students seeking the degree will be required to take these courses. In addition, several existing courses that were electives in the previous finance and banking emphasis, will be required by those who complete these finance degrees. The new and revised courses (including new prefixes as outlined above) are described below.

FIN 1060 Personal Finance 3:3:0 Prerequisites: None

Designed as elective credit toward a business degree and for individuals interested in acquiring personal financial planning skills. Covers personal financial management with emphasis on decision making, budgeting, financial institutions, personal and family risk management, credit management, and estate planning. Methods include lectures, guest speakers, films, tapes, computer simulations and research. Completers should be able to prepare complete personal budgets and other family financial planning instruments.

FIN 3100 Principles of Finance 3:3:0 Prerequisites: ECON 2020, MGMT 2340, ACC 2020 MATH 1100 or MGMT 2240

For bachelor's degree business management, economics, and finance majors. Examines financial management in the business environment; time value of money; fundamentals of security valuation; the capital asset pricing model and capital budgeting. Introduces finance terminology and quantitative techniques used in financial analysis. Covers financial ratios and financial statement analysis, cost of capital, working capital policies, dividend policy, and a brief overview of international finance,

FIN 3150 Financial Management 3:3:0 Prerequisites: FIN 3100 Matriculation WSB BS/BA Program

Examines financial aspects of firm decisions; presents theoretical underpinnings for financial management, together with quantitative techniques used to analyze financial questions. Covers financial analysis and planning; valuation methods; determination of required return; effect of capital structure decisions; funding alternatives; and corporate risk management. Requires analysis of a capital budgeting problem, including a written paper, quantitative analysis and presentation.

FIN 3400 Investment Management 3:3:0 Prerequisites: FIN 3100 Matriculation WSB BS/BA Program

Overviews the field of investments. Introduces stocks, bonds, put and call options, commodity and financial futures. Emphasizes both theory and practical aspects of investment management. Includes security valuation, market hypothesis, capital asset pricing, strategies of portfolio construction, performance measures, and risk/return relationships.

FIN 4100 Mgmt of Financial Institutions 3:3:0 : FIN 3100 Matriculation WSB BS/BA Program

Studies the U.S. financial system and its primary institutions and markets. Includes the role of the Federal Reserve System, American and international financial markets. Explores the impact of monetary policy on financial institutions and financial intermediation. Presents the term structure of interest rates, money, capital and mortgage markets, and management of thrift institutions and insurance companies.

FIN 4160 Portfolio Management 3:3:0 Prerequisites: FIN 3400

Examines portfolio theory and applied techniques used in selecting appropriate securities and managing the risk and return of a portfolio, with a focus on meeting investment objectives. Considers both stock and bond portfolios, and includes discussion of market efficiency, diversification, measurement of risk and of performance, bond duration and portfolio immunization, advanced bond pricing principles, bond swaps, term structure of interest rates, asset allocation, and portfolio hedging strategies.

FIN 4170 Derivative Securities 3:3:0 Prerequisites: FIN 3100

Covers characteristics and institutional information about derivative securities, including forward and futures, options and swaps. Examines pricing models for these securities, risk inherent in derivative investments, and the role of derivatives in risk management. May include discussion of real options and other topics dealing with financial engineering.

FIN 4180 International Finance Mgmt. 3:3:0 Prerequisites: FIN 3150 or FIN 3400 or FIN 4100

Examines financial aspects of firms operating in an international business environment. Includes currency valuation and forecasting; international flow of funds; foreign and international capital markets; valuation of multinational enterprises; and the effect of decisions about structure of the business and its transactions on firm value; and management of currency, political, and other risks arising from multinational operations.

FIN 457R Advanced Topics in Finance 3:3:0 Prerequisites: FIN 3100 and Instructor Approval

Uses case method, examination of current academic and professional literature and/or student research to explore selected finance topics in considerable detail. Emphasizes student analysis, exposition and presentation of information. May be repeated for a maximum of 6 credits toward graduation.

Finance Degrees 2009-2013

	Year 1 (09-10) Fall/Spring				Year 2 (10-11) Fall/Spring			
	Credit	Contact	Student FTE	Faculty FTE	Credit	Contact	Student FTE	Faculty FTE
FIN 4160	3.00	3.00	1.80	0.13	3.00	3.00	2.00	0.13
FIN 4170	3.00	3.00	0.90	0.13	3.00	3.00	1.00	0.13
FIN 457R	3.00	3.00	0.90	0.13	3.00	3.00	1.00	0.13
TOTAL	9.00	9.00	3.60	0.38	9.00	9.00	4.00	0.38
	Section Size		18				20	
	Combined Jr./Sr.		18				38	

	Year 3 (11-12)				Year 4 (12-13)			
	Credit	Contact	Student FTE	Faculty FTE	Credit	Contact	Student FTE	Faculty FTE
FIN 4160	3.00	3.00	2.50	0.13	3.00	3.00	3.00	0.13
FIN 4170	3.00	3.00	1.25	0.13	3.00	3.00	1.50	0.13
FIN 457R	3.00	3.00	1.25	0.13	3.00	3.00	1.50	0.13
TOTAL	9.00	9.00	5.00	0.38	9.00	9.00	6.00	0.38
	Section Size		25				30	
	Combined Jr./Sr.		45				55	

	Year 5 (13-14)			
	Credit	Contact	Student FTE	Faculty FTE
FIN 4160	3.00	3.00	3.50	0.13
FIN 4170	3.00	3.00	1.75	0.13
FIN 457R	3.00	3.00	1.75	0.13
TOTAL	9.00	9.00	7.00	0.38
	Section Size		35	
	Combined Jr./Sr.		65	

Appendix B

Current Faculty / Full Time Tenured or Tenure Track

Vaughn S. Armstrong Ph.D. Finance Arizona State University
Faculty member at UVU since 2003. Prior to that Dr. Armstrong was a visiting professor at Brigham Young University and full-time at Washington State University for seven years. Areas of specialization include corporate finance, financial institutions, speculative securities analysis, and international finance.

Norman D. Gardner Ph.D. Finance University of Utah
Faculty member since 1995. Dr. Gardner taught at Boise State University and has also had extensive consulting experience in the private sector including leadership with the National Federation of the Blind. Areas of specialization include finance, securities and investments.

Leo H. Chan Ph.D. Finance University of Kansas
Joined Faculty in 2008. Dr. Chan has taught at Delaware State University, College of Wooster, and the University of Kansas. He holds a Harvard Business School CRMA certificate and has taught corporate finance, investments, risk management, financial markets, and derivatives.

Ian Wilson Ph.D. Sociology University of Calgary
WSB since 1989. Past Dean of the UVU School of Business and VP of Institutional Advancement. Teaches statistics and quantitative methods.

Amir Kia Ph.D. Economics Carleton University, Ottawa, Canada
Joined UVU faculty in 2006 coming from Carleton University and visiting Emory University as well as fifteen years with the Bank of Canada. Areas of specialization include monetary economics, international economics, financial markets, and money and banking.

Abdus Samad Ph.D. Economics University of Illinois – Chicago
Faculty member since 2002. Prior to that Dr. Samad has taught at the University of Bahrain, University of Illinois, Chicago, and Northwestern. Areas of specialization include economic theory, money and banking, and statistics.

Faridul Islam Ph.D. Economics University of Illinois Urbana-Champaign
Faculty member since 1998. Prior to that Dr. Islam was visiting faculty at Illinois Wesleyan and an economist at the Wharton Econometric Forecast Associates. Areas of specialization include statistics, econometric analysis, economic theory, and environmental economics.

Lowell M. Glenn Ph.D. Economics The George Washington University
Faculty member since 1999. Prior to that Dr. Glenn had extensive experience in the public and private sectors including visiting faculty at Brigham Young University and adjunct at UVU. Areas of specialization include economic history, labor, human resources development, and public finance.

Appendix C

Survey of interest for a bachelor degree in finance at UVU

The purpose of this survey is to determine student interest in pursuing undergraduate studies in finance that will lead to a bachelor degree. A finance degree has been considered one of the more challenging degrees at the undergraduate level. It requires a good understanding of statistics, economics, accounting, and management. Starting salaries for finance majors have consistently been ranked among the top five occupations at the bachelor level. A student majoring in finance can choose between a focus on personal financial planning or investments/corporate finance. The analytical and quantitative skills a student acquires in finance are also useful should you decide to pursue graduate studies in business, law and many other fields. We appreciate your willingness to respond to this request for information.

Please respond to each of the following items:

(1) Current or Expected Major: ________________________________

(2) What year do you expect to graduate? ____________

(3) Would you be interested pursuing a bachelor's degree in finance if it were available at UVU?
Yes No

(4) If your answer to "3" is yes, which of the following would be of greatest interest?

(A) Personal Financial Planning

(B) Investment/Corporate Finance

(5) Do you plan on attending graduate school after you complete your bachelor degree?
Yes No

(6) What type of graduate degree would be of most interest?

(A) Professional degree: MBA, Law, Other.

(B) Advanced degree in my bachelor degree discipline.

(7) Are you willing to relocate outside Utah after you graduate with a bachelor degree?
Yes No

(8) Gender: F M

(9) Year in School: Fresh. Soph Junior Senior

(10) Age: ______

July 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University–Master of Business Administration (MBA)–Action Item

Issue

Utah Valley University (UVU) requests approval to offer a Master of Business Administration with emphases in Accounting and Management, effective Fall Semester 2010. This program was approved by the UVU institutional Board of Trustees on April 9, 2009, and approved by the Regents Program Review Committee on June 16, 2009.

Background

The Master of Business Administration (MBA) has been designed by UVU to prepare general business managers who have a wide variety of undergraduate backgrounds. As proposed, the program will have two basic stems: the first, a general management emphasis and, second, an emphasis in accounting designed to prepare bachelor accounting graduates with sufficient hours to sit for the CPA exam certification. Under an agreement with Utah State University, this program will replace the USU MBA program that has been offered at the UVU campus for the last fifteen years. This proposed MBA degree will meet all appropriate accreditation standards as outlined by AACSB International, the Association to Advance Collegiate Schools of Business.

The UVU Woodbury School of Business (WSB) is accredited by AACSB and provides a broad range of management education at the undergraduate level. The on-going success of the satellite MBA program offered by USU has proved the viability of this type of management education in the region, and UVU looks forward to continuing that fine tradition using WSB faculty and facilities.

The existing USU MBA program has a fifteen-year record of successful student matriculation and placement. Most of those enrolled already have employment and use their participation in the program to enhance existing employment status as well as preparation for future career development. Utah has been a national leader in job growth and the need for management training will continue even during times of less than vigorous economic growth. The advanced training and occupational development offered by the MBA continues to show evidence of being a worthwhile investment among those desiring this type of preparation. People with a Master’s degree in Business Administration are likely to be successful because they qualify for those employment positions that have continued to be a major factor in economic growth within the economy.

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 the Regents approve the Utah Valley University request to offer a Master of Business Administration Degree, effective Fall Semester, 2010.

William A. Sederburg, Commissioner

WAS/GW
Attachment

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

Master of Business Administration (MBA)

Utah Valley University

Prepared for
William A. Sederburg
By
Gary Wixom

July 8, 2009

SECTION I: The Request

Utah Valley University (UVU) requests approval to offer a Masters of Business Administration with emphases in Accounting and Management in the Woodbury School of Business. This new degree was approved by the Institutional Board of Trustees on April 9, 2009. The new degree program will be effective Fall Semester 2010.

SECTION II: Program Description

Complete Program Description

The Woodbury School of Business (WSB) at Utah Valley University proposes the authorization of a Masters of Business Administration degree beginning Fall Semester 2010. This degree will replace the existing MBA program operated by Utah State University at the Orem Campus of Utah Valley University for the last fifteen years. Productive discussions have occurred between administrators of the WSB and the Huntsman School of Business at USU to determine transition processes for the MBA program to WSB. This proposal outlines those agreements and respectfully requests authorization to offer the MBA through the Woodbury School of Business at Utah Valley University. A copy of the letter of support from the Huntsman School of Business for this program is on file in the Commissioner’s Office.

At the present time there are two cohorts of approximately forty MBA students matriculated in the USU MBA program. USU conducts these classes on Friday evenings and Saturday mornings offering a professionally oriented MBA curriculum, that accepts students each Fall Semester and runs the cohort through an eighteen-month course of study leading to graduation in May of the following year. Courses are conducted throughout that period in eight-week segments with a curriculum to be outlined later in this documentation. The program has two basic stems: the first designed to prepare general business managers from a wide variety of undergraduate disciplines and the second with an emphasis in accounting to allow bachelor of accounting graduates sufficient hours to qualify to sit for CPA exam certification. In the event a student lacks generalized business knowledge because of their undergraduate training, there is an Accelerated Business Core (ABC) program, which is available to prospective candidates to prepare for the formal MBA course of study. The USU program operates in accordance with the standards of AACSB, the leading international accrediting organization for professional business schools.

The UVU Woodbury School of Business was accredited by AACSB in December 2006. This proposed degree will comply with all the standards of learning quality, assessment, and administration associated with that process and will therefore maintain the same high standards that have been characteristic of the existing USU program. At the same time, the new WSB MBA program will be a part of a continuing effort to evaluate appropriate changes in management education and make those improvements to the program as they are identified. For example, this proposal outlines the development of a daytime MBA program beginning in the fourth year of operation

The proposed MBA degree will prepare students with the skills they need to function effectively in the United States and the global economy. The proposed program will prepare business professionals who seek to enhance their analytical, problem-solving, and decision-making skills to excel in a competitive business environment. The mission of the Woodbury School of Business is designed to give MBA students the skills and knowledge to work effectively with existing graduates from the variety of other professional business schools preparing business leaders to deal with the complexities of their chosen profession.

The proposed curriculum will include:

Accelerated Business Core	(13.5 credits)	Master of Business Administration	(33 credits)
Financial and Managerial Accounting	3 credits	Eight Required Discipline Specific Courses	24 credits
Corporate Finance	1.5 credits	Completion of one emphasis	9 credits
Marketing	1.5 credits	Management Emphasis	(9 credits)
Operations Management	1.5 credits	Choice of three Quantitative Courses	3 credits
Economics	3 credits	Two Research & Writing Courses	6 credits
Management	1.5 credits	Accounting Emphasis	(9 credits)
Legal/ethical Environment	1.5 credits	Students will substitute three	9 credits
		Accounting courses for the last nine hours outlined above.	

The Accelerated Business Core is an intensive 10-week term in the summer preceding matriculation into the MBA program for those requiring such preparation. Students may take some or all of these courses depending on the level of undergraduate preparation.

Details of the specific courses including appropriate course descriptions, advising details, and required prerequisites are outlined later in this narrative. This will also include the slight adjustments that will be made in the daytime program beginning in the fourth year of operations.

Purpose of the Degree

This is the third of three graduate level programs projected for development within the curriculum of Utah Valley University at the time the institution was designated to be changed from a college to university status. Along with master's degrees in education and nursing, the MBA was characterized as a much needed graduate opportunity for students enrolled at UVU. There has been a history of successful MBA training at the Orem Campus of UVU for some fifteen years as Utah State University has been offering an MBA as an alliance program providing these opportunities to students of this region. With the accreditation of the Woodbury School of Business and the enhancement of appropriate faculty with the credentials to offer this program, the time has arrived for UVU to assume responsibility for administering and providing this educational opportunity directly.

The MBA program will provide both a generalized professional MBA along with a special emphasis in accounting. Both business and non-business undergraduates will be accepted. For the non-business graduate there will be an accelerated group of basic business courses taught during the summer prior to entry of the fall cohort for each MBA class. As a result, the proposed degree will make it possible for individuals just graduating with a bachelor degree, as well as individuals currently employed, from both business and non-related disciplines; to obtain professional managerial education to further their professional careers.

Institutional Readiness

The degree will be housed in the Woodbury School of Business within a graduate administrative unit and courses will be taught by a specific number of faculty identified as graduate MBA faculty. An important element in making the development of this degree possible was the AACSB accreditation of the UVU Woodbury School of Business in December 2006. In recent years, there has been an influx of qualified faculty, an increase in the rigor of scholarship, and a growing emphasis on the importance of assessing learning outcomes of students who are enrolled at the WSB. A number of new faculty with terminal degree credentials and experience in teaching in MBA programs has been added, along with many existing faculty who have upgraded his/her qualifications in preparation for offering the MBA degree. These faculty have a proven record of scholarship, a history of applied research which they seek to apply within their teaching environment, and a commitment to the process of supporting students at a graduate professional level for this program.

We believe the proposed MBA supports the mission of UVU in its effort to be an engaged university and a regional center for providing quality undergraduate and graduate education. As the growing numbers of bachelor graduates obtain employment in Utah Valley, many of them have a desire to pursue graduate education. There is a history of successful MBA graduate education within the framework of the existing USU MBA program and we are confident that the WSB can continue that success into the future. The availability of a group of professional MBA students graduating with this degree has the potential for upgrading ongoing economic development concerns in the community.

Faculty

The Woodbury School of Business has identified a number of current full-time faculty who could be involved in the delivery of courses for this degree. A variety of specific disciplines are scheduled to be taught within the MBA program including accounting, finance, marketing, operations management, global strategic management, economics, information systems, and business research/writing. WSB officials have reviewed existing or available faculty and determined there are sufficiently qualified Ph.D. scholars, with an active research agenda, and appropriate case method teaching skills, to teach in each of these disciplines. These individuals, who are identified in an attachment to this narrative, have demonstrated both the theoretical and applied experience as well as a commitment to creating an engaged learning environment that will be a characteristic of the MBA program to be offered by the WSB. In addition, there was a designated set of resources set aside to support graduate education authorized at the time UVU was transferred to university status that will be available to further develop MBA faculty.

UVU officials are confident this set of faculty resources will be able to continue to meet the needs of the undergraduate programs offered through the WSB as well as the proposed MBA program. WSB officials recognize the importance of maintaining the existing accreditation standards associated with the AACSB requirements, as well as the even higher level of excellence associated with scholarship and teaching within an MBA program. Finally, this same faculty will be able to support the proposed ABC program during the summer to prepare non-business undergraduates with the business skills necessary to matriculate in the proposed MBA curriculum.

Staff

The MBA will be housed in the Woodbury School of Business. It is anticipated that one faculty line will be identified as an MBA Director with both administrative and teaching responsibilities. There will also be one full-time individual to serve as MBA Coordinator with significant administrative experience, who will be responsible for managing recruitment, admissions, faculty support and other related functions specific to the MBA program. The existing advisory staff will provide appropriate support during the initial stages of the program. Within the first couple of years following implementation, there will be a need for a part-time administrative assistant to provide support for the office. Additional support for job placement will also be needed.

Tuition and fees from the MBA program will be used to hire the additional staff needed as the program grows.

Library and Information Resources

The Digital Learning Center (DLC) recently completed on the UVU campus provides a much higher level of research and scholarship access than has been characteristic of the institution in recent years. Prior to the completion of the DLC, WSB faculty have been innovative in their efforts to maintain a high level of research and scholarship, but the availability of the DLC has done much to improve the status of UVU as an applied teaching and research institution.

Faculty will continue to utilize the USHE academic library consortium that enables faculty and students to access materials from the other higher education institutions throughout the State. The Woodbury School of Business maintains several sophisticated computer labs that provide electronic research and learning resources for students and faculty. Finally, the proposed MBA budget includes resources to support a real time finance/investment lab that will enable specialized teaching capability for MBA and upper-division finance majors. These labs, plus individual faculty access to state of the art computer equipment, provide an extensive array of electronic research databases, resource materials, and other informational sources appropriate for the development of both undergraduate and graduate business faculty scholarship.

Admission Requirements

The WSB MBA program will be a cohort program starting Fall Semester each year and running throughout a full year long period with courses taught in lock step and finishing in May of the following year. Requirements for admission include:

- Graduate Application Online www.uvu.edu/graduatestudies/
- $55 nonrefundable application fee
- Official transcripts from colleges and universities attended
- Three (3) letters of recommendation, including two (2) from faculty members
- GMAT or GRE test scores
- TOEFL Scores

Applicants are required to have completed the following prerequisites (or equivalent classes) prior to beginning the MBA program. Students lacking these business prerequisite courses may meet this requirement through enrollment in the Accelerated Business Curriculum (ABC) series of courses available in the summer prior to their enrollment in the program.

ECON 2010	Introduction to Macroeconomics		MGMT 2340	Business Statistics
ECON 2020	Introduction to Microeconomics		MGMT 3010	Principles of Management
ACCT 2010	Financial Accounting		MGMT 3100	Principles of Finance
ACCT 2020	Managerial Accounting		MGMT 3600	Principles of Marketing
LEGL 3000	Business Law		MGMT 3450	Operations Management
MGMT 2240	Business Calculus			

Student Advisement

The Woodbury School of Business supports an eight person advisory group that provides support for all students seeking the several degrees offered by the school. Advising for the MBA program will initially be included with that framework but will require augmentation as the program evolves. It is also anticipated faculty members will work closely with individual students to provide advisory and career development suggestions as they move through the prescribed course of study for this MBA.

Justification for Number of Credits

The proposed MBA degree program anticipated within the WSB is consistent with the guidelines in USHE policy for professional graduate business managerial education.

External Review and Accreditation

The proposed MBA program has a proven record of success over the last fifteen years of delivering graduate business education by the Huntsman School of Business at Utah State University. With all that success, the USU administrators expressed their willingness to have this program taken over by the WSB in part to relieve the need for them to continue to provide faculty for a program over a hundred miles from their base of operations. The UVU Woodbury School of Business acknowledges the contribution made to the development of this successful effort during this period and appreciates the opportunity to be able to continue what has been such a successful program over an extended period.

The program will be administered by the Woodbury School of Business, which is, as has been previously noted, fully accredited by AACSB. That AACSB accreditation was achieved as one of only a limited number of undergraduate-only institutions within the Association. As the process for developing this MBA has proceeded, WSB administrators have been careful to review and appropriately apply the standards of a graduate level accreditation process in the preparation of this narrative. WSB officials recognize, and are prepared to comply fully with, all AACSB criteria necessary for a graduate MBA program. This will include the wide range of quality issues, learning assessments, and scholarship requirements appropriate to maintain an AACSB qualified MBA program.

Projected Enrollment

During the first five years of the program, the following numbers of students are projected to enter and complete the MBA program proposed in this narrative: two cohorts of 40 students each by the second year. Each cohort will begin in the Fall Semester and run for three academic semesters: Fall, Spring and Summer; and then graduate students in May of the following year. Beginning in year four, a daytime program will begin that will require 36 hours of credit to graduate taken over four semesters. Initially, the program will be taught to a cohort taking nine hours per semester during Fall/Spring semesters over the two years.

MBA Program

Projected	Year 1	Year 2	Year3	Year 4	Year 5
FTE Students	24	57	63	99	135
Expected Headcount:	40	80	80	120	160

SECTION III: Need

Program Need

Among the issues evaluated during the process of justifying the change of Utah Valley from a state college to a university was which and how many graduate degrees would be appropriate to offer. The MBA is the third of three identified, along with education and nursing both of which are already in place. The MBA has been successfully pursued in recent years as an Alliance program through Utah State University. The approximately forty students now graduating from the USU program each year have been successful in finding employment following their graduation from that program. A continuing need persists for professional management education from a public institution in the region. The development of the WSB MBA will meet the needs of the university as it seeks a maturity of programs appropriate to its mission. It meets the needs of students who desire to participate in programs of this type and the needs of employers in the community who find value in the professional managerial expertise available from this type of program.

Labor Market Demand

The State of Utah has designated what it characterizes as “Five Star” occupations -- those that will have the highest growth in demand for new job openings over the next decade. The WSB has developed several undergraduate degrees to prepare individuals for these types of occupations. The proposed MBA will augment student’s capability to build on the existing programs at the undergraduate level and increase the competitiveness of UVU students as they seek these types of occupations. Included within those occupational groups designated as “Five Star” are chief executives, financial managers, management analysts, marketing managers, and sales managers.[1] The MBA graduate will have an extraordinary skill set to address the types of capabilities these types of occupations require including the ability to analyze complex problems, develop alternative strategies for developing solutions, and to make the necessary decisions required by successful professional managers.

At this time, Utah and the US economy are in the midst of significant reduction in the growth of the employed labor force opportunities in the economy and particularity in such areas as financial markets and construction. Utah has the advantage of not seeing job growth deteriorate as badly as other parts of the nation but it will be important for individuals to improve their competitive skills to take advantage of the limited opportunities that exist in the current economic environment.[2] One of the advantages that students with an MBA degree will have is the capacity to make themselves more competitive for the limited number of jobs available in the current economic situation.

The Bureau of Labor Statistics Occupational Outlook Handbook 2008-2009 outlines a number of occupations that require the types of skills developed by individuals who successfully complete an MBA program. An MBA education is designed to provide individuals with the skills to be successful in a variety of occupations within the business community. As business decisions become increasingly complex, as the interrelationships between public and private sectors continue to be addressed, and as a growing number of public activities evidence the value of improved managerial expertise; the MBA trained professional will have the opportunity to use the skills learned in that educational process to maintain a better than average income to support his/her family.[3]

Student Demand

A number of factors both external and internal to the Woodbury School of Business that suggest the high level of student demand for an MBA degree at Utah Valley University. As previously outlined within this narrative, the ongoing success of the USU program has aptly demonstrated that students in the community have sought admission to this type of program during the last decade. Many graduates have successfully

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[1] Information downloaded March 2008 http://jobs.utah.gov/careers/

[2] Knold, Mark, “Looking Forward,” Trendlines jobs outlook in Utah 2009, Jan/Feb 2009 http://jobs.utah.gov/wi

[3] Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, downloaded March 2008 http://www.bls.gov/oco

moved through the program and found employment. The applications for enrollment continue to suggest the demand will remain into the near future as long as the quality of the existing program is maintained.

There have also been a number of internal indices that WSB officials have reviewed which suggest the ongoing demand for an MBA program. Recent surveys were conducted with graduating students from the WSB during the 2007-08 academic year to evaluate student outcomes and attitudes in accordance with AACSB requirements. A senior satisfaction instrument suggested several factors relevant to the probable success of an MBA degree within the WSB structure. Of some 225 students responding to the survey, more than 52% described plans to attend graduate school within the next two years. A similar proportion said they were planning to stay with the same company where they were currently employed following graduation. In that survey we found over three-fifths of our students were married while attending UVU and most worked an average of nearly 29 hours a week while attending school. That type of stability suggests a significant number of students likely to remain in the immediate geographical location near UVU and many of them will be potential MBA students in the near term. [4]

Similar Programs

An MBA degree similar to this one proposed by UVU is available at each of the other four-year institutions in the Utah System of Higher Education, as well as at Brigham Young University, the private institution in Utah Valley. Each of these other USHE and private institutions also supports business schools accreditated by AACSB. The proposed program at UVU is best characterized as a general management degree and does not have the levels of specialization that may exist in some of the other institutions. At the same time, the UVU program will provide a special track for accounting degree graduates to provide sufficient accounting courses that will enable graduates to have the courses necessary to qualify them for requirements of a CPA certification upon completion of their MBA.

Collaboration With and Impact on Other USHE Institutions

This proposal for the UVU MBA has been circulated with the other business schools and institutions that are a part of the USHE system. WSB representatives have sought the advice of officials of the Huntsman School of Business at UVU in the formulation of this program. UVU is grateful for the relationship they have had with USU representatives over the years.

Benefits

This MBA degree will complete the first stage of proposed graduate programs that were anticipated by the evolution of UVSC to UVU. The continued expansion of population in Utah County including the need for a broader offering of educational opportunities for its young people in the region is supported with this graduate business program. UVU believes the management skills that are attained by students who successfully complete the proposed MBA degree will significantly support the UVU mission of becoming an engaged university and a major force within the region to enhance economic development for the community. People with MBA management expertise have the potential to assist in analyses of expanding employment opportunities, supporting business activities, and improving the quality of public services in the community.

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[4] Internal document prepared by Susan Madsen, Assistant Dean for Faculty, WSB, “Senior Satisfaction Results: Summer 2007-Spring 2008” Source available on request from Woodbury School of Business, January 2009.

Consistency with Institutional Mission

Utah Valley University is in the process of continually upgrading and expanding the quality of its offerings and seeking to provide as a part of its mission, "a broad range of quality academic, vocational, technical, cultural, and social opportunities designed to encourage students in attaining their goals and realizing their talents and potential."[5] Students graduating from UVU are among the more highly compensated baccalaureate degree graduates from the Utah state higher education system and an increasing number are going on to successful placement in graduate work. The fact that they can now pursue a graduate business degree in the form of the MBA will further enhance the mission and future of Utah Valley University. This MBA program meets the current Regent Policy (R312) description of the UVU mission.

SECTION IV: Program and Student Assessment

The Woodbury School of Business, which will be responsible for the administration of the MBA degree, continues to adhere to processes and standards that are a part of the accreditation process outlined by AACSB International - The Association to Advance Collegiate Schools of Business. One of the hallmark characteristics of AACSB accreditation is the requirement that participating institutions focus on the importance of measuring the learning outcomes of students who pass through their programs. This includes an expectation that degree program objectives will be articulated and efforts made to continually improve the processes critical to defining and meeting those objectives for all of the stakeholders including students, faculty, and institutional perspectives.

Program Assessment

Program Goals:

I. Faculty recruitment and development will be sustained in accordance with guidelines established through existing AACSB accreditation requirements
II. Curriculum will be evaluated and updated to maintain a quality level consistent with the standards currently available and applicable to other MBA programs.
III. Student learning and satisfaction will be monitored. Evaluation criteria will be conducted to assure student learning, graduation levels, and post graduation success.
IV. Employers will be surveyed to determine the quality of program graduates in terms of managerial skills and decision making capabilities.

Goal Measurement:

I. Periodic Assessments of faculty teaching and scholarship activities will be monitored and recommendations for improvement provided.
II. Students will be evaluated through varied assessment measures including discipline specific exams, written reviews, and personal interviews.
III. Students will be monitored in terms of successful scholarly activities achieved throughout the course of their academic experience.
IV. Enrollment and graduation trends will be monitored.
V. Post graduation employment will be monitored.

[5] UVU Mission Statement. Retrieved January 2009 from http://www.uvu.edu/president/mission/mission.html

Student Assessment

Learning Goals:

I. Graduates will be able to express their knowledge and ideas appropriately in writing and through verbal presentation.
II. Graduates will be able to utilize appropriate procedures, frameworks, models, and experience to gain knowledge, solve problems, and make appropriate decisions based on various informational sources such as data, written and verbal communication, process analysis, and creative thinking.
III. Graduates will have a functional and integrated knowledge of basic general business concepts and disciplines.
IV. Graduates will be aware of their responsibility to behave ethically in their professional lives (e.g., clients, customers, employers, society, profession, environment, and community).
V. Graduates will have a global perspective and understand cultural differences.
VI. Graduates will apply business processes to developing solutions for realistic problems both in the classroom and/or the larger community.

A variety of methods will be conducted to assess the learning outcomes of students in the MBA program as a part of the broader Woodbury School of Business learning outcomes assessment process. In addition, UVU institutional effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include: Content/Learning, Post-Graduation Outcomes, and Measures of Student Satisfaction.

Faculty, students, and advisors will be active participants in ongoing learning outcomes assessment and program evaluation processes. Goals and objectives will be reviewed, data collected and analyzed, evaluation processes implemented, and feedback utilized in an effort to generate continuous improvement in all these activities. This MBA degree will be reviewed through both the AACSB and the UVU institutional effectiveness evaluation processes.

SECTION V: Finance

Budget

Budgetary impact of the new degree has for the most part been accounted for with the addition of an approved faculty line for the Woodbury School of Business in 2008 along with arrangements for resources that were set aside at the time UVU was granted university status. The first of these positions has been designated as an MBA Director who will also have faculty teaching responsibilities. Additional resources for adding two additional faculty lines were arranged to support graduate programs at the time UVU was designated to become a university in the fall of 2008. The proposed degree will be administered by an office within the Woodbury School of Business that will require a proposed staff consisting of an MBA Coordinator and hourly part-time administrative assistant. During the initial period of operation, advising personnel will be drawn from the existing WSB cadre of advisors already in place. Coordination will also be arranged through the existing career and job development office of the university for those purposes. The projected five-year budget for the MBA program reflecting these conditions is outlined in Table 1.

Table 1
New Program Budget / MBA Program

Students	Year 1	Year 2	Year 3	Year 4	Year 5
Projected FTE Enrollment	24.00	57.00	63.00	99.00	135.00
Cost Per FTE	$9,885	$8,005	$8,364	$7,864	$7,739
Student/Faculty Ratio	35.82	28.50	27.04	26.98	27.00
Projected Headcount	40	80	120	160	200
Projected Tuition	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Projected Gross Tuition ($360/credit)	$172,800	$410,400	$453,600	$712,800	$972,000
Tuition Allocated to Program	See Note	See Note	See Note	See Note	See Note
Five Year Budget Projection	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Salaries & Wages	$130,200	$287,560	$338,324	$517,662	$709,519
Benefits	$53,543	$111,704	$130,628	$196,900	$267,790
Total Personnel Costs	$183,743	$399,264	$468,953	$714,562	$977,309
Current	$52,500	$55,000	$56,000	$60,000	$62,500
Travel	$1,000	$2,000	$2,000	$4,000	$5,000
Capital	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
TOTAL	$237,243	$456,264	$526,953	$778,562	$1,044,809
Revenue	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Legislative Appropriation*	$64,443	$45,864	$73,353	$65,762	$72,809
Grants					
Reallocated Funds					
Tuition Allocated to Program					
Other (Projected Tuition)	$172,800	$410,400	$453,600	$712,800	$972,000
Total Revenue	$237,243	$456,264	$526,953	$778,562	$1,044,809
Difference	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Revenue-Expense	$0	($0)	$0	$0	($0)

Comments: Note: UVU does not allocate tuition revenues directly to any programs. The projected gross tuition would only be available for allocation if UVU enrollments in total increased. Then, increased tuition revenue would be allocated through UVU's Planning, Budgeting and Accountability process. *The MBA Degree is one of the three programs included in the Rationale for University Status budget request. From the $10 million allocation, the MBA program has (to date) been allocated the one faculty position (position is being recruited and has not been impacted by the tax fund reduction). UVU administration anticipates allocating additional faculty/staff from the remaining $400,000 of unallocated University Status $10 million to support the MBA program.

Funding Sources
Funding for the MBA program will come from several sources 1) university status monies received from the state, 2) tuition money allocated through the UVU budgeting process, and 3) future tuition from the MBA program itself.

Reallocation
There has not been a reallocation of funds from within the university.

Impact on Existing Budgets
The proposed MBA program will not have a negative impact on existing budgets. The program is being funded with new money as outlined above.

Appendix A
MBA Program

Effective Term: Fall 2010

	MBA in Master of Business Administration (Submitted)		33 Credits
	Discipline Core Requirements:	24 Credits	
	ACC 6350	Accounting Strategies for Achieving Profit Goals	3.0
	FIN 6150	Financial Management	3.0
	MGMT 6450	Operations Management	3.0
	MGMT 6500	Managing Individuals and Groups	3.0
	MGMT 6510	Information Systems for Business	3.0
or	ACC 6500	Advanced Accounting Information Systems	3.0
	MGMT 6600	Marketing Strategy	3.0
	MGMT 6900	Business Ethics and Social Responsibility	3.0
	MGMT 6800	Global Business Strategy	3.0

Graduation Requirements:

1 Completion of 33 hours of approved credit with no grade lower than a "C" as described in this program.

2 Graduates may not transfer more than fifteen hours into this MBA program, preferably from an AACSB accredited institution. All transfer courses will be reviewed by a graduate committee managed by the Woodbury School of Business.

3 Final approval for graduation will be determined by the MBA graduate committee of the Woodbury School of Business

	Emphasis in Accounting (Submitted)		9.0 Credits
	Emphasis Requirements:	9 Credits	
	ACC 6410	Tax Research and Procedure	3.0
	ACC 6510	Financial Auditing	3.0
	ACC 6960	Capstone Accounting Theory and Research	3.0

	Emphasis in Management (Submitted)		9.0 Credits
	Emphasis Requirements:	9 Credits	
	MGMT 6860	Applied Business Research	3.0
	MGMT 6960	Capstone Engaged Learning Project	3.0
	MGMT 6740	Decision Making in Operations Management	3.0
or	ECON 6300	Managerial Economics	3.0
or	ECON 6330	Econometrics	3.0

New Course Descriptions

The following courses are essentially the same as the basic courses that have been taught in the USU MBA program. (see: http://huntsman.usu.edu/mba/htm/helpful-information/mba-courses) Eight core curriculum courses make up the general MBA curriculum. In addition, students will take one of three quantitative courses, a business research and writing course, and a final project course in which students participate as a team to do an engaged learning project of an existing business or organization including the submission of professional review of that work to the organization. Another set of three courses will be taken by MBA graduates who will complete an accounting emphasis option and prepare to sit for the CPA exam following their completion of the degree.

ACCT 6300 Accounting Strategies for Achieving Profit Goals 3:3:0

Case studies and analyses of management accounting processes to achieve profit goals and business strategies in a variety of business and organizational institutions. International accounting and ethical issues will also be addressed.

FIN 6150 Financial Management 3:3:0

Corporate financial management cases and analyses dealing with problems of working capital management, capital budgeting, cost of capital evaluation, and corporate restructuring.

MGMT 6600 Marketing Strategy 3:3:0

Advanced case analyses to study current marketing management problems. Emphasizes marketing concepts, research techniques, decision making, and marketing strategy development.

MGMT 6450 Operations Management 3:3:0

Case analyses of operations and production activities. Review of basic processes analyses, managing a production or service organization, evaluation of concepts such as inventory control, production control, procurement, quality management, planning, forecasting, etc.

MGMT 6900 Business Ethics and Social Responsibility 3:3:0

Special topics one hour courses requiring research and writing projects covering a variety of issues. These include such topics as “Introduction to the Concepts of Engaged Learning”, “Business Ethics and Social Responsibility” or “Operational Excellence in a Business Environment”. (Note: three credits required for MBA students.)

MGMT 6510 Information Systems for Business 3:3:0

Introduction to information systems for general managers. Includes strategic case analyses of the IS needs of organizations, the varied functions that IS supports in decision making, as well as how organizations use IS to improve processes and improve operations.

MGMT 6500 Managing Individuals and Groups 3:3:0

Development of interpersonal and team skills. Includes analysis of organizational systems supporting effective use of human resources, including performance management, motivation, selection, training, rewards, and career development.

MGMT 6800 Global Business Strategy 3:3:0

Integrative capstone course using case analysis considered from the CEO’s perspective. Evaluation of global competitiveness, strategic assessment, policy development, and strategy implementation. Required as the last course of the MBA program.

Quantitative Requirement (Choose one)

ECON 6300 Managerial Economics 3:3:0

Application of concepts and theories, based on managerial economic as applied to business problems. Analysis of cost theory, pricing, market structures, and forecasting.

MGMT 6740 Decision Making in Operations Management 3:3:0

Selected topics in operations management and research. Topics and instructors will vary from semester to semester. Prerequisite: MGMT 6450

ECON 6330 Econometrics 3:3:0

Provides graduate-level introduction to applied regression tools, including simple and multivariate regression analysis; linear, nonlinear, and qualitative dependent variable models; distributed lags; seemingly unrelated regression; and model specification and validation tests. Prerequisites: Statistics and calculus.

Research Requirement:

MGMT 6860 Applied Business Research 3:3:0

Course designed to provide students with the capability to design and conduct applied business research projects in the varied disciplines as well as integrative across disciplines. Introduces students to the philosophy of science, research design, measurement and scaling, reliability and validity, communication of research results, and related issues.

MGMT 6960 Capstone Engaged Learning Project 3:3:0

Students completing the UVU MBA will all participate in a one hour introduction to engaged learning in MGMT 6900 and then work in teams for the completion of a Capstone Engaged Learning Project.

ACCOUNTING SPECIALIZATION CURRICULUM

Accounting specialization students will take these three accounting courses following the eight courses outlined above for the general MBA. Each cohort of MBA students will complete the first eight courses together and at that point they will break into two groups. The general MBA group will complete the three quantitative and research/writing courses while the accounting specialization will complete the three courses outlined below.

ACCT 6410 Tax Research and Procedures 3:3:0

Methods of researching tax problems, case studies in tax administration, civil procedures and penalties, professional responsibility, and tax ethics for the tax practitioner. Prerequisites ACCT 3400 & 4420

ACCT 6510 Financial Auditing 3:3:0

Application of generally accepted auditing standards to accounting systems. Study of auditing theory and current issues, including an introduction to statistical auditing. Prerequisite ACCT 4110

ACCT 6610 Accounting Theory and Research 3:3:0

Analytical approach to understanding the financial reporting environment. Integration of accounting theory and practical research methodology in the resolution of financial reporting problems. Prerequisite: ACCT 3020.

Accelerated Business Core (ABC). Summer Program

Intensive summer program for non-business undergraduate graduates who wish to pursue the MBA but lack appropriate prerequisite business courses. Students may take any or all of the ABC course modules depending on their level of undergraduate preparation. These courses will be taught during a special ten-week (10) session prior to the students entry into the fall cohort. The courses are non-credit with only a pass/fail designation. Successful completion of all required modules will be accepted in lieu of any of the prerequisite courses listed in the admission requirements for matriculation in the MBA.

The ABC consists of seven modules for a total of 13.5 credits. Each is considered a separate course and students may take one or as many as are necessary to meet the prerequisite requirements for the MBA.

Financial and Managerial Accounting / ACCT 6010	3 credits
Corporate Finance / FIN 6410	1.5 credits
Marketing / MGMT 6610	1.5 credits
Production / MGMT 6350	1.5 credits
Fundamentals of Economics / ECON 6050	3 credits
Management / MGMT 6010	1.5 credits
Legal Environment of Business / LEGL 6010	1.5 credits

Appendix B
Current Faculty Projected to be Available for MBA Courses

Adams, Lynn, Ph.D. | Operations | University of Phoenix

Full time faculty since 2000. Dr. Adams began his career at Utah Valley University at the Wasatch Center. He was Mayor of Heber City, Utah for eight years. Teaches operations management, business calculus, and leadership.

Bartholomew, Aaron, J.D. | Legal Studies and Ethics | Brigham Young University

Began teaching at UVU Fall 2007. Teaching legal environment, corporate social responsibility, and ethics.

Black, Katherine B. J.D LL.M | Taxation | McGeorge School of Law

Taught full time at UVU since 2005. Taught at Central Washington University, Southern Utah University and University of Utah. Extensive experience in teaching and practice of taxation.

Armstrong, Vaughn S., Ph.D. | Finance | Arizona State University

Faculty member at UVU since 2003. Prior to that Dr. Armstrong was a visiting professor at Brigham Young University and full-time at Washington State University for seven years. Areas of specialization include corporate finance, financial institutions, speculative securities analysis, and international finance

Bailey, James A., Ph.D. | Accounting | University of Nebraska-Lincoln

Joining UVU faculty in 2009. Previously served as dean and faculty at Truman State University, the dean/MBA director at the University of Southern Nevada and the faculty at Central Washington University. Teaches auditing, accounting information systems, and financial/managerial accounting.

Caliskan, Cenk, Ph.D | Operations Management | Univ. of Southern California

Joining faculty in Fall of 2009. Dr. Caliskan has taught previously at the University of Delaware and has several years of experience in industry. He will teach operations management.

Chan, Leo H., Ph.D. | Finance | University of Kansas

Joined Faculty in 2008. Dr. Chan has taught at Delaware State University, College of Wooster, and the University of Kansas. He holds a Harvard Business School CRMA certificate and has taught corporate finance, investments, risk management, financial markets, and derivatives.

Gardner, Norman D., Ph.D. | Finance | University of Utah

Faculty member since 1995. Dr. Gardner taught at Boise State University and has also had extensive consulting experience in the private sector including leadership with the National Federation of the Blind. Areas of specialization include finance, securities and investments.

Glenn, Lowell M., Ph.D. | Economics | The George Washington University

Faculty member since 1999. Prior to that Dr. Glenn had extensive experience in the public and private sectors including visiting faculty at Brigham Young University and adjunct at UVU. Areas of specialization include economic history, labor, human resources development, and public finance.

Gygi, Janice L., Ph.D. | Marketing | University of Utah

Began teaching at UVU in 1995. Previously taught at University of North Texas. Served as Chair of Marketing Department, Associate Dean and Interim Dean of the School of Business. Teaches marketing, marketing research, and consumer research.

Hammond, Scott C., Ph.D. | Organizational Behavior | University of Utah

Joined UVU in 2002. Has taught previously at Brigham Young University, University of Utah, and Westminster College. Also served as Assistant Vice President for Academic Affairs at UVU. Teaches organizational behavior and cross-cultural communications in international business.

Helquist, Joel, Ph.D. | Accounting Information Systems | University of Arizona
Joined full time faculty in 2007. Teaches accounting and management information systems.

Henage, Richard T., Ph.D. | Accounting | University of Utah
Came to UVU in 2001. Previously taught at Claremont McKenna College and the University of Utah. Teaches financial accounting, beginning and advanced accounting information systems.

Howard, Carolyn, J.D. | Business Law | Brigham Young University
Came to UVU 2004. Teaches business law.

Jasperson, Jill O., J.D. | Business Law | Brigham Young University
Has been at UVU since 1997 and teaches business law.

Johnson, Steven D., Ph.D. | Accounting | Virginia Polytechnic Institute
Came to UVU in 1991 after previously teaching at University of Lethbridge and Brigham Young University Hawaii. Teaches cost and managerial accounting, management control, and financial managerial cost concepts.

Islam, Faridul, Ph.D. | Economics | University of Illinois Urbana-Champaign
Faculty member since 1998. Prior to that Dr. Islam was visiting faculty at Illinois Wesleyan and an economist at the Wharton Econometric Forecast Associates. Areas of specialization include statistics, econometric analysis, economic theory, and environmental economics.

Jenne, Stanley, E., Ph.D. | Accounting | University of Illinois Urbana-Champaign
Came to UVU in 2006. Previously taught and held administrative posts at University of Montana, Illinois State University, and Weber State University. Teaches accounting and auditing courses.

Kia, Amir, Ph.D. | Economics | Carleton University, Ottawa, Canada
Joined UVU faculty in 2006 coming from Carleton University and visiting Emory University as well as fifteen years with the Bank of Canada. Areas of specialization include monetary economics, international economics, financial markets, and money/banking

Madsen, Susan, R., Ed.D. | Human Resources Development | University of Minnesota
Faculty member since 2002. Previously taught at Brigham Young University and University of Minnesota. Extensive writing on leadership and women's issues. Teaches human resources, organizational development, training and development, and organizational behavior.

Maranville, Steven J., Ph.D. | Strategic Management | University of Utah
Joining full time faculty in 2009. Previously taught at University of Houston-Downtown, Rice University, and University of St. Thomas. Will teach strategic management capstone course.

Mcarthur, David N., Ph.D. | Business Administration | University of South Carolina
Came to UVU in 2003. Previously taught at University Nevada Las Vegas, and visiting professor at Loyola University, Augusta State University and Auburn University at Montgomery. Teaches international business, strategic management, and business simulation.

Peterson, Jeffrey G., Ph.D. | Mgmt. and Organizational Behavior | University of Washington
Joined UVU faculty in 2008. Joined academia after lengthy career in private sector. Teaches organizational behavior, leadership, and management.

Robinson, Peter B., Ph.D. Entrepreneurship Brigham Young University
Began at UVU in 2003. Previously taught at the University of Calgary, The State Academy of Management and Wichita State University. Teaches entrepreneurship and organizational behavior.

Samad, Abdus, Ph.D. Economics University of Illinois – Chicago
Faculty member since 2002. Prior to that Dr. Samad has taught at the University of Bahrain, University of Illinois, Chicago, and Northwestern. Areas of specialization include economic theory, money and banking, and statistics.

Seeley, Eugene L., Ph.D. International Business/Strategy University of Utah
Has taught at UVU since 1995. Teaches international business and management, cross cultural communications and export-import management.

Smith, Sheldon, R., Ph.D. Accounting Michigan State University
Came to UVU in 2002. Previously taught and served as dean at Brigham Young University-Hawaii. Teaches intermediate and advanced financial accounting.

Tam, Hak, Ph.D. Entrepreneurship University of California, Santa Barbara
Joining UVU faculty fall 2009. Extensive experience in private sector prior to finishing a doctorate at UC Santa Barbara. Will teach entrepreneurship and international business.

Taute, Harry A., Ph.D. Marketing New Mexico State University
Came to UVU in 2005. Previously taught at New Mexico State University and Eastern New Mexico University. Teaches principles of marketing, international marketing, strategic marketing, and marketing research.

Westover, Jonathan H., Ph.D. Sociology University of Utah
Will join UVU fall 2009. Taught adjunct at UVU in 2008-09. Will teach human resources development and organizational behavior/ management.

Wilson, Ian, Ph.D. Sociology University of Calgary
WSB since 1989. Previously Dean of the UVSC School of Business and VP of Institutional Advancement. Teaches statistics, quantitative methods, and human resources.

July 6, 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 discontinuations have been submitted by Salt Lake Community College for consideration by the Regents on the Consent Calendar of the Programs Committee.

A. *Discontinuations: Electronics Technology Programs*
- AAS in Electronics Technology
- AAS in Instrumentation Engineering Technology
- AS in Electronics Technology
- Biomedical Equipment Technology Emphasis in the AAS in Electronics Technology
- Certificate of Completion in Consumer Electronics
- Certificate of Completion in Electrical Technology
- Certificate of Completion in Electronic Assembly
- Certificate of Completion in Electronics Technology Technician

Request: Salt Lake Community College (SLCC) formally requests the discontinuation of the following programs effective Summer 2009, as approved by the Board of Trustees on February 11, 2009. Notification was sent to the Commissioner's office on December 11, 2008. The programs are the AAS in Electronics Technology, the AAS in Instrumentation Engineering Technology, the AS in Electronics Technology, the Biomedical Equipment Technology Emphasis in the AAS in Electronics Technology, the Certificate of Completion in Consumer Electronics, the Certificate of Completion in Electrical Technology, the Certificate of Completion in Electronic Assembly, and the Certificate of Completion in Electronics Technology Technician.

Need: Budget reductions at SLCC have necessitated discontinuation of expensive and low-enrolled programs. Extensive internal research has resulted in the decision to discontinue the above-listed programs. SLCC continues to offer apprenticeship programs and non-credit Electronics programs through the School of Applied Technology (Skills Center). Weber State University has Electronics Technology programs. There are no other Instrumentation Technology programs in the Intermountain region, though programs exist at Western Wyoming Community College in Rock Springs, Wyoming; Idaho State University in Pocatello, Idaho; and Montana State University-Billings-College of Technology in Billings, Montana.

Projected growth (2006-16) for this program is "slower than average" according to the Bureau of Labor Statistics (O*NET - Occupational Information Network). Economic Modeling Specialists, Inc., provides regional information for the Wasatch Front Region (Davis, Salt Lake, Summit, Tooele, Utah, Wasatch, and Weber Counties) and indicates only nine annual job openings for Instrumentation Tech (including replacement positions for retirees).

Institutional Impact: Existing declared-major students will be able to complete their program of study in the next five semesters through the teach-out plan devised. Beginning Spring 2009, no new enrollments were allowed in the above-listed programs. There are 28 continuing students enrolled in the Instrumentation Technology program and 19 students in the Electronics programs. Teach-out schedules have been developed, discussed, and distributed to all affected students, who will all be able to complete their major programs if they choose to follow the teach-out plans.

Finances: Discontinuation of these programs results in an immediate annual savings of $255,523.40 in contract faculty salaries and another $89,226.13 in salaried benefits. Hourly teaching money allocated to these programs will continue to be needed until the teach-out is complete. After the teach-out is complete, there will be an annual savings of $92,071.99 in hourly teaching along with an additional $13,936.87 in benefits. The current expense budget of $41,551.37 will be systematically decreased until it results in an annual savings of that amount after the teach-out has been completed.

B. *Discontinuations: AS and Certificate of Completion in Environmental Technology*

Request: Salt Lake Community College (SLCC) formally requests the discontinuation of the AS and Certificate of Completion in Environmental Technology programs effective Summer 2009, as approved by the Board of Trustees on February 11, 2009. Notification was sent to the Commissioner's office on December 11, 2008.

Need: Budget reductions at SLCC have necessitated discontinuation of expensive and low- enrolled programs. Extensive internal research has resulted in the decision to discontinue these programs. However, SLCC has developed a Sustainability Certificate program and is in the process of developing a Sustainability AAS and an Energy Management AAS.

The following programs are currently available in Utah: BS in Environmental Studies, USU Department of Environment and Society; MS in Bioregional Planning, USU Department of Landscape Architecture and Environmental Planning; BS in Earth Science with an Environmental Management Emphasis, UVU Department of Earth Science; and MS and PhD in Civil Engineering with an Environmental Engineering Emphasis, U of U Department of Civil and Environmental Engineering.

Projected growth (2006-16) for this program is "as fast as the average" according to the Bureau of Labor Statistics (O*NET - Occupational Information Network). Economic Modeling Specialists, Inc., provides regional information for the Wasatch Front Region (Davis, Salt Lake, Summit, Tooele, Utah, Wasatch, and Weber Counties) and indicates the average annual job openings in Utah due to growth and net replacement are 20.

Institutional Impact: For the period 2003-08, SLCC has graduated 17 students with an AS transfer degree through the Environmental Technology program. No Certificates of Completion have been awarded in that same time frame. Existing declared-majors students will be able to complete their program of study in the next six semesters via the devised teach-out plan. Teach-out should be completed by the end of Spring 2011. Beginning Spring 2009, no new enrollments were allowed in an Environmental Technology program.

Finances: Discontinuation of these programs results in an immediate annual savings of $97,976.29 in contract faculty salaries and another $34,472.81 in salaried benefits. Hourly teaching money allocated to this program as well as the current expense will continue to be needed until the teach-out is complete. After the teach-out is complete, there will be an annual savings of $14,631.64 in hourly teaching along with an additional $3,071.87 in benefits. The current expense budget of $5,830.00 will be systematically decreased until it results in an annual savings of that amount after the teach-out has been completed. The in-state travel amount of $63.68 can be returned immediately as well as the $530.63 in out-of-state travel.

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

July 6, 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. *University of Utah*

i. *New Minor: Integrative Human Biology*

Request: The University of Utah's Departments of Biology and Anthropology are proposing an inter-college minor in Integrative Human Biology (IHB). The minor will provide a broad and rigorous introduction to the biological and behavioral sciences as they apply to Homo sapiens. The mission will be to train students to view, study, and investigate humans from evolutionary and ecological perspectives. The IHB minor will consist of existing courses in the departments of Anthropology and Biology, and will give students a broad background in human genetics and evolution, form and function, behavior, and ecology. Both anthropology and biology are disciplines grounded in evolutionary theory, and the IHB minor will share this theoretical focus.

The minor will consist of seven courses, at least four of which must be at the upper-division level (3000 or above). Four of the seven are core courses and three are electives. The electives must be taken from at least two of the four areas, and at least two must be outside the student's major. Courses listed as core courses can also be taken as electives. Because of the way core course groupings are distributed across anthropology and biology, students majoring in these disciplines will be required to take at least three (and more typically four) courses outside their major.

Need: Understanding who humans are as animals requires the integration of knowledge from diverse fields ranging from genetics to physiology to behavior to ecology. This is a task beyond the reach of traditional scientific disciplines, yet is important for professionals in the 21st-century health sciences and many other fields that engage directly with aspects of human adaptation and welfare.

The minor will provide excellent preparation for entrance into health related professional careers and will also provide a strong foundation for careers in environmental policy, law, and science and biomedical research. It will also give citizens the scientific grounding needed to make informed judgments about public policy issues affecting human health and welfare. As such, the program is an important component of a liberal arts education as well as useful career preparation.

Because of the growing importance of understanding the biology of humans, undergraduate degree programs in Human Biology are becoming increasing common in Universities worldwide. Those most similar to this include the Human Biology programs at Stanford, U. of Toronto, SUNY Albany, and Indiana University at Bloomington.

Institutional Impact: The program of study is built around existing courses and faculty. Integrative Human Biology will be an inter-college program. It will be housed in the College of Science but advising will be handled by the Anthropology Department, in the College of Social and Behavioral Science. Some of the Anthropology advisor's existing duties will be reassigned to another staff member in order to allow her to take on the additional advising; the Biology department will assist if required.

The minor will probably increase enrollment in some existing courses, especially those listed as core course options. Any enrollment increase will be easily handled by existing faculty course assignments. Implications for other state institutions should be negligible, although it is hoped that the minor will be attractive to transfer students.

Finances: No additional funding is anticipated to administer the minor.

ii. *Program Review: Chemistry, May 4, 2007*

Reviewers:

- Sylvia T. Ceyer, Dept. of Chemistry, MIT
- Royce W. Murray, Dept. of Chemistry, U. of North Carolina
- Larry E. Overman, Dept. of Chemistry, U. of California, Irvine
- Gerald B. Stringfellow, Distinguished Professor, Dept. of Materials Science and Engineering, U of U
- Dennis R. Winge, Professor, Dept. of Hematology, U of U
- Vladimir Hlady (Chair), Professor, Dept. of Bioengineering, U of U

Program Description: For undergraduate studies, the Department offers both the Bachelor of Arts and the Bachelor of Science degrees. Most students complete one of two BS programs certified by the American Chemical Society. A Biological Chemistry option has proved to be a popular option, given that the Medical School does not have such an undergraduate option. There are also degree tracks in business, chemical engineering, chemical physics, education, geology, materials science, and mathematics. For graduate studies, the MS and PhD degrees are offered in the traditional areas of analytical, biological, inorganic, organic, and physical chemistry and in chemical physics.

Faculty & Staff: The faculty have obtained numerous prestigious awards, both at Utah and externally. Seven faculty are Distinguished Professors, more than any other department; four have been awarded the Rosenblatt prize. There are numerous other awards for teaching and from professional societies. In a 1995 NRC report, the Department was ranked 31 out of 168 PhD-granting institutions.

There is a strong record of externally-funded research, which has grown steadily over the past years. In 2005, the Department secured $10.7 million in external funding. The average is roughly $370,000 per faculty member, with 90 percent of the faculty directing funded research.

The faculty also have a strong record of publishing and of external service. Examples are the Editor-in-Chief positions for the Journal of the American Chemical Society (ACS), the Journal of Organic Chemistry, and Applied Spectroscopy.

The Department has recently lost three productive faculty; altogether, there are four vacant faculty slots. Two other faculty are in phased retirement. Difficulties in hiring new faculty include large startup packages demanded by junior hires, the lack of endowed chairs to compete with the best departments, and the quality of space and lack of infrastructure for research. The need to hire in the Biochemistry area was cited by the External Review Committee.

Faculty Headcount	2003-04	2004-05	2005-06	2006-07	2007-08
Full Professors	21	21	21	22	20
Associate Professors	3	4	3	5	4
Assistant Professors	6	5	7	5	6
Instructors	0	0	0	0	0
Course/Instructor Evaluations (6-pt scale)	2003-04	2004-05	2005-06	2006-07	
Undergraduate Courses	4.79	4.81	4.95	4.94	
Undergraduate Instructors	4.88	4.91	5.01	5.03	
Graduate Courses	4.98	5.04	4.99	5.10	
Graduate Instructors	5.18	5.18	5.09	5.26	

<u>Students</u>: The undergraduate program has a robust enrollment, and the overall morale of students is high. The Department is ranked 24th in the total number of Chemistry degrees awarded and 11th in the number of ACS-certified degrees. Nearly 45 percent of majors graduate with some significant research experience. Approximately 25 percent of graduates enter medical or dental school. The percentage of women is 35 percent, compared with a national average of 50 percent. Since 2001, there has been a 35 percent increase in bachelor's degrees granted, whereas nationally there has been a slight decrease.

The Department is proactively visiting regional colleges and universities for graduate recruitment, and offering a Summer Research Program for undergraduates. Nevertheless, the Department struggles to recruit qualified domestic students, which is apparently a nationwide problem for all but the top institutions. While only one measure of qualification, the average GRE score for enrolled domestic students is 1079 while for enrolled international students it is 1242. By this metric, the quality of students is not consistent with a highly ranked department and may augur future difficulties. As another indication, the Graduate Admissions Committee of the Graduate School has handled in the recent past a number of appeals from the Department for students denied admission due to low qualifications.

The most serious of student concerns center on the quality of the teaching and research labs. Undergraduate students expressed a desire for a tutoring program. Graduate students felt that disparate levels of financial support between research groups was unfair. They requested that the research proposal requirements should not coincide with the qualifying examination at the pre-oral examination. Graduate courses were not always available, and a number of course listings were obsolete. The problem seems particularly acute for inorganic chemistry courses, due to a current loss of faculty.

Student Credit Hours	2003-04	2004-05	2005-06	2006-07	2007-08
Lower Division	20,560	20,548	21,012	21,076	
Upper Division	2,943	3,536	3,780	3,330	
Total Undergraduate	23,503	24,084	24,792	24,406	
Basic Graduate	981	1,065	886	876	
Advanced Graduate	3,936	4,176	4,511	3,025	
Total Graduate	4,917	5,241	5,397	3,901	
Enrolled Majors	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**
Pre-Major	71	73	77	78	100
Major	137	164	200	154	184
Master's	7	2	1	4	1
Doctoral	144	170	171	173	176
Degrees Awarded	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**
Bachelor's	57	52	80	39	
Master's	17	14	12	8	
Doctoral	21	22	14	21	

* Chemistry does not admit master's students per se except for a few teaching masters. However, when a student who was admitted in the PhD track does not advance successfully to doctoral candidacy they are dismissed from the program with a Master's degree. Thus, you can have very few or no master's students but many degrees.

Financial Analysis

Research Expenditures	2003-04	2004-05	2005-06	2006-07
Department	11,142,601	11,143,412	11,422,289	11,414,502
College	29,197,529	32,373,556	31,456,325	31,467,436

Program Assessment

Commendation

1. The faculty is distinguished in its research, professional service, and teaching.
2. There has been a steady growth of research funding. The Department raised half the funds for the Gaus Haus.
3. Enrollment growth has been strong. Undergraduate preparation results in good placements and success in ACS-certified degrees. The graduate program has a solid national reputation.
4. The Department chair is highly respected. There is a high level of collegiality.

Recommendations

1. The out-dated state of the teaching laboratories has led to a sub-standard curriculum. Research laboratories are over-crowded to unsafe levels. The aging infrastructure needs upgrading, to alleviate overcrowding and improve safety and curriculum quality. Obsolete equipment needs replacement. Operating costs should be met.
2. The Department should continue efforts to recruit higher-quality graduate students, especially out-of-state domestic students, in order to meet its aspirations of being a top-ranked department.
3. The Department has several vacancies, as well as phased retirements. The Department, in consultation with the College of Science and the University, should consider how best to address the costs associated with junior and senior hires. Nationally, huge startup funds are typically requested by junior hires; a realistic strategy for hiring junior faculty is required. For senior hires, ways of obtaining additional funds should be considered. This might include USTAR positions and development efforts by

the Department and College which have not been conducted to date. Diversity should be considered in all future hires.

4. A uniform stipend should be considered for graduate students. The Department should disassociate the independent research proposal from the pre-oral examination. Problems with course offerings should be addressed, including availability especially of bioinorganic courses and obsolete listings. Better graduate student orientation is required, covering both academic and non-academic issues.

Institution's Response

Recommendation 1: The Department of Chemistry has recently taken or will soon take several actions to address problems with outdated and potentially unsafe undergraduate teaching laboratories. The Department has invested approximately $150,000 in the complete renovation of the advanced synthetics teaching labs including the installation of new exhaust hoods. In addition to synthetics, physical and analytical chemistry undergraduate laboratory sections are taught in the remodeled labs. The undergraduate general chemistry laboratories remain substandard and instrumentation and glassware are outdated and in short supply. The Chair of Chemistry is proposing a $27 per student increase in laboratory fees which would generate approximately $100,000 per year for instruments and supplies. The Department will seek approval of the fee increase from the Undergraduate Council.

Recommendation 2: The Department is taking the following steps to increase its domestic applicant pool. It has redone its web page with particular attention to descriptions of its graduate programs. This semester it has sponsored 25 potential students to campus for recruiting visits. The Department is attempting to rebuild relationships with feeder schools including the support of faculty recruiting visits to these schools. The Department will assess the success of these efforts by comparing number of applications, admissions offers, and enrollments to the benchmark year of 2006-07.

Recommendation 3: The Department reports that the Dean of Science and the Senior Vice President for Academic Affairs have been very helpful with recruiting and retention efforts. The Department is currently recruiting to fill three open lines. To date they have interviewed seven senior candidates and one junior candidate. The recent USTAR hire in Chemical Engineering will teach several chemistry courses for the Department of Chemistry. The Department faculty is increasing efforts to seek funding through grant submissions including an IGERT grant.

Recommendation 4: The Department has revamped its graduate curriculum so that the independent research proposal and pre-oral examination are separate activities. The Department contends that stipends are uniform for the majority of graduate students ranging from $20,500 to $21,500 for twelve months. The one exception is students who enter the program from the biochemistry program. The biochemistry program stipends are higher than Chemistry's and the Department would not be competitive in attracting biochemistry students if they required that they accept a reduced stipend. A faculty member has accepted the assignment of managing graduate student orientation.

These steps are to be followed by annual letters of progress from the Chair of the Department to the Dean of the Graduate School. Letters will be submitted each year until all of the actions have been completed.

iii. *Program Review: Physical Therapy, April 23, 2007*

<u>Reviewers</u>

- Patricia Hageman, PT, PhD, Director/Professor, Div. of Physical Therapy Education, U. of Nebraska
- Richard Segal, PT, PhD, Professor/Director, Div. of Physical Therapy, U. of North Carolina
- James Gordon, PT, EdD, FAPTA, Associate Professor and Chair, Dept. of Biokinesiology and Physical Therapy, U. of Southern California
- Diana Brixner, Associate Professor, College of Pharmacy, U of U
- Ginny Pepper, Professor, College of Nursing, U of U
- Donna White, Associate professor, Department of Modem Dance, U of U

<u>Program Description</u>: The Division of Physical Therapy is one of seven departments and divisions within the College of Health. It is the only program in the state to offer entry-level physical therapy professional education, and has a longstanding reputation for excellence.

The Division offers a single degree program. It was established as a baccalaureate program in 1969 and became a Master of Physical Therapy program in the mid-1990's. Beginning in 2005 the Doctor of Physical Therapy (DPT) degree replaced the MPT. These transitions mirror the development of the profession as a whole. At present nationwide, 80 percent of physical therapy programs have converted, or are in the process of converting, to a Doctor of Physical Therapy as the entry-level degree for the profession.

The Division has developed and maintained a clinical practice. This practice plan has at its core a wellness clinic that serves patients with chronic neurological diseases, and offers additional services that complement the University Health System's services in physical therapy.

The Division was last reviewed in 2000. At that time recommendations included increasing the research profile of the program, reviewing the RPT guidelines, re-examining the allocation of teaching responsibilities, building collaborative relationships with other departments, and hiring research-oriented faculty. These have all been addressed in the past seven years.

The Division consists of a cohesive group of faculty and staff with common goals and objectives. It has financial viability; stable leadership and governance; a demonstrated ability to recruit, retain, and promote excellent faculty; and a positive national reputation. As noted by the Dean of the College of Health, it effectively operates as a department.

The pre-professional curriculum is 117-120 semester hours and is consistent with other typical DPT programs. This entry-level program follows a traditional design and provides appropriate entry-level preparation for physical therapy practitioners. All practice areas required by the national professional organization are included in the curriculum.

The post-professional DPT program was originally designed as a means for recent master's graduates to acquire the additional knowledge and skills needed to complete DPT requirements in the summers. It was subsequently expanded to allow community clinicians to take courses toward the upgrading of their degree as well. However, it attracts only a small number of students. The reviewers expressed concern that the summer program will be a drain on resources, especially regarding faculty time and effort, once the last group of MPT students completes the DPT transition in the summer of 2007. Without a strong commitment to building the post-professional program and making it an integral part of the overall strategic plan, the external reviewers suggested that the Division consider phasing it out.

Faculty & Staff: The Division chair, R. Scott Ward, PT, PhD, was praised by reviewers for his excellent and stable leadership of the Division. They particularly noted his oversight of the recent transitions in curriculum and degrees, achievements in faculty recruitment, retention, and promotion, and nurturing of clinical and scholarly programs in the Division. Dr. Ward was recently elected president of the American Physical Therapy Association, the professional organization that represents 66,000 members nationwide.

There are seven clinical faculty, 5 tenure-track faculty and a clinical education coordinator. There is good balance between male and female faculty but no ethnic diversity.

New faculty with strong research potential have bolstered the Division's research agenda. The Division's research was supported in 2006 by 13 grants providing annual direct costs of $201,430. Division faculty and students have received a number of prestigious research awards. One faculty member has an NIH-funded fellowship through the "Building Interdisciplinary Research Careers in Women's Health" (BIRCWH) program in the School of Medicine; she is the only non-physician in the BIRCWH scholars group. Both tenured and clinical faculty are actively involved in research both within the Division and with other Departments and Colleges in the Health Science Center. As an example, seven different faculty members have collaborative relationships with several departments in the School of Medicine, the College of Nursing, and Intermountain Health Care. Faculty have increased contributions to the published literature from 5 articles in 2002 to 18 in 2006.

Teaching loads are well-distributed but heavy: for example, the limited size of teaching laboratories necessitates conducting multiple laboratory sessions. Distance education is provided in the post-professional DPT track. Reviewers expressed some concern that current teaching loads could negatively impact the growing research enterprise. The lack of a PhD program was also seen as an impediment to building faculty capability in the research programs and enhancing the research culture of the Division. Faculty members are active in a variety of service areas.

Although RPT guidelines were updated after the last review, reviewers commented there remained some confusion regarding the roles, responsibilities, and guidelines for faculty on the clinical track. For example, reviewers noted that two faculty with clinical titles have workload distributions, funding, and other contributions similar to those of tenure track faculty, while others contribute more as true clinical faculty (emphasis on teaching and practice). It was unclear how the varying roles and responsibilities are reviewed against retention and promotion guidelines for clinical faculty.

Faculty Headcount	2003-04	2004-05	2005-06	2006-07	2007-08
Full Professors	1	1	1	1	1
Associate Professors	2	4	3	3	4
Assistant Professors	1	0	1	1	1
Instructors	0	0	0	0	NA
Course/Instructor Evaluations (6-pt scale)	2003-04	2004-05	2005-06	2006-07	2007-08
Undergraduate Courses	5.36	5.57	5.34	5.25	
Undergraduate Instructors	5.28	5.50	5.34	5.17	
Graduate Courses	5.15	5.11	5.20	5.31	
Graduate Instructors	4.91	4.99	5.06	5.11	

Students: There are two tracks to the degree offered. The pre-professional program benefits from the fact that this is the only accredited physical therapy program in the state. The applicant pool is large and admission criteria result in highly qualified students who demonstrate virtually 100 percent success in completing the program. The post-professional track (for those already licensed as physical therapists) has been in place for a very short period of time (since the DPT degree was approved); future evaluations of the adequacy of admission criteria are needed.

Pre-professional students have opportunities for clinical practice in the Rehabilitation and Wellness Clinic, which also serves to role-model professional practice and provides an important service to the community. Available financial support for pre-professional graduate students appears reasonable although many students work part time. There is 100 percent employment of students within 6 months of graduation.

Reviewers noted that access to PhD students would serve to enhance the capability of faculty to further develop research. Interdisciplinary opportunities that exist across the University could be developed into research programs that emphasize translation of basic science to clinical improvements and would likely attract NIH funding. The future development of an interdisciplinary PhD program was seen as a benefit.

Student Credit Hours	2003-04	2004-05	2005-06	2006-07	2007-08
Lower Division	NA	NA	NA	54	88
Upper Division	1,893	1,959	1,757	456	1
Total Undergraduate	NA	NA	NA	510	89
Basic Graduate	2,594	2,541	2,689	3,889	2,904
Advanced Graduate	NA	NA	NA	1,161	2,633
Total Graduate	NA	NA	NA	5,050	5,537
Enrolled Majors	2003-04	2004-05	2005-06	2006-07	2007-08
Pre-Major	167	151	116	113	132
Major	9	10	19	18	16
Master's	96	93	89	87	95
Degrees Awarded	2003-04	2004-05	2005-06	2006-07	2007-08
Bachelor's	18	20	15	8	
Master's	37	27	6	2	

Financial Analysis

Research Expenditures	2003-04	2004-05	2005-06	2006-07
Department	31,363	39,210	183,414	146,447
College	1,282,531	782,461	641,896	598,244

Program Assessment: All reviewers noted that despite a move to a newly renovated building with resulting increase in space, existing space is already "bursting at the seams". Overcrowding and lack of needed faculties (especially clinical space) could jeopardize this program in the future. Laboratory teaching space is especially critical, as are the computer labs with technical support.

Commendations

1. The Division's faculty are accomplished scientists, teachers, and clinicians, with emerging national reputations. The Division has implemented an exemplary strategy for improving their research profile.
2. The Division's students are outstanding. The Division's advisement, mentorship, high success rates, and job placements are commendable. The clinical education opportunities provided for students and the services provided to the community are thriving.

3. The Division's leadership is stable and effective, and facilitates excellence in the program.
4. The Rehabilitation and Wellness Clinic substantially enhances the Division's educational and research missions.

Recommendations
1. The Division and the College need to carefully consider the benefits and potential risks of having this Division seek/achieve departmental status. The current division has high visibility on a national level; maintaining its autonomy should be balanced with the requirements for Departmental status.
2. Additional supporting infrastructure for research administration and grants management is needed to maintain and increase the research momentum and future potential of the Division. The current facility and staff need expansion to allow for future growth of this excellent program.
3. The Division should develop increased interdisciplinary interaction and education with other health science disciplines. A collaborative interdisciplinary PhD program should be considered as a priority.
4. The Division should evaluate the outcomes and future of the post-professional track and ensure that this track fits with both the short and long term goals of the Division's strategic plan

<u>Institution’s Response</u>
Recommendation 1: After considering the issues concerning restructuring the Division into a department, the Dean of the College of Health and the Senior Vice President for Health Sciences have begun the process of requesting departmental status for the Division. The Dean notes that the Division of Physical Therapy is a stable, well administered, and research active unit. It is contended that the Division’s status within the College and within the discipline will be enhanced by the restructuring. The major distinction between divisions and departments within the College of Health is that divisions offer a single degree and departments offer a variety of undergraduate and graduate degrees. At present, the Division offers only the DPT degree but participates on the committees of many multidisciplinary PhD students within the College. The Division will be seeking approval to offer a PhD in Physical Therapy in the near future.

Recommendation 2: The College is developing a college-wide infrastructure to support research and grants administration. The Division will participate in the program. The Division recently hired an academic advisor thus removing advising responsibility from the administrative assistant who is now devoting time to grant management support for Division faculty. The Division plans to add one FTE research position by the end of the 2007-08 academic year. The Division is located in the Dumke Building. A study has been completed that indicates that it is feasible to build on to this building. Fundraising for this purpose is part of the College’s capital campaign. In addition, Health Sciences is exploring the establishment of a rehabilitation hospital which would include a physical therapy facility.

Recommendation 3: The Chair notes that almost all of the Division’s research is interdisciplinary with other departments and disciplines. The Division has prepared a proposal to offer a PhD which will be submitted to the College Curriculum Committee and the Graduate School during the spring semester, 2008. This proposal will be coordinated with the College’s developing proposal to offer a college-wide interdisciplinary PhD. At present, the Division will continue to offer an interdisciplinary PhD in collaboration with the Department of Exercise and Sport Science

Recommendation 4: The Chair notes that it was never the Division’s intention to offer the program on a continuing basis. The Division plans to close the program as enrollments decline. The faculty will discuss a formal closing date at its fall retreat. It is estimated that the program will close within five years.

The Division Chair has noted that the faculty are preparing for the professional program's accreditation review, which will involve revisiting goals in the strategic plan. The Division is working on updating standards for clinical and research faculty based on feedback during the Northwest Accreditation Review.

iv. *Program Review: Physics, March 26, 2007*

Reviewers:

- Jordan Goodman, PhD, Professor, Department of Physics, U. of Maryland
- Sidney Nagel, PhD, Professor, Department of Physics, U. of Chicago
- Jerome Christensen, PhD, Professor, Department of Physics, U. of Chicago
- Michael Free, PhD, Associate Professor, Department of Metallurgical Engineering, U of U
- Sheryl Scott, PhD, Professor, Department of Neurobiology and Anatomy, U of U
- Elizabeth Tashjian, PhD, Associate Professor, Department of Finance, U of U

Program Description: The Department of Physics is one of four academic departments in the College of Science. Departmental research is particularly strong in astrophysics and condensed matter physics and attracts approximately $5 million in external funding each year. The faculty is comprised of an assortment of tenure track regular faculty and a small contingent of auxiliary faculty. The overall trends for the Department since the last review in 1997 have been positive with increased undergraduate enrollment and research support, improved faculty morale, and a clearer vision for future directions of the Department.

The Department has hired an excellent group of young faculty members who have taken on leadership roles and are driving the growth of the astrophysics and condensed matter programs in new directions. The Department has developed a constructive and insightful plan to continue moving into astronomy and cosmology by hiring five astronomers over the next several years and to take advantage of the USTAR initiative in nanoscience.

The Department offers a range of degrees including BS, BA, MS, and PhD. The undergraduate degree has three principal tracks: pre-professional, applied, and medical. The graduate programs include specialization in instrumentation and computation and the doctoral program includes specialization in medical physics. The Department also contributes toward two interdisciplinary graduate programs—the MS in Computational Engineering and Science and the Professional MS and Technology. In addition to these, the Department offers a Physics Teaching major and minor in collaboration with the Department of Educational Studies while an MS in Secondary Teaching program, convened by the College of Science, is available for teachers. Lastly the Department provides a valued contribution to the University by providing service courses for many departments, including Engineering, Architecture, Science, and Mathematics, and students preparing for health-related careers such as medicine, dentistry, nursing, and pharmacy.

The two traditionally strongest disciplines within the Department are the high energy astrophysics and condensed matter subject areas. The cosmic ray group is internationally preeminent. Other subfields include biomedical physics, quantum chemistry, applied physics, planetary and astrophysical particle physics, and gravitational and elementary particle theory.

According to the self-study, the Department uses several mechanisms to assess outcomes:

1. Prerequisite system: student performance in advanced courses is used to assess the effectiveness of the preparation imparted within the prerequisite courses for the advanced course.

2. Enrollment: the demand (and popularity) of courses and the degree programs is used as an indicator of the perceived value to the students.
3. Student course evaluations: standardize numerical evaluations and qualitative narrative comments are solicited for each course.
4. Advising sessions: advising sessions are used as informal means of assessment.
5. Exit interviews: all undergraduate degree recipients are asked to comment on the strengths and weaknesses of their undergraduate preparation.
6. Employment success: the ability to obtain employment or get accepted to a higher degree program is viewed as an indicator of success.
7. Alumni survey: the Department completed a survey for alumni of the past ten years.

Faculty & Staff: There are 31 tenured or tenure-track regular faculty in the Department. Of these, the self-study noted that three are part-time and another three are on leave but have actually accepted positions elsewhere. In addition to these, there are ten research faculty and four lecturing faculty. The faculty is currently all male, broadly international, and include one Hispanic member. The initiative to develop the astronomy program includes a concerted effort to hire a noted senior female researcher in that discipline.

Since the last review, several new younger faculty members have been hired to replace retiring faculty. This has resulted in a good proportional mix of junior and senior faculty. There are twelve faculty members who have been recognized as Fellows of the American Physics Society (an honor bestowed upon only two percent of its membership). The faculty has also received more than 30 prestigious international, national, or University awards for research and teaching activities. Extramural research funding has steadily increased in the past decade and now regularly exceeds $5 million annually.

In additional to informal mentoring of junior faculty, the Department has recently instituted a formal mentoring program where the mentor and the junior faculty member regularly meet to discuss progress and future strategies for success. There is also an annual informal review to assess progress. Faculty morale has improved since the last review although concerns of low salaries (when compared to other peer institutions) and salary compression were noted. While the tenor of the departmental morale was high, there are still frustrations with the administration, beginning with the College and continuing through the senior academic administration. Specific concerns include inadequate efforts to retain talented new faculty, insufficient incentives to hire senior (especially female) faculty, lack of transparency in budgeting, and lack of recognition within the College.

Faculty Headcount	2003-04	2004-05	2005-06	2006-07	2007-08
Full Professors	21	19	18	19	19
Associate Professors	4	6	4	5	6
Assistant Professors	5	6	6	7	6
Instructors	0	0	0	0	0
Course/Instructor Evaluations (6-pt scale)	2003-04	2004-05	2005-06	2006-07	2007-08
Undergraduate Courses	4.89	4.95	5.33		
Undergraduate Instructors	5.06	5.15	5.36		
Graduate Courses	4.98	5.27	5.10		
Graduate Instructors	5.07	5.34	5.75		

Students: There are 230 undergraduate and 108 graduate students in the Department. The undergraduate program ranks among the top five programs in student enrollment nationally. The diversity of the student population came into question in the internal review with the notation that the female population is well below the national average. In the 2005-06 academic year the Department generated over 18,000 SCH.

While the reviewers noted no serious concerns from students and faculty on the basic curriculum for either undergraduate or graduate program, it was noted that the Department has been thoughtful in its developing programs of interest to students that include a new pre-med major and a new astronomy minor.

Specific commentary from the undergraduate students praised the opportunity to get involved in research work at the undergraduate level. The graduate students expressed concerns over clear communication of the program requirements and the examination process. Specific concern was noted over the outdated doctoral student handbook and the common and qualifying examination processes.

Student Credit Hours	2003-04	2004-05	2005-06	2006-07	2007-08
Lower Division	12,121	12,561	12,593	11,960	
Upper Division	2,806	3,309	3,876	3,592	
Total Undergraduate	14,927	15,870	16,469	15,552	
Basic Graduate	516	389	391	238	
Advanced Graduate	1,659	2,095	1,875	1,613	
Total Graduate	2,175	2,484	2,266	1,851	
Enrolled Majors	2003-04	2004-05	2005-06	2006-07	2007-08
Pre-Major	52	44	45	33	43
Major	136	148	171	170	149
Master's	25	26	20	8	7
Doctoral	69	76	81	94	89
Degrees Awarded	2003-04	2004-05	2005-06	2006-07	2007-08
Bachelor's	19	28	30	35	
Master's	17	9	22	15	
Doctoral	6	7	5	10	

Financial Analysis

Research Expenditures	2003-04	2004-05	2005-06	2006-07
Department	4,947,220	5,769,014	5,472,520	5,634,863
College	29,197,529	32,373,556	31,456,325	31,467,436

Program Assessment

Commendations

1. The chair has built a high quality, congenial department and is well-liked by both faculty and staff. As a result, the Department has developed a broad and deep culture of excellence, an essential requisite for moving up in the rankings.
2. The Department has created a well-organized process to plan future directions particularly in astronomy and nanotechnology.
3. The program organization works quite well. Major committees contain members that span the spectrum of ranks and interests, and junior faculty opinions are well regarded.
4. The Department continues to bring in first-rate young faculty. Faculty morale, particularly among the junior members, is good with active participation and leadership by the junior members.

5. The undergraduate enrollment of 230 students places the program in the top five largest in the country. The Department has introduced new programs that respond to student interests. Student morale is high and students agree that the faculty take great care with teaching responsibilities.
6. The Department supports remarkable educational outreach programs in high schools across the state.
7. The support staff is excellent and committed to the Department. The apparatus and staff involved with lecture demonstrations are world-class. The machine shops and their staffs are first-rate.

Recommendations: The Department should

1. Increase its diversity, in particular, to hire and retain more female and ethnic minority faculty as well as recruit and support female and minority students.
2. Improve its communication with the College of Science regarding budgets, faculty hiring and retention practices, and sabbatical leaves.
3. Research the concept of a new building.
4. Foster joint initiatives between science departments and collaboration with other colleges, although the lack of collaboration with chemistry is particularly acute.
5. Revise the content and timing of the common exam and revise the graduate student handbook.
6. Make the path for undergraduates getting started in research easier and more accessible.

<u>Institution's Response</u>: The previous review defined five recommendations to which the Department has responded in the following manner:

1. Regarding faculty morale, the Department chair has worked to elevate moral and departmental camaraderie through the involvement of faculty across the range of junior and senior faculty positions in the governance and management of the Department.
2. Faculty growth in areas of expertise has been carefully aligned to take advantage of retirements and targeted new hires. Despite this, the number of faculty has remained at the levels of the previous review that were cited as minimal when compared to higher ranked programs of similar enrollment size. The external review committee specifically commended the efforts to correct concerns in the previously cited Medical Physics faculty.
3. The Department has successfully remedied previous concerns over future teaching needs. Both the external and internal reviewers noted commendations in this regard.
4. While the student outreach program has been extended to numerous high schools throughout Utah to enhance recruitment, recruitment and support of female and ethnic minorities is still an area of concern.
5. The concerns for the comprehensive review of the undergraduate teaching appear to have been well addressed since this was an area of commendation for the review committees.

Recommendation 1: The Department is taking several steps to increase diversity among faculty and students. As part of its expansion in the astronomy area, the Department is moving forward with hiring three women faculty: one professor, one associate professor, and one assistant professor. Assistant Professor Miguel Mostafa has been appointed Director of Undergraduate Studies and Chair of the Physics Department's Diversity Committee. The Department has sought opportunities for minority participation in departmental and professional activities including the development of departmental support networks supporting minority student travel to conferences such as the MeChA conference and the SACNAS Conference. The Department plans to work with the Assistant Dean for Diversity in the Graduate School to publicize its increased minority and female representation on the faculty as a recruiting tool to attract a more diverse graduate student population.

Recommendation 2: The Department and new Dean of the College of Science are working toward more open communication with regard to planning, hiring, RPT issues, and budgeting.

Recommendation 3: The Department conducted a study of current and future space needs in December of 2007. The results of this study are being used by Space Planning to undertake an architectural study of ways to accommodate Department space needs within existing space. The study, funded by Senior Vice President for Academic Affairs Pershing is to be completed in late April, 2008.

Recommendation 4: The Department is pursuing several initiatives to address this recommendation. They have started new collaborative programs between Math and Physics and Biology and Physics. The Department has hired a joint post doctoral fellow in Mathematics and is pursuing a joint IGERT proposal. The Department is in the process of hiring a faculty person in Biology to establish joint teaching and research initiatives with the Departments of Biology and Chemistry in nanotechnology. The Chair reports that there are several collaborative projects between individual faculty in Physics and Chemistry. The Chair will continue to support such efforts through various incentives that will be coordinated with the Dean of Science and the Senior Vice Presidents for Research and Faculty.

Recommendation 5: The Graduate Student Handbook revision was completed in December 2007 and is available on the Physics Department web page. The Department continues to examine the content and timing of the common qualifying examination through discussions with faculty and graduate students and will make appropriate revisions in accordance with the pedagogic objectives of the process.

Recommendation 6: The Department has taken several steps to increase undergraduate access to research. The Chair has appointed an undergraduate research coordinator and secured funding to publicize research opportunities. The content of the Undergraduate Seminar (Physics 1980) has been modified to facilitate involvement in undergraduate research. The Department is exploring the possibility of developing an undergraduate Honors Thesis Program.

These steps are to be followed by annual letters of progress from the Chair of the Department to the Dean of the Graduate School. Letters will be submitted each year until all of the actions have been completed.

v. *Program Review: Biomedical Informatics, March 27, 2007*

<u>Reviewers</u>

- Michael Becich, MD, PhD, U. of Pittsburgh
- George Hripcsak, MD, Columbia University
- Kent Spackman, MD, PhD, Oregon Health & Science University
- Martin Berzins, PhD, School of Computing, U of U
- Robert Huefner, DBA, Department of Political Science, U of U
- Carole Gassert, PhD, College of Nursing, U of U

<u>Program Description</u>: The Department of Biomedical Informatics is a basic science department within the School of Medicine. The Department is internationally recognized for its contributions to clinical health information systems, computerized decision-making, evaluation of computerized patient care, genetic epidemiology/bioinformatics, medical imaging, and biomedical informatics research.

In collaboration with the College of Nursing, it has pioneered an inter-professional model of medical informatics. It has unique databases. It attracts outstanding students from around the world. The Department has an established and balanced program of clinical informatics and bioinformatics, and is now expanding to public health informatics, in an effort that has already gained external recognition and support.

The Department made very positive steps in response to the recommendations in the previous review in 2000, all of which appear to have been or are in the process of being implemented.

The Department recently implemented a new strategic plan by establishing four primary fields of study, called tracks: health information systems, translational/genetic informatics, medical imaging, and public health informatics, for the MS and PhD degrees and a graduate certificate.

Evaluations are conducted on all aspects of the program. This includes active monitoring of student progress after every semester. However, the Department's self-study recognizes that the Department does not have a set of established metrics that it collects and uses on a routine basis to evaluate the effectiveness of their educational and research programs.

Faculty & Staff: The Department consists of 10 tenure track faculty, 3 research track faculty, 3 clinical track faculty, 2 lecturers, 30 adjunct faculty, and 4 emeritus. Four of the 23 primary appointments are women. The recruitment of new faculty into University-based positions has mitigated the adverse effects of departure of some faculty members from the traditionally strong base at Intermountain Health Care (IHC). Noncompetitive salaries and delays in the hiring process have been problems in recruiting desired faculty. Tenure-track faculty are expected to cover 50 to 75 percent of their salaries from grants. An area of concern is extramural funding of the core faculty of the program. Also, the salary structure needs revision.

Students: Students continue to be of exceptional quality. Student recruitment appears to be strong, but recruitment of U.S. minority students remains problematic. Interviewed students were overwhelmingly positive about the program, and cited its diversity and practical focus as strong points. The program has been very successful in placing students in industry after graduation.

New students report that they would like more direction before they pick an advisor. Scott Narus was recently appointed to be Director of Graduate Studies for the Department. Students believe that department-based teaching assistant training would be more helpful than the CTLE workshop and course instructor supervision.

Students have asked that computer systems be made available to them so they can interactively learn how manage the hardware and software.

Financial Analysis: Additional resources/staff may be needed to support the Department's new initiatives, such as the distance learning certificate, the graduate certificate, a Center of Excellence in Public Health informatics, etc.

Program Assessment

Commendations

1. The Department Chair position is now a University appointment with a full-time commitment to the leadership of the Department. Dr. Joyce Mitchell has been appointed to this position, and has served the Department well with her excellent leadership.
2. The faculty has been substantially enlarged. Young faculty have been recruited with University-based appointments.
3. The educational program is strong, it allows a diversity of opportunities, and it has a practical focus. The National Library of Medicine (NLM) training grant renewal with a very high score reflects this and provides direct financial support of students.
4. The Department continues to recruit and graduate outstanding students with a variety of backgrounds. Many have continued to become leaders in the field.
5. The research program is strong, particularly in genetics epidemiology. There is a collegial atmosphere that promotes collaboration among disciplines. The Department exploits its unique database resources and has an outstanding track record of research.
6. A Vice-Chair has been appointed, as has a Director of Graduate Studies.
7. Most of the Department has moved from the basement of the Medical School into space in the new Health Sciences Education Building (HSEB) that is custom-designed, attractive, and well equipped.

Recommendations

1. Gain support from outside the Department for the increasingly important and vital contributions (both realized and potential) of the Department to the Health Sciences Center, to the University, and the wider community. Such contributions include expanding the inter-professional model of informatics education, collaborations with other departments, supporting the informatics aspects of large collaborative research initiatives, and participation in governance of research and clinical information resources, such as the Utah Population Database (UPDB).
2. Give careful attention to the Department's space needs, both for growth and for consolidation of its University-based components. The Genetics Epidemiology faculty would benefit from their own adjacent wet lab space.
3. Exercise more flexibility in salaries and in sources of funding when recruiting new faculty, and streamline the hiring process.
4. Increase the mentoring of junior faculty.
5. Increase departmental personnel resources to provide more support for preparing and managing research grants, for increasing student recruitment efforts, for tracking student progress, and for establishing and monitoring measures of departmental progress.
6. Provide additional computing resources for teaching. Specifically, make computer systems available to students so they can interactively learn how manage the hardware and software. Also provide support for distance learning technology and operational costs.
7. Provide additional guidance and training opportunities for students.

Institution’s Response

Recommendation 1: The Department has expanded its research strategic plan and is developing a clinical translational research training grant. Second, the Department and the College of Nursing are developing an inter-professional education model for the College of Nursing. The Department seeks to include the College of Pharmacy, the School of Medicine, Computer Science, and the School of Business in future applications of the education model. The Department and the School of Medicine administration have discussed ways to identify and eliminate administrative barriers to integrating informatics across the health sciences. The issues of student recruitment and support are an element of these discussions. The group will prepare a proposal for the Senior Vice President of Health Sciences by the end of the Fall 2007 semester.

Recommendation 2: Current space will not permit the recommended consolidation and it will not be possible to consolidate department faculty groups in the near future. The Dean of the School of Medicine recognizes that the Department is expanding and will explore ways to increase Biomedical Informatics' space and locate Genetic Epidemiology in space that will accommodate wet labs.

Recommendation 3: The Chair of the Department is heading a committee to gather salary information for basic science faculty in health science based informatics programs. These data will be provided to the Dean of the School of Medicine to help inform salary equity adjustments. It is the practice of the Senior Vice President for Health Sciences to allow competitive flexibility in salary offers to new faculty.

Recommendation 4: The Department has assigned a mentor to each junior faculty member. The Department has initiated regular group meetings with mentors and is participating in the new mentoring program organized by the School of Medicine administration. The Department has made revisions to its annual faculty evaluation form to include assessment of mentor relationships.

Recommendation 5: The Department has hired a grants manager and the vice chair is serving as "coordinator" for research grant infrastructure planning. Also, the Department has hired a person to do student record keeping and clerical work and has appointed a Director of Graduate Studies.

Recommendation 6: This is an ongoing and critical concern within the University that needs to be addressed; any solution must be considered within the context of the entire campus. The Chair has drafted a proposal for an infrastructure for student training and research and is updating faculty policy for use of these resources.

Recommendation 7: A staff academic advisor has been appointed. The Department will work with the Center for Teaching and Learning Excellence (CTLE) to provide TA training opportunities for students.

These steps are to be followed by annual letters of progress from the Chair of the Department to the Dean of the Graduate School. Letters will be submitted each year until all of the actions have been completed.

B. *Weber State University*

i. *Emphasis: Plastics and Composites Emphasis in BS in Manufacturing Engineering Technology*

<u>Request</u>: Weber State University (WSU) requests a modification to its bachelor's degree program in Manufacturing Engineering Technology (MET). The program currently offers a broad-based degree with an emphasis in welding technology. WSU requests to add a second emphasis in Plastics and Composites. The degree program is accredited by the Technology Accreditation Commission of ABET, Inc. The addition of the Plastics and Composites emphasis would not affect the accreditation.

The bachelor's degree in Manufacturing Engineering Technology is designed to prepare graduates for employment in a wide variety of manufacturing related industries in positions such as field engineers, tooling engineers, production engineers, and quality personnel. To help cover the broad range of knowledge and skills that these different organizations require, the new emphasis will cover topics dealing specifically with the manufacture of plastic and composite parts and products. This emphasis will further offer the manufacturing students in the university another alternative so they can pursue the field within manufacturing that is of most interest to them.

Need: The State of Utah has seen a shift in the manufacturing sector away from metal parts and products to those containing or completely constructed from plastics and/or advanced composites. The state government in recent years has promoted and also provided funding for growth in the area of advanced composites manufacturing. There is a large number of companies that have brought plastic and composite production into Utah. These include such companies as Fresenius Medical Care, Autoliv North America, ATK, Orbit, Pro-Mold, Merit Medical, and Northrup Grumman. In addition, Hill Air Force Base is now working on planes with a significant composite content.

In recent meetings with its Industrial Advisory Committee, the MET program found that there is an increasing need for graduates with knowledge in the areas of plastics and advanced composites. The Committee created a sub-committee with expertise in these fields to help the program faculty define the skills and knowledge that a graduate should have for an entry level position in these areas. Some skills and knowledge suggested were plastic part and mold design, plastic and composite manufacturing processes, plastic and composite materials and properties, and production integration.

The MET program, as part of the College of Applied Science and Technology, has received a grant through the Davis Applied Technology College (DATC) to assist in developing this emphasis, particularly in creating a lab that can be used to teach advanced composites courses. MET is working on an articulation agreement to allow students to matriculate into WSU from the DATC composites program.

Institutional Impact: The proposed emphasis area shares a common core with the current MET programs. The creation of the new emphasis is expected to increase enrollment in the MET, requiring the hiring of adjunct faculty. The MET program presently has seven full-time faculty. None of the current instruction in the program is done by adjunct faculty, so the use of one or two adjunct faculty will not adversely impact the program. Because this change is a modification to an already existing degree, it will have no effect on existing administrative structures.

Finances: The cost for adjuncts needed to teach this emphasis is estimated to be $10,800 and will be covered through internal reallocation within the college.

ii. *Emphasis: Facilities Management Emphasis in BS in Construction Management*

Request: Weber State University (WSU) requests a modification to its bachelor’s degree program in Construction Management Technology. Specifically, WSU requests to offer an emphasis In Facilities Management. The basic Construction Management Technology degree is accredited by the American Council for Construction Education. The addition of the Facilities Management emphasis would not affect this accreditation.

To help cover the broad range of knowledge and skills that these different organizations require as well as meet the needs of a wide variety of other organizations, the new emphasis will cover topics dealing specifically with the management and maintenance of physical facilities of companies or organizations. The bachelor's degree in Construction Management Technology is designed to prepare graduates for employment in a wide variety of construction related industries in positions such as project engineers, superintendents, estimators, schedulers, and project managers.

Need: The Facilities Management emphasis is designed to prepare graduates to manage and maintain the physical facilities for companies, businesses, and non-profit organizations. Facilities managers are responsible for managing and overseeing building and physical plant maintenance, grounds upkeep, custodial services, recycling and waste management, the design and construction of new facilities, and the remodeling of existing facilities.

In a 2004 survey of 3,139 facilities managers, it was found that 65 percent of them have at least a bachelor's degree (http://www.ifma.org/tools/research/industrysurveyreport2004.pdf). However, there are limited opportunities for new facilities managers to obtain degrees in facilities management. Currently there are five facilities management programs recognized by the International Facilities Management Association in North America. They include Brigham Young University, Conestoga College Institute of Technology and Advanced Learning, Cornell University, Ferris State University, and Wentworth Institute of Technology.

With the increasing emphasis on energy management, green buildings, and renovation, the need for individuals with formal training in facilities management is greater than ever. With so few schools offering this option, it appears that this is an excellent opportunity for the Construction Management Technology program at Weber State University to provide this training.

Institutional Impact: The proposed emphasis area requires the same core as the basic Construction Management Technology BS degree. The creation of the new emphasis area is expected to increase enrollment in the program. Because this change is a modification to an already existing degree, it will have no effect on existing administrative structures.

Additional adjunct faculty will be required to teach in the program. The Construction Management Technology program presently has five full-time faculty. One of these has facility management experience and will oversee this option. While some of the current instruction in the program is done by adjunct faculty, the use of one or two adjunct faculty to teach this specific option will not adversely impact the program.

Finances: The cost for adjuncts needed to teach this emphasis is estimated to be $10,800 and will be covered through internal reallocation within the college.

C. *Utah Valley University*

i. *Name Change: Department Exercise Science and Outdoor Recreation from Department of Physical Education and Recreation*

Request: The Department of Physical Education and Recreation at Utah Valley University (UVU) proposes a departmental name change to the Department of Exercise Science and Outdoor Recreation. The proposal was approved by the UVU Board of Trustees at their June 11, 2009 meeting.

Need: The name change reflects a level of academic maturity consistent with the mission of UVU and will enhance understanding of human movement and physical education as a science-based course of study. The Department has become grounded in the science of human movement, in both the exercise science and teacher education realms, and is moving beyond that of a traditional physical education program. The students in the Department are benefiting from a rigorous educational process that incorporates exercise physiology, pedagogy, biomechanics, sport psychology, and rehabilitation sciences. The Department is committed to a science-based academic department. This commitment builds on the historical foundations of physical education, offers the students and general public a more clear and positive perception of the Department and its graduates.

In addition to more accurately portraying the course of study for majors, there are some granting agencies (e.g., National Science Foundation) that will not accept grant applications from a Physical Education department. Thus, the proposed name change should offer a more accurate picture of the work being done in the Department and open up new opportunities for scholarly work. Additionally, other departments that have undergone a similar name change have seen enrollment increases in all areas, including teacher education. It is also anticipated that this name change will offer pre-professional students additional opportunities and should attract students that have traditionally enrolled in other majors.

The inclusion of "Outdoor" in the Recreation portion of the name more accurately depicts the specialization of the program within the broad field of recreation. The name change also reflects the focus of the degree granting recreation programs in the Department (e.g., Emphasis in Outdoor Recreation Management).

Institutional Impact: There will be no change in existing organizational and administrative structures. No additional physical facilities or equipment will be required in the near term. It is anticipated that student enrollment will increase as students learn more about the Department and departmental offerings.

Finances: With this name change, there will be minimal financial impact on the Department, College, and University. The name change will require new signage, business cards, and letterhead, but should not require additional funds beyond the departmental level. In the long term, however, there is a chance for additional revenue as a result of increased enrollment.

ii. *Program Review: College of Humanities, Arts and Social Sciences, June 2006*

Reviewers:

- Art and Visual Communications: Drex Brooks, MFA, Professor and Chair, Art Department, WSU
- Behavioral Science: Paul Presson, PhD, Associate Professor and Assistant Provost for Assessment, Westminster College
- Communication: Barbara Halvill, PhD, Associate Professor, Communications, U. of Alaska
- Dance: Maria Cheng, BA, Associate Professor, Dance, U. of Minnesota
- English and Literature: Dennis Cutchins, PhD, Associate Professor, English, BYU
- History and Political Science: Kevin Kern, PhD, Assistant Professor, History, U. of Akron
- Languages: Tom Mathews, PhD, Professor, Spanish and Spanish Education, WSU
- Music: Marie Miller, PhD, Chair, Music, Emporia State University
- Philosophy and Humanities: Christopher Foster, PhD, Professor, Philosophy, BYU
- Theater: John Watson, PhD, Associate Professor, Theater Arts, U. of Oregon

Program Description: The School of Humanities, Arts and Social Sciences (now the College of Humanities and Social Sciences and the School of the Arts) offers degree programs and courses of study in numerous disciplines. Through interaction with excellent faculty members in and outside the classroom, students and graduates of the School acquire many intellectual and practical skills necessary for the workplace, for further professional and graduate study, and for participation as citizens of the community and the nation. In the challenging yet nurturing environment of the classroom, and through undergraduate scholarship, research, internships, creative work, and service-learning projects, UVU students have the opportunity to reach their academic and employment goals. Many of the School's graduates move right into the workforce while many others continue their education in fields such as law, business, medicine, government, teaching, the social sciences, the humanities, and the fine and performing arts.

Faculty & Staff

Contract Faculty Headcount by Year			
Department	2003-04	2004-05	2005-06
Avc	12	13	13
Behav. Sci.	15	13	16
Comm.	3	6	4
Dance	7	7	7
English	33	33	33
History	12	15	13
Languages	10	10	11
Music	6	5	6
Philosophy	14	15	19
Theater	6	5	6
Total	118	122	128

Students

Student Credit Hours					
Department	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
AVC	7,043	7,291	7,510	7,686	8,622
Behav. Sci.	13,251	15,310	16,444	16,475	16,793
Comm.	Communication was part of Theater until 2004			4,842	3,618
Dance	1,646	1,659	1,685	1,438	1,608
English	14,959	17,192	17,121	18,067	17,185
History	12,540	12,670	14,269	13,876	13,307
Languages	7,598	7,434	7,770	7,976	9,530
Music	3,533	3,634	2,982	2,696	2,576
Philosophy	9,378	9,295	9,873	10,096	9,021
Theater	6,533	7,763	8,299	2,987	2,821
Total	76,481	82,248	85,953	86,139	85,081

Annual Number of Graduates						
Department	2001-02	2002-03	2003-04	2004-05	2005-06	All years
AVC	55	61	44	46	47	253
Behav. Sci.	225	286	330	252	220	1,313
Comm.	6	9	10	13	12	50
Dance	1	6	5	8	6	26
English	23	67	81	76	77	324
History	19	21	37	54	59	190
Languages	5	0	0	0	5	10
Music	0	13	12	11	10	46
Philosophy	0	4	5	6	5	20
Theater	0	3	3	8	7	21
Total	334	470	527	474	448	2,253

Financial Analysis

Direct Instructional Cost per Student				
Departments	2001-02	2002-03	2003-04	2004-05
HASS	$64.64	$73.75	$74.50	$77.12
AVC	81.96	88.24	92.89	94.93
Behavioral Science	44.17	55.31	53.53	50.58
Communications	34.81	47.86	47.24	54.85
Dance	136.27	167.97	185.20	207.18
English/Literature	90.37	98.60	101.89	104.09
History/Political Science	42.43	47.43	43.89	46.21
Languages	67.02	74.62	72.63	79.81
Music	77.14	80.51	96.82	98.51
Philosophy	58.13	73.24	72.89	74.76
Theater	124.75	103.79	104.53	107.45

Program Assessment

Commendations

1. Highly committed and motivated faculty with excellent academic credentials
2. Clear student-oriented focus with emphasis on teaching excellence
3. Diversity of curriculum and programs
4. Increasing focus on undergraduate research
5. Continued success of core Ethics and Values class
6. Excellent record of faculty service across campus
7. Successful incorporation of technology in the classroom
8. Innovative curriculum and programs

Recommendations

1. Acquire funding for a Fine Arts building: The construction of a Fine Arts Center will significantly strengthen the School and UVSC as a whole. Currently, one entire department is remotely housed. Many classes are held away from the Liberal Arts building. Minimal conference room and laboratory space is available.
2. Actively manage faculty workload: Workload planning and reporting is not consistent or transparent. Lighten the teaching loads: some faculty members carry a five course per semester teaching load, in many cases involving four or five different preparations. The performing arts departments have courses with extensive contact hours that are not accurately reflected in credit hour calculations. Other non-traditional coursework (internships, practica, and independent study) is not adequately credited.
3. Decrease the number of adjunct faculty: Balance the full-time to adjunct faculty ratio. Although the adjunct faculty are excellent, they are generally unavailable for student interaction outside the classroom. They are over-represented in freshman survey courses (adjunct faculty represent more than 50 percent of the faculty).
4. Support faculty scholarship: This includes specific funding initiatives to support research projects, faculty travel, and sabbatical leaves. This will aid in recruitment and retention efforts.
5. Recruit superior students: Recruiting students with a record of successful academic achievement will elevate the academic rigor of UVU courses.

6. Create endowments: This could help with scholarship development, research endeavors, and program development.
7. Refine a 5-year plan: Utilize the institution's PBA cycle to help align College goals and objectives with those of the University.

Institution's Response: Recommendations made by the reviews are sound, valuable insights into what is done well and what could be improved. Many of those notes are already being addressed and specific responses include the following (item numbers correlate).
1. Fund-raising efforts are underway for the Fine Arts Building.
2. A new faculty workload report is in development. This will facilitate better tracking and planning of faculty work.
3. Annual PBA requests include increased tenure-track faculty in all departments.
4. The Dean is increasing funding for summer research and course reassignments to support faculty scholarship. There is increased support from the administration for such activities, including more emphasis on external funding opportunities.
5. Recruiting efforts are being expanded to seek high-performing high-school students, for example, the Sterling Scholars.
6. The College is endowing several scholarships and is doing more fund-raising.
7. Departments are beginning to be more intentional and strategic in mapping their goals and objectives to the institution's priorities.

iii. *Program Review: School of General Academics, September 2007*

Reviewers:
- AA and AS Degrees in General Academics, Developmental Mathematics, Joseph M. Gallegos, M.S., Assistant Professor, Dept. Chair, Mathematics, Salt Lake Community College
- Basic Composition, Writing Center, Candace C. Mesa, M. A., Associate Professor, Developmental Composition Lead Instructor, Dixie State College
- Committee on Interdisciplinary Studies, Integrated Studies, Lisa Flores, PhD, Associate Professor, Communication, Ethnic Studies Program Director, U of U
- College Success Studies, Noelle A. Call, M.Ed., Director, Retention and First-Year Experience, Utah State University
- English as a Second Language, Math Lab, Peer Tutoring, James E. Bame, M. A., Associate Professor, Assistant Director, Intensive English Language Institute, Utah State University
- Honors Program, Michael T. Martin, PhD, Assistant Professor, Coordinator, John F. Reed Honors Program, Fort Lewis College, Durango, Colorado

Program Description: The School of General Academics (now the University College), through the complementary and collaborative missions of its components, focuses on assisting students exploring the directions of their academic careers, seeking flexibility in degree choices, and undertaking enhanced college experiences. The interdisciplinary nature of General Academics exemplifies, promotes and supports the academic excellence of Utah Valley State College (now Utah Valley University).

Faculty & Staff

Contract Faculty Headcount by Academic Year					
Department	2002	2003	2004	2005	2006
Basic Comp.	5	6	5	5	6
CSS	7	7	7	7	8
Dev. Math	17	19	17	19	18
ESL	5	4	5	5	5
Honors*	14	14	15	12	15
IS	4	3	5	7	4
Total	52	53	54	55	54

* Honors courses weren't officially under the directions of GA until 2006, but previous data were included to allow for comparison.

Students

Student Credit Hours by Year					
Department	2002	2003	2004	2005	2006
Basic Comp.	3,770	3,570	3,265	3,035	2,835
CSS	3,761	4,057	1,713	4,074	4,343
Dev. Math	16,778	16,561	17,835	18,395	16,363
ESL	1,589	864	497	882	1,626
Honors*	683	603	507	560	502
IS	255	399	372	331	324
Total	26,836	26,054	24,189	27,277	25,993

Annual Number of Graduates						
Department	2002-03	2003-04	2004-05	2005-06	2006-07	All Years
AA-GA	92	67	90	101	93	443
AS-GA	1,026	833	796	773	790	4,218
AA-IS	NA	NA	1	1	4	6
AS-IS	NA	NA	17	22	37	76
BA-IS	NA	NA	16	10	10	36
BS-IS	NA	NA	64	55	32	151
Total	1,118	900	984	962	966	4,930

Financial Analysis

Direct Instructional Cost per Student					
Departments	2001-02	2002-03	2003-04	2004-05	2005-06
General Academics	$2,026.53	$2,140.45	$2,164.33	$2,455.62	$2,749.04
Basic Comp (ENGH)	NA	NA	2272.87	2720.00	2865.49
Engl/SS/Read*	$2,159.20	$3,028.38	NA	NA	NA
College Success Studies	NA	NA	$2,789.99	$2,701.62	$3,052.62
Developmental Math	$1,662.54	$1,708.65	$1,848.43	$1,925.94	$2,232.48
English Second Language	NA	NA	$5,148.55	$8,525.50	NA**
Integrated Studies	$8,277.37	$8,142.59	$7,687.23	$11,871.31	$15,824.21

Includes all budget-related enrollments (day, evening, off-campus and distance education).
*Until 2003, math and non-math statistics were tracked. English (BC), Studies Skills, and Reading stats were combined.
** Fall 2005 the ESL program became self-funded. Data for 2006-07 is not yet available, so 2001-02 data included for trend.

Program Assessment

Commendations

1. Well qualified, dedicated, student-centered faculty and staff in GA departments and programs.
2. Interdisciplinary nature of programs strengthens partnerships that benefit students across campus and support institutional goals.
3. Unified focus on GA mission of proactive involvement with students for student success.
4. Honors Program emerging as a flagship academic program with intense, high-energy, exceptional engagement of students with “college-best” faculty in challenging, innovative courses.
5. Honors Program study and classroom facilities.
6. UV Mentor program nationally recognized as best-practice retention and student success strategy.
7. Collaborations within and beyond GA facilitate the achievement of educational goals, notably strong relationship with advisement.
8. Strong tradition of expertise sharing and creative use of limited resources.
9. Commitment to student success and retention initiatives, such as the Title III Grant implementation.
10. Commitment to civic engagement, particularly in Integrated Studies and Honors.
11. Accessibility to lab resources for students of multiple disciplines.
12. High quality programs for full range of student skill-levels.
13. Honors and Integrated Studies Programs received particular praise for being innovative, involving “college-best” faculty, and being committed to civic engagement. UV Mentor Program was noted as a nationally recognized best-practice retention and student success strategy.

Recommendations

1. Communicate more intentionally and widely the central mission and purpose of the School of General Academics as a collaborative, interdisciplinary academic home for students with a broad range of learning skills, interests, and educational goals. Clarify similarities and differences among GA units and their roles in GA and the institution and increase visibility and advocacy of Integrated Studies, Interdisciplinary Studies, and Honors Program. GA seeks to define more clearly its identity, to improve its visibility and attraction to students with potential interest in GA programs and services, and to strengthen its partnerships across campus for the benefit of students and to support institutional goals.
2. Identify, track, and support students in GA programs, ranging from at-risk students to those seeking challenging and enhancing experiences in the interdisciplinary programs. Of particular interest are the GENA students who are seeking the AA/AS degrees in General Academics or who are undecided about a major, academically least-prepared students, and students pursuing an IS minor.
3. Focus on improving student success and retention in the follow ways: facilitate and support growth and refinement of the Honors Program; support the development of a strong First-Year Experience Program that promotes community among first-year students; continue to foster collaboration with the Career and Academic Counseling Center for proactive advisement of students and direction to appropriate resources; refine and promote the orientation process; advocate for resources for the UV Mentor program.
4. Develop assessment of student learning outcomes for GENA (General Academics) AA/AS degrees and General Education core in collaboration with the General Education Committee. Design capstone experiences and include the Global/Intercultural requirement (required for baccalaureate degrees) for the two-year degrees. The GE Committee has embarked on a review of the general education core. GA has representation on the GE committee and will collaborate with the committee to accomplish assessment goals.

5. Encourage correlation between developmental education courses and subsequent courses and improved collaboration between developmental departments and connecting departments.
6. Seek additional resources to:
   a. Improve ratios of adjunct to full-time instructors to approach targets more closely.
   b. Improve funding for professional development, scholarship, and degree advancement of faculty.
   c. Enhance technology in Academic Tutoring labs; increase the number of tutors.
   d. Increase space for all tutoring and classroom labs.
   e. Provide additional advisors for departments/programs, specifically Developmental Math and Honors Program. Advocate for ESL advisor and administrative assistant as soft funding allows.
   f. Improve base funding or provide initial base funding for specific units.
   g. Build appropriate infrastructure within school to support growth and operation of programs.

<u>Institution's Response</u>: Recommendations made by the reviews are sound, valuable insights into what is done well and what could be improved. Many of those notes are already being addressed and specific responses include the following (item numbers correlate).

1. Better and broader communication efforts about the identity and functions of the school and its units,
2. Closer collaboration with advisement in identifying, tracking, and supporting certain cohorts of students seeking 2-year degrees,
3. Increased tracking of students taking GA courses for assessment and planning purposes,
4. Utilization of innovative, economical approaches to meet needs of areas mentioned as lacking resources, such as scholarship seminars for professional development and scholarly advancement, and use of library space for tutoring,
5. More diligent coordination and correlation efforts between developmental education and connecting units,
6. Addition of an advisor and an administrative assistant for ESL.

<u>Recommendation</u>

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

William A. Sederburg
Commissioner of Higher Education

WAS/AMH

July 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Huntsman Cancer Hospital Improvements

History

The Huntsman Cancer Hospital expansion project and its funding source (Revenue Bonds) were previously approved by the Board of Regents, the State Building Board and the Legislature (2008 General Session: HB-5).

Issue

In pursuit of this funding, the University of Utah requests the Regents' approval of a Site Lease and a Sublease Agreement. Details are delineated in attachments. These agreements will create the revenue source necessary to support the Revenue Bonds essential for this project.

Attached is the letter of request from the University, a copy of the resolution which includes the parameters for both leases (provided by bond counsel), and details pertaining to each lease (also provided by bond counsel).

Representatives from the University, the financial advisor, and bond counsel will be available to answer questions on this matter in the July Board meeting.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the University's request for a Site Lease and a Sublease Agreement to facilitate the issuance of the previously approved Bonds.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachments

THE UNIVERSITY OF UTAH

Office of the Vice President
for Administrative Services

June 30, 2009

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

Dear Commissioner Sederburg:

In relation to the financing of improvements to the Huntsman Cancer Hospital (the "Project") through the issuance by the Utah State Building Ownership Authority (the "Authority") of Lease Revenue Bonds (the "Bonds"), the University of Utah is requesting approval of a Site Lease and a Sublease Agreement to facilitate the issuance of the Bonds. The Bonds will be secured by lease payments to be made by the University and a mortgage on the Project.

As the University is the owner of the site of the Project, the Site Lease leases the site of the Project to the Authority in order to allow a leasehold interest on the Project to be used as security for the Bonds. The Bonds will be structured such that they will be paid by sublease payments of the University to the State of Utah, acting through its Department of Administrative Services, Division of Facilities Construction and Management (the "State").

The University of Utah will submit for approval at the July 17 Board meeting, a resolution authorizing the Site Lease and the Sublease Agreement and providing for related matters. The law firm of Ballard Spahr Andrews & Ingersoll, LLP is serving as bond counsel and Wells Fargo Public Finance is serving as financial advisor to the University for this transaction. Representatives of the University, the financial advisor, and bond counsel intend to be present at the July 17, 2009 meeting to respond to any questions of the Board.

Sincerely,

Arnold B. Combe

Arnold B. Combe
Vice President

c: Michael Young
Greg Stauffer
Troy Caserta
Ray Lynch
Gordon Crabtree

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

UNIVERSITY OF UTAH CANCER CLINICAL RESEARCH HOSPITAL SUBLEASE AGREEMENT

Dated as of ____________, 2009

Between

STATE OF UTAH
ACTING THROUGH ITS DEPARTMENT OF ADMINISTRATIVE SERVICES
DIVISION OF FACILITIES CONSTRUCTION AND MANAGEMENT,

Sublessor,

AND

UNIVERSITY OF UTAH,

Sublessee

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UNIVERSITY OF UTAH CANCER CLINICAL RESEARCH HOSPITAL
SUBLEASE AGREEMENT

THIS UNIVERSITY OF UTAH CANCER CLINICAL RESEARCH HOSPITAL SUBLEASE AGREEMENT is made and entered into as of ____________, 2009, by and between the STATE OF UTAH, ACTING THROUGH ITS DEPARTMENT OF ADMINISTRATIVE SERVICES, DIVISION OF FACILITIES CONSTRUCTION AND MANAGEMENT, as sublessor, whose mailing address is 4110 State Office Building, Salt Lake City, Utah 84114, and the UNIVERSITY OF UTAH, an institution of higher education and a body politic and corporate existing under the laws of the State of Utah, as sublessee, whose mailing address is 201 Presidents Circle, Room 209, Salt Lake City, Utah 84112.

FOR AND IN CONSIDERATION OF THE MUTUAL PROMISES AND AGREEMENTS HEREIN CONTAINED, THE PARTIES HERETO AGREE AS FOLLOWS:

ARTICLE I

DEFINITIONS

Section 1.1 Definitions. The following words and phrases shall have the following meanings for all purposes of this Sublease:

"Additional Sublease Rentals" shall mean the amount or amounts payable by the Sublessee pursuant to Section 4.1(b) hereof.

"Authority" shall mean the Utah State Building Ownership Authority, a body corporate and politic of the State of Utah, or any successor to its powers, duties or function.

"Base Sublease Rental Payment Date" shall mean the first day of each May and November during the term of the Sublease, commencing on ___________.

"Base Sublease Rental Payment Schedule" shall mean the Base Sublease Rental Payment Schedule attached as Schedule I hereto, as such Schedule may be revised hereafter from time to time upon prepayment in part of Base Sublease Rentals to the extent herein permitted.

"Base Sublease Rentals" shall mean the amount or amounts payable by the Sublessee pursuant to Section 4.1(a) hereof in consideration of the right to the use and enjoyment of the Subleased Property during the term of this Sublease, on the dates and in the amounts set forth in the Base Sublease Rental Payment Schedule.

"Board" shall mean the Utah State Board of Regents.

"Code" shall mean the Internal Revenue Code of 1986, as amended and supplemented from time to time, and any applicable regulations thereunder.

"Event of Default" shall mean one or more of the events described in Section 14.1 hereof.

[“Event of Nonappropriation” shall mean a nonrenewal of the term of the Sublease by the Sublessee, determined by the failure (for whatever reason) of the State to enact into law a budget that appropriates and allocates to or for the benefit of the Sublessee for purposes of the Sublease moneys sufficient (after taking into account any moneys that are or are reasonably expected to be legally available for such purpose) to pay the Base Sublease Rentals and reasonably estimated Additional Sublease Rentals (calculated as provided in Section 4.1(b) hereof) for the next succeeding Renewal Term as provided herein or determined by the unavailability of such moneys for such purpose for any other reason.]

“Financing Costs” shall mean such costs and expenses as the Sublessor or the Authority shall incur from time to time in connection with obtaining and administering the financing for the Subleased Property, including (without limitation) all fees and expenses that Wells Fargo Bank, N.A., as trustee, charges from time to time for providing its trust services relating to such financing, any costs incurred by the Authority which the Sublessor is responsible to pay pursuant to the Master Lease, any amount required to be paid in connection with required rebate to the United States Treasury that is not otherwise provided from moneys held in the Funds under the Indenture and such other costs and expenses as the Sublessor shall certify to the Sublessee have been incurred in connection with obtaining or administering the financing related to the Subleased Property; provided, however, that the term “Financing Costs” shall not include arbitrage rebate calculation service costs or costs incurred to comply with any continuing disclosure undertakings.

“Fiscal Year” shall mean the twelve-month period used from time to time by the Sublessee for its financial accounting purposes, such period currently extending from July 1 to the next succeeding June 30.

“Indenture” shall have the same meaning as when such term is used in the Master Lease.

“Initial Term” shall have the meaning specified in Section 3.1 hereof.

“Master Lease” shall mean that certain State Facilities Master Lease Agreement, dated as of September 1, 1994, between the Sublessor and the Authority, as heretofore and hereafter amended and supplemented from time to time in accordance with its terms, including but not limited to the Sixteenth Amendment thereto, dated as of ___________, 2009.

“Mortgage” shall mean the leasehold mortgage executed by the Authority to secure its financing relating to the Subleased Property.

“Regulations” means the United States Treasury Regulations issued or proposed under Sections 103, 148 or 149 of the Code or other Sections of the Code relating to “arbitrage bonds” or rebate, and includes amendments thereto or successor provisions.

“Renewal Term” shall have the meaning specified in Section 3.1 hereof.

“Risk Management Fund” shall mean the Risk Management Fund of the State of Utah, established pursuant to Section 63A-4-201 of the Utah Code, and any other self-insurance program that the Board has authorized, or hereafter authorizes, for the Sublessee as provided in Section 63A-4-103(l) of the Utah Code.

"Series 2009C Bonds" shall mean the $____________ aggregate principal amount of Utah State Building Ownership Authority Lease Revenue Bonds (State Facilities Master Lease Program), Series 2009C, issued by the Authority pursuant to the Indenture on ___________, 2009.

"Sixteenth Supplement" shall have the same meaning as when such term is used in the Master Lease.

"State" shall mean the State of Utah.

"Sublease" shall mean this University of Utah Cancer Clinical Research Hospital Sublease Agreement and any amendments and supplements hereto.

"Sublease Rentals" shall mean the total amount of the Base Sublease Rentals and the Additional Sublease Rentals payable during the Initial Term and each Renewal Term hereunder.

"Subleased Property" shall mean Phase II B to the Huntsman Cancer Hospital the cancer clinical research hospital to be located adjacent to the University of Utah Medical Center on the campus at the University of Utah, in Salt Lake City, Utah, described more particularly on Exhibit A attached hereto and made a part hereof, leased by the Authority to the Sublessor pursuant to the Master Lease and by the Sublessor to the Sublessee pursuant to this Sublease. The "Subleased Property" shall include the site on which such cancer clinical research hospital are or will be located.

"Sublessee" shall mean the University of Utah, an institution of higher education and a body politic and corporate existing under the laws of the State of Utah.

"Sublessor" shall mean the State of Utah, acting through its Department of Administrative Services, Division of Facilities Construction and Management, and any department, division, commission or agency of the State succeeding to such Division's powers, duties or functions.

"Tax Certificate" shall mean the Tax Matters Certificate, dated the date of original issuance of the Series 2009C Bonds, executed by the Authority, the Sublessor, and the Sublessee in order to establish and assure the excludibility from gross income for federal income tax purposes of interest on the Series 2009C Bonds.

"Term of the Sublease" or "term of this Sublease" shall mean the Initial Term and any Renewal Terms as to which the Sublessee exercises its option to renew the term of this Sublease as provided in Section 3.1 hereof.

"Utah Code" shall mean the Utah Code Annotated 1953, as amended.

ARTICLE II

DEMISE

Section 2.1 Demise of the Subleased Property. The Sublessor does hereby rent, lease and demise to the Sublessee, and the Sublessee does hereby take, accept and lease from the Sublessor, the Subleased Property, subject to the Master Lease, the Mortgage and all other Permitted Encumbrances (as such term is defined in the Master Lease) now or hereafter created or existing with respect to the Subleased Property, on the terms and conditions and for the purposes herein set forth, together with all easements, rights and appurtenances in connection therewith or thereto belonging, to have and to hold for the term of the Sublease; provided that the Sublessee's right to use and occupy the Subleased Property pursuant to this Sublease shall commence no earlier than, and shall terminate no later than, the right of the Sublessor to use and occupy such property under the Master Lease.

ARTICLE III

TERM OF THE SUBLEASE

Section 3.1 Commencement of the Term of the Sublease. (a) The initial term of this Sublease shall commence as of the dated date hereof and shall expire at 11:59 p.m. (Utah time) on ______________ (the "Initial Term"), subject to the Sublessee's option to extend the term of this Sublease for ___________ (_____) additional and consecutive one-year renewal terms commencing ____________, and a final renewal term commencing ____________, and ending _____________ (herein each referred to individually as a "Renewal Term" and all referred to collectively as the "Renewal Terms"), and subject to Section 3.2 hereof. The terms and conditions of this Sublease during any Renewal Term shall be the same as the terms and conditions during the Initial Term, except that the Base Sublease Rentals will be as specified in Schedule I attached hereto for each such Renewal Term, as such Schedule may be revised hereafter from time to time upon prepayment in part of Base Sublease Rentals to the extent herein permitted.

(b) Each option shall be exercised automatically by the adoption of a budget pursuant to State law applicable to the Sublessee that appropriates and allocates to or for the benefit of the Sublessee for purposes of the Sublease moneys sufficient (after taking into account any moneys that are or are reasonably expected to be legally available for such purpose) to pay the Base Sublease Rentals and reasonably estimated Additional Sublease Rentals (calculated as provided in Section 4.1(b) hereof) for the next succeeding Renewal Term as provided herein. The adoption of such budget, after the holding of such hearings, the conduct of such reviews and consultations and compliance with the other procedures required by applicable law, shall automatically extend the term of this Sublease for the succeeding Renewal Term without any further action required by any official, officer or employee of the Sublessee or any other Person.

Section 3.2 Expiration or Termination of the Term of the Sublease. (a) The term of the Sublease will expire or terminate, as appropriate, as to the Sublessee's right of possession of the Subleased Property upon the first to occur of any of the following events:

(i) expiration or termination of the term of the Master Lease as to the Sublessor's right of possession of that portion of the Leased Property thereunder that constitutes the Subleased Property; (ii) the expiration of the Initial Term or any Renewal Term of this Sublease during which there occurs an Event of Nonappropriation; (iii) an Event of Default and a termination of the term of the Sublease as to the possessory interest of the Sublessee by the Sublessor as herein provided; or (iv) _____________, or such later date as all Sublease Rentals required hereunder shall be paid.

(b) The expiration or termination of the term of the Sublease or the Sublessee's right of possession and use of the Subleased Property pursuant to subsection (a) of this Section 3.2 shall terminate all obligations of the Sublessee hereunder (except to the extent that the Sublessee incurred any obligation to pay Sublease Rentals from moneys theretofore appropriated and available for such purpose) and shall terminate the Sublessee's rights of use, occupancy and operation of the Subleased Property (except to the extent of any conveyance of the Subleased Property to the Sublessee pursuant to Article XV hereof).

Section 3.3 Limitations on Term of the Sublease and Use of Subleased Property. Notwithstanding anything herein to the contrary, the Sublessee shall have no greater rights of use and occupancy of the Subleased Property pursuant to this Sublease than the Sublessor has with respect thereto in its capacity as Lessee under the Master Lease. The Sublessee hereby acknowledges and agrees that this Sublease shall be and remain subject and subordinate to the Master Lease, the Mortgage and other documents and agreements entered into by or on behalf of the Sublessor relating to the financing of the Subleased Property.

ARTICLE IV

SUBLEASE RENTALS PAYABLE

Section 4.1 Sublease Rentals Payable. The Sublessee shall pay the Base Sublease Rentals and the Additional Sublease Rentals (but shall not be entitled to prepay or cause to be prepaid any such Base Sublease Rentals or Additional Sublease Rentals, except as otherwise expressly provided in Section 4.1(c), 9.1(c) or 15.1 of this Sublease, in which event such moneys shall be applied to the redemption of the Series 2009C Bonds in accordance with Section 502 of the Sixteenth Supplement or Section 603 of the Indenture, as the case may be) as follows:

(a) Base Sublease Rentals. The Sublessee agrees, subject to the availability of appropriations of funds to it therefor and other moneys legally available for the purpose and subject to the limitations of Section 4.4 hereof, to pay to the order of the Sublessor in arrears during the Initial Term and each Renewal Term (i) Base Sublease Rental representing a principal component payable in the respective installments and on the respective dates as indicated in the Base Sublease Rental Payment Schedule under the column entitled "Principal Component" and (ii) Base Sublease Rental representing an interest component in the respective installments and on the respective dates as indicated in the Base Sublease Rental Payment Schedule under the column entitled "Interest

Component"; [provided, however, that the Sublessor and the Sublessee hereby acknowledge and agree that the portion of the Base Sublease Rentals constituting the Interest Component that is payable hereunder on and prior to __________, shall be paid from the U of U 2009C Capitalized Interest Account or the Insurance Fund, as the case may be, held and administered pursuant to the Indenture.]

(b) Additional Sublease Rentals. In addition to the Base Sublease Rentals hereinabove set forth, and as part of the total Sublease Rentals during each Renewal Term during the term of the Sublease, the Sublessee shall pay on a timely basis, but only from legally available funds appropriated for such purposes or otherwise legally available therefor, to the parties entitled thereto an amount or amounts (the "Additional Sublease Rentals") for the Renewal Term to which the following items apply or relate, equivalent to the sum of the following:

(i) the Sublessee's proportionate share of the Financing Costs, which proportionate share shall be in an amount that the Sublessor, solely in its good faith judgment, determines to be a fair allocation of such Financing Costs;

(ii) the costs of maintenance, operation and repair with respect to the Subleased Property and utility charges as required under Article V hereof and any costs to repair, rebuild or replace the Subleased Property as required in Section 9.1 hereof;

(iii) the costs of casualty, public liability, property damage and workers' compensation insurance as required under Article VI hereof and the costs related to any self-insurance carried or required to be carried as provided in Section 6.1(b) hereof; and

(iv) the costs of taxes and governmental charges and assessments as required under Article VII hereof.

(c) There is hereby expressly reserved to the Sublessee the right, and the Sublessee is hereby authorized, to prepay Base Sublease Rentals in addition to the Base Sublease Rentals otherwise payable under the Sublease solely for the purpose of causing redemption of the Series 2009C Bonds in whole or in part pursuant to Section 502(a) of the Sixteenth Supplement. Such additional Base Sublease Rentals shall be deposited into the Redemption Fund held under the Indenture and applied to the redemption of the Series 2009C Bonds in part in the manner and to the extent provided in Section 502(a) of the Sixteenth Supplement and pursuant to a written notice from the Sublessee given to the Sublessor, the Authority and the Trustee of the Sublessee's intention to redeem Series 2009C Bonds as provided herein, identifying the maturities or portions of the Series 2009C Bonds to be redeemed.

(d) In the event that the Sublessee delivers notice of its intention to prepay Base Sublease Rentals as provided herein and cause redemption of Series 2009C Bonds, the Sublessor shall immediately exercise its option to prepay Base Rentals payable under the Master Lease in an identical amount and on the same prepayment date pursuant to

Section 3.02 of the Sixteenth Amendment for the purpose of redeeming an identical amount of Series 2009C Bonds as therein provided.

Section 4.2 Consideration. The payments of Base Sublease Rentals and Additional Sublease Rentals hereunder for the Initial Term and each Renewal Term during the term of the Sublease shall constitute the total Sublease Rentals that are payable for said Initial Term and Renewal Term and shall be paid by the Sublessee for and in consideration of the right of use, occupancy and operation of the Subleased Property and the continued quiet use and enjoyment of the Subleased Property for and during said Initial Term and Renewal Term.

Section 4.3 [Covenant to Request Appropriations. During the term of the Sublease, the Sublessee covenants and agrees (a) to include in its annual institutional operating budget to the Board for inclusion in the Board's budget recommendations submitted to the Utah Legislature a request or requests for the amount necessary (after taking into account any moneys that are or are reasonably expected to be legally available for such purpose) to pay the Base Sublease Rentals and reasonably estimated Additional Sublease Rentals (calculated as provided in Section 4.1(b) hereof) for the Subleased Property during the next succeeding Renewal Term and (b) to take such further action (or cause the same to be taken) as may be necessary or desirable to assure that the final budget submitted to the Utah Legislature for its consideration seeks an appropriation of moneys sufficient to pay such Base Sublease Rentals and Additional Sublease Rentals for each such Renewal Term.]

Section 4.4 Limitations on Liability. (a) Nothing herein shall be construed to require the Utah Legislature to appropriate any money to pay any Sublease Rentals or any portion thereof. If the Sublessee fails to pay any portion of the Sublease Rentals that are due hereunder or an Event of Default or an Event of Nonappropriation hereunder occurs, the Sublessee shall immediately (but in no event earlier than the expiration of the Initial Term or the then current Renewal Term for which the Sublessee has paid or has had appropriated moneys sufficient to pay all Sublease Rentals due for such Renewal Term, in the case of an Event of Nonappropriation) quit and vacate the Subleased Property, and its obligation to pay any Sublease Rentals (except for Sublease Rentals theretofore appropriated and then available for such purpose) shall thereupon cease, it being understood between the parties that neither the State, any political subdivision thereof nor the Board is obligated to pay any Sublease Rentals due to the Sublessor or any portion thereof.

(b) The Sublease Rentals constitute current expenses of the Sublessee, and the Sublessee's obligations hereunder are from year-to-year only and do not constitute a mandatory payment obligation of the Sublessee in any ensuing Fiscal Year beyond the then current Fiscal Year. No provision hereof shall be construed or interpreted as creating a general obligation or other indebtedness of the State, any political subdivision of the State, the Sublessee or the Board within the meaning of any constitutional or statutory debt limitation.

Section 4.5 Unconditional Obligation. The Sublessee hereby agrees that its obligation to pay the Base Sublease Rentals and Additional Sublease Rentals from legally available funds appropriated for such purpose (a) shall be absolute and unconditional, (b) except as expressly herein provided, shall not be subject to any defense or any right of setoff, counterclaim or recoupment arising out of any breach by the Sublessor of any obligation to the Sublessee, whether hereunder or otherwise, or out of any indebtedness or liability at any time owing to the Sublessee by the Sublessor and (c) shall not terminate or abate as a result of destruction of or damage to the Subleased Property, condemnation of all or part of the Subleased Property, defective title in or to any part of the Subleased Property or failure of consideration.

Section 4.6 Payment. Each Base Sublease Rental payment shall be paid in lawful money of the United States of America, in funds that shall be immediately available on the Base Sublease Rental Payment Date on which they are due. Each Base Sublease Rental payment shall be paid to the Sublessor at its address set forth in this Sublease or otherwise as directed by the Sublessor. Each Additional Sublease Rental payment shall be paid in lawful money of the United States of America at the appropriate office as designated by the respective payees entitled to receive such Additional Sublease Rental.

Section 4.7 Offset for Payment of Sublease Rentals. The Sublessee hereby acknowledges and agrees that, if moneys sufficient to pay Sublease Rentals during a Renewal Term have been appropriated or are otherwise legally available for such purpose as provided in this Sublease and the Sublessee has failed to pay any such Sublease Rentals when due, the Sublessor shall be entitled to take such actions as the Sublessor determines to be necessary and are consistent with State law to impound, offset or encumber, or to seek impoundment, offset or encumbrance of, any other moneys appropriated or otherwise legally available to the Sublessee for whatever purpose to be used for the purpose of paying, or reimbursing the Sublessor for the payment of, such Sublease Rentals.

ARTICLE V

MAINTENANCE AND OPERATION

Section 5.1 Maintenance and Operation. The Sublessee shall, at its own expense, maintain, manage and operate the Subleased Property and all improvements thereon in good order, condition and repair, ordinary wear and tear excepted. The Sublessee shall provide or cause to be provided all security service, custodial service, janitor service, power, gas, telephone, light, heating and water, and all other public utility services.

Section 5.2 Care of the Subleased Property. The Sublessee shall take good care of the Subleased Property, fixtures and appurtenances, and suffer no waste or injury thereto, ordinary wear and tear excepted. The Sublessee shall pay for all damage to the Subleased Property, its fixtures and appurtenances due to any act or omission or cause whatsoever.

Section 5.3 Loss and Damage. All of the Sublessee's personal property of any kind that may be on or about the Subleased Property or placed in the custody of any of the Sublessee's employees or agents shall be held at the sole risk of the Sublessee, and the Sublessor shall have no liability to the Sublessee for any theft or loss thereof or damage thereto from any cause whatsoever.

ARTICLE VI

INSURANCE PROVISIONS

Section 6.1 Insurance. (a) The Sublessee shall at all times maintain or cause to be maintained with responsible insurers all such insurance on the Subleased Property (valued as defined below) that is customarily maintained with respect to properties of like character against accident to, loss of or damage to such properties.

(b) Notwithstanding anything herein to the contrary, any policies of insurance or any deductible under any policies of insurance that the Sublessee is required to keep or cause to be kept pursuant to Section 6.1(a) hereof may be provided through the Risk Management Fund (to the extent not otherwise provided through policies of insurance permitted under Section 63A-4-103(1) of the Utah Code) or other self-insurance program of the State.

ARTICLE VII

TAXES

Section 7.1 Taxes. (a) The Sublessor and the Sublessee understand and agree that the Subleased Property constitutes public property free and exempt from all taxation in accordance with applicable law; provided, however, that the Sublessor agrees to cooperate with the Sublessee, upon written request by the Sublessee, to contest any proposed tax or assessment, or to take steps necessary to recover any tax or assessment paid. The Sublessee agrees to reimburse the Sublessor from Additional Sublease Rentals for any and all costs and expenses thus incurred by the Sublessor.

(b) Notwithstanding Section 7.1(a) hereof, in the event that the Subleased Property or any portion thereof or any portion of the Sublease Rentals shall, for any reason, be deemed subject to taxation, assessments or charges lawfully made by any governmental body that may be secured by a lien against the Subleased Property or any portion of the Sublease Rentals, an Additional Sublease Rental shall be paid by the Sublessee equal to the amount of all such taxes, assessments and governmental charges then due (net of any such taxes, assessments and governmental charges that the Sublessee pays in its capacity as the Site Lessor under the U of U 2009C Facilities Site Lease, as such term is defined in the Master Lease).

ARTICLE VIII

ALTERATIONS, ADDITIONS AND IMPROVEMENTS

Section 8.1 Alterations, Additions and Improvements to the Subleased Property.

(a) The Sublessee shall have the right during the term of the Sublease to make any alterations, additions or improvements of any kind, structural or otherwise, as it shall deem necessary or desirable, on or to the Subleased Property, to attach fixtures, structures or signs, and to affix any personal property to the improvements on the Subleased Property; provided, however, that no such alteration, addition or improvement shall reduce or otherwise adversely affect the value of the Subleased Property or the fair rental value thereof or materially alter or change the character or use of the Subleased Property or impair the excludability of interest on the Series 2009C Bonds from gross income of the owners thereof for federal income tax purposes.

(b) The Sublessee will not permit any mechanic's or other lien to be established or remain against the Subleased Property for labor or materials furnished in connection with any construction, substitutions, additions, modifications, improvements, repairs, renewals or replacements so made by the Sublessee.

Section 8.2 Title to Alterations, Additions and Improvements. Except as provided in Section 8.3 hereof, all such alterations, additions and improvements shall become the property of the Sublessor as a part of the Subleased Property and shall be subject hereto and to the Master Lease.

Section 8.3 Sublessee's Equipment. All of the Sublessee's equipment and other personal property installed or placed by the Sublessee in or on the Subleased Property that is not a fixture under applicable law or that is not paid for with the proceeds of sale of the Series 2009C Bonds shall remain the sole property of the Sublessee.

ARTICLE IX

DAMAGE OR DESTRUCTION; CONDEMNATION

Section 9.1 Damage, Destruction and Condemnation. (a) If, during the term of the Sublease, (i) the Subleased Property or any portion thereof shall be destroyed, in whole or in part, or damaged by fire or other casualty or event; or (ii) title to, or the temporary or permanent use of, the Subleased Property or any portion thereof or the estate of the Sublessee or the Sublessor in the Subleased Property or any portion thereof shall be taken under the exercise of the power of eminent domain by any governmental body or by any person, firm or corporation acting under governmental authority; or (iii) a material defect in construction of any of the facilities constituting a part of the Subleased Property shall become apparent; or (iv) title to or the use of all or any portion of the Subleased Property shall be lost by reason of a defect in title; then, subject to Section 9.1(c) hereof, the Sublessee shall continue to pay Base Sublease Rentals and Additional Sublease Rentals and to take such action as it shall deem necessary or appropriate to repair, rebuild and replace the affected portion of the Subleased Property.

(b) The Sublessor shall cause the net proceeds of any insurance policies (including any moneys derived from the Risk Management Fund or other self-insurance program), performance bonds or condemnation awards with respect to the Subleased Property to be applied as provided herein, and all net proceeds shall be applied to the prompt repair, restoration, modification, improvement or replacement of the damaged or destroyed portion of the Subleased Property by the Sublessee, except as otherwise provided in Section 9.1(c) hereof or as the Sublessor may otherwise require for purposes of the Master Lease.

(c) If such net proceeds shall be insufficient to pay in full the cost of any such repair, restoration, modification, improvement or replacement, the Sublessee shall, within ninety (90) days after the occurrence of the event giving rise to such net proceeds, either:

(i) commence and thereafter complete the work and pay any cost in excess of the net proceeds, but only from Additional Sublease Rentals, in which case the Sublessee agrees that it will not be entitled to any reimbursement therefor from the Sublessor, nor shall it be entitled to any diminution of the Base Sublease Rentals or Additional Sublease Rentals; or

(ii) if the failure to repair, rebuild or replace shall not materially detract from the value of the Subleased Property, then the Sublessee may discharge its obligation to repair, rebuild or replace the affected portion of the Subleased Property by directing the Sublessor to cause such net proceeds to be applied to the extraordinary optional redemption of part of the Series 2009C Bonds; or

(iii) direct the Sublessor to apply or provide for the application of such net proceeds to the payment of the Option Price applicable to the Subleased Property or the affected portion thereof as of the next occurring Optional Payment Date under the Master Lease, in which case, if the net proceeds are insufficient to pay such Option Price, the Sublessee shall pay or provide for the payment of such amounts as are necessary to equal the full Option Price applicable to such Subleased Property, but in any event only from legally available moneys for such purpose.

(d) The Sublessee hereby agrees that any repair, restoration, modification, improvement or replacement paid for in whole or in part out of such net proceeds shall be the property of the Sublessor subject to this Sublease and the Master Lease and will be included as part of the Subleased Property subject to this Sublease and the Master Lease.

(e) Notwithstanding anything in this Sublease to the contrary, upon the occurrence of any event of damage, destruction or condemnation of or to all or any portion of the Subleased Property that would give rise to the extraordinary optional redemption of all or any portion of the Series 2009C Bonds pursuant to Section 603 of the Indenture, the Sublessor hereby agrees to exercise only such options provided by the Indenture or the Master Lease under those circumstances as directed by the Sublessee so long as no Event of Default or Event of Nonappropriation has occurred hereunder and is then continuing.

ARTICLE X

ASSIGNMENTS

Section 10.1 Assignments by Sublessee. Neither this Sublease nor any interest of the Sublessee herein or in the Subleased Property shall, at any time after the date hereof, without the prior written consent of the Sublessor, be mortgaged, pledged, assigned, leased, subleased or otherwise transferred by the Sublessee by voluntary act or by operation of law or otherwise. The parties hereto acknowledge and agree that any agreement relating to the use and occupancy of the Subleased Property must (a) not conflict with or violate the Sublessee's obligations hereunder and the use of the Subleased Property for the purposes herein provided and (b) contain such covenants in form and content acceptable to the Sublessor to assure that the excludibility of interest on the Series 2009C Bonds from the gross income of the owners thereof for federal income tax purposes will not be adversely affected by such agreement or any of the terms thereof.

Section 10.2 Assignments by Sublessor in General Without Release of Liability. The Sublessor may assign its rights, title and interest in and to this Sublease and any other documents executed with respect to this Sublease and/or grant or assign a security interest in this Sublease, in whole or in part, at any time and from time to time without notice to or consent of the Sublessee.

Section 10.3 Subordination. This Sublease and the Sublessee's interest in the Subleased Property and its interest as sublessee hereunder shall at all times be subject and subordinate to the Master Lease, the Mortgage and any other liens relating to the financing for the Subleased Property; provided, however, that so long as an Event of Default or an Event of Nonappropriation under the Master Lease or this Sublease has not occurred and is then continuing this Sublease shall remain in full force and effect notwithstanding such subordination or any default in connection with the said liens, and the Sublessee shall not be disturbed by the Sublessor in the Sublessee's possession, use and enjoyment of the Subleased Property during the term of the Sublease or in the enjoyment of its rights hereunder. The Sublessee shall not subordinate its interests hereunder or in the Subleased Property to any other lien or encumbrance without the prior written consent of the Sublessor. Any such unauthorized subordination by the Sublessee shall be void and of no force or effect whatsoever.

ARTICLE XI

REPRESENTATIONS, COVENANTS AND WARRANTIES

Section 11.1 Representations, Covenants and Warranties of the Sublessee. The Sublessee hereby represents, covenants and warrants for the benefit of the Sublessor as follows:

(a) The Sublessee shall comply with all applicable laws, rules, regulations, orders, directions and requirements of all governmental departments, bodies, bureaus, agencies and officers, including, without limitation, all zoning and other laws that would be applicable to the Subleased Property if it were not owned or occupied by the State, a political subdivision thereof or the Sublessee and with all reasonable rules, directions, requirements and recommendations of the local board of fire underwriters and other fire insurance rating organizations for the area in which the Subleased Property or portions thereof are situated, pertaining to the Subleased Property or the use, occupancy and operation thereof. The Sublessee shall not do or suffer to be done, or keep or suffer to be kept anything in, upon or about the Subleased Property that will contravene any policies insuring against loss or damage by fire or other hazards, including, but not limited to, public liability insurance.

(b) Until the termination of the Sublessee's possessory rights hereunder, the Sublessee shall permit the agents or representatives of the Sublessor upon two (2) Business Days' notice to have access to and to examine Sublessee's properties, books and records relating to the Subleased Property and furnish or cause to be furnished at the Sublessee's expense to the Sublessor the following:

(i) As soon as possible, and in any event not later than three (3) days after the occurrence of any Event of Default or Event of Nonappropriation hereunder, a statement of an authorized representative of the Sublessee setting forth the details of such Event of Nonappropriation or Event of Default and the action that the Sublessee proposes to take with respect thereto; and

(ii) Such other information relating to the affairs of the Sublessee with respect to the Subleased Property (including, but not limited to, evidence of appropriations, budget requests and final budgets) as the Sublessor reasonably may request from time to time.

(c) Until the termination of the Sublessee's possessory rights hereunder, unless the Sublessor shall otherwise consent in writing, the Sublessee agrees not to create, incur, assume or permit to exist any mortgage, deed of trust, security interest (whether possessory or nonpossessory) or other encumbrance of any kind (including without limitation the charge upon property purchased under conditional sale or other title retention agreement) upon or on the Subleased Property, other than (i) liens for taxes not delinquent or being contested as permitted hereunder; (ii) liens in connection with workers' compensation, unemployment insurance or social security obligations; and (iii) mechanics', workmen's, materialmen's, landlords', carriers' or other like liens arising in the ordinary and normal course of business with respect to obligations that are not due or that are being contested hereunder.

Section 11.2 Sublessee's Covenants Relating to Compliance With Environmental Laws. The Sublessee hereby covenants and agrees to carry on the business and operations at the Subleased Property in a manner that complies in all respects, and will remain in compliance, with all federal, State, regional, county or local laws, statutes, rules, regulations or ordinances concerning public health, safety or the environment, but only to the extent applicable to the Sublessee.

Section 11.3 Covenant; Covenant to Maintain Tax-Exemption. (a) The Sublessee hereby covenants and agrees to execute and deliver such Tax Certificates as shall be necessary to establish that (i) the Series 2009C Bonds are not "arbitrage bonds" within the meaning of Section 148 of the Code and the Regulations, (ii) the Series 2009C Bonds are not "private activity bonds" within the meaning of Section 141 of the Code, (iii) all applicable requirements of Section 149 of the Code are and will be met, (iv) the covenants of the Sublessee contained in this Section 11.3 will be complied with and (v) interest on the Series 2009C Bonds is not and will not become includible in gross income for federal income tax purposes under the Code and applicable Regulations.

(b) The Sublessee covenants and certifies to and for the benefit of the owners from time to time of the Series 2009C Bonds that:

(i) it will at all times comply with the provisions of any Tax Certificates;

(ii) it will at all times comply with the rebate requirements contained in Section 148(f) of the Code, including, without limitation, the timely payment to the United States of all amounts, including any applicable penalties and interest, required to be rebated, except to the extent that the Series 2009C Bonds are exempt from such arbitrage rebate requirements as provided in the Code;

(iii) no use will be made of the proceeds of the issue and sale of the Series 2009C Bonds, or any funds or accounts of the Sublessee that may be deemed to be proceeds of the Series 2009C Bonds, pursuant to Section 148 of the Code and applicable Regulations (proposed or promulgated), which use, if it had been reasonably expected on the date of issuance of the Series 2009C Bonds, would have caused the Series 2009C Bonds to be classified as "arbitrage bonds" within the meaning of Section 148 of the Code;

(iv) it will not use or permit the use of any of its facilities or properties in such manner that such use would cause the Series 2009C Bonds to be treated as "private activity bonds" described in Section 141 of the Code;

(v) no bonds or other evidences of indebtedness of the Sublessee have been or will be issued, sold or delivered within a period beginning fifteen (15) days prior to the sale of the Series 2009C Bonds and ending fifteen (15) days following the delivery of the Series 2009C Bonds, other than the Series 2009C Bonds; and

(vi) it will not take any action that would cause interest on the Series 2009C Bonds to be or to become ineligible for the exclusion from gross income of the owners of the Series 2009C Bonds as provided in Section 103 of the Code, nor will it omit to take or cause to be taken in timely manner any action, which omission would cause interest on the Series 2009C Bonds to be or to become ineligible for the exclusion from gross income of the owners of the Series 2009C Bonds as provided in Section 103 of the Code.

Pursuant to these covenants, the Sublessee obligates itself to comply throughout the term of this Sublease with the requirements of Section 103 of the Code and the Regulations proposed or promulgated thereunder.

ARTICLE XII

AMENDMENTS

Section 12.1 Amendments, Changes and Modifications. This Sublease may be amended at any time by written agreement of the Sublessor and the Sublessee.

ARTICLE XIII

RIGHT OF ENTRY; LIENS; QUIET ENJOYMENT

Section 13.1 Right of Entry. The Sublessor shall have the right to enter upon the Subleased Property during reasonable business hours (and in emergencies at all times) (a) to inspect the same, (b) for any purpose connected with the Sublessor's rights or obligations under this Sublease or the Master Lease or (c) for all other lawful purposes.

Section 13.2 Liens. The Sublessee shall pay or cause to be paid, when due, all sums of money that may become due for, or purporting to be for, any labor, services, materials, supplies or equipment alleged to have been furnished or to be furnished to or for, in, upon or about the Subleased Property and that may be secured by any mechanics', materialmen's or other lien against the Subleased Property, or the Sublessor's interest therein, and shall cause each such lien to be fully discharged and released.

Section 13.3 Covenant of Quiet Enjoyment. The parties hereto mutually covenant and agree that the Sublessee, by keeping and performing the covenants and agreements herein contained, shall at all times during the term hereof, peaceably and quietly, have, hold and enjoy the Subleased Property, subject to the Master Lease, the Mortgage and all other liens, security interests, encumbrances and interests now or hereafter created or existing with respect to the Subleased Property.

ARTICLE XIV

EVENTS OF DEFAULT; REMEDIES

Section 14.1 Events of Default Defined. Any of the following shall be an "Event of Default" under this Sublease:

(a) Failure by the Sublessee to pay any Base Sublease Rentals required to be paid under Section 4.1(a) hereof at the times specified therein as the respective due dates therefor; or

(b) Failure by the Sublessee to pay any Additional Sublease Rentals during the term of this Sublease for a period of thirty (30) days after written notice specifying such failure and requesting that it be remedied shall be received by the Sublessee from the Sublessor; or

(c) Failure by the Sublessee to vacate the Subleased Property by the expiration of the Initial Term or any Renewal Term during which an Event of Nonappropriation occurs; or

(d) Failure by the Sublessee to observe and perform any covenant, condition or agreement herein on its part to be observed or performed, other than as referred to in Section 14.1(a), 14.1(b) or 14.1(c) hereof, for a period of forty-five (45) days after written notice, specifying such failure and requesting that it be remedied, shall have been given to the Sublessee by the Sublessor, unless the Sublessor shall agree in writing to an extension of such time prior to its expiration.

The foregoing provisions of this Section 14.1 are subject to the following limitations: (i) the obligations of the Sublessee to make payments of the Base Sublease Rentals and the Additional Sublease Rentals shall be subject to the provisions of this Sublease with respect to an Event of Nonappropriation; and (ii) if, by reason of Force Majeure (as such term is hereinafter defined), the Sublessee shall be unable in whole or in part to carry out any agreement on its part herein contained, other than the obligations of the Sublessee contained in Article IV hereof, the Sublessee shall not be deemed in default during the continuance of such inability. As used herein, the term "Force Majeure" shall mean, without limitation, the following: acts of God; strikes, lockouts or other disturbances; acts of public enemies; orders of any kind of the government of the United States of America or the State or any of their respective departments, agencies or officials, or any civil or military authority; insurrections; riots; epidemics; landslides; lightning; earthquakes; fire; storms; floods; washouts; droughts; arrests; restraints of government and people; civil disturbances; explosions; partial or entire failure or unavailability of utilities; or any other cause or event not reasonably within the control of the Sublessee.

Section 14.2 Remedies on Default. Upon the occurrence and continuance of any Event of Default hereunder or an Event of Nonappropriation, the Sublessor shall give notice to the Sublessee to vacate the Subleased Property immediately (but in no event earlier than the expiration of the Initial Term or the then current Renewal Term for which the Sublessee has paid or has had appropriated moneys sufficient to pay all Sublease Rentals due for such Initial Term or Renewal Term, in the case of an Event of Nonappropriation) and shall, without any further demand or notice, (a) terminate this Sublease or the Sublessee's possessory rights hereunder (without otherwise terminating the Sublease), re-enter the Subleased Property and eject all parties in possession thereof therefrom, and relet the Subleased Property (subject to the Master Lease); or (b) take any action at law or in equity deemed necessary or desirable to enforce its rights with respect to the Subleased Property and the Sublessee.

Section 14.3 Surrender of Subleased Property. Upon the occurrence and continuance of any Event of Default or Event of Nonappropriation, the Sublessee shall immediately quit and surrender the Subleased Property to the Sublessor in the same condition in which it existed at the time of the initial use and occupancy thereof by the Sublessee, ordinary wear and tear excepted.

Section 14.4 Limitations on Remedies. With the sole exception of the obligation of the Sublessee to pay Base Sublease Rentals and Additional Sublease Rentals attributable to any period during which the Sublessee shall actually use, occupy and operate the Subleased

Property, or for which the Utah Legislature has appropriated funds for such purpose, no judgment requiring the payment of money may be entered against the Sublessee by reason of any Event of Default or an Event of Nonappropriation under this Sublease. In the event the term of this Sublease is terminated as a result of an Event of Default or an Event of Nonappropriation, no deficiency judgment may be entered against the Sublessee, except as otherwise expressly herein provided with respect to the Sublessee's actual use, occupancy and operation of the Subleased Property.

Section 14.5 Remedies Cumulative. The rights and remedies given or reserved herein to the Sublessor are and shall be deemed to be cumulative, and the exercise of any shall not be deemed to be an election excluding the exercise at any other time of a different or inconsistent right or remedy or the maintenance of any action either at law or in equity.

Section 14.6 Waiver. The delay or failure of the Sublessor at any time to insist in any one or more instances upon a strict performance of any covenant of this Sublease or to exercise any right, remedy, power or option herein granted or established by law, shall not be construed as an impairment of or a waiver or a relinquishment for the future of such covenant, right, remedy, power or option, but the same shall continue and remain in full force and effect, and if any breach shall occur and afterwards be compromised, settled or adjusted, this Sublease shall continue in full force and effect as if no breach had occurred unless otherwise agreed. The receipt and acceptance by the Sublessor of any Sublease Rentals, in whole or in part, with knowledge of the breach of any term, covenant or condition hereof, shall not be deemed a waiver of such breach, and no waiver of any provision hereof shall be deemed to have been made unless expressed in writing and signed by the Sublessor.

ARTICLE XV

SUBLESSEE'S OPTION TO PURCHASE THE SUBLEASED PROPERTY;

VESTING OF TITLE

Section 15.1 Option to Purchase the Subleased Property. (a) The Sublessee may, if no Event of Default has occurred and is then continuing hereunder, purchase the Subleased Property, but only upon the same terms and conditions and to the same extent that the Sublessor (in its capacity as Lessee under the Master Lease) is entitled to exercise its option to purchase the Subleased Property as provided in Section 14.1 of the Master Lease, including payment of the applicable Option Price set forth in [Attachment II-WW] (U of U 2009C Facilities Option Price Subschedule) to the Option Price Schedule attached to the Master Lease.

(b) The Sublessee shall provide written notice to the Sublessor no later than sixty (60) days prior to the applicable date on which the Subleased Property is to be purchased upon the Sublessee's exercise of its option pursuant to subsection (a) of this Section 15.1. Such written notice shall contain the Sublessee's exercise of the option granted by subsection (a) of this Section 15.1 and shall identify the Optional Payment Date and the Option Price, each as determined pursuant to Section 14.01 of the Master Lease.

(c) Upon receipt of written notice pursuant to subsection (b) of this Section 15.1, the Sublessor shall take such actions as are required for the Sublessor to exercise its option pursuant to Section 14.01 of the Master Lease (in its capacity as Lessee thereunder) to effect the purchase of the Subleased Property for the Sublessee as herein provided.

Section 15.2 Vesting of Title. Immediately following the vesting of title in and to the Sublessor pursuant to Section 14.02 of the Master Lease, all of the Sublessor's right, title and interest in and to the Subleased Property shall be transferred to the Sublessee by quitclaim and title thereto shall thereupon vest in the Sublessee.

ARTICLE XVI

MISCELLANEOUS

Section 16.1 Notices. All notices, statements, demands, requests, consents, approvals, authorizations, offers, agreements, appointments or designations hereunder by either party to the other shall be in writing and shall be sufficiently given and served upon the other party if sent by United States certified or registered mail, return receipt requested, postage prepaid, or by overnight courier service and addressed as follows:

If to the Sublessor:

State of Utah
Division of Facilities Construction and Management
4110 State Office Building
Salt Lake City, Utah 84114
Attention: Director

If to the Sublessee:

University of Utah
201 Presidents Circle, Room 209
Salt Lake City, Utah 84112
Attention: Vice President for Administrative Services

Section 16.2 Governing Law. This Sublease is made in the State under the Constitution and laws of the State and is to be so construed.

Section 16.3 Sublessee's Obligation to Operate. The Sublessee shall be obligated to use, occupy and operate the Subleased Property or to cause the Subleased Property to be used, occupied and operated so as to afford to the public the benefits contemplated by this Sublease.

Section 16.4 Execution in Counterparts. This Sublease may be simultaneously executed in any number of counterparts, each of which when so executed shall be deemed to be an original, but all together shall constitute but one and the same Sublease, and it is also understood and agreed that separate counterparts of this Sublease may be separately executed by the Sublessor and the Sublessee, all with the same full force and effect as though the same counterpart had been executed simultaneously by the Sublessor and the Sublessee.

Section 16.5 Severability. If any one or more of the terms, provisions, promises, covenants or conditions of this Sublease, or the application thereof to any person or circumstance, shall to any extent be adjudged invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, each and all of the remaining terms, provisions, promises, covenants and conditions of this Sublease, and the application thereof to other persons or circumstances, shall not be affected thereby and shall be valid and enforceable to the fullest extent permitted by law.

Section 16.6 Successors and Assigns. This Sublease and the covenants, conditions and agreements herein contained shall be binding upon and inure to the benefit of the permitted successors and assigns of the parties hereto.

Section 16.7 Limitation of Warranty. The Sublessor makes no warranties except those warranties or representations expressly made by the Sublessor in this Sublease.

Section 16.8 Captions and Headings. The captions and headings used throughout this Sublease are for convenience of reference only, and the words contained therein shall not be deemed to affect the meaning of any provision or the scope or intent of this Sublease, nor in any way affect this Sublease.

Section 16.9 No Merger. Neither this Sublease, the U of U 2009C Facilities Site Lease (as defined in the Master Lease) relating to the Subleased Property nor any provisions hereof or thereof shall be construed to effect a merger of the leasehold interest of the Sublessee in the land on which the Subleased Property is located, which is subleased pursuant to this Sublease, and the Sublessee's title thereto.

Section 16.10 [Provision for Payment of Sublease Rentals. (a) Any payment or prepayment by the Sublessee of Sublease Rentals pursuant to Article IV of this Sublease or the purchase price for the Subleased Property pursuant to Article XV of this Sublease shall be deemed made if sufficient moneys and Government Obligations (as defined in subsection (b) of this Section 16.10) shall have been deposited in a manner that provides for payment or prepayment by the Sublessor of Base Rentals under the Master Lease attributable to the Subleased Property or the purchase price for the portion of the Leased Property consisting of the Subleased Property, all in accordance with Section 17.10 of the Master Lease and upon satisfaction of all of the conditions for such provision for payment, prepayment or purchase as provided in Section 17.10 of the Master Lease. Such moneys and Government Obligations shall be sufficient only if they are not redeemable at the option of the issuer thereof prior to maturity and if they mature and bear interest at such times and in such amounts as will assure sufficient cash to pay such payment or prepayment when due without rendering the portion of any payment or prepayment under the Master Lease that is allocable to interest on the Series 2009C Bonds to be includible in gross income for federal income tax purposes.

(b) As used in this Section 16.10, the term “Governmental Obligations” shall mean direct general obligations of, or obligations the timely payment of the principal of and interest on which are unconditionally guaranteed by, the United States of America, the guarantee of which constitutes the full faith and credit obligation of the United States of America (including any such obligations issued or held in book-entry form on the books of the Department of the Treasury of the United States of America).

(c) In the event that the Sublessee determines to provide for payment or prepayment of Sublease Rentals or provide for purchase of the Subleased Property as provided in this Section 16.10, the Sublessee shall deliver at least sixty (60) days’ prior written notice to the Sublessor of such provision for payment, prepayment or purchase and shall cooperate with the Sublessor to assure that any action proposed to be taken will not adversely affect the excludibility of interest on the Series 2009C Bonds from gross income of the owners thereof for federal income tax purposes. The Sublessee shall not be entitled to provide for payment, prepayment or purchase as contemplated in this Section 16.10 if the effect thereof would be to adversely affect such excludibility.

(d) Nothing in this Section 16.10 or otherwise in this Sublease shall limit or restrict, or be construed to limit or restrict, the right or authority of the Authority or the Sublessor, in accordance with applicable State law, to refund the Series 2009C Bonds, defease the lien of the Indenture with respect to the Series 2009C Bonds, provide for payment or prepayment of Base Rentals under the Master Lease or provide for purchase of the portion of the Leased Property (as such term is defined in the Master Lease) consisting of the Subleased Property pursuant to the Master Lease, in each case in such manner and at such times as the Authority and the Sublessor (in its capacity as Lessee under the Master Lease) determine to be in the best interests of the State and the master leasing program contemplated by the Master Lease and the Indenture; provided, however, that unless the Sublessee shall otherwise agree, the Subleased Property shall remain subject to this Sublease or a similar sublease on comparable terms.]

IN WITNESS WHEREOF, the Sublessor and the Sublessee have caused their respective names to be signed hereto by their respective officers hereunto duly authorized, all as of the day and year first above written.

SUBLESSOR:

STATE OF UTAH, DEPARTMENT OF ADMINISTRATIVE SERVICES, DIVISION OF FACILITIES CONSTRUCTION AND MANAGEMENT

By:______________________________________
John K. Nichols

SUBLESSEE:

UNIVERSITY OF UTAH

By:______________________________________
Arnold B. Combe
Vice President for Administrative Services

ACKNOWLEDGMENTS

STATE OF UTAH)
: ss
COUNTY OF SALT LAKE)

On the ___ day of _____________, 2009, personally appeared before me John K. Nichols, who, being by me duly sworn (or affirmed), did say that he is the Real Property and Debt Manager of the Division of Facilities Construction and Management of the Department of Administrative Services of the State of Utah, the governmental body described in and that executed the foregoing instrument, and that said instrument was signed in behalf of said governmental body by due authority, and said John K. Nichols acknowledged to me that said governmental body executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and official seal on the day and year in this certificate first above written.

____
NOTARY PUBLIC

[SEAL]

STATE OF UTAH)
: ss
COUNTY OF SALT LAKE)

On the ____ day of ____________, 2009, personally appeared before me Arnold B. Combe, who, being by me duly sworn (or affirmed), did say that he is the Vice President for Administrative Services of the University of Utah, the governmental body described in and that executed the foregoing instrument, and that said instrument was signed in behalf of said governmental body by due authority, and said Arnold B. Combe acknowledged to me that said governmental body executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and official seal on the day and year in this certificate first above written.

____
NOTARY PUBLIC

[SEAL]

EXHIBIT A

LEGAL DESCRIPTION OF SUBLEASED PROPERTY

That certain land situated in Salt Lake County, State of Utah, described more particularly as follows:

SCHEDULE I

BASE SUBLEASE RENTAL PAYMENT SCHEDULE

Base Sublease Rental Payment Date	Principal Component	Interest Component	Total Payments

CANCER CLINICAL RESEARCH HOSPITAL SITE LEASE
(FOR U OF U 2009C FACILITIES)

Dated as of ___________, 2009

Between

UNIVERSITY OF UTAH,

and

UTAH STATE BUILDING OWNERSHIP AUTHORITY,

As set forth in Section 7 hereof, the interest of the Utah State Building Ownership Authority in this Cancer Clinical Research Hospital Site Lease and all of its rights hereunder have been assigned to and encumbered in favor of Wells Fargo Bank, N.A., as Trustee under that certain Indenture of Trust, Assignment of State Facilities Master Lease Agreement and Security Agreement, dated as of September 1, 1994, as supplemented and amended, between the Utah State Building Ownership Authority and Wells Fargo Bank, N.A., as Trustee, and are subject to the lien and security interest of Wells Fargo Bank, N.A., as Trustee.

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CANCER CLINICAL RESEARCH HOSPITAL SITE LEASE
(FOR U OF U 2009C FACILITIES)

THIS CANCER CLINICAL RESEARCH HOSPITAL SITE LEASE (FOR U OF U 2009C FACILITIES), dated as of **__________**, 2009 (this "Site Lease"), by and between the UTAH STATE BUILDING OWNERSHIP AUTHORITY (the "Site Lessee"), a body politic and corporate of the State of Utah, whose mailing address is c/o Division of Facilities Construction and Management, 4110 State Office Building, Salt Lake City, Utah 84114, and the UNIVERSITY OF UTAH (the "University" or, in its capacity as lessor hereunder, the "Site Lessor"), an institution of higher education and a body politic and corporate of the State of Utah, whose mailing address is 201 South President's Circle, Room 209, Salt Lake City, Utah 84112-9012.

W I T N E S S E T H:

WHEREAS, the University is the owner of certain land located in Salt Lake County, State of Utah, as more particularly described on Exhibit A attached hereto and made a part hereof by this reference (the "Site"); and

WHEREAS, the University is of the opinion that the Site should be developed by the acquisition and construction thereon of [an expansion to the cancer clinical research hospital with approximately **__________** additional gross square feet of space and related clinical, office and administrative facilities] located on the campus of the University of Utah (collectively, the "U of U 2009C Facilities"), as authorized pursuant to Section 63B-17-201 of the Utah Code Annotated 1953, as amended (the "Utah Code"), for the performance of essential governmental functions by the University; and

WHEREAS, to finance the acquisition and construction of the U of U 2009C Facilities on the Site, the Site Lessor desires to enter into this Site Lease to lease the Site to the Site Lessee who will, simultaneously with the execution hereof, execute that certain Sixteenth Amendment dated as of **__________**, 2009 to the State Facilities Master Lease Agreement, dated as of September 1, 1994, as supplemented and amended (as so supplemented and amended, the "Lease"), by which (among other things) the Site Lessee will sublease the Site and lease the U of U 2009C Facilities to be acquired and constructed thereon to the State of Utah (the "State"), acting through its Department of Administrative Services, Division of Facilities Construction and Management, for sublease to the University; and

WHEREAS, the University has received all necessary approvals for the acquisition and construction of the U of U 2009C Facilities on the Site and the execution and delivery of this Site Lease by the University and the performance of its obligations hereunder; and

WHEREAS, the Site Lessor and the Site Lessee are each empowered to enter into this Site Lease pursuant to applicable law, including particularly Sections 53B-2-l0l(2)(a), 63B-l7-201 and Section 63B-1-305(2)(F) of the Utah Code; and

WHEREAS, the acquisition and construction of the U of U 2009C Facilities on the Site (the "U of U 2009C Project") will be financed by the issuance of the Utah State Building Ownership Authority Lease Revenue Bonds (State Facilities Master Lease Program), Series 2009C (the "Series 2009C Bonds") pursuant to the State Building Ownership Act, Title 63B, Chapter 1, Part 3 of the Utah Code, and that certain Indenture of Trust, Assignment of State Facilities Master Lease Agreement and Security Agreement, dated as of September 1, 1994, as heretofore supplemented and amended (as so supplemented and amended, the "Original Indenture"), and as further supplemented and amended by that certain Sixteenth Supplemental Indenture of Trust dated as of __________, 2009 (the "Sixteenth Supplement") (the Original Indenture and the Sixteenth Supplement are referred to collectively herein as the "Indenture"), pursuant to which the Site Lessee has, among other things, pledged and assigned its interests herein and in the Lease to the Trustee for the purpose of providing security for the Prior Parity Bonds (as such term is defined in the Indenture), the Series 2009B Bonds (as such term is defined in the Sixteenth Supplement) and the Series 2009C Bonds and any Additional Bonds hereafter issued pursuant to the Indenture; and

WHEREAS, the Site Lessor herein agrees and consents to the assignment of the Site Lessee's interests under this Site Lease to the Trustee under the Indenture for security purposes and to the other terms and conditions thereof all as herein provided to assure the completion of the U of U 2009C Project and the financing thereof by (among other things) the issuance and sale of the Series 2009C Bonds;

NOW, THEREFORE, in consideration of the payment of rental and the performance of the mutual promises and agreements herein contained, the parties hereto agree as follows:

Section 1. Definitions. All capitalized terms used but not otherwise defined herein shall have the same meaning when used herein as such terms have when used in the Lease or the Indenture (as each such term is defined in the preambles hereto).

Section 2. Demised Premises. (a) The Site Lessor hereby leases to the Site Lessee the Site, subject only to Permitted Encumbrances.

(b) So long as no Event of Default or Event of Nonappropriation has occurred under the Lease and is then continuing, the Site Lessor and the Site Lessee may make, from time to time, without the consent of the Trustee or the Owners of the Bonds, such modifications, alterations, amendments or additions to, or deletions from, the Site as the Site Lessor and the Site Lessee mutually agree to be necessary and desirable to facilitate the use and development by the University, its successors, permitted sublessees and assigns, of the Site; provided, however, that the portion of the Site remaining subject to this Site Lease after any such modification, alteration, amendment to, or deletion from, the Site shall (i) be capable of being operated as a separate and independent functional unit without additional cost to the occupant, (ii) be a single legal parcel of land or a combination of contiguous or adjacent legal parcels, (iii) include the U of U 2009C Facilities located on the Site or the replacement of such Facilities, (iv) have adequate access to and from public streets and easements for the maintenance of all utilities and (v) not be in violation of any law, rule, regulation, ordinance, covenant or restriction relating thereto. The Site Lessor and the Site Lessee hereby further covenant not to agree to any modification, alteration, amendment or addition to or deletion from the Site that would reduce the fair rental value of the portion of the Leased Property relating to the U of U 2009C Facilities and the Site and remaining subject to this Site Lease (such value to be determined in such instance with reference to the value to the State, in its capacity as the Lessee under the Lease, and the Site Lessor, in its capacity as Sublessee under the Sublease, based upon their use of such portion of the Leased Property and not with reference to such value as may be applicable for a different use or by a different user of such portion of the Leased Property) below the Rentals payable under the Lease relating to the U of U 2009C Facilities and the Site or adversely affect the excludability from gross income for federal income tax purposes of interest on the Prior Parity Bonds, the Series 2009B Bonds, the Series 2009C Bonds, or any Additional Bonds or otherwise adversely affect the purposes for which the Site Lessor and the Site Lessee have entered into this Site Lease. Upon such modification, alteration, amendment or addition to or deletion from the Site, the Site Lessor and the Site Lessee shall execute and cause to be recorded an amendment to this Site Lease reflecting the release of such portion of the Site from the terms hereof.

(c) Without the consent of the Trustee or the Owners of the Prior Parity Bonds, the Series 2009B Bonds, the Series 2009C Bonds, or any Additional Bonds and if no Event of Default under the Lease or the Indenture or default hereunder shall have happened and be continuing, the Site Lessor may at any time or times grant easements, licenses, rights-of-way (including the dedication of public highways) and other rights or privileges in the nature of easements with respect to any property or rights included in the Indenture and the Mortgages, free from the liens of the Indenture and the Mortgages, or the Site Lessor may release existing easements, licenses, rights-of-way and other rights or privileges with or without consideration, and the Site Lessee agrees that it shall execute and deliver and will cause and direct the Trustee to execute and deliver any such instrument necessary or appropriate to confirm and grant or release any such easement, license, right-of-way or other right or privilege upon receipt of: (i) a copy of the instrument of grant or release; (ii) a written application signed by an authorized official of the Site Lessor and an Authorized Lessee Representative requesting such instrument; and (iii) a certificate executed by an authorized official of the Site Lessor stating that such grant or release (A) is not detrimental to the proper conduct of the operations conducted on the Leased Property, (B) will not impair the effective use or interfere with the operation of the Leased Property and (C) will not materially weaken, diminish or impair the security intended to be given by or under the Indenture and any applicable Mortgage.

Section 3. Ownership; Possession. The Site Lessor represents, warrants and covenants that it has marketable fee title to the Site, subject only to Permitted Encumbrances, and is authorized to lease the Site pursuant to this Site Lease. The Site Lessor further represents, warrants and covenants that (a) based upon an acknowledgment of the United States Department of Interior, Bureau of Land Management, the lease of the Site herein provided, the 2009C Leasehold Mortgage described in Section 18(a) hereof and the U of U 2009C Project are consistent with the approved plan of development (as modified to this date) designated as [Utah 083009 and referred to in Patent Number

1234214, dated November 20, 1963, by which the United States of America conveyed the Site in fee simple to the Site Lessor, subject to the possibility of reverter therein provided], and (b) it has no reason to believe that the lease of the Site herein provided, the 2009C Leasehold Mortgage and the U of U 2009C Project are not consistent with such approved plan of development. The Site Lessor shall forthwith upon execution hereof deliver to the Site Lessee possession of the Site, and the Site Lessee hereby agrees to accept such possession upon execution hereof.

Section 4. Term. This Site Lease shall commence as of the date hereof and expire on ___________.

Section 5. Rent. (a) The Site Lessee shall pay to the Site Lessor an advance rent of $1.00 as full consideration for this Site Lease over the Bond-Related Portion (as hereinafter defined) of the term of this Site Lease. "Bond-Related Portion" means the period from the date of execution and delivery of this Site Lease to the first to occur of any of the following events:

(i) the Optional Payment Date on which the State (in its capacity as Lessee under the Lease) deposits the purchase price for the U of U 2009C Facilities to be purchased pursuant to Section 14.01 of the Lease; (ii) __________, upon payment of all Base Rentals for all Renewal Terms and all then accrued Additional Rentals under the Lease; (iii) __________ upon the release of the lien of the Indenture and the Mortgage with respect to the U of U 2009C Facilities pursuant to Section 4.04 of the Sixteenth Amendment; (iv) when the liens of the Indenture and the Mortgage relating to the U of U 2009C Facilities shall have been discharged in accordance with the terms thereof, other than by foreclosure of such liens; or (v) upon payment in full of all Bonds issued under the Indenture, together with interest and premium (if any) thereon, in the event the Trustee has exercised its remedy under the Indenture and the Mortgages to foreclose on the Leased Property (subject to this Site Lease) as therein provided.

(b) The Site Lessee shall pay to the Site Lessor, in arrears, on [May 15 and November 15] of each year, commencing on the [May 15 or the November 15] next succeeding the end of the Bond-Related Portion and ending on __________, an amount representing the fair rental value for the Site and the U of U 2009C Facilities located thereon determined as hereinafter provided. The Site Lessee and the Site Lessor shall agree upon the fair rental value for the Site and the U of U 2009C Facilities based upon the uses and purposes that will be served by such Site and Facilities (without regard to the value in the hands of a different user or for a different purpose) and the benefits therefrom that will accrue to the parties to the Site Lease and to the general public by reason of such property. Notwithstanding anything in this Section 5 to the contrary, amounts representing such fair rental value shall be payable by the Site Lessee solely from funds legally available for the purpose.

Section 6. Purpose. The Site Lessee shall use the Site solely for the purpose of (a) permitting the Acquisition and Construction of the U of U 2009C Facilities on the Site, (b) leasing the Leased Property (including the U of U 2009C Facilities and the Site) to the State pursuant to the Lease and (c) subleasing the U of U 2009C Facilities and the Site to the University pursuant to the Sublease (described below) and for such purposes as may be incidental thereto; provided, that in the event of the occurrence of an Event of Nonappropriation or an Event of Default under the Lease, the Trustee and any successor or assign thereof may (i) exercise the remedies provided in the Lease, the Indenture and any Mortgage, (ii) use the Site for any lawful purpose, subject to any applicable legal limitations or restrictions (including restrictions of title), and (iii) exercise all options provided herein.

Section 7. Assignments and Subleases. The Site Lessee shall not assign or sublet the Site, except as provided in the Lease, the Indenture and that certain University of Utah Cancer Clinical Research Hospital Sublease Agreement, dated as of __________, 2009 (the "Sublease"), between the State (as sublessor) and the University (as sublessee); provided, that in the event of the occurrence of an Event of Nonappropriation or an Event of Default under the Lease, the successor in interest to the Site Lessee may fully and freely assign and sublease the Site or any portion thereof, subject to this Site Lease.

Section 8. Right of Entry. The Site Lessor and its designated representatives shall have the right to enter upon the Site during reasonable business hours (and in emergencies at all times) (a) to inspect the same and (b) for any purpose connected with the Site Lessor's rights or obligations under this Site Lease and any legal limitation and restriction.

Section 9. Expiration. The Site Lessee agrees, upon the expiration or termination of this Site Lease, to quit and surrender the Site in good order and condition, reasonable wear and tear excepted, provided that the U of U 2009C Facilities existing upon the Site at the time of the termination or expiration of this Site Lease shall remain thereon and title thereto shall vest in the Site Lessor free and clear of any interest of the Site Lessee, owners of any Bonds or the Trustee. Prior to such termination or expiration, title to the U of U 2009C Facilities shall remain in the Site Lessee, subject to the Lease, the Indenture, the Sublease and any applicable Mortgage.

Section 10. Quiet Enjoyment. Subject to Sections 2 and 5 hereof, the Site Lessee at all times during the term of this Site Lease shall peaceably and quietly have, hold and enjoy all of the Site.

Section 11. Amendments, Changes and Modifications. So long as any Bonds are Outstanding under the Indenture, this Site Lease may not be effectively amended, changed, modified, altered or terminated without the prior written consent of the Trustee in accordance with the Indenture, except as otherwise provided in Sections 2(b) and 2(c) hereof.

Section 12. Taxes. The Site Lessor covenants and agrees to pay any and all taxes and assessments levied or assessed upon the Site or any portion thereof.

Section 13. Eminent Domain. If the whole or any part of the Leased Property shall be taken under the power of eminent domain, the effect of such taking upon this Site

Lease shall be in accord with Section 10.01 of the Lease relating to eminent domain; provided, that the Site Lessor hereby agrees, to the extent permitted by law, that the compensation to be paid in any condemnation proceedings brought by or on behalf of the University with respect to the Site and the U of U 2009C Facilities located thereon shall be in an amount not less than the total principal of, and premium (if any) and interest on, the Series 2009C Bonds then Outstanding. If the whole or any part of the Site and the U of U 2009C Facilities shall be taken under the power of eminent domain after the termination of the Lessee's possessory interests under the Lease, the following provisions shall apply:

(a) In the event of a partial taking of such Leased Property, the Site Lessee shall have the option to terminate this Site Lease by written notice to the Site Lessor delivered within thirty (30) days after the date of such taking. If the Site Lessee shall not elect to terminate this Site Lease as herein provided, this Site Lease shall remain in full force and effect with respect to that portion of the Leased Property not so taken.

(b) All awards and payments on account of any taking (including all amounts thereof in respect to any portion of the Leased Property) shall be paid to the Site Lessee to be distributed in the following order of priority:

> (i) To the Site Lessee, (A) the value of any and all U of U 2009C Facilities located on the Site, but in no event less than the aggregate principal amount of the Series 2009C Bonds then Outstanding, plus (B) any amount assessed for the Site Lessee in the action or proceeding for condemnation with respect to removal or relocation costs or damages to any personal property or detriment to the operations of the Site Lessee or any permitted assign or sublessee of the Site Lessee or any special damages to the Site Lessee or any permitted assign or sublessee of the Site Lessee. Nothing contained in this subsection shall be deemed to limit the right of the Site Lessee to damages accruing from the date said damages are assessed in any condemnation proceeding or action.
>
> (ii) To the Site Lessor, the entire award except the portion allotted to the Site Lessee above.

Section 14. Default by Site Lessee. (a) The occurrence of either of the following shall constitute a material default and breach of this Site Lease by the Site Lessee:

> (i) Any failure by the Site Lessee to pay the rental or to pay any other payment required to be made by the Site Lessee hereunder or to observe and perform any other provisions of this Site Lease to be observed or performed by the Site Lessee, where such failure continues for thirty (30) days after written notice thereof by the Site Lessor to the Site Lessee; provided however, that if the nature of the default is such that the same cannot reasonably be cured within such period, the Site Lessee shall not be deemed to be in default if the Site Lessee shall within such period commence such cure and thereafter diligently prosecute the same to completion; or

(ii) The abandonment or vacation of the Site by the Site Lessee for a continuous period of thirty (30) days.

(b) In the event of any such default by the Site Lessee, then in lieu of any other remedies available to the Site Lessor at law or in equity, the Site Lessor shall have the immediate right and option to terminate this Site Lease and all rights of the Site Lessee hereunder by giving written notice of such termination in the manner specified in Section 15 of this Site Lease. With the sole exception of the obligation of the Site Lessee to pay rental attributable to any period during which the Site Lessee shall actually use and occupy the Site, no judgment requiring the payment of money may be entered against the Site Lessee by reason of any default under this Site Lease. In the event the term of this Site Lease is terminated as a result of a default by the Site Lessee, no deficiency judgment may be entered against the Site Lessee, except as otherwise expressly herein provided.

Section 15. Notices. All notices, statements, demands, requests, consents, approvals, authorizations, offers, agreements, appointments or designations hereunder by either party to the other shall be in writing and shall be sufficiently given and served upon the other party, if sent by United States registered mail, return receipt requested, postage prepaid, or by overnight delivery service and addressed as follows:

If to the Site Lessor, to:

University of Utah
201 South President's Circle, Room 209
Salt Lake City, Utah 84112-9012
Attention: Vice President for Administrative Services

If to the Site Lessee, to:

Utah State Building Ownership Authority
c/o Division of Facilities Construction and Management
4110 State Office Building
Salt Lake City, Utah 84114
Attention: Chair

A duplicate copy of any such notice shall also be served upon the Trustee as herein provided to its address at Wells Fargo Bank, N.A., 299 South Main Street, 2nd Floor, Salt Lake City, Utah 84111, Attention: Corporate Trust Department, and upon each of the Appropriate Rating Agencies.

Section 16. Partial Invalidity. If any one or more of the terms, provisions, promises, covenants or conditions of this Site Lease, or the application thereof to any person or circumstance, shall to any extent be adjudged invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, each and all of the remaining terms, provisions, promises, covenants and conditions of this Site Lease, and the application thereof to other persons or circumstances, shall not be affected thereby, and shall be valid and enforceable to the fullest extent permitted by law.

Section 17. Third-Party Beneficiaries. This Site Lease is executed in part to induce the purchase by others of the Bonds, and for the further securing of the Bonds, and, accordingly, as long as any Bonds are Outstanding, all respective covenants and agreements of the parties herein contained are hereby declared to be for the benefit of the Owners from time to time of the Bonds, but may be enforced by or on behalf of such Owners only in accordance with the provisions of the Indenture or any Mortgage delivered as contemplated in Section 18 hereof. Except as otherwise provided in Section 18 hereafter, the Site Lease shall not be deemed to create any right in any person who is not a party (other than the permitted successors and assigns of a party hereto) and shall not be construed in any respect to be a contract in whole or in part for the benefit of any third party (other than the permitted successors and assigns of a party hereto), except in each case the Owners from time to time of the Bonds and the Trustee.

Section 18. Leasehold Mortgage. The Site Lessee may mortgage its interest under this Site Lease and if the mortgagee under any mortgage of the estate created hereby (or any successor to or assignee of such mortgagee) shall give notice to the Site Lessor of the existence of such mortgage and of the mortgagee's mailing address, the following provisions shall apply:

(a) This Section is for the benefit of any Leasehold Lender, as hereinafter defined. The Site Lessee may at any time execute and deliver one or more mortgages or deeds of trust ("Leasehold Mortgages"), without the consent of the Site Lessor, except as otherwise provided in the Indenture. If either the Site Lessee or the mortgagee, grantee or corporate trustee under any such Leasehold Mortgage shall send the Site Lessor a notice advising of the existence of such a Leasehold Mortgage and the address of the mortgagee, grantee or corporate trustee thereunder for the service of notices, such mortgagee, grantee or corporate trustee shall be deemed to be a "Leasehold Lender." The Site Lessee has, simultaneously with the execution of this Site Lease, mortgaged and assigned for security purposes all of its right, title, interest, estate, claims and demands hereunder to the Trustee pursuant to the Indenture and that certain Leasehold Mortgage, Security Agreement and Assignment of Rents (For U of U 2009C Facilities), dated as of __________, 2009 (the "2009C Leasehold Mortgage"), from the Site Lessee (as mortgagor) to the Trustee (as mortgagee). The Site Lessor hereby consents to such assignment by the Site Lessee pursuant to the Indenture and the 2009C Leasehold Mortgage. For purposes of this Section 18, the Indenture and the 2009C Leasehold Mortgage shall each be deemed to be a Leasehold Mortgage and the Trustee a Leasehold Lender with respect to which all appropriate notices under this Section 18(a) have been received by the Site Lessor. The Site Lessor shall be under no obligation under this Section to any mortgagee, grantee or corporate trustee under a Leasehold Mortgage of whom the Site Lessor has not received such notice.

(b) If a default shall occur under this Site Lease, written notice to that effect shall be sent by the Site Lessor to each Leasehold Lender, and the Site Lessor shall take no action to terminate this Site Lease or to interfere with the occupancy, use or enjoyment of the Site provided that:

(i) If such default shall be a default in the payment of any installment of rent, such Leasehold Lender shall remedy such default not later than thirty (30) days after the receipt of such notice; or

(ii) If such default shall be a default in observing or performing any other covenant or condition to be observed or performed by the Site Lessee hereunder, and such default can be remedied by the Leasehold Lender without obtaining possession of the Site, such Leasehold Lender shall remedy such default not later than sixty (60) days after the giving of such notice, provided that in the case of a default that cannot with diligence be remedied, or the remedy of which cannot be commenced, within such sixty (60) days, such Leasehold Lender shall have such additional period as may be necessary to remedy such default with diligence and continuity; or

(iii) In the event that the Site Lessee shall default under any of the provisions of this Site Lease, the Leasehold Lender, without prejudice to its rights against the Site Lessee, shall have the right to make good such default within the applicable grace periods provided for in the preceding clause (ii) of this Section 18(b), whether the same consist of the failure to pay rent or the failure to perform any other matter or thing that the Site Lessee is hereby required to do or perform, and the Site Lessor shall accept such performance on the part of the Leasehold Lender as though the same had been done or performed by the Site Lessee. For such purpose, the Site Lessor and the Site Lessee hereby authorize the Leasehold Lender to enter upon the Site and to exercise any of the Site Lessee's rights and powers under this Site Lease, and subject to the provisions of this Site Lease and the 2009C Leasehold Mortgage; or

(iv) If such default shall be a default that can only be remedied by such Leasehold Lender upon obtaining possession of the Site, such Leasehold Lender shall seek to obtain such possession with diligence and continuity, through a receiver or otherwise, and shall remedy such default within thirty (30) days after obtaining such possession, provided that in the case of a default that cannot with diligence be remedied, or the remedy of which cannot be commenced, within such period of thirty (30) days, such Leasehold Lender shall have such additional period as may be necessary to remedy such default with diligence and continuity, and provided that any non-curable default shall, to the extent permitted by law, be deemed waived by the Site Lessor; and

(v) Upon compliance with the foregoing, any notice of the Site Lessor advising of any such default or any action by the Site Lessor to terminate this Site Lease or to interfere with the occupancy, use or enjoyment of the Site by reason thereof shall be deemed rescinded, and this Site Lease shall continue in full force and effect.

(c) If any Leasehold Lender or a person designated by such Leasehold Lender shall either become the owner of the interest of the Site Lessee hereunder upon the exercise of any remedy provided for in the Leasehold Mortgage, or shall enter into a new lease with the Site Lessor as provided in Section 18(d) below, such Leasehold Lender or such person shall have the right to assign to any person such interest or such new lease upon notice to the Site Lessor, without obtaining the consent or approval of the Site Lessor.

(d) If this Site Lease shall terminate for any reason or be rejected or disaffirmed pursuant to the bankruptcy law or other law affecting creditors' rights, any Leasehold Lender, or a person designated by such Leasehold Lender, shall have the right, exercisable by notice to the Site Lessor within sixty (60) days after the effective date of such termination, to enter into a new lease of the Site with the Site Lessor. The term of such new lease shall begin on the date of the termination of this Site Lease and shall continue for the remainder of the term of this Site Lease. Such new lease shall otherwise contain the same terms and conditions as those set forth herein, except for requirements that are no longer applicable or have already been performed, provided that such Leasehold Lender shall have remedied all defaults on the part of the Site Lessee hereunder that are susceptible of being remedied by the payment of money, and provided further that such new lease shall require the Site Lessee thereunder promptly to commence, and expeditiously to continue, to remedy all other defaults on the part of the Site Lessee hereunder to the extent susceptible of being remedied. It is the intent of the parties hereto that such new lease shall have the same priority relative to other rights or interests to or in the fee in the Site covered by this Site Lease, and the Site Lessee and the Site Lessor shall undertake to cause to be subordinated to such new lease any lien or encumbrance that is subject to this Site Lease. The provisions of this Section 18(d) shall survive the termination of this Site Lease and shall continue in full force and effect thereunder to the same extent as if this Section 18(d) were a separate and independent contract among the Site Lessor, the Site Lessee and each Leasehold Lender. From the date on which any Leasehold Lender shall serve upon the Site Lessor the aforesaid notice of the exercise of its rights to a new lease, such Leasehold Lender may use and enjoy the Site without hindrance by the Site Lessor.

(e) No surrender (except a surrender upon the expiration of the term of this Site Lease or upon termination by the Site Lessor pursuant and subject to the provisions of this Site Lease) by the Site Lessee to the Site Lessor of this Site Lease, or of the Site, or any part thereof, or any interest therein, and no termination of this Site Lease may occur except as expressly provided herein, nor may any of the terms hereof be amended, modified, changed or cancelled without the prior written consent of each Leasehold Lender, including, but not limited to, the Trustee as provided in the Indenture.

(f) No Leasehold Lender shall become personally liable for the performance or observance of any covenants or conditions to be performed or observed by the Site Lessee unless and until such Leasehold Lender becomes the owner of the Site Lessee's interest hereunder upon the exercise of any remedy provided for in any Leasehold Mortgage or enters into a new lease with the Site Lessor pursuant to Section 18(d) above. Thereafter, such Leasehold Lender shall be liable for the performance and observance of such covenants and conditions only so long as such Leasehold Lender owns such interest or is the Site Lessee under such new lease.

(g) The Site Lessor and the Site Lessee each hereby designate each and every Leasehold Lender to receive duplicate original copies of all notices, undertakings, demands, statements, documents and other communications that the Site Lessor or the Site Lessee is required or permitted to give, make, deliver to or serve upon the other under the terms of this Site Lease.

(h) Notwithstanding anything herein to the contrary, this Site Lease shall not be construed in any manner to subordinate the fee title of the Site Lessor in the Site to any such Leasehold Mortgage or any other security given by the Site Lessee to secure obligations incurred or to be incurred to finance the Acquisition and Construction of the U of U 2009C Facilities on the Site. No Leasehold Lender or any other person under any other such security agreement or instrument shall be entitled to any recourse against the Site Lessor in satisfaction of any obligations so secured. It is hereby expressly acknowledged and agreed by the Site Lessee and any Leasehold Lender that the Site Lessor is not in any manner personally obligated on any obligation (including, but not limited to, the Bonds) incurred or to be incurred by the Site Lessee to finance the Acquisition and Construction of the U of U 2009C Facilities on the Site and secured by an interest in the leasehold estate of the Site Lessee hereunder, and neither the Site Lessee, any Leasehold Lender nor any other person shall have any right of recourse against the Site Lessor hereunder, except to the extent of the assignment of the Site Lessee's leasehold estate as herein provided.

Section 19. No Merger. Neither this Site Lease, the Sublease nor any provisions hereof or thereof shall be construed to effect a merger of the title of the Site Lessor to the Site under this Site Lease and the Site Lessor's leasehold interest therein under the Sublease.

IN WITNESS WHEREOF, the parties hereto have caused this Site Lease to be duly executed and delivered by their respective officers thereunto duly authorized, as of the day and year first above written.

SITE LESSOR:

UNIVERSITY OF UTAH

By:__________________________________
Arnold B. Combe
Vice President for Administrative Services

SITE LESSEE:

UTAH STATE BUILDING OWNERSHIP AUTHORITY

By:__________________________________
Gary R. Herbert
Chair

ATTEST:

By:__________________________________
Richard K. Ellis
Secretary

[SEAL]

ACKNOWLEDGMENTS

STATE OF UTAH)
: ss
COUNTY OF SALT LAKE)

On the _____ day of __________, 2009, personally appeared before me Arnold B. Combe, who, being by me duly sworn (or affirmed), did say that he is the Vice President for Administrative Services of the University of Utah, the governmental body described in and that executed the foregoing instrument, and that said instrument was signed in behalf of said governmental body by due authority, and said Arnold B. Combe acknowledged to me that said governmental body executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and official seal on the day and year in this certificate first above written.

____
NOTARY PUBLIC

[SEAL]

STATE OF UTAH)
: ss
COUNTY OF SALT LAKE)

On the _____ day of __________, 2009, personally appeared before me Gary R. Herbert and Richard K. Ellis, who, being by me duly sworn (or affirmed), did say that they are the Chair and Secretary, respectively, of the Utah State Building Ownership Authority, the governmental body described in and that executed the foregoing instrument, and that said instrument was signed in behalf of said governmental body by authority of a resolution of the Authority, and said Gary R. Herbert and Richard K. Ellis acknowledged to me that said governmental body executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and official seal on the day and year in this certificate first above written.

____
NOTARY PUBLIC

[SEAL]

EXHIBIT A

Legal Description for Site on which
U of U 2009C Facilities will be Located

The Site is located in Salt Lake County, State of Utah, and is more particularly described as follows:

APPROVING RESOLUTION
HUNTSMAN CANCER HOSPITAL
APPROVAL OF SITE LEASE AND SUBLEASE

Orem, Utah

July 17, 2009

The State Board of Regents of the State of Utah met in regular session at Utah Valley University in Orem, Utah on July 17, 2009, commencing at 9:30 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
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

* Non-voting member from State Board of Education.

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 approval of a sublease agreement between the University of Utah and the State Of Utah, acting through its Department of Administrative Services Division of Facilities Construction and Management.

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 AND APPROVING THE EXECUTION AND DELIVERY BY THE UNIVERSITY OF UTAH OF A SITE LEASE AGREEMENT, A SUBLEASE AGREEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION WITH THE ISSUANCE AND SALE BY THE UTAH STATE BUILDING OWNERSHIP AUTHORITY OF ITS LEASE REVENUE BONDS (STATE FACILITIES MASTER LEASE PROGRAM), SERIES 2009C; 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-17-201, Utah Code Annotated 1953, as amended (collectively, the “Act”); and

WHEREAS, in order to provide a portion of the financing for the acquisition and construction of improvements to the Huntsman Cancer Hospital, a cancer clinical research hospital facility adjacent to the University of Utah Medical Center, and related facilities, property and improvements (the “Project”), the Utah State Building Ownership Authority (the “Authority”) has been authorized by Section 63B-17-201, Utah Code Annotated 1953, as amended, to issue its Lease Revenue Bonds (State Facilities Master Lease Program), Series 2009C (the “Bonds”); and

WHEREAS, the University of Utah (the “University”) is the owner of the site of the Project (the “Site”), and the University desires to lease the Site to the Authority pursuant to a Site Lease Agreement (the “Site Lease”) to be entered into between the University, as lessor, and the Authority, as lessee, in substantially the form presented to the Board at this meeting; and

WHEREAS, the Bonds shall be payable from lease payments to be made by the State of Utah, acting through its Department of Administrative Services, Division of Facilities Construction and Management (the “State”) pursuant to a master lease agreement between the Authority, as lessor and the State, as lessee; and

WHEREAS, the University desires to sublease the Project from the State pursuant to a Sublease Agreement (the “Sublease Agreement”) to be entered into between the

State, as sublessor and the University, as sublessee, in substantially the form presented to the Board at this meeting; and

WHEREAS, neither the Sublease Agreement or the Site Lease approved hereby nor the Bonds shall ever constitute nor give rise to a general obligation or liability of the Board or the University or constitute a charge against the general credit of the Board or the University.

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 execution of the Sublease Agreement or the Site Lease are hereby ratified, approved and confirmed.

Section 3. For the purpose of providing funds to be used to finance a portion of the cost of the Project, the Board hereby authorizes the execution and delivery of the Site Lease and the Sublease Agreement in substantially the forms presented to the Board.

Section 4. The appropriate officers of the University are hereby authorized to take all action necessary or reasonably required to carry out, give effect to and consummate the transactions as contemplated hereby.

Section 5. 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 6. 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 7. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH THIS 17TH DAY OF JULY, 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 July 17, 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 17th day of July, 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 in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, I gave public notice of the:

(a) agenda, date, time and place of the July 17, 2009 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1, to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on July 8, 2009, 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; (ii) published on the Utah Public Notice Website (http://pmn.utah.gov), at least 24 hours prior to the convening of such meeting; and (iii) provided on July 8, 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) 2009 Annual Meeting Schedule of the State Board of Regents, 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 hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah on January 12, 2009; (ii) published on the Utah Public Notice Website (http://pmn.utah.gov) beginning ____________, 2009, with the notice to remain posted there throughout the remainder of calendar year 2009; and (iii) provided on January 12, 2009, to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents.

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 17th day of July, 2009.

____
Secretary

(SEAL)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ___)

<u>SCHEDULE 2</u>

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ___)

EXHIBIT A

SUBLEASE AGREEMENT

EXHIBIT B

SITE LEASE AGREEMENT

July 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Approval of Investment Policy Revisions & Updates

Issue

The State Board of Regents' investment policy R541, Management and Reporting of Institutional Investments, establishes broad guidelines regarding policy, process, and reporting requirements of investments by institutions within the Utah System of Higher Education. In establishing investment guidelines, policy R541 intentionally provides that institutions may adopt their own endowment investment policy, so long as appropriate state code requirements are met and the Board of Regents have formally approved any institution-specific guidelines. Policy R541 further requires that when an institution determines to revise any such independent investment policy, the revisions must be approved both by the institutional Board of Trustees and by the State Board of Regents.

In accordance with these provisions, the University of Utah is currently seeking Regent approval of several revisions and updates the University has made to its Investment Policy. Attached is an Executive Summary of changes made to the policy as well as a copy of the revised policy itself.

The policy was reviewed and approved by the University of Utah's Board of Trustees on May 12, 2009, in their regularly scheduled meeting.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the updated University of Utah Investment Policy.

William A Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachments

THE UNIVERSITY OF UTAH

Office of the Vice President
for Administrative Services

June 18, 2009

Dr. Gregory Stauffer
Associate Commissioner – Finance
Utah State Board of Regents
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Dr. Stauffer:

Recently, the University revised and updated our Investment Policy to reflect changes in the banking environment, as well as both state and federal regulatory legislation. In accordance with Regents Policy R541-4.4, we are furnishing to you the policy via this link (http://www.regulations.utah.edu/administration/3-050.html) and requesting the approval of the Board of Regents.

This policy was approved by our Board of Trustees on May 12, 2009, in their regularly scheduled meeting.

If you have any questions or concerns, please give me a call.

Sincerely,

Arnold B. Combe

Arnold B. Combe
Vice President

ABC/am
Attachments

c: Michael K. Young, President

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

THE UNIVERSITY OF UTAH

Executive Summary
Changes to Investment Policy 3-050 (formerly PPM 3-5)

Background: Policy 3-050 was last updated in November of 2005. Significant regulatory changes have occurred in the meantime including the transition from the Uniform Management of Institutional Funds Act (UMIFA) to the Uniform Prudent Management of Institutional Funds Act (UPMIFA); changes to the State Money Management Act; changes to Board of Regents' Policy R541, and changes to the University's Banking Policy (3-051). The annual investment audits for the fiscal years ended 2007 and 2008 included a number of recommendations which are addressed in the proposed revisions to this policy as well.

Significant changes to note:

1. As with other recent policy changes, procedural language has been removed from the policy and will be incorporated in related guidelines. The document was also reformatted to conform with new policy formatting guidelines.
2. References to UMIFA have been removed and UPMIFA added.
3. Statutory guidance is cited for specific types of funds as follows (see Section II.)
    a. Public and State Funds – State Money Management Act
    Includes state appropriations, contracts and grants, tuition and fees, patient revenues, and auxiliary revenues
    b. Institutional Funds – UPMIFA
    As defined by UPMIFA and including quasi endowments
    c. All other funds – State Money Management Council Rules or Board of Regents Policy R541
4. The role and appointment of the Public Treasurer changed as follows (see Section III.A.):
    a. The role is defined by the State Money Management Act.
    b. The Board of Trustees typically designates the Public Treasurer on the recommendation of the President - who acts on the advisement of the Vice President of Administrative Services. In the prior version of this policy, each appointment was approved by the Board of Trustees.
    c. Allows for the assignment of a public treasurer other than the CIO; but the CIO retains oversight of all investment decisions, under the overall responsibility of the Vice President.
    d. On the recommendation of the President, the Board of Trustees has delegated to the Vice President for Administrative Services the authority to appoint the Public Treasurer.
5. Investment objectives were removed from the policy and will be addressed as guidelines created under the advisement of the Investment Advisory Committee.

6. The CIO will have overall authority to manage the University's public and state funds and institutional funds. The CIO will provide oversight over the Public Treasurer's investment decisions for public and state funds. The prior version required specific approval by the Vice President of Administrative Services or President for transactions greater than $10 million (see Section III.B.).
7. Authority to engage in investments will be limited to the individuals on the corporate resolutions. No other individuals may engage in investment activity except as provided in this policy (see Section III.C).
8. A new section on donated securities was added to comply with Rules of the Money Management Council and Board of Regents Policy. Policies for selling or holding donated securities are further detailed (see Section III.G.).
9. Sections regarding the distribution of pooled income were removed and will be addressed in guidelines.
10. The section on internal controls was removed. A new, separate policy on Internal Controls is being drafted and will replace the need for this section.
11. Reporting requirements were revised in accordance with applicable rules and laws. These new requirements, as a result of changes to Regents Policy R-541, no longer require the Public Treasurer's attestation of transactions or investment activity (see Section III.K.).
12. The section on the Investment Advisory Committee was removed.
13. The section on Independent Investment Managers and Counsel was removed.
14. The section on Relationships with Financial Institutions was removed and replaced with a reference to the University's Banking Policy.
15. The section on Ethics and Conflict of Interest was removed and replaced with a reference to the University's policy on Conflicts of Interest.

Regulations Library

The University of Utah

Policy: 3-050 Rev: 9
Date: May 12, 2009

Policy 3-050: University of Utah Investment Policies

I. Purpose

To provide for the implementation of and compliance with the State Money Management Act, the Rules of the State Money Management Council, the Uniform Prudent Management of Institutional Funds Act (UPMIFA), and the Board of Regents Policy R541 for University investments, deposits, and donated securities wherein:

A. Public and State Funds are governed by the State Money Management Act.

B. Institutional Funds are governed by the Uniform Prudent Management of Institutional Funds Act. The University of Utah also commingles for investment purposes funds functioning as endowments (i.e. quasi-endowments). These funds may not arise from state appropriations, tuition and fees, and/or contracts and grants.

C. All other funds not identified above are governed by the Rules of the State Money Management Council or under Board of Regents Policy R -541.

II. Definitions

A. Institutional Funds – Means a fund held by an institution exclusively for charitable purposes. Institutional fund does not include: program-related assets; a fund held for an institution by a trustee that is not an institution; a fund in which a beneficiary that is not an institution has an interest, other than an interest that could arise upon violation or failure of the purposes of the fund; or operating funds.

B. Public/State Funds — Public monies raised by operation of law for the support and operation of the state government; and all other monies, funds, and accounts – regardless of the source from which [they] are derived; that are owned, held, or administered by the state or any of its boards, commissions, institutions, departments, divisions, agencies, bureaus, laboratories, or other similar instrumentalities; or any county, city, school district, political subdivision, or other public body. Examples include, but are not limited to:

1. State appropriations
2. Grants and contracts
3. Gifts
4. Tuition and fees
5. Patient revenues
6. Auxiliary enterprises revenues

C. Public Treasurer — University official who has the responsibility for the safekeeping and investment of any public funds.

III. Policy

A. Public Treasurer

1. Appointment: the Board of Trustees shall appoint a University official to serve as the public treasurer, (as defined by the State Money Management Act), for the University. This appointment should come from the recommendation of the President of the University upon the advisement from the Vice President of Administrative Services. Upon the approval of the Trustees, the President may recommend that the authority for appointing the public treasurer be delegated to the Vice President of Administrative Services.
2. Authority: the Board of Trustees delegates the responsibility for the safekeeping and investment of public and state funds to the public treasurer along with the authority to select investments under the appropriate standards of care based on the titled regulations listed in Section I, Purpose and Scope. Such investments shall also conform to appropriate University investment guidelines.
3. Supervisory Approval: The Chief Investment Officer shall have oversight of the public treasurer's investment decisions for public and state funds under the overall operating responsibility of the Vice President for Administrative Services.

B. Authority to Manage Public/State Funds and Instituional Funds

The Chief Investment Officer has the overall authority to manage the University's public and state funds and institutional funds. Under the oversight of the Chief Investment Officer, investment decisions for public and state funds may be delegated to another University official to serve as public treasurer.

C. Authority to Engage in Investments

1. Authority to enter into investment transactions in behalf of the University shall be limited to only those individuals listed in the University's corporate resolution(s), which document(s) also describes the limitations of their transaction authority.

2. No person may engage in any investment transactions on behalf of the University except as provided for under the terms of this policy.

D. Daily Cash Requirements

The Investment Management Office shall manage the daily cash requirements (operating funds) for the University in accordance with the State Money Management Act and the University of Utah Banking Policy.

E. Investment Pools or Portfolios

1. Similar funds may be commingled for investment and/or reporting purposes unless specifically prohibited by statute, donor stipulation, or bond covenant.
2. Similar funds may be combined into investment pools or portfolios upon the approval of the Vice President for Administrative Services after consultation with the Chief Investment Officer.
3. Separate investment pools or portfolios may be established to:
    a. Ensure compliance with the appropriate specific provisions of the State Money Management Act, and Rules of the State Money Management Council, and the Uniform Prudent Management of Institutional Funds Act, or Board of Regents Policy R541, under which the investment pool or portfolio will be governed,
    b. Ensure compliance with written donor directives relating to gifts, devise, or bequests, (see paragraph G),
    c. Ensure compliance with any legal restrictions, such as bond covenants or trust agreements.
    d. If applicable, seek to meet investment objectives as outlined in either the Cash Management Pool Investment Guidelines or the Endowment Pool Investment Guidelines to help provide funding for the various operating or educational needs within the University (see paragraph H).

F. Separate Investments

1. Certain funds or securities may be separately invested, rather than commingled in an investment pool, if one or more of the following conditions exist.
    a. A donor has provided written directions as to the investment of, or that restricts the sale of, their donation in that it makes it impractical to commingle with other securities or funds in other investment pools (see paragraph E).
    b. The Vice President for Administrative Services approves such an investment, after consultation with the CIO, as long

as such an investment is in accordance with the appropriate governing regulations.

2. Funds that have been pledged or dedicated shall be invested in accordance with the objectives and guidelines stated in bond resolutions or other debt agreements.
3. Such funds or securities that are separately invested may be consolidated into like portfolios with other securities that also have specific investment restrictions.

G. Donated Securities

1. Securities received by gift, devise or bequest, whether outright or in trust, shall be sold by the Investment Management Office as soon as practical in accordance with the Rules of the Money Management Council (R628-2-5), and Board of Regents Policy (R541-4.6.1.2) unless:
   a. Restrictions specified by the donor through a written instrument contain directions as to the investment thereof. The funds embodied within the gift shall be invested in accordance with those directions, therein. The University will periodically review donor's written directions to determine if any donated securities being held can be sold or if they should be written off if the value is deemed immaterial.
   b. Such securities are restricted from sale because they are not registered with the Securities and Exchange Commission and/or lack a written instrument as per the intentions of the donor. In such cases, they may be retained as a qualified investment. When the terms of the restrictions are no longer applicable, the securities shall be sold or written off in accordance with this section.
2. Holding such securities as noted above are deemed to be in compliance with the Rules of the State Money Management Council (R628-2-3), and Board of Regents Policy (R541-4.6.1.2).

H. Guidelines for Investment of Public/State Funds and Institutional Funds

The Investment Management Office, with the advisement of the Investment Advisory Committee, will establish guidelines for the operation and management of investment pools. Any guidelines established will require approval from the Board of Trustees prior to their implementation.

Periodically, the Investment Management Office, along with the Investment Advisory Committee shall conduct a review of the guidelines.

1. Public and State Funds are subject to the Cash Management Pool Investment Guidelines.

2. Institutional Funds in the Endowment Pool are subject to the Endowment Pool Guidelines.
3. Donated Securities that have been required by their respective donor to be held by the University shall be invested in accordance with the restrictions of the gift agreement. No internal investment guidelines will be established for those Donated Securities that are placed in a common portfolio.
4. Funds that have been pledged or dedicated shall be invested in accordance with the objectives and guidelines stated in bond resolutions or other debt agreements.
5. Funds being invested that may not fall under a guideline shall be invested in accordance with the appropriate governing regulation.

I. Beneficial Interests not owned or held by the University

In addition to public and state funds and institutional funds owned, held, or administered by the university, the university may be the beneficiary of trust funds, which it does not own, or control, in which independent trustees or boards administer them. This policy does not apply to such trusts or to donated funds that the donor has directed to be invested in specific securities or properties

J. Donated Security Brokerage Accounts

The Investment Management Office shall have the responsibility in establishing, maintaining, monitoring, and if necessary, terminating any donated security brokerage accounts. Transaction authority shall be restricted to those University officials listed in the University's corporate resolution(s).

K. Investment Reporting

1. The Investment Management Office shall submit monthly investment reports to the secretary of the University's Board of Trustees within the required time frame established by the Board but no later than 60 days from month's end.
    a. Such reports shall summarize the University's deposits and investments of funds within each pool or portfolio that were in its custody or control at month end. These reports shall provide a description of the asset including the cost and market value amounts for each investment where applicable.
    b. The secretary shall place the report on the agenda of the next regular council meeting.
    c. No later than 3 calendar days prior to each regularly scheduled monthly meeting of the Board of Trustees, the Vice President for Administrative Services shall have delivered to the Trustees a copy of the investment reports

as described above along with any comments or explanations.

2. The Board of Trustees chair shall review the investment reports prior to the Trustees meeting and may request additional information or explanations from any University official or employee.
    a. During the Trustees meeting, the chair shall present the investment reports to the Trustees with any comments or recommendations she/he wishes to make.
    b. The Trustees, after receiving the investment reports, shall approve or reject the reports.
3. Within 30 days, after the Board of Trustees' action(s), the university shall submit to the Office of the Commissioner for Higher Education (OCHE) a copy of the investment reports as submitted to the Trustees. These reports shall be accompanied by a transmittal letter from the President of the University, which shall state that the President has reviewed the reports, whether or not the president has approved the reports, and any actions taken by the Trustees regarding the reports.
4. Each year, the University shall prepare a summary report of its money management activities for the prior fiscal year on the forms provided by the OCHE. This report shall include the University's Internal Auditors opinion regarding:
    a. The fairness of presentation of the report in accordance with generally accepted accounting principles; and
    b. Compliance with applicable state statutes, in particular, the State Money Management Act, Rules of the State Money Management Council, the Uniform Prudent Management of Institutional Funds Act, the State Board of Regents Policy R541, and University investments policies.
    c. The University administration shall also provide a copy of the report to the chair of the Business Affairs/Capital Facilities Committee of the Board of Trustees who shall present the report's findings and conclusions to the Trustees.
    d. This report shall be submitted to the Board of Trustees.
    e. This report shall be forwarded on to the Board of Regents.

IV. Rules, Procedures, Guidelines, Forms and Other Related Resource Materials

A. Rules

B. Procedures

Endowment Projection Instructions

Endowment Spending Procedures

Gift Acceptance Standards

Operating Investment Income Distribution (CID)

C. Guidelines

Cash Management Pool Investment Guidelines

Endowment Pool Investment Guidelines

D. Forms

E. Other Related Resource Materials

1. Utah Code Title 51, Chapter 7, (State Money Management Act), Annotated 2008
2. Utah Administrative Code Title R628 (Rules of the State Money Management Council)
3. Utah Code Section Title 51, Chapter 08, (Uniform Prudent Management of Institutional Funds Act (UPMIFA), Annotated 2008
4. Utah State Board of Regents Policy R541- Management and Reporting of Institutional Investments,
5. University of Utah Banking Policy (Policy and Procedures No. 3-051).
6. University of Utah Conflict of Interest Policy (Policy and Procedures No. 1-006).
7. Corporate Resolution
8. Corporate Account Resolution
9. Investment Advisory Committee (link to CM Investment Guidelines)

V. Contacts

Questions about this Policy and the related Rules, Procedures, Guidelines and Forms should be directed to: Chief Investment Officer

Requests for exceptions to this policy should be directed to the VP for Administrative Services.

VI. History

Renumbering: Renumbered as Policy 3-050 effective 9/15/2008, formerly known as PPM 3-5.

A. Current version-- Revision #9

Approved by Academic Senate: May 4, 2009

Approved by Board of Trustees: May 12, 2009

Effective date: May 12, 2009

B. Earlier versions

Revision 8: effective dates November 1, 2005 to May 11, 2009

Revision 7: effective dates January 7, 2005 to October 31, 2005

Revision 6: effective dates January 25, 1990 to January 6, 2005

Revision 5: effective dates September 11, 1989 to January 24, 1990

July 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University - Property Exchange with the Utah College of Applied Technology (UCAT)

Issue

Utah Valley University is seeking approval from the Board of Regents to complete a property exchange with UCAT. This transaction is the proposed trade of the Geneva Building, owned by UVU and located in the Orem Business Park (appraised at $2.8M), with 10 acres of real property owned by UCAT and located in the Thanksgiving Point Business Park, next to UTA Front Runner rail-line (appraised at $4M—see attached executive summaries of the appraisals and the summary of the property transfer agreement for details).

This transaction would also require UVU to provide $1M in cash, and a lease agreement wherein UCAT would lease certain space in and on the Geneva Property—stipulated in detail on the property transfer agreement (see attachment).

This exchange will allow UVU to develop a location close to the MATC and light rail system North Valley sites, thereby providing enhanced higher education opportunities for residents of that region. The exchange was reviewed and approved by Utah Valley University's Board of Trustees on June 11, 2009. Representatives from the University will be available to the Regents to answer questions on the property exchange during the July Board meeting.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve Utah Valley University's Property Exchange with the Utah College of Applied Technology.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachment

UVU

UTAH VALLEY UNIVERSITY

VICE PRESIDENT FOR ADMINISTRATION & LEGISLATIVE AFFAIRS

June 12, 2009

Commissioner William Sederburg
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah

Dear Commissioner Sederburg;

I am requesting that you place the Thanksgiving Point and Geneva Building land transaction on the July Board of Regents agenda. This project is the proposed trade of the Geneva Building, located in the Orem Business Park, in exchange for 10 acres of real property, located in the Thanksgiving Point Business Park and next to UTA Front Runner rail line.

This property transaction comprises the exchange of the Geneva Building, valued at $2.8 million plus $1 million cash, in exchange for 10 acres of property, valued at $3.8 million. The $1 million is from the proceeds of the property sale on the West Campus to UTA.

The Thanksgiving Point location would create a North Valley satellite campus which would create a synergistic higher education location developed cooperatively between the MATC and UVU. This site would allow UVU to connect its main campus to Thanksgiving Point by UTA Front Runner and further develop the mass transit network of Utah Valley.

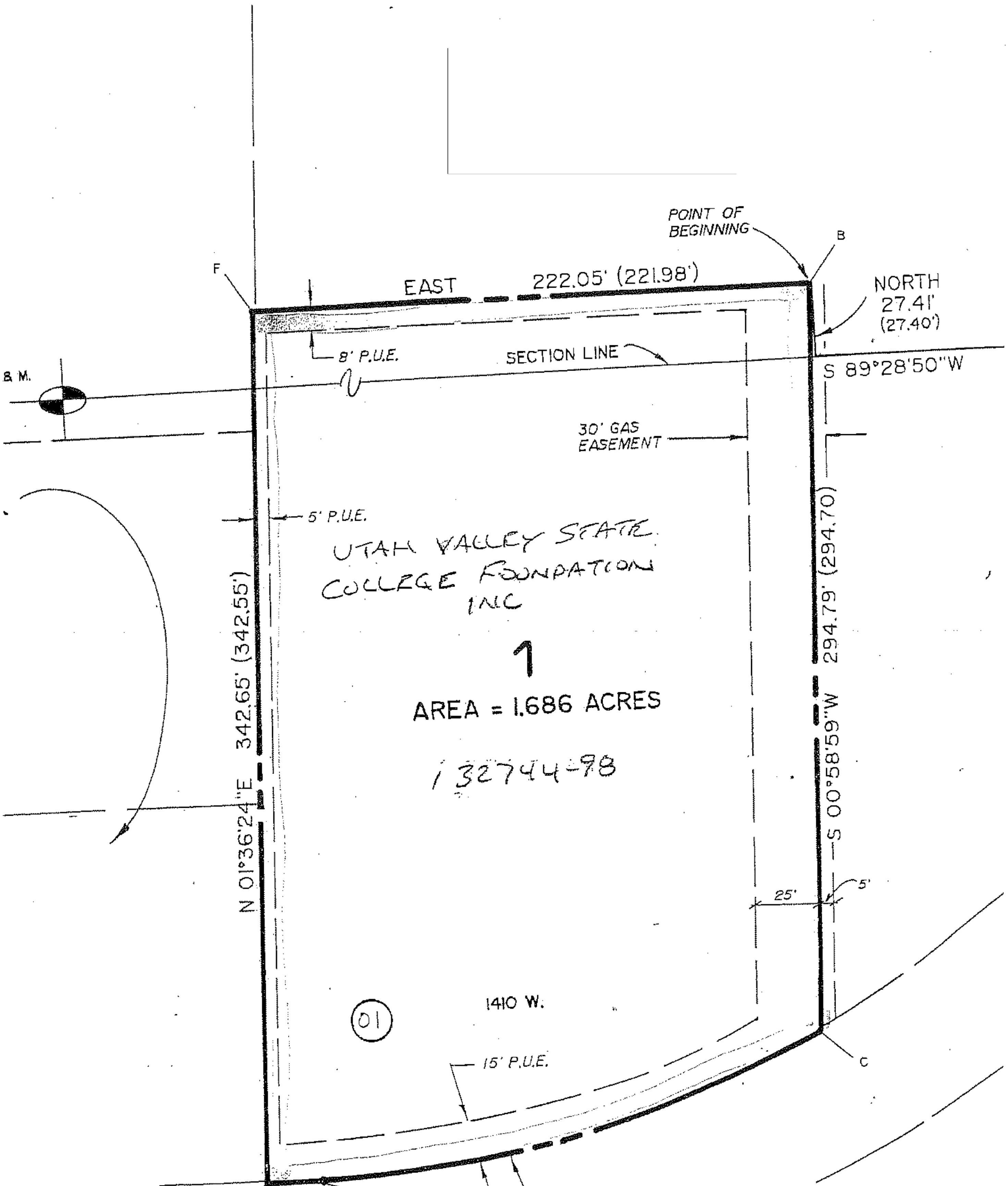
This project allows UVU to develop a location which would provide higher education opportunities for the rapidly growing North Valley of Utah County comprised of Alpine, Lehi, Highland, Saratoga Springs and Eagle Mountain.

If you have any questions about this project, please contact me. I am happy to answer any concerns.

Sincerely,

Val L. Peterson
Vice President
Administration/Legislative Affairs
Utah Valley University

800 WEST UNIVERSITY PARKWAY · OREM, UTAH 84058-5999 · MS 196 *phn* 801 863 8486 *fax* 801 226 5207


POINT OF BEGINNING
B
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EAST 222.05' (221.98')
NORTH
27.41'
(27.40')
8' P.U.E.
SECTION LINE
S 89°28'50"W
B.M.
30' GAS EASEMENT
5' P.U.E.
UTAH VALLEY STATE
COLLEGE FOUNDATION
INC
N 01°36'24"E 342.65' (342.55')
S 00°58'59"W 294.79' (294.70)
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AREA = 1.686 ACRES
132744-98
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1410 W.
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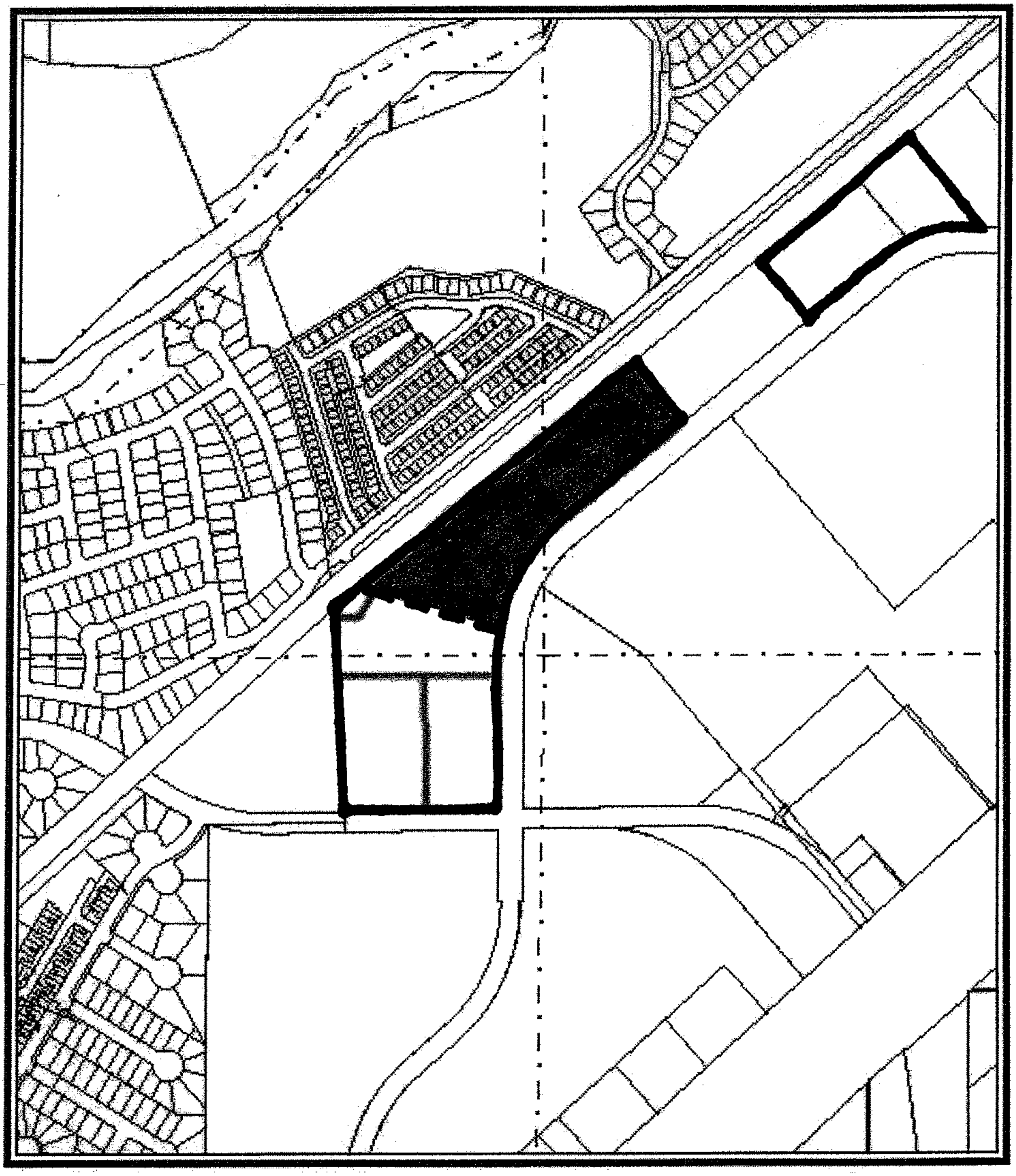

THE APPRAISERS

P.O. BOX 325 • PROVO, UTAH 84603 • Phone (801) 377-7785 • Fax (801) 377-7798

April 8, 2009

Utah Valley University
c/o Jeana Miner
800 West University Parkway
Orem, UT 84058

RE: Appraisal of the UVU Geneva Road Building Located in Orem, Utah

Dear Ms. Miner:

At your request, we have inspected and appraised the above-referenced property located in Orem, Utah. According to the instructions given, this is a summary report. The total site contains 1.69 acres. The subject building contains ±35,700 square feet.

The purpose of the appraisal is to estimate the market value of the subject property's fee simple interest described within this report. The intended use of this report is to assist the client in establishing a market value to aid the client in a proposed property exchange. This appraisal report is prepared for the sole and exclusive use of Jeana Miner and the staff of Utah Valley University's Purchasing Department. No third parties are authorized to rely on this report without the written consent of the appraisers.

This is a Summary Appraisal Report which is intended to comply with the reporting requirements set forth under Standards Rule 2-2(b) of the Uniform Standards of Professional Appraisal Practice for a Summary Appraisal Report. As such, it presents only summary discussions of the data, reasoning, and analyses that were used in the appraisal process to develop the appraisers' opinion of value. Supporting documentation concerning the data, reasoning, and analyses is retained in the appraisers' file. The depth of discussion contained in this report is specific to the needs of the client and for the intended use stated above. The appraisers are not responsible for unauthorized use of this report.

As a result of our investigation and analysis, we have prepared this summary report, summarizing our reasoning and conclusions. It is our opinion that the market value of the subject property, as of March 12, 2009, was:

$2,800,000
(TWO MILLION EIGHT HUNDRED THOUSAND DOLLARS)

We appreciate the opportunity to be of service. Please contact our office if you have questions regarding this report.

Respectfully submitted,

Blaine D. Hales, Appraiser

Utah State-Certified General Appraiser
Certificate #5450589-CG00 Expires 6-30-2009

Aaron D. Henderson, Appraiser

Utah State-Licensed Appraiser
Certificate #5970419-LA00 Expires 11-30-2010

BDH/ADH:lad

THE APPRAISERS

P.O. BOX 325 • PROVO, UTAH 84603 • Phone (801) 377-7785 • Fax (801) 377-7798

April 23, 2009

Utah Valley University
c/o Jeana Miner
800 West University Parkway
Orem, UT 84058

RE: Appraisal of the Thanksgiving Point Property Located in Lehi, Utah

Dear Ms. Miner:

At your request, we have inspected and appraised the above-referenced property located in Lehi, Utah. The property is located at approximately 2700 to 2400 North Ashton Blvd. According to the instructions given, this is a summary report. The total site contains 16.27 acres. We have been assigned to appraise the northern most ±10 acres.

The purpose of the appraisal is to estimate the market value of the subject property's fee simple interest described within this report. The intended use of this report is to assist the client in establishing a market value to aid the client in a proposed property exchange. This appraisal report is prepared for the sole and exclusive use of Jeana Miner and the staff of Utah Valley University's Purchasing Department LLC. No third parties are authorized to rely on this report without the written consent of the appraisers.

The subject of this report is part of the 16.27-acre MATC property at Thanksgiving Point. As described to us, it is the northern most ten acres. No surveying or preliminary subdividing has been done. Rather, our assignment is to estimate the value of the northern most ten acres owned by MATC to facilitate negotiations for a property exchange between UVU and MATC.

Utah is a non-disclosure state. That is, real estate transactions (both sales and leases) are not a matter of public record. We have used third party sources, such as MLS databases and available public records, to gather data for analysis. We have attempted, in all cases, to verify the data, but were unsuccessful in some cases. This appraisal is carried out under the extraordinary assumption that the information is accurate as received. Should this extraordinary assumption be found to be inaccurate at a later date, it may or may not change any opinion, conclusion, or value in this report. The appraisers reserve the right to review any new, additional, and/or different information and make changes to any opinion, conclusion, or value contained herein, as warranted.

This is a Summary Appraisal Report which is intended to comply with the reporting requirements set forth under Standards Rule 2-2(b) of the Uniform Standards of Professional Appraisal Practice for a Summary Appraisal Report. As such, it presents only summary discussions of the data, reasoning, and analyses that were used in the appraisal process to develop the appraisers' opinion of value. Supporting documentation concerning the data, reasoning, and analyses is retained in the appraisers' file. The depth of discussion contained in this report is specific to the needs of the client and for the intended use stated above. The appraisers are not responsible for unauthorized use of this report.

As a result of our investigation and analysis, we have prepared this summary report, summarizing our reasoning and conclusions. It is our opinion that the market value of the subject property, as of March 17, 2009, was:

$4,000,000
(Four Million Dollars)

We appreciate the opportunity to be of service. Please contact our office if you have questions regarding this report.

Respectfully submitted,

Blaine D. Hales, Appraiser
Utah State-Certified General Appraiser
Certificate #5450589-CG00 Expires 6-30-2009

Aaron D. Henderson, Appraiser
Utah State-Licensed Appraiser
Certificate #5970419-LA00 Expires 11-30-2010

BDH/ADH:lad

PROPERTY TRANSFER AGREEMENT

This Property Transfer Agreement (the "Agreement") is entered into as of the Effective Date by and between Utah Valley University, a state institution of higher education, located at 800 West University Parkway, Orem, Utah 84058-5999 (hereinafter referred to as "UVU") and the Mountainland Applied Technology College Campus of the Utah College of Applied Technology, located at 789 East Bamberger Drive, American Fork, Utah 84003 (hereinafter referred to as "MATC").

RECITALS

A. UVU owns certain real property located at 1410 West 1200 South, Orem, Utah, hereinafter referred to as the "Geneva Building Property".

B. MATC owns approximately 10 acres of land located at 2700 North Ashton Blvd., Lehi, Utah, hereinafter referred to as the "Thanksgiving Point Property".

C. UVU desires to transfer the Geneva Building Property to MATC in exchange for the Thanksgiving Point Property, and MATC desires to transfer the Thanksgiving Point Property to UVU in exchange for the Geneva Building Property, together with adequate monetary consideration in order that the exchange of real property be of equal value.

D. The transfer of property will enhance the educational mission of both UVU and MATC by providing students and other members of the institutional community with a wider range of services and program at strategic locations in the community.

NOW THEREFORE, for good and valuable consideration received, the parties agree as follows:

1. BASIC TERMS AND DEFINITIONS:

(a) "Geneva Building" means the real property located at 1410 West 1200 South, Orem, Utah and which is more clearly identified by the legal description set forth in Exhibit A, which is attached hereto and incorporated herein by this reference. The Geneva Building Property consists of approximately 1.69 acres of land and includes a building of approximately 35,564 square feet that is designed for use as classroom space, educational instruction, and light manufacturing.

(b) "Thanksgiving Point Property" means the real property located at 2700 North Ashton Blvd., Lehi, Utah and which is more clearly identified by the legal description set forth in Exhibit B, which is attached hereto and incorporated herein by this reference. The Thanksgiving Point Property consists of approximately 10 acres of undeveloped land.

(c) "Earnest Money": None
(d) "Escrow Agent": None

(e) "Title Company": Weston Land Title Inc and Access Title Company
(f) "Effective Date" means the 18th day of July, 2009.
(g) "Agreement" means this Property Transfer Agreement together with all Exhibits and Addendums and other incorporated attachments.
(h) Closing Date: August 20, 2009
(i) Seller's Broker: None
(j) Purchaser's Broker: None

2. PROPERTY AND CONSIDERATION:

2.1 MATC agrees to purchase, and UVU agrees to sell, the Geneva Property, including all improvements and structures affixed to and appurtenant to the land as well as (a) the personal property listed on Exhibit "C" located on the Geneva Property or affiliated therewith (the "Personal Property"), (b) any and all easements, rights-of-way, tenements, and hereditaments appurtenant to the Geneva Property, (c) any and all rights, title and interest in the right of access to the Geneva Property, and (d) to the extent assignable, any permits, approvals or authorizations related to the use and occupancy of the Geneva Property, all of which are hereinafter incorporated, for purposes of this Agreement, into and made part of the Geneva Property.

2.1.1 As consideration for the purchase and sale of the Geneva Property, MATC shall transfer to UVU by special warranty deed, the free and clear title to the Thanksgiving Point Property.

2.2 UVU agrees to purchase, and MATC agrees to sell, the Thanksgiving Point Property, including all improvements and structures affixed to and appurtenant to the land as well as (a) any and all easements, rights-of-way, tenements, and hereditaments appurtenant to the Thanksgiving Point Property, (b) any and all shares in water or irrigation companies and any and all wells and water rights used on or appurtenant to the Thanksgiving Point Property (including any riparian rights), (c) any and all mineral, oil, gas, geothermal, and other energy rights owned by MATC on, in or under the Thanksgiving Point Property, and (d) any and all rights, title and interest in the right of access to the Thanksgiving Point Property..

2.2.1 As consideration for the purchase and sale of the Thanksgiving Point Property, UVU shall (a) pay MATC $1.0 Million Dollars ($1,000,000.00), (b) replace the roof of the Geneva Building, and (c) transfer to MATC by special warranty deed, the free and clear title to the Geneva Property.

3. UVU's DELIVERIES:

On or before the Closing Date, UVU will deliver to MATC the following items relating to the Geneva Property: (a) any declarations of restrictive covenants, architectural guidelines, landscaping guidelines, subdivision plats, master plans, development agreements, and any other agreements concerning the development and use of the Geneva Property; (b) any outstanding real estate tax and utility bills; (c) any and all surveys , reports, maps, traffic studies, engineering studies, geological tests, environmental audits and reports, leases, contracts and other materials in UVU's possession or control related to the Geneva Property; and (d) any and all disclosures required to be made by UVU pursuant to any state or federal laws. On or before the Closing Date, UVU, at its sole cost and expense, will cause the Title Company to deliver to MATC a title insurance commitment for an extended coverage owner's title insurance policy in form approved by MATC, in the amount of Two Million Eight Hundred Thousand Dollars ($2,800,000.00), along with legible copies of all instruments referred to in the title insurance commitment as exceptions. By mutual written agreement the parties may waive any title insurance commitment set forth herein. However, in the event no such waiver is mutually agreed upon, UVU will cause the Title Company to provide to MATC any amendments to the title insurance commitment, along with additional referenced documents, as soon as possible.

4. MATC's DELIVERIES:

On or before the Closing Date, MATC will deliver to UVU the following items relating to the Thanksgiving Point Property: (a) any declarations of restrictive covenants, architectural guidelines, landscaping guidelines, subdivision plats, master plans, development agreements, and any other agreements concerning the development and use of the Thanksgiving Point Property; (b) any outstanding real estate tax and utility bills; (c) any and all surveys , reports, maps, traffic studies, engineering studies, geological tests, environmental audits and reports, leases, contracts and other materials in MATC's possession or control related to the Thanksgiving Point Property; and (d) any and all disclosures required to be made by MATC pursuant to any state or federal laws. On or before the Closing Date, MATC, at its sole cost and expense, will cause the Title Company to deliver to UVU a title insurance commitment for an extended coverage owner's title insurance policy in form approved by UVU, in the amount of Three Million Eight Hundred Thousand Dollars ($3,800,000.00), along with legible copies of all instruments referred to in the title insurance commitment as exceptions. By mutual written agreement the parties may waive any title insurance commitment set forth herein. However, in the event no such waiver is mutually agreed upon, MATC will cause the Title Company to provide to UVU any amendments to the title insurance commitment, along with additional referenced documents, as soon as possible.

5. LEASE OF SPACE IN THE GENEVA BUILDING

MATC agrees to lease to UVU certain space in and on the Geneva Property for educational instruction purposes related to UVU's Utah Manufacturing Extension Partnership and Small Business Administration Offices, all in accordance with the terms and conditions of the Lease Agreement, attached hereto and incorporated herein by this reference as Exhibit D.

6. REPRESENTATIONS AND WARRANTIES OF UVU and MATC:

6.1 UVU hereby covenants, represents and warrants to the best of its knowledge the following, all of which shall be restated as of the Closing Date: (a) UVU has good and marketable fee simple title to the Geneva Property; (b) No other party has any right, title or interest in or to the Geneva Property; (c) Neither UVU nor anyone else has handled, spilled, released or stored hazardous or toxic material on the Geneva Property; (d) UVU has no knowledge that hazardous or toxic material has affected the Geneva Property or is located in, on or upon the Geneva Property, including any underground fuel storage tanks (whether leaking or not leaking), or asbestos, radon or lead paint in unacceptable levels in any structure; (e) UVU has not employed contractors, workmen, or suppliers upon the Geneva Property within the last six months in activities which would give rise to a mechanic's or supplier's lien upon the Geneva Property; (f) The Geneva Property complies with all laws, statutes, rules, ordinances, regulations and codes ("Laws"), including, without limitation, any and all environmental Laws, building and zoning Laws, and that UVU has no knowledge of any claim or notice of any violation of any Laws regarding the Geneva Property which has not been resolved; (g) UVU has no knowledge of any potential condemnation or offer to purchase in lieu thereof of any portion of the Geneva Property, including any access to the Geneva Property; (h) UVU has no knowledge of any potential claim, action, or lawsuit concerning the Geneva Property; (i) UVU has no knowledge of any endangered species, wetlands, protective plant-life or other physical attribute of the Geneva Property that may prohibit or limit the development thereof; (j) there is legal vehicular access to the Geneva Property from a public street and all necessary plats and easements to effectuate access to the Geneva Property have been duly filed and/or recorded; (k) the improvements listed below in Section 7.2 have been installed and are in good working order and condition; (l) UVU is duly formed and in good standing under the laws of the state of Utah and is duly authorized to do business in Utah; and (m) UVU has obtained any and all necessary approvals to this transaction, and this Agreement is a legally binding contract on UVU. UVU agrees to indemnify and hold MATC free and harmless from all claims and damages (including attorney fees and costs) incurred by MATC due to breach of the foregoing representations and warranties and/or arising from any negligent act or negligent omission of UVU, its employees, servants, agents, or contractors (including, without limitation, any mechanic's liens) relating directly or indirectly to the sale of the Geneva Property.

6.2 UVU hereby represents and warrants that the Geneva Property is or will be as of the Closing Date improved with and includes the following utility services and special improvements:

[X] Curb and Gutter
[X] Street Paving
[X] Street Lighting
[X] Electricity, Connected
[X] Sewer, Connected
[X] Natural Gas, Connected

[X] Culinary Water, check each that apply:
[X] Public Water System, Connected

The terms and provisions of this Paragraph 6.1 and 6.2 shall survive the closing and recording of any Special Warranty Deed.

6.3 MATC hereby covenants, represents and warrants to the best of its knowledge the following, all of which shall be restated as of the Closing Date: (a) MATC has good and marketable fee simple title to the Thanksgiving Point Property; (b) No other party has any right, title or interest in or to the Thanksgiving Point Property; (c) Neither MATC nor anyone else has handled, spilled, released or stored hazardous or toxic material on the Thanksgiving Point Property; (d) MATC has no knowledge that hazardous or toxic material has affected the Thanksgiving Point Property or is located in, on or upon the Thanksgiving Point Property, including any underground fuel storage tanks (whether leaking or not leaking), or asbestos, radon or lead paint in unacceptable levels in any structure; (e) MATC has not employed contractors, workmen, or suppliers upon the Thanksgiving Point Property within the last six months in activities which would give rise to a mechanic's or supplier's lien upon the Thanksgiving Point Property; (f) The Thanksgiving Point Property complies with all laws, statutes, rules, ordinances, regulations and codes ("Laws"), including, without limitation, any and all environmental Laws, building and zoning Laws, and that MATC has no knowledge of any claim or notice of any violation of any Laws regarding the Thanksgiving Point Property which has not been resolved; (g) MATC has no knowledge of any potential condemnation or offer to purchase in lieu thereof of any portion of the Thanksgiving Point Property, including any access to the Thanksgiving Point Property; (h) MATC has no knowledge of any potential claim, action, or lawsuit concerning the Thanksgiving Point Property; (h) MATC has no knowledge of any endangered species, wetlands, protective plant-life or other physical attribute of the Thanksgiving Point Property that may prohibit or limit the development thereof; (i) there is legal vehicular access to the Thanksgiving Point Property from a public street and all necessary plats and easements to effectuate access to the Thanksgiving Point Property have been duly filed and/or recorded; (j) the improvements listed below in Section 7.4 have been installed and are in good working order and condition; (k) MATC is duly formed and in good standing under the laws of the state of Utah and is duly authorized to do business in Utah; (l) MATC has obtained any and all necessary approvals to this transaction; (m)this Agreement is a legally binding contract on MATC, and (n) MATC has not made and will not make any commitments or representations to the applicable governmental authorities, or any adjoining or surrounding property owners or future buyers of MATC's property adjoining or surrounding the Thanksgiving Point Property, which would in any manner be binding on UVU or interfere with UVU's ability to use the Thanksgiving Point Property for higher education purposes. MATC agrees to indemnify and hold UVU free and harmless from all claims and damages (including attorney fees and costs) incurred by UVU due to breach of the foregoing representations and warranties and/or arising from any negligent act or negligent omission of MATC, its employees, servants, agents, or contractors (including, without limitation, any mechanic's liens) relating directly or indirectly to the sale of the Thanksgiving Point Property.

6.4 MATC hereby represents and warrants that the Thanksgiving Point Property is or will be as of the Closing Date improved with and includes the following utility services and special improvements:

- [X] Curb and Gutter
- [X] Street Paving
- [X] Street Lighting
- [X] Electricity, Stubbed
- [X] Sewer, Stubbed
- [X] Natural Gas, Stubbed
- [X] Culinary Water, check each that apply:
  - [X] Public Water System, Stubbed

The terms and provisions of this Paragraph 6.3 and 6.4 shall survive the closing and recording of the Special Warranty Deed.

7. CHANGES DURING THE TRANSACTION:

7.1 UVU agrees that from the Effective Date until the Closing Date, none of the following shall occur to the Geneva Property without the prior written consent of MATC: (a) no changes in any existing leases shall be made; (b) no new leases shall be entered into; (c) no substantial alterations to the Geneva Property shall be made or undertaken; (d) no further financial encumbrances to the Geneva Property shall be made; and (e) no negotiation regarding the sale of the Geneva Property to any other party, except for MATC.

7.2 MATC agrees that from the Effective Date until the Closing Date, none of the following shall occur to the Thanksgiving Point Property without the prior written consent of UVU: (a) no changes in any existing leases shall be made; (b) no new leases shall be entered into; (c) no substantial alterations to the Thanksgiving Point Property shall be made or undertaken; (d) no further financial encumbrances to the Thanksgiving Point Property shall be made; and (e) no negotiation regarding the sale of the Thanksgiving Point Property to any other party, except for UVU.

8. RISK OF LOSS:

8.1 Except as otherwise specifically set forth herein, all risk of loss and destruction of the Geneva Property and improvements, and all Geneva Property expenses and insurance, shall be borne by UVU until the Closing Date. In the event of any condemnation of a portion of the Geneva Property or any material damage or destruction of a portion of the Geneva Property, UVU shall immediately notify MATC, which notice shall specify the type and extent of such condemnation or material damage or destruction. Within seven (7) calendar days after receipt of such notice, MATC shall have the option to terminate this Agreement upon written notice to UVU, and have no further liability hereunder.

8.2 Except as otherwise specifically set forth herein, all risk of loss and destruction of the Thanksgiving Point Property and improvements, and all Thanksgiving Point Property expenses and insurance, shall be borne by MATC until the Closing Date. In the event of any condemnation of a portion of the Thanksgiving Point Property or any material damage or destruction of a portion of the Thanksgiving Point Property, MATC shall immediately notify UVU, which notice shall specify the type and extent of such condemnation or material damage or destruction. Within seven (7) calendar days after receipt of such notice, UVU shall have the option to terminate this Agreement upon written notice to MATC and thereafter UVU shall have no further liability hereunder.

9. CONDITIONS OF CLOSING:

As conditions precedent to Closing all of UVU's Obligations and MATC's Obligations must have been fully performed. In the event of a failure to obtain a condition to closing as set forth in this Agreement, the party for whose benefit the condition existed shall have the right to terminate this Agreement upon written notice to the other party.

10. UVU's OBLIGATIONS:

On or before the Closing Date, UVU shall (a) discharge all liens, deeds of trust , mortgages, judgments, and other financial encumbrances affecting the Geneva Property: (b) furnish to MATC good and marketable title to the Geneva Property in accordance with the standards applicable in the geographical area where the Property is located: (c) provide a fully-executed and duly acknowledged Special Warranty Deed (the "Deed"), free of all title exceptions except only those appearing on the Title Commitment that have not been objected to by MATC, and vesting title in the Geneva Property to MATC; (d) provide originals of any and all leases in effect at Closing that will be assigned to MATC, if any, and an executed original of a lease assignment agreement prepared by UVU whereby such leases and any security deposits are assigned to MATC: (e) execute and deliver any other documents as may be required to effectuate the transfer of the Geneva Property as provided herein (including any and all easements and plats to ensure legal and sufficient vehicular access to the Property); (f) execute and provide a Closing Settlement Statement consistent with this Contract, and (g) shall pay MATC the sum of $1.0 million dollars ($1,000,000.00). In the event any leases will be assigned to MATC, UVU shall furnish to MATC estoppel certificates for each lease in form and substance reasonably satisfactory to MATC at least five (5) business days prior to the Closing Date. UVU shall repair any damage to the Geneva Property caused by UVU during the removal of any of UVU's property from the Geneva Property.

11. MATC's OBLIGATIONS:

On or before the Closing Date, MATC shall (a) discharge all liens, deeds of trust , mortgages, judgments, and other financial encumbrances affecting the Thanksgiving Point Property: (b) furnish to UVU good and marketable title to the Thanksgiving Point Property in accordance with the standards applicable in the geographical area where the Thanksgiving Point Property is located: (c) provide a fully-executed and duly acknowledged Special Warranty Deed (the "Deed"), free of all title exceptions except only those appearing on the Title Commitment that have not been objected to by UVU, and vesting title in the Thanksgiving Point Property to UVU; (d) provide originals of any and all leases in effect at Closing that will be assigned to UVU, if any, and an executed original of a lease assignment agreement prepared by UVU whereby such leases and any security deposits are assigned to MATC: (e) execute and deliver any other documents as may be required to effectuate the transfer of the Thanksgiving Point Property as provided herein (including any and all easements and plats to ensure legal and sufficient vehicular access to the Thanksgiving Point Property); and (f) execute and provide a Closing Settlement Statement consistent with this Contract. In the event any leases will be assigned to UVU, MATC shall furnish to UVU estoppel certificates for each lease in form and substance reasonably satisfactory to UVU at least five (5) business days prior to the Closing Date. MATC shall repair any damage to the Thanksgiving Point Property caused by MATC during the removal of any of MATC's property from the Thanksgiving Point Property.

12. CLOSING COSTS AND PRORATIONS:

Each party will pay for its own costs (including attorneys' fees) in connection with the negotiation of this Contract, the performance of its obligations under this Contract and the Closing of the transaction. The parties will evenly split the costs of any recording fees for the Deeds, escrow fees and other customary closing costs. At Closing, utility service, and all other similar monthly operational expenses of the Geneva Property and the Thanksgiving Point Property shall be pro-rated as of the Closing Date. Rents shall be prorated to the Closing Date. Lease deposits, if any on the Geneva Property, shall be delivered to MATC. Lease deposits, if any on the Thanksgiving Point Property, shall be delivered to UVU at the time of Closing. Prorations shall be based on the most recent figures available.

13. CLOSING:

The parties shall close this transaction upon the terms and conditions contained herein with the satisfaction of UVU's Obligations and MATC's Obligations to be completed by or upon the Closing Date. Upon the Closing, the parties shall cause the Deeds and any other documents to be recorded.

14. BROKERAGE COMMISSIONS:

Neither UVU nor MATC has been represented by a Broker.

15. TERMINATION:

In the event this Agreement is terminated by the mutual agreement of UVU and MATC neither party shall have any liability to the other, except for the party's obligations that survive the termination of this Agreement.

16. NOTICES:

All notices shall be in writing and sent to UVU and MATC at the addresses provided herein and shall be given by personal delivery, overnight courier service, facsimile, or United States mail. Notices shall be deemed delivered the date actually delivered or five (5) business days after deposit in the United States mail.

17. POSSESSION:

UVU shall deliver possession of the Geneva Property to MATC immediately on Closing, unless otherwise set forth herein. MATC shall deliver possession of the Thanksgiving Point Property to UVU immediately on Closing, unless otherwise set forth herein.

18. SUCCESSORS AND ASSIGNS:

All the terms and provisions of this Agreement shall bind and inure to the benefit of the parties hereto, their heirs, successors, personal representatives, and assigns.

19. MISCELLANEOUS:

The terms of this Agreement constitute the entire contract and agreement between the parties, and any modifications of this Agreement must be in writing in an addendum to this Agreement, and signed by both parties. The waiver of any right herein must be in writing, and any such waiver shall not be deemed to be a waiver of any subsequent right or any other right granted herein. This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which shall constitute one and the same instrument. Time is of the essence of each and every term and conditions of this Agreement. No term or provision of this Agreement is intended to, nor shall it, benefit any party (including any broker) not a party hereto. This Agreement was negotiated between sophisticated parties, neither of whom acted under any duress or compulsion, whether, legal, economic or otherwise, and each of whom was represented, or voluntarily elected not to be represented, by legal counsel. As such, the terms of this Agreement shall be interpreted in their usual and customary meanings. The parties waive the application of any rule of law which would require the interpretation of this Agreement against either party. This Agreement shall be governed by the laws of the State of Utah.

20. SPECIFIED USE RESTRICTIVE COVENANT

20.1 The parties acknowledge that the Thanksgiving Point Property contains a specified use covenant (hereinafter referred to as the "Specified Use Covenant"), which is more fully described in Section 9.1 of the Real Estate Contract of Purchase and Sale attached hereto as Exhibit E, and incorporated herein for reference purposes only. MATC represents that the Specified Use Covenant will be fulfilled with regard to all the real property subject to the provisions of the Exhibit E, Real Estate Contract, specifically including the Thanksgiving Point Property. Further, MATC agrees to indemnify and hold UVU harmless against any claims, demands, causes of action, or losses of any kind or nature, by the Whistle Stop Development Corporation or Bush Properties, L.C., or their assigns, successors in interest, or principals, to exercise the repurchase option as set forth in Section 9.1 of the Exhibit E, Real Estate Contract..

20.2 Even though the parties agree and acknowledge that the Specified Use Covenant, once fulfilled and/or satisfied, does not forever run with the Thanksgiving Point property, UVU, nevertheless, for purposes of this Agreement agrees to the Thanksgiving Point Property for the construction and operation of an institution of higher education. Any new construction on the Thanksgiving Point Property shall be in compliance with the then current design guidelines as set forth in the Master Declaration of Protective Covenants, Conditions and Restriction for Bak Commercial/Retail Developments and Architectural Guidelines, a copy of which are attached hereto as Exhibit F.

20.3 Notwithstanding any provision to the contrary, in the event MATC fails to timely comply with the Specified Use provision set forth in Section 9.1 of the Exhibit E, Real Estate Contract, or fails to develop the Property (as that term is defined in the Exhibit E, Real Estate Contract) for the Specified Use, by July 15, 2010, then this Agreement shall automatically be void as of 12:01 AM, July 16 and of no legal affect. In such case MATC shall immediately transfer back to UVU, by Special Warranty Deed, the Geneva Building Property, and UVU shall immediately transfer back to MATC, by Special Warranty Deed, the Thanksgiving Point Property.

Utah Valley University

By: ______________________________________ ______________________

Date

Its: Authorized Agent

Utah College of Applied Technology, Mountainland Applied Technology College Campus

By: ____________________________________ ____________________

Date

Its: Authorized Agent

July 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revision of Policy R207, *Institutional Residences for Colleges and Universities in the Utah System of Higher Education*

Issue

Following a Legislative audit on the *Sale of the College of Eastern Utah President's Home*, the auditors recommended a revision to Regents' Policy R207, *Institutional Residences for Colleges and Universities in the Utah System of Higher Education.*

Background

A limited review of the sale of the president's home at CEU suggested that as a matter of best practices, advertising and bid time could have been longer. It was recommended that the Regent policy be changed to ensure all schools have adequate policies in place regarding the sale of a president's home.

Policy Change

The revised Policy R207 includes the following changes;

- The "Preamble" section was moved to be combined with the "Purpose" section of the policy. No language was modified in the move.

- A few of the longer paragraph sections were broken into shorter outline sections. This did not affect the wording of the policy, but only the flow. This includes the "Construction, Purchase, and Remodeling" section.

- Within the "Construction, Purchase, and Remodeling" section, the phrase: "sufficient advertising and bid time allowed" was added at the suggestion of the legislative auditors.

- Internet services were added as an allowable covered utility expenditure.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the proposed revisions Policy R207, raise issues, and, if satisfied, approve the replacement Policy R207, Institutional Residences for Colleges and Universities in the Utah System of Higher Education.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/DAM/AMH
Attachment

R207, Institutional Residences for Colleges and Universities in the Utah System of Higher Education[1]

R207-1. Purpose: To provide for a designated institutional residence for each college and university, on or near the respective campuses, appropriate for the functions of the presidential office and the residential requirements of the presidents. The duties of a president require residence on or near the campus so as to permit personal hosting of activities and events and involvement in administrative problems requiring personal and immediate attention. Moreover, the scope of activities is such as to preclude the personal performance of routine repair and maintenance of a residence which may necessarily be larger than the president's private needs require. Provision and maintenance of institutional residences serves the best interests of the institutions, is a convenience to the Utah System of Higher Education, and reflects generally accepted practice throughout American higher education.

R207-2. References

2.1. Utah Code §53B-2-102, Board to Appoint President of Each Institution

2.2. Policy and Procedures R205, Presidential Appointment, Term of Office, and Compensation and Benefits

R207-3. Policy

3.1. Functions of an Official Institutional Residence: The Board of Regents shall designate an official institutional residence for each college and university, located on or near the campus, owned and maintained by the institution, and occupied by the President as a condition of employment. Such a residence is considered an institutional resource to be used for the convenience and benefit of the institution. The institutional residence is used by the President as an important extension of the campus in performing the functions of the presidential office. It will be the President's official residence and be used substantially for work-related purposes, both administrative and social. The institutional residence serves as a vital center of social activity important to institutional advancement, where receptions for faculty, staff, students, and guests are held, and where influential visitors, lecturers, performers, potential donors, and others may be hosted.

3.2. Criteria for Designation of Institutional Residences

3.2.1. The Board of Regents, in designating an official institutional residence, shall take into account the type of institution (university, baccalaureate college, or community college), living standards and cost of housing in the community, ability to meet the president's needs for campus related activities, accessibility to the campus, suitability for family needs, estimated cost or market value, and other appropriate factors.

3.2.2. A report summarizing the facts as to the adequacy and appropriateness of the residence on these points shall be prepared by the Commissioner in consultation with the President, the Chairman of the institutional Board of Trustees, and the Chairman of the Board of Regents. The report will be submitted to both the institutional Board of Trustees and the Board of Regents for

[1] Adopted April 22, 1975; amended June 28, 1979, April 20, 1982, May 15, 1984, and July 17, 1984, replaced February 26, 1988, amended March 25, 1988, August 19, 2005, and July 17, 2009.

approval. If approved, the report will be filed in the Office of the Commissioner as evidence of official designation.

3.3. Construction, Purchase, and Remodeling: The costs of construction, purchase, major remodeling, landscaping, and improvements of existing and future institutional residences must have the prior recommendation of the institutional Board of Trustees and approval of the Board of Regents. Such costs will be financed from sources other than state-appropriated funds unless otherwise specifically authorized by the Board of Regents.

3.4. Selling of a Current Institutional Residence: Should the Regents determine that an institutional residence is no longer adequate or suitable to meet the needs of the institution, appropriate appraisals may be obtained, sufficient advertising and bid time allowed, and the residence sold. Revenue from the sale will be applied as designated and approved by the Board of Regents.

3.5. Costs of Maintaining Institutional Residences

3.5.1. Maintenance costs, including utilities, routine care of the residence and grounds, equipment replacement, repairs and improvements, will be borne by the institution. The utility costs covered by this policy include fuel, power, water, sewer, internet service, basic telephone service, and long distance telephone service for institutional purposes. Each president shall be responsible for the costs of personal long distance telephone service, cable television, and any other personal telecommunications service.

3.5.2. Domestic assistance serving institutional purposes may be provided as appropriate, and as set forth and approved in the budget in 3.6.

3.5.3. With the approval of the institutional Board of Trustees, furnishings and equipment of a type serving primarily institutionally-related functions of the residence may be provided by the institution and shall remain on the property inventory of the institution.

3.5.4. Fire and liability insurance shall be carried on all institutional residences and property, with the costs being borne by the institutions. Insurance costs on personal belongings shall be paid for by the presidents.

3.6. Budget Approval by the Board of Regents: On or before September 15 of each year, the President shall file with the Chairman of the institutional Board of Trustees and the Commissioner of Higher Education a budget for the institutional residence, detailing estimated expenditures for maintenance costs, domestic assistance, and insurance, as provided in 3.5. The budget will include a detailed report comparing the previous year's actual expenditures with the budget approved for that year. The Commissioner shall submit the budget to the Board of Regents for approval.

3.7. Equitable Adjustments for Full Compliance with the Policy: The Board of Regents shall oversee the equitable adjustments necessary to bring about full compliance with this policy.

3.8. Exceptions to Policy: The provisions of this policy shall not apply to the Commissioner of Higher Education. The Board of Regents may provide an equitable housing allowance, or make other equitable and appropriate arrangements, to accommodate the residential housing requirements of the Commissioner or institutional Presidents.

R207, Institutional Residences for Colleges and Universities in the Utah System of Higher Education[1]

~~**R207-1. Purpose**: To provide for a designated institutional residence for each college and university, on or near the respective campuses, appropriate for the functions of the presidential office and the residential requirements of the presidents.~~

~~**R207-2. References**~~

~~**2.1.** Utah Code §53B-2-102 (Board to Appoint President of Each Institution)~~

~~**2.2.** Policy and Procedures R205, Presidential Appointment, Term of Office, and Compensation and Benefits~~

~~**R207-3. Policy**~~

~~**3.1. Preamble**: The duties of a president require residence on or near the campus so as to permit personal hosting of activities and events and involvement in administrative problems requiring personal and immediate attention. Moreover, the scope of activities is such as to preclude the personal performance of routine repair and maintenance of a residence which may necessarily be larger than the president's private needs require. Provision and maintenance of institutional residences serves the best interests of the institutions, is a convenience to the Utah System of Higher Education, and reflects generally accepted practice throughout American higher education.~~

~~**3.2. Functions of an Official Institutional Residence**: The Board of Regents shall designate an official institutional residence for each college and university, located on or near the campus, owned and maintained by the institution, and occupied by the President as a condition of employment. Such a residence is considered an institutional resource to be used for the convenience and benefit of the institution. The institutional residence is used by the President as an important extension of the campus in performing the functions of the presidential office. It will be the President's official residence and be used substantially for work-related purposes, both administrative and social. The institutional residence serves as a vital center of social activity important to institutional advancement, where receptions for faculty, staff, students and guests are held, and where influential visitors, lecturers, performers, potential donors and others may be hosted.~~

~~**3.3. Criteria for Designation of Institutional Residences**: The Board of Regents, in designating an official institutional residence, shall take into account the type of institution--university, state college, or community college--living standards and cost of housing in the community, ability to meet the president's needs for campus related activities, accessibility to the campus, suitability for family needs, estimated cost or market value, and other appropriate factors. A report summarizing the facts as to the adequacy and appropriateness of the residence on these points shall be prepared by the Commissioner in consultation with the President, the Chairman of the institutional Board of Trustees, and the Chairman of the Board of Regents. The report will be submitted to both the institutional Board of Trustees and the Board of Regents for approval. If approved, the report will be filed in the Office of the Commissioner as evidence of official designation.~~

[1] Adopted April 22, 1975; amended June 28, 1979, April 20, 1982, May 15, 1984, and July 17, 1984, replaced February 26, 1988, amended March 25, 1988 and August 19, 2005.

~~**3.4. Construction, Purchase and Remodeling**: The costs of construction, purchase, major remodeling, landscaping and improvements of existing and future institutional residences must have the prior recommendation of the institutional Board of Trustees and approval of the Board of Regents. Such costs will be financed from sources other than state-appropriated funds unless otherwise specifically authorized by the Board of Regents. Should the Regents determine that an institutional residence is no longer adequate or suitable to meet the needs of the institution, appropriate appraisals may be obtained and the residence sold. Revenue from the sale will be applied as designated and approved by the Board of Regents.~~

~~**3.5. Costs of Maintaining Institutional Residences**: Maintenance costs, including utilities, routine care of the residence and grounds, equipment replacement, repairs and improvements, will be borne by the institution. The utility costs covered by this policy include fuel, power, water, sewer, basic telephone service, and long distance service for institutional purposes. Each president shall be responsible for the costs of personal long distance telephone service, cable television, and any other personal telecommunications service. Domestic assistance serving institutional purposes may be provided as appropriate, and as set forth and approved in the budget in paragraph 3.6. With the approval of the institutional Board of Trustees, furnishings and equipment of a type serving primarily institutionally-related functions of the residence may be provided by the institution and shall remain on the property inventory of the institution. Fire and liability insurance shall be carried on all institutional residences and property, with the costs being borne by the institutions. Insurance costs on personal belongings shall be paid for by the presidents.~~

~~**3.6. Budget Approval by the Board of Regents**: On or before September 15 of each year, the President shall file with the Chairman of the institutional Board of Trustees and the Commissioner of Higher Education a budget for the institutional residence, detailing estimated expenditures for maintenance costs, domestic assistance, and insurance, as provided in paragraph 3.5. The budget will include a detailed report comparing the previous year's actual expenditures with the budget approved for that year. The Commissioner shall submit the budget to the Board of Regents for approval.~~

~~**3.7. Equitable Adjustments for Full Compliance with the Policy**: The Board of Regents shall oversee the equitable adjustments necessary to bring about full compliance with this policy.~~

~~**3.8. Exceptions to Policy**: The provisions of this policy shall not apply to the Commissioner of Higher Education. The Board of Regents may provide an equitable housing allowance, or make other equitable and appropriate arrangements, to accommodate the residential housing requirements of the Commissioner or institutional Presidents.~~

July 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revisions to Policy R562, *Non-Lapsing Balances*

Issue

Recent policy revision to the Budgetary Procedures Act ***Utah Code 63J-1-601*** requires the updating and modification to Regents' Policy R562, Non-Lapsing Balances. The primary change includes a mandatory reporting deadline for fund balances.

Background

During the 2009 legislative session, the Budgetary Procedures Act was revised to now require that institutions and state agencies report fiscal year-ending fund balances to the State Division of Finance before September 1 of the following fiscal year. The Act also included language clarifying the ability of the State Board of Regents to carry forward fund balances. While not a change to practice, clarifying language has been helpful.

The revised Policy R562 continues to identify a fund balance carry-forward range target for USHE institutions of 4 to 7 percent. In approving the policy, it is recognized that most institutional fund balances will fall below this long-range target until the current economic crisis passes. However, the majority of institutions feel that the range should not be altered since positive fund balances are recommended by national budgeting standards as well as the Northwestern Accreditation Standards.

Policy Change

The revised Policy R562 includes the following changes:

- Some redundancy in the current policy was removed, which includes the original section 3.1.1.
- The new 3.1.1 clarifies that the Board of Regents is allowed to carry forward fund balances.
- The new 3.1.2 adds language reflecting the new statutory requirement to report fund balances by September 1 following the fiscal year's end.

Commissioner's Recommendation

The Commissioner recommends that the Regents review revisions to the Policy R562, raise issues, and, if satisfied, approve Policy R562, Non-Lapsing Balances.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/DAM
Attachment

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

R562, Non-Lapsing Balances[1]

R562-1. Purpose: To provide limits and guidelines for non-lapsing balances in the Utah System of Higher Education (USHE).

R562-2. References

2.1. Utah Code §53B-6-102, Standardized Systems Prescribed by the Board

2.2. Utah Code §53B-7-101, Financial Affairs

2.3. Utah Code §63J-1-601, Budgetary Procedures Act

2.4. Policy and Procedures R120, Bylaws of the State Board of Regents

2.5. Policy and Procedures R561, Accounting and Financial Controls

R562-3. Policy

3.1. Authorization to Keep Unspent Funds at Year-end: The USHE is authorized to keep unspent appropriated operating funds at year-end rather than return them to the state General Fund. These funds include state tax funds; special or supplemental appropriations; mineral lease funds; and dedicated credits.

3.1.1. Funds Carried Forward Without Specifying Balance or Use Limits: The Budgetary Procedures Act §63J-1-601authorizes USHE, including the State Board of Regents,[2] to keep unspent fund balances and carry them forward into the next fiscal year without specifying any limit on the balance that can be carried forward or limiting the uses of those funds.

3.1.2. Reporting of Carry Forward Fund Balances: The institutions shall report to the Office of the Commissioner of Higher Education (OCHE) their fund balance prior to September 1. The OCHE will collect and submit this information to the Utah Division of Finance no later than September 1 following the close of the fiscal year.[3]

3.2. Prudent Financial Management—Appropriate Carry Forward Balances: USHE institutions shall demonstrate prudent financial management by carrying forward an appropriate positive balance, from one year to the next, sufficient to handle emergencies and large one-time expenditures.

3.2.1. Institutions are encouraged to carry forward at least four (4) percent of appropriated funds.

3.2.2. Institutions should generally not carry forward more than seven (7) percent of appropriated funds, unless there are justifiable reasons for an exception. Such reasons may include saving for new programs, large equipment purchases, and new construction.

[1] Adopted July 11, 2008. Amended by the 2009 Legislative General Session
[2] §63J-1-602(1)(xx) and (yy).
[3] §63J-1-601(5): "Any balance from an appropriation to a state institution of higher education that remains unexpended at the end of the fiscal year shall be reported to the Division of Finance by the September 1 following the close of the fiscal year."

3.2.3. Encumbrances for outstanding purchase orders should be excluded when determining the final carry-forward balance.

3.3. Report of Non-Lapsing Balances that Exceed Guideline: The Board of Regents will expect a report each October 1 from institutions whose non-lapsing balances exceed the seven (7) percent guideline for the most recent fiscal year.

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

R562, Non-Lapsing Balances[1]

R562-1. Purpose: To provide limits and guidelines for non-lapsing balances in the Utah System of Higher Education (USHE).

R562-2. References

2.1. Utah Code §53B-6-102, ~~(~~Standardized Systems Prescribed by the Board~~)~~

2.2. Utah Code §53B-7-101, ~~(~~Financial Affairs~~)~~

2.3. Utah Code ~~§63J-1-401~~ §63J-1-601, Budgetary Procedures Act

2.4. Policy and Procedures R120, Bylaws of the State Board of Regents

2.5. Policy and Procedures R561, Accounting and Financial Controls

R562-3. Policy

3.1. **~~Institutions Authorized~~Authorization to Keep Unspent Funds at Year-end**: ~~Utah's system of higher education~~The USHE is authorized to keep unspent appropriated operating funds at year-end rather than return them to the state General Fund. These funds include state tax funds~~,~~; special or supplemental appropriations~~,~~; mineral lease funds~~,~~; and dedicated credits.

~~**3.1.1. Budgetary Procedures Act—End of Fiscal Year—Unexpended Balances**: Non-lapsing balances are authorized in the Utah Code in the Budgetary Procedures Act (63J-1). §63J-1-601 states in part that "the Division of Finance shall close out to the proper fund or account all remaining unexpended and unencumbered balances of appropriations made by the Legislature…" except certain funds, including "discrete component unit funds…"[2] "college and university funds…" "discrete component unit funds…" [college and university funds] and also "funds encumbered to pay purchased orders issued prior to May 1 for capital equipment if delivery is expected before June 30…."~~

~~3.1.2.~~3.1.1. **Funds Carried Forward Without Specifying Balance or Use Limits**: The Budgetary Procedures Act §63J-1-601~~The law~~ authorizes ~~higher education~~USHE, including the State Board of Regents,[3] to keep unspent fund balances and carry them forward into the next fiscal year without specifying any limit on the balance that can be carried forward or limiting the uses of ~~the~~ those funds.

~~3.1.3.~~3.1.2. **Reporting of Carry Forward Fund Balances:** The institutions shall report to the Office of the Commissioner of Higher Education (OCHE) their fund balance prior to September 1. The OCHE will collect and submit this information to the Utah Division of Finance no later than September 1 following the close of the fiscal year.[4]

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[1] Adopted July 11, 2008. Amended by the 2009 Legislative General Session
~~[2] Also known as "college and university funds."~~
[3] §63J-1-602(1)(xx) and (yy).
[4] §63J-1-601(5): "Any balance from an appropriation to a state institution of higher education that remains unexpended at the end of the fiscal year shall be reported to the Division of Finance by the September 1 following the close of the fiscal year."

3.2. Prudent Financial Management—Appropriate Carry Forward Balances: ~~System~~ USHE institutions shall demonstrate prudent financial management by carrying forward an appropriate positive balance, from one year to the next, sufficient to handle emergencies and large one-time expenditures.

~~**3.2.1.** Institutions are encouraged to carry forward at least four percent of appropriated funds. Institutions should generally not carry-forward more than seven percent of appropriated funds, unless there are justifiable reasons for an exception. Such reasons may include saving for new programs, large equipment purchases, and new construction. Encumbrances for outstanding purchase orders should be excluded when determining the final carry-forward balance.~~

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~~**3.2.2.**~~**3.2.3.** Encumbrances for outstanding purchase orders should be excluded when determining the final carry-forward balance.

3.3. Report of Non-Lapsing Balances that Exceed Guideline: The Board of Regents will expect a report each October 1 from institutions whose non-lapsing balances exceed the seven (7) percent guideline for the most recent fiscal year.

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds™

State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
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TDD 801.321.7130
www.utahsbr.edu

July 6, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Approving Resolution for Student Loan Program Line of Credit

Issue

Additional funding is necessary to assure the level of liquidity required by UHEAA to originate the projected level of student loans and place them in the Department of Education's financing program for academic year 2009/2010.

Background

For the 2008/2009 academic year, UHEAA was able to meet all student loan demands through the use of its own available funds, participating lenders, and the Secretary of Education's financing program. During this period UHEAA originated, on its own behalf, approximately $144 million or about 29% of the total UHEAA student loan volume.

Due to the recent departure from the student loan program of another major participating lender, it is estimated that UHEAA will need to originate at least 50% of the total projected student loan volume of $500 million for the 2009/2010 academic year. To meet this projected volume and assure timely delivery of loans to student borrowers, it is estimated that additional interim funding in the amount of $200 million will be required.

UHEAA has negotiated a $200 million line of credit with UBS Bank USA (a Utah Industrial Bank), the terms of which are set forth in a UBS Term Sheet (copy attached). In brief, the initial term will be for 364 days with provision for potential renewal of an additional 364 days. Interest will be charged on amounts drawn at the rate of 125 basis points (.0125%) over 30 day LIBOR (London Interbank Offered Rate) with a floor or minimum rate of not less than 1.75%. In addition, terms of the agreement call for a loan fee of 1/8 of a point (.00125%) in the amount of $250,000 at closing. Total costs for the line of credit, including the loan fee and related legal fees but excluding interest costs on actual draws, will be approximately $350,000. Total cost of the line of credit, including all projected interest cost, will be absorbed by revenues received from the Department of Education and earnings on student loans.

Fiscal year ending June 30, 2009 was a difficult year for UHEAA because of disruption in the credit markets and reduced bank yields set by Congress, resulting in an operating loss of $7.4 million. The fiscal year ending June 30, 2010 Budgets, as approved by the UHEAA Board of Directors at their June 25, 2009 meeting, reflect an operating income of $9.7 million.

The Student Finance Subcommittee is scheduled to meet on July 13, 2009 to review the proposed line of credit and will present their recommendation to the Board of Regents at the July meeting.

Recommendation

The Commissioner recommends that the Board of Regents approve the attached Approving Resolution for the Board's Line of Credit with UBS Bank USA subject to the Student Finance Committee's recommendation.

William A. Sederburg
Commissioner of Higher Education

WAS/DAF/ROD
Attachments

UBS BANK USA
Term Sheet for a Collateralized Line of Credit
(1 July 2009)

UBS Bank USA ("Lender") is pleased to provide the State Board of Regents of the State of Utah ("Borrower") with this term sheet outlining the terms for a revolving line of credit. This Term Sheet is not a loan commitment or commitment to lend by the Lender or any UBS company and does not purport to summarize all the conditions, covenants, representations, warranties, defaults and other provisions which would be contained in the definitive credit documentation.

Borrower:	State Board of Regents of the State of Utah
Loan Purpose:	Provide short-term funding for the origination and/or purchase of student loans that Borrower will either (1) sell outright to the U.S. Department of Education ("Department") pursuant to the Master Loan Sales Agreement between Borrower and the Department, or (2) sell participation interests in to the Department pursuant to the Master Participation Agreement between Borrower and the Department.
Loan Amount:	Revolving line of credit in the amount up to $200 million
Term:	Initial term of 364 days, with provision for potential renewal of an additional 364 days at Lender's sole discretion
Interest Rate:	30-day LIBOR plus 125 basis points, to be adjusted monthly, with a floor of 1.75%
Loan Fee:	1/8 of a point (payable at closing)
Lender Expenses:	Borrower shall pay Lender's out-of-pocket legal fees, including document preparation, not to exceed $60,000 (whether or not the line of credit closes)
Collateral:	Assignment of Borrower's interests in (i) student loans originated under the Federal Family Education Loan Program, made to qualified students attending eligible institutions of higher education in the State of Utah, which are either originated by Borrower or purchased by Borrower from lenders approved by the Utah Higher Education Assistance Authority; and (ii) the proceeds from the sale (either outright or a participation interest) of such student loans.
Disbursements:	Funding advances under the line of credit may be requested by Borrower not more frequently than once daily, subject to written notice at least 3 business days prior to the date the disbursement is to be wired
Repayment:	The principal amount of each draw under the line of credit, together with accrued interest, will be due and payable not more than 60 days after the date the draw is disbursed.
Prepayment:	The outstanding principal balance may be prepaid at any time without penalty. The loan balance must be paid down in full for a minimum period of 30 days at least once during the loan term.

This Term Sheet is not a loan commitment or commitment to lend by the Lender or any UBS company and does not purport to summarize all the conditions, covenants, representations, warranties, defaults and other provisions which would be contained in the definitive credit documentation.

Loan Conditions: Final approval by the Lender of the credit line is subject to the satisfaction of all conditions precedent deemed necessary or appropriate by the Lender, including but not limited to:

- Satisfactory completion of all legal, business, underwriting, credit and other due diligence;
- Execution and delivery of loan and other documentation satisfactory in all respects to the Lender;
- Lender shall have received all fees, costs and expenses payable by Borrower;
- Lender shall have received such legal opinions, certificates and other documents and instruments as are customary for transactions of this type or as it may reasonably request; and
- Final legal, business, underwriting and credit approval.

If the foregoing is in accordance with your understanding, please sign below and return this Term Sheet to UBS Bank USA prior to its expiration on July 6, 2009. Additionally, you agree to pay the Lender's legal fees and costs incurred in connection with this loan facility, up to $60,000, whether or not the loan facility closes. Upon receipt of the Term Sheet (i) UBS Bank USA agrees to the Loan Amount, Term, Interest Rate and Loan Fee set forth in this Term Sheet and (ii) UBS Bank USA will proceed with due diligence, underwriting, and preparation of client documentation.

Very Truly Yours,
UBS Bank USA

By: [signature]
Its: President/CEO

By: Jon M. Bergeson
Its: First VP & CRA Officer

Accepted and Agreed to this 1st day of July, 2009.

State Board of Regents of the State of Utah
By: [signature]
Name: Richard O. Davis
Title: Deputy Executive Director

This Term Sheet is not a loan commitment or commitment to lend by the Lender or any UBS company and does not purport to summarize all the conditions, covenants, representations, warranties, defaults and other provisions which would be contained in the definitive credit documentation.

APPROVING RESOLUTION
STUDENT LOAN PROGRAM
REVOLVING LINE OF
CREDIT APPROVAL

Orem, Utah

July 17, 2009

The State Board of Regents of the State of Utah met in regular session at Utah Valley University in Orem, Utah on July 17, 2009, commencing at 9:30 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

---

* Non-voting member from State Board of Education.
** Student Regent.

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 a resolution with respect to the approval of a revolving financing agreement and promissory note with respect to the Board's Student Loan Program.

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH (THE "BOARD") AUTHORIZING THE EXECUTION AND DELIVERY OF A REVOLVING FINANCING AGREEMENT AND A PROMISSORY NOTE AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

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

WHEREAS, the Board desires to enter into a forward financing commitment with UBS Bank USA ("UBS"), whereby UBS will lend to the Board up to $200,000,000, which amount will be used by the Board in conducting its Student Loan Program; and

WHEREAS, there has been presented to the Board for approval at this meeting a form of revolving financing agreement (the "Revolving Financing Agreement"), a form of promissory note (the "Promissory Note") and other documents intended for use in connection with the financing commitment from UBS.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the officers of the Board directed toward the execution of the Revolving Financing Agreement and Promissory Note are hereby ratified, approved and confirmed.

Section 3. The financing of Student Loans as contemplated by the Revolving Financing Agreement is hereby approved. The Revolving Financing Agreement and the Promissory Note in substantially the forms presented to this meeting, are in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and deliver the Revolving Financing Agreement and the Promissory Note in the forms and with substantially the same content as presented to this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 5 hereof.

Section 4. The Student Loans are hereby authorized to be pledged as collateral pursuant to the requirements in the Revolving Financing Agreement.

Section 5. The appropriate officials of the Board, including without limitation the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, are authorized to make any alterations, changes or additions in the Revolving Financing Agreement, the Promissory Note or any other document herein authorized and approved as such officer may require or approve or which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this resolution or any resolution adopted by the Board, or the provisions of the laws of the State of Utah or the United States.

Section 6. The appropriate officials of the Board, including without limitation the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board, are hereby authorized and directed to execute and deliver for and on behalf of the Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this resolution and the documents authorized and approved herein.

Section 7. 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 8. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. Said repeal shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 9. This resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH THIS JULY 17, 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 July 17, 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 17th day of July, 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 in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, I gave public notice of the:

(a) agenda, date, time and place of the July 17, 2009 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1, to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on July ___, 2009, 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; (ii) published on the Utah Public Notice Website (http://pmn.utah.gov), at least 24 hours prior to the convening of such meeting; and (iii) provided on July ___, 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) 2009 Annual Meeting Schedule of the State Board of Regents, 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 hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah on January 12, 2009; (ii) published on the Utah Public Notice Website (http://pmn.utah.gov) beginning ____________, 2009, with the notice to remain posted there throughout the remainder of calendar year 2009; and (iii) provided on January 12, 2009, to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents.

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 17th day of July, 2009.

____
Secretary

(SEAL)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ___)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ___)

July 8, 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 item on the Finance, Facilities, and Accountability Committee Consent Calendar:

A. **Southern Utah University – Sale of Stevenson Property (Attachment 1).** SUU requests authorization to sell 160 acres of undeveloped land approximately 35 miles northwest of Cedar City in Iron County. The University acquired the property as a donation in 1978. It is desert land with sparse vegetation and no attached water rights. The campus is not using this property to support any programs or activities and there is no plan to use this land in the future. SUU officials will be at the July State Board of Regents meeting to answer any questions.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/MV
Attachments

SOUTHERN UTAH UNIVERSITY
LEARNING LIVES FOREVER

DATE: June 16, 2009

TO: Commissioner Bill Sederburg

FROM: Dorian Page
Vice President for Finance & Facilities

SUBJECT: Agenda Item - Sale of Stevenson Property

Property:

160 Acres of Undeveloped land approximately 35 miles northwest of Cedar City in Iron County - Legal Description S 19 T 31 SR 12W SE1/4 SEC 19, T31S, R12W, SLM

Attachments:

- Satellite Image of Property
- Map of Property
- Pictures of Property
- Appraisal – Dated March 3, 2009

History:

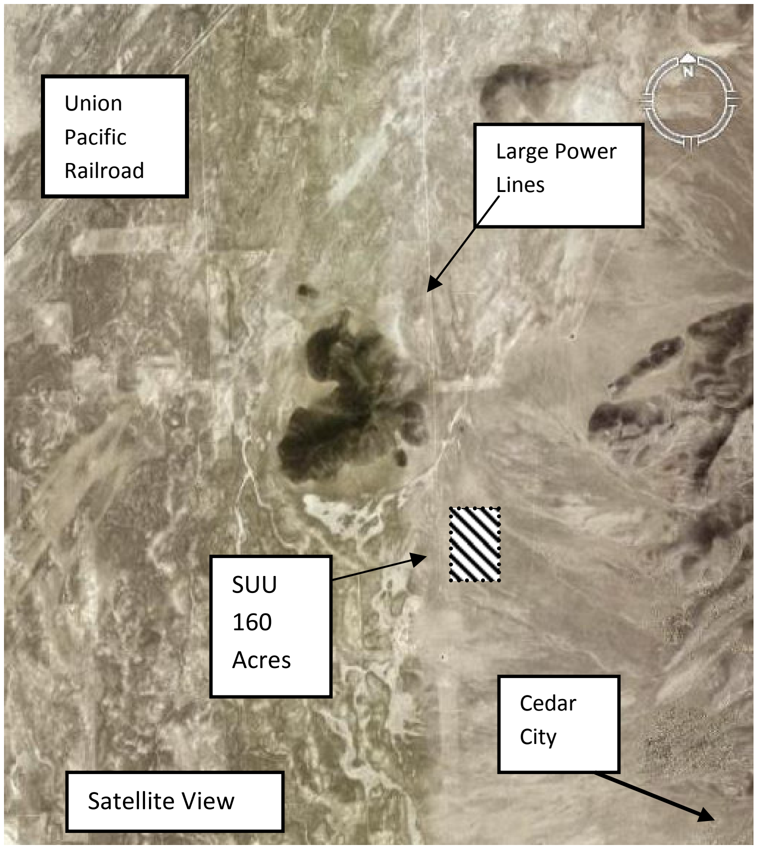
The University acquired the property from Enos Stevenson as a donation in 1978. Value at that time was $5,200 ($32 per acre). It is desert land with sparse vegetation and no attached water rights. The campus is not using this property to support any programs or activities nor is there any indication that it ever has or will be.

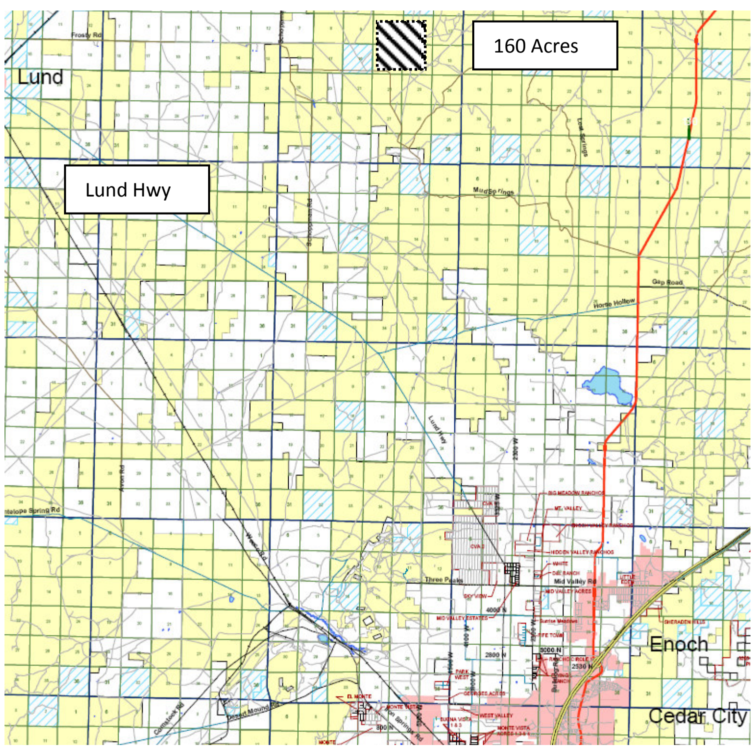
Recommendation:

The University requests authorization to sell the subject property. The Buyer, Raser Technology, a leader in environmental energy technology, is developing several sites in that area for Geothermal energy exploration and utilization. They initially requested an easement across this property to run power transmission lines terminating at the primary power grid access point located near Cedar City. The benefit of their operation will be generating electricity cleanly and efficiently using modern technologies and will provide a significant number of jobs here in Iron and Beaver Counties.

A recent appraisal has placed the per acre value for this property between $200 and $600, depending on vegetation and the proximity to existing roads or other improvements. As seen within the attached images, the property is remote and not near any developed road. Access is by unimproved dirt road which is not usable during inclement weather. If the University had a need to use this property, considerable cost would be incurred to establish that access. Additionally, the University supports Raser Technologies and their quest to provide a clean and efficient energy source. Therefore, the offer tendered is considered fair and reasonable for the property in its current state.

We request authorization to sell the subject property at a price within the appraisal range of values.


Union Pacific Railroad
Large Power Lines
SUU 160 Acres
Cedar City
Satellite View


160 Acres
Lund
Lund Hwy
Enoch
Cedar City

Appraisal – Selected Data

COMPARABLE LAND SALES SUMMARY TABLE

No.	Location	Sale Date	Price	Size in Acres	Price/ Acre
1.	NE1/2 Sec 14 T25S R10W	08/28/2006	$68,000	320.000	$213
2.	E 1/2 Sec. 6, T33 S, R12 W	05/18/2007	$90,000	331.740	$271
3.	Sec19 T33S R15 W	03/20/2006	$215,000	335.000	$642
4.	SE1/4 Sec 14, T33S R15W	03/01/2006	$40,000	160.000	$250
5.	Section 6 , T33S. R12W.	02/12/2007	$89,000	331.740	$268
6.	E1/2 of Section 17 T31S R12W	09/21/2006	$125,000	320.000	$391
7.	Kane Springs Road	05/03/2007	$105,000	160.000	$656

Land located from the north end of the proposed line southward through township 33, will be in the $200 - $250 per acre price range. Some parcels in this area are hilly with good vegetation they may be as high as the $600 per acre range. Land in the area around the south substation may be in the $1,200 per acre range.

Typically a 138 KV power line easement would be based on 50-60% of "Fee Simple" value.

If you have further questions regarding this matter, please feel free to contact me.

Sincerely,

Stanford S. McConkie, MAI
Morley & McConkie, L.C.
Utah State Certified General Appraiser
Certificate 5475965-CG00 Expires 6-30-09

July 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Financial Ratios

History

This agenda item was originally on the Information calendar for the May Board meeting, but due to time constraints of that meeting, discussion of the item had to be postponed. At the request of Regents, the item is being brought back to the July meeting for a presentation and follow-up discussion.

Issue

Attached is the original May agenda Memo with accompanying attachments, presented for discussion purposes.

Commissioner's Recommendation

This is an information item.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachment

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

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
TDD 801.321.7130
www.utahsbr.edu

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.

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: $\frac{\text{Oper Loss - Total Non-Oper Revenue}}{\text{Oper Revenue - Non-Oper Revenue}}$

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.

**SOURCE: "Strategic Financial Analysis for Higher Education" -sixth edition*

Weber State University
Sources of Data - Published Annual Financial Report
For Fiscal Years Ended 2004-2008

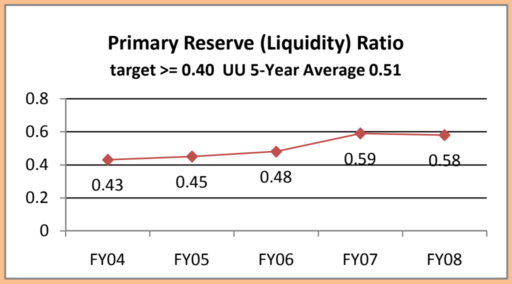
Components of Ratios	2004	2005	2006	2007	2008
Primary Reserve (Liquidity) - Expendable Net Assets / Total Expenses					
Measures the amount of time during which an institution could pay its expenses without relying on additional net assets from operations (expressed as a fraction of a year)					
Expendable: (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%

THE UNIVERSITY OF UTAH

FINANCIAL RATIOS

		Target Range	Relevant Value[1]	Strength Factor[2]	Weight Factor[3]	Total Score[4]
Primary Reserve (Liquidity)						
FY04	0.43					
FY05	0.45					
FY06	0.48					
FY07	0.59					
FY08	0.58	>=.40	0.133	4.37	35%	1.53

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)



Peer Financial Ratios
2008 unavailable for Peer Institutions
See summary page for list of Peers used

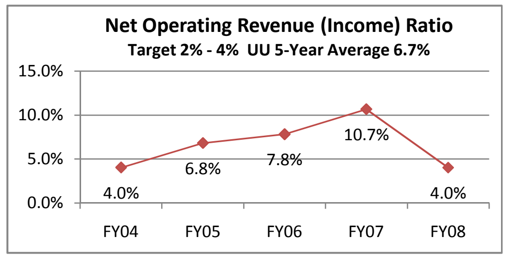
	LOW	MEDIAN	HIGH
FY04	0.24	0.52	1.49
FY05	0.30	0.52	1.51
FY06	0.24	0.54	1.62
FY07	0.23	0.62	1.94
AVE	= 0.25	= 0.55	= 1.64

four-year average of peer institutions

Net Operating Revenues (Income)

indicates the degree of surplus or deficit revenues for the year

		Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
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

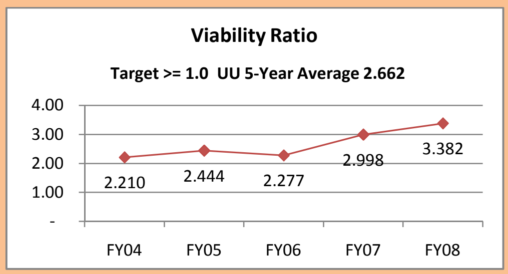


	LOW	MEDIAN	HIGH
FY04	2.4%	6.8%	11.9%
FY05	-1.1%	7.3%	14.1%
FY06	0.4%	7.6%	15.5%
FY07	7.3%	9.6%	26.9%
AVE	2.3%	7.8%	17.1%

Viability

identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date

		Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
FY04	2.210					
FY05	2.444					
FY06	2.277					
FY07	2.998					
FY08	3.382	>=1.00	0.417	8.11	35%	2.84

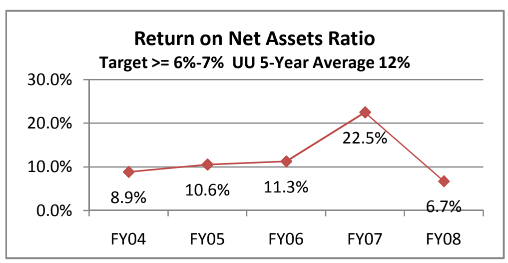


	LOW	MEDIAN	HIGH
FY04	0.314	1.898	5.397
FY05	0.321	1.771	5.412
FY06	0.240	1.561	5.531
FY07	0.211	1.712	7.209
AVE	0.272	1.736	5.887

Return on Net Assets

indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled

		Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
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



	LOW	MEDIAN	HIGH
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

100% 5.61

measures overall financial well-being and is based on the four core ratio values determined above

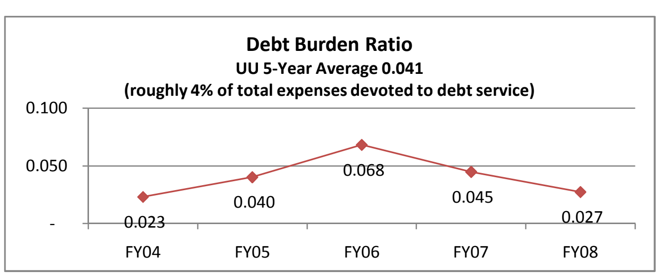
1 = financial weakness
3 = moderate strength
10 = financially superior

Note
1. *relevant value transforms the core ratio to common scale so it can be used with the other core ratios*
2. *strength factor takes the core ratio and divides it by the relevant value*
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

UtahState University

FINANCIAL RATIOS

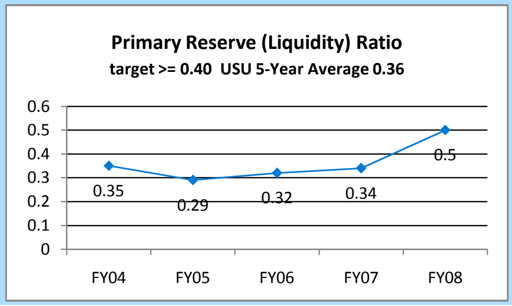
Peer Financial Ratios

	Target Range	Relevant Value[1]	Strength Factor[2]	Weight Factor[3]	Total Score[4]

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)

		Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
FY04	0.35					
FY05	0.29					
FY06	0.32					
FY07	0.34					
FY08	0.50	>=.40	0.133	3.75	35%	1.31



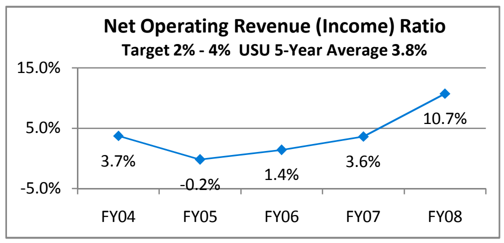
	Iowa State	New Mexico	N. Carolina State
FY05	Unavail.	Unavail.	Unavail.
FY06	0.36	0.27	0.27
FY07	0.38	0.28	0.39
FY08	0.04	Unavail.	0.33
AVE	= 0.26	= 0.28	= 0.33

three-year average of peer institutions

Net Operating Revenues (Income)

indicates the degree of surplus or deficit revenues for the year

		Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
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

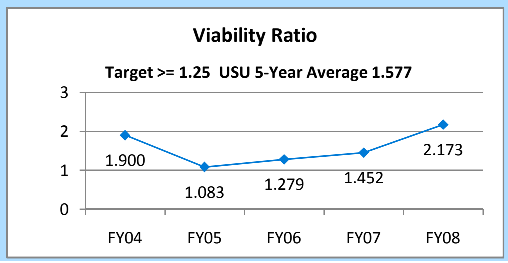


	Iowa State	New Mexico	N. Carolina State
FY05	Unavail.	Unavail.	Unavail.
FY06	4.4%	-2.3%	-0.1%
FY07	6.5%	0.1%	0.3%
FY08	4.1%	Unavail.	-0.1%
AVE	5.0%	-1.1%	0.0%

Viability

identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date

		Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
FY04	1.900					
FY05	1.083					
FY06	1.279					
FY07	1.452					
FY08	2.173	>=1.25	0.417	5.21	35%	1.82

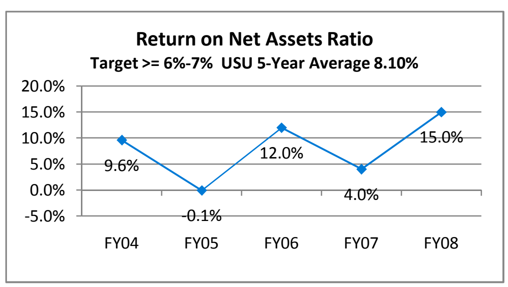


	Iowa State	New Mexico	N. Carolina State
FY05	Unavail.	Unavail.	Unavail.
FY06	0.788	1.017	1.001
FY07	1.026	1.184	1.580
FY08	0.917	Unavail.	1.468
AVE	0.910	1.101	1.350

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

		Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
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



	Iowa State	New Mexico	N. Carolina State
FY05	Uavail.	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

100%	6.16

measures overall financial well-being and is based on the four core ratio values determined above

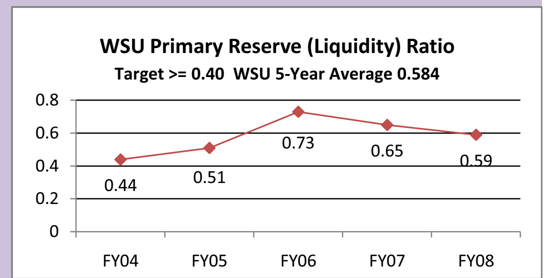
1 = financial weakness
3 = moderate strength
10 = financially superior

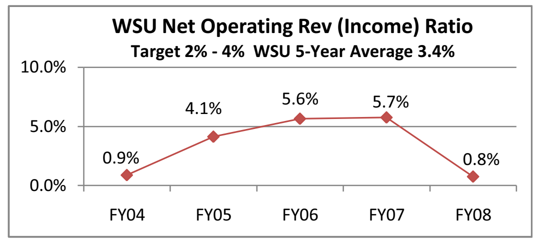
Note

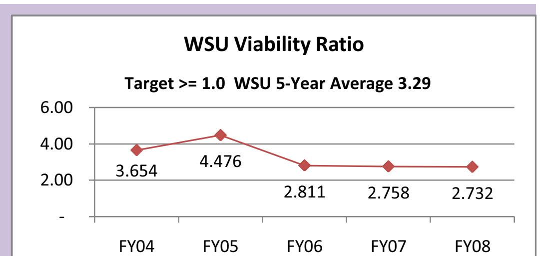
1. *relevant value transforms the core ratio to common scale so it can be used with the other core ratios*
2. *strength factor takes the core ratio and divides it by the relevant value*
3. *weight factor assigns the relative importance of the core ratios to one another*
4. *total score takes the strength factor and multiplies it by the weight factor*

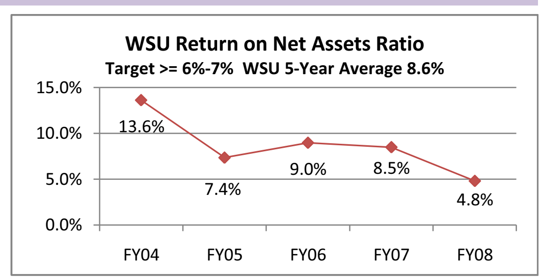
Weber State University
Composite Financial Index Summary
For Fiscal Years Ended 2004-2008

Fiscal Year	*WSU Ratios*	Target Range	Relevant Value[1]	Strength Factor[2]	Weight Factor[3]	Total Score[4]
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.

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*
2. *strength factor takes the core ratio and divides it by the relevant value*
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*

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%

SUU SOUTHERN UTAH UNIVERSITY

Attachment

FINANCIAL RATIOS

Peer Financial Ratios

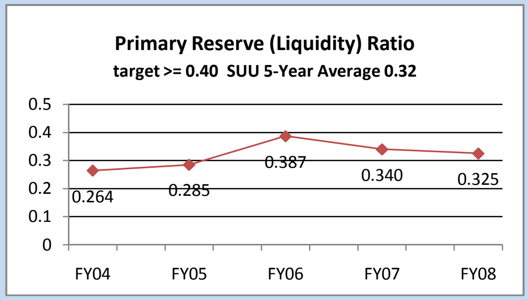
2008 unavailable for Peer Institutions
See summary page for list of Peers used

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)

Expendable Net Assets / Total Expenses

		Target Range	Relevant Value[1]	Strength Factor[2]	Weight Factor[3]	Total Score[4]
FY04	0.264					
FY05	0.285					
FY06	0.387					
FY07	0.340					
FY08	0.325	>=.35	0.133	2.44	35%	0.86



	LOW	MEDIAN	HIGH
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

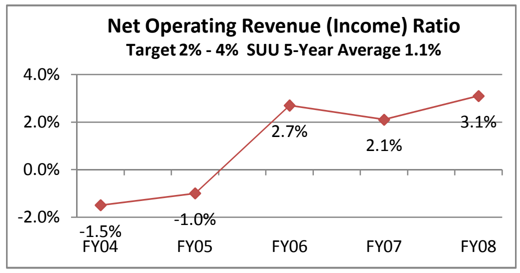
four-year average of peer institutions

Net Operating Revenues (Income)

indicates the degree of surplus or deficit revenues for the year

Oper Loss + Total Non-Oper Revenue / Oper Revenue + Non Oper Revenue

		Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
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



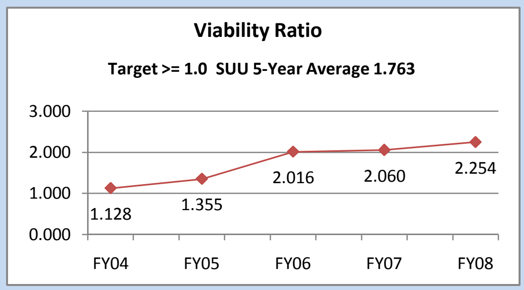
	LOW	MEDIAN	HIGH
FY04	-4.8%	0.1%	4.4%
FY05	-4.2%	-2.1%	2.1%
FY06	-5.0%	-2.5%	3.5%
FY07	0.8%	3.4%	3.8%
AVE	-3.3%	-0.3%	3.5%

Viability

identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date

Expendable Net Assets / LT Debt (current & non-current)

		Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
FY04	1.128					
FY05	1.355					
FY06	2.016					
FY07	2.060					
FY08	2.254	>=1.00	0.417	5.41	35%	1.89



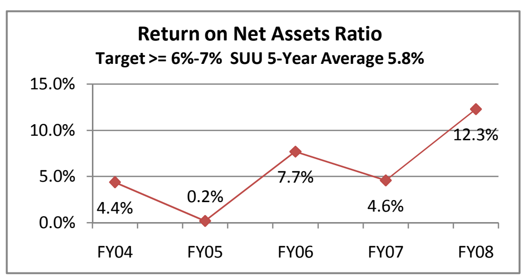
	LOW	MEDIAN	HIGH
FY04	0.729	1.608	2.782
FY05	0.713	1.409	2.304
FY06	0.747	1.250	1.261
FY07	0.767	1.552	1.945
AVE	0.739	1.455	2.073

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

Change in Net Assets / Beginning Net Assets

		Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
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



	LOW	MEDIAN	HIGH
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

100% 4.42

measures overall financial well-being and is based on the four core ratio values determined above

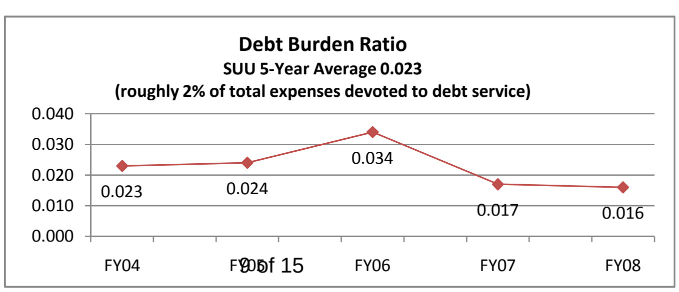
1 = financial weakness
3 = moderate strength
10 = financially superior

Note
1 *relevant value transforms the core ratio to common scale so it can be used with the other core ratios*
2 *strength factor takes the core ratio and divides it by the relevant value*
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	0.024
FY06	0.034
FY07	0.017
FY08	0.016



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

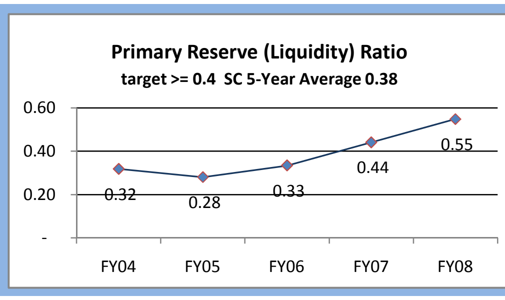
SNOW COLLEGE

FINANCIAL RATIOS

		Target Range	Relevant Value[1]	Strength Factor[2]	Weight Factor[3]	Total Score[4]
Primary Reserve (Liquidity)						
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)						
FY04	-6.8%					
FY05	-8.4%					
FY06	-4.5%					
FY07	2.5%					
FY08	2.8%	3%	0.70%	4.00	10%	0.40
Viability						
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						
FY04	23.5%					
FY05	-1.9%					
FY06	1.3%					
FY07	1.8%					
FY08	9.2%	2% - 3%	2.00%	4.59	20%	0.92

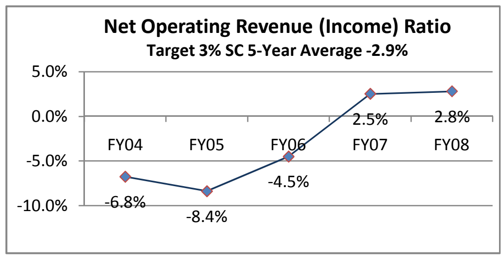
Primary Reserve (Liquidity)

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)



Net Operating Revenues (Income)

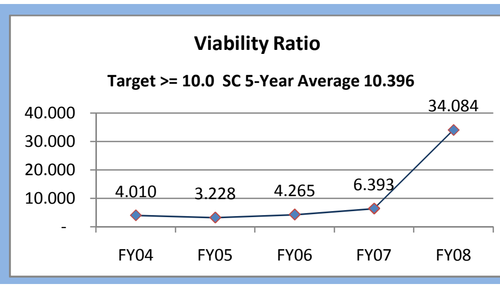
indicates the degree of surplus or deficit revenues for the year



Viability

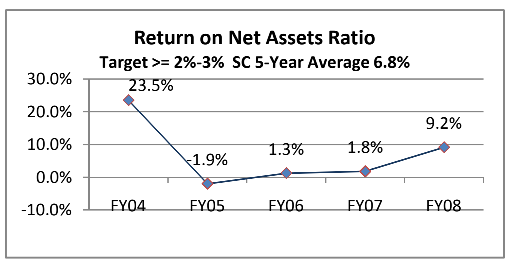
identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date

*Default to 10 as calculated score exceeds 10



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



Peer Financial Ratios

See summary page for list of Peers used

	LOW	MEDIAN	HIGH
Primary Reserve (Liquidity)			
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
Net Operating Revenues (Income)			
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%
Viability			
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
Return on Net Assets			
FY04	6.0%	16.2%	37.0%
FY05	3.0%	7.9%	23.0%
FY06	6.0%	10.2%	18.0%
FY07	4.0%	11.9%	24.0%
FY08	-1.0%	15.0%	21.3%
AVE	3.6%	12.2%	24.7%

five-year average of peer institutions

COMPOSITE FINANCIAL INDEX

100% 12.77

measures overall financial well-being and is based on the four core ratio values determined above

1 = financial weakness
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10 = financially superior

Note
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2 *strength factor takes the core ratio and divides it by the relevant value*
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*

DIXIE STATE COLLEGE of UTAH

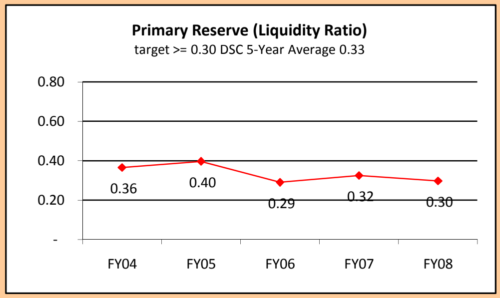
Attachment

FINANCIAL RATIOS | **Peer Financial Ratios**

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)

		Target Range	Relevant Value1	Strength Factor2	Weight Factor3	Total Score4		LOW	MEDIAN	HIGH
FY04	0.39						FY04	0.12	0.28	0.40
FY05	0.42						FY05	0.06	0.24	0.37
FY06	0.31						FY06	0.10	0.32	0.59
FY07	0.35						FY07	0.11	0.29	0.41
FY08	0.32	>=.30	0.133	2.37	35%	0.83	AVG =	0.10	0.28	0.44

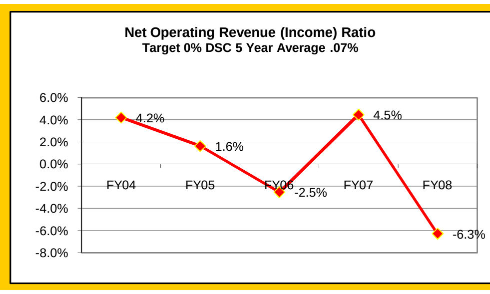


four-year average of peer institutions

Net Operating Revenues (Income)

indicates the degree of surplus or deficit revenues for the year

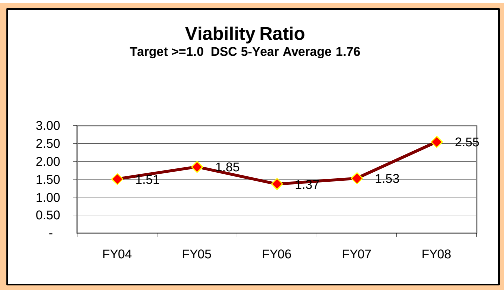
		Target Range	Relevant Value1	Strength Factor2	Weight Factor3	Total Score4		LOW	MEDIAN	HIGH
FY04	4.2%						FY04	-5.0%	0.0%	5.0%
FY05	1.6%						FY05	-7.0%	-1.3%	6.0%
FY06	-2.5%						FY06	-4.0%	0.5%	12.0%
FY07	4.5%						FY07	-3.0%	0.3%	6.0%
FY08	-6.3%	0.0%	0.007	-8.97	10%	-0.90	AVG =	-4.8%	-0.1%	7.3%



Viability

identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date

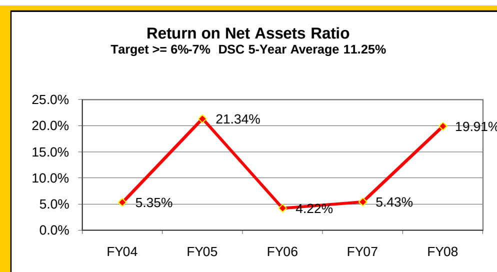
		Target Range	Relevant Value1	Strength Factor2	Weight Factor3	Total Score4		LOW	MEDIAN	HIGH
FY04	1.51						FY04	0.000	0.950	2.740
FY05	1.85						FY05	0.000	0.640	1.450
FY06	1.37						FY06	0.000	0.850	3.250
FY07	1.53						FY07	0.000	0.720	1.930
FY08	2.55	>=1.00	0.417	6.12	35%	2.14	AVG =	0.000	0.790	2.343



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

		Target Range	Relevant Value1	Strength Factor2	Weight Factor3	Total Score4		LOW	MEDIAN	HIGH
FY04	5.3%						FY04	0.8%	10.6%	26.0%
FY05	21.3%						FY05	-1.7%	10.1%	63.8%
FY06	4.2%						FY06	-7.1%	7.4%	43.3%
FY07	5.4%						FY07	-2.9%	2.1%	6.0%
FY08	19.9%	>=6.0-7.0%	0.02	9.95	20%	1.99	AVG =	-2.7%	7.5%	34.8%



COMPOSITE FINANCIAL INDEX

100%	4.07

measures overall financial well-being and is based on the four core ratio values determined above

1 = financial weakness

3 = moderate strength

10 = financially superior

2008 unavailable for Peer Institutions
See summary page for list of Peers used

Attachment

CEU

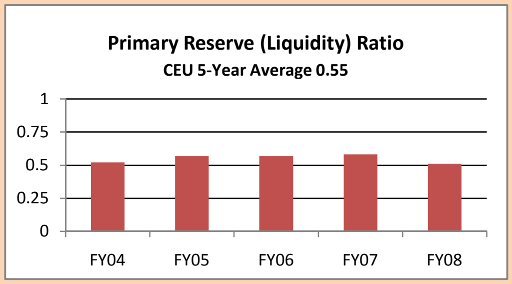
FINANCIAL RATIOS

Peer Finacial Ratios

2008 unavailable for Peer Institutions See summary page for list of Peers used

			Target Range	Relevant Value[1]	Strength Factor[2]	Weight Factor[3]	Total Score[4]
Primary Reserve (Liquidity)							
	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

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)



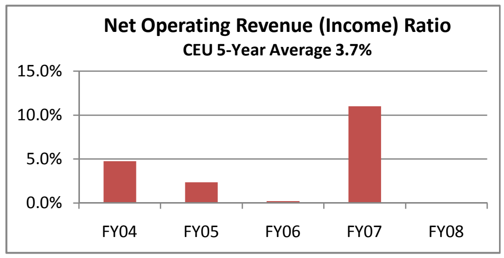
	LOW	MEDIAN	HIGH
FY04	0.20	0.37	0.43
FY05	0.22	0.41	0.56
FY06	0.24	0.48	0.61
FY07	0.22	0.44	0.7
AVE	= 0.22	= 0.42	= 0.58

four-year average of peer institutions

Net Operating Revenues (Income)

indicates the degree of surplus or deficit revenues for the year

			Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
	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



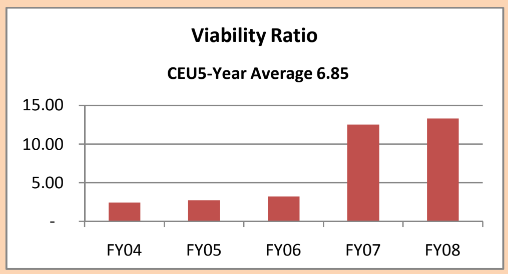
	LOW	MEDIAN	HIGH
FY04	-6.8%	5.0%	10.7%
FY05	-8.4%	7.4%	12.0%
FY06	-4.5%	5.0%	11.3%
FY07	-7.0%	10.0%	12.0%
AVE	-6.7%	6.9%	11.5%

Viability

identifies whether an entity has sufficient expendable net assets to satisfy debt obligations on the balance sheet date

			Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
	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

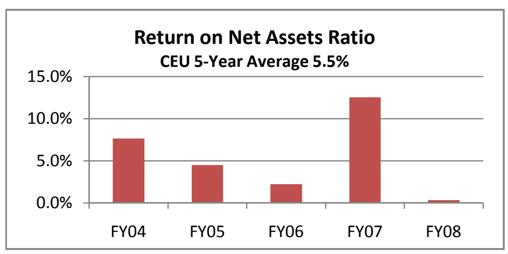


	LOW	MEDIAN	HIGH
FY04	0.65	2.76	9.27
FY05	0.58	2.01	16.55
FY06	0.56	1.26	26.26
FY07	0.32	0.86	46.39
AVE	0.53	1.72	24.62

Return on Net Assets

indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled

			Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
	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 **500% 12.78**

measures overall financial well-being and is based on the four core ratio values determined above

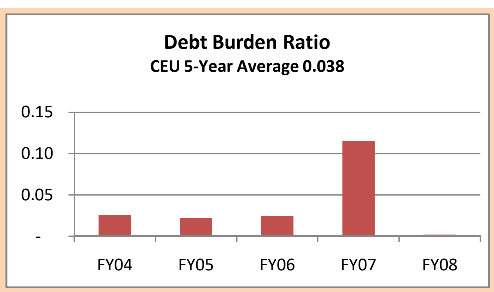
1 = financial weakness
3 = moderate strength
10 = financially superior

Note
1. *relevant value transforms the core ratio to common scale so it can be used with the other core ratios*
2. *strength factor takes the core ratio and divides it by the relevant value*
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	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

UTAH VALLEY UNIVERSITY

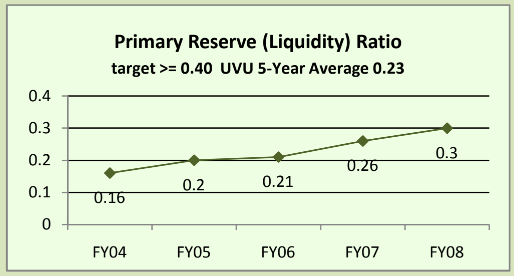
FINANCIAL RATIOS

Peer Financial Ratios
Five-year average of Peer Institutions
See summary page for list of Peers used

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)

	Value	Target Range	Relevant Value[1]	Strength Factor[2]	Weight Factor[3]	Total Score[4]
FY04	0.16					
FY05	0.20					
FY06	0.21					
FY07	0.26					
FY08	0.30	>=.40	0.133	2.24	35%	0.78

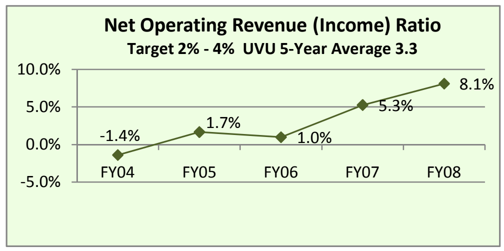


	LOW	MEDIAN	HIGH
FY04	0.16	0.31	0.44
FY05	0.22	0.33	0.51
FY06	0.24	0.32	0.73
FY07	0.22	0.29	0.66
FY08	0.21	0.32	0.59
AVE	= 0.21	= 0.31	= 0.59

Net Operating Revenues (Income)

indicates the degree of surplus or deficit revenues for the year

	Value	Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
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

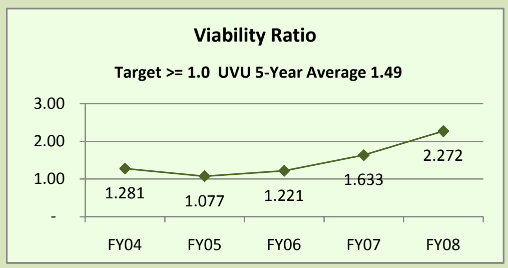


	LOW	MEDIAN	HIGH
FY04	0.9%	2.1%	9.0%
FY05	0.1%	3.1%	7.9%
FY06	2.0%	3.5%	13.2%
FY07	1.4%	4.6%	9.0%
FY08	0.8%	1.7%	15.7%
AVE	1.0%	3.0%	11.0%

Viability

identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date

	Value	Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
FY04	1.281					
FY05	1.077					
FY06	1.221					
FY07	1.633					
FY08	2.272	>=1.00	0.417	5.45	35%	1.91

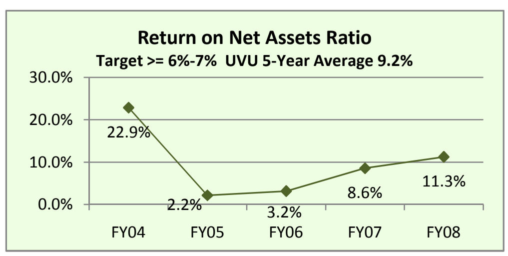


	LOW	MEDIAN	HIGH
FY04	0.390	0.478	3.746
FY05	0.323	0.464	4.610
FY06	0.231	0.411	2.839
FY07	0.280	0.332	2.781
FY08	0.356	0.413	2.748
AVE	0.316	0.420	3.345

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

	Value	Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
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



	LOW	MEDIAN	HIGH
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

100% 4.98

measures overall financial well-being and is based on the four core ratio values determined above

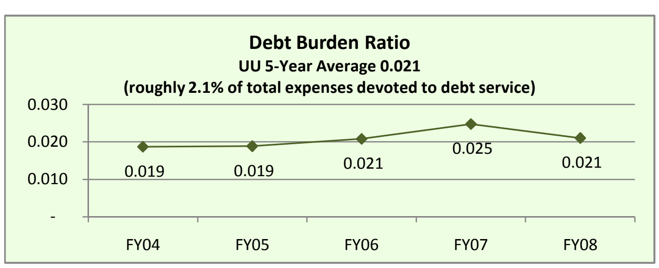
1 = financial weakness
3 = moderate strength
10 = financially superior

Note
1 *relevant value transforms the core ratio to common scale so it can be used with the other core ratios*
2 *strength factor takes the core ratio and divides it by the relevant value*
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	0.019
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

Salt Lake Community College — Step Ahead.

FINANCIAL RATIOS

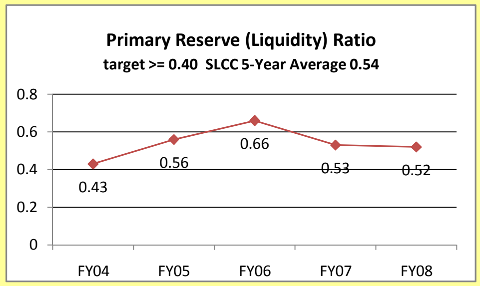
Peer Financial Ratios
See summary page for list of 6 Peers used

	Target Range	Relevant Value[1]	Strength Factor[2]	Weight Factor[3]	Total Score[4]

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)

	SLCC	Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
FY04	0.43					
FY05	0.56					
FY06	0.66					
FY07	0.53					
FY08	0.52					
		>=.40	0.133	3.95	35%	1.38



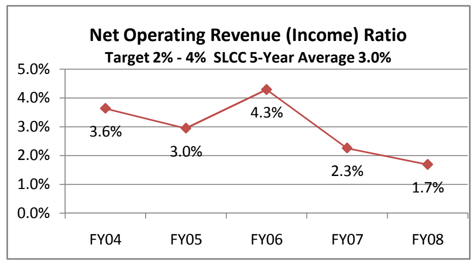
	LOW	MEDIAN	HIGH
FY04	0.06	0.33	0.41
FY05	0.06	0.28	1.03
FY06	0.09	0.32	0.91
FY07	0.14	0.37	0.81
FY08	0.19	0.46	0.73
AVE	0.11	0.35	0.78

five-year average of 6 peer institutions

Net Operating Revenues (Income)

indicates the degree of surplus or deficit revenues for the year

	SLCC	Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
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

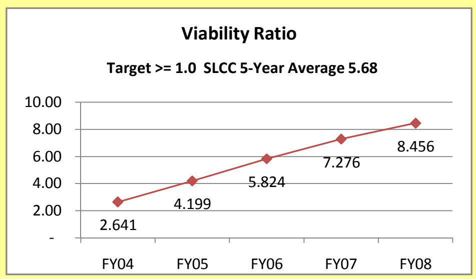


	LOW	MEDIAN	HIGH
FY04	(0.020)	(0.001)	0.138
FY05	(0.011)	0.032	0.159
FY06	(0.058)	0.030	0.149
FY07	(0.007)	0.037	0.145
FY08	(0.132)	0.055	0.171
AVE	(0.046)	0.031	0.152

Viability

identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date

	SLCC	Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
FY04	2.641					
FY05	4.199					
FY06	5.824					
FY07	7.276					
FY08	8.456					
		>=1.00	0.417	20.28	35%	7.10

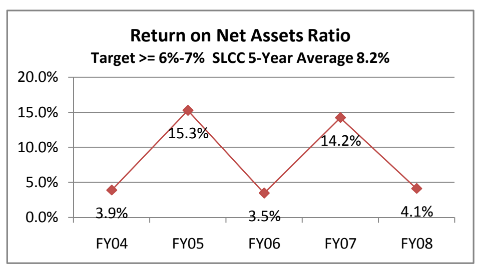


	LOW	MEDIAN	HIGH
FY04	0.062	0.651	3.483
FY05	0.058	1.552	3.604
FY06	0.094	1.688	4.316
FY07	0.166	0.741	6.052
FY08	0.144	0.380	10.139
AVE	0.105	1.002	5.519

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

	SLCC	Target Range	Relevant Value	Strength Factor	Weight Factor	Total Score
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



	LOW	MEDIAN	HIGH
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

100% 9.13

measures overall financial well-being and is based on the four core ratio values determined above

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Note
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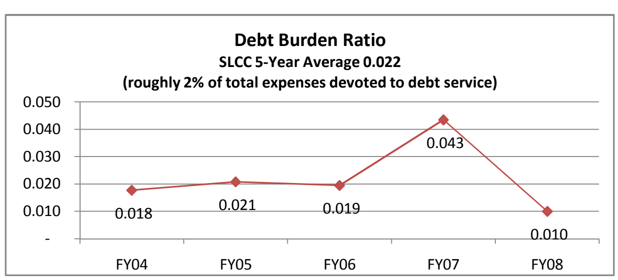
2 *strength factor takes the core ratio and divides it by the relevant value (calculation)*
3 *weight factor assigns the relative importance of the core ratios to one another (from book pg 99)*
4 *total score takes the strength factor and multiplies it by the weight factor (calculation)*

Debt Burden

measures debt affordability - used to compare the level of current debt service with the institution's total expenditures

	SLCC
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 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
New Mexico State University
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
Western 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

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

July 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Hospitals and Clinics Proposed Budget for FY 2010-11

Issue

In past years, the State Board of Regents approved the operating budget for the University of Utah Hospitals and Clinics. Following recent action by the Regents, the budget continues to be approved by the hospital board and the U of U Board of Trustees, but is now presented to the Regents as an informational item only.

The FY 2010 budget consists of total operating revenues of $874 million and total operating expenses of $837 million. The total operating margin is $37,756,114 or 4.3 percent.

The highlights of the budget are included in the attachment. The information was provided by Gordon Crabtree, CFO, University Hospitals and Clinics.

Commissioner's Recommendation

This item is presented for information only.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/MV
Attachment

UNIVERSITY of UTAH

HOSPITALS AND CLINICS

University of Utah

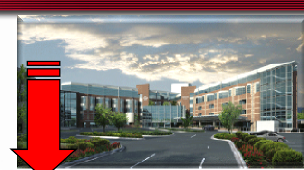
Board of Regents

Budget Summary FY 2010

University Health Care

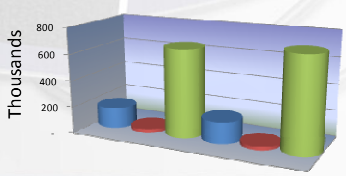
UUHC Consolidated

University of Utah Hospitals and Clinics



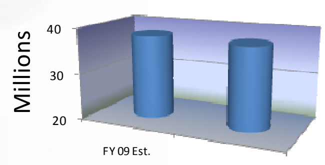
FY 2010 Budget	FY 09 Budget	FY 09 Estimate	FY 10 Budget	FY 10 to FY 09 Estimate Var.	FY 10 to FY 09 Var %
Net Patient Revenue	726,426,913	769,120,161	799,886,614	30,766,453	4.0%
Other Operating Revenue	73,003,226	75,206,205	75,002,491	(203,714)	-0.3%
Total Operating Revenue	799,430,139	844,326,366	874,889,105	30,562,739	3.6%
Total Operating Expense	768,570,113	805,004,374	837,132,991	32,128,617	4.0%
Operating Gain (Loss) - Operating Margin	30,860,026	39,321,992	37,756,114	(1,565,878)	-4.0%
Operating Gain (Loss) - Operating Margin %	3.9%	4.7%	4.3%		

Key Workload Statistics



	FY 09 Est.	FY 10 Budget
Patient Days	155,876	163,172
Patient Admissions	25,658	25,023
Clinic Visits	663,097	706,886

Operating Margin



University Health Care

July 8, 2009

MEMORANDUM

To: State Board of Regents

From: William A. Sederburg

Subject: USHE – Update on Information Technology Strategic Plan

Information Technology is one of the few tools administrators and policy makers can use to increase access, accountability, affordability, quality while reducing the overall cost of providing higher education. IT in some administrative settings is not fully understood but significantly changing the way we administer our institutions and educate our students. This is why IT continues to be a strategic emphasis from our office.

The college and university CIOs have prepared an Information Technology Strategic Plan for the Utah System of Higher Education each year. The planning and methodology used by the CIOs provides a valuable service supported by the Office of the Commissioner of Higher Education and is a process we are replicating in other service areas. Stephen Hess, CIO for the System, will present the goals and objectives accomplished in last year's strategic plan. He will be available to present the new plan for the coming year.

We are pleased with the tremendous progress made on IT initiatives and the large number of things accomplished again this year.

Commissioner's Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/SHH
Attachments

Information Technology Strategic Plan

Utah System of Higher Education

FY 2010

IT Impact on Students

- They want services on-line and not in line.
- Students depend on IT for virtually every aspect of their academic career.
  - Registration
  - Tuition payment
  - Financial aid
  - Fees and activities
  - Library and research information
  - Course materials
  - Faculty and student communication and collaboration
  - Residential living and campus life
  - Homework assignments and tests
  - Viewing and listening to lectures
  - Lab experimentation
  - Creation and submission of original papers, art, music
  - Media production
  - News reporting
  - Complex mathematic and statistical computation
  - Course evaluations

and more . . .

IT Impact on Faculty

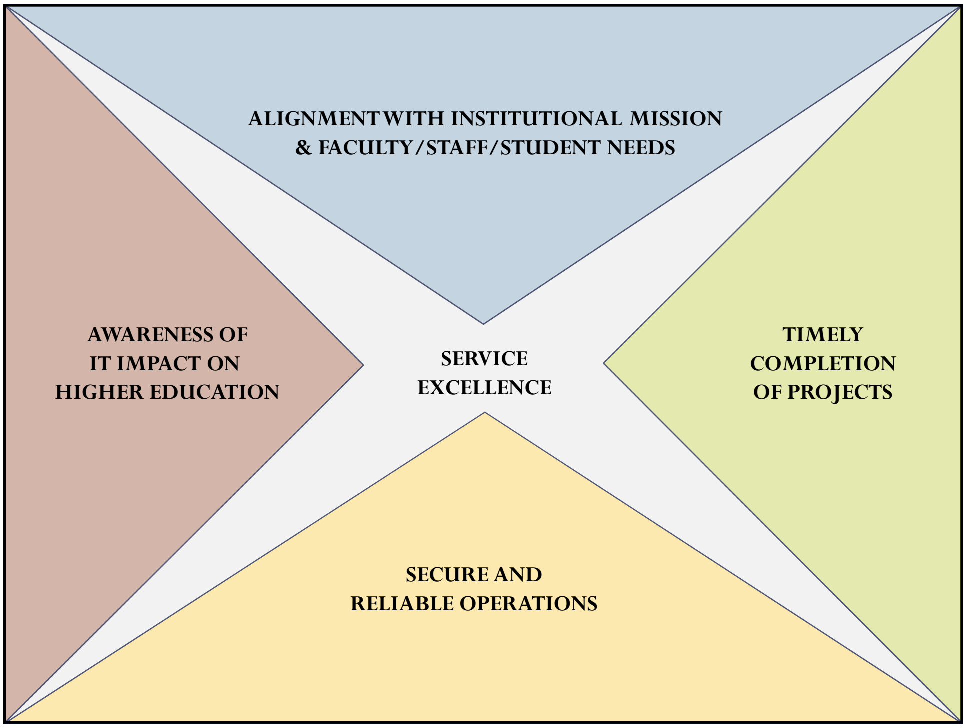
- Teaching (imparting knowledge) and Research (creating knowledge) depend on IT infrastructure.
  - Communications with students, staff and colleagues (worldwide)
  - Distribution of course information
  - On-line courses
  - Media on demand
  - Classroom video capture
  - Classroom network access
  - Student Grades
  - Submission of research grants and applications
  - Computational research
  - Access to journals and other research data
  - Publishing
  - Collaboration with global colleagues

and more . . .

IT Impact on Administration

- Administrative and asset management functions come to a halt without IT systems.
  - Payroll and human resource management
  - Budgeting
  - Accounting
  - Financial services
  - Inventory, asset tracking
  - Building access
  - Police information
  - Building and classroom scheduling
  - Building access
  - Heating / Air Conditioning
  - Utilities
  - Security alarms and surveillance
  - Sprinkling systems

And on, and on, and on . . .



USHE CIO Responsibilities

- Leads college and university CIO's in planning, coordination and relationships with the Utah Education Network
- Develops an annual system IT plan
- Organize system wide IT committees on key issues:
  - Administrative Computing Committee
  - Network & Systems Infrastructure and Unified Communication
  - IT Security, Disaster Recovery and Business Continuity Committee
  - Legislative Funding Initiatives

USHE CIO Responsibilities (cont)

- Negotiates contracts and make all central software purchases for the system
- Prepares IT requests for the Regents to the Legislature
- Develops IT Policy for the Regents
- Chairs the Information Technology Committee of the Office of the Commissioner
- Organizes and leads the IT college and university security audits and present them to the Regent's Audit Committee
- Advises staff on major IT purchases
- Negotiates Network Connectivity Agreements

USHE CIO Responsibilities (cont)

- Advises the commissioner and presidents on the strategic impact of IT on higher education
- Represents higher education on the Utah State IT Advisory Committee
- Reviews campus IT departments and assists in the development of campus IT plans when asked

2009 Accomplishments

- Completed IT security audits of all colleges and universities
- All schools have a security plan and policy
- All schools have disaster recovery plans and back up sites
- The UEN network has been upgraded to accommodate the disaster recovery site at Richfield, Utah
- Maintained an inventory of all IT hardware operating central college systems with a replacement schedule
- Saved $1,358,550 in software cost for this year with joint purchase agreements
- Established IT governance committees on each campus

2009 Accomplishments

- Provide additional IT support to Dixie, Snow and CEU
  - Data Base Support
  - System's Administration
  - Disaster Recovery
  - IT planning and support services in:
    - HR-time and attendance reporting-payroll, electronic personnel action form, portal
    - Finance- credit card payment, dashboard
    - Student - portal, degree audit program,
    - Academic - faculty activity report
  - Consultant sharing
  - Pre-Application for $8 million in stimulus funding

IT Trends/Needs and Project Plans FY2010

- Cloud Computing joint policy
- Use of social networking best practice, Face Book
- Continued E-Mail Outsourcing
- Managing the increasing number of E Books
- Increase demand for data storage
- Government regulation, Higher Education Opportunity Act, peer to peer requirements, Purchase Card Industry Compliance
- Web site design to play on smart phones
- Update wireless to 802.11n
- IP Video, steaming, video on demand, video surveillance

IT Trends/Needs and Project Plans FY2010

- Open source ERP operating systems
- Open source course management systems, Moodle, Sakia
- Improved campus cell phone coverage
- Product, portfolio and project management training
- Shared data center use
- Shared performance metrics
- Unified communications: smart phones, land line phones, voice mail, email, texting, voice over the Internet
- Inadequate nonsystematic funding, aging infrastructure,legislative request, ways to do more with less

IT Trends and Project Plans FY2010

- Lack of Comprehensive IT Security, follow up on 2009 IT audits
- Upgrade research computing capability and network capacity per recommendations of Utah Cyber-infrastructure Committee.

UTAH SYSTEM OF HIGHER EDUCATION
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TDD 801.321.7130
www.utahsbr.edu

July 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA Update: Student Loan Program

Issue

The annual budget meeting of the UHEAA Board of Directors was held June 25, 2009 under the direction of Chair David Jordan. The UHEAA Board reviewed detailed budget reports for the Loan Guarantee Program (LGP) and the Loan Purchase Program (LPP) and approved FY 2010 operating budgets which show UHEAA returning to profitability. The UHEAA Board also reviewed current events concerning the changing national student loan policy and other action and information reports as summarized below.

1. **Student Loan Volume Highest in UHEAA History.** Enrollment growth and increased borrowing limits are the primary factors resulting in the largest annual student loan volume in UHEAA's history. For fiscal year 2009, UHEAA's gross student loan volume is as follows:

Number of Loans:	120,700	29% increase over fiscal 2008
Dollar Volume:	$497 million	34% increase over fiscal 2008

Some schools have experienced sharp increases in student loan volume with Dixie State College up 62% over last year, Salt Lake Community College up 49%, and Utah Valley University up 48% compared to last year. Despite continuing volatility in the financial markets, UHEAA has been able to meet this year's record demand for student loans.

2. **UHEAA's Commitment as Loan Originator: Funding for 2009-10.** To assure access to student loans, UHEAA is functioning as an originating lender because many of UHEAA's traditional lending partners have either curtailed or ceased making student loans. For fiscal 2009, UHEAA began making loans directly for the first time in its history and was the largest volume student loan lender for the year. UHEAA made approximately $144 million in student loans, 29% of the total, with U.S. Bank, America First Credit Union, Mountain America Credit Union, Utah Community Credit Union, and University Federal Credit Union as the other top lenders for fiscal 2009.

UHEAA's commitment to make loans directly has been very much appreciated by the institutions and is an essential part of the effort to ensure loans are available to all eligible students. UHEAA is currently consulting with its lending partners concerning their participation for the upcoming 2009-10 school year. Continuing turmoil in the credit markets and the low, congressionally-set yield on student loans have resulted in some lenders reevaluating their continued student loan participation.

For example, U.S. Bank, UHEAA's sole remaining bank lending partner, ceased making new loans through UHEAA on June 12, 2009.

UHEAA is making every possible effort to assure full access to student loans in fiscal 2010 even if other lenders cease making student loans. UHEAA's credit union partners remain as participants and will likely continue making student loans through the 2009-10 academic year. Estimated student loan volume in fiscal 2010 is forecast to exceed $500 million. UHEAA expects to fund approximately $250 million of the total student loan volume in fiscal 2010 with credit unions funding approximately $250 million. To assure adequate funding, UHEAA is negotiating a line of credit up to $200 million with UBS Bank USA. UHEAA's overall plan for meeting the student loan demand in fiscal 2010 is to use a combination of its own capital, funding from credit unions, a line of credit, and participation in the U.S. Secretary of Education's liquidity programs.

3. **Approval to Sell UHEAA Loans to U.S. Secretary of Education.** UHEAA has been successfully participating in the U.S. Secretary of Education's liquidity programs for student loans since March 2009. These complex federal programs provide UHEAA with an outlet for the fiscal 2009 and fiscal 2010 student loans which cannot be economically financed. If UHEAA kept the fiscal 2009 and fiscal 2010 student loans in its own portfolio, the estimated cost for doing so would be approximately $30 million in forfeited fees and other costs. Given these financial realities, the UHEAA Board approved the sale of loans made for fiscal 2009 and fiscal 2010 to the U.S. Secretary of Education. Both servicing and ownership of the loans are transferred to the Secretary under the present liquidity programs.

UHEAA is advocating a federal policy that would allow it to retain servicing of the sold loans. UHEAA believes local servicing is best for students and institutions, eliminates confusion resulting from multiple servicers, avoids increased default rates, and offers a higher level of customer service.

4. **Washington Update: Student Loan Reform.** On April 29, 2009, President Obama's 100th day in office, Congress passed a budget resolution which makes it easier to enact President Obama's proposal to make 100% of student loans through the Federal Direct Loan Program with U.S. Treasury funds. The budget resolution includes a "sense of Congress" provision which envisions a future role for currently-involved private and nonprofit entities in loan processing and servicing. UHEAA has been active in Washington to encourage legislation which keeps the servicing of student loans local even if the loans are funded by the Treasury. The House and Senate are both likely to pass student loan reform bills in the coming weeks which are expected to include a role for non-profit organizations like UHEAA. After a conference committee to finalize the bills into a single legislative proposal, the President is expected to sign the bill into law in October 2009.

5. **UHEAA Budget Forecast: Return to Profitability in Fiscal 2010.** Disruptions in the credit markets and the low student loan yield set by Congress resulted in UHEAA's first operating loss in history of $7.4 million for the fiscal year ending June 30, 2009. UHEAA kept operating losses at a minimum by reducing expenses and through carefully managed use of the U.S. Secretary of Education's liquidity program. For fiscal year 2010, the UHEAA Board approved an operating budget which returns UHEAA to profitability with an operating income of $9.7 million.

6. **Next Steps and Happy Birthday UHEAA.** UHEAA was formed on May 10, 1977 and recently celebrated its 32nd birthday. In those 32 years of service, UHEAA has made 1.8 million student loans totaling $6.7 billion and has helped make college affordable for hundreds of thousands of students.

UHEAA's priorities remain as follows: 1) funding loans for 2009-10, 2) servicing the existing $2 billion portfolio economically, 3) restructuring the associated underlying debt, and 4) adapting and evolving into the new student loan world. Clearly at the beginning of a major change in its business model, UHEAA expects to have a strong role going forward, although the exact role will be determined by final legislation. UHEAA is moving ahead with optimism, strength and clarity of purpose, with its long record of outstanding customer service, focus on students, and responsible fiscal management as a foundation for future success.

Commissioner's Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/DAF

July 6, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Awards for New Century and Regents' Scholarships

Issue

The number of qualified applicants for both the New Century and Regents' Scholarships is outpacing state funding. To stay within budget it is necessary for the Board of Regents to limit the number or amount of the awards, and to project the level of awards for 2010-11. It is also recommended that the Board direct the Commissioner's Office to develop a sustainability plan for the scholarship programs.

Background

With strong legislative support, two scholarships have been established, administered by the Commissioner's Office in behalf of the State Board of Regents, to encourage high school students to prepare for and attend college. One of these, the New Century Scholarship, has been in existence for ten years; the other, the Regents' Scholarship, is in its second year. Even with very limited publicity and out-reach, this year both programs are seeing tremendous growth in qualified applicants — significantly outpacing the funding.

New Century is expected to see a 20 percent increase in new applications and a total increase in awards of nearly 50 percent at a time that its budget has been reduced a net 8 percent. The Regents' Scholarship received a substantial increase in funding and yet the number of qualified students is up even more –169 percent. It is estimated that an additional $1.7 million is needed for the current fiscal year to meet the demand for both programs. When it became clear that current funding is insufficient, in order to help students plan ahead as much as possible, the Commissioner's Office began informing students this Spring that they should expect the awards to be less than the full 75 percent of tuition.

Additionally, the Commissioner's Office contacted the Governor's Office and key legislative leaders to see if there would be support for a supplemental appropriation in the 2010 Legislative Session to enable the scholarships to be fully funded. Unanimously, legislative leaders voiced support for the programs and a desire to see them continue, but, given the state's fiscal difficulties, there was no encouragement that additional funding will be available for a supplemental appropriation or for significant on-going increases during the 2010 Legislative Session. We were asked to do the best we can under the circumstances and within available resources.

The statutes governing the scholarships contemplate a circumstance where state funding would not be sufficient to meet the demand. They provide that **"if the appropriation…is insufficient to cover the costs…the State Board of Regents may limit or reduce the…awards" or scholarships.** (See Utah Code Annotated, 53B-8-108(8)(b) and 53B-8-105(4)(c).) In the past, funding has been adequate or, in the case of New Century, supplemental appropriations have been made each year until 2009 to enable the full award authorized by law to be given. This will be the first time the Board of Regents will need to "limit or reduce" the awards or scholarships. An estimated 1,700 students (and their families) who have worked to earn these scholarships will be affected.

<u>History: New Century Scholarship</u>

<u>Purpose and Program</u>

- To encourage high school students to take college courses in high school in order to complete a bachelor's degree more rapidly once they are in college.
- Provides for a scholarship equal to 75 percent of tuition[1] for two years if a Utah high school student earns an Associate degree (or equivalent or completes science & math track) by the September 1 after high school graduation at four-year institutions.
- Premise of the scholarship is that it reduces a student's time in college, thus saving state money in the long run.

<u>Legislative History</u>

- Established in 1999 by SB 90 by Sen. Robert Montgomery (Gov. Leavitt initiative).
- Amended in 2000 (HB 23 by Rep. Brad King) to require a "B" average in college and to allow students to use the scholarship at BYU and Westminster College.
- Amended in 2002 (HB 206 by Rep. Afton Bradshaw) to provide one more year before scholarship expires to better accommodate LDS missionaries, and to allow the Board of Regents to reduce the number or amount of awards based on legislative appropriation.
- Amended in 2006 (HB 326 by Rep. Kory Holdaway) to add a math and science track as a way to qualify. (Unfortunately, no students have taken advantage of this option.)
- Amended in 2009 (SB 104 by Sen. Lyle Hillyard) to change award from 75 percent of tuition to maximum of $5,000 over two years, effective for high school class of 2011.
- Until 2009, always received a supplemental appropriation to cover the number of new recipients.

<u>Performance and Status</u>

- 2,347 awarded since 1999 from 113 public and private Utah high schools (74 in 2008-09), with an estimated 643 new recipients in 2009-2010. (When those receiving awards for their second year are included, the total to be awarded this year is estimated at 1,463.)
- Current base funding is just under $2 million annually (on-going appropriation of $1,958,400).
- All administrative costs have been absorbed by Board of Regents staff and UHEAA.
- No formal outreach, advertising or promotion for program — students have learned about it through "word of mouth." Recently, early college charter high schools have started promoting it, resulting in a spike of applications last year and this year.

[1] Recently we have advertised this as "up to" 75% due to budget concerns; however, people are used to 75%

- FY 2009-2010 is the first year without a supplemental appropriation; received no new funding and must absorb 8 percent net budget cut.
- Estimated shortfall for 2009-2010: $1.5 million

History: Regents' Scholarship

Purpose

- Recognizing that only one of four Utah high school students taking the ACT is proficient in all four core areas for success in college, the Regents' Scholarship was proposed to incent students to reverse this trend. The scholarship encourages students to take a rigorous core of classes in high school (including four years of math and three years of science) based on the State Scholars (Utah Scholars) curriculum.
- Provides awards at two levels:
    - Base award of $1,000 (one time) for completing course requirements with at least a 3.0 GPA and no core course grade lower than a "C".
    - Exemplary award of 75 percent[2] of tuition for two years (3.5 GPA, 26 ACT composite, no individual core course grade lower than a "B".)
    - Plus a savings match of up to $400 ($100 per year for four years prior to college) for saving with UESP.
- Students may use the scholarship at any USHE institution or at BYU, LDS Business College or Westminster College, and the Board of Regents may reduce the number or amounts of awards based on legislative appropriations.

Legislative History

- Established in 2008 by SB 180 by Sen. Lyle Hillyard.
- Original funding of $400,000 on-going, $500,000 one-time, to launch the scholarship.
- Amended in 2009 (SB 104 by Sen. Hillyard) to make technical changes and to change exemplary award to maximum of $5,000 over two years for high school class of 2011.
- In 2009 Legislative Session, budget was increased to $1.9 million in on-going funding, by transferring funds from the UCOPE financial aid program. In place of the UCOPE funds, a 0.5 percent tuition increase was imposed, resulting in additional financial aid dollars to be used at the presidents' discretion at each institution.

Performance & Status

- 2008: 195 students awarded (79 base awards, 116 exemplary awards).
- 2009: Estimated 525 students qualify (169 percent increase) for at least the base award (from 72 Utah public and private high schools).
- On-going funding of $1.9 million. Administrative costs including limited outreach are shared by the program and Board of Regents/UHEAA.
- Estimated shortfall for 2009-2010: $210,000.

[2] We have consistently advertised for 2009 that this is "up to" 75%

Options

The Board has two options under the statute to keep the programs within their budget as appropriated by the Legislature: 1 - limit or, 2 - reduce awards. In other words, awards could be fully funded to a limited number of qualified recipients. Or, all qualified students could receive an award at a lower level. Each option is discussed below.

Option A: Limit number of awards.

There are established application deadlines for the Regents' Scholarship program, and this year a "priority" deadline was also included. All students (77) who applied by the priority deadline could be awarded their full awards, and the students whose applications came in later (448) could be denied. This would save far more than the shortfall. Another problem with this approach is that all students have already received a letter of "conditional approval." These 448 students who received a "conditional approval" letter but did not meet the priority deadline would have to be informed that, in fact, final approval was denied. Complicating this further would be the fact that there is adequate funding for more than the 77, just not the entire 525. It would be impossible to differentiate among the 448 non-priority deadline applicants.

For New Century, the approach of limiting the number of award recipients is even more problematic. For the past decade the program has been operated without an application deadline. The students must have completed their work to qualify by September 1 following high school graduation, but they are free to then apply any time — even years later. This poses challenges in administering the program in that most applications come in August and September, so even in July we are estimating the number of qualified applicants.

One option might be to fully fund those who qualified last year (or previous years) and are eligible for their second year award, and not fund any new awards. We estimate there are 820 continuing students. Funding even those students alone would cost more than the $2 million available. And this approach would also entirely leave out approximately 643 new scholarship recipients. For these reasons, the only way we could implement the option of limiting the number of awards would be to fund the first approximately 700 who apply (whether new applicants or continuing recipients) and then entirely deny the other 763 qualified applicants.

Option B: Reduce Amount of Awards

The Board's second option is to reward every qualified applicant but, in some cases, at a lower amount. In essence, this both spreads the joy (receiving something) and spreads the pain (receiving less than expected). As we have discussed both options with legislative leaders and the Governor's Office, they agree that this would be the fairest approach. (Since the funds for the second-year awards for students who qualified in 2008 for the Regents' Scholarship have already been set aside, they would still receive the full amount.)

Based on the most current information available, it appears that there will be 525 new Regents' base awards, including 249 new Regents' Exemplary Awards, and estimated less than 50 students who will qualify for a college savings match for having a UESP account. And we project that there will be 643 new recipients of the New Century Award, and 820 receiving their second-year award. To award all of these qualified students with the funding available, New Century recipients can receive 40 percent of their tuition. For those earning the Regents' Scholarship Exemplary Award, funds are available for 55 percent of their tuition.

Given all of the factors mentioned above, Option B—Reduce Awards, is the most fair, rational, and equitable approach, and is included in the following recommendation.

Commissioner's Recommendation

In order to keep the New Century and Regents' Scholarship programs operating within the budgets appropriated by the Legislature, the Commissioner recommends the Board adopt the following:

1. For Fiscal Year 2009-2010, all qualified New Century Scholarships (both continuing and new awards) will be awarded at 40 percent of tuition.
2. For Fiscal Year 2009-2010, all newly qualified Regents' Scholarships will be awarded as follows:
    a. Base Award: $1,000
    b. Exemplary Award: 55 percent of tuition
    c. UESP Match: Fully funded (up to $400 maximum).
    d. Priority Deadline: To encourage and reward students for applying by the priority deadline, an additional $80 incentive in the base award will be granted for those who met the priority deadline, for a total base award of $1,080.
3. Authorize the Commissioner's Office to reduce 2009-2010 awards by a maximum of five additional percentage points if that becomes necessary due to the volume of eligible recipients between now and when awards are disbursed.
4. For Fiscal Year 2010-11, announce that the awards will be as follows (assuming no additional state appropriation and assuming no statutory changes to the programs):
    a. For New Century: 25 percent of tuition.
    b. For Regents' Scholarships: $1,000 base award and an additional Exemplary Award at a level to be determined based on the number of qualified applicants and available funding. UESP match would remain at a maximum of $400.
5. Direct the Commissioner's Office to develop a sustainability plan for both scholarships and to present this plan to the Board at a future meeting for consideration and approval.

William A. Sederburg
Commissioner of Higher Education

WAS/DB

July 17, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Strategic Goals Progress Report

Issue

To keep the Board of Regents up-to-date with progress made in defining objectives that support the attainment of the Board's three strategic goals, which are: 1) Participation – to increase the higher education participation rates for all Utahns; 2) Completion – to increase the completion rate of students enrolled in their chosen post-secondary education program; and 3) Economic Development – to substantially enhance and sustain Utah's colleges and universities as engines of economic development. Additionally, to ensure USHE Presidents and institutional staff work collaboratively with the Regents and the Commissioner's Office in establishing meaningful and measurable objectives in support of each strategic goal.

Background

The three strategic goals have been aligned with the administrative structure of the Commissioner's Office. A member of the Commissioner's senior staff has been charged with the stewardship of each strategic goal (Associate Commissioner Dave Buhler to Participation, Associate Commissioner Lucille Stoddard to Completion, and Associate Commissioner Cameron Martin to Economic Development). The Commissioner's Office will support the Board of Regents in its effort attain these strategic goals as well as work collaboratively with USHE institutional staff to establish meaningful and measurable objectives for each goal. A progress report pertaining to each strategic goal will be given at each Board meeting.

The July 2009 progress reports for Participation and Economic Development are attached. The progress report for Completion is under Tab Y.

Commissioner's Recommendation

It is recommended that the Board of Regents direct USHE Presidents and institutional staff to work collaboratively with the Commissioner's Office to establish meaningful and measurable objectives in support of attaining the Board's three strategic goals.

William A. Sederburg
Commissioner of Higher Education

WAS/CM/AMH/CB

PARTICIPATION

Prepared by David Buhler, Melissa Miller Kincart, and Carrie Beckman

July 2009

"The knowledge economy is unforgiving for individuals who do not have education or training beyond high school—and for our communities, states, and nations that do not have high percentages of their population with some education or training beyond high school."

--Good Policy, Good Practice, A Joint Report from the National Center for Public Policy and Higher Education and The National Center for Higher Education Management Systems, 2007

Setting the Stage and Changing Demographics

The United States, which twenty years ago led the world in college attainment, now ranks 10th[1]. Unfortunately for Utah and the nation, at the very moment in history where post-secondary education is more critical than ever before, participation is declining. For instance, while Utah ranks 12th in the nation for bachelor degrees for the 45-64 age group, our state ranks 31st in the nation for the 25-34 age group.[2]

According to the 2008 Measuring Up state report card on higher education, Utah is slipping behind other states in college participation. The report states, "The likelihood of enrolling in college by age 19 is low, and has dropped by 14% since the early 1990s." Furthermore "sixteen percent of Hispanic young adults are enrolled in college, compared with 45% of whites—one of the largest gaps in the nation." [3]

This decline in college participation has real economic consequences for our state and our nation. As pointed out by the National Center for Public Policy and Higher Education, "If current trends continue, the proportion of workers with high school diplomas and college degrees will decrease, and the average personal income of Americans will decline over the next 15 years."[4] Similar information was provided to the Board of Regents in January by Dr. Dennis Jones from the National Center for Higher Education Management Systems.

A study by the Office of Commissioner of Utah Higher Education in April shows that 54% of Utah's high school graduating class of 2007 enrolled in college the next fall, with 89% of them attending USHE institutions.[5] This number is higher than those cited in "Measuring Up" since it includes only high school graduates and not the approximately 20 percent who do not graduate from high school. It is only recently, with a common student identifying number, this information has been tracked, thus historical comparisons are not available. It will be valuable to track this going forward to see if progress is being made.

With Utah's rapidly growing population of young people, college enrollments have also increased, from 81,338 in 1999 (budget-related FTE) to 99,940 in 2009, an increase of 22.8%. As expected in a time of economic recession, enrollments are continuing to grow.

And yet, this growth in enrollment masks the fact that the proportion of Utahns going to college after high school is declining. As pointed out to the Board of Regents at their March meeting by Dr. Pam Perlich, participation rates are not equal among ethnic groups. It is important to note that new census data denotes Utah's minority population "grew by 55% between 2000 and 2008, the fastest growing state in the Nation for minority populations. Statewide, 18 percent of residents are now minorities and 67% [of those] are Hispanic"[6] which is the fastest growing ethnic group in Utah. The table below provides college participation rates based on ethnicity for the graduating class of 2007. With the exception of Asians, all other minority groups have significantly lower participation rates than Caucasians.

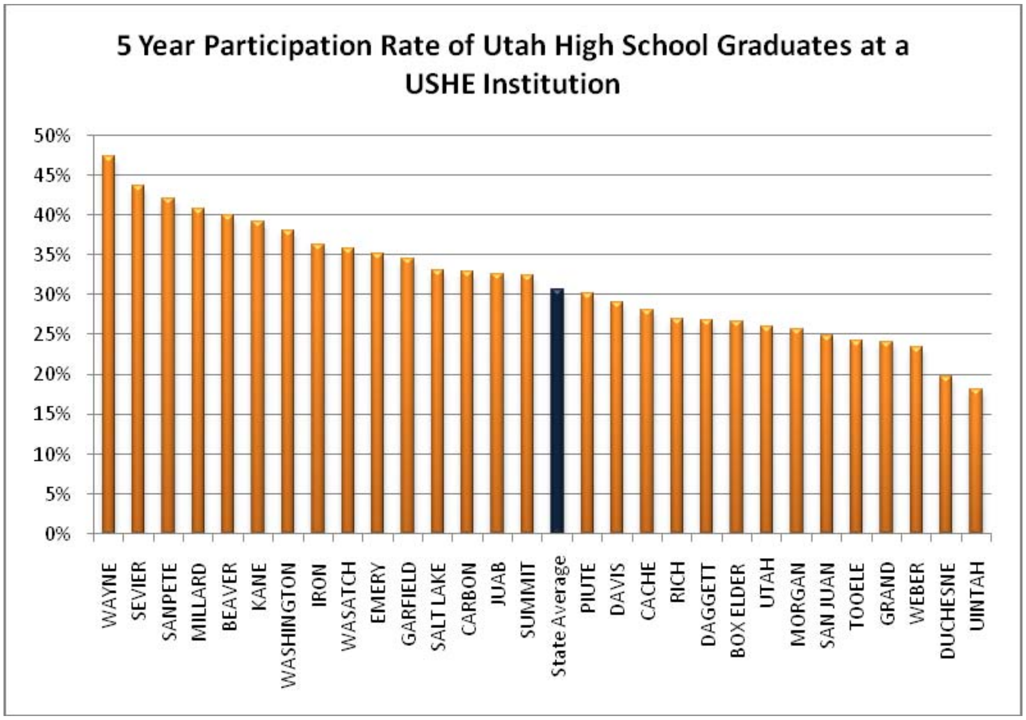
College Participation Rates by Ethnicity

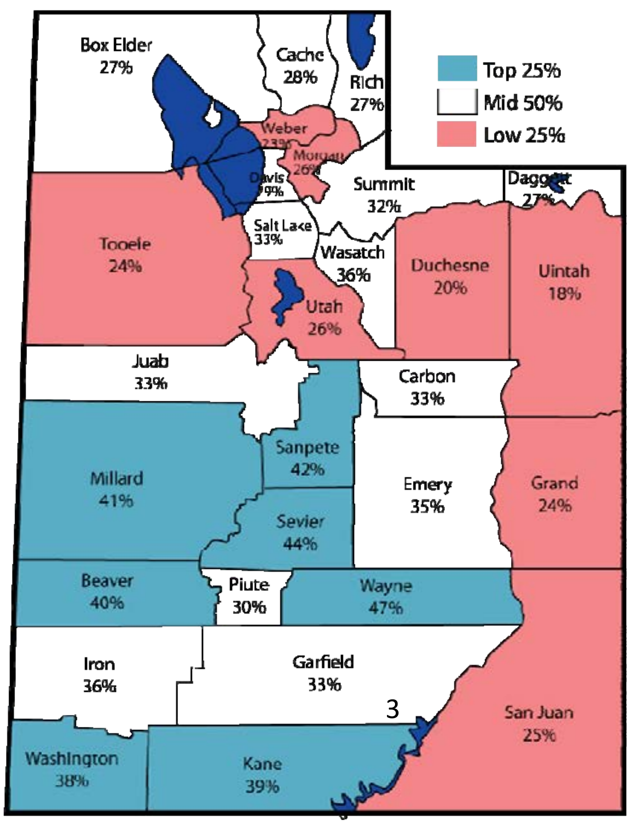
Ethnicity	Number of 2007 HS Graduates	Number of College Enrollees	College Participation Rate
Asian	546	359	66%
Black	251	117	47%
Caucasian	25,503	14,320	56%
Hispanic	2,212	885	39%
Am. Indian/Alaskan	410	141	34%
Pac Islander/Hawaiian	365	158	43%
Unknown	78	38	49%

A key reason for this shortfall, according to Alfredo G. de los Santos Jr., Ph.D., a professor at the Hispanic Research Center, Arizona State University is that these students are not taking the core math, science, English and social studies courses that will prepare them for university admission. Additionally he cites a 2008 Chronicle of Higher Education study that found 40% of those students who do go to college need remedial education. With nearly one-fourth (24 percent) of preschool age persons in Utah and one-third (32 percent) in Salt Lake County in 2007 estimated as racial or ethnic minorities[7] unless things change their historically low participation rate will dramatically impact Utah's overall college participation and graduation rates. Thus it is imperative that the education pipeline provides opportunity, support mechanisms, and curriculum that will prepare <u>all</u> students for postsecondary education.

Another area that deserves attention and further study is the participation rate by gender. According to the National Center for Education Statistics, nationally, the percentage of males versus females enrolled in college is shrinking to well below fifty percent—with males comprising 43 percent of students.[8] In Utah, system-wide, males comprise 51 percent, with females underrepresented. The ratio of females to males varies widely among institutions.

Participation rates not only vary by ethnicity, but also vary widely by county. For example, looking at a five-year participation rate of Utah high school graduates at a USHE institution, participation is highest in Wayne County at 47%, and lowest in Uintah County at 18%. The statewide average is 31%. There seems to be little to no correlation to the location of USHE institutions and the county participation rates (see attached table and graphic). Finding ways to reach out to students in counties with less participation than average is critical if we are to ensure opportunities for academic and economic success statewide.





Prepared Participation

At the same time an improvement in participation is needed, it is important to not lose sight of the fact that preparation for college can be improved for many Utah high school graduates. As reported in the 2008 Measuring Up Report, "Eighth graders perform well in science, but their scores in math, reading and writing are fairly poor."[9] For instance, in 2008, only one in four Utah high school students who took the ACT scored proficiently in all four core subject areas (English, Mathematics, Science, and Reading) with proficient meaning there is a 75% chance the student would earn at least a "C" grade or better and a 50% chance of earning a "B" or better in first year college courses that correspond with the core.

Other states are beginning to address challenges of under preparation and participation. For example, all students in Texas, starting with the graduating class of 2008, are required to complete the state's college and workplace readiness curriculum, known as the Recommended High School Program (RHSP), to graduate. Texas requires the approval of both a counselor and parent for a student to opt out of the RHSP and into the Minimum Graduation Program. Indiana's Education Roundtable has taken a similar step with its college and workplace readiness (Core 40) curriculum. [10] According to "Closing the Expectations Gap," 20 states plus the District of Columbia "require all students to complete a college-and career-ready curriculum to earn a high school diploma…" and eight other states are planning "to adopt similar requirements."[11] The core curriculum approach has begun to show positive results for students across all income levels and racial demographics, has helped this state streamline the assessment system and align college admissions standards. Additionally, there are some school districts such as San Jose Unified who have adopted similar course requirements with a bolstering of support programs.

The Utah Scholars program and the Regents' Scholarship have been launched to encourage greater high school rigor, and we are beginning to see results as students work to earn these awards and high schools reconsider their curriculum to add more rigorous core courses.

Core Requirements

Utah Scholars Core Course of Study* taken during grades 9-12	Utah High School Graduation Requirements (class of 2011)	ACT's Recommended Core
4 English	**4 Language Arts**	**4 English**
4 Math (at min. Alg 1, Geom. Alg 2 + one higher)	**3 Math** (Alg 1, Geom.)	**3 Math** (Alg 1, Geom. Alg 2)
3.5 Social Science	**2.5 Social Science**	**3 Social Studies**
3 Science (one each of biology, chemistry and physics)	**3 Science** (selected from 4 science areas)	**3 Science** (one each of biology, chemistry and physics)
2 Foreign Language	N/A	N/A

*Based on recommendations from the National Commission on Excellence in Education

Although the credit requirements for high school graduation and the Utah Scholars core are similar, the acceptable courses to complete the requirements differ significantly. Students can select from an array of courses in order to meet Utah high school graduation requirements. A report by ACT notes: "High School teachers believe they are preparing their students for college, but these students do not in fact possess the essential skills deemed necessary for success in postsecondary education…"[12] Postsecondary educators surveyed by ACT indicated, "a more rigorous treatment of fundamental content knowledge and skills would better prepare student for college and work." [13] In contrast to high school graduation requirements, students who desire to complete the Utah Scholars Core must take specific courses within each core area.

However, because too few graduates are prepared with the essential foundation to assist them in being successful in credit bearing courses, many are taking remedial courses in college. Of the 2007 Utah high school graduate who immediately enrolled in USHE institutions, approximately one-fifth enrolled in at least one remedial course during 2007 or 2008. (Note: In regard to this study, remediation was defined as a Math, English or Reading course below 1000 which carried at least two credits, omitting ESL courses.[14])

Next Steps

The trends in college attainment nationally and in Utah are disturbing. With its young population, Utah is poised to lead the nation as an economic powerhouse but only if this young population is well educated relative to the rest of the nation and the world. Changing demographics in the state call for a concerted effort to help minority populations complete high school, prepare for, attend, and succeed in college. In every area of the state there is room for improvement, but in some counties, the need is particularly acute. All of these challenges require a statewide effort in establishing readiness standards and communicating clear signals of standards to students, parents and our K-12 partners. Additionally as it is denoted by the literature, we must prevent the "leaking pipeline" by intentional interventions directed prior to 9th grade. To align with the Regents' goal of increasing participation and to provide statewide coordination, support and collaboration among the USHE institutions, the Office of the Commissioner of Higher Education has established a new "Outreach and Access" unit.

It is recommended that the Board of Regents direct USHE Presidents and institutional staff to work closely with the Commissioner's Office to establish meaningful participation goals and strategies to enhance or create new programs and/or partnerships for the populations they serve. Progress in developing and implementing these goals and strategies will be reported at future Board of Regents meetings.

[1] Organization for Economic Co-operation and Development, cited in Good Policy, Good Practice, NCHEMS 2007, page 2.

[2] Utah Foundation, “Utah’s Higher Education Graduates,” June 2004.
[3]Measuring Up 2008, The State Report Card on Higher Education—Utah, National Center for Public Policy in Higher Education.

[4] *Good Policy, Good Practice, page 1*, referring to “Income of U.S. Workforce Projected to Decline if Education Doesn’t Improve,” Policy Alert, November 2006, NCHEMS 2007, page 1

[5] College Participation Report for Utah, April 2009, Dr. Jorie Colbert for the Office of the Commissioner of Utah Higher Education.

[6] *Deseret News* “The face of Utah is changing fast”, May 14, 2009, p. 1.

[7] “Utah’s Demographic Transformation: A View into the Future,” *Utah Economic and Business Review*, Bureau of Economic and Business Research, University of Utah. Volume 68, Number 3, 2008, p. 7.

[8] U.S. Department of Education, National Center for Education Statistics, 2008.

[9] Measuring Up 2008, The State Report Card on Higher Education—Utah, National Center for Public Policy in Higher Education.

[10] “Ready or Not: Creating a High School Diploma That Counts,” Achieve 2004.

[11] “Closing the Expectations Gap,” Achieve, 2009.

[12]ACT “Rigor At Risk: Reaffirming Qualify in the High School Core Curriculum,” 2007, p. 18.

[13] Ibid.

[14] (Office of the Commissioner of Higher Education, “College Participation Report for Utah” 2009 p. 4.)

Joseph Curtin also contributed to this report.

Strategic Goal Progress Report
Economic Development
July 2009

<u>Strategic Goal #3</u>: To substantially enhance and sustain Utah's colleges and universities as engines of economic development.

Overview

The Utah System of Higher Education (USHE), under the direction of the Office of the Commissioner for Higher Education (OCHE), has partnered with the Department of Workforce Services (DWS) and the Governor's Office of Economic Development (GOED) to support the attainment of the Board's Strategic Goal #3 and the Governor's 21st Century Workforce Initiative. With additional support from USTAR, these agencies have developed the *Cluster Acceleration Partnership (CAP)* program with the following primary objectives:

- *Accelerate and Drive Economic Development* – Expand the development of Utah's economy by accelerating the growth of targeted industries that will provide employment and career opportunities over the next five to ten years.

- *Increase Higher Education's Contribution to Economic Development* – Increase the contribution made by the Utah System of Higher Education to the overall development of the State's economy and the specific acceleration of targeted industry clusters.

- *Enhanced Alignment* – Enhance the alignment and coordination of higher education, industry and workforce training in ways that result in improved and relevant training and education services that directly contribute to a qualified workforce capable of contributing to the acceleration of the targeted industries.

- *Talent Development Strategy* – Define a specific strategy for the development of the workforce and talent-base needed to expand and grow each targeted industry cluster. This must address developing a sufficient, qualified talent-base essential to attracting significant industry businesses to the State, expanding the State's current industry employers and creating new entrepreneur led businesses within the target industry clusters.

- *Idea Generation Strategy* – Define an overall strategy that indicates the supportive role academic research and private research contribute to the growth and expansion of each targeted industry cluster. Contributions may include discovering and advancing new research-based ideas and technologies as well as finding new applications of research and technology within the target industries.

Program Management

The Oversight Team for the CAP program is comprised of the Commissioner of Higher Education, the Executive Director of DWS, and the Executive Director of GOED. It is anticipated that each USHE institution will support and sustain different CAP initiatives over time. Due to limited resources, it is not feasible to successfully launch a CAP initiative at each USHE institution simultaneously. Therefore, the Oversight Team has agreed to launch three pilot initiatives, which will be phased in over the next year and yield the following outcomes:

- *Master Templates and Methodology* – Develop a set of templates and a master methodology that can be used to design and implement similar strategies for other clusters.

- *Informed and Educated Cluster Leadership* – Educate and inform a wide range of academic, business, political and civic leaders on the factors and forces that drive the acceleration of an industry cluster.

- *On-Going Leadership Structure* – Establish an effective structure for participating leaders to continue to support and contribute to the implementation of the strategy and advancement of an industry.

Funding

Funding for the three pilot initiatives will come from two primary sources—DWS and OCHE—and will be dispersed through a CAP grant program. DWS has initially allocated $900,000 in support of the CAP program and OCHE $60,000. The Oversight Team will oversee the selection of grant recipients, the approval of assessments and strategic plans, the approval of implementation plans, outcome measurement and evaluations, budgets, and other activities associated with the execution of the CAP program.

Three Pilot Initiatives

The Oversight Team has identified three pilot initiatives to position USHE institutions as economic hubs of activity in support of industry clusters that best align with the objectives of the CAP program. The three USHE institutions and pilot initiatives are:

- Weber State University – Aerospace
- Utah Valley University – Digital Media
- Salt Lake Community College – Energy

Each USHE institution is required to submit a proposal outlining the strategies and deliverables of their pilot CAP initiative. The Oversight Team has developed criteria for the proposal and funding process of the CAP program, which include four phases of implementation.

- *Phase I* – An assessment/analysis of the industry cluster’s short- and long-term needs for talent and innovation support, to include a current gap analysis.

- *Phase II* – A strategic plan designed to meet the industry cluster's needs and address the identified gaps.

- *Phase III* – An implementation plan and process to take action, to include replication strategy.

- *Phase IV* – Proposed outcome; describe the tools and data to evaluate and measure outcomes, e.g., potential occupation wages, projected openings per year, projected occupational growth.

In some instances, the USHE institution may choose to engage in a *Pre-Phase* to assess and develop working relationships between the USHE institution and its stakeholders. (Stakeholders are defined as other USHE institutions, Applied Technology Colleges, DWS, GOED, Public Education, and other member and business within the USHE institution's service region.) This process will be known as a *Stewardship Audit* and will help the USHE institution identify areas of need and how the USHE institution can better meet the educational and talent-force needs within its service region.

General philosophy

The general philosophy that guides the approach to CAP program is focused on the underlying intent to strengthen and expand Utah's economy and employment opportunities by accelerating the development and growth of targeted clusters of industry across the state.

The Oversight Team has initially defined industry clusters to mean specific industry sectors in Utah where the aggregated size of the number of businesses and jobs is large enough or potentially could be large enough that the nature and size of the cluster significantly influences Utah's overall economic picture. The cluster includes the prominent components of the supply chain that comprises the industry sector as well.

Clusters Dynamics

Our approach considers that clusters are characterized to some extent by the degree to which they are concentrated in one or more geographic regions of the state. These geographic concentrations to some extent naturally align certain industry clusters with the various USHE institutions located across the state. Given the longer term nature of planning done by USHE institutions and their unique positioning as "neutral ground" for a variety of stakeholders, it is natural that higher education institutions would take a leadership role in helping accelerate growth for specific clusters.

Accelerating the growth and expansion of targeted industry clusters requires careful consideration of which stage of maturity and development the cluster is in. If the cluster is relatively mature, acceleration will be largely dependent on attracting new businesses to the State to join and expand the already existing cluster businesses. The cluster may likewise best be accelerated by expanding Utah's businesses that already exist in the state. In the case of a new or emerging industry or one that is rapidly changing, acceleration will best be served by creating new entrepreneur-led businesses to grow that industry.

In addition, this approach to accelerating the growth and expansion of targeted industry clusters requires consideration of a range of dynamics, which influence the overall pace of acceleration. Higher education's primary contribution in the CAP program is in two realms: Talent and Ideas.

Talent

Effectively addressing the dynamic of Talent means ensuring:

- *Employees* – Possess the required skills and abilities within the general workforce of the state sufficient to meet the needs of the targeted industry cluster. It must include developing within Utah's base of Talent.

- *Experts* – Are recognized for their understanding and leadership of the industry.

- *Entrepreneurs* – Are capable of creating and leading early-stage businesses in the industry cluster.

- *Executives* – Have professional career experiences, education and training that qualify them as senior leaders of the targeted industry cluster.

Ideas

Ideas that contribute to the acceleration of a given industry cluster can originate with research that is conducted within higher education. But this entails research and idea generation that is both:

- *Advanced* – Research that advances the principles, technologies and knowledge-base on which an industry is founded.

- *Applied* – Application of principles, technologies and knowledge to the formation of new industry solutions, products and services. This can also include testing, prototyping, and refinement of new ideas created within the private sector.

The CAP program is focused on strengthening and expanding Utah's economy and employment opportunities by accelerating the development and growth of targeted clusters of industry across the state. Higher education accelerates industry clusters through its aligned production of Talent and Ideas with the immediate and future needs of the industry.

July 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Overview of 2010 Public Messaging

Issue

To ensure consistent messaging across USHE institutions and functions, the Commissioner's Office has developed the following key messages to support the strategic priorities of the Board of Regents as well as the marketing efforts of USHE institutions. The Commissioner's Office is working with USHE institutions to identify opportunities to raise the public visibility of higher education issues in the state.

Message Overview

Higher Education is critical to the economic success of Utahns and the state – Higher education is one of the few tools state lawmakers have to fuel economic growth. Using this tool is more important than ever during economically challenging times.

College and universities provide the critical training for tomorrow's professionals, employees and entrepreneurs, have the strongest track records in starting new commercial and public/private ventures and are among the largest employers in the state. In a knowledge economy—colleges and universities are the producers of knowledge.

Immediate Challenge: In a down economy, increasing enrollments at the same time budgets are being cut are creating a particular challenge for universities and colleges to maintain quality of services. Potential consequences include limited availability of class sections, larger class sizes, cuts in student services, and decreased financial aid opportunities, all of which lead to increased time to graduation.

For Utahns and Utah: Each year college graduates add over $450 million to Utah's economy in increased wages and tax contributions over those with only a high school diploma, repeating each year those graduates are employed thereafter. On average, the more education a person receives, the more he or she contributes to the economy rather than takes from it:

- They are more likely to earn sufficient income to be self-sustaining and have health insurance.
- They are less likely to need public assistance or be incarcerated.
- They are more likely to vote, volunteer and be civically engaged.

The Board of Regents' strategic objectives support the message of boosting the economic success of Utah and individual Utahns through—

- Participation—increasing the number of students prepared for success and participating in college.
- Completion—increasing the number of college students who persist and complete a program or degree.
- Economic Development—Utah's colleges and universities engage with the community to leverage their skills and resources to further regional economic development.

Implementation

The Commissioner's Office has been reorganized to focus on the strategic objectives of the Board of Regents, with an associate commissioner and supporting staff responsible for each of the three priorities. A progress report on these objectives is included under Tab S of this Agenda.

In addition, the Commissioner's Office is:

- Enhancing our web presence and effective use of low-cost technologies, implementing a news-based website with freshened content that highlights campus accomplishments and greater use of multimedia and social networks to strengthen web presence.
- Coordinating more closely with UHEAA outreach messages.
- More closely coordinating advocacy messages with USHE institutions as well as private nonprofit institutions (BYU, LDS Business, Westminster) to raise the overall visibility of higher education issues in the state.
- Implementing UtahFutures.org – a joint initiative with the Department of Workforce Services and the State Office of Education to replace UtahMentor.org as a new career and education information system. This new tool will help high school students better understand their postsecondary opportunities as well as help schools get better information regarding prospective students.
- Working with Friends of Utah Higher Education to engage the business community in advocating higher education messages and priorities.
- Providing leadership and coordination on budget and other legislative issues with the state's nine public colleges and universities.
- Working with the Salt Lake Chamber as its members develop their legislative agenda in support of higher education.

Commissioner's Recommendation

The Commissioner recommends that the Strategic Planning and Communications Committee read and discuss this report, provide feedback to the Commissioner's Office, and make recommendations. The staff will then take this feedback and provide a final document for the Regents' consideration and approval at the next Board meeting.

William A. Sederburg
Commissioner of Higher Education

WAS/SJ/DB

July 6, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Advocacy Report—Friends of Utah Higher Education

The Friends of Utah Higher Education is a group of over 100 business and community leaders organized to support and advocate in behalf of Utah Higher Education with members of the State Legislature. Regent Bob Marquardt has spearheaded this effort.

A breakfast meeting was held at the State Capitol on June 17, to thank legislative leaders for their support of higher education during the 2009 session. Seven Senators and seven Representatives were present, including Senate President Michael Waddoups and Speaker David Clark, both of whom spoke to the group. Approximately 30 business and community leaders representing Friends of Utah Higher Education were also in attendance. Utah State University President Stan Albrecht also addressed the group. Another activity with legislators is planned for the fall.

Regent Bob Marquardt will report to the Strategic Planning and Communications Committee on the activities of Friends of Utah Higher Education, and receive their input.

Recommendation

This is a discussion item only.

William A. Sederburg
Commissioner of Higher Education

WAS/DB

July 17, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Future Agenda for Strategic Planning and Communications Committee

Issue

To identify, assess, and discuss the future, role, and agenda of the Strategic Planning and Communications Committee.

Background

The Strategic Planning and Communications Committee is engaged in many initiatives that overlap with the other two Board committees (the Programs Committee and the Finance and Facilities Committee). The question being explored by the Strategic Planning and Communications Committee is: How does the Strategic Planning and Communications Committee best meet the needs of the Board and improve the collaboration and communication regarding the Board's strategic goals and initiatives?

Commissioner's Recommendation

The Commissioner recommends that the Planning Committee review the Board's committee structure with the Regents' Executive Committee.

William A. Sederburg
Commissioner of Higher Education

WAS/CM/AMH/CB

July 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: 2010-2011 USHE Budget Request

Issue

State statute requires the State Board of Regents to "recommend a combined appropriation for the operating budgets of higher education institutions for inclusion in the state appropriations act" (UCA 53B-7-101(1)).

In preparation for fiscal year 2011, the Council of Presidents, Business Affairs Council and representatives from the Office of the Commissioner of Higher Education have held meetings to discuss the operating budget request for the upcoming year. Consistent with the strategic plan of the State Board of Regents, the budget discussions focused on the funding necessary to increase participation, retention and to further economic development within the state. In recognition of the current economic conditions, discussions targeted current institutional necessities consistent with a budget request plan for future years.

The following list of budget request categories, items and initiatives is presented for discussion by the State Board of Regents. Although no dollar amounts are offered, they will be added as the request is finalized prior to the August 28 Regent's Meeting

Commissioner's Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/PCM
Attachments

Budget Preparation

FY 10-11 Budget Scenario: Budget predictions are always uncertain and subject to significant variation. However, as of July 7, 2009, it appears that revenue estimates for FY 11 will be somewhat less than originally planned creating increased speculation about revenue enhancements, using the rainy day fund, and/or further budget reductions. Given the legislative reluctance for using rainy day funds, and given that 2010 is an election year, it is most likely that higher education will face further budget reductions or maintain the current programmed budget reduction of a total of 17% (including the cuts already made this year). Best case, if revenue estimates improve, we might have a somewhat smaller budget reduction, such as 15%, instead of a total cut of 17% as now built in the base budget .

While new resources going to higher education seem unlikely, it is important for Utah higher education to (a) make a strong case for our needs and (b) set the stage for future budget deliberations. The USHE staff and the Council of Presidents are in the process of identifying budget priorities to be brought to the Regents for action at the August 28 Board meeting.

President's Council Deliberation: Attached to this cover page is a paper listing the various concepts and issues discussed by the Council of Presidents. There was a broad consensus on the following issues:

(a) We should assume the reduction of 17% will serve as the base from which budget discussions will occur.
(b) The highest priority is for state funds to cover salary and fringe benefit costs.
(c) A second priority is for the state to cover mandated costs such as utility bills, and operation and maintenance.
(d) There is significant support for including "enrollment growth." Two related issues were discussed and generally supported:
   a. Funding growth needs to be balanced by recognizing mission-based funding for non-growth institutions.
   b. There was significant support for basing enrollment growth on end-of-the-semester enrollment instead of third-week registration (adding a semester-completion component).
(e) The proposed budget should reflect our "aspirations" in funding participation, completion and economic development.
   a. Participation includes the financial aid programs, programs for underserved populations and the community college function.
   b. Completion includes funding enrollment growth at the end of semester and specialized funding for counselors and support staff.
   c. Economic development includes funds for expansion of USTAR, job training, and economic cluster acceleration.
(f) Presidents were supportive of a category of "institutional priorities" to reflect special needs on campuses.
(g) There was support for other line item appropriations such as technology, engineering, library consortia, etc.

Policy Discussion: I would like feedback from the Regents on three large policy issues related to the budget.

(1) What reaction do you have to the issues presented above?

(2) How pragmatic should be the budget be in responding to the lack of state funds?

(3) What are the major categories of expenditures that we should support?

(4) Regents have identified participation, completion and economic development as our strategic goals. To what extent and it what ways should the budget proposal reflect these goals?

UTAH SYSTEM OF HIGHER EDUCATION
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2010 – 2011 Operating Budget Request Planning (Initial Topics)

On-Going Request

1. Budget Restoration
2. Incremental Funding (historical categories)
   a. Compensation
   b. Salary Equity & Retention
   c. Mandated Costs – (Utilities, Gasoline, Minimum Wage, etc.)
   d. O & M – new buildings
   e. Higher Education Technology Initiative
   f. Library Consortium
   g. Workforce Development
   h. Inflation on Non-Personnel Budgets
   i. Enrollment Growth
3. Strategic Initiatives
   a. Participation
   b. Completion
   c. Economic Development
4. Philosophical Funding Models
   a. Funding Completions (rather than initial enrollments)
   b. Community College Modle (New Funding)
      i. 1st & 2nd Year Financial Aid or Enrollments
   c. Role & Mission (Research / Residential / Peer Inst / etc)
5. Priorities & Partnerships
   a. Institutional Ranked Priorities
   b. Institutional Ranked Partnerships
   c. Other Initiatives?
6. Financial Aid (Funding Follows Student)
   a. Non-Need Based (Regent's, New Century, etc.)
   b. Need Based (UCOPE, etc.)
7. Hybrid (Mix of Models)

One-Time Request

1. Student Financial Aid
2. Higher Education Technology Initiative
3. Equipment
4. Repairs & Renovation
5. Engineering Initiative
6. Other System Needs?

Supplemental Appropriations

1. Needs?

UTAH SYSTEM OF HIGHER EDUCATION

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2010 – 2011 Operating Budget Request Planning (Following Initial Group Discussions)

On-Going Request

Pragmatic Track

1. Budget Preservation
   a. Minimize Additional Cuts
   b. Restoration of Prior Cuts

Progressive Track

1. Compensation
   a. Faculty/Staff Retention & Equity
   b. Benefits

2. Mandated Costs
   a. Utilities
   b. O & M – New Buildings
   c. Enrollment Growth

3. Strategic Initiatives
   a. Participation
      i. Non-Need Based Financial Aid (Regent's, New Century, etc.)
      ii. Need Based Financial Aid (UCOPE, etc.)
      iii. Under-represented Populations
      iv. Other

   b. Retention/Completion
      i. Enrollment Growth (End of Term Funding)
      ii. Research Required Infrastructure
      iii. Student Advisors
      iv. Other

   c. Economic Development
      i. Workforce Services
      ii. Jobs Initiatives

   iii. Research Enhancement

4. Institutional Priorities
   a. Institution Specific
   b. System-wide Initiatives

5. Ongoing System Initiatives
   a. Technology
   b. Engineering
   c. Libraries
   d. Other

One-Time Request & Supplemental Appropriations

1. Budget Restoration
2. Institutional Priorities
3. Student Financial Aid
4. Technology
5. Library
6. Other

July 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg, Commissioner

SUBJECT: Engineering, Computer Science and Technology 2009-2010 Funding Recommendation from the Technology Initiative Advisory Board - Action Item

Issue

The 2001 Legislature approved SB61: *Enhancements to the State Systems of Public and Higher Education*. This legislation established an Engineering and Computer Science Initiative within the USHE, which was intended to increase the number of students graduating from engineering, computer science, and related technology programs. During the last eight years, the Engineering and Computer Science Initiative has been successful in increasing the number of graduates in these areas within the Utah System.

The Technology Initiative Advisory Board (TIAB), appointed by the Governor, was established to make recommendations concerning the funds to the Regents. During the 2009 Legislative session, $2,000,000 of one-time funds was appropriated to the initiative for distribution for the 2009-2010 academic year. Key provisions of SB61 and a list of the TIAB members are included in the attachment.

After carefully considering the current needs of the Engineering and Computer Science programs at the USHE institutions, the TIAB is ready to make a recommendation concerning the 2009-10 one-time funding.

Background

The goal of the Engineering and Computer Science Initiative has been to increase the number of engineering and computer science graduates in the State of Utah. Based on the assessment by the Industry Oversight Committee, the Engineering Initiative has been one of the most successful legislative efforts of the past decade. With equal participation among industry, higher education and the state, the Initiative has proven to be a model program with strong accountability and demonstrable results. A modest investment of State dollars has made a significant difference for Utah.

• In 2008, 1249 engineering degrees were awarded, compared with 862 in 2000.

• In 2008, 555 computer science degrees were awarded, compared with 482 in 2000.

The following table gives a summary of the funding between 2002 and 2010:

Engineering and Computer Science Initiative Funding History 2002-2010			
	Funds Appropriated		
Year	Ongoing	One time	Loan Forgiveness
2002	$ 1,000,000	$ 2,500,000	$ 500,000
2003	$ 2,000,000	$ 1,000,000	$ 0
2004	$ 500,000	$ 0	$ 50,000
2005	$ 500,000	$ 500,000	$ 0
2006	$ 1,500,000	$ 500,000	$ 0
2007	$ 500,000	$ 700,000	$ 0
2008	$3,000,000	$2,000,000	$ 0
2009	$ 0	$250,000	$ 0
2010		$2,000,000	$ 0*
Total	$ 9,000,000	$ 7,450,000	$ 550,000

**In 2001, SB 61 established a loan forgiveness fund to assist students in obtaining degrees in engineering and computer science. In 2009, SB105 changed the loan forgiveness program to a scholarship program for the purpose of recruiting, retaining, and training engineering and computer science and related technology students. The scholarships will be distributed to the institutions by formula and each institution will award the scholarships according to institutional policy.*

Ongoing funding becomes part of the base budget of the institution and these funds have been subject to state budget reductions, which have reduced the $9,000,000 that has been appropriated.

For the coming year, 2009-2010, the Legislature has appropriated $2,000,000 in one-time funds for the initiative. The TIAB has considered the needs of the USHE institutions and is recommending these funds be used to enhance program offerings. The TIAB recommends that the 2009-2010 funds be distributed to the institutions as follows:

USHE Engineering and Computer Science Initiative Funding Distribution		
	2008-09	
	Ongoing	One Time
University of Utah	$ 0	$920,000
Utah State University	$ 0	$520,000
Weber State University	$ 0	$150,000
Southern Utah University	$ 0	$85,000
Snow College	$ 0	$20,000
Dixie State College	$ 0	$20,000
College of Eastern Utah	$ 0	$20,000
Utah Valley State College	$ 0	$200,000
Salt Lake Community College	$ 0	$65,000
TOTAL	$ 0	$2,000,000

John Sutherland, Chair of the TIAB, will make a presentation at the July 17, 2009 Regents meeting, and will be available to answer questions.

Commissioner's Recommendation

This information is provided as background in preparation for the presentation and discussion at the Board meeting. The Commissioner supports the TIAB recommendations.

William A. Sederburg, Commissioner

WAS:GW
Attachment

Attachment

Key provisions of SB61:

1. Establishing a goal through the Initiative to double the number of graduates from USHE institutions in engineering, computer science, and related technology by 2006 and triple the number of graduates by 2009.
2. Directing the Board to establish rules providing the criteria for those fields of study that qualify as "related technology."
3. Providing a component, which improves the quality of instructional programs in engineering, computer science, and related technology, by providing supplemental monies for equipment purchases ($2.5 million).
4. Establishing a student scholarship to encourage enrollment in programs included in the Initiative.
5. Assisting USHE institutions to hire and retain highly qualified faculty to teach in Initiative programs.
6. Increasing program capacity by funding new and renovated capital facilities, and funding for new engineering and computer science programs.
7. Creating a Technology Initiative Advisory Board to make recommendations to the Regents in its administration of the Initiative. The Advisory board is to include individuals appointed by the Governor from business and industry who have expertise in the areas of engineering, computer science, and related technologies.

Members of the Technology Advisory Committee

John Sutherland (Chair)	Brigham Young University
Susan Johnson (Co-Chair)	Futura Industries
Richard Anderson	Hewlett Packard, Retired
Reed Brown	Matchbin, Inc.
Roland Christensen	Applied Composite Technology
D. Mark Durcan	Micron Technology
Ed Edstrom	vSpring
Dave Moon	EsNet
Chuck Taylor	Metalcraft Technologies
J. Howard VanBoerum	VanBoerum & Frank

June 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A Sederburg

SUBJECT: Utah State Board of Regents' Strategic Goal Progress Reports—Completion and Retention

Background

At the Board of Regents meeting in March 2009, three strategic goals were established; the second of these goals is to increase retention and degree completions for those enrolling in higher education.

In accordance with that decision, the Commissioner's Staff is developing a variety of measures to increase retention and completion rates. Retention specialists and teams on each of the campuses have been created. These retention specialists will work with the established Retention Task Force under the K-16 Alliance to confront the issues associated with retention and degree completion. The Commissioner's Staff is generating a work plan, paralleling the goals addressed in the Regents' Strategic Plan, to increase the completion rates for the years 2015 and 2025. Data will be collected regularly and reported reflecting the planning and progress.

A Retention History, Progress and Direction Report is attached indicating the planning and progress at both the campus and the system levels.

Recommendation

The Commissioner recommends the Regents review the report and provide comments and/or recommendations. No action is required.

William A Sederburg
Commissioner of Higher Education

WAS/LS/ML

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Completion and Retention
History, Progress, and Direction[1]

Retention and completion are complex issues. Campus retention percentages often say as much or more about the institution as they do about retention itself. For example, those campuses with open access policies are much more likely to have lower retention percentages than those with selective policies. Institutions that are non-residential and those with high numbers of minority and disadvantaged students have lower retention percentages. Two-year, open-access institutions have lower retention rates than their four-year counterparts. Utah's student profiles are unique and their characteristics impact retention. These student characteristics include a significant percentage who work, an aversion to personal debt, and their opting for missions for their church. These data need to be factored in retention benchmarks, increases, or decreases.

History

- 2005: Chief Academic Officers identified retention as a major issue
- 2007, 2008, 2009: USHE retention conferences featuring nationally recognized consultants
- March 2008 and March 2009: Major issue for Board of Regents Strategic Planning meetings
- January 2008 to December 2009: Institutional presentations on retention at Regents meetings

Previous Recommendations

As a result of these conferences and strategic planning meetings, some of the following recommendations were made.

- USHE (the Utah System of Higher Education) needs
  - retention and completion goals appropriate to its peers and institutional type
  - to detail the unique characteristics of each institution and how these characteristics affect retention
  - to better collaborate with K-12 counselors
  - to focus on minority and disadvantaged students
  - to make available more need-based financial aid
  - to develop continuous academic feedback measures
  - to develop longitudinal tracking of retention and graduation beyond minimum national standards using institutional, state, and national databases
- USHE campuses need
  - to provide more positive first-year experiences for students
  - to each identify a retention contact
  - to develop unique, institutional student profiles to address individual issues
- Students should be encouraged to take rigorous high school programs
- The efforts of the K-16 Alliance need to be maintained

[1] Updated July 2009 by Lucille Stoddard.

Progress

- Reports have been presented to Regents detailing retention initiatives at USHE campuses
- Retention benchmarks have been established for USHE institutions
- A retention contact has been established for each campus
- Chief Academic Officers and Chief Student Services Officers have joined forces in this effort
- The Regents have provided incentives for students to take rigorous high school curricula
- K-16 has an active Guidance and Counseling Committee

Second-Year Retention Rate[2]

In Fall 2006 there were 19,789 students in the USHE coded as first-time freshmen who were seeking a 2-year associate's or certificate or a 4-year degree. The overall second year retention rate for those first-year students was 55 percent, with 10 percent of that rate representing students who were retained, but transferred to another institution in the USHE for their second year. This report provides second-year retention rates based on the following characteristics: time from high school graduation, first-year institution, first-year enrollment status, degree intent (omitting diplomas and certificates less than two years), ethnicity, and gender. Second year retention is defined as enrolling in the USHE for Fall 2007.

Retention Rates by First-Year Student Type[3]

First-time students are coded as either (1) students who enroll in USHE within nine months of high school graduation or (2) students who enroll in USHE after nine months of high school graduation. The majority of first-time students (67 percent) were of the first type. Students who enrolled within 9 months of high school graduation had a higher retention rate (59 percent) than those students who delayed enrollment for more than 9 months (47 percent).

Retention Rates by Institution[4]

Retention rates also vary by the institution at which a student enrolls for their first year of college. The following table provides these retention rates based on enrollment status (full-time/part-time).

Institution	Full-time	Part-time
University of Utah	73%	63%
Utah State University	63%	49%
Weber State University	60%	32%
Southern Utah University	63%	34%
Snow College	54%	40%
Dixie State College	55%	34%
College of Eastern Utah	55%	38%
Utah Valley State College	53%	41%
Salt Lake Community College	55%	44%

Students who were enrolled full-time at a 4-year institution had a higher retention rate (62 percent) than students at a 2-year institution (54 percent). However, students who were enrolled part-time at a 2-year

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[2] Colbert, Jorie, "Retention Report on First Time Freshmen, 2006-2007." March 2008.
[3] Id.
[4] Id.

institution had a slightly higher retention rate (43 percent) than students enrolled at a 4-year institution (41 percent).

Retention Rates by Degree Intent[5]

Retention rates were higher for students seeking a 4-year degree (62 percent) compared to those seeking a 2-year associate's or certificate (49 percent). The following table provides retention rates by enrollment status and degree intent.

Degree Intent	Full-time	Part-time
2-year associate's or certificate	55%	40%
4-year degree	65%	47%

Time to Graduation

Nationally, 37 percent of freshmen entering a 4-year, bachelor's degree program, finish college within 4 years and 57 percent finish within 6 years. In Utah, at USHE 4-year institutions, 17 percent finish college within 4 years, and 46 percent finish within 6 years. Also at USHE institutions, 29 percent of freshmen entering 2-year associate's or certificate program (<4 years) finish their program within 3 years.[6]

	3 Years to Completion	4 Years to Completion	6 Years to Completion
Nationally, 4-year programs		37%	57%
Utah, 4-year programs		17%	46%
Utah, 2-year associate's or certificate	29%		

Possible Research Questions

Possible research questions to address retention issues include the following.

- What is the relationship between student high school GPA and retention?
- What is the relationship between a student's first term college/university GPA and retention?
- What is the relationship between ACT scores and retention?
- Are AP courses influential in retaining students?
- Do concurrent enrollment students have higher retention rates?
- Are first-year experience courses or seminars influential on retention?
- What are the retention rates of students who are undeclared majors at the time of admission compared to those who are declared majors?
- What are the reasons students cite for not returning to an institution (e.g. finances, personal, degree program)?
- What intervention techniques have a positive effect on retention?
- What influence does the number of hours worked per week have on retention?
- What are the reasons students give for transferring from one institution to another?

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[5] Id.

[6] IPEDS GRS 2007. Data represents the 2001 entering student cohort as reported to NCES in 2007: bachelor's programs at the U of U, USU, WSU, SUU, DSC, and UVU; 2-year associate's or certificate programs at WSU, SUU, Snow, DSC, CEU, UVU, and SLCC.

Retention and Student Success Progress Highlights

University of Utah: Student Success Initiative[7]

The U of U has engaged in a multi-dimensional approach to student retention and success. The Student Success Initiative will utilize the Student Readiness Inventory for intervention with at risk students based on identification of personality and skill characteristics that could be enhanced for academic success. The Graduation Guarantee Program will be coupled with the Purposeful and Essential Advising Program to establish regular visits with academic advisors by students to promote academic planning, resource identification and timely degree completion. Both programs will facilitate the use of current U of U resources that contribute to retention and academic success.

Utah State University: Leave of Absence Program[8]

The Leave of Absence Program at Utah State tracks students who have submitted for a leave of absence. The program first defers eligible financial aid, and then reviews and tracks the students reasoning for departure and their return dates. Students leaving due to financial reasons are considered for a retention scholarship; all others are invited to speak with a USU Matriculation Advisor who assists with problem-solving. A personal letter is sent by USU to leave of absence students at their scheduled return-date, welcoming them back.

Utah State University's retention activities earned them the Lee Noel and Randy Levitz Retention in Excellence Award in Washington DC in 2005. This is a national award that recognizes retention, recruitment and marketing excellence.

Weber State University: Tri-Semester Option[9]

Weber State University recently modified their summer schedule to provide a true tri-semester option for students. They have also added scholarship support for summer. This new option has greatly increased the number of students taking summer classes, which helps reduce summer "stop-outs" (the number of students who drop out in the summer and never return).

In addition to keeping students in the classroom during the summer, the tri-semester has some secondary benefits such as 1) facilitating student through-put; 2) efficient utilization of institutional facilities; and 3) increased options for faculty contracts, research, etc.

Southern Utah University: First Year Seminar Course[10]

The course is a comprehensive and collaborative program designed to increase students' academic success. The course curriculum is unique; it looks beyond traditional study skills to encourage students to examine personal transformation and educational reform. Topics include America's transition from an industrial to a knowledge-based economy and from a national to a global economy.

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[7] Updated March 2008.
[8] Updated June 2009.
[9] Updated June 2009.
[10] Updated June 2009.

Snow College: Start Smart Program[11]

Students at Snow College are enrolled in an extended orientation called Start Smart. New students begin two days before the start of fall semester; they attend two full days of instruction and socialization, then are required to attend another three meetings throughout the semester. Each group is led by a full-time faculty member and two returning student mentors that share instruction time.

Dixie State College of Utah: Midterm Grading[12]

Students are assigned midterm grades, and those with grades of D or below are contacted by advisement to offer assistance by making students aware of tutoring and other services. Those who cannot be reached by phone are sent a letter informing them of their grade status and asking them to contact the advisement office. They also are given a letter with suggestions for improving their academic performance,

College of Eastern Utah: Early Alert Program[13]

CEU continues their efforts to retain students in a variety of ways. Some of the measures include the establishment of a formal retention committee, contacting all students who drop below a 2.0 GPA, mandated first-semester advising for undecided students, requiring a College Success Skills class for all first year students, requiring academic advisor consultation before withdrawal is approved, securing funding for retention issues, and finalizing a two-year course schedule to assist with advising and course selection.

The most important tool CEU uses in their retention activities is the Early Alert Program. This program sends reports to full-time faculty during the fourth and ninth week of the semester. Advisors contact students by phone to assist them with study skills, communication with their instructors or withdrawing from a class. If contact cannot be made by telephone, then a letter is sent to the student.

Utah Valley University: Early Alert Program[14]

UVU implemented an Early Alert program in Spring 2007. Early Alert is a web-based program that allows instructors to indicate which students are not attending class regularly or not doing well academically early in the semester (usually about 4 weeks). Faculty members are sent a link to a web site that contains their class lists, and they can easily identify each student they believe needs assistance. Emails are then sent to identified students asking them to contact their instructors. Advisors and/or faculty members follow up with non-respondents. This program was initially offered to instructors who taught freshmen-intensive courses. Each semester since its inception, the list of courses, faculty members, and students involved has grown.

Salt Lake Community College: First Semester StartSmart Emails[15]

SLCC's Orientation Office provides on-going transition services to new and returning students by sending weekly StartSmart emails throughout their first semester. StartSmart emails provide information on campus resources and success strategies along with a calendar of upcoming events and deadlines. The topics are sequenced intentionally to coincide with issues the students might face throughout the semester.

[11] Updated June 2009.
[12] Updated March 2008.
[13] Updated June 2009.
[14] Updated July 2009.
[15] Updated March 2008.

July 8, 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 May 29, 2009 Board meeting at Weber State University in Ogden, Utah

B. Grant Proposals
1. University of Utah – U.S. Department of Energy; "Supercapacitors"; $2,112,327. Grant D. Smith, Principal Investigator.

2. University of Utah – U.S. Department of Defense; "Raman Detection of Carotenoids"; $1,379,137. Terry Arthur Ring, Principal Investigator.

3. University of Utah – Centers for Disease Control and Prevention; "Peer Program to Promote Health"; $1,350,001. Julie Metos, Principal Investigator.

4. University of Utah – Centers for Disease Control and Prevention/National Institute for Occupational Safety and Health; "Booster Fans UG Coal"; $1,249,439. Felipe Calizaya, Principal Investigator.

5. University of Utah – National Institutes of Health/National Library of Medicine; "Detecting AES in Claims Data"; $1,000,000. Michael Goodman, Principal Investigator.

6. University of Utah – National Institutes of Health; "Anti-Tuberculin Pharmacophores"; $1,000,000. Louis R. Barrows, Principal Investigator.

7. University of Utah – U.S. Department of Energy; "Synthesis and Modeling"; $1,581,884. Ilya Zharov, Principal Investigator.

8. University of Utah – Army Medical Research Acquisition;"Plasmonic Architectures"; $1,500,000. Marc D. Porter, Principal Investigator.

9. University of Utah – State of Utah; “UT IV-E Training Contract”; $5,781,956. Norma J. Harris, Principal Investigator.

10. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “Healthy Parenting in Utah”; $1,350,000. Brad Ward Lundahl, Principal Investigator.

11. University of Utah – National Institutes of Health/National Cancer Institute; “New Routes to Old Genotypes”; $1,445,042. Randall Walter Burt, Principal Investigator.

12. University of Utah – National Institutes of Health; “Cancer Screening Using NCRNAS”; $1,000,000. Philip S. Bernard, Principal Investigator.

13. University of Utah – National Institutes of Health; “Pact Cell Processing Facilities”; $12,345,985. Linda L. Kelley, Principal Investigator.

14. University of Utah – Centers for Disease Control and Prevention; “COE”; $6,469,109. Matthew H. Samore, Principal Investigator.

15. University of Utah – Army Medical Research Acquisition; “Fujinami-Army Seizures”; $3,386,088. Robert S. Fujinami, Principal Investigator.

16. University of Utah – National Institutes of Health/National Institute of Environmental Health Sciences; “P20 – Children’s Environmental Health”; $2,257,500. Edward B. Clark, Principal Investigator.

17. University of Utah – International Research Foundation; “Diabetes and Cell Therapy”; $1,999,995. Amit N. Patel, Principal Investigator.

18. University of Utah – National Institutes of Health/National Institute of Diabetes; “Liver Cancer”; $1,887,500. Li Wang, Principal Investigator.

19. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “Nucleosome Reorganizing”; $1,881,250. Christopher Peter Hill, Principal Investigator.

20. University of Utah – National Institutes of Health/National Institute on Drug Abuse; “TNF Alpha and Nachr Interaction”; $1,881,250. Lorise C. Gahring, Principal Investigator.

21. University of Utah – National Institutes of Health/National Institute of Neurological Disorders and Strokes; “Modeling Neurodegeneration”; $1,881,250. Anthea Letsou, Principal Investigator.

22. University of Utah – Arteriocyte Inc; “Cord Blood for Peds Transfusion”; $1,800,000. Amit N. Patel, Principal Investigator.

23. University of Utah – National Institutes of Health; “Diabetes”; $1,505,000. Li Wang, Principal Investigator.

24. University of Utah – National Institutes of Health/National Center for Research; “The Capsule Drug Ring”; $1,505,000. Amurali Krishna Ambati, Principal Investigator.

25. University of Utah – National Institutes of Health/National Institute of Arthritis and Musculo-skeletal and Skin Diseases; “VEGF for Implant Skin Seals”; $1,429,250. Roy D. Bloebaum, Principal Investigator.

26. University of Utah – National Institutes of Health/National Library of Medicine; “Global Health”; $1,137,507. Julio Cesar Facelli, Principal Investigator.

27. University of Utah – National Institutes of Health; “Huang-Microrna”; $1,000,000. Yufeng Huang, Principal Investigator.

28. University of Utah – National Institutes of Health; “Expanding Utah’s Autism”; $1,000,000. Judith Pinborough Zimmerman, Principal Investigator.

29. University of Utah – National Institutes of Health; “Temporal Lobe Epilepsy”; $1,000,000. Mark F. Leppert, Principal Investigator.

30. University of Utah – National Institutes of Health; “Variation in Immunization”; $1,000,000. Mark F. Leppert, Principal Investigator.

31. University of Utah – National Institutes of Health; “Real-Time Diagnostic Platform”; $1,000,000. Adiseshu Venkata Gundlapalli, Principal Investigator.

32. University of Utah – National Institutes of Health; “Metabolite Detectors”; $1,000,000. Alan R. Light, Principal Investigator.

33. University of Utah – National Institutes of Health/National Institute of Diabetes; “NIH/NIDDK Challenge Grant RC1"; $1,000,000. Paul C. Young, Principal Investigator.

34. University of Utah – National Institutes of Health/National Library of Medicine; “NIH/NLM Challenge Grant RC1"; $1,000,000. Ernest Charles Norlin, Principal Investigator.

35. University of Utah – National Institutes of Health; “Toxicogenomic Evaluation”; $1,000,000. Hamidrezas Ghandehari, Principal Investigator.

36. University of Utah – National Institutes of Health; “Synaptic Function”; $2,825,536. Erik Jorgensen, Principal Investigator.

37. University of Utah – WM Keck Foundation; “Next-Generation Neural Devices”; $1,500,000. John A. White, Principal Investigator.

38. University of Utah – Howard Hughes Medical Institute; “Translational Neuroscience”; $1,000,000. Perry Franklin Renshaw, Principal Investigator.

39. University of Utah – Iowa State University; “Safe-Net STC”; $2,257,500. Richard B. Brown, Principal Investigator.

40. University of Utah – Defense Threat Reduction; “Modeling of Hot Spots”; $1,500,000. Grant D. Smith, Principal Investigator.

41. University of Utah – Department of Energy Golden Field Office; “Blind Geothermal Systems Exploration”; $1,262,428. Gregory D. Nash, Principal Investigator.

42. University of Utah – Department of Energy National Energy Technology; “Dev Storage of Carbon Dioxide”; $1,176,850. Weon Shik Han, Principal Investigator.

43. University of Utah – Agency for Health Care Research; “Management Strategies for LBP”; $1,716,017. Julie Mae Fritz, Principal Investigator.

44. University of Utah – National Institutes of Health; “UU Con Nursing Res Facility Renovation”; $4,065,698. Maureen R. Keefe, Principal Investigator.

45. University of Utah – National Institutes of Health; “Go Rage”; $3,083,598. Glenn Prestwich, Principal Investigator.

46. University of Utah – National Institutes of Health; “RGD-Xylosides for Thrombus”; $1,505,000. James W. Yockman, Principal Investigator.

47. University of Utah – National Institutes of Health/National Institute of Environmental Health Sciences; “High-Sensitivity Assays Nano”; $1,200,000. Garold S. Yost, Principal Investigator.

48. University of Utah – National Institutes of Health; “Natural Product Screening”; $1,152,750. Eric W. Schmidt, Principal Investigator.

49. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; “PPI Use with Antiplatelets”; $1,000,000. Diana I. Brixner, Principal Investigator.

50. University of Utah – National Science Foundation; “MCTP”; $2,462,350. Frederick R. Adler, Principal Investigator.

51. University of Utah – National Institutes of Health; “Subtype Selective Antagonists”; $1,505,000. Jon Rainier, Principal Investigator.

52. University of Utah – National Institutes of Health; “High-Throughput Microfluidics”; $1,302,588. Andres Villu Maricq, Principal Investigator.

53. University of Utah – National Institutes of Health; “Chemical Genomics Resource”; $3,747,981. David A. Jones, Principal Investigator.

54. University of Utah – National Institutes of Health; “Go-Aging”; $2,274,273. Ken R. Smith, Principal Investigator.

55. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; “Hyper-tension”; $3,689,804. Steven C. Hunt, Principal Investigator.

56. University of Utah – Sun Health Research Institute; “Prevastatin Biomarkers”; $2,979,598. Edward Zamrini, Principal Investigator.

57. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; “Mito-chondrial Preservation”; $2,946,182. E. Dale Abel, Principal Investigator.

58. University of Utah – National Institutes of Health; “Assembly of Cytochrome Oxidase”; $2,763,027. Dennis R. Winge, Principal Investigator.

59. University of Utah – National Institutes of Health; “Search”; $2,505,000. Nassir F. Marrouche, Principal Investigator.

60. University of Utah – National Institutes of Health/National Institute of Diabetes; “Genetic Reg of Iron Absorption”; $1,881,250. Richard S. Ajioka, Principal Investigator.

61. University of Utah – National Institutes of Health/National Institute of Mental Health; “Hetero-geneity in Autism”; $1,656,297. Janet E. Lainhart, Principal Investigator.

62. University of Utah – National Institutes of Health/National Institute of Arthritis and Muscuskeletal and Skin Diseases; “Mobile Subdermal Barrier”; $1,504,982. Roy D. Bloebaum, Principal Investigator.

63. University of Utah - National Institutes of Health/National Center for Research Resources; “S29L High-End Instrumentation”; $1,496,000. E. Dale Abel, Principal Investigator.

64. University of Utah – Agency for Health Care Research; “Improve Child w/Asthma (R18)”; $1,194,337. Flory Lumu Knoy, Principal Investigator.

65. University of Utah – National Institutes of Health/National Institute of Mental Health; “Utah Autism Linkage Follow-up”; $1,117,166. Hilary H. Coon, Principal Investigator.

66. University of Utah – National Institutes of Health/National Institute of Mental Health; “Genetics of Adult Autism”; $1,043,230. Hilary H. Coon, Principal Investigator.

67. University of Utah – National Institutes of Health; “Comp Sys for Clinical Research”; $3,595,807. Christopher R. Johnson, Principal Investigator.

68. Utah State University – U.S. Office of Naval Research; “Rigorous Evaluations of U ncertainty and Uncertainty Propagations of a Mechanistic Multiscale-Multistage Fatigue Model”; $1,596,941. Yibin Xue, Principal Investigator.

69. Utah State University – U.S. Department of Agriculture; "Implementation of Western Regional Sustainable Agriculture Research and Education (SARE) Professional Program (PDP)"; $1,145,848. V. Rasmussen, Principal Investigator.

70. Utah State University – U.S. Department of Agriculture; "Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal"; $3,118,122. V. Rasmussen, Principal Investigator.

71. Utah State University – National Science Foundation; "Compact, High-Flux Neutron Generator"; $1,987,750. W. Edwards, Principal Investigator.

72. Utah State University – National Institutes of Health; "ARRA: Enhancement of Vivarium and Bio-containment Construction at Utah State University"; $4,989,714. Ned Weinshenker, Principal Investigator.

73. Utah State University – U.S. Department of Energy; "ARRA: Thermonuclear Fusion Drive"; $1,986,270.30. W. Edwards, Principal Investigator.

74. Utah State University – Anadarko Petroleum Corporation; "Oil and Gas Production Environmental Impact Mitigation"; $1,203,255. Brent Miller, Principal Investigator.

75. Utah State University – U.S. Department of Agriculture; "Assembly of the Ovine Whole Genome Reference Sequence"; $1,000,000. Noelle Cockett, Principal Investigator.

76. Utah State University – Colorado State University; "ARRA: De Novo Design/Efficacy of Unnatural Peptides to Inhibit Category B/C Pathogens"; $1,003,145. Dale Barnard, Principal Investigator.

77. Utah State University – National Institutes of Health; "ARRA: Enhanced Sequencing Capabilities by High-Throughput Equipment"; $1,074,900. Kenneth White, Principal Investigator.

78. Utah State University – USDA Cooperative State Research Service; "Functional Genomics in Nature': $1,043,229. Kenneth White, Principal Investigator.

79. Utah State University – Metatech Corporation; "Vulnerability VI"; $2,309,111. John Santacroce, Principal Investigator.

C. Grant Awards

1. University of Utah – National Institutes of Health/National Library of Medicine; "National Network of Libraries of Medicine NL/LM) Service"; $1,354,127. Jean Pugh Shipman, Principal Investigator.

2. University of Utah – Southern California Edison; "Entrada Deep Saline Deployment Project"; $4,594,674. Brian J. McPherson, Principal Investigator.

3. University of Utah – National Institutes of Health/National Cancer Institute; “Natural Anticancer Agents”; $1,115,725. Chris M. Ireland, Principal Investigator.

4. University of Utah – National Institutes of Health/National Institute on Drug Abuse; “Methamphetamine and Cocaine”; $1,025,411. James W. Gibb, Principal Investigator.

5. University of Utah – Army Medical Research Acquisition; “Treating Vascular Eye Diseases”; $2,989,476. Dean Y. Li, 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"; $1,561,000. Niel Holt, Principal Investigator.

William A. Sederburg, Commissioner

WAS:jc
Attachment

STATE BOARD OF REGENTS MEETING
WEBER STATE UNIVERSITY STUDENT CENTER, OGDEN, UTAH
MAY 29, 2009

Contents of Meeting Minutes

STATE BOARD OF REGENTS MEETING
WEBER STATE UNIVERSITY, OGDEN, UTAH
MAY 29, 2009

Minutes

Regents Present
Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Brent L. Brown
Rosanita Cespedes
France A. Davis
Katharine B. Garff
Meghan Holbrook
David J. Jordan
Nolan E. Karras
Robert S. Marquardt
Anthony W. Morgan
Basim Motiwala
Carol Murphy
Marlon O. Snow
Teresa Theurer
John H. Zenger

Regents Excused
Jerry C. Atkin
Greg W. Haws

Office of the Commissioner
William A. Sederburg, Commissioner of Higher Education
Carrie Beckman, Policy and Special Projects Coordinator
David L. Buhler, Associate Commissioner for Public Affairs
Troy Caserta, Accounting Officer
Joyce Cottrell, Executive Secretary
David A. Feitz, Executive Director, UHEAA
Peggy Huffaker, Administrative Assistant
Spencer Jenkins, Assistant Commissioner for Public Affairs
Melissa Miller Kincart, Assistant Director, State Scholars Initiative
Darren Marshall, Manager of Audit and Financial Services
Cameron K. Martin, Assistant Commissioner for Administration and Planning
Paul C. Morris, Assistant Commissioner for Budget and Planning
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities
Lucille T. Stoddard, Associate Commissioner for Academic Affairs
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah
Michael K. Young, President
Paul T. Brinkman, Associate Vice President for Budget and Planning
Sarah Jane Crookston, Assistant to the Vice President for Health Sciences
John G. Francis, Associate Vice President for Academic Affairs
Stephen H. Hess, Chief Information Officer

Michael G. Perez, Associate Vice President for Facilities
Barbara Snyder, Vice President for Student Affairs
Laura Snow, Special Assistant to the President and Secretary to the University

Utah State University
Stan L. Albrecht, President
Raymond T. Coward, Provost
David Cowley, Associate Vice President for Financial Services
Sydney Peterson, Chief of Staff

Weber State University
F. Ann Millner, President
David Ferro, Assistant Professor of Computer Science
Kevin P. Hansen, Assistant Vice President for Facilities Management
Brad Mortensen, Vice President for Institutional Advancement
Dale A. Ostlie, Dean, College of Science
Marcia Richter, Assistant to the President
Norm Tarbox, Vice President for Administrative Services
Ryan Thomas, Associate Provost and Dean of Undergraduate Studies
Jan Winniford, Vice President for Student Affairs

Southern Utah University
Michael T. Benson, President
Rodney A. Decker, Interim Provost
Dorian Page, Vice President for Finance and Facilities
Kevin Robinson, Executive Director, Continuing and Professional Studies

Snow College
Scott L. Wyatt, President
Matthew Dixon, Internal Auditor
Marvin Dodge, Vice President for Administrative Services

Dixie State College
Stephen D. Nadauld, Interim President
Donna Dillingham Evans, Vice President of Academic Services

College of Eastern Utah
Mike King, Interim President
Greg Benson, Dean of Arts and Sciences
Michelle Fleck, Interim Vice President of Academic Affairs
Betty Hassell, Multi-Media Instructor
Brad King, Vice President of Institutional Advancement and Student Affairs
Susan Neel, History/Government Instructor
David Cox, Student
Whitney Oliver, Student

Rachel Ryan, Student
Kelton Wells, Student

Utah Valley University
Elizabeth J. Hitch, Interim President
Mohammed A. El-Saidi, Associate Vice President for Academic Affairs
Bonnie Henrie, Dean of the University College
Linda Makin, Executive Director of Budgets
Loretta Palmer, Associate Vice President for Undergraduate Research

Salt Lake Community College
Cynthia A. Bioteau, President
Kimberly Henrie, Senior Budget Officer
Vivian Ngan-Winward, Biotechnology Manager
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
Wendy Leonard, *Deseret News*

Other Guests
Steven Allred, Office of the Legislative Fiscal Analyst
Spencer Pratt, Office of the Legislative Fiscal Analyst

Following a breakfast meeting with President Millner and the Weber State University Board of Trustees, the Regents convened in Committee of the Whole. Chair Pitcher welcomed everyone to the WSU campus and called the meeting to order. He excused Regents Atkin and Haws and announced that Regent Murphy, a member of the State Board of Education, would be leaving early. (The SBE was holding interviews in Salt Lake City for a new Superintendent of Public Instruction to replace Superintendent Patti Harrington, who had announced her retirement as of June 30, 2009.)

Administration of Oath of Office

Chair Pitcher administered the Oath of Office to Brent L. Brown and welcomed him to the State Board of Regents. Regent Brown said it was a pleasure to be part of the Board. He said it appeared to be a daunting task, since he did not go to college. A mentor wisely advised him to select an area in which he has a passion outside of his business and to devote himself to that area. For Regent Brown, that area has been education. His companies are involved in charitable donations to the work of educating our youth. As a business owner, he found that he is dependent on what happens in education, from kindergarten through college. He said he was proud to be a part of this endeavor and he hoped to bring a business perspective to the Board while he is educated from an academic perspective. Chair Pitcher assigned Regent Brown to serve on the Finance Committee and the Audit Review Subcommittee.

Report of the Commissioner

Appreciation. Commissioner Sederburg expressed his appreciation to Dr. Elizabeth Hitch for her work as Interim President of Utah Valley University.

Strategic Goals Update. The Commissioner reported that his office had been reorganized, and the OCHE budget was aligned to fit the Regents' strategic goals. The Utah Electronic College was eliminated. The Commissioner's staff was reduced by five positions. Some activities were shifted to one-time money. Commissioner Sederburg announced that Melissa Miller Kincart would become the Assistant Commissioner for Outreach and Access and would supervise the Utah Scholars program. He asked the Associate Commissioners to comment briefly on their respective parts of the Regents' strategic goals.

Participation. Associate Commissioner Buhler said he was pleased for the opportunity to work more closely with Melissa Kincart, Carrie Beckman and Andrea Cox on the Utah Scholars program. We have learned that the subgroup of our population that is growing the fastest is also the least represented in higher education. Commissioner Sederburg said he and his staff were in conversations with business leaders around the state in a joint effort to promote higher education.

Retention. Associate Commissioner Stoddard referred to the retention report behind Tab G. Our campuses have worked diligently on retention for several years. Consultants have been used, and studies have been done. Retention is a complex issue. Retention at the universities is higher than at the community colleges. Part of the reason is because of the entrance requirements at the universities, whereas community colleges are required to accept everyone (open access). Degree-oriented students are more likely to complete, also. The system retention rate is 59 percent and ranges from the high 40 percent range to the high 60 percent level. Should the system try to increase its retention rates? Yes, probably to about 61 percent. The Retention Task Force believes that institutional goals must be considered because of the differences in institutions. She called attention to the five recommendations listed on the report. Dr. Stoddard said all of the institutions had reported to the Regents about their process in the area of completion. More work is needed in increasing advisor-to-student ratios, but that has been delayed because of the budget cuts. The group is well along on the completion studies and is pleased with what is happening. She urged the Regents to read the retention report.

Economic Development. Assistant Commissioner Martin reported that the system had hosted a Utah Business Roundtable in December. This has become an initiative focusing on economic clusters. A cluster acceleration program has been developed to better leverage the resources of higher education. President Millner has led this endeavor, collaborating with the Governor's Office of Economic Development (GOED), Workforce Services, and the Governor's Office to better support and sustain a more viable economy in the state.

Commenting on the state budget, Commissioner Sederburg noted that revenues were slightly higher than expected, but there is no immediate relief from budget reductions. Mandated costs are a major sector of the budget. The 17 percent budget reduction will likely remain in place for next year. If so, Utah will be more negatively impacted in higher education than most other states.

Other State Issues. Commissioner Sederburg said with Governor Huntsman's appointment as U.S. Ambassador to China, we anticipate more partnerships between higher education institutions in Utah and in China. The Commissioner said Lieutenant Governor Herbert had been a strong advocate for UVU and is expected to be a very strong supporter of higher education. He is expected to follow the course set by Governor Huntsman.

Other issues facing the Regents are the College of Eastern Utah, K-16 committee restructuring, setting benchmarks for Dixie State College, increasing advocacy efforts, federal changes to the UHEAA operation, and a Quality Improvement Initiative on Trustee Empowerment. Commissioner Sederburg reported a noticeable surge of interest in the New Century Scholarship at the same time funding has been reduced. We anticipate being able to fund new scholarships only at the 45 percent level instead of 75 percent. In addition, the Regents' Scholarship could be limited to about 46 percent of tuition costs.

Good News. Commissioner Sederburg said he was happy to report that Associate Commissioner Buhler was healthy and back to work. He announced that Assistant Commissioner Spencer Jenkins' wife had given birth to a healthy baby boy the previous evening.

The Regents were dismissed to their respective committees at 9:40 a.m. and reconvened in Committee of the Whole at 11:15 a.m. Chair Pitcher asked the committee chairs to report on only the action items of their committees. He welcomed Senator Sheldon Killpack, who said expressed his appreciation for higher education's efforts. Senator Killpack noted he had made a trip with GOED officials to research companies looking to locate in Utah. An area near Hill Air Force Base, when built out, will be nearly the size of downtown Salt Lake City. He noted higher education must meet the needs of that market.

Reports of Board Committees

Academic, ATE and Student Success ("Programs") Committee

Revision of Regents' Policy R165, *Concurrent Enrollment* (Tab A). Chair Garff said the proposed changes complied with changes made to the concurrent enrollment program during the 2009 Legislative Session. A statement of purpose was added, and the definition of concurrent enrollment was modified to agree with the State Board of Education rule. **Chair Garff moved approval of revised Policy R165. Regent Marquardt seconded the motion, which was adopted unanimously.**

Proposed Revision to Regents' Policy R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles* (Tab B). Chair Garff said a considerable amount of work had been done on this policy. The proposed revisions reflected changes in the Carnegie classifications. Each institution's mission and role was included in the policy, and references to UCAT were deleted. Institutions can elect Carnegie classifications; some of the USHE institutions have elected the new Community Engagement classification. **Chair Garff moved approval of the proposed revisions to Policy R312. Vice Chair Beesley seconded the motion, which was adopted unanimously.**

Salt Lake Community College – Associate of Applied Science Degree and Diploma in Biomanufacturing (Tab C). Chair Garff said the AAS degree program was intended to be comprehensive and could be completed in four semesters. Some of the topics covered will be required, while others are elective, based on the emphasis selected. The diploma program could be completed in three semesters. Other institutions are supportive of this program. **Chair Garff commended SLCC officials for their progressive action and moved approval of the programs. Regent Snow seconded the motion, which carried unanimously.**

Science and Math Education Consortium (Tab D). Chair Garff said this was a proposal to officially form a science and math consortium, with authorization for the Commissioner to establish appropriate procedures to facilitate the work of the consortium. She introduced Dr. Dale Ostlie, Dean of Science at Weber State University. Dr. Ostlie briefly described details of the proposed consortium, which will be comprised of the Deans of the nine USHE institutions along with representatives of public education, the Governor's Office, and other areas. Dr. Ostlie said Utah must have a well-trained workforce in science and mathematics. It is important to have educated citizens to make important decisions in these areas in the future. Endorsement by the Board would allow the group to solicit funding from grants, private sources, etc. No funding was requested of the Regents.

Regent Jordan asked if the consortium would be embodied in a legal entity or if it would be an unincorporated collaborative effort. Dr. Ostlie said it would be a collaborative effort. Chair Garff said the proposal represented a remarkable effort to bring all of the institutions together to address disciplines in the fields of math and science and to address issues before the appropriate governing and accrediting bodies. She thanked Dr. Ostlie for his presentation to the committee as well as his remarks to the Board. Commissioner Sederburg noted the recommendation charged the Commissioner to work with the consortium to establish appropriate procedures to facilitate the work of the consortium. **Chair Garff moved the Commissioner's recommendation. Regent Holbrook seconded the motion, and the proposal was adopted unanimously.**

Chair Pitcher welcomed former Commissioner Rich Kendell to the meeting. He was present to speak to the Programs Committee about the proposed consortium.

Consent Calendar, Programs Committee (Tab E). **On motion by Chair Garff and second by Vice Chair Jordan, the following items were unanimously approved on the Programs Committee's Consent Calendar:**

A. Southern Utah University – Discontinuation of Level II Math Endorsement
B. Utah Valley University -- Discontinuations
   1. Electrical Automation Emphasis and Semiconductor Instrumentation and Maintenance Emphasis in AAS in Electrical Automation and Robotics Technology

2. Outdoor Leadership Emphasis in BS in Integrated Studies
3. Recreation and Physical Education Emphases in AA/AS Pre-Major in Physical Education/ Recreation

D. Utah College of Applied Technology (Ogden-Weber ATC Campus)
1. Certificate of Completion in Apprenticeship
2. Certificate of Proficiency in Electrical Trades Preparation
3. Certificate of Proficiency in Machinist I
4. Certificate of Proficiency in Welding Production
5. Discontinuation of Utah Criminal Justice Collaborative Degree

The following informational items were discussed by the Programs Committee but not by the entire Board:

A. Information Calendar (Tab F)
1. Utah State University – Specializations, Name Changes and Consolidation of Emphases
2. Weber State University – Minor in Environmental Studies
3. Southern Utah University – Name and Structure Changes

B. Retention Progress Report (Tab G)

Finance, Facilities and Accountability Committee

University of Utah – Research Facilities Revenue Bonds, Series 2009A (Tab H). Acting Chair Karras said this approval was the last step required to authorize issuance of the bonds to finance the acquisition and construction of infrastructure improvement projects. The bonds already had been pre-approved by the Board of Regents, the State Building Board, and the Legislature. Bonding parameters were shown on the attached document. **Chair Karras moved approval of the University of Utah's Research Facilities Revenue Bonds, Series 2009A. Regent Davis seconded the motion, which was adopted unanimously.**

University of Utah – Student Housing Property Purchase (Tab I). Chair Karras reported the purchase was for housing for international graduate students. Although the University's campus master plan did not include expansion of housing, the current residence halls are near capacity, so this purchase was considered timely. The proposal was for two existing properties, with the funding source identified as the University's Auxiliary and Campus Facilities Bond System. **Chair Karras moved approval of the property purchases, at an amount not to exceed the average appraised value of two independent appraisals. Regent Davis seconded the motion, which carried unanimously.**

Utah State University – U.S. Agricultural Research Service (ARS) Conceptual Agreement (Tab J). Chair Karras explained this was a land lease arrangement with the U.S. Agricultural Research Service. The building will be used jointly by USU and the ARS. Preliminary Regent approval is the first step in the process required under federal rules. This will come back to the Regents later for final approval. **Chair Karras moved approval of the conceptual agreement. Regent Davis seconded the motion, which was adopted unanimously.**

Weber State University – Campus Master Plan (Tab K). Chair Karras noted that the IHC property and the "East Bench" proposal had been removed from previous versions of the campus master plan. A housing development was added on the south side of the Ogden campus, which allowed for a new structure to replace two existing structures and another remodel. This would provide an additional 525 beds. Funding sources and final approval were still to be developed. **Chair Karras moved approval of the WSU Campus Master Plan. Regent Davis seconded the item, and it passed unanimously.**

State Board of Regents Administrative and Programmatic Budget (Tab L). Chair Karras said the OCHE budget had been reviewed previously by the Regents' Executive Committee. In the future, the OCHE budget will be reviewed by the full Board, along with the USHE budget. Most of the items budgeted to the Commissioner's Office and the Regents were "pass through" items to the institutions. The remainder were routine expenses of the Commissioner's office. Chair Karras complimented Commissioner Sederburg for bringing this forward to the Board. **Chair Karras moved approval of the OCHE administrative and programmatic budget. The motion was seconded by Regent Davis and adopted unanimously.**

Proposed Revisions to Policy R512, *Determination of Resident Status* (Tab M). This item was discussed by all of the committees. The changes to the policy were listed in the Commissioner's cover memo. Most of the revisions were made to comply with changes made to the residency laws during the 2009 Legislative Session. Regent Jordan said the changes were consistent with the latest direction from the Legislature, including direction about Dixie State College's border waivers. USU has a similar program. There must be clarity when policy decisions are made regarding other institutions. Regent Jordan said we need to be clear about why we are doing this, and ensure that it does provide benefits to the State of Utah. The Legislature also needs to know the clear reasons these policies are made so it can make informed policy decisions. Regent Brown said another key factor was that sometimes a community is close enough [to an adjacent state] that a student would likely enter the workforce in the State of Utah.

Regent Garff moved approval of the proposed changes to Policy R512. Regent Jordan seconded the motion, and the revised policy was adopted unanimously.

Proposed Revisions to Policy R513, *Tuition Waivers and Reductions* (Tab N). Chair Karras said the amended policy puts in place the changes made in the last Legislative Session. Four hundred three (403) border waivers have been allocated to the institutions; the Regents are given authority to allocate the other 600. **Chair Karras moved approval of the proposed revisions to Policy R513. Regent Davis seconded the motion, which passed unanimously.**

Proposed Revisions to Policy R608, *Utah Engineering and Computer Science Scholarship Program* (Tab O). Chair Karras said the proposed revisions comply with legislative changes. The Engineering and Computer Science Loan Forgiveness Program now becomes a scholarship program. Other changes were listed in the Commissioner's cover memo to Tab O. **Chair Karras moved approval of the proposed revisions to Policy R608. Regent Davis seconded the motion, which was adopted unanimously.**

Consent Calendar, Finance Committee (Tab P). **Upon motion by Chair Karras and second by Regent Davis, the following items were approved on the Finance Committee's Consent Calendar:**

A. Utah State University – North Logan Property Disposal Request
B. Southern Utah University – Real Property Gift

USHE – Financial Ratios (Tab Q). Chair Karras pointed out that this information was being provided to the Regents for the first time. It took a lot of work to compile. Chair Karras complimented the Commissioner's staff for their efforts and recommended that this report be discussed in greater detail at a later date.

USHE – Proposed Presidential Salaries for 2009-2010 (Tab R). Chair Karras commended the presidents for agreeing not to take a salary increase this year. All of them are underpaid when compared with their peers. He expressed the Regents' appreciation to the presidents for their hard work.

USHE – Capital Improvement Funding Update (Tab S). This report detailed cuts to the capital improvement projects and showed the projects that were funded by the State Legislature.

USHE – Update on Institutional Health Plan Changes for 2009-2010 (Tab T). Chair Karras reported that Associate Commissioner Stauffer would continue to work on this study.

UHEAA Update (Tab U). Chair Karras recommended that Regents read the report to keep up with changes going on in Washington to the federal student loan program. Associate Commissioner Feitz reported that student loans are the way most students and their families finance their education. Loan volume is up considerably this year. UHEAA has been able to fully fund those loans in spite of a difficult credit environment. National policy is changing. President Obama has proposed that all loans be federally financed. Director Feitz said he had been in Washington, D.C. to meet with the Utah Congressional delegation to try to implement a plan for UHEAA's future. UHEAA will continue to service loans locally. UHEAA officials are forecasting the lowest default rate in history at 2.1 percent. Associate Commissioner Feitz said he expected to know the national policy sometime this fall.

Strategic Planning and Communications Committee

Proposed Revisions to Policy R203, *Search Committee Appointment and Function and Regents' Selection of Presidents of Institutions* (Tab V). Chair Holbrook said the committee had discussed the proposed revisions and had agreed that section 3.9.4 should remain as it was previously written ("…a majority of 'yes' responses…"). The committee also spent some time discussing whether the trustee chair or vice chair should be required to observe Regent interviews (section 4.6.2). After considerable discussion, they agreed to leave the wording as proposed. Although there was some feeling that section 4.6.9 was redundant, the committee agreed to include it. **With those changes, Chair Holbrook moved adoption of Policy R203 as revised. Regent Snow seconded the motion, which passed unanimously.**

Proposed Revisions to Policy R208, *Resource and Review Teams* (Tab W). Chair Holbrook explained that section 4.3 was clarified to follow the Regents' practice. The proposed revisions also provided that a report of the Resource and Review Team be sent to the Chair of the institution's Board of Trustees. **Chair Holbrook moved approval of the proposed revisions to Policy R208. Regent Zenger seconded the motion, which was adopted unanimously.**

Proposed Revised Policy R609, *Regents' Scholarship* (Tab X). Chair Holbrook reported that the revisions were made to reflect legislative action. The replacement policy was included in the Regents' folders and was nearly identical to the Attachment to Tab X included with the original agenda. Associate Commissioner Buhler said some minor issues had been identified and corrected the previous evening. **Chair Holbrook** moved adoption of the replacement Policy R609. Regent Zenger seconded the motion, which was approved unanimously.

Authority and Responsibility Quality Improvement Initiative (Tab Y). Chair Holbrook referred to the Supplement to Tab Y in the Regents' folders and urged the Regents to read it. The report was presented for information only and required no action.

USHE – Minority Participation and Graduation Rates (Tab Z). Associate Commissioner Stoddard briefly discussed the attached report earlier in the meeting, and it was not discussed again by the entire Board.

Facts at a Glance Publication (Tab AA). Chair Holbrook said Regents Zenger and Morgan had pointed out to the committee that this publication was one of the most valuable documents the Regents receive. The facts presented are valuable when speaking to legislators and others.

Update on the Friends of Utah Higher Education group (Tab BB). Chair Holbrook said Regent Marquardt had updated the committee on current activities of the Friends of Utah Higher Education advocacy group.

Discussion of Strategic Planning Agenda Items for 2009-2010 (Tab CC). Chair Holbrook said the committee had tabled this discussion item due to lack of time.

General Consent Calendar

On motion by Regent Theurer and second by Regent Snow, the following items were unanimously approved on the Regents' General Consent Calendar (Tab DD):

A. Minutes – Minutes of the March 26-27 Board meeting at Dixie State College in St. George, Utah

B. Grant Proposals (On file in the Commissioner's Office)

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"; $4,5000,000. Niel Holt, Principal Investigator.

Resolution of Appreciation

Chair Pitcher referred to the Resolution of Appreciation for Regent Motiwala and said he had enjoyed working with him. He has represented the students very well and has had a perfect attendance at Board meetings. He wished Regent Motiwala well in the future. **Regent Holbrook moved adoption of the Resolution of Appreciation for Regent Basim Motiwala. Regent Garff seconded the motion, which carried unanimously.**

Report of the Chair

Congratulations. Chair Pitcher congratulated Regent Jordan for coaching the state champion lacrosse team. Chair Pitcher noted that with legislative changes effect July 1, this was President White's last Board meeting as a USHE president. He thanked President White and wished him well.

Student Successes. Chair Pitcher said his written report of student successes was not included in the Regents' folders because it was still being finalized by Assistant Commissioner Jenkins when he took his wife to the hospital. The report will be e-mailed when Spencer returns to the office.

Retirement. Chair Pitcher noted the retirement reception for Dr. Patti Harrington, State Superintendent of Public Instruction, at 3:00 p.m. on June 11 at the State Office of Education.

Meetings of SBR Executive Committee. Chair Pitcher reported that the Regents' Executive Committee had met twice since the last Board meeting, the most recent meeting being held earlier in the week with representatives of the CEU Board of Trustees, President King and Dr. Mike Petersen.

Gubernatorial Appointments. Chair Pitcher said he hoped to know soon who would be appointed/ reappointed to the Board of Regents and to the institutional Boards of Trustees.

Next Board Meeting. The next meeting of the State Board of Regents will be on July 16-17 at Utah Valley University. The meeting on Thursday will be spent with the State Board of Education. The regular Board meeting will be held on Friday, July 17. It is hopeful that new committee and Resource and Review assignments can be made at that time.

Chair Pitcher said the Executive Session meeting of the Board had been canceled.

State of Weber State University

President Millner said she appreciated the opportunity to have the Regents on the WSU campus. The university has been in a continuous state of construction for some time, during which it was not possible to host a Board meeting on campus.

WSU Vision 2030. Weber State University is an exceptional comprehensive university focused on personalized student interaction. That has been the vision of this institution for many years. Enrollment currently exceeds 21,000 students, and institutional officials anticipate growing to 30,000 students by 2030 in a multi-campus environment. Weber State University is recognized for integrating research and community involvement with student learning. WSU is a community and economic partner for northern Utah.

Accolades. Weber was recently cited by the Princeton Review and the U.S. News and World Report as one of the top 20 master's institutions in the United States. In addition, the John B. Goddard School of Business has been recognized by the Princeton Review as one of the 290 best business schools. The WSU wind ensemble was invited to play in Carnegie Hall in April, joined by alumni and friends. Weber received the National Distance Education Award from the National University Telecommunications Network.

Weber State University was recently honored as one of only 195 schools in the nation for the Community Engagement classification by the Carnegie Foundation. Utah Valley University also received that recognition. President Millner said nearly 6000 schools had applied, and 195 were selected, two of which are Utah universities. This is a great accomplishment. She briefly mentioned various civic engagement projects.

President Millner reviewed other areas of note where the university excels and/or is developing programs to meet the needs of its students and/or the community, including undergraduate applied research programs. Weber's strategic approach is focused on three clusters: aerospace and aviation, outdoor sports and recreation, and chemical and biological products.

Vice President Tarbox spoke of the renewal of WSU's Ogden campus. He said a 2002 analysis of USHE buildings in 2002 showed that WSU and CEU had the oldest buildings that had not been renovated. In the past four years, Weber has received $125 million in capital renovation funds, only one-third of which has come from state funding. He expressed the university's appreciation for support from the Legislature and private donors. The bell tower, a fixture on the WSU campus since the early 1970s, became the center of the campus core renewal program.

President Millner and Vice President Tarbox led the Regents and others on a brief tour of the campus core to show the changes that had been made since the Regents last visited the campus.

The meeting reconvened in Committee of the Whole at 1:40 p.m.

College of Eastern Utah

Chair Pitcher asked for comments from Commissioner Sederburg, Dr. Mike Petersen, President Albrecht, and President King, followed by a brief question-and-answer period.

Commissioner Sederburg. The Commissioner said discussion of the future of the College of Eastern Utah had been taking place for several years. The previous Carlston study, by request, did not contain any recommendations. After studying that report, Commissioner Sederburg instructed Dr. Mike Petersen, former president of CEU, to evaluate a couple of options and to make a recommendation based on his evaluation. It is important that a clear plan be developed prior to the 2010 Legislative Session. The issue must be resolved – for the citizens of southeast Utah; for the faculty, staff and students of CEU; and for the state.

Dr. Petersen explained his approach. As a native of Carbon and Emery Counties, and as a 16-year CEU employee, including 11 years as president, his background enabled him to be fair and objective. Dr. Petersen said he had spent time in Price and Blanding, talking with more than 70 people, including each member of the CEU Board of Trustees, as well as administrative staff, many faculty and staff, and members of the Blanding and Price communities. He also spent a significant amount of time at USU discussing this situation with university officials. In addition, he spoke by phone with President Wyatt but was not able to visit the Snow College campus.

Dr. Petersen said he had reviewed carefully the Carlston report. He also reviewed all recent reports submitted to the Northwest Accrediting Commission, as well as reports to the Commissioner's Office. It became clear that the most important objective of most people he interviewed was to protect the central community college mission of the College of Eastern Utah. There was no clear consensus on the direction the future of CEU should take. There was widespread recognition of the value of an enhanced relationship between CEU and USU, done carefully and, at the same time, protecting the community college mission.

In discussions regarding a possible affiliation with Snow College, there was some recognition of a cost savings, but no widespread agreement with that affiliation. Dr. Petersen concluded there was value in changing CEU to a "quasi-autonomous" institution in the system, affiliated with USU. He previously made that recommendation to the Commissioner and now made that recommendation to the Regents. Dr. Petersen's report (attached to Tab EE) included a series of steps that could be taken to accomplish the key goals.

Dr. Petersen referred to page 5 of his report and briefly described the major features of such a change: CEU would continue to be a comprehensive community college and to respond to the needs of the residents of southeast Utah. The range of student activities would be maintained. An enhanced affiliation with USU would be very beneficial to CEU and would provide a balance of CEU and USU control: CEU Trustees would have primary responsibility to oversee the programs and activities associated with the community college mission, including concurrent enrollment, subject to accountability to and review by the USU Board of Trustees. The current baccalaureate and graduate programs offered by USU in the southeastern part of the state would need to be tailored to programs that would meet the economic needs of that area.

Dr. Petersen recommended that a comprehensive Memorandum of Understanding be drafted that would afford the CEU Trustees executive, administrative and academic flexibility to effectively manage CEU but would also provide CEU trustees, executives and administrators the control levels they would need. The recommendation, Dr. Petersen said, was made with mixed feelings. CEU has been a vital part of his life, dating back to his experience as a student. In addition, Dr. Petersen's wife and all of their children attended CEU, and most received associate degrees from there.

Chair Pitcher asked President Albrecht to explain how the USU regional campuses operate. President Albrecht thanked Dr. Petersen for the report. He referred to policy R312 (Tab B), section 312.8. This makes clear that as a land-grant institution for the State of Utah, USU has responsibility for ensuring the community college function throughout the state. He recommended discussions with President Bioteau, who has been charged with looking at the community college role in Utah. Provost Coward listed the goals of USU's regional campuses: 1. Provide opportunities for students to earn associate degrees. 2. Provide students with seamless transitions to USU four-year programs. Dr. Coward noted that 62 percent of coursework delivered at the regional campuses is at the lower division level. 3. Create selected four-year programs that reflect the individual needs of the local communities.

Provost Coward said HB 185 had provided funding for the delivery of these functions. That funding allowed USU to have on-site facilities for face-to-face instruction and interaction. Full-time faculty are supplemented by adjunct faculty from the community. USU works through UEN to broadcast programs in all districts of the state.

President King said he appreciated the opportunity to speak. He thanked Dr. Petersen for the report and for the time he had spent in preparing and evaluating the material. This has been a very interesting year for CEU. The issue of CEU's future is of great concern to the local communities as well as to the faculty, staff and students of CEU. There is unanimous agreement that CEU should remain in existence, to meet the needs of southeast Utah and to provide whatever those citizens and business require. President King said he welcomed the study. This issue was discussed when he returned to CEU 13 years ago. There must be a resolution. He offered these key considerations: Does the proposal answer the questions of concern to CEU? Does this help with financial stability? Does it help with enrollment issues? Does it help meet the needs of southeastern Utah? There is much uncertainty on both campuses; some faculty and staff are looking for other positions because their future employment is uncertain.

Regent Marquardt said the overriding priority for the Regents is continued access to higher education in southeast Utah. This will have an enormous impact on the community. While CEU's enrollment has declined, the cost of educating its students has increased. We need to be able to deliver a quality education in this time of tight budgeting and dwindling resources.

Regent Zenger asked Dr. Petersen to what degree the decrease in enrollment, and in awards and degrees granted, mirrored the population trends. What are the projections for the next five years? Dr. Petersen responded that there were multiple causes for the decline in enrollment – population declines in the area, changes in policy regarding concurrent enrollment and ATE programs, especially mining training. For some time there was projected negative enrollment in the school-age population of southeast Utah. Commissioner Sederburg said the figures he had read projected a 10 percent drop over the next ten years. Those figures were not immediately available.

Regent Morgan said he concurred with the previous comments. If population and enrollment decline is one of the problems, recruitment and expansion of four-year degree programs may not be the only solutions to be considered. What about "right-sizing" CEU to fit its regional mission rather than increasing its statewide recruitment? The governance structure described in Dr. Petersen's report seemed fairly complex. Regent Morgan said he was concerned about the complexity and whether it would enable or allow for the hard decisions that may have to be made in "right-sizing" CEU to fit the projected enrollment.

Dr. Petersen said there were many opportunities to increase enrollment at CEU. The college has always had an effective ATE/career training program. The ATCs have exacerbated the impact of an enrollment decline. With the elimination of the Southeast Applied Technology College and the ATE programs being returned to CEU, it could regain some of its lost enrollment in spite of the decline in the population. Dr. Petersen said one important factor in reaching his recommendation was that the opportunity to have baccalaureate training in the areas aligned to the economy of the area have not been developed adequately. This could be a great opportunity for CEU and USU, by working together to overcome that lack and to increase enrollment at the baccalaureate level, to target areas that are beneficial for the area. Southeast Utah has more than a community college need.

Regarding the governance structure, Dr. Petersen said the type of organizational arrangement being proposed is quite common in higher education. Many states have moved in that direction. With the level of USU's familiarity with the area, with its regional campuses and the relationships already developed, this arrangement could work well and would not be difficult to implement.

Regent Jordan said he was sympathetic with the problems this created on a campus, but the Legislature expects the Regents to come forward with some kind of action. It is reasonably clear that the answer is still elusive. **Regent Jordan moved that: (1) the Regents receive Dr. Petersen's report with appreciation for the work involved. (2) Chair Pitcher appoint a task force of five Regents to make recommendations for Board action at the July Board meeting. The Task Force should review the Petersen report and other information including case studies, solicit public opinion, and work with CEU, USU and other institutions in formulating the recommendations for Board and Legislative action. Finally, the Task force is to be staffed by the Commissioner's Office. Vice Chair Beesley seconded the motion.**

Regent Karras said the group needs a crystal-clear statement of the problem. There is currently no clear link between the problem and the solution. What issue would this arrangement have on USU's financial situation? Regent Karras said he was very supportive of USU's role in areas such as Roosevelt.

Commissioner Sederburg said a critical element would be to engage USU in the conversation if that institution is going to be involved in the future of CEU in an enhanced role. He recognized the challenges at CEU. College officials have made a Herculean effort in very difficult times and have already fixed many of the problems of the past. The question now is the future of CEU. He listed the following options: (1) Stay the course. (2) Create a statewide network of community colleges. (3) Infuse money into the CEU budget. (4) Find a stronger partner with expertise, knowledge and a fresh perspective.

Regent Holbrook moved to amend the previous motion to instruct the task force to involve the community as much as possible with public hearings and community involvement. She asked that it

be made clear that this is still a process and is not a "done deal." Regent Jordan accepted those amendments to his motion.

President King said the GOPB estimated that from 2009 to 2015 Carbon County was expected to increase in population by 10-15 percent. The San Juan County population is expected to decline. This is based on the current population of ages 5-17.

Regent Garff suggested that Regent Zenger or Regent Morgan be appointed to the task force because of their role with the strategic planning process. Regent Davis said the impact of the new legislation regarding UCAT should also be considered. Regent Marquardt suggested that the focus be on increasing retention rates in the area, not on recruiting students from other parts of the state. Adult learners also comprise part of the community college mission.

Vote was taken on the amended motion, which was adopted unanimously.

President Bioteau said she appreciated recognition of the importance of the comprehensive community college role in the state and the pride with which President Albrecht described the community college role in the mission of a land-grant university.

Adjournment

Regent Holbrook moved the meeting be adjourned. The motion was seconded and carried. The meeting was adjourned at 2:48 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved

July 8, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Recommendations of the College of Eastern Utah Task Force

Issue

At the May 29, 2009 meeting of the State Board of Regents, the Board received a report from former President of the College of Eastern Utah, Dr. Michael Peterson, regarding options for the future of the College of Eastern Utah. The Regents unanimously approved a motion by Regent David Jordan, as amended by Regent Meghan Holbrook, that the Board accept Dr. Peterson's report, and that the Chair appoint a task force of five Regents to look in depth at the issues involving CEU, obtain local input, and report back with their recommendations at the July meeting. Chair Pitcher appointed Regent David Jordan to chair the task force, with Regents Marquardt, Morgan, Theurer, and Snow as members.

The Task Force has held several meetings which have included the participation of President Stan Albrecht representing Utah State University, and Interim President Mike King representing the College of Eastern Utah. The Task Force will be holding meetings on Monday, July 13, in Blanding and Price to obtain local input prior to making their recommendation to the Regents on July 17. Thus, the Task Force recommendations will be hand-carried to the Board meeting.

Commissioner's Recommendation

The Commissioner recommends that the Board carefully consider recommendations from the Task Force and then take action as appropriate.

William A. Sederburg
Commissioner of Higher Education

WAS/DB

July 17, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Strategic Discussion on Economic Development

Issue

To update the Board and Presidents on progress made in support of the Board's third strategic goal: to substantially enhance and sustain Utah's colleges and universities as engines of economic development. Additionally, to engage the Board and Presidents in a strategic discussion regarding the *Cluster Acceleration Partnership* (CAP) program.

Background

The Utah System of Higher Education (USHE), under the direction of the Office of the Commissioner of Higher Education (OCHE), has partnered with the Department of Workforce Services (DWS), and the Governor's Office of Economic Development (GOED) to support the attainment of the Board's third strategic goal and the Governor's 21st Century Workforce Initiative. With additional support from USTAR, these agencies have developed the *Cluster Acceleration Partnership* (CAP) program.

Report/Discussion Schedule

1. Overview of the CAP Program (Associate Commissioner Cameron Martin)

2. Three CAP Pilot Initiatives Updates
    a. Aerospace – Weber State University (Vice Provost/N. Utah USTAR Director Curt Roberts)
    b. Digital Media – Utah Valley University (Vice President Val Peterson)
    c. Energy – Salt Lake Community College (Dean Karen Gunn)

3. CAP Strategic Discussion (Craig Bott, President/CEO, Grow Utah Ventures)

Commissioner's Recommendation

No action required. Committee discussion purposes only.

William A. Sederburg
Commissioner of Higher Education

WAS:ckm