

August 19, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Utah State University–Master of Science in Aerospace Engineering–Action Item

Issue

Utah State University (USU) requests approval to offer a Master of Science Degree in Aerospace Engineering, effective Fall Semester 2009. This program was approved by the USU institutional Board of Trustees on May 15, 2009 and approved by the Regents' Program Review Committee on July 7, 2009.

Background

The Department of Mechanical and Aerospace Engineering (MAE) at Utah State University seeks to offer a new Master of Science (MS) graduate degree program in Aerospace Engineering to complement the current MS, Master of Engineering (ME), and PhD programs in Mechanical Engineering. The new MS program will require at least 30 credit hours beyond the bachelor's degree and will comply with all Graduate School requirements. The present MS Mechanical Engineering degree has an aerospace specialization option. The coursework available through the existing specialization, and the aerospace expertise that currently exists in the department, are such that the proposed creation of a stand-alone degree is an administrative, structural change requiring no new courses or state resources.

In 2007, the Economic Development Corporation of Utah described Utah as one of the top ten states in the nation in the concentration of aerospace employment. Over the decade from 2006 to 2016, the Bureau of Labor Statistics projects a 10 percent growth in employment for aerospace engineers. Increases in defense aerospace projects and new technologies to be used on commercial aircraft should spur demand for aerospace engineers. Given the large concentration of aerospace industries in Utah, graduates with an MS in Aerospace Engineering should have little difficulty finding a position in Utah.

Two types of students will benefit from the proposed MS in Aerospace Engineering: full-time, traditional graduate students and part-time, working professionals. The full-time students are generally preparing for an entry-level position.

Policy Issues

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

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Utah State University request to offer a Master of Science Degree in Aerospace Engineering, effective Fall Semester, 2009.

William A. Sederburg, Commissioner

WAS/GW
Attachment

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

Master of Science in Aerospace Engineering

Utah State University

Prepared for
William A. Sederburg
By
Gary Wixom

August 19, 2009

SECTION I: The Request

Utah State University (USU) requests approval to offer the Master of Science degree in Aerospace Engineering effective Fall Semester 2009. The proposed Degree has completed all stages of the campus review process and was approved by the Utah State University Board of Trustees on May 15, 2009.

Section II: Program Description

Complete Program Description

The Department of Mechanical and Aerospace Engineering (MAE) at USU seeks to offer a new Master of Science (MS) graduate degree program in Aerospace Engineering to complement the current MS, ME, and PhD programs in Mechanical Engineering. The present MS Mechanical Engineering degree has an aerospace specialization option. The coursework available through the existing specialization, and the aerospace expertise that currently exists in the department, is such that the proposed creation of a stand-alone degree is an administrative, structural change requiring no new courses or state resources. The proposed MS Aerospace Engineering degree provides the opportunity for its graduates to be more focused on the needs of the aerospace industry or for additional postgraduate studies within aerospace. Over time, it is anticipated that new courses will be developed to enhance the program and strengthen its relevance to changes in the aerospace discipline. These courses will be proposed, reviewed, and integrated into the program using established college and institutional practices.

The new MS program will require at least 30 credit hours beyond the bachelor's degree. The MS Degree will have three options, which are described below.

MS Degree (Plan A) Requirements: The MS (Plan A) degree is based on research and requires 30 credit hours including a formal thesis. The degree is designed to prepare graduates for entering a PhD program or performing research in industry or government labs. The degree consists of core courses (5000-, 6000-, and 7000-level) in Aerospace Engineering, advanced mathematics, technical electives, and a thesis-quality research project.

1. Five courses selected from the Aerospace Engineering Core are required. Note: The following two classes (or their equivalent) are required unless previously completed.
 - a. MAE 5500 Aerodynamics
 - b. MAE 5560 Dynamics of Space Flight
2. One math class from the MAE-approved list is required.
3. Two technical electives selected from 5000-, 6000-, or 7000-level courses approved by the student's supervisory committee.
4. At least six credits of thesis research (MAE 6970) are required.
5. No more than 15 semester credits of 5000-level course work may be used for a graduate degree.

MS Degree (Plan B) Requirements: The MS (Plan B) degree requires 30 credit hours including a formal design project. The program is designed to prepare graduates for employment requiring advanced design in industry. It consists of core courses (5000-, 6000- and 7000-level) in Aerospace Engineering, advanced mathematics, technical electives, and a design project.

1. Six courses selected from the Aerospace Engineering Core are required. Note: The following two classes (or their equivalent) are required unless previously completed

- a. MAE 5500 Aerodynamics
- b. MAE 5560 Dynamics of Space Flight
2. One math class from the MAE-approved list (including ECE 6030 and 6010) is required.
3. Two technical electives selected from 5000-, 6000-, or 7000-level courses approved by student's committee.
4. Three credits of a design project (MAE 6950) are required.
5. No more than 15 semester credits of 5000-level course work may be used for a graduate degree.

MS Degree (Plan C) Requirements: The MS (Plan C) degree requires 33 credit hours of course work. The program is designed to prepare graduates for employment requiring an advanced degree. It consists of core courses (5000-, 6000-, and 7000-level) in Aerospace Engineering, advanced mathematics and technical electives.

1. Seven courses selected from the Aerospace Engineering Core are required. Note: The following two classes (or their equivalent) are required unless previously completed.
 - a. MAE 5500 Aerodynamics
 - b. MAE 5560 Dynamics of Space Flight
2. One math class from the MAE-approved list (including ECE 6030 and 6010) is required.
3. Three technical electives selected from 5000-, 6000-, or 7000-level courses approved by student's committee.
4. No more than 15 semester credits of 5000-level course work may be used for a graduate degree.

Purpose of the Degree

The new degree program will provide graduate students with the opportunity to receive a comprehensive degree directed towards academic and research skills that are critical to the aerospace industry. Students completing this degree program will possess skills sought by industry and research organizations requiring a master's degree for advanced design, research, and technical management in aerospace. The MS in Aerospace will support the strong Utah-based aerospace industry represented by companies such as ATK, Northrop Grumman Corporation, The Boeing Company, Hill Air Force Base, and USU's Space Dynamics Laboratory, as well as other prominent national aerospace companies and research laboratories. Graduates from this program are also expected to be qualified as applicants to doctoral programs. This new degree will also enhance the depth and breadth of the Department's graduate program.

Institutional Readiness

The new degree program will be administered by the MAE Department, which has in place the administrative infrastructure necessary to manage the program. A committee oversees graduate programs and a full-time staff member is assigned to the graduate program. Presently, the MAE department supports an MS in Mechanical Engineering with specialization in Aerospace Engineering. The MS in Aerospace Engineering will place more emphasis on core aerospace engineering coursework, but will not require additional institutional resources or the development of new courses. In a very real sense, the level of effort and cost to administer this degree program will be the same as that already being accomplished for the Mechanical Engineering MS degree. In the near term, the present student body will opt for either the mechanical engineering degree or the aerospace engineering degree. Thus, no new courses are required to accommodate this degree.

Because of USU's proximity to numerous aerospace companies and the increasing demand for aerospace engineering degrees, it is anticipated that MAE's graduate enrollment will increase because of this degree. This growth is needed to support its threefold increase in sponsored research over the past five years.

Faculty

Eight faculty members in MAE have appropriate backgrounds and research interests in aerospace engineering to support the program. In the past, these faculty members have supported a degree specialization in aerospace under the MS program in mechanical engineering. The faculty looks forward to having a stronger focus in their area of specialization

- Warren Phillips (PhD Mechanical Engineering)
- Christine Hailey (PhD Mechanical Engineering)
- David Geller (PhD Space Physics and Astronomy)
- Stephen Whitmore (PhD Aerospace Engineering)
- Wenbin Yu (PhD Aerospace Engineering)
- Dhiru Kubair (PhD Aerospace Engineering)
- Steve Folkman (PhD Mechanical Engineering)
- Rees Fullmer (PhD Mechanical Engineering)

Staff

Additional staff lines will not be required. The current resources within the Department of Mechanical and Aerospace Engineering will be able to accommodate this new program. It is planned that undergraduate assistants will be hired using non E&G funds to handle routine functions to offset the increased workload of the staff.

Library and Information Resources

Two major library resources needed for the new program are the IEEE Xplore database and a series of journals produced by the American Institute of Aeronautics and Astronautics. The Merrill-Cazier library presently subscribes to these resources. See attached letter from the Merrill-Cazier Library.

Admission Requirements

Applicants with a bachelor's degree in Aerospace Engineering or Mechanical Engineering from an ABET-accredited program can apply. For unrestricted admission to the program, students are required to have a minimum 3.0 GPA and successfully pass the GRE exam. The subject GRE is not required. Additional coursework in aerospace engineering fundamentals may be required in individual cases. All graduate students are expected to have a working knowledge of a computer programming language.

Student Advisement

The mechanics of admission to the programs and fulfilling program requirements are handled by a full-time staff graduate advisor. As students are admitted to the program, they are assigned a temporary faculty advisor who guides them on which courses to take the first semester. During the first semester, students select a graduate committee and a major professor who advise them throughout the remainder of their program.

Justification for the Number of Credits

The number of credits required for this program is the same as the currently offered Master of Science in Mechanical Engineering and meets Regents guidelines.

External Review and Accreditation

As with the current MS program in Mechanical Engineering, and consistent with practice throughout the United States, no accreditation will be sought.

Projected Enrollment

Table 1. Projected enrollment for the MS Aerospace Engineering Degree.

Year	Student FTE	Student Headcount	# of Faculty	Mean FTE-to-Faculty Ratio
1	22.8	24	8	2.8:1
4	24.1	26	8	3.1:1
3	26.1	29	8	3.6:1
4	28.0	32	8	4.2:1
5	29.8	35	8	4.8:1

Note: Estimates take into consideration the present economy and recent enrollment data. The projected 46% increase in student enrollment will be divided into 47% full-time on campus students and 53% part-time working professional students.

Section III: Need

Program Need

There are no other institutions within the Utah System of Higher Education (USHE) that offer a Master's of Science Degree in Aerospace Engineering. According to the U.S. Department of Labor, Bureau of Labor Statistics, aerospace engineers are expected to have a 10% growth in employment during the decade of 2006 to 2016. Utah is one of the top ten states in the nation in the concentration of aerospace employment (Utah Aerospace Industry Profile, 2007, Economic Development Corporation of Utah). Furthermore, a number of reports indicate that the aerospace sector needs qualified young Americans to replace an aging generation of Cold War scientists and engineers. The MS in Aerospace Engineering will meet the needs of Utah's aerospace and defense industries, as well as the national need for skilled aerospace engineers. USU is in close proximity with a number of small to large aerospace companies (Logan, Brigham City and Ogden areas).

Labor Market Demand

In 2007, the Economic Development Corporation of Utah listed the top 25 aerospace industries in Utah. The industries ranged in size from large employers such as Hill Air Force Base, ATK Space Systems, to medium sized employers such as Moog Aircraft Group, Parker-Hannifin Corporation, Boeing Company, to small employers such as Groen Brothers. Utah State University is home to the Space Dynamics Laboratory, another employer of aerospace engineers. Increases in defense aerospace projects and new technologies to be used on commercial aircraft should spur demand for aerospace engineers. Given the large concentration of aerospace industries in Utah, graduates with an MS in aerospace should have little difficulty finding a position in Utah. The MS degree will prepare future employees who are well suited to conduct research, lead advanced design teams, and move into technical managerial positions.

Nationally, the labor market demand for aerospace engineers should be strong, fueled in part, by the impending retirement of the Cold War scientists and engineers. In 2007, an article by Alicia Chang of the

Associated Press reported that the average age of an aerospace worker was 45 in 2005. In 2008, roughly one out of four will be eligible to retire. Large aerospace companies such as Boeing, Raytheon, Northrop Grumman and Lockheed Martin Corporation are developing innovative recruiting strategies, outreach programs for elementary, and secondary schools in anticipation of the growing need to attract American citizens with engineering degrees to their companies. Other evidence of a strong labor market demand for aerospace engineers comes from former NASA Administrator Michael Griffin. During a press conference in 2005, he stated, "twenty-five percent of NASA's workforce reaches retirement age in the next five years and it will not be different in our contractor community."

Student Demand

Two types of student needs will be met by the proposed MS in Aerospace Engineering: full-time, traditional graduate students and part-time, working professionals, both interested in pursuing an advanced degree. Presently the MAE department supports an MS in Mechanical Engineering with specialization in aerospace. The MS in Aerospace Engineering will provide graduate students with an option that is more focused on aerospace engineering. For the traditional student, an MS aerospace degree will make him/her more competitive in the aerospace industry. For the working professionals, career advancement is presumably the primary motivation.

When the MS in Aerospace Engineering program is approved, it is anticipated that there will be a decrease in the number of students pursuing an MS in mechanical engineering. However, because of the market demand described above and especially in the Utah aerospace sector, a 46% increase in aerospace student enrollment is projected over the next five years.

Similar Programs

Presently within the USHE there are no other institutions offering an MS degree in Aerospace Engineering. Within the intermountain region, Arizona State University, University of Arizona, and the University of Colorado at Boulder and at Colorado Springs offer MS and PhD programs in Aerospace Engineering. There are no Aerospace Engineering programs in Wyoming, Nevada or Idaho.

Collaborations with and Impact on Other USHE Institutions

There should be no impact on other USHE institutions.

Benefits

The MS in Aerospace Engineering will directly impact the goals of the USHE to prepare a workforce and develop advanced aerospace technologies that will directly impact Utah's economy. This proposed degree will make USU graduates more competitive for aerospace engineering positions within Utah as well as elsewhere in the aerospace industry. By having more engineers educated and trained for their needs, the Utah aerospace companies are presumably going to be more competitive in competing for new contracts and developing new aerospace technologies.

Consistency with Institutional Mission

The mission of USU is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.

The proposed MS Aerospace Engineering enhances the University's reputation as a space grant institution through both its graduates and research productivity. It supports the University Mission Statement in the following ways:

1. The department becomes more student-centered by providing a program to meet the needs of the students.
2. The master's program will improve academics in aerospace engineering by fostering research in the forefront of the field, consistent with the USU mission to be one of the nation's premier space-grant universities.

The master's program will serve the public by application of the research produced. It will also serve the growing aerospace industry in Utah with a better-prepared workforce.

Section IV: Program and Student Assessment

Program Assessment

The major goal for the program is to graduate MS students with expertise in aerospace engineering and who are prepared to meet the needs of industry and academia by equipping them with modern skills and tools of aerospace engineering. Attainment of this goal will be measured by the placement rate of graduates within industrial, research laboratories, and doctoral programs.

Expected Standards of Performance

The standard of performance for all students is a grade of C or better in all classes required for the degree and to maintain an overall program GPA of 3.0 or higher in order to graduate with an MS degree. In addition, all Plan A thesis or Plan B report students must satisfactorily pass a defense of their MS thesis or project report.

These standards are already well established in the Graduate School as well as for the existing Mechanical Engineering MS degree program.

Section V: Finance

Budget: Salaries, wages, and benefits represent the expenses associated with teaching the courses for the new MS Aerospace program. Since these courses are already being taught, the revenue to pay for these expenses is simply a reallocation within current department funds. Thus, the difference, revenue – expenses, is zero. The teaching expenses are based on eight faculty members with an approximately 50% teaching role assignment, and with a 50/50 split between mechanical engineering courses and aerospace engineering courses. The expenses are thus approximately 25% of the current salaries, wages, and benefits for these faculty members. Note that any additional expenses associated with research will be externally funded.

Table 2. Projected Aerospace MS Program Revenue and Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	22.8	24.1	26.1	28.0	29.8
Cost Per FTE	1,770	1,912	2,065	2,230	2,408
Student/Faculty Ratio	2.8:1	3.0:1	3.3:1	3.5:1	3.7:1
Projected Headcount	24	26	29	32	35
Projected Tuition					
Gross Tuition	40,361	45,979	53,890	62,439	71,648
Tuition to Program	0	0	0	0	0
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expenses					
Salaries & Wages	189,157	194,832	200,677	206,697	212,898
Benefits	86,067	89,623	93,315	96,114	98,998
Total Personnel	275,224	284,455	293,992	302,812	311,896
Current Expense	0	0	0	0	0
Travel	0	0	0	0	0
Capital	0	0	0	0	0
Library Expense	0	0	0	0	0
Total Expense	275,224	284,455	293,992	302,812	311,896
Revenue					
Legislative Appropriation	0	0	0	0	0
Grants	0	0	0	0	0
Reallocation	275,224	284,455	293,992	302,812	311,896
Tuition to Program	0	0	0	0	0
Fees					
Total Revenue	275,224	284,455	293,992	302,812	311,896
Difference					
Revenue-Expense	0	0	0	0	0

Comments for Table 2: FTE = 9 credits. Tuition increase is estimated at 8%. Salary and Wages increase is estimated at 3%. Benefit increase follows the Sponsored Programs rates. MAE 5540: Propulsion Systems has a course fee of \$25.

Funding Sources

The proposed MS in Aerospace Engineering builds on the aerospace specialization in place within MAE's graduate program. Three faculty members (Geller, Kubair, and Yu) with doctoral degrees in aerospace were hired to strengthen this specialization area using funding from Senate Bill 61, the Governor's Initiative for Engineering and Computer Science. Additional funding is not required.

Reallocation

No budget transfers or reallocations will be requested or needed to offer a quality program as explained in the next section.

Impact on Existing Budget

A new aerospace MS degree will enhance the MAE graduate program by being able to serve a wider range of qualified student interests at relatively low budget impacts. Students wanting a graduate degree in

aerospace engineering will be able to stay in Utah rather than go out of state to get a graduate aerospace engineering degree.

Faculty: This proposed degree will not have an impact on faculty salaries since no new faculty positions are needed to offer the degree. Since the Plan A/B students will be integrated into the research activities much of the increased workload will be absorbed within each professor's research group. In reality, each professor is constantly managing his/her time to maintain a research program that includes preparing proposals, contract management, student mentoring, teaching courses, publishing research results, and providing University and professional service. Experience has shown that even though the student contact time increases with the number of graduate advisees, the overall workload may not increase but actually decrease because there is more personnel support for developing and maintaining the research productivity. The MAE Faculty feels that the benefits of the projected enrollment offset the time costs to manage the program. Plan C students do not do a project other than those associated with the courses and therefore require little faculty supervision outside of normal interactions associated with each course.

Staff: The proposed degree will increase the work load for three MAE staff members: 1) accountant will need to manage several more accounts resulting from an increase in sponsored research activities in aerospace; 2) office manager will interact with more students and faculty which will result in an increased work load; 3) graduate coordinator will be impacted the most by the new degree. These impacts will be caused by increased enrollment especially from the working professionals and more student programs to manage. This increased workload can be offset by adding part time student help to complete routine tasks. These students will be supported with F&A return from sponsored projects and will have no impact on the E&G budget.

Facilities: During the past five years, the MAE department has been planning for and working toward increased graduate enrollment and has sufficient office/study space to accommodate the anticipated enrollment increase. Most of the incidental costs associated with graduate students are already covered by the research grants/contracts and F&A return such that the impact on E&G funds is essentially zero.

Operating Costs: Larger enrollments result in increased copy service charges and other miscellaneous expenses. MAE has already been using electronic communications more and more to curb paper and copy expenses. This will continue such that these costs will be minimal for this degree program.

In summary, the additional work load imposed by this degree can be offset by hiring 1-2 part time student assistants to handle routine tasks that would normally be done by faculty and staff.

Appendix A: Program Curriculum

All Program Courses

MS Degree (Plan A)	Credit Hours	MS Degree (Plan B)	Credit Hours	MS Degree (Plan C)	Credit Hours
5 Aerospace core courses	15	6 Aerospace core courses	18	7 Aerospace Courses	21
6 hours of thesis, MAE 6970	6	3 hours of design project	3		
Sub-total	21	Sub-total	21	Sub-total	21
1 math elective	3	1 math elective	3	1 Math elective course	3
2 technical electives	6	2 technical electives	6	3 technical electives	9
Sub-total	9	Sub-total	9	Sub-total	12
Total Credits	30	Total Credits	30	Total	33

Existing Aerospace Core Courses

- MAE 5420: Compressible Fluid Flow (3, F)
- MAE 5440: Computational Fluid Dynamics (3, S)
- MAE 5500: Aerodynamics (3, F)
- MAE 5510: Dynamics of Atmospheric Flight (3, S)
- MAE 5520: Elements of Space Flight (3, F)
- MAE 5540: Propulsion Systems (3, S)
- MAE 5560: Dynamics of Space Flight (3, F)
- MAE 5580: Aircraft Design (3, S)
- MAE 6180: Dynamics and Vibrations (3, S)
- MAE 6340: Spacecraft Attitude Control (3, S)
- MAE 6440: Advanced Computational Fluid Dynamics (3, S)
- MAE 6500: Potential Flow (3, F)
- MAE 6510: Aircraft Dynamics and Flight Simulation (3, F)
- MAE 6540: Advanced Astrodynamics (3, F)
- MAE 6550: Advanced Structural Analysis (3, S)
- MAE 6560: Space Navigation (3, S)

Existing Mathematics Electives (credit hours)

- MATH 5270: Complex Variables (3, S)
- MATH 5410: Methods of Applied Mathematics (3, F)
- MATH 5420: Partial Differential Equations (3, S)
- MATH 5460: Introduction to Theory and Application of Nonlinear Dynamics Systems (3, S)
- MATH 5760: Stochastic Processes (3, F)
- MATH 6270: Complex Variables (3, S)
- MATH 6410: Ordinary Differential Equations I (3, F)
- MATH 6420: Partial Differential Equations I (3, S)
- MATH 6440: Ordinary Differential Equations II (3, S)
- MATH 6450: Partial Differential Equations II (3, S)
- MATH 6470: Advanced Asymptotic Methods (3, S)
- MATH 6610: Numerical Analysis (3, F)

- MATH 6620: Numerical Analysis (3, S)
- MATH 6640: Optimization (3, S)
- ECE 6010: Stochastic Processes in Electronic Systems (3, F)
- ECE 6030: Mathematical Methods for Signals and Systems (3, F)

New Courses to be Added in the Next Five Years

No new courses are planned. The aerospace courses that have supported the specialization in aerospace within the present mechanical engineering MS curriculum provide sufficient breadth and depth to support the proposed MS in Aerospace Engineering.

Appendix B: Program Schedule

The following sample programs show how each of the three degree options can be completed within 18 months. (Some students may elect to complete an industry internship during the summer term which would add another semester at USU.)

Fall 1	Spring 1	Summer 1	Fall 2
Master of Science (MS Plan A)			
MAE 5500	MAE 6560	MAE 6970	MAE 6970
MAE 5560	Math 5420		MAE 6510
MAE 5420*	MAE 6440*		MAE 6540
9 hours	9 hours	3 hours	9 hours
Master of Science (MS Plan B)			
MAE 5500	MAE 6560	MAE 6950	MAE 6510*
MAE 5560	Math 5420		MAE 5520
MAE 6500*	MAE 5580		MAE 6540
9 hours	9 hours	3 hours	9 hours
Master of Science (MS Plan C)			
MAE 5500	MAE 6560	MAE 6930*	MAE 6510*
MAE 5560	Math 5270		MAE 5520
MAE 6500	MAE 6180*		MAE 6540
	MAE 6440		
9 hours	12 hours	3 hours	9 hours

* Technical Elective

Appendix C: Faculty

Professors:

Warren F. Phillips - PhD University of Michigan, 1970 (aerodynamics and flight mechanics)
Christine Hailey - PhD University of Oklahoma, 1985 (aerodynamics and flight mechanics)

Associate Professors:

Rees Fullmer - PhD University of Utah, 1985 (guidance, navigation and control)
Wenbin Yu - PhD Georgia Institute of Technology, 2002 (aerospace structures)
Steven Folkman - PhD Utah State University, 1990 (aerospace structures)

Assistant Professors:

David Geller - PhD Rice University, 1999 (guidance, navigation and control)

Steven Whitmore - PhD University of California, Los Angeles, 1989 (propulsion)

Dhirendra Kubair - PhD University of Illinois, Urbana-Champaign, 2001 (aerospace structures)

August 19, 2009

MEMORANDUM

To: Board of Regents

FROM: William A. Sederburg

SUBJECT: Salt Lake Community College – Writing Certificate of Completion – Action Item

Issue

Salt Lake Community College requests approval to offer a Writing Certificate of Completion, effective Fall 2009. This program was approved by the institutional Board of Trustees in November, 2008.

Background

Salt Lake Community College's Writing Certificate of Completion (WCC) program is designed to give students a firm grounding in the skills of written and electronic communication so they are prepared to enter or enhance professions that require extensive writing skills. As both a transfer program and a specialized training program, the WCC prepares graduates to begin upper-division work in interdisciplinary fields and offers customized training in writing for those seeking employment or advancement in fields of writing and editing. In addition, the proposed program addresses the vocational needs of industry and community organizations to improve writing ability among their workers (as also identified by the Program Advisory Committee) and highlights SLCC's commitment to respond to business, industry and student needs.

The Writing Certificate of Completion [WCC] will be an interdisciplinary writing program housed in the English Department at SLCC. It includes 33 credit hours of courses, hands-on experience in the SLCC Writing and Publication centers, and internship and service-learning opportunities. Students also will complete an electronic portfolio to demonstrate their skills to employers and/or academic admissions offices. The WCC offers students the ability to tailor their study of writing specifically to their academic or professional goals through college-wide, interdisciplinary electives.

The need for college graduates who can conduct research and communicate information at a high level of competence in business, industry, and other fields is well established. The EMSI Report (Economic Modeling Specialists, Inc. who produces labor market data) contains statistics on the knowledge and skills mix for occupations along the Wasatch Front. Liberal Arts represents the largest knowledge area with 29 percent of the knowledge sector. Of that knowledge area, English Language skills (including writing) is expected to grow by 16 percent in the next five years. In Salt Lake County alone, there are 2,497 jobs in English language and literature, as well as technical and business writing occupations. This figure is

expected to reach 2,838 by the year 2014. The occupational change for Salt Lake County in these categories exceeds the national average.

Need for such a certificate has been expressed by students, professionals and organizational directors who want the proposed program as professional development for their employees. Academic advisors also have encountered student demand for such a program. The proposed program is cost neutral as courses and faculty are in place.

Policy Issues

Officials from Dixie State College, Snow College, the University of Utah, and Utah Valley University wrote in support of the proposed program although some issues were raised. Snow was concerned about the number of credits but determined that SLCC has appropriate faculty to teach these courses. Faculty from the University of Utah cited Utah State University's major in Writing and the University of Utah's minor in Writing called Literacy Studies as existing programs in the USHE. Faculty from Utah Valley University praised the value of the Certificate for transfer students and suggested stronger support in the curriculum for interdisciplinary work and better sequencing of courses for more effective skill building.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve Salt Lake Community College's request for a Writing Certificate of Completion program, effective Fall 2009.

William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Writing Certificate of Completion, effective Fall 2009

Salt Lake Community College

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

August 19, 2009

Section I: The Request

Salt Lake Community College requests approval to offer Writing Certificate of Completion effective Fall 2009. This program was approved by the institutional Board of Trustees in November, 2008.

Section II: Program Description

Complete Program Description

This program develops written and electronic communication skills within an interdisciplinary, writing-intensive framework to enhance industry skills for future or current employment. Experiential and technology-enhanced work is required.

Purpose of Degree

The Writing Certificate of Completion will address the widespread and growing need for college graduates who can conduct research and communicate information at high levels of competence in business, industry, and academia by providing an incentive for students to build and demonstrate their writing proficiency through completing a core set of writing courses relevant to their program of study. The Writing Certificate will bridge content from many disciplines as it incorporates students' professional and/or academic interests, and it will offer experiential learning opportunities beyond the classroom, thus fulfilling an expressed industry need set forth by the Program Advisory Committee.

Institutional Readiness

The Writing Certificate of Completion will be a revenue-neutral program that draws on current college-wide resources. The courses included in the Writing Certificate of Completion already exist and are taught by current faculty and adjunct instructors. While housed in the English Department, the Certificate brings together a large community of practitioners across disciplines with common goals of better educating students in the practical skills and techniques of writing and providing students more opportunities for practicing writing within their fields/disciplines.

Faculty

The English Department currently has 23 tenured or tenure-track faculty and 49 adjunct instructors. With the exception of English 1010 and English 2010, which are taught by adjunct faculty, most of the courses for the Writing Certificate of Completion will be taught by existing tenured or tenure-track faculty members. Instructors in departments other than English are not asked to teach techniques of writing but instead will offer additional opportunities for students to write, receive feedback, and revise their work. It is anticipated that there will be no need for additional faculty in the future.

Staff

Current English Department staff will administer the Writing Certificate of Completion program. No additional staff will be required.

Library and Information Resources

Library resources beyond current course needs are not required.

Admission Requirements

This is an open-enrollment program. Students can declare the Writing Certificate of Completion as they would a pre-major.

Student Advisement

The SLCC Academic & Career Advising Department has been involved in the creation of this certificate of completion program. Advisors full understanding and support of this program will enable them to help students establish their schedules and incorporate interdisciplinary courses. The English Department chair and a small group of English faculty also will help to advise students about the Writing Certificate of Completion program.

Justification for Gradation Standards and Number of Credits

The Writing Certificate of Completion program will include 33 credit hours of courses. Courses included in the program are graded according to standard accepted practices.

External Review and Accreditation

On February 29, 2008 the Program Advisory Committee [PAC] for the Writing Certificate of Completion met to discuss the following: Audience for program and considerations, industry perception of Certificate and considerations, skills necessary for industry, curriculum suggestions and considerations, evaluation of students in program. The PAC is extremely supportive of this program and identified academic and industry needs. The PAC includes the following members: Shauna Bona (CEO—McKinnon-Mulherin), Amber McKee (Project Leader—Unisys), Michael Noble (Chief Learning Officer—Allen Communication), Don Gomes (Executive Director—Utah Nonprofits Association), Lisa Davis (Shipley), April Kedrowicz (Director—CLEAR Program, U of U Engineering and Humanities Collaborative program), Jason Smith (Continuum magazine editor-in-chief, writer, previous English graduate), Christian Child (Realtor/investor: Real Estate hires for “Industrial English Major”), and Ken Verdoia (KUED Production Director, Documentary Filmmaker).

The Writing Certificate of Completion was approved through SLCC's curriculum process in 2008 and 2009 with strong support from the School of Humanities Curriculum Committee, SLCC's Curriculum Committee and Academic Advising.

The Writing Certificate of Completion was also presented to both the SLCC Board of Trustees and The Wasatch Front Consortium. Both groups supported the program and noted the importance of and the expressed industry need for such a program in Utah. The Wasatch Front Consortium further added that the program fit with strategic plans for secondary education and addresses changes in literacy and writing practices.

No special accreditation will be sought.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio
1	10	13	.76
2	15	13	1.15
3	20	13	1.54
4	25	13	1.9
5	35	13	2.7

Expansion of Existing Program

This is not an expansion of an existing program.

Section III: Need

Program Need

The need for college graduates who can research and communicate information at a high level of competence in business, industry, and future fields of study is well established. As evident in the media and the changing needs of students, technology has increased in intensity and complexity. Therefore, as society and technology change, so does literacy. One function of the certificate is to anticipate the needs of people who want to meet the demands for communication in the 21st century. The Writing Certificate of Completion appeals to a wide audience: those for whom writing is a key component of their work life, those who are interested in exploring a variety of types of writing as a means of developing an existent skill, those interested in a four-year or graduate degree in which writing may be part of their academic advancement, and those studying writing simply as an avenue of exploration. Professional and community organizations also may utilize the WCC as a means for professional development training.

Labor Market Demand

The EMSI Report (Economic Modeling Specialists, Inc. who produces labor market data) contains statistics on the knowledge and skills mix for occupations along the Wasatch Front. Liberal Arts represents the largest knowledge area with 29 percent of the knowledge sector. Of that knowledge area, English language skills (including writing) are expected to grow 16 percent in the next five years. In Salt Lake County alone, there are 2,497 jobs in English language and literature, as well as technical and business writing occupations. This figure is expected to reach 2,838 by the year 2014. The occupational change for Salt Lake County in these categories exceeds the national average.

Student Demand

The demand for a Writing Certificate of Completion program has been confirmed through SLCC's Academic Advising office and through student requests for more stylistic and interdisciplinary writing courses beyond basic composition. Because the Writing Certificate bridges content from many disciplines as it appeals to students' professional and/or academic interests, students informally polled commented on a wide range of WCC benefits for student learning and professional advancement. Comments, on file at SLCC from students taking classes in general education, business, engineering, marketing, and social work, ranged from the importance of written communication and creative writing to a perceived advantage over other applicants to graduate school.

Similar Programs

Because Utah universities and colleges do not offer similar writing certificate programs, this program is innovative and geared to assist students as they navigate the current economic climate.

However, similar writing certificate programs exist nationally, such as Saint Louis University's Certificate in Creative and Professional Writing, Rutgers University's Certificate Program in Professional and Technical Writing, Cleveland State University's Professional Writing Certificate and Midland Lutheran College's Writing Certificate. SLCC's Writing Certificate of Completion is unique among this list in that it can be tailored to specific disciplines for career enhancement or may offer a wide, interdisciplinary course of study to enhance long-term academic goals.

SLCC offers other innovative programs for students seeking professional skills or programs that bolster additional higher education goals, such as the Accelerated Business Program. The Writing Certificate of Completion would offer students an additional option to help them meet their professional and/or educational goals

Collaboration with and Impact on Other USHE Institutions

After completion of an associate's degree and the Writing Certificate of Completion, many students will transfer to universities or four-year programs.

Benefits

The SLCC Writing Certificate of Completion

- Is revenue-neutral, drawing from existing college-wide resources, including courses that currently exist and are in the college offering
- Addresses the vocational needs of industry and community organizations to improve writing abilities in their workforces (as also identified by our Program Advisory Committee)
- Provides an advantage to SLCC students as they move into the workforce
- Has potential to increase enrollment at SLCC
- Highlights SLCC's commitment to respond to business, industry and student needs
- Better prepares students to enter four-year USHE institutions

Consistency with Institutional Mission

The WCC prepares SLCC graduates to begin upper-division work in many fields and offers customized training in writing for those seeking employment or advancement in the fields of writing and editing. The proposed program addresses the vocational needs of industry and community organizations to improve writing abilities in their workforces (as also identified by our Program Advisory Committee), and highlights SLCC's commitment to respond to business, industry and student needs.

Section IV: Program and Student Assessment

Program Assessment

1. Objective/Outcome: Develop core skills and competencies in writing, as well as the following:
 - a. Tutoring and/or print production.
 - b. Ethical standards in professional environments.
 - c. Media technologies of writing/communication.

Assessment: Students must produce a variety of written genres in order to pass designated courses with a C or better. Written genres may include more than just writing, and possibly multimodal methods of presenting the work (such as visual layout, podcasts, e-portfolio).

2. Objective/Outcome: Demonstrate knowledge and skills for communicative situations in business, industry, and future fields of study.

Assessment: Instructors grade a variety of student products to assess progress in this area.

3. Objective/Outcome: Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work, which includes the following:
 - a. Be aware that it usually takes multiple drafts to create and complete a successful text.
 - b. Develop flexible strategies for generating, revising, editing, and proof-reading.
 - c. Learn to balance the advantages of relying on others with the responsibility of doing their part.
 - d. Learn to critique their own and others' works.
 - e. Use a variety of technologies to address a range of audiences.

Assessment: Each core course includes instruction in processes relevant to producing the products required by the course. Students must show evidence of their writing processes in order to receive a grade on products.

4. Objective/Outcome: Translate knowledge to experiential learning in the form of an internship or service-learning component and gain experience with writing in authentic contexts.

Assessment: For the Writing Certificate of Completion, relative components will be assessed in a cumulative Electronic-portfolio, which includes written papers; peer review evidence; demonstrations of revision proficiency; reflection papers and artifacts of experiential learning, such as internship/service learning products; Writing Studies/Publications Studies products; and reflective analysis of the Mock Interview experience as part of the certificate completion. SLCC will coordinate with community partners to assess student skills and performance outside of the classroom.

Expected Standards of Performance

Students will complete 10 hours of designated General Education, 17 hours of core WCC course work and 6 hours of electives. Students will have completed either a service project, service-learning course or an internship within a related field. An electronic portfolio will demonstrate artifacts and skills acquired from all course work (ENGL 1900 is for the electronic portfolio project)

Section V: Finance

Financial Analysis Form

Because the program is revenue neutral, no budget data are included.

Budget Comments

This is a revenue-neutral program, consisting solely of existing departmental offerings. Because program participants will be accounted for under existing college programs, no changes in revenue or expenses are anticipated.

Funding Sources

Existing resources.

Reallocation

Not applicable

Impact on Existing Budgets

The English Department sees this as an enhancement to existing program offerings.

Appendix A: Program Curriculum

All Program Courses

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

Course Prefix & Number	Title	Credit Hours
<i>General Education:</i>		10
ENGL 1010	Introduction to Writing (communication)	3
ENGL 1030	Writing in the Professions (human relations)	3
MATH 1010 (or equivalent)	Quantitative Studies	4
<i>Core Courses:</i>		17
ENGL 2500	English Grammar	3
ENGL 2510	Stylistics	3
ENGL 2010	Intermediate Writing	3
-or- ENGL 2100	Technical Writing	3
ENGL 1800	Digital Media Essentials	4
ENGL 1810	Writing Center Theory & Practice	3
-or- ENGL 1820	Publication Studies	3
ENGL 1900	Special Studies (e-portfolio)	1
<i>Elective Courses</i>		6
Includes choice of discipline-specific writing courses across the curriculum.		
Total Number of Credits		33

New Courses to Be Added in the Next Five Years

New Courses are not planned in the next five years. Courses currently exist.

Appendix B: Program Schedule

Fall Semester:		Spring Semester:	
ENGL 1010 Intro to Writing	3 cr.	ENGL 2010 Intermediate Writing	3 cr.
ENGL 1030 Writing in Professions	3 cr.	-or- ENGL 2100 Technical Writing	3 cr.
ENGL 1800 Digital Media Essentials	4 cr.	ENGL 2510 Stylistics	3 cr.
ENGL 2500 English Grammar	3 cr.	MATH 1010 Intermediate Algebra	4 cr.
ENGL 1810 Writing Center Thry & Practice (-or- ENGL 1820 Spring Semester)	3 cr.	ENGL 1820 Publication Studies (-or- ENGL 1810 Fall Semester)	3 cr.
(optional Elective)	(3 cr.)	ENGL 1900 (Special Studies—E-port)	1 cr.
		Elective (optional 2nd Elective)	3 cr. (6 cr.)
Total	16 cr.	Total	17 cr.

Appendix C: Faculty

- Lisa Bickmore, Associate Professor, Education: MA Brigham Young University 1984
- Clyda Rae Blackburn, Associate Professor, Education: MS Utah State University 1990
- Louise Bown, Associate Professor, Education: MA Utah State University 1991
- Sue Briggs, Assistant Professor, Education: MA Troy State 1977
- Ron Christiansen, Assistant Professor, Education: MA University of Utah 1998
- Nathan Cole, Assistant Professor, Education: MA Brigham Young University 1994
- Jennifer Courtney, Assistant Professor, Education: MA San Diego State 1998
- Mary-Jayne Davis, Associate Professor, Education: MA University of Utah 1989
- Stephanie Dowdle, Associate Professor, Education: MA Brigham Young University 1995, PhD Indiana University of Pennsylvania 1999
- Allison Fernley, Associate Professor, Education: MA University of Utah 1984
- Melissa Helquist, Assistant Professor, Education: MA Colorado State University 2000
- Gary Howard, Associate Professor, Education: MA University of Pittsburgh 1977
- Lynn Kilpatrick, Instructor, Education: MA Western Washington University 1998, PhD University of Utah 2004
- Andrea Malouf, Instructor, Education: MA University of Utah, 1999
- Jamie McBeth-Smith, Associate Professor, Education: MA University of Utah 1980
- Alma McKertich, Professor, Education: MA University of Utah 1977
- Elizabeth Montague, Associate Professor, Education: MS Utah State University 1990
- Jason Pickavance, Assistant Professor, Education: MA Western Washington University 1997, PhD University of Utah 2008
- Tiffany Rousculp, Associate Professor, Education: MA University of Southern California 1993
- Stephen Ruffus, Chair, Education: MS University of Utah
- Brittany Stephenson, Instructor, Education: MA Utah State University 1999
- Elisa Stone, Associate Professor, Education: MA University of Utah 1993

August 19, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Revision of Regents Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports – Action Item

Issue

The Regents have requested that Academic Affairs streamline the internal processes that affect the Board of Regents' meetings. Included was a request to increase the responsibility of the institutional Boards of Trustees. This revision of R401 is in response to this direction.

Background

Currently, the R401 policy describes three different processes for institutions that USHE institutions follow in forwarding items to the Board of Regents. These three processes allow institutions to propose new programs, make changes to existing programs, change academic organization, and other items pertaining to instructional programs at the institutions. The first process, which requires the most detail, places items on an "Action" calendar, which the Regents discuss and may approve or disapprove. The second process, which requires less detail, places items on a "Consent" calendar, which also requires action by the Regents to approve or disapprove. The third process, which requires the least amount of detail, places items on an "Information" calendar, which keeps the Regents informed of actions taken by the institutions.

The change to the R401 streamlines these processes so the Regents only need to make decisions on one "calendar." Many of the items previously on the three calendars will now be left to the decisions of the institutional Boards of Trustees and will not come before the Regents unless necessary.

The Council of Chief Academic Officers assisted in modifying the policy.

Policy Changes

The proposed revision to the R401 policy includes the following changes:

- A definitions section has been added. This section is congruous with many of the other Regents' policies, and it aids in the flow of the document.
- The "Action," "Consent," and "Information" calendars have been removed.

- The Regents will now only vote on items listed in the R401-4 section, "Items Requiring Regents' Approval."
 - Items listed in the R401-5 section will be sent to the Office of the Commissioner for review and will be returned to the institutional Boards of Trustees if no concerns exist. If concerns exist, the institution will be asked to provide additional detail. These items will not require Regents approval or notice.
 - Items listed in the R401-6 section require the institutional Boards of Trustees to send notice of the action to the Office of the Commissioner. These items will not require Regents approval or notice.
- The "Stand Alone" and "Interdisciplinary" minors are no longer distinguished and will be treated the same way for Regents' approval.
 - There is now a distinction between "discontinued" and "suspended" programs. Discontinued programs must now go through the entire re-approval process to be reinstated. Suspended programs may be reinstated.
 - The Regional CTE Planning section remains the same, but appears later in the policy.
 - Many of the references to UCAT have been removed.
 - The flow charts have been updated compatible with the new procedures.

Commissioner's Recommendation

The Commissioner recommends that the Regents review revisions to policy R401, clarify any questions, and if satisfied, approve policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports.

William A. Sederburg
Commissioner of Higher Education

WAS/AMH
Attachment

Utah System of Higher Education

R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports

19 August 2009



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R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports¹

Preamble²: Academic programs are the center of the educational mission of Utah's state colleges and universities, and the pursuit of knowledge is the driving consideration for the students served. Additionally, the Board of Regents (Regents) and the Utah System of Higher Education universities and colleges are committed to provide students with a range of degrees and other credentials that are appropriate to the respective missions of Utah institutions and that meet, if not exceed, national standards.

The procedure of degree approval is rigorous. The idea for a new degree comes from faculty responding to changes in a specific field, accreditation standards, student demand, or market forces. Before academic programs are sent to the Regents for review, they undergo careful scrutiny by academic departments, college or division committees, academic senates, executive officers, and institutional boards of trustees. Thus, institutional and Regents' reviews hold academic programs to high standards of quality and assure that graduates who earn these degrees and credentials are prepared to live successfully in and contribute to the welfare of the State and its citizens.

R401-1. Purpose. To provide guidelines and procedures for Regents' approval and notification of new programs and programmatic and administrative changes in academic and CTE programs. Additionally, this policy includes notification of discontinued programs and other program-related items that institutions shall provide to the Commissioner of Higher Education.

R401-2. References.

- 2.1. Utah Code §53B-16-102, Changes in Curriculum
- 2.2. Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees
- 2.3. Policy and Procedures R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles
- 2.4. Policy and Procedures R315, Service Area Designations and Coordination of Off-Campus Courses and Programs
- 2.5. Policy and Procedures R355, Planning, Funding, and Delivery of Courses and Programs via Statewide Telecommunications Networks
- 2.6. Policy and Procedures R411, Cyclical Institutional Program Reviews
- 2.7. Utah Code §53B-16-102, Continuing Education and Community Service R430

¹ Approved November 7, 1972, amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000; amended June 1, 2001. [R402 was approved September 10, 1971, amended November 18, 1980, July 19, 1983, March 20, 1984, September 12, 1986, August 7, 1987, October 26, 1990, April 16, 1993, January 21, 1994, May 1, 1997, May 29, 1998, and revised and combined with R401 October 27, 2000.] R401 re-written and approved November 8, 2002; amended May 30, 2003. Approved Board of Regents, May 30, 2003. Revision approved by Board of Regents 19 October 2004. Revision approved by Board of Regents December 14, 2007.

² The Preamble was adopted by the Chief Academic Officers of the Utah System of Higher Education in September 2004.

2.8. Policy and Procedures R470, General Education, Course Numbering, Lower Division, Pre-Major Requirements, Transfer of Credit, and Credit by Examination

R401-3. Definitions

3.1. "CAO": Chief Academic Officer

3.2. "CIP code": Classification of Instruction Programs code

3.3. "CTE": Career and Technical Education

3.4. "OCHE": the Office of the Commissioner of Higher Education

3.5. "PRC": Program Review Committee

3.6. "Programs Committee": the subcommittee of the Board of Regents, officially titled the Academic, Career and Technical Education, and Student Success Committee.

2.9.3.7. "USHE": the Utah System of Higher Education

~~R401-3.~~R401-4. Items Requiring Regents' Consideration Approval. Institutions submitting program proposals for the ~~Action Calendar, the Consent Calendar, and the Information Calendar~~Regents' agenda shall adhere to the procedures described in R401-7 and in **Appendix A: Flow Chart for Items Requiring Regents' Approval.** See R401-7. Programs inclusive of those in R401-4 will have undergone institutional review and been approved by the institutional Board of Trustees prior to submission to the Commissioner's staff. Programs placed on the Regents' agenda must be recommended by the Program Review Committee prior to Regents' approval. All proposals for new programs placed on the Regents' agenda must follow the template (see 10.2.2). Items presented to the Regents will fall into one of the following categories. A definition follows each item.

~~3.1.4.1.~~ **Credit/Non-credit Certificates Eligible for Financial Aid.** ~~Credit/Non-credit certificates that are eligible for financial aid.~~ If financial aid is provided for programs of 600 to 900 clock hours, the CAO will submit an Executive Summary and full proposal, with appropriate supporting documentation, including the Financial Analysis template (see 10.2.2), to the Commissioner's staff for approval through the Fast Track Procedure (see R401-8), and subsequent inclusion on the next Regents' meeting agenda. This procedure complies with the U.S. Department of Education requirement for program approval through the state's approval procedure.

~~3.2.4.2.~~ **New Associate of Applied Science Degrees and Diplomas.** Programs of study intended to prepare students for entry-level careers. A minimum of 63 and a maximum of 69 credit hours are required. Additionally, general education requirements that are less extensive than in AA or AS degrees and others, as established by USHE institutions, are required. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

~~The Utah College of Applied Technology may partner with credit bearing USHE institutions that grant associate's degrees in order to provide AAS degrees within the local region. This partnership agreement may be used to address the need for an AAS degree in high demand areas where a local credit bearing USHE institution is not already offering the degree.~~

~~3.2.1.4.2.1.~~ **Sub-Unit Designation.** The term "major" refers to the discipline in which the degree resides. The major may be made up of one or more "emphasis" to describe the sub-unit of the Associate of Applied Science.

~~3.2.2.4.2.2.~~ **Requirement.** AAS degree programs may have collections of courses within the major called “emphasis” that would require approval by the Regents. Emphases will be considered essential to the academic integrity of the Regents’ approved degree program. New emphases that share more than 50 percent of the existing disciplinary core of the approved major should be sent for Regents’ notification on the Information Calendar. “Emphases” that share less than 50 percent of the disciplinary core will come before the Regents as an Action Item agenda item.

~~3.3.4.3.~~ **Associate of Arts and Associate of Science Degrees.** Programs of study primarily intended to encourage exploration of academic options, provide a strong general education component, and prepare students for upper-division work in baccalaureate programs or prepare for employment. A minimum of 60 and a maximum of 63 credit hours, which include 30 to 39 credit hours of general education course work and other requirements as established by USHE institutions, are required for completion of an associate’s degree. The Associate of Arts degree may have a foreign language requirement. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

~~3.3.1.4.3.1.~~ **Sub-Unit Designation.** (Pre major programs) The term “pre major” will be used by all institutions in describing the components of the Associate of Arts/Associate of Science degrees that are designed to prepare students for upper-division work. The use of the term “emphasis” will be discontinued as a sub-unit of an AA or AS degree. At four-year institutions, not offering an AA or AS degree, the term “pre major” will also apply to preparatory, lower-division courses, required for acceptance into a major. These courses should be the same or similar to those offered by the two-year programs. Although the descriptions of programs may vary at USHE institutions, the definition as described above should be implemented consistently.

~~3.3.2.4.3.2.~~ **Requirement.** A “pre major” designation requires formal articulation agreements between the two- and four-year programs. The program outline (advising sheet) should clearly designate courses that will transfer to a four-year program and courses that are elective in nature which are those that do not have articulation agreements and are not likely to transfer. The two-year and four-year faculty should work together to designate support courses that do not articulate directly to the four-year major but provide preparatory experience for a specific major. These courses will count as electives.

~~3.3.3.4.3.3.~~ **New-Specialized Associate’s Degrees (~~Associate of Pre-Engineering (APE)~~).** Programs of study which include extensive specialized course work, such as the Associate of Pre-Engineering, intended to prepare students to initiate upper-division work in baccalaureate programs. A minimum of 68 and a maximum of 85 credit hours, which include a minimum of 28 credit hours of preparatory, specialized course work, general education requirements that are less extensive than in AA or AS degrees, and other requirements as established by USHE institutions, are necessary for completion of the degree. Because students do not fully complete an institution’s general education requirements while completing a specialized associate’s degree, they are expected to satisfy remaining general education requirements in addition to upper-division baccalaureate requirements at the receiving institution. Generally, specialized associate’s programs are articulated from two- to four-year majors system-wide.

~~3.3.4.—~~ **Sub-Unit Designation.** ~~The term “major” refers to the discipline in which the degree resides or to the content upon which the degree is focused.~~

~~3.3.5.—~~ **Requirement.** ~~Specialty associate’s degrees require Regents’ approval. These specialty Regent-approved associate’s degrees may be either a specific major or articulate to specific four-year majors.~~

4.4. Emphases.

4.5. Minors. Coherent collections of related courses that are deemed to be a student's secondary field of academic concentration or specialization during undergraduate studies.

~~3.4.4.6.~~ **New Bachelor of Arts, Bachelor of Science, and Professional Bachelor's Degrees.** Programs of study including general education, major course work, and other requirements as established by USHE institutions and accreditation standards. Credit requirements include completion of a minimum of 120 and a maximum of 126 credit hours. However, some professional bachelor's degrees, such as the Bachelor of Business Administration or Bachelor of Fine Arts, may have additional requirements. Other disciplines such as engineering and architecture may exceed the maximum of 126 credit hours to meet accreditation requirements. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

~~3.4.1.4.6.1.~~ **Sub-Unit Designation.** The term "major" refers to the discipline in which the degree resides.

~~3.4.2.4.6.2.~~ **Requirement.** New emphases, which have sometimes been called "specializations" or "concentrations," ~~that share more than 50 percent of the existing disciplinary core of the approved major~~ should be sent to the Regents for approval ~~notification on the Information Calendar. Emphases that share less than 50 percent of the disciplinary core will come before the Regents as Action Item.~~ Minors ~~Stand-alone minors and interdisciplinary minors~~ are addressed in 4.4.

~~3.4.3.—~~ **New Major.** ~~A sequenced set of courses within a bachelor's degree program that comprises study in an academic discipline. The major is listed on the graduate credential and signifies that the recipient possesses the knowledge and skills expected of graduates in the discipline. Minor courses/programs within approved degree programs will be reviewed only by institutional Boards of Trustees and submitted to the Commissioner of Higher Education.~~

~~3.4.4.4.6.3.~~ **New General Studies Bachelor's Degrees.** See Appendix E: General Studies Guidelines, for preparation.

~~3.5.4.7.~~ **New K-12 School Personnel Programs.** Endorsement and licensure programs for teacher education, counselors, administrators, and other school personnel. These programs adhere to an approval procedure which requires the following steps: review by the Commissioner's Academic Affairs staff, the Chief Academic Officers, appropriate officials and faculty from USHE colleges and schools of education, and the Program Review Committee (PRC); review and approval by the Regents. Following the review procedure, and program approval by the Regents, the Utah State Office of Education will make its recommendation to the State Board of Education, which has the final approval authority over licensure.

~~3.6.4.8.~~ **New Master's Degrees.** Graduate-level programs of study requiring a minimum of 30 and maximum of 36 credit hours of course work beyond the bachelor's degree and other requirements as established by USHE institutions and accreditation standards. Professional master's degrees such as the Master of Business Administration or Master of Social Work may require additional course work or projects. Specialized professional master's degrees typically require additional course work. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

~~3.7.4.9.~~ **New Doctoral Degrees.** Graduate-level programs in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects.

~~3.8.4.10.~~ **Fast Track Programs.** Programs approved through the Fast Track procedure. See R401-8

~~3.8.1.1.—Discontinuation of Instructional Programs.~~ If an institution intends to discontinue a program, institutional officials must first notify the Commissioner's Academic Affairs staff who will review the request and determine if more information is needed before discontinuance may proceed. After the Commissioner's staff reviews the requests and issues are resolved, the institution should notify the Regents with the discontinuance item for the Consent Calendar.

~~3.8.1.2.—Student Completion.~~ Students currently admitted to the program must be provided a way to complete the program in a reasonable period compatible with accreditation standards. This may require the enrollment of students at other institutions of higher education or that courses be taught for a maximum of two years after discontinuation of the program.

~~3.8.2.—Duplication.~~ Consider discontinuance of unnecessarily duplicated programs within the System, particularly programs that may be high cost and/or low producing.

~~3.8.3.—System Coordination.~~ Consider the statewide impact of discontinuing the program, and identify opportunities for establishing the program at another USHE institution.

~~3.9.—Reinstatement of Previously Eliminated Administrative Units and Instructional Programs.~~

~~3.10.4.11.~~ **Follow-up Reports Requested by the Regents on Approved Programs.** All programs approved by the Regents require a report three years after implementation. These reports should be sent to the Commissioner's Academic Affairs staff. Once the report has been reviewed and found to contain the required information, it will be forwarded to the Regents for the ~~next agenda~~ Consent Calendar. The report should include a short program description, enrollment data, gender data on enrolled students, the actual costs over the three year period since the program's implementation, and employment information. The Regents may request additional information as well. See 10.2.4 for template.

~~3.11.—Consent Calendar.~~ Regents' consent, which follows approval of the Academic, Career and Technical Education, and Student Success Committee, is required for significant program and administrative changes. Consent from the Regents should be sought prior to any institutional initiative to take action on program discontinuance. See 10.3.1 for template. The following items require consent of the Regents:

~~3.12.—Information Calendar.~~ Program additions or changes requiring notification on the Regents' Information Calendar. Regents' notification is required for changes to programs and administrative units (see 10.4.1 for template), institutional program reviews (see R411), and programs under development (see 10.4.2 for template). OCHE staff will determine the significance of the proposed change(s); significant changes may be placed on the Consent Calendar (see 6.1.8). If deemed not significant, the changes will remain with the Commissioner's Academic Affairs staff (see R401-8).

~~R401-4.~~R401-5. **Items to Be Sent to OCHE, Reviewed by the Institutional CAOs, and Returned to Institutional Boards of Trustees If No Concerns Exist.** The Commissioner reserves the right to require a more detailed proposal, including a full proposal, for any of the following items if questions or concerns are raised. The OCHE may share these proposals with the institutional CAOs for further approval as needed. When submitting one of the following items to the OCHE, the institution should use the template found in 10.3.

~~4.1.5.1. **Certificates of Proficiency.** CTE programs of up to 900 clock hours that do not require approval for financial aid, are approved by the institution or UCAT campus Board of Trustees, and will be forwarded to the Commissioner's Academic Affairs staff.~~

~~4.2. **Certificates of Completion in Which Instruction Is Provided by an Outside Vendor and Requires Accreditation Review.** The institution offers Certificates of Completion, credit or non credit, for instruction provided by an organization outside the USHE.~~

~~4.3. **Emphases.** New emphases that share more than 50 percent of the existing disciplinary core should be sent for notification on the Information Calendar. Emphases that share less than 50 percent of the disciplinary core of the approved major will come before the Regents as an Action Item.~~

~~5.2. **Out-of-Service-Area Delivery of Programs.** Programs which require substantive change notification to the regional accreditation organization and/or are offered outside of the institution's designated service area.~~

~~4.4.5.3. **Name Changes of Existing Programs.**~~

~~4.5. **Report on Out-of-Service-Area Delivery of Approved Programs.** Programs which require substantive change notification to the regional accreditation organization and/or are offered outside of the institution's designated service area.~~

~~5.4. **Transfer, Restructuring, or Consolidation of Existing Programs.**~~

~~5.5. **Discontinuation or Suspension of Programs.** If an institution intends to discontinue or suspend a program, institutional officials must first notify the Commissioner's Academic Affairs staff who will review the request and determine if more information is needed before discontinuance or suspension may proceed. After the Commissioner's staff reviews the requests and issues are resolved, the institution should notify the Regents with the discontinuance or suspension item for the Regents' agenda.~~

~~5.5.1. **Definitions.**~~

~~5.5.1.1. **Discontinuation.** Discontinuation of a program consists of entirely removing the program from the institution's and the Board of Regents' list of approved programs, after current students have an opportunity to complete.~~

~~5.5.1.2. **Suspension.** Suspension of a program is a temporary prohibition of new enrollments to the program. The program will remain on the Board of Regents' list of approved programs and may, according to the institution's discretion, remain in the online and/or printed catalog until fully discontinued.~~

~~5.5.2. **Student Completion.** Students currently admitted to the program must be provided a way to complete the program in a reasonable period compatible with accreditation standards. This may require~~

~~5.5.2.1. the enrollment of students at other institutions of higher education or~~

~~5.5.2.2. that courses be taught for a maximum of two years after discontinuation of the program.~~

5.5.3. System Coordination. Institutions should consider the statewide impact of discontinuing the program and identify opportunities for establishing the program at another USHE institution. Institutions should consider discontinuance of unnecessarily duplicated programs within the USHE, particularly programs that may be high cost and/or low producing.

5.6. Creation, Transfer, Restructuring, or Consolidation of Existing Administrative Units.

~~4.6.5.7.~~ Permanent Approval of Centers, Institutes, or Bureaus. Administrative entities which perform primarily research, instructional, or technology transfer functions and are intended to provide services to students, the community, businesses, or other external audiences, or to obtain external funds.

~~4.6.1.—Temporary Approval and Temporary Sources of Funding.~~ Funding support is from temporary, non-public resources or from temporary institutional reallocation within a limited time frame.

~~4.6.2.—Modest Effort/Consistent with Roles/Affiliation/Three Year Limit.~~ Institutions may seek temporary approval from the Commissioner of Higher Education for a center, institute, or bureau which is being established on an experimental or pilot basis. The Commissioner will evaluate and approve requests for temporary approval on the basis of the following criteria and conditions: The proposed change requires a modest effort in terms of staff and space needs, normally with no permanent staff or no permanent facility assignment; activities involved are consistent with established institutional mission and role assignments; the administrative entity involved has programmatic affiliation with an existing academic program or department. Temporary approval of centers, institutes, etc., may be granted for a period no longer than three years, after which an institution must request approval of the Regents.

~~4.7.—Transfer, Restructuring, or Consolidation of Existing Programs or Administrative Units.~~

~~R401-5;~~ R401-6. Items to Be Vetted/Approved by Institutional Boards of Trustees with Notice to OCHE. These items will be the responsibility of the institutional Boards of Trustees. Notice will be sent to OCHE after the Board of Trustees has completed its review and approval process. When providing notice to the OCHE for one of the following items, the institution should use the template found in 10.3 unless otherwise identified.

~~5.1-6.1.~~ Reinstatement of Previously Suspended Administrative Units and Instructional Programs. If circumstances change and an institution plans to restart a suspended program, the institution must give notice to the Board of Regents. Notice should include a statement verifying both the program name and the curricular content are identical to the original program.

~~5.2-6.2.~~ Programs under Development. See 10.3.2 for template.

~~5.3-6.3.~~ Cyclical Institutional Program Reviews. See R411.

~~5.4-6.4.~~ A List of Scheduled Program Reviews. The annual list of scheduled program reviews are defined in R411 including date of review. Notice to the OCHE is Submission due at the beginning of each September.

~~R401-6.~~ Information to Be Provided to the Commissioner of Higher Education. The USHE institutions shall submit to the Commissioner's Academic Affairs staff the following items:

~~6.1-6.5.~~ A List of Programs under Development or Consideration.

~~6.1.1-6.5.1.~~ **Information.** Each institution shall submit an updated matrix of programs under development or consideration that may be brought to the Regents for formal approval within the next 36 months. ~~A compilation of this information will be included on the Information Calendar at least three times each year.~~ These planning documents will provide Regents with a continuously updated, system-wide view of the programs that may be brought to them for approval.

~~6.1.2-6.5.2.~~ **Submission.** The information in each matrix is to be updated whenever the status of a program changes or a new program is being considered. Once a program has been approved by the Regents or is no longer under consideration at an institution, it should not appear in the matrix. See 10.3.2 for template.

6.6. Reinstatement of Previously Suspended Administrative Units. If circumstances change and an institution plans to resume a suspended administrative unit, the institution must give notice to the Board of Regents. Notice should include a statement verifying both the unit name and structure are identical to the original unit.

R401-7. Procedure for Submitting New Programs ~~or Program Changes~~ for Regents' Approval. The procedure for the approval of new programs (see R401-4 for the list) includes the submission of a full proposal to the Regents. To help insure quality, institutions may wish to enlist the assistance of external consultants in developing the proposed program. Typically, CTE programs relate directly to the requirements of business and industry. Thus, programs submitted in this area should have the benefit of consultation from a program advisory committee regarding (1) curriculum, including specific outcome-based competencies; (2) the desired level of faculty qualifications; and (3) equipment and laboratory requirements.

7.1. Submission of Full Proposal with Executive Summary. Institutional CAOs will submit electronically a full program proposal with a brief executive summary to the Commissioner's Academic Affairs staff for each new program ~~proposal~~ to initiate the Regents' program approval procedure. See 10.2 for template. For Fast Track programs procedures, refer to R401-8. Confidential information may be submitted to the Commissioner under seal.

7.1.1. Executive Summary. See 10.2.1 for detailed explanation and template for the executive summary.

7.1.2. Full Proposal. See 10.2.2 for detailed explanation and template for the full program proposal.

7.1.3. CIP Codes. When preparing a proposal for submission, the institution must choose an appropriate CIP code.

~~7.1.2.1-7.1.3.1.~~ **CIP Codes for All Programs except Apprenticeship Programs.** ~~When preparing a proposal for submission, the institution must choose an appropriate CIP (Classification of Instructional Programs) code.~~ Only one CIP code will be acceptable accepted per program—including all emphases under that program. The only exception is for apprenticeship programs. This CIP code will be recorded by the OCHE for data requests, reporting, and tracking.

~~7.1.2.2-7.1.3.2.~~ **CIP Codes for Apprenticeship Programs.** ~~When preparing an apprenticeship program proposal for submission,~~ The institution will be allowed to use multiple appropriate CIP codes for different apprenticeship emphases. These CIP codes will be recorded by the OCHE for data requests, reporting, and tracking.

7.2. Review by ~~Academic Affairs~~the Commissioner's Staff and Chief Academic Officers (CAOs). Full program proposals with the ~~brief~~ executive summary will be forwarded to the Commissioner's Academic Affairs staff for review and comment. The financial analysis document will be reviewed by the Commissioner's Finance staff in order to verify financial data. ~~The full proposal will be posted to the CAOs' website. Within two weeks (ten working days) of posting, the CAOs must review and post their comments concerning the full proposal.~~

7.3. Review by Council of Chief Academic Officers. ~~After the Commissioner's staff have reviewed the proposal, it~~The full proposal will be posted to the CAOs' website. Within two weeks (ten working days) of posting, †The CAOs must review and post their comments for response from the other CAOs concerning the full proposal. ~~The Council of Chief Academic officers will meet, prior to the Council of Presidents' and Regents' meetings, to discuss institutional proposals regarding comments submitted by other USHE institutions, external reviews, and initial evaluation from the Commissioner's staff. This discussion will be considered by the Commissioner's staff in preparing materials and recommendations for the Regents.~~

7.3.7.4. Review by Program Review Committee. Once the CAOs and Commissioner's staff have commented, the program proposal and executive summary and all attendant issues will be forwarded for review by the PRC. The PRC will review the program proposal and accompanying information, raise questions, and request additional information as appropriate, including a request for a consultant to review the proposed program and surrounding issues. In this case, the proposing institution will provide to the Commissioner's staff a list of appropriate consultants. The staff will contact one of the consultants and arrange for the review. Once the consultant's report has been completed, it will be made available to the PRC, proposing institution, and the CAOs. As programs are reviewed, at the request of the PRC, additional individuals may be asked to attend.

~~7.4. — Review by Council of Chief Academic Officers (CAOs).~~ ~~The Council of Chief Academic officers will meet, prior to the Council of Presidents' and Regents' meetings, to discuss institutional proposals regarding comments submitted by other USHE institutions, external reviews, initial evaluation from the Commissioner's Academic Affairs staff, and comments from the PRC. This discussion will be reported to the Council of Presidents and considered by the Commissioner's staff in preparing materials and recommendations for the Regents' agenda.~~

7.5. Consideration by Board of Regents. Program proposals that have been reviewed according to the procedures described in 7.2, 7.3, and 1.1 are placed on the Regents' agenda for consideration by the Regents. The Commissioner's review for the Regents will address not only the readiness of the institution to offer the program and the need for the program, but also the impact of the program on other USHE institutions. The Regents' Programs Committee reviews proposals for new programs or program changes and recommends action to the Regents. The Regents then take action on the proposed program during the meeting of the committee of the whole.

7.5.1. Voting for Approval by Board of Regents. All new associate's and bachelor's degree programs must be approved by a majority vote of the Regents members in attendance. All new master's and doctoral degree programs require at least a two-thirds majority of the members in attendance to be approved.

7.5.2. Budgetary Considerations Separate from Approval. Program approval by the Regents consists only of authorization to offer a program. Budget requests necessary to fund the program shall be submitted separately through the regular budget procedure.

R401-8. New Programs Submitted for Fast Track Programs Approval.

8.1. ~~Fast Track~~ Fast Track Program Approval Procedure. Certificates of Proficiency greater than 600 hours needing approval for financial aid, and Certificates of Completion and Diplomas greater than ~~900 clock hours or~~ 30 semester hours that have been reviewed regionally, may be submitted to the Commissioner for Fast Track approval.

8.1.1. The certificate or diploma must have been approved by the institution's internal program development and approval procedure. ~~The Commissioner may then approve the program, effective immediately.~~

~~8.1.1-8.1.2.~~ ~~To request approval,~~ The proposing institution will submit an executive summary and a full proposal to the Commissioner's staff. See 10.2.1 and 10.2.2 for templates.

8.1.3. The Commissioner will respond within 15 working days. The Commissioner may approve the program, effective immediately.

~~8.1.2-8.1.4.~~ The program will be placed ~~the program~~ on the agenda ~~Consent Calendar~~ of the next Regents' meeting.

8.2. Two Year Review of Programs Approved through the Fast Track Procedure. Institutions operating programs approved through the Fast Track procedure must submit a report to the Commissioner's Academic Affairs staff for review two years from the date the program is implemented. Once the report has been reviewed and found to contain the required information, it will be forwarded to the Regents for the next agenda ~~Consent Calendar~~. The report should include a short program description, enrollment data, demographic data on the enrolled students, the actual costs over the two year period since the program's implementation, and employment information. The Regents may request additional information as well. See 10.3 for template.

R401-9. ~~Procedure for~~ Regional Career and Technical Education Planning.

9.1. Purpose. The primary purposes of the Regional CTE ~~Program~~ Planning procedure are:

9.1.1. To plan CTE certificate and associate's degree programs that are responsive to the needs of business/industry and the citizens of the region, and provide a transition for secondary students into postsecondary programs, and

9.1.2. To avoid unnecessary duplication of CTE certificate and degree programs among higher education institutions in a region.

9.2. CTE Planning Procedure. Certificates of Proficiency greater than 600 hours needing approval for financial aid, and Certificates of Completion and Diplomas greater than ~~900 clock hours or~~ 30 semester hours are subject to the following regional review procedure.

9.2.1. The USHE institution/~~Utah College of Applied Technology (UCAT) campus~~ must submit a program request to the local CTE Regional Review Committee.

9.2.2. The proposed program must be approved by the USHE Board of Trustees/~~UCAT Campus Board of Directors. UCAT Campus proposals must be submitted to the UCAT President for approval followed by submission to the UCAT Board of Trustees for its approval.~~

9.2.3. The proposal will then be submitted to the Commissioner's Academic Affairs staff for approval and subsequent inclusion on the ~~agenda~~Consent Calendar of the next Regents' ~~agenda~~meeting.

9.2.4. A letter indicating the result of the Regional Planning Procedure, including the date of the meeting, must be submitted along with the program request.

~~9.3. — A List of New Minors That Are Part of a Degree or Major Program. A list of new minors that are part of a degree or major program as they are approved by institutional boards of trustees. Submission: as they are approved.~~

~~9.4. — A List of Credit and Non-Credit Certificates. An annual list of credit and non-credit certificates: the name of the certificate, the number of credits or hours required for the certificate, and the number of certificates awarded. Submission: December.~~

R401-10. ~~Templates for Submitting Items for the Board of Regents. The templates request information and provide the format to be used when submitting items for the Regents.~~

10.1. General Formatting for Submissions.

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

10.1.2. All submissions must be sent to the Commissioner's Academic Affairs staff as an electronic word processing document (preferably Microsoft Word).

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

10.1.4. All submissions must have 1" margins.

10.2. ~~Templates for Submitting Items for Regents' Approval. The templates request information and provide the format to be used when submitting items for Regents' approval for Action Calendar Items. The following templates will be used for Action Calendar items.~~

10.2.1. **Template for Submission of Executive Summary.** The executive summary must not exceed two (2) pages.

Executive Summary
Higher Education Institution
Degree Type and Title
Day Month Year

Program Description

One paragraph description of the program. Remove italics when using template.

Role and Mission Fit

One paragraph statement showing how the proposed certificate or degree is in harmony with the current role and mission as set forth in Regents' Policy (R312). Remove italics when using template.

Faculty. *Using the format below, indicate the number of discipline specific faculty and level of preparation of the faculty who will support the program. Tenure includes already tenured and tenure-track.*

<i>Number of faculty with Doctoral degrees</i>	<i>Tenure #</i>	<i>Contract #</i>	<i>Adjunct #</i>
<i>Number of faculty with Master's degrees</i>	<i>Tenure #</i>	<i>Contract #</i>	<i>Adjunct #</i>
<i>Number of faculty with Bachelor's degrees</i>	<i>Tenure #</i>	<i>Contract #</i>	<i>Adjunct #</i>
<i>Other Faculty</i>	<i>Tenure #</i>	<i>Contract #</i>	<i>Adjunct #</i>

Market Demand

One paragraph giving current data on market demand or the utility of the degree, how the program will accommodate a changing market, and hiring patterns including local, state, and national trends (long-term market needs and numbers to be included). Remove italics when using template.

Student Demand

One paragraph giving current student demand, which is demonstrated by student surveys, petitions, and detailing potential student's preparation for the program. Remove italics when using template.

Statement of Financial Support. *Indicate from which of the following the funding will be generated: (Provide the detail for funding as part of the "Financial Analysis" section included in the full proposal.)*

- Legislative Appropriation*
- Grants*.....
- Reallocated Funds*.....
- Tuition dedicated to the program*.....
- Other*.....

Similar Programs Already Offered in the USHE

A list of similar programs already approved and functioning at USHE institutions. Remove italics when using template.

10.2.2. Template for Submission of Proposals for New Programs. Items include submission of proposals for Regional review of new Certificates of Completion and Diplomas, and Regents' review of AA/AS degrees, AAS degrees, specialized associate's degrees, bachelor's degrees, master's degrees, doctoral degrees, and K-12 school personnel programs. This template provides the formats and information to be used when submitting program proposals for review and Regents' action and approval. [Remove italics when using template. Proposals should be concise.]

Section I: The Request

Name of Institution requests approval to offer Name of Degree effective Semester Year. This program has been approved by the institutional Board of Trustees on Date.

Section II: Program Description

Complete Program Description

Present the complete, formal program description. Remove italics when using template.

Purpose of Degree

State why your institution should offer this degree and the expected outcomes. Remove italics when using template.

Institutional Readiness

Describe how the existing administrative structures support the proposed program and identify new organizational structures that may be needed to deliver the program. Describe how the proposed program will or will not impact the delivery of either undergraduate or lower-division education. Remove italics when using template.

Faculty

Identify the need for additional faculty required in each of the first five years of the program. State the level of preparedness of current faculty and the level of preparedness that will be needed by the fifth year. Clearly state the proportion of regular full-time, tenure track faculty to part-time and non-tenure contract faculty. Describe the faculty development procedures that will support this program. See Requirements in the Institutional Readiness Section. Remove italics when using template.

Staff

List all additional staff needed to support the program in each of the first five years; e.g., administrative, secretarial, clerical, laboratory aides/ instructors, advisors, teaching/graduate assistants. See Requirements in the Institutional Readiness Section. Remove italics when using template.

Library and Information Resources

Describe library resources required to offer the proposed program. Does the institution currently have the needed library resources? See Requirements in the Institutional Readiness Section. Remove italics when using template.

Admission Requirements

List admission requirements specific to the proposed program. Remove italics when using template.

Student Advisement

Describe the advising procedure for students in the proposed program. Remove italics when using template.

Justification for Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds 63 for AA or AS, 69 for AAS, 126 credit hours for BA or BS; and 36 beyond the baccalaureate for MS. Remove italics when using template.

External Review and Accreditation

Indicate whether any external consultants, either in- or out-of-state, were involved in the development of the proposed program, and describe the nature of that involvement. For a career and technical education program, list the members and describe the activities of the program advisory committee. Indicate any special professional accreditation which will be sought and how that accreditation will impact the program. Project a future date for a possible accreditation review; indicate how close the institution is to achieving the requirements, and what the costs will be to achieve them. Remove italics when using template.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1				<i>If applicable</i>
2				
3				
4				
5				

Expansion of Existing Program

If the proposed program is an expansion or extension of an existing program, present enrollment trends by headcount and by student credit hours (if appropriate) produced in the current program for each of the past five years for each area of emphasis or concentration. Remove italics when using template.

Section III: Need

Program Need

Clearly indicate why such a program should be initiated. Remove italics when using template.

Labor Market Demand

Include local, state, and national data, and job placement information, the types of jobs graduates have obtained from similar programs. Indicate future impact on the program should market demand change. Remove italics when using template.

Student Demand

Describe evidence of student interest and demand that supports potential program enrollment. Remove italics when using template.

Similar Programs

Are similar programs offered elsewhere in the state or Intermountain Region? If yes, cite justifications for why the Regents should approve another program. How does the proposed program differ from similar program(s)? Be specific. Remove italics when using template.

Collaboration with and Impact on Other USHE Institutions

Describe discussions with other USHE institutions that are already offering the program that have occurred regarding your institution's intent to offer the proposed program. Include any collaborative efforts that may have been proposed. Analyze the impact that the new program would have on other USHE institutions. Remove italics when using template.

Benefits

State how the institution and the USHE benefit by offering the proposed program. Remove italics when using template.

Consistency with Institutional Mission

Explain how the program is consistent with and appropriate to the institution's Regents'-approved mission, roles, and goals. Remove italics when using template.

Section IV: Program and Student Assessment

Program Assessment

State the goals for the program and the measures that will be used in the program assessment procedure to determine if goals are being met. Remove italics when using template.

Expected Standards of Performance

List the standards and competencies that the student will have met and achieved at the time of graduation. How or why were these standards and competencies chosen? Include formative and summative assessment measures you will use to determine student learning. Remove italics when using template.

Section V: Finance

Budget

Include the Financial Analysis form followed immediately by comments if necessary.

Financial Analysis Form for All R401 Documents

Financial Analysis Form for All R401 Documents					
Students	Year 1	Year 2	Year 3	Year 4	Year 5
Projected FTE Enrollment					
Cost Per FTE					
Student/Faculty Ratio					
Projected Headcount					
Projected Tuition	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Tuition					
Tuition to Program					
5 Year Budget Projection					
Expense	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages					
Benefits					
Total Personnel					
Current Expense					
Travel					
Capital					
Library Expense					
Total Expense	\$	\$	\$	\$	\$
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation					
Grants & Contracts					
Donations					
Reallocation					
Tuition to Program					
Fees					
Total Revenue	\$	\$	\$	\$	\$
Difference					
Revenue-Expense	\$	\$	\$	\$	\$

Funding Sources

Describe how the program will be funded, i.e. new state appropriation, tuition, reallocation, enrollment growth, grants etc. Remove italics when using template.

Reallocation

If program is to be supported through internal reallocation, describe in specific terms the sources of the funds. Remove italics when using template.

Impact on Existing Budgets

If program costs are to be absorbed within current base budgets, what other programs will be affected and to what extent? Provide detailed information. Confidential information may be sent to the Commissioner under seal. Remove italics when using template.

Appendix A: Program Curriculum

All Program Courses

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

Course Prefix & Number	Title	Credit Hours
Core Courses		
	Sub-Total	
Elective Courses		
	Sub-Total	
Track/Options (if applicable)		
	Sub-Total	
	Total Number of Credits	

New Courses to Be Added in the Next Five Years

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

<i>Prefix & Number</i>	<i>Title</i>	<i>Credit Hours</i>
<i>Course Description</i>		

Appendix B: Program Schedule

For each level of program completion, present, by semester, a suggested class schedule—by prefix, number, title, and semester hours. Remove italics when using template.

Appendix C: Faculty

List current faculty within the institution, with their qualifications, to be used in support of the program. Do not include resume.

10.2.3. Signature Page to Accompany ~~Action-Regents' and Consent~~ Proposals. This signature page, with all appropriate signatures included, should be sent to the Commissioner's staff and kept on file at the proposing institution.

Institution Submitting Proposal:

College, School or Division in Which Program/Administrative Unit Will Be Located:

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:

Program/Administrative Unit Title:

Recommended Classification of Instructional Programs (CIP) Code: ____ . ____ _

Certificate, Diploma and/or Degree(s) to Be Awarded:

Proposed Beginning Date:

Institutional Signatures (as appropriate):

Department Chair
Career and Technical Education Director
Chief Academic Officer

Dean or Division Chair
Graduate School Dean
President

Date:

10.2.4. **Template for Three-Year and Two-Year Follow-Up Reports.** The following template will be used to report to the Regents the progress of programs three years following the initial inception of the program or two years following the initial inception of a Fast Track program.

**Three- (or Two-) Year Follow-Up Report
Higher Education Institution
Degree Type and Title
Day Month Year**

Program Description

One paragraph description of the program. Include Regents' approval date and date when program first started admitting students. Remove italics when using template.

Enrollment Data

The estimated numbers should have been included as projections in the original request.

Enrollment Data						
	Year 1		Year 2		Year 3	
Students	Est	Actual	Est	Actual	Est	Actual
FTE Enrollment						
Cost Per FTE						
Student/Faculty Ratio						
Headcount						
Tuition	Est	Actual	Est	Actual	Est	Actual
Tuition to Program						

Employment Information

Provide employment information on graduates of the program. Remove italics when using template.

10.3. **Templates for ~~Consent Calendar~~ Items to Be Sent to the OCHE.** The following templates will be used for items to be sent to the OCHE, including those that are just for notice Consent Calendar items.

10.3.1. General Template for ~~Consent Calendar~~ Items to Be Sent to the OCHE. To Include Reinstatement of Previously Eliminated Administrative Units and Instructional Programs, Out of Service Area Delivery of Approved Programs, Certificates of Completion, Proposals for Centers/Institutes/Bureaus, Program Discontinuation, and Non-credit Certificates Eligible for Financial Aid. See R401-5 and R401-6.

Section I: Request

Briefly describe the change. Include the requesting institution. Indicate the primary activities impacted, especially focusing on any instructional activities. Remove italics when using template.

Section II: Need

Indicate why such an administrative change, program, or center is justified. Reference need or demand studies if appropriate. Indicate the similarity of the proposed unit/program with similar units/programs which exist elsewhere in the state or Intermountain region. Remove italics when using template.

Section III: Institutional Impact

Will the proposed administrative change or program affect enrollments in instructional programs of affiliated departments or programs? How will the proposed change affect existing administrative structures? If a new unit, where will it fit in the organizational structure of the institution? What changes in faculty and staff will be required? What new physical facilities or modification to existing facilities will be required? Describe the extent of the equipment commitment necessary to initiate the administrative change. If you are submitting a reinstated program, or program for off-campus delivery, respond to the previous questions as appropriate. Remove italics when using template.

Section IV: Finances

What costs or savings are anticipated from this change? If new funds are required, describe in detail expected sources of funds. Describe any budgetary impact on other programs or units within the institution. Remove italics when using template.

~~10.3.2.—Signature Page to Accompany Consent Proposals. Use the template found in 11.2.3.~~

~~10.4.—Templates for Information Calendar Items. The following templates will be used for Information Calendar items.~~

~~10.4.1.—Template for Submission to the Information Calendar. Items to include transfer, restructuring or consolidation of existing programs or administrative units, stand-alone minors, interdisciplinary minors, emphases, and name changes approved by the Board of Trustees and sent to the Regents as an information item.~~

Section I: The Action

~~Briefly describe the change. Include a listing of courses and credits as appropriate. Remove italics when using template.~~

Section II: Need

~~Indicate why the change is justified. Reference need or demand data if appropriate. Remove italics when using template.~~

Section III: Institutional Impact

~~Will the proposed recommendation affect enrollments in instructional programs of affiliated departments or programs? How will the proposed recommendations affect existing administrative structures? What (new) faculty, physical facilities or equipment will be impacted? Remove italics when using template.~~

Section IV: Finances

~~What costs are anticipated? Describe any budgetary impact, including cost savings, on other programs or units within the institution. Remove italics when using template.~~

~~10.4.2-10.3.2.~~ **Template for Submission of Programs under Development or Consideration.** The following information will be sent to the Commissioner's staff for inclusion on the website. It should be updated as needed.

Programs under Development or Consideration
Higher Education Institution
Day Month Year

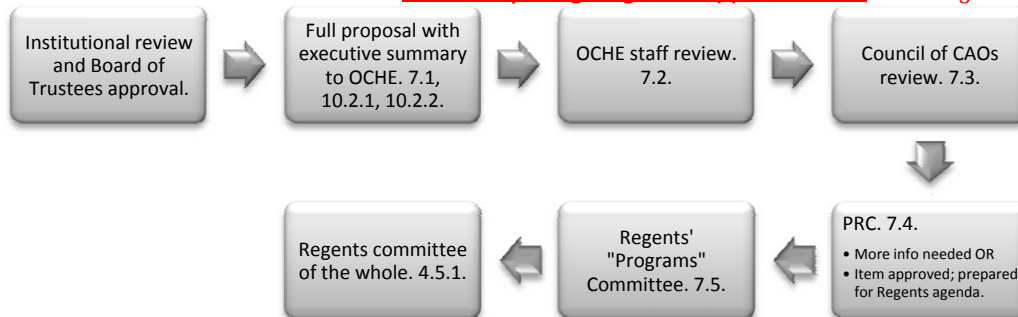
Use the following table to update the Commissioner's Academic Affairs staff with information for all programs under development or consideration in the next 36 months.

Program Name	Degree Type	Current Status	Projected for Regents' Agenda
			<i>Date</i>

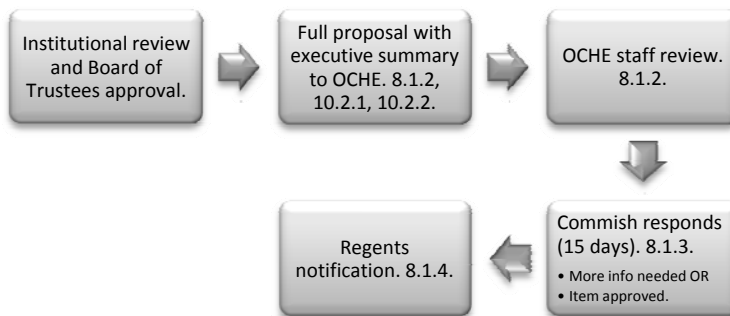


R401, Appendices

Appendix A: ~~Action Calendar~~ Flow Chart for Items Requiring Regents' Approval. See New Programs (R401-7).



Appendix B: Flow Chart for Fast Track Programs. See Consent Calendar Flow Chart for Other Items Sent to OCHE (R401-8).



Appendix C: Flow Chart for Items to Be Sent to OCHE and Returned to Institutional Boards of Trustees If No Concerns Exist. See R401-5.



Appendix D: Flow Chart for Items Approved by Institutional Boards of Trustees with Notice to OCHE. See R401-6.



Appendix E: General Studies Guidelines (4.6.3)

1. Define the purpose of the degree and the institution's rationale for offering the program. Explain how the proposed degree differs from other multidisciplinary degrees (such as university studies, integrated studies, etc.) that may be offered by the institution. Compare the General Studies degree proposal to others around the country.
2. Define the audiences for this degree including types and needs of students.
3. Discuss the value of the degree to graduates of this program.

4. Set admission requirements for entry into the degree program and require students to petition for admission by explaining why they want the degree and what they intend to study. (Discussion of appropriate GPA and accumulated credits at entry in a concentration is ongoing.)
5. Provide evidence that intentionality of student learning is expected and built into the course of study.
6. Show how the proposed degree will require and evaluate curricular coherence.
7. Show how the degree program will require and facilitate student intellectual engagement with relevant academic content.
8. State the institution's procedure for incorporating learning goals with demonstrable learning outcomes.
9. Show how students will demonstrate integration of content and learning experiences through reflective activities, such as capstones, research projects, responding to critical questions, and/or portfolios, during their programs.
10. Require a curricular concentration.
11. Clarify how academic oversight will be provided by faculty.
12. State graduation standards.

August 19, 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 by Utah State University for consideration by the Regents on the Information Calendar of the Programs Committee.

i. *Name Change: BS in Human Movement Science from BS in Physical Education*

Request: The Department of Health, Physical Education and Recreation (HPER) in the Emma Eccles Jones College of Education and Human Services at Utah State University (USU) requests approval to rename the Bachelor of Science (BS) in Physical Education to a BS in Human Movement Science, effective Fall 2009. The same three existing emphases will be listed under the new degree: Exercise Science, Teaching, and Pre-Physical Therapy. This proposal has completed the institutional review process and was approved by the USU Board of Trustees on July 10, 2009.

Need: In recent years many academic departments have incorporated terminology like or similar to human movement science to reflect this area of student academic preparation. As described in the literature, "Human movement science represents an integrated approach to the study of the physiological, biochemical, and mechanical adaptations of humans to stresses imposed by a variety of physical performances as well as ambient conditions such as temperature and humidity" (*Phi Kappa Phi Journal*, v62 n1 p38-39 Win 1982).

In the array of related disciplines, the term "human movement science" communicates the broadest field of study and reflects a discipline ranging from exercise science to physical labor and rehabilitation. Therefore, it is proposed that "human movement science" is the best collective term to reflect the academic preparation of the three emphases available in this degree.

The current BS in Physical Education degree has approximately 420 declared majors. Approximately 275 students are declared for the Exercise Science emphasis, 67 students are declared under the Teaching emphasis, and 54 are declared for the Pre-Physical Therapy emphasis. Approximately 30 students have not yet declared an emphasis.

The Exercise Science emphasis represents 65 percent of the majors in this degree program, and many of these students are seeking admission into graduate school, medical school, or a physician assistant's program. Unfortunately, medical schools and advanced degree programs do not always recognize a degree in physical education as appropriate preparation for admission, despite the fact that the exercise science emphasis allows students to complete all requisite course work.

The reasons for seeking approval for this degree name change are to 1) truly reflect the breadth of academic programs and course work offered; 2) allow students to earn a degree that better communicates the available emphases; and 3) remove the barrier that medical schools and advanced degree programs have toward student applications reflecting a degree in Physical Education.

Institutional Impact: It is expected that with the renamed degree more students may be attracted to this degree. There are no anticipated impacts to other instructional programs or affiliated departments or programs. There will be no affect on existing administrative structures within the Department of Health, Physical Education and Recreation. There will be no new faculty, physical facilities or equipment required for this degree.

Finances: There are no additional costs associated with this name change. The HPER Department currently offers this degree; therefore, no additional courses or resources will be needed.

ii. *New Minor: Quantitative Finance*

Request: The Department of Economics and Finance in the Jon M. Huntsman School of Business at Utah State University (USU) requests approval to offer a minor in Quantitative Finance, effective Fall 2009. This proposal has completed the institutional review process, and was approved by the USU Board of Trustees on July 10, 2009.

The proposed minor program of study would require the following courses:

Statistics (STAT 3000)	Econometrics (STAT 5100 or ECN 5330)
Math Econ I (ECN 4310) or	Math Econ II (ECN 5310) or
Actuarial Math I (MATH 5570)	Actuarial Math II (MATH 5580)
Calculus (MATH 1100 or MATH 1210)	Intermediate Microeconomics (ECN 4010)
Financial Economics (ECN 5600)	Corporate Finance (FIN 3400)
Investments (FIN 4460)	

These courses all currently exist in the USU curriculum, and many of these courses satisfy part of the Huntsman School of Business core, or elective requirements within majors in the School of Business and majors across campus.

Need: A central element in the academic strategy of the Jon M. Huntsman School of Business is a commitment to cultivating student capacity in quantitative analytics. Many students within the Huntsman School of Business, but particularly those who have chosen majors in Economics and Finance, are interested in careers where an understanding of sophisticated financial models and complementary data analysis techniques are critical elements in their knowledge and skill set. In addition, students who choose to pursue this minor will be better prepared for the series of exams leading to the Chartered Financial Analyst (CFA) credential or the series of actuarial exams. Furthermore, students in the math-actuarial

program will benefit from the focused set of economics and finance courses contained in this minor that provide topical coverage relevant to the actuarial exams. Due to increased sophistication of financial market transactions and the analytical innovation that is sweeping this industry, public and private entities that operate in this market arena are placing more emphasis on hiring individuals with analytical skills appropriate for sophisticated risk analysis. This minor is designed to be responsive to these demands.

Institutional Impact: It is not anticipated that this minor will affect enrollment in any particular major. It may impact, by design, enrollment in the Economics minor and the Finance minor, providing an alternative that meets the needs of today's economic and financial arena.

Finances: The addition of this minor will be budget neutral. The proposed curriculum does not require any new courses. No new faculty, facilities, or equipment will be required.

Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/AMH

August 19, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: State Energy Projects and Higher Education

John Harrington, State Energy Manager for the Division of Facilities and Construction Management (DFCM), will be at the meeting to present the plan/approach of energy projects that will greatly benefit higher education. John Harrington has provided us with the following details:

The DFCM plans to move forward with large-scale energy efficiency and renewable energy projects at the following Higher Education facilities, using a public/private partnership, tax-exempt municipal lease funding, along with \$8.5M in American Recovery and Reinvestment Act (ARRA) federal stimulus funds:

- University of Utah
- Utah State University
- Weber State University
- Southern Utah University
- Dixie State College
- Utah Valley University
- Salt Lake Community College

The first two projects will be the University of Utah north chiller plant and the Weber State University campus-wide energy project. Both projects used their own separate request for proposal (RFP) process. DFCM anticipates that the contract for Weber State University's project will be ready for approval at the Regents' meeting in October 2009.

An RFP was issued for all the other projects and nine Energy Services Companies Energy Services Companies (ESCO) were pre-qualified for this work. A simple secondary selection process is needed to move ahead on these projects.

At this time, smaller-scale energy projects are projected for Snow College, the College of Eastern Utah and various Utah College of Applied Technology campuses. The smaller projects will be funded with ARRA stimulus funds as a matching grant to the existing state revolving loan funds for energy efficiency projects. Feasibility studies will be conducted at several of these sites which could uncover needs for larger ESCO-type projects at the sites.

Commissioner's Recommendation

This agenda item is information only; no action is needed.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/MV
Attachment

August 21, 2008

MEMORANDUM

TO: Institutional Presidents
FROM: William A. Seidenburg
SUBJECT: Performance Contracting for Energy Savings

The Utah State Board of Regents acknowledges the success of recent energy saving public-private partnerships at several institutions. These "performance contracting" projects facilitate energy and operational savings through modernizing infrastructure. The Board believes that each campus must have the most energy efficient infrastructure possible. With the price of energy resources on the rise, the challenge for all in higher education is to conserve energy and to seek innovative measures to operate our campuses. To achieve this goal, we encourage each member institution to look into Performance Contracting as a viable option.

Performance Contracting is a public-private partnership which allows public institutions to build new infrastructure or modernize existing infrastructure in partnership with Energy Services Companies (ESCO). ESCOs provide financing on the expectation of energy and operational savings. Examples of ESCOs available in Utah are:

- A. Chevron Energy Solutions
- B. Honeywell
- C. Johnson Controls
- D. Siemens
- E. TAC
- F. TRANE

The benefits of Performance Contracting include:

- A. Best Use of Taxpayers' Dollars
- B. Immediate Solutions for Equipment and Energy Issues
- C. Private Sector Expertise
- D. Access to Best Technologies
- E. Long-Term Solution with Single Contract

ESCOs design and build high-efficiency infrastructure projects which provide customers with annual energy savings, operational savings, and energy cost predictability. They also help public institutions leverage private sector financing and tap government and utility incentives, saving additional taxpayer dollars. As a result, most projects can be funded without up-front institutional capital.

For additional information regarding performance contracting, please contact Dr. Mark Spencer, Associate Commissioner, or Mr. John Harrington, DFCM.

Thank you for your attention to this important matter.

August 19, 2009

MEMORANDUM

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

Campus master plans receive regular review by the Board of Regents, normally when public meetings of the Board are held on the campus. Utah State University seeks approval of its updated Campus Master Plan during the Regents' visit to the USU campus August 2009. Since the last presentation to the Board of Regents in October 2007, some changes have been made to USU's Master Plan which college officials will discuss during their presentation.

The most recent maps of the master plan are attached; any questions the Board may have will be answered by USU representatives.

Commissioner's Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/MV
Attachment

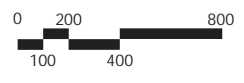
CAMPUS MASTER PLAN 2009

INDEX

AGPT	Aggie Parking Terrace
AVAP	Aggie Village Apartments
AVNT	Aggie Village North Townhouses
AGSC	Agricultural Science, Peterson
ASTE	Agricultural Systems Technology and Education
AC	Alumni Center (David B. Haight)
AMPH	Amphitheatre
ANSC	Animal Science
AM	Art Museum (Nora Eccles Harrison)
ASL	Art Sculpture Laboratory
ATHC	Athletic Complex (Jim and Carol Laub)
BARN	Barn
BBSL	Bee Biology and Systematics Laboratory (USDA)
BBPT	Big Blue Parking Terrace
BNR	Biology & Natural Resources
BTEC	Biotechnology Center
BULLN	Bullen Hall
BUS	Business
CAINE	Caine Home
CSS	Campus Services and Storage
CPD	Center for Persons with Disabilities
CEP	Central Energy Plant
CHHO	Children's House
DAVIS	Davis Hall
DIST	Distribution
ECERC	Early Childhood Education and Research Center (Emma Eccles Jones)
ECOB	East Campus Office Building
ECC	Eccles Conference Center
ESLC	Eccles Science Learning Center
EBSL	Edith Bowen Laboratory School
EDUC	Education (Emma Eccles Jones)
ENGR	Engineering
ENINV	Engineering Innovation (David G. Sant)
ENLAB	Engineering Laboratory (Dean F. Peterson)
EQUIC	Horse Arena
FCLT	Facilities
FCHDW	Family, Consumer, and Human Development West
FL	Family Life
FLC	Family Life Center
FH	Fieldhouse (Nelson Recreation Center)
FAC	Fine Arts Center (Daryl Chase)
FAV	Fine Arts Visual
FRRL	Forage and Range Research Laboratory (USDA)
FSL	Forest Science Laboratory
GEOL	Geology
GREAV	Greaves Hall
GH	Greenhouse (Dale and Adele Young)
GNSHD	Gun Shed
HAC	Harris Athletic Center
HPER	Health, Physical Education and Recreation
HSS	Housing Support Services
HR	Human Resources
HSRC	Human Services Research Center
IS	Industrial Science
ITC	Information/Traffic Control
JQL	Janet Quinney Lawson
JONES	Jones Hall
JCTN	Junction
LARC	Laboratory Animal Research Center
LIB	Merrill-Cazier Library
LILLY	Lillywhite (Communicative Disorders)
LLC	Living Learning Center
LUND	Lund Hall
LUNDB	Lundberg
LSC	Lundstrom Student Center
MCL	Maeser Chemistry Laboratory
MPL	Meats and Physiology Laboratory
MERRL	Merrill Hall
MS	Military Science
MOEN	Moen Hall
MORGN	Morgan Hall
MPS	Motor Pool and Storage
MVT	Mountain View Tower
MDLS	Multimedia and Distance Learning Services
NFS	Nutrition and Food Sciences
NR	Natural Resources
OBS	Observatory
MAIN	Old Main
PERF	Performance Hall
PPRL	Poisonous Plant Research Laboratory (USDA)
PFARM	Poultry Farm
PRACF	Practice Field
PR	Public Relations
PSAF	Public Safety
QLIB	Quinney Library (Natural Resources Research)
RWST	Ray B. West
RECYC	Recycling Center
REEDR	Reeder Hall (Ella V.)
RGH	Research Greenhouses
RICH	Rich Hall
RICHD	Richards Hall (LeGrand)
RSTAD	Romney Stadium (E.L. "Dick")
SJUAN	San Juan Hall
SER	Science Engineering Research
SNOW	Snow Hall
SOCCF	Soccer Field (Chuck and Gloria Bell)
SOFTF	Softball Field (LeGrand and LaRee Johnson)
SPEC	Spectrum (Dee Glen Smith)
STOR	Stores
SHWC	Student Health and Wellness Center
SUMMT	Summit Hall
TSC	Taggart Student Center (Glen L.)
TECH	Technology
TENN	Tennis Courts
TSOCF	Tower Soccer Field
TRACK	Track (Ralph Maughan)
TC	Trailer Court (Mobile Home Park)
TRC	Training Center (Stan Laub)
UDHIA	Utah Dairy Herd Improvement Association (Dairy Farm)
UI	University Inn
UPRES	University Press
UR	University Reserve
VVT	Valley View Tower
VDL	Veterinary Diagnostics Laboratory
VMR	Veterinary Medicine Research Facilities
VS	Veterinary Science and Bacteriology
VIC	Visitor Information Center
WASAT	Wasatch Hall
WOF	West Office
WSV	West Stadium Villa
WRDC	Western Rural Development Center
WIDT	Widtsoe Hall

LEGEND

- Existing University Buildings
- Existing University Housing
- Buildings Under Construction
- Proposed New Building or Renovation



MASTER PLANNING USU

Utah State University is located in northern Utah's beautiful Cache Valley. Established in 1888, USU is the state's land-grant university. USU's central campus sits above downtown Logan, Utah at the base of the Bear River Mountains.

The university was historically planned around two central tenets: the main quadrangle and the underlying city grid system. Current USU master planning embraces the following long range growth principles:

- Accommodate anticipated increases in enrollment
- Preserve USU's land-grant legacy
- Sustain student residency on campus
- Maintain a compact, walk-able academic core
- Strengthen and clarify the image of USU
- Enhance compatibility with the community
- Maintain consistent spatial pattern and density
- Efficient and safe pedestrian and vehicular circulation

The historical basis for planning at USU will continue to provide the framework for the campus plan. Additionally, new quadrangles and courtyards will be prioritized as density of buildings increases. Main entrances and nodes of activity will be strengthened and linkages developed and maintained. Density will be increased, while maintaining a suitable, human scale. Parking structures will replace surface lots over time. Land use patterns will be developed for compatibility with the community.

As for the future, your task is not to foresee it, but to enable it. -Antoine de Saint Exupery

THE FIVE YEAR PLAN

THE COLLEGE OF AGRICULTURE AND AGRICULTURE RESEARCH SERVICE BUILDING (COA/ARS)

Planning has begun for the new COA/ARS building, to be located on a prominent site east of the Quad. It will replace the existing Ag Science building, which has outlived its useful life. The project will be approximately 250,000 square feet and is funded through an alliance between the State of Utah and the U.S. Department of Agriculture.
Cost: \$102,000,000

UTAH SCIENCE TECHNOLOGY RESEARCH FACILITY (USTAR)

This new 110,000 square foot facility is under construction at USU's Innovation Campus, funded through an initiative by the State of Utah to develop new applied technologies through collaborative research between state universities and private companies.
Cost: \$54,000,000.

EARLY CHILDHOOD EDUCATION AND RESEARCH CENTER

Construction for the new privately funded 50,000 square foot Early Childhood Education and Research Center is currently under way. The building will integrate child care and pre-school education with early childhood research. A state of the art facility for deaf children is featured within the facility.
Cost: \$17,000,000.



FINE ARTS CENTER

The Fine Arts Center houses the Kent Concert Hall and the Morgan Theatre; large assembly spaces that are heavily scheduled for classes and performances. The systems supporting these spaces need to be updated to provide a safe, comfortable, and functional environment critical for the programs provided by the Music and Theatre Arts departments.

BUSINESS BUILDING

The College of Business has identified a need to expand their current facilities due to significant increases in enrollment and new programs offered. The project will likely include a significant renovation of the existing building and a large addition to its south side.

HEALTH, PHYSICAL EDUCATION AND RECREATION (HPER)

The existing HPER building supports the College of Education and Human Services as a teaching facility for recreation and health majors. It also serves as a general fitness facility for the USU community. The building is approximately 35 years old, and in need of improvements. An expansion is also likely, due to heavy pressure on existing classrooms and gymnasiums, and the need for new research programs.



UTAH STATE UNIVERSITY MASTER PLAN



Utah State University
FACILITIES PLANNING, DESIGN & CONSTRUCTION

CAMPUS MASTER PLAN

UTAH STATE UNIVERSITY



University Physical Resources
Planning committee

Facilities Planning, Design and Construction
Utah State University

Printed: July 10, 2009

Sasaki Associates, Inc.

A Growth Management Concept for Utah State University

INTRODUCTION

The Long Range Development Plan for the Logan campus of Utah State University defines the campus structure, organization of land uses and general land and building area requirements necessary to accommodate long range enrollment growth from a current population of 14,000 full-time equivalent (FTE) students to 26,000 FTE students in the future. Although the pace of enrollment growth and the space needs for the University operations might vary in the future due to unpredictable factors, the plan is based on conservative assumptions to ensure that the University can provide for its future land and resource needs in a prudent way. The plan sets out a development framework that is based on compactness and efficient use of land, so that future growth can be effectively managed. Most importantly, the plan preserves and enhances the spatial qualities that will continue to make Utah State University a memorable, timeless and inviting public legacy.

THE SETTING

Utah State University in Logan occupies one of the most splendid campus settings in the United States. Sitting on a topographical bench 340 feet above the verdant Cache Valley, at the foot of Logan Canyon, the campus is graced by the backdrop of the northern Wasatch range on the east, and broad vistas to the valley on the west, south and north. Nearly 20 percent of the 400-acre campus is given over to working agricultural fields that sustain the Land Grant legacy of the University and provide yet another visual amenity.

At the same time, Utah State University possesses many of the distinct characteristics of an institution that is in an urban environment. The campus is bounded on

its eastern, western and southern edges by Logan residential neighborhoods. Beyond the University's northern perimeter, land is filling in with rapidly growing residential and commercial subdivisions. A large part of the student population resides in adjacent neighborhoods, blending



View of the campus built on ancient alluvium at the mouth of Logan Canyon.

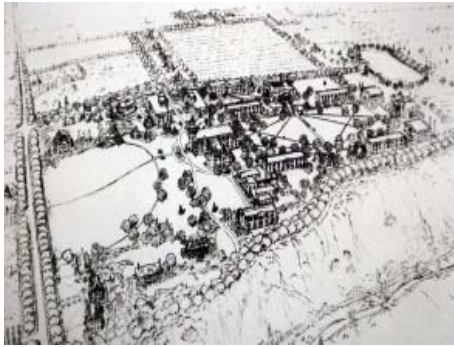
seams between campus and community. The center of campus academic, administrative and cultural activity occupies a compact 130 acres on the University's southwest quarter in buildings that comprise 73 percent of the campus building stock. The dimensions of the academic core zone are relatively fixed by the surrounding neighborhoods and the Logan City Cemetery.

Such are the legacies and limitations into which the future pattern of University growth and change must be made to fit.

HISTORIC DEVELOPMENT OF THE UNIVERSITY

The historic development of the Logan campus has been based on ideas of form and place that have endured since the founding of the University. Those ideas will continue to be valid for the structure of the campus in the future. The site of Utah's Land Grant College on the Logan

The 1912 Master Plan prepared by White, Hubbard, and Pray, Boston Ma. showing the Quad and Old Main Hill defined by buildings at the edges.



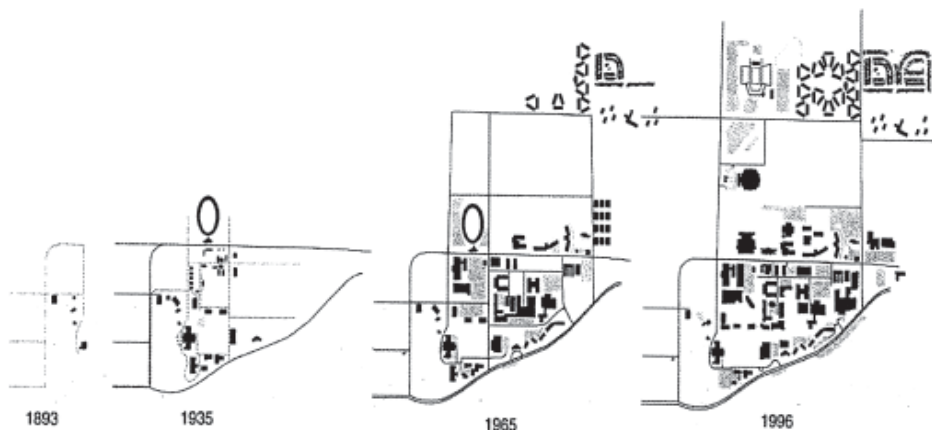
bench, purchased for \$2,500 in 1889, was planned at the outset to convey the sense, drama and spatial order that has served the University with remarkable consistency. In April of that year, plans for the “College Building” (Old Main) were made for the landmark site on the promontory chosen so that the tower would serve as the visual anchor on what is now Fifth North. Although a 1912 master plan envisioned buildings to the west of Old Main that would have encroached on the Old Main hillside, that notion was never adopted, and the hillside remains as a splendid park-like foreground to the campus. The 1912 plan did, however, propose a quadrangle on the bench east of Old Main lined with buildings. The Quad became the progenitor of the grid of open spaces and building clusters that has given structure to the campus through the twentieth century. (It was also the prototype for a vital mixing of uses,

with housing for married students provided on the upper floors of the Plant Science Building.) The campus retained its compact dimensions on and around the Quad up to the World War II years, but expanded rapidly in the 1950s and 1960s to its present dimension.

The period of post-war growth also saw somewhat of a devolution of the coherent spatial order that had been inspired by the Quad and Old Main. Many structures were positioned along streets, as object buildings, rather than to frame quads and courts. Outlying residential complexes were laid out in a “suburban” arrangement that is indifferent to grid. Parking lots were located interstitially among buildings. In recent years, there have been notable initiatives to restore a hierarchy of defined open spaces, such as the development of new campus space east of the Science Library, replacing a parking lot that dominated the heart of the campus. The underlying grid of streets and pedestrian ways has given the campus a sustained structural order, providing the framework in which future development will be accommodated.

The growth of building space has been steady throughout the 100-year history of the campus, expanding at an average rate of 3.7 percent per year. As with many

This sequence of diagrams illustrates the evolution of the campus from its nineteenth century beginnings to the twenty-first century.



American public universities, space growth accelerated in the post-war period through the 1960s to match the spikes in enrollment created first by veterans returning under the GI Bill and then by the burgeoning “Baby Boom” generation. The building area expansion reflected, as well, the scale of space required for science, sports and student life facilities in the last half of the twentieth century.

FUTURE GROWTH NEEDS

Projected student enrollment on the Logan campus is anticipated to expand from the current population of 14,000 full-time equivalent (FTE) students to 26,000 FTE students in the next 20 to 30 years. Conservative projections of the building space needed to serve the enrollment growth indicate an additional 2.5 million gross square feet of academic, academic support, administrative and general use facilities, an increase of 65 percent over the current building area accommodating those functions. To maintain the present ratio of on-campus resident students in the future, a net increase of 3,000 student beds in a relatively diverse array of housing types would be necessary. Currently, there are 3,200 student beds on campus, housing nearly 2,700 students.

If no measures are undertaken in the future to dampen per capita automobile demand, a campus enrollment of 26,000 FTE students will require a net increase of about 5,500 more parking spaces, compared to the current on-campus supply of 6,900 spaces. University-based instructional and research laboratory facilities are projected to expand by about 300,000 to 400,000 square feet, compared to 600,000 square feet of existing research space. The growth of affiliated research and development by companies, agencies and other institutions leasing University land is not predictable, but likely to exceed traditional University research laboratory growth because of the University’s dynamic efforts to general affiliated research activity.

LONG RANGE GROWTH MANAGEMENT PRINCIPLES

The growth management strategy for the Logan campus is based on ten principles conceived to ensure that the University’s long range enrollment and space needs can be accommodated to reinforce the superb setting of the campus and its relationship with the surrounding community:

- Rigorously define the land and building capacity necessary to support the academic and ancillary needs of a 26,000 FTE student enrollment on the Logan campus.
- Develop a land use and physical organization pattern that ties the diverse land holdings of the University together in a unified and functional way.
- Preserve the University’s Land Grant legacy by the protection of key agricultural lands for their research, teaching and environmental values to the University.
- Sustain a resident population of at least 20 percent of the student enrollment to maintain the collegial character and vitality of the University.
- Maintain the compact, walkable academic core area between Route 89 and the cemetery by selective infill and redevelopment for future buildings.
- Strengthen and clarify the spatial and visual image of the campus as experienced by students, faculty, staff, visitors and the statewide community.
- Direct and contain growth in a way that is compatible with and respectful of the surrounding community fabric.
- Establish guidelines for development density and spatial order to ensure frugal utilization of the University’s finite land resource.

- Define a land development pattern that allows for infrastructure systems to be deployed in an efficient, accessible and cost-effective manner.
- Organize future vehicle circulation and parking to ensure clear, safe public and service access to the campus while conserving land and reinforcing the pedestrian environment.

The Long Range Development Plan

INTRODUCTION

The Long Range Development Plan described herein is a structural framework for future campus growth made up of eight constituent elements - program capacity, land use, open space/civic structure, development density, circulation/parking, infrastructure, community interface and future land needs. The elements that make up the plan are interdependent. Capacity, density and future land needs, for example, are intricately related to one another. Similarly, the land use pattern, open space structure and circulation system are integrated parts of the campus fabric. The plan is described in broad terms as a growth management and spatial organization strategy. Subsequent and continuing planning by the University will address specific areas, site, circulation and design issues in greater detail.

PROGRAM CAPACITY AND ACCOMMODATION

The plan lays out a long range capacity to accommodate future enrollment somewhat in excess of the target of 26,000 full-time equivalent students on campus, to be sure that the University has flexibility in the future for unforeseen trends in demography, technology, enrollment pro-

files, pedagogical change, and changes in the strategic objectives of the institution. The program capacity is a consequence of the plan recommendations that are described further in this document relative to land use, density, spatial organization, circulation and land acquisitions.

Future capacity for building space and land is summarized as follows:

- 7.8 million gross square feet of building area for academic, academic support, administrative and general use facilities.
- 2.1 million gross square feet of building area for residential and residential support facilities (approximately 6,100 student beds in a diverse array of suites, apartments and “traditional” dormitories).
- 3.4 million gross square feet of building area for research facilities (including academic research laboratories in the academic core) and an integrated research complex of up to 2.9 million gross square feet north of 1400 North for University applied and specialized research facilities, research affiliations with agencies and other institutions.
- 132 acres of agricultural land to be preserved for research, teaching and open space conservation.
- 84 acres of outdoor sports facilities and fields for intercollegiate and recreational sports.
- 13,000 parking spaces in strategically located terraces and surface lots south of 1400 North (parking associated with the North Research Complex will be provided on-site as research facilities are developed).

LAND USE

To a large extent, the plan reinforces the established land use pattern of the University, emphasizing two factors:

- The University needs to strive for progressively more efficient utilization of the land resource.
- Land uses need to be arranged so that they complement one another in a dynamic way.

Accordingly, the plan defines six major land use zones that should be dedicated to accommodating the primary functions of the University:

- The land area between Route 89 on the south and the Logan City Cemetery on the north will be reserved principally for academic/instructional uses and central functions that serve the campus community (Merrill Library, University administration, the Taggart Student Center, the Chase Fine Arts Center, etc.). Practically all of the area lies within a half-mile diameter circle typically regarded as a reasonable class-change walking zone, maintaining the proximities necessary to ensure the vitality of the academic environment. As the University's enrollment increases, the intent is to develop and infill the central campus location with academic and related functions, displacing facilities that are inappropriate for the core or that can function as readily in a peripheral location.

Aerial view of the central campus to be reserved for academic and instructional expansion.



Thus, campus support services such as Facilities, Purchasing, Police, Parking, Personnel, and low-density laboratory space of an "industrial" nature will eventually be relocated to sites outside of the academic core where their operations can be more suitably accommodated. A complement of parking to serve the academic core will remain. Most existing student housing in the core area will be replaced for life cycle reasons, but a complement of new housing along the cemetery edge is recommended in order to retain 24-hour life in the academic core.



Aerial view of the existing student housing areas in the northeast portion of the campus.

- Campus land on the north, northeast and south sides of the Logan City Cemetery will accommodate the student residential community, augmented by selective student residential sites on the west side of 800 East. The area designated for residential use includes the site of Aggie Village, the Mobile Home Park, the Student Living Center and the tier of land parallel to the southern boundary of the Logan City Cemetery. The age and types of student residences on campus are such that most, if not all, residence facilities will have to be replaced within the twenty to thirty-year horizon of the plan. At the same time, the housing stock could increase by 20 percent. Priority locations for future residential development or redevelopment are the Mobile Home Park and the land south of the cemetery, where unified, low-rise (3 to 4 story) "urban" residential villages are proposed. The

Aggie Village site will likely be redeveloped toward the latter part of the 20-30 year planning horizon, as the buildings in that complex reach their practical lifetimes. The centerpiece of the residential use zone will be the "Village Commons," a cluster of social, retail and service facilities centered around lawn. The largest "Village Common" will be located east of 1200 East surrounded by housing. This open space will be used primarily for recreation. The development of the Commons will create a new residential community node on the northeast side of the campus. The cemetery itself should be regarded as an open space that provides visual amenity for the residential community.

- The band of University land extending from the west side of the cemetery to the north side of Aggie village is intended to be the Sports and Recreation Zone. The open space and the sports activity conducted on the space will be a unifying theme of the campus, proximate to the academic core and the student residential community on and off the campus, as well as being accessible to the public attending sports events at the University. The plan strongly recommends that the

Aerial view of the existing athletic facilities to be expanded for additional practice and recreation uses.



University acquire the vacant land north of the Mobile Home Park for additional housing and as an extension of the Sports and Recreation Zone. Major University parking areas will con-

tinue to occupy this zone, in part because of the need for high capacity parking associated with sports events. The functional imperative of this land use designation is to ensure that adequate contiguous land is conserved to meet shortfalls and future needs for sports and recreation space.

- The fourth major land use area is the Research Zone, occupying the bulk of the University's land north of 1400 North. The Research Zone will contain a diverse range of research functions, including specialized University research activity requiring large amounts of flexible, highly technical or "industrial" space that doesn't need to be in the academic core; facilities occupied by state or federal agencies, or affiliated institutions; institutes for advanced research; businesses engaged in applied research that has a linkage with the University; and agricultural fields on which long duration field experiments are conducted.



Aerial view looking north along 800 East. The existing and expanded research areas are in the upper portion of the photograph. Concentrated along 1400 North.

The primary characteristics of the Research zone are to provide substantial capacity for diversified, long range research activity in an ordered development fabric that utilizes the land in an efficient, unified way, and to preserve the prime, irreplaceable agricultural lands where the experimental history can be sustained over the long term. The fundamental intent is to

avoid sprawling “suburbanization” of the land resource by organizing buildings on the street grid and consolidating parking in the cores of the blocks. The long range strategy is to phase out ancillary agricultural buildings, yards and stock areas, and relocate these facilities to outlying University farm sites as the research enterprise expands.

- The fifth use area is the Service Zone, occupying land at the southeast corner of the intersection of 800 East and 1400 North. The area currently accommodates the motor pool, technical services, yard and storage facilities, and will be incrementally redeveloped and reorganized to house the Facilities organization and related buildings that will eventually be displaced by academic expansion. The area is geographically central to the University as a whole, and highly accessible by way of major regional streets such as 800 East and 1400 North.

Aerial view of the motor pool and storage area (lower center). This area will transition to house major services such as purchasing, personnel, police, parking, facilities, printing, and photography.



- Finally, among the primary land use areas of the University is the “Foothill/ Canyon” Zone, the zone on the east/southeast side of the campus occupied by the golf course, the former orchard land south of Route 89, and properties generally paralleling the river bank. The plan does not envision any changes in the uses of these lands in the foreseeable future. There are no programmatic demands for their

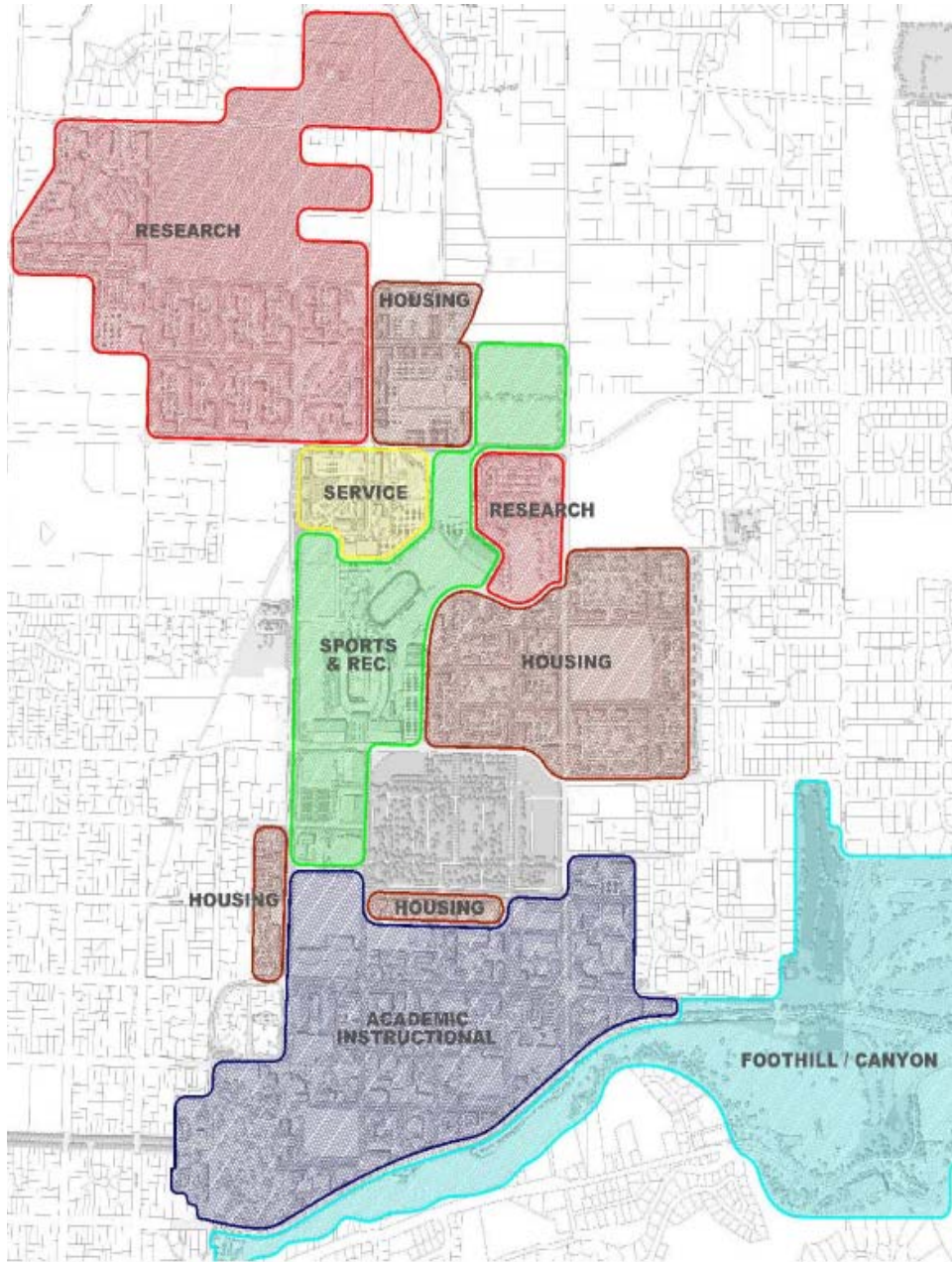
development or reuse. Steep terrain, distance and physical separation from the heart of the campus limit the area’s utility for any uses integral to the academic functions. On the whole, the area represents an extraordinary visual and spatial link between the campus and the Cache National Forest. Thus the name given to the zone is descriptive of its environmental character rather than its functions. The designation is not meant to preclude the future development of land for a use that can be appropriately fitted to the sites, such as residential. However, any future development scenario should be undertaken with careful regard for the superb visual and natural qualities that distinguish the land.



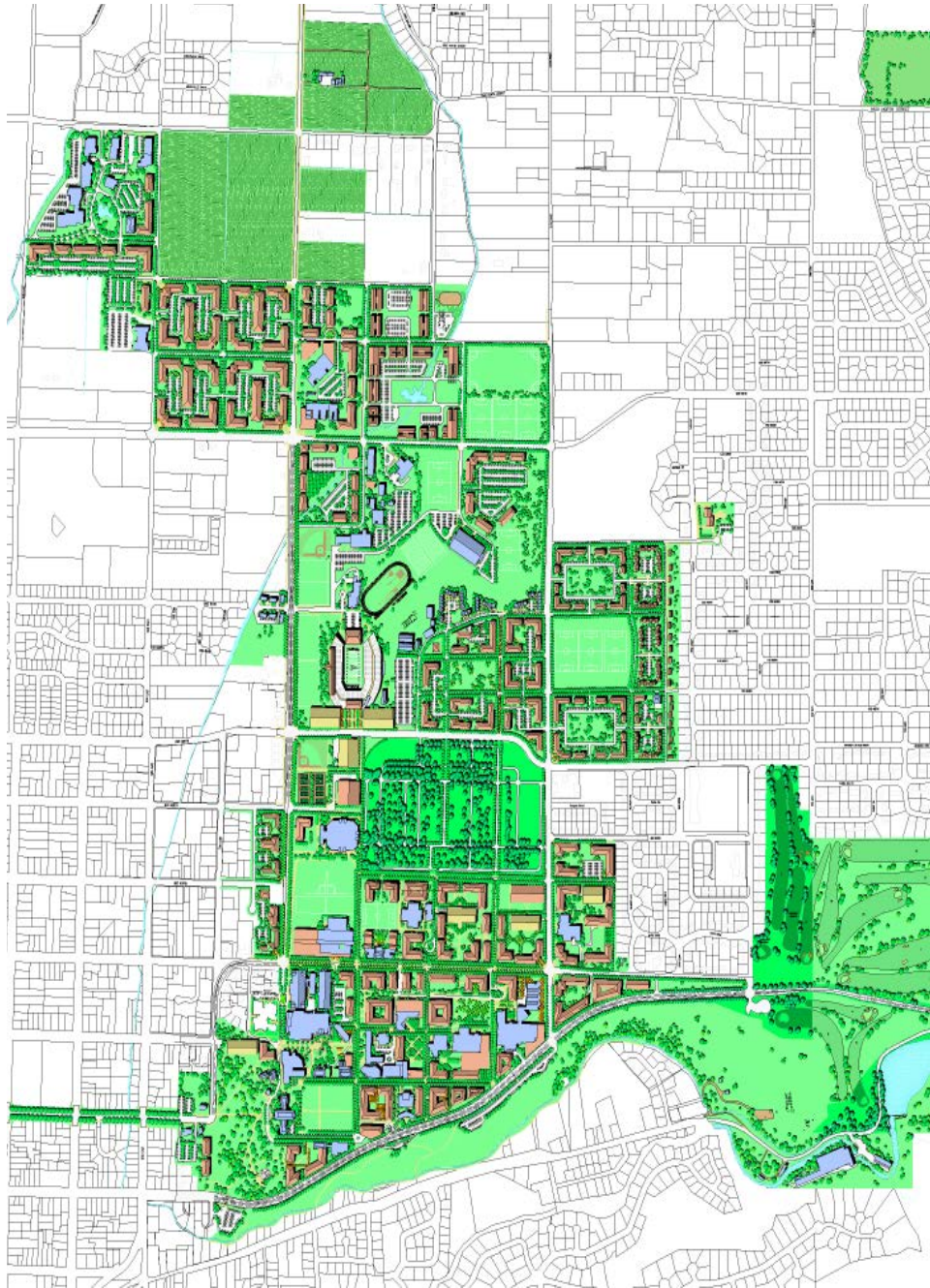
Aerial view of the foothill/canyon zone(center). This zone contains the orchard property, water lab, and golf course property.

OPEN SPACE/CIVIC STRUCTURE

The unifying fabric of the campus is its “civic structure” - the interlocking system of open spaces, public places, streets, pedestrian corridors and building facade lines that frame the spaces. Civic structure is the armature in which the buildings are located. A campus is generally perceived more by the strength and clarity of its civic structure than by individual buildings, except for significant icons such as Old Main. The open space system and civic structure embodied in the plan draws from and en-



Use Zones



LEGEND

- FUTURE BUILDING SITE 
- EXISTING BUILDINGS TO REMAIN 
- FUTURE PARKING TERRACE 

Master Plan

hances the existing spatial system of the campus. It consists of four elements:

- Preservation of the Community Grid in the Academic Core. The core campus has evolved from a street grid that reflects the traditional grid of the City of Logan. While many of the old street corridors no longer function as vehicle ways, they remain as pedestrian and utility corridors and, importantly, as visual and spatial links that tie the campus together and offer splendid vistas to the valley and mountains beyond the campus. The preservation (and reclamation) of the grid is an essential component of the University's civic structure to maintain the integrity of the streets, the linear open space and pedestrian corridors and the primary utility systems, and to provide the matrix in which buildings can be located.

Conceptual diagram (by Sasaki Assoc.) of the campus grid which reflects the community grid and gives organization to the campus. Black shapes represent existing buildings to remain. Outline shapes are future building forms.



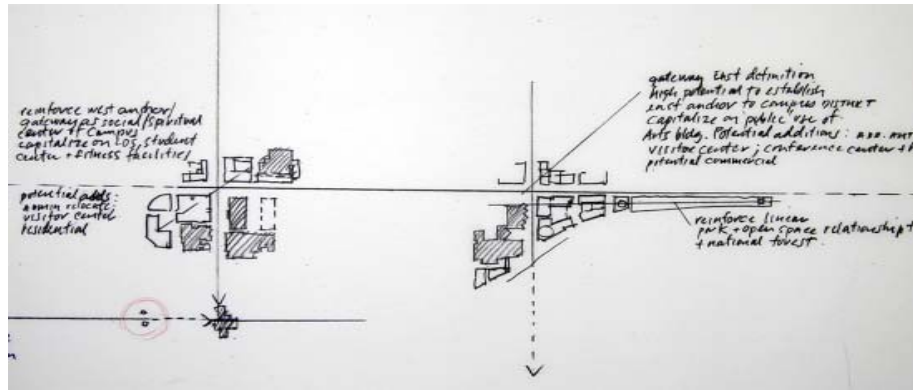
- Quadrangles and Courtyards. The campus must continue to be punctuated by a system of quadrangles and courtyards that function not only as informal gathering spaces, but as the public settings around which important buildings will be located. The Quad between Old Main and the library will remain as the principal "icon" space in the spatial hierarchy of the campus core, but be augmented by other existing and future spaces that define the various precincts of the academic core, each with their own landscape character-

istics. The new quad to the east side of the Science and Technology Library is a prototype for a simple open space that defines an emerging academic precinct. The open area southeast of the Student Center is an example of a rich outdoor social gathering area that is made up of small scale plazas, fountains and seating areas. Future quads illustrated in the plan will highlight the arts precinct and yet unprogrammed academic clusters north of 700 North and west of 1200 East. The plan also encourages the layout of building complexes to form internal courtyards. As the density of the core area builds up over time, the vitality and diversity of the quads and courts will increasingly shape the collegial character of the University. A strategy for the placement of outdoor art should be geared to the urban design character and movement patterns of the various campus open spaces.



Aerial view of the Quad, the basic organizational structure of the campus well defined by buildings and trees on its edges.

- Nodes and Gateways. The civic structure of the campus will be highlighted by four "nodes" of activity that bring the campus community and the regional community together. Each "node" occupies a location near a major street intersection and a primary gateway to the University. The "Community" node of the University is the area encompassing the Student Center and the LDS Institute, the most heavily attended precinct of the Uni-



Sketch of the nodes concept (by Sasaki Assoc.). The intersection on the left represents 700 North and 800 East. The one on the right shows the intersection of 700 North and 1200 East.

versity for the campus and community population, located near the key gateway intersection of 700 North and 800 East. The “Arts” node at the intersection of 700 North and 1200 East includes performance facilities and galleries attended by public and University audiences. Future development east of 1200 East will provide street-level retail, dining and above-grade parking facilities, serving those audiences as well as the immediate community as a lively “campus square.”

The Arts node will reinforce the segment of 1200 East between Route 89 and 700 North as a campus gateway. The north side of the intersection of 800 East and 1400 North is projected to be the University’s “Research” node, with somewhat taller buildings (4 to 6 stories) framing the northwest and northeast corners, and forming the north gateway to the campus. The segment of 800 East between the “community” and “research” nodes will be improved as a great “University Boulevard.” The aforementioned “Village Commons” will be a major node for the University, defining the heart of the campus residential community and the gateway into the various residential precincts.

Aerial view of the intersection of 700 North and 1200 East where a major activity node should be created.



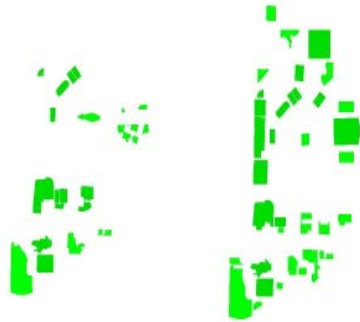
Aerial view of the intersection of 700 North and 800 East. A major activity node should be established to increase pedestrian activity and entrance awareness.



- The Green Necklace. The fourth component of the civic structure is the network of large and diverse open spaces that make up the prominent edges and seams in the campus fabric. The “Green Necklace” consists of those spaces that must be protected and enhanced for their visual, functional, and iconographic importance to the University. The Old Main Hillside is the historic landmark space in this network. The “Necklace” includes, as well, the system of sports and recreation fields envisioned to extend in a continuous arc from HPER around to

the north of Aggie Village and, eventually, to the land north of the existing Mobile Home Park. From a visual and environmental standpoint, Logan City Cemetery is one of the great spaces that comprise the Green Necklace. The agricultural fields west and east of 800 North in the Research Zone are essential parts of the Necklace, framing the north approach to the University and becoming “grand quads’ in the Research Zone. The golf course and the former orchard land extending to the river valley form major elements of the Necklace, connecting the University with the natural grandeur of the canyon and Cache National Forest.

Open space diagrams showing existing green space (left) and future green space (right), referred to as the Green Necklace.



DEVELOPMENT DENSITY

For the University to effectively accommodate its long-term growth needs, it is critical that campus land is utilized in the future in a frugal way. This is especially important in being able to maintain a compact, walkable academic core area. The master plan envisions that future development will occur at higher densities than in the past, in large part to ensure more efficient use of the finite land resource, but not the least for density to be a means of bringing vitality and coherence to the campus environment. That will be manifested by development of buildings generally in the three to four story range in the academic core, in the residential zone and in the “gateway” district of the Research Zone. The intent is to incrementally re-

place single story buildings in high use areas such as the academic core, based on the premise that core buildings should be not less than three stories above grade (plus usable basement) unless there are functional reasons for any structure to have fewer floors. At the same time, high rise buildings (say, six stories or more) for academic or residential use should be viewed skeptically. High rise structures should be considered only if there are functionally compelling reasons, and only in circumstances where height does not violate the human scale and spatial consistency of an area.

There will continue to be a practical need for single story structures for service, storage, research and agricultural uses in outlying areas of the campus. The goal in those circumstances is to lay out future low rise building sites in more efficiently organized clusters.

The recommended density averages (measured as floor area ratios) for various precincts of the University will enable the University to accommodate projected growth while preserving critical open spaces and minimizing land acquisition other than for strategic purposes. The projected density for the academic core area as a whole will be comparable to the current density of the block containing the Science and Technology Library, Eccles Conference Center, Agricultural Science and Biotechnology, inclusive of its associated open space.

CIRCULATION/PARKING

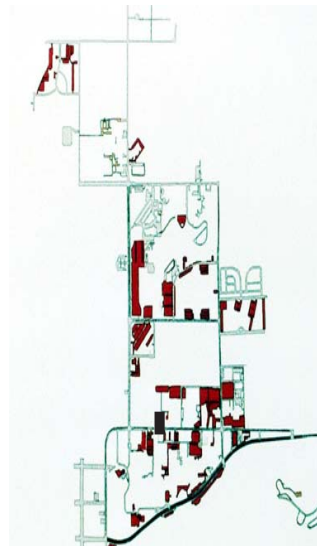
The existing primary street system serving the University area remains unchanged in the plan, other than for remediations at street segments and intersections to alleviate congestion and mitigate pedestrian/vehicle conflicts. The diversity of regional access afforded by major arteries such as Route 89, 800 East, 1200 East and 1400 North must be preserved to distribute traffic loads on the campus. Currently, daily

traffic volumes entering the campus are almost equally divided among the “gateways” at 800 East/700 North, 89/1200 East and 800 East/1400 North. The streets that traverse the campus - 700 North, 1000 North and 1400 North - will remain to ensure that there is diversity and flexibility of access to the various parts of the University. Because 700 North bisects the area projected to be the Academic Core Zone, measures must be undertaken to minimize vehicle/pedestrian conflicts. The principal measure will be to reduce through-traffic by eliminating the majority of parking spaces that can only be accessed from 700 North. Other remedial measures should include narrowing the street, introducing extended pavement rises and texture changes at key pedestrian crossings, and enforced pedestrian rights of way.

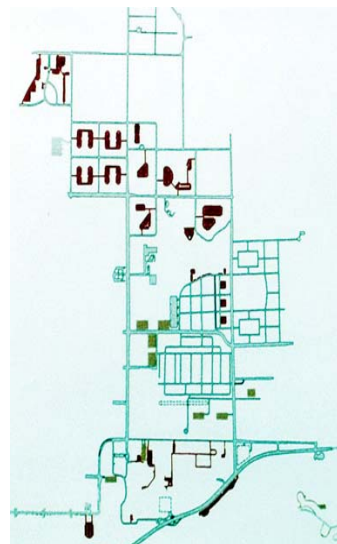
The plan recommends the improvement of 800 East from 700 North to 1400 North by simplifying the numerous lane offsets and introducing a planted median to mitigate the visual impact of the street width while retaining the capability to accommodate left-turn movements. The street will continue to be the principal access to major parking areas for daily use and sports events, making it essential that the multi-lane capacity and turning capacity be maintained.

Parking demand for a campus with 26,000 FTE enrollment will require an increase from the current supply of 6,900 parking spaces to a future supply of nearly 13,000 spaces. The increased amount is based on the assumption that the per capita automobile demand does not change in the long-term future. In fact, the University should apply demand management procedures over time to control congestion, air quality impacts, land consumption and capital costs. Given that parking demand will grow in any event, the plan recommends the incremental development of parking terraces to conserve property for

academic and other uses. The plan illustrates several strategic parking terrace locations to ensure geographic distribution among campus precincts. The primary terrace location will be the site of the commuter lots west of the stadium and between the Spectrum and the stadium, off 800 East. The location and terrain allows for large and relatively efficient terrace structures that will enhance the continued use of the existing shuttle system, and will provide superior pedestrian linkage with the 900 East pedestrian corridor and with sports events occurring in the stadium and the Spectrum.



EXISTING PARKING
Surface parking lots shown in red. Black rectangle shows single 3 story parking terrace.



FUTURE PARKING
Surface parking lots shown in red. Black rectangles show multi-story parking terraces located close to major roadways and activity areas but on the edges of the central campus.

While there will continue to be multiple vehicle approaches to the campus for daily occupants and visitors, the plan recommends the “symbolic” approach to the University for first-time visitors take place on 500 North from Main Street to the base of Old Main Hill. The spire of Old Main is an extraordinary regional landmark when viewed at day or night. Standing as the visual anchor of 500 North, Old Main provides a direct and compelling visual cue to the visitor approaching on Main Street. The buttressing of 500 North as a visitor approach will require a signage/wayfinding system directing visitors to 500 North, creating a dignified portal at 500 North and working with the City to preserve the quality of the streetscape and land uses on the street.

Historic photograph of Old Main taken from the traditional approach to campus, 500 North.



Current photograph of 500 North with Old Main in the background. This should be reestablished as the visitor approach to campus.



INFRASTRUCTURE

The intent of the long range plan is to maintain the compactness of the core area to mitigate the need for extensive line expansion of infrastructure systems. An underlying premise for the retention of the grid as an organizing structure for the core area is to protect underground utility distribution and collection corridors.

Heating and chilling will be the key infrastructure factors in the long range strategy for management of campus growth. Replacement of the central heating plant will be necessary at an early stage on the planning horizon to upgrade obsolescent equipment and expand generating capacity to serve future growth. The conversion to a new gas-fired plant would provide the benefit of a highly energy efficient and low pollution system. While coal is currently a less expensive fuel source, the elimination of frequent truck delivery and on-site storage would have measurable economic and environmental advantages. In the event that a new facility is constructed, the recommended location would be along 800 East in the vicinity of the Spectrum, which provides centrality to the contiguous areas of the campus between Route 89 and 1400 North. By vacating the current site on 700 East, the opportunity will be created to develop a new entry and parking facility to serve the Old Main/Student Center area, and to improve the landscape edge of the campus on 700 East.

Further study by the University will be necessary to determine whether satellite heating and chilling facilities will be appropriate to serve campus-wide growth. The concept of district chilling, to serve clusters of buildings, should be investigated. The incremental development of district chillers in key new buildings and parking terraces would allow for gradual investment in a campus-wide system.

Stormwater management is also a significant determinant of the future structure and layout of the campus. In the intermountain west, stormwater management is not solely an issue of runoff quantity and quality, but also of recapture of the water resource. Here again, the University will have to investigate the means of controlling and recapturing runoff in greater detail. One of the intents of the plan is to delineate a system of open spaces of some magnitude, distributed among the various drainage basins that the campus straddles, in order to provide flexibility for the University to determine possible detention and retention facilities that can be integrated with the landscape.

COMMUNITY INTERFACE

The Logan campus is a seamless part of the fabric of the larger community, surrounded by established and developing residential and commercial neighborhoods. The student residence pattern extends significantly into the community, with as many off-campus residents residing within walking distance of the campus as do those that commute by car and public transportation.

The plan defines campus land use patterns and densities that are intended to be compatible and in scale with the land uses in the surrounding community. The plan to retain a diverse network of road approaches and distribution of parking facilities seeks, in part, to disperse campus traffic impacts on the surrounding community so that no single area will bear a disproportionate traffic burden. The concept of “nodes and gateways” is intended to make the University a welcoming and vital part of the cultural, social and business fabric of the Logan community.

There are larger, lasting issues of community-University impact that will require continuous monitoring and policy coordination as the University and community grow and change in the future. The effects of off-campus student residential activity (parking, congestion, absentee ownership, property values) need to be jointly addressed to maintain community stability. The presence of a student population in the neighborhoods brings a vitality and diversity that is beneficial to Logan and the University, provided that its deleterious side effects are managed.



Aerial photograph of the central campus illustrating the interface of private student housing areas west of the campus (foreground).

The plan assumes that 20 percent of the students will be housed on-campus in the future. Nonetheless, the absolute number of off-campus students in the Logan area will grow significantly, from a headcount of about 13,000 students today to roughly 24,000 in the future. The community implication will be vigorous demand for rental housing stock in the region. Currently, City of Logan projections of rental housing as a land use category are not commensurate with the demand that could result from the enrollment growth envisioned in the long range plan for the campus. Ongoing dialogue with the City should be directed to reconciling those circumstances, possibly by proactive strategies for public-private partnerships for student housing.

FUTURE LAND NEEDS

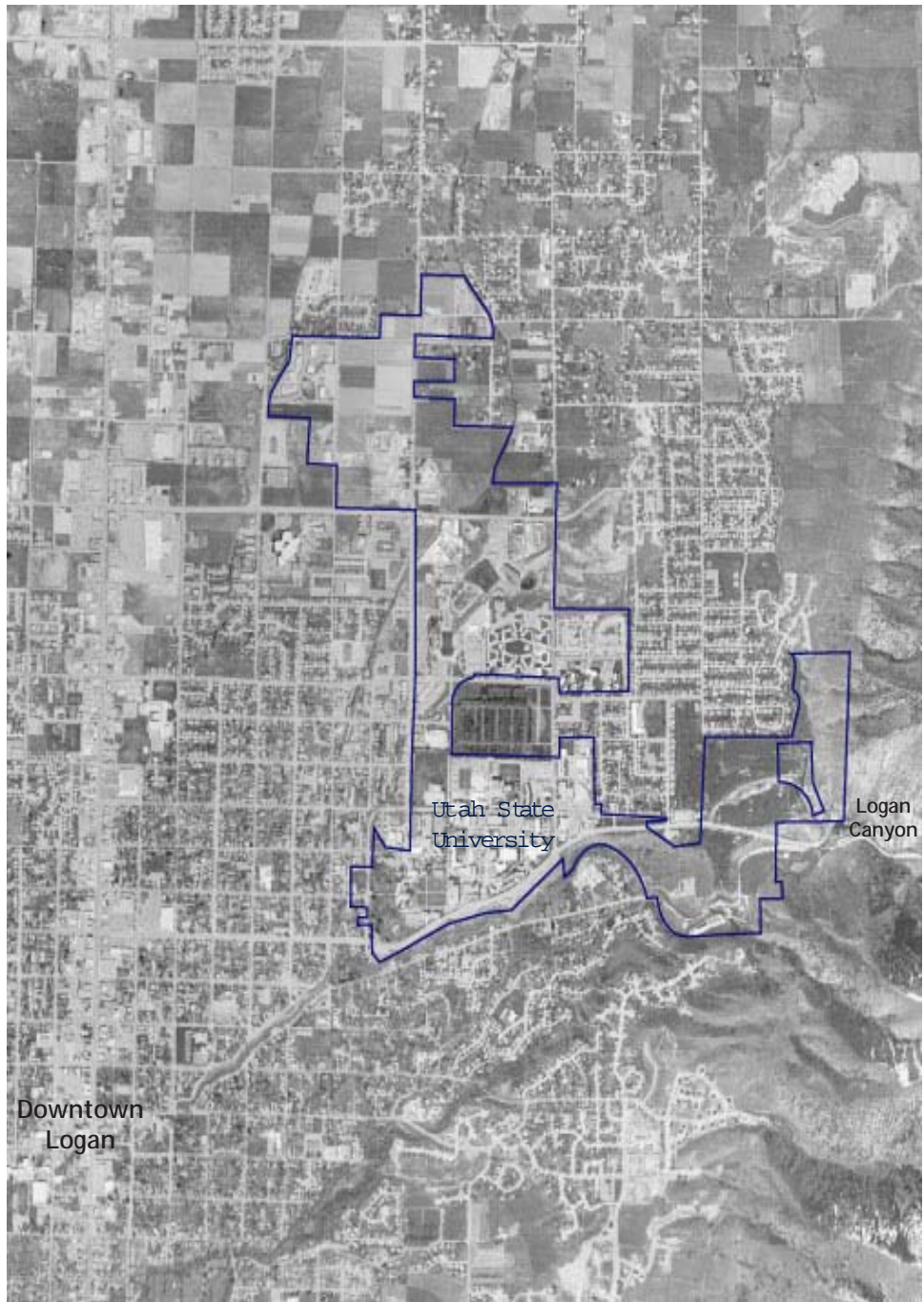
The plan contains a modest and strategic array of areas surrounding the campus which are recommended for future acquisition. The acquisition strategy is intentionally limited to avoid a destabilizing effect on the surrounding community and to make sure that the financial and political capital involved in property acquisitions is invested in those areas that are most critical to achieving a qualitatively sound campus environment in the long range.

FUTURE PLANNING

The Long Range Growth Management Plan is a guide for the future development of the Logan campus. It sets principles and directions for land use, density, open space, circulation/parking and infrastructure systems that will accommodate enrollment growth in a coherent and effective manner. It will progressively enhance the University environment. Plan execution and implementation, however, will depend on plan stages that are more technically detailed to measure feasibility, and more geographically specific to ensure that design and development is responsive to needs at

the human, working level. Among the planning steps recommended to be undertaken in the next five years are the following:

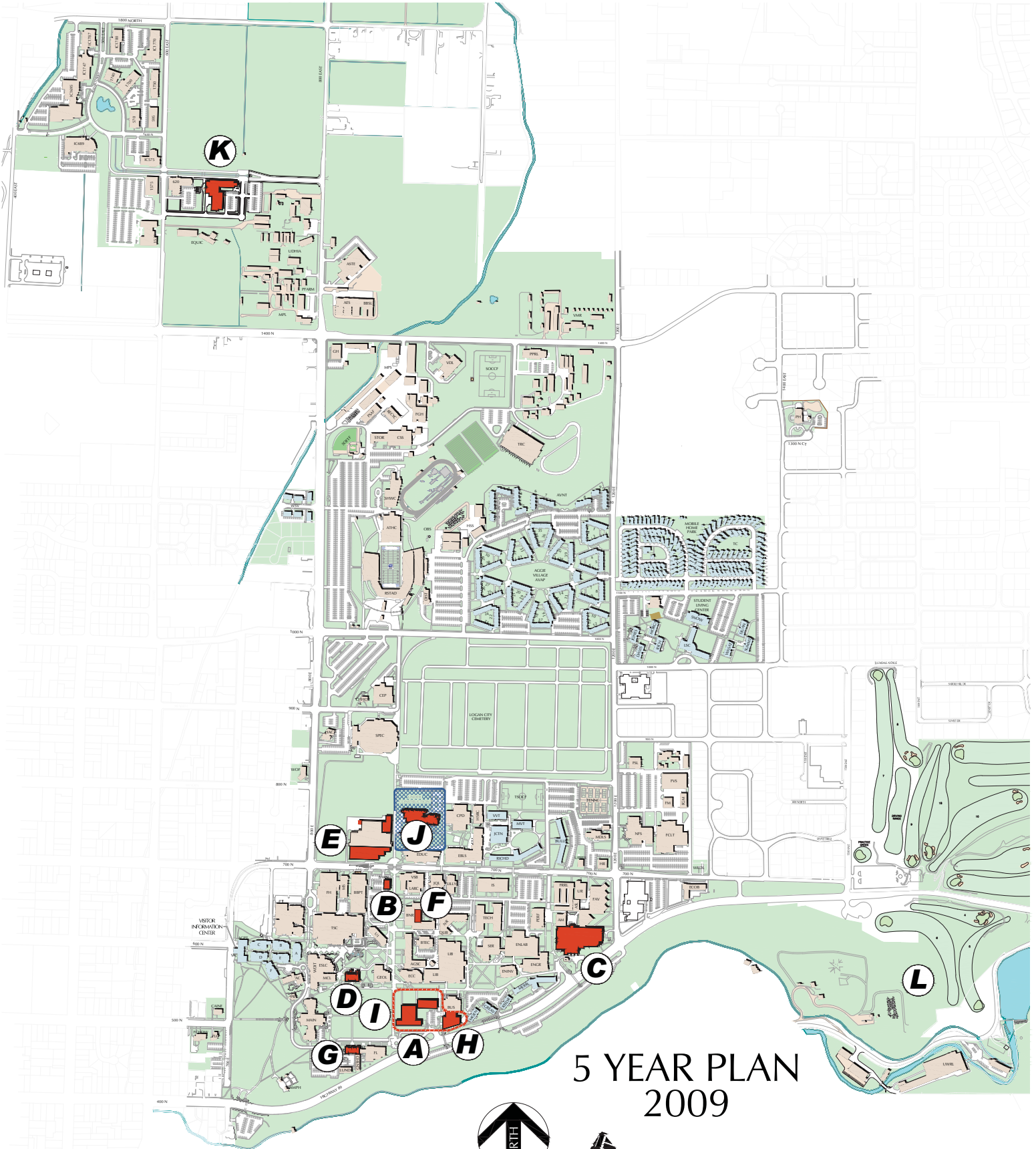
- Heating Supply and Distribution Feasibility Study to verify the most effective way of upgrading facilities and meeting growth needs. (complete)
- Precinct Plans in more specific detail for areas of the campus on which measurable development is likely to occur in the next ten years. (in process)
- Stormwater Management Plan to delineate a cost-effective incremental program for stormwater detention, retention and quality control. (complete)
- Parking/Transportation Master Plan to measure cost feasibility, operating measures and staging priorities for circulation improvements and parking enhancement. (in process)
- Sports and Recreation Master Plan to ascertain short- and long-term indoor/outdoor facilities needs and priorities for capital development. (in process)
- Landscape/Open Space Strategic Plan to establish a landscape system for streets, walks and open spaces, and priorities for capital funding and development. The landscape plan should incorporate a strategy for the placement of outdoor public art.
- Architectural and Site Design Guidelines setting forth criteria for massing, location, materials, and design consistency to be followed in project design, as well as procedures for design reviews that are practical to follow.
- Student Housing Master Plan to establish a long-range strategy to replace, maintain, finance, and manage on-campus student housing.



Downtown
Logan

Utah State
University

Logan
Canyon



5 YEAR PLAN 2009



Utah State University

FACILITIES PLANNING, DESIGN AND CONSTRUCTION

A College of Agriculture/Agriculture Research Service Building

This project will be constructed on the former site of the Merrill Library at the east end of the Quad. The building will replace the outdated and unsafe Ag Science building and will consolidate a number of Ag laboratories and offices into a single building. The existing Ag Science building houses labs, classrooms, and the offices of Ag Extension. The existing building has no central air conditioning and has a number of life safety problems as well as worn out mechanical and electrical systems. The Federal Agriculture Research Service has outgrown the building they occupy on campus and is interested in building a new facility on campus. The two buildings would share entrances and common spaces as well as provide students and faculty easy networking in the heart of campus. At the completion of the project both existing buildings would be torn down. The Federal Government is preparing a request for funding for \$60,000,000, but the University request remains at \$43,000,000 raising the total for the project to \$102,000,000.

Approximate Budget: \$103,000,000

B Art Barn Renovation

The existing Art Barn in the heart of campus has housed a number of activities over the years. The building has historical significance but is in need of some life safety upgrades. There is no fire suppression system, the heating system is inadequate, the stairways are a hazard because they are exterior and are not covered from the ice in winter, the uppermost floor has only one exit through a classroom, and the restrooms in the building are inadequate. The renovation will allow the building to remain a landmark on campus, but will provide safe accommodation for the teaching and research that takes place inside the building. It is hoped to secure private funds for the project.

Approximate Budget: \$2,500,000

C Fine Arts Complex Addition/Renovation

The Kent Concert Hall is part of the Fine Arts complex that was built in 1969 and includes the Tippett's Gallery and the Morgan Theatre. The complex has a number of systems that are at the end of their service life. The concert hall is a high use classroom that seats over 2,000 people. The ceilings are suspended on wire hangers that are old and do not comply with current structural standards; the catwalk system is unsafe and, in some locations, depends on the ceiling

F Biology-Natural Resources Addition/ Renovation

This project will renovate the existing Quinney Biology-Natural Resources building to address life safety concerns, replace heating ventilating and electrical systems, improve disability access and improve energy efficiency. A study was done a few years ago to identify all the needs and the College of Natural Resources is attempting to raise part of the necessary funding from private sources.

Approximate Budget: \$45,000,000

G Ray B. West Building Renovation

This project will renovate the Ray B. West Building on the south side of the Quad. The three story building is on the national list of historic buildings and houses classrooms, computer labs, and faculty offices. The walls are constructed of un-reinforced masonry and the roof is timber. There is a central stairway that will act as a chimney in the event of a fire, however there are other exit stairways. The heating system in the building is old and needs to be replaced.

Approximate Budget: \$12,000,000

H Jon M. Huntsman School of Business Renovation

This project will address the need to upgrade the existing Business building. The building was constructed in 1970 and has six stories on top of a three story base. There are problems with the design of the building that has some seismic weaknesses that need to be corrected as well as worn out mechanical and electrical systems. The exterior concrete is porous and each winter large pieces fall off and drop onto the sidewalks; the windows are single glazed and should be replaced with more energy efficient glass. Much of the interior is the original décor and does not adequately reflect the caliber of teaching and research happening in the building. The building lacks any spaces for students and faculty to meet other than in the classroom. There is a need to reconfigure some of the classrooms to accommodate current teaching styles, particularly in the graduate classes.

Approximate Budget: \$60,000,000

I Quad Tunnel

This project will extend the existing tunnel system into the Quad to enable several buildings to connect to the Central Energy Plant. The benefit of this will be that the university will have a means of serving the Quad from a second direction and avoid the inconvenience and risk of a loss of heating and cooling at the wrong time of year. Last winter several buildings were without heat for an extended period of time and the university was at of property damage as a result of cold weather. This is part of the long range need that was identified by an infrastructure study completed in February 2000.

Approximate Budget: \$

J Early Childhood Education and Research Center

This building is being funded by a private foundation and consists of two components. The Early Childhood Education and Research Center will house various academic groups, including specialized facilities for the education of deaf children and will integrate child care and pre-school education. The approximate size will be 50,000 square feet.

Approximate Budget: \$17,000,000

K Utah Science Technology Research Facility (USTAR)

This new 110,000 square foot facility is under construction at USU's Innovation Campus, funded through an initiative by the State of Utah to develop new applied technologies through collaborative research between state universities and private companies.

Approximate Budget: \$54,000,000

L Wind Turbine

A feasibility study has been conducted to explore the possibility of developing a wind power project adjacent to USU's south electrical substation at the mouth of Logan Canyon. This area of the campus has long been considered as a possibility for a wind project because of the strong regular diurnal (cold air spilling from the mountains out the canyon from evening to mid morning) wind. This USU site is a good location for construction due to its close proximity to the USU substation, which will help the economics of project. The two year analysis of the site indicates that the average potential capacity is approximately 1.5 -2.0 megawatts of power.

More work is needed in negotiating power purchase agreements to determine the final economics of the project. The capacity factor for this project isn't high enough to justify a commercial project, but is still feasible. The wind power project offers a long term protection from rising energy prices. The project has many other benefits for USU as well such as marketing and recruitment, education, research, reducing carbon footprint, and meeting the American College and University Presidents Climate Commitment. This study is complete and the project is ready to move to the next step.

Approximate Budget: \$4,000,000

Off Campus

M Tooele Regional Campus Utilities

This project would install major utility infrastructure along the edge of the new parcel of land. The first project on this site is a county building of education. The intent would be that the major utility systems would be installed during the construction of this facility.

Approximate Budget: \$5,000,000

N Botanical Center Classroom Building

The classroom building is approximately a 7900 SF facility planned for a site to be determined at the Utah Botanical Center in Kaysville, UT. In order to conform to the mission of the Utah Botanical Center, LEED gold or higher will be sought for the structure. The building will house classrooms of various size, a student lounge, and faculty and staff offices and workroom. The building will be oriented east-west to maximize solar gain in the winter, and a "green roof" will assist in reducing storm water runoff and provide added insulation for the structure, thus reducing the size of needed mechanical systems. Durable materials such as stone, wood, and metal panels will most likely be utilized. An estimated cost of the facility, not including site improvements and utility infrastructure, is \$3,000,000.

Approximate Budget: \$3,000,000

August 19, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Approving Resolution, Series 1999A Student Fee and Housing System Revenue Bonds

History

Utah State University has taken the steps required under Regent policy R590 to refund its Series 1999A bonds by obtaining approval to seek refunding of the bonds through the Finance and Facilities Committee, and requesting appointment of bond council by the Attorney General for the refunding of the 1999A Series as described below.

Issue

In accordance with Utah Code 53B-21 and Regent policy R590, the University requests approval to pursue refunding the Student Fee and Housing System Bonds, Series 1999A (callable and can be paid off beginning September 1, 2009) should sufficient debt service savings be generated. (See attachments for further details).

Attached is the letter of request from the University, a preliminary summary sheet, and a copy of the resolution which includes the parameters for principal amounts, terms, discounts and timing (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 August Board meeting.

Commissioner's Recommendation

The Commissioner recommends that the Regents grant approval for the University to pursue refunding the Student Fee and Housing System Bonds, Series 1999A.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachments



20 August 2009

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

Dear Commissioner Sederburg:

Utah State University seeks approval at the next Board Meeting to refund its Series 1999A Student Fee and Housing System Bonds which are “callable” and can be paid off beginning September 1, 2009. Based on current interest rates, analysis shows that it would be advantageous for USU to refund the existing Series 1999A Bonds and that net present value savings would exceed 4%.

The University is submitting for approval a resolution authorizing the issuance and sale of up to \$9,000,000 aggregate principal amount of Utah State University Student Fee & Housing System Revenue Refunding Bonds; fixing certain maximum terms for the Bonds, and providing for related matters. Representatives of the institution, the financial advisor, and bond counsel will be present at the August 28, 2009 meeting to respond to questions.

This request was endorsed by the Utah State University Board of Trustees on 10 July 2009. The law firm of Ballard Spahr Andrews & Ingersoll is serving as bond counsel.

Sincerely,

David T. Cowley
Sr. Associate Vice President for
Business and Finance

Utah State University
Student Fee and Housing System Revenue Refunding Bonds, Series 2009
Preliminary Summary Sheet

Proposed Issue: Student Fee and Housing System Revenue Refunding Bonds, Series 2009

Total Approximate Issue Size: \$8,330,000

Use of Funds: To generate debt service savings by refunding the previously issued Series 1999A Student Fee and Housing System Revenue Refunding Bonds, which were originally issued to refinance the Series 1994B Bonds; satisfy any debt service reserve fund requirements; and pay associated costs of issuance.

Detail of Proposed Series 2009 Bonds:

Principal Amount: Not to exceed \$10,000,000

Interest Rate: Not to exceed 5.0%

Maturity Date: Not to exceed 6 years

Aggregate Discount: Not to exceed 2%

Underwriter's Discount: Not to exceed 1%

Bond Rating: AAA (insured)

Underlying Rating: AA from S&P utilizing the State Moral Obligation

Source of Repayment: Student Fee and Housing System Revenues

Timetable Considerations: The Series 1999A Bonds are "callable" and can be paid off beginning September 1, 2009. Provided that the Regents grant authorization and that the savings generated by issuing the Series 2009 Bonds continues to exceed the level of 3% of debt service, the University anticipates selling bonds via a competitive sale on September 23, and closing the transaction on October 6.

APPROVING RESOLUTION
UTAH STATE UNIVERSITY
STUDENT FEE AND HOUSING
SYSTEM BONDS

Logan, Utah
August 28, 2009

The State Board of Regents of the State of Utah met in regular session at Utah State University in Logan, Utah on Friday, August 28, 2009, commencing at _____ a.m. The following members were present:

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

Absent:

Also Present:

William A. Sederburg	Commissioner of Higher Education
Greg Stauffer	Associate Commissioner for Finance and Facilities
Joyce Cottrell, C.P.S.	Secretary

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Utah State University Student Fee and Housing System Revenue Refunding Bonds, Series 2009.

* Non-voting member from State Board of Education.

** Student Regent.

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

YEA:

NAY:

The resolution is as follows:

STATE BOARD OF REGENTS
OF THE STATE OF UTAH

SUPPLEMENTAL RESOLUTION
AUTHORIZING THE ISSUANCE AND SALE OF

UP TO \$10,000,000
UTAH STATE UNIVERSITY
STUDENT FEE AND HOUSING SYSTEM
REVENUE REFUNDING BONDS, SERIES 2009

Adopted August 28, 2009

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SUPPLEMENTAL RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF UP TO \$10,000,000 AGGREGATE PRINCIPAL AMOUNT OF UTAH STATE UNIVERSITY STUDENT FEE AND HOUSING SYSTEM REVENUE REFUNDING BONDS, SERIES 2009, OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH; AND PROVIDING FOR RELATED MATTERS.

WHEREAS, pursuant to the provisions of Section 53B-1-103, Utah Code Annotated 1953, as amended (the "Utah Code"), the State Board of Regents of the State of Utah (the "Board") is authorized to act as the governing authority of Utah State University (the "University");

WHEREAS, on March 25, 1994, the Board adopted its Resolution Providing for the Issuance of Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds, as heretofore amended and supplemented (the "Master Resolution");

WHEREAS, the Board has, on behalf of the University, pursuant to Title 11, Chapter 27 of the Utah Code (the "Refunding Act") heretofore issued its Utah State University of Agriculture and Applied Science Student Fee and Housing System Refunding Revenue Bonds, Series 1999A (the "Series 1999A Bonds") pursuant to the Master Resolution and a supplemental resolution thereto;

WHEREAS, pursuant to the applicable provisions of the Refunding Act, the Board has authority to refund the Series 1999A Bonds in order to achieve a debt service savings;

WHEREAS, in order to achieve debt service savings with respect to the Series 1999A Bonds, the Board considers it necessary and desirable and for the benefit of the Board and the University to issue, pursuant to the Master Resolution and the Refunding Act, a series of Student Fee and Housing System Revenue Refunding Bonds as hereinafter provided, for the purpose of providing funds to refund all or a portion of the Series 1999A Bonds and to pay all costs incident to the authorization and issuance of such refunding bonds;

WHEREAS, it is the finding and determination of the Board that the refunding of such outstanding bonds of the Board is beneficial to the Board and the University;

WHEREAS, the Board deems it advisable and in the interests of the University to adopt a resolution supplementing the Master Resolution for the purpose, among other things, of authorizing the issuance and sale of the Series 2009 Bonds (defined below) for the purposes described above; and

WHEREAS, Section 11-27-4 of the Utah Code provides for the publication of a Notice of Refunding Bonds to be Issued, and the Board desires to publish such a notice at this time in compliance with said Section with respect to the Series 2009 Bonds.

NOW, THEREFORE, BE IT RESOLVED by the State Board of Regents of the State of Utah as follows:

ARTICLE I

DEFINITIONS

Section 101. Definitions. (a) Except as provided in subsection (b) of this Section, all defined terms contained in the Master Resolution when used in this Series 2009 Supplemental Resolution shall have the same meanings as set forth in the Master Resolution.

(b) As used in this Series 2009 Supplemental Resolution, unless the context shall otherwise require, the following terms shall have the following meanings:

“Cede” means Cede & Co., the nominee of DTC, and any successor nominee of DTC with respect to the Series 2009 Bonds pursuant to Section 211 hereof.

“Continuing Disclosure Undertaking” means the Continuing Disclosure Undertaking of the Board and the University, in substantially the form attached hereto as Exhibit A, dated the date of the delivery of the Bonds, for the purpose of providing continuing disclosure information under Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as may be amended from time to time.

“Designated Officer” means (i) with respect to the Board, its Chair, Vice Chair, or, in the absence of the Chair and the Vice Chair, the Chair of its Finance, Facilities and Accountability Committee, and (ii) with respect to the University, its President, Vice President for Business and Finance or its Senior Vice President for Business and Finance.

“DTC” means The Depository Trust Company, New York, New York, and its successors and assigns.

“Escrow Account” means the Escrow Account established in the Escrow Agreement, if used, or with the Trustee.

“Escrow Agent” means Wells Fargo Bank, N.A., of Salt Lake City, Utah, in its capacity as escrow agent or Trustee.

“Escrow Agreement” means the Escrow Agreement, by and between the Board, the University and the Escrow Agent, providing for payment of the redemption price of and interest on the Refunded Bonds prior to their maturity and upon their redemption date pursuant to call for redemption, in substantially the form attached hereto as Exhibit C.

“Financial Advisor” means, initially, Zions Bank Public Finance, as financial advisor to the Board and the University and any successor thereto.

“Letter of Representations” means the Blanket Issuer Letter of Representations from the Board to DTC.

“Master Resolution” means that certain Resolution Providing for the Issuance of Utah State University of Agriculture and Applied Science Student Fee and Housing System

Revenue Bonds, adopted by the Board on March 25,1994, as heretofor amended and supplemented.

“Participants” means those broker-dealers, banks and other financial institutions from time to time for which DTC holds Series 2009 Bonds as securities depository.

“Person” means natural persons, firms, partnerships, associations, corporations, trusts, public bodies and other entities.

“Private Placement” means the sale of the Series 2009 Bonds to a purchaser in a private placement that does not require use of a Preliminary Official Statement or Official Statement.

“Purchase Contract” means that certain Bond Purchase Contract to be entered into among the Board, the University and the Underwriters or Purchasers, pursuant to which the Series 2009 Bonds are to be sold to the Underwriters or Purchasers.

“Record Date” means, with respect to the Series 2009 Bonds, the fifteenth day of the month next preceding each respective interest payment date.

“Redemption Price” means, with respect to the Series 2009 Bonds, the principal amount payable upon redemption thereof pursuant to this Series 2009 Supplemental Resolution.

“Refunded Bonds” means all or a portion of the Board’s currently outstanding Series 1999A Bonds.

“Resolution” means the Master Resolution as supplemented by this Series 2009 Supplemental Resolution.

“Series 1994 Bonds” means, collectively, the Board’s Federally Taxable Utah State University of Agriculture and Applied Science Student Fee and Housing System Refunding Revenue Bond, Series 1994A, and the Board’s Utah State University of Agriculture and Applied Science Student Fee and Housing System Improvement and Refunding Revenue Bonds, Series 1994B.

“Series 1999A Bonds” means the Board’s Utah State University of Agriculture and Applied Science Student Fee and Housing System Refunding Revenue Bonds, Series 1999A.

“Series 2004 Bonds” means the Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds, Series 2004.

“Series 2007 Bonds” means the Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Refunding Bonds, Series 2007.

“Series 2009 Bonds” means the Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds, Series 2009, authorized by this Series 2009 Supplemental Indenture.

“Series 2009 Debt Service Reserve Requirement” means the amount, if any, set forth in the Terms Certificate.

“Series 2009 Debt Service Reserve Subaccount” means, if provided for in the Terms Certificate, the Series Subaccount established in the Debt Service Reserve Account in the Principal and Interest Fund pursuant to Section 5.07(a) of the Master Resolution and Section 304 hereof.

“Series 2009 Debt Service Subaccount” means the Series Subaccount established in the Debt Service Account in the Principal and Interest Fund pursuant to Section 5.06(a) of the Master Resolution and Section 303 hereof.

“Series 2009 Supplemental Resolution” means this resolution, adopted by the Board on August 28, 2009, authorizing the issuance and confirming the sale of the Series 2009 Bonds.

“Tax Certificate” means any agreement or certificate of the Board and the University that they, or either of them, may execute in order to assure the excludibility of interest on the Series 2009 Bonds from gross income of the owners thereof for federal income tax purposes.

“Terms Certificate” shall mean the certificate of the Board setting forth the final terms for the Series 2009 Bonds (within the parameters set forth herein) to be executed by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee of the Board.

“Trustee” means Wells Fargo Bank, N.A., of Salt Lake City, Utah, and its successors and permitted assigns under the Master Resolution.

“Underwriters or Purchasers” means, the underwriter[s] or Purchasers for the Series 2009 Bonds pursuant to the Purchase Contract and the Terms Certificate.

The terms “hereby”, “hereof”, “hereto”, “herein”, “hereunder”, and any similar terms as used in this Series 2009 Supplemental Resolution, refer to this Series 2009 Supplemental Resolution.

Section 102. Authority for Series 2009 Supplemental Resolution. This Series 2009 Supplemental Resolution is adopted pursuant to the provisions of the Act and the Master Resolution.

ARTICLE II

AUTHORIZATION, TERMS AND ISSUANCE OF SERIES 2009 BONDS

Section 201. Authorization of Series 2009 Bonds, Principal Amount, Designation and Series. For the purposes specified in Section 202 hereof and in accordance with and subject to the terms, conditions and limitations established in the Master Resolution and this Series 2009 Supplemental Resolution, the Board hereby authorizes to be issued a series of Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Refunding Bonds, in the aggregate principal amount of up to Ten Million Dollars (\$10,000,000), to be designated “Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Refunding Bonds, Series 2009.”

Section 202. Purpose. (a) The Series 2009 Bonds are being issued to (i) to provide funds to refund the Refunded Bonds, (ii) to provide necessary reserves, and (iii) to pay the costs incident to the refunding of the Refunded Bonds and to the issuance of the Series 2009 Bonds.

(b) Except for the Series 1994 Bonds and the Series 2004 Bonds (which are no longer outstanding), the Series 1999A Bonds, the Series 2007 Bonds and the Series 2009 Bonds, the Board, on behalf of the University, has not issued any bonds, notes or other obligations pursuant to the Master Resolution or that are payable from or secured by a pledge of the Revenues or any portion thereof.

(c) The Board hereby finds and determines that (i) the principal amount of the Series 2009 Bonds issued pursuant to the Resolution is reasonable and necessary to accomplish the purposes set forth in this Section 202 and (ii) the parameters set forth in this Series 2009 Supplemental Resolution with respect to the principal amount, interest rates, purchase price and other terms for the Series 2009 Bonds are reasonable.

Section 203. Issue Date. The Issue Date of the Series 2009 Bonds shall be the date of issuance and delivery thereof (the “Issue Date”).

Section 204. Series 2009 Bonds. The Series 2009 Bonds shall mature on such dates and in such amounts as shall be determined pursuant to the authority delegated under Section 211(a) hereof and set forth in the Terms Certificate (provided, however, that in no event shall the aggregate principal amount of the Series 2009 Bonds exceed the amount set forth in Section 201 of this Series 2009 Supplemental Resolution; and set forth in the Terms Certificate, provided, further, that in no event shall the final maturity of such Series 2009 Bonds be later than six (6) years from the date or dates that the Bonds are issued) and shall bear interest (calculated on the basis of a year of 360 days consisting of twelve 30-day months) from their Issue Date, payable semiannually on April 1 and October 1 in each year, commencing as set forth in the Terms Certificate, or on such other dates and at the rates per annum as shall be determined pursuant to the authority delegated under Section 211(a)

hereof (provided, however, that in no event shall the stated interest rate on any Series 2009 Bond exceed five percent (5.0%) per annum).

Section 205. Denomination and Numbers. The Series 2009 Bonds shall be issued only as fully registered Bonds, without coupons, in the denominations of \$5,000 and any whole multiple thereof. The Series 2009 Bonds shall be numbered from one (1) consecutively upwards with the prefix “R-” preceding each number.

Section 206. Paying Agent. Wells Fargo Bank, N.A., of Salt Lake City, Utah, is hereby appointed the Paying Agent for the Series 2009 Bonds, subject to Section 7.02 of the Master Resolution. Principal and Redemption Price of the Series 2009 Bonds shall be payable at the principal corporate trust office of the Paying Agent, in Salt Lake City, Utah, or of its successor as Paying Agent. Payment of interest on any Series 2009 Bonds shall be made to the Owner thereof and shall be paid by check or draft mailed to the Owner thereof as of the close of business on the Record Date at such Owner’s address as it appears on the registration books of the Board maintained by the Trustee or at such other address as is furnished to the Trustee in writing by such Owner as provided in the Master Resolution.

Section 207. Redemption and Redemption Price; Additional Notice of Redemption.
(a) The Series 2009 Bonds are subject to extraordinary optional redemption prior to maturity, in whole or in part (in whole multiples of \$5,000), from time to time at the election of the University, from such maturities or portions thereof as the University may select, on any business day in the event that following the sale or transfer of the use or management of any or all of the facilities financed with the proceeds of the Refunded Bonds to any Person other than a state or local government unit or an organization exempt from federal income taxation under Section 501(a) of the Code by reason of being described in Section 501(c)(3) of the Code and the University shall have received an opinion of nationally recognized bond counsel to the effect that the failure to redeem the Bonds could, barring the University taking any other remedial action or entering into a closing agreement with the Internal Revenue Service, result in the interest on the Series 2009 Bonds becoming includable in the gross income of the Holders thereof for federal tax purposes. To make the election to redeem the Series 2009 Bonds as provided under this subsection, the University shall deliver to the Board and the Trustee a Written Certificate of the University giving notice of the such opinion, stating the specific reasons for the election, identifying the specific source and amount of funds from which the extraordinary optional redemption is to be made, specifying the date on which the extraordinary optional redemption is to occur and identifying the Series 2009 Bonds that are to be so redeemed.

(b) The Series 2009 Bonds are subject to extraordinary optional redemption prior to maturity, in whole or in part (in whole multiples of \$5,000), from time to time at the election of the University, from such maturities or portions thereof as the University may select, on any business day in the event that (i) the Student Housing System or any portion thereof is damaged, destroyed or taken in a condemnation proceeding and (ii) the University elects not to repair, rebuild or replace the affected portion of the Student Housing System. To make the election to redeem the Series 2009 Bonds as provided under this subsection, the University shall deliver to the Board and the Trustee a Written Certificate of the University giving

notice of the damage to or destruction of the Student Housing System and describing the extent thereof, stating the specific reasons for the election, identifying the specific source and amount of funds from which the extraordinary optional redemption is to be made, specifying the date on which the extraordinary optional redemption is to occur and identifying the Series 2009 Bonds that are to be so redeemed. The source of funds for such an extraordinary optional redemption is limited to the proceeds of any insurance, other than business interruption insurance or public liability insurance, paid with respect to the damage or destruction of the Student Housing System, plus all amounts required to be paid as deductibles with respect to such insurance, and the proceeds of any condemnation award that are made available by reason of one or more such occurrences. In the event of such an extraordinary optional redemption, the Series 2009 Bonds to be redeemed shall be redeemed at a Redemption Price equal to 100% of the principal amount of the Series 2009 Bonds to be redeemed, plus accrued interest thereon to the redemption date, but without premium.

(c) The Series 2009 Bonds may be subject to sinking fund redemption in part, upon notice given as provided in the Master Resolution and herein, at a Redemption Price equal to 100% of the principal amount of each Series 2009 Bond or portion thereof to be redeemed, together with accrued interest thereon to the redemption date. The mandatory sinking fund installments and the mandatory sinking fund payment dates for the Series 2009 Bonds shall be determined pursuant to the authority delegated under Section 211(a) hereof and set forth in the Terms Certificate. Upon redemption of any Series 2009 Bond, which is subject to mandatory sinking fund redemption, other than by operation of sinking fund redemption as described in this subsection, an amount equal to the principal amount so redeemed shall be credited toward a part or all of any one or more of the sinking fund redemption amounts for such Series 2009 Bonds in such order as the University shall elect by providing the Trustee with a Written Request of the University making such election as provided in Section 5.05(c) of the Master Resolution.

(d) The Series 2009 Bonds may also be subject to optional redemption, if so specified in the Terms Certificate.

(e) In the event any Series 2009 Bonds are called for redemption, in addition to the notice described in Section 4.03 of the Master Resolution, the Trustee shall give further notice of such redemption as set out below, but no defect in such further notice nor any failure to give all or any portion of such further notice shall in any manner defeat the effectiveness of a call for redemption if notice thereof is given as described in Section 4.03 of the Master Resolution.

(i) Such further notice of redemption given hereunder shall contain (A) the CUSIP numbers of all Series 2009 Bonds being redeemed; (B) the date of issue of the Series 2009 Bonds as originally issued; (C) the rate of interest borne by each Series 2009 Bond being redeemed; (D) the maturity date of each Series 2009 Bond being redeemed; and (E) any other descriptive information needed to identify accurately the Series 2009 Bonds being redeemed.

(ii) Each further notice of redemption shall be sent at least thirty-five (35) days before the redemption date by registered or certified mail or overnight delivery service to:

The Depository Trust Company
Call Notification Department
55 Water Street, 50th Floor
New York, NY 10041-0099
Tele - (212) 855-7207, -7208 or -7209
Fax - (212) 855-7232, -7233, -7234 or -7235

and to all other registered securities depositories then in the business of holding substantial amounts of obligations of types comprising the Series 2009 Bonds designated to the Trustee by an Authorized Officer and to the Rating Agency and to any other nationally recognized information services as designated by an Authorized Officer to the Trustee.

(iii) Upon the payment of the Redemption Price of the Series 2009 Bonds being redeemed, each check or other transfer of funds issued for such purpose shall bear the CUSIP number identifying, by issue and maturity, the Series 2009 Bonds being redeemed with the proceeds of such check or other transfer.

Section 208. Sale of Series 2009 Bonds. (a) The sale of the Series 2009 Bonds is hereby approved as follows:

(i) The Series 2009 Bonds authorized to be issued herein shall be sold to the Underwriters or Purchasers at an aggregate price as shall be determined pursuant to the authority delegated under Section 211(a) hereof (provided, however, that in no event shall the aggregate price for the Series 2009 Bonds, excluding accrued interest, be an amount less than the aggregate principal amount of the Series 2009 Bonds minus an aggregate underwriters' discount and original issue discount that does not exceed 2.0% of the aggregate principal amount of the Series 2009 Bonds), on the terms and conditions to be set forth in the Purchase Contract and upon the basis of the representations therein set forth.

(ii) To evidence the acceptance by the Board of the Purchase Contract, a Designated Officer of the Board is hereby authorized and directed to execute and deliver, and the Secretary of the Board to attest, the Purchase Contract substantially in the form attached hereto as Exhibit B, with such changes, omissions, insertions and revisions as such Designated Officer shall deem advisable, his or her execution and delivery thereof to constitute conclusive evidence of such approval. The Board hereby ratifies, confirms and approves all actions heretofore taken on behalf of the Board and the University by the Designated Officers, the Secretary of the Board and other

officials of the Board and the University in connection with the sale of the Series 2009 Bonds.

(b) The Designated Officers of the Board and the University are each hereby authorized to determine the method of sale of the Series 2009 Bonds, which may include a Private Placement or a Public Offering. The Public Offering may be by negotiation (using the Purchase Contract) or by means of a competitive bid (using an Official Notice of Sale). In the event that a Public Offering is used, the Designated Officers and staff of the Board and the University are hereby authorized and directed to prepare or cause to be prepared a Preliminary Official Statement for distribution to prospective purchasers of the Series 2009 Bonds. The Preliminary Official Statement shall include descriptions of the Board, the University, the Resolution, the Series 2009 Bonds, the security and source of payment of the Series 2009 Bonds and such other information as shall be deemed necessary or advisable by such Designated Officers and staff, taking into account the advice and recommendations of the Financial Advisor and disclosure counsel to the Board and the University. Concurrently with its distribution to prospective purchasers, the Preliminary Official Statement shall be “deemed final” by a Designated Officer of the University for purposes of Rule 15c2-12 of the U.S. Securities and Exchange Commission. Following the sale of the Series 2009 Bonds, such Designated Officers shall prepare or caused to be prepared a final Official Statement, with such changes as shall be necessary to conform to the final terms and provisions of the Series 2009 Bonds. The final Official Statement shall be executed on behalf of the Board by one of its Designated Officers and on behalf of the University by one of its Designated Officers.

(c) The use and distribution by the Underwriters of the Preliminary Official Statement and the final Official Statement is hereby authorized and approved.

Section 209. Continuing Disclosure Undertaking. In the event that the a Public Offering of the Series 2009 Bonds is used (as described in Section 208 above), a Designated Officer of the Board and a Designated Officer of the University are hereby authorized, empowered and directed to execute and deliver, and the Secretary of the Board to seal, countersign and attest, the Continuing Disclosure Undertaking in substantially the same form as now before the Board and attached hereto as Exhibit A, or with such changes therein as such Designated Officers shall approve, their execution thereof to constitute conclusive evidence of their approval of such changes. When the Continuing Disclosure Undertaking is executed and delivered on behalf of the Board and the University as herein provided, the Continuing Disclosure Undertaking will be binding on the Board and the University and the officers, employees and agents of the Board and the University, and the officers, employees and agents of the Board and the University are hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Continuing Disclosure Undertaking as executed. Notwithstanding any other provision of this Resolution, the sole remedies for failure to comply with the Continuing Disclosure Undertaking shall be the ability of the beneficial owner of any Bond to seek mandamus or specific performance by court order, to cause the

Board and the University to comply with its obligations under the Continuing Disclosure Undertaking.

Section 210. Delivery of Series 2009 Bonds. The Series 2009 Bonds shall be delivered to the Underwriters or Purchasers, upon compliance with the provisions of Section 3.02 of the Master Resolution, at such time and place as provided in, and subject to, the provisions of the Purchase Contract.

Section 211. Delegation Pursuant to Section 53B-21-102(3)(m) of the Utah Code; Further Authority. (a) As authorized by Section 53B-21-102(3)(m) of the Utah Code, the Board hereby delegates to the Designated Officers of the Board the authority for and on behalf of the Board to approve, prior to the original issuance of the Series 2009 Bonds, the following terms for the Series 2009 Bonds within the applicable parameters for such terms as set forth in this Series 2009 Supplemental Resolution:

(i) the final principal amount of the Series 2009 Bonds for purposes of Section 201 hereof;

(ii) the maturity dates (whether by term or serial maturities), principal amount maturing on each such date, the interest payment dates, and interest rates for the Series 2009 Bonds for purposes of Section 204 hereof;

(iii) any additional redemption dates and Redemption Prices, if any, for purposes of Section 207 hereof;

(iv) the mandatory sinking fund installments and the mandatory sinking fund payment dates for the Series 2009 Bonds for purposes of Section 207(c) hereof;

(v) the aggregate price to be paid for the Series 2009 Bonds pursuant to the Purchase Contract for purposes of Section 208(a)(i) hereof;

(vi) the manner of sale of the Series 2009 Bonds and the final terms and provisions of the Purchase Contract for purposes of Section 208(a)(ii) hereof;

(vii) the final changes to the Official Statement, if any, for purposes of Section 208(b) hereof;

(viii) the type of credit enhancement, if any, for the Series 2009 Bonds, such determination being based on a finding by the Financial Advisor that the credit enhancement, if any, would be advantageous to and produce savings on a present value basis for the University, provided that the terms and provisions of any such credit enhancement shall be included in the Terms Certificate; and

(ix) such other terms and provisions for the Series 2009 Bonds as the Designated Officers of the Board, as appropriate, shall determine are

necessary or advisable in connection with the issuance, sale and delivery of the Series 2009 Bonds and as are consistent with the terms and provisions of this Series 2009 Supplemental Resolution.

(b) As authorized by Section 53B-21-102(3)(m) of the Utah Code, the Board hereby further delegates to the Designated Officers of the Board the authority for and on behalf of the Board to (i) approve the amounts of the proceeds of sale of the Series 2009 Bonds and certain other moneys to be used and deposited as provided in Section 302 and (ii) determine the Series 2009 Debt Service Reserve Requirement, if any, for purposes of Section 304 hereof.

(c) The Designated Officers, the Secretary of the Board, and all other officers of the Board and the University are, and each of them is, hereby authorized to do or perform all such acts and to execute all such certificates, documents and other instruments as may be necessary or advisable to provide for the issuance, sale and delivery of the Series 2009 Bonds.

Section 212. Book-Entry System; Limited Obligation of Board. In the event that a Public Offering of the Series 2009 Bonds is used, the provisions of Sections 212 through 215 shall apply.

The Series 2009 Bonds shall be initially issued in the form of a separate, single, certificated, fully registered Bond for each of the maturities established pursuant to Section 204 hereof. Upon initial issuance, the ownership of each such Series 2009 Bond shall be registered in the registration books kept by the Trustee in the name of Cede, as nominee of DTC. Except as provided in Section 214 hereof, all of the Series 2009 Bonds shall be registered in the registration books kept by the Trustee in the name of Cede, as nominee of DTC.

With respect to Series 2009 Bonds registered in the registration books kept by the Trustee in the name of Cede, as nominee of DTC, the Board, the University, the Trustee and the Paying Agent shall have no responsibility or obligation to any such Participant or to any Person on behalf of which such a Participant holds an interest in the Series 2009 Bonds. Without limiting the immediately preceding sentence, the Board, the University, the Trustee and the Paying Agent shall have no responsibility or obligation with respect to (a) the accuracy of the records of DTC, Cede or any Participant with respect to any ownership interest in the Series 2009 Bonds, (b) the delivery to any Participant or any other Person, other than a Bondowner, as shown in the registration books kept by the Trustee, of any notice with respect to the Series 2009 Bonds, including any notice of redemption, or (c) the payment to any Participant or any other Person, other than a Bondowner, as shown in the registration books kept by the Trustee, of any amount with respect to the principal of or premium, if any, or interest on the Series 2009 Bonds. The Board, the University, the Trustee and the Paying Agent may treat and consider the Person in whose name each Series 2009 Bond is registered in the registration books kept by the Trustee as the holder and absolute owner of such Series 2009 Bond for the purpose of payment of principal, premium and interest with respect to such Series 2009 Bond, for the purpose of giving notices of redemption and other matters with respect to such Series 2009 Bond, for the purpose of

registering transfers with respect to such Series 2009 Bond and for all other purposes whatsoever. The Paying Agent shall pay all principal of and premium, if any, and interest on the Series 2009 Bonds only to the respective Bondowners, as shown in the registration books kept by the Trustee, or their respective attorneys duly authorized in writing, as provided in Section 206 hereof, and all such payments shall be valid and effective to fully satisfy and discharge the University's obligations with respect to payment of principal of and premium, if any, and interest on the Series 2009 Bonds to the extent of the sum or sums so paid. No Person other than a Bondowner, as shown in the registration books kept by the Trustee, shall receive a certificated Series 2009 Bond evidencing the obligation of the University to make payments of principal, premium, if any, and interest pursuant to the Series 2009 Supplemental Resolution. Upon delivery by DTC to the University of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede, and subject to the provisions herein with respect to Record Dates, the word "Cede" in this Series 2009 Supplemental Resolution shall refer to such new nominee of DTC; and upon receipt of such a notice the University shall promptly deliver a copy of the same to the Trustee and the Paying Agent.

Section 213. Letter of Representations. The Letter of Representations has been executed and delivered by the Board to DTC. The execution and delivery of the Letter of Representations shall not in any way limit the provisions of Section 212 hereof or in any other way impose upon the Board or the University any obligation whatsoever with respect to Persons having interests in the Series 2009 Bonds other than the Bondowners, as shown on the registration books kept by the Trustee. In the written acceptance of each Paying Agent and Trustee, such Paying Agent and Trustee, respectively, shall agree to take all action necessary for all representations of the Board in the Letter of Representations with respect to the Paying Agent and Trustee, respectively, to at all times be complied with.

Section 214. Transfers Outside Book-Entry System. At the option of the University or upon receipt by the University of written notice from DTC to the effect that DTC has received written notice from Participants having interests, as shown in the records of DTC, in at least fifty percent (50%) of the aggregate principal amount of the then outstanding Series 2009 Bonds to the effect that:

- (a) DTC is unable or unwilling to discharge its responsibilities and no substitute depository willing to undertake the functions of DTC hereunder can be found that is willing and able to undertake such functions upon reasonable and customary terms, or
- (b) a continuation of the requirement that all of the Series 2009 Bonds be registered in the registration books kept by the Trustee in the name of Cede, as nominee of DTC, is not in the best interest of the beneficial owners of the Series 2009 Bonds,

such Series 2009 Bonds shall no longer be restricted to being registered in the registration books kept by the Trustee in the name of Cede, as nominee of DTC, but may be registered in whatever name or names Bondowners transferring or exchanging such Series 2009 Bonds shall designate, in accordance with the provisions of Article III of the Master Resolution.

Section 215. Payments to Cede. Notwithstanding any other provision of this Series 2009 Supplemental Resolution to the contrary, so long as any Series 2009 Bond is registered in the name of Cede, as nominee of DTC, all payments with respect to principal of and premium, if any, and interest on such Series 2009 Bond and all notices with respect to such Series 2009 Bond shall be made and given, respectively, in the manner provided in the appropriate Letter of Representations.

Section 216. Provision for Refunding the Refunded Bonds. It is hereby found and determined that, pursuant to the Escrow Agreement and the Resolution, moneys and governmental obligations permitted under the Act, the principal of and the interest on which, when due, will provide moneys that will be sufficient to pay, when due, pursuant to call for redemption, the redemption price of and interest due and to become due on, the Refunded Bonds, will be deposited with the Escrow Agent and provision thereby made for the refunding of the Refunded Bonds.

Section 217. Authorization of Escrow Agreement. The Escrow Agreement, in substantially the form set forth as Exhibit C hereto, with such insertions, changes and additions as shall be made with the approval of a Designated Officer of the Board and a Designated Officer of the University, their execution thereof to constitute conclusive evidence of such approval, is hereby in all respects authorized and approved. Such Designated Officer and the Secretary of the Board and such Designated Officer of the University are hereby authorized and directed to execute, countersign, attest, seal and deliver the Escrow Agreement. The Designated Officers may determine that the use of an Escrow Agreement is not needed.

Section 218. Authorization of Redemption Prior to Maturity of Refunded Bonds. The Refunded Bonds shall be called for redemption on the date set forth in the Terms Certificate, at the redemption price of one hundred percent (100%) of the principal amount of each such Series 1999A Bond so called for redemption plus accrued interest thereon to the date fixed for redemption. Notice of such redemption shall be given as provided in the Resolution.

Section 219. Legislative Appropriation. In order to (a) assure the maintenance of the Series 2009 Debt Service Reserve Subaccount in an amount equal to the Series 2009 Debt Service Reserve Requirement and (b) assure the payment of principal and interest on the Series 2009 Bonds, the Board shall cause the Chair, not later than the first day of December in each year, to certify to the Governor and Director of Finance of the State, the amount, if any, required to (i) restore the Series 2009 Debt Service Reserve Subaccount to the Series 2009 Debt Service Reserve Requirement or (ii) meet any projected shortfalls of payment of principal or interest or both for the following year on any Series 2009 Bonds issued hereunder. A copy of such Certificate shall be promptly delivered by the Chair to the Trustee. The Governor may request from the Legislature an appropriation of the amount so certified in the second preceding sentence. All sums appropriated by the Legislature, if any, and paid to the Board pursuant to the foregoing procedure shall be deposited respectively in the Series 2009 Debt Service Reserve Subaccount or in the Series 2009 Debt Service Subaccount, as applicable.

Section 220. Publication of Notice of Refunding Bonds to be Issued. In accordance with the provisions of Section 11-27-4 of the Utah Code, the Secretary of the Board shall cause a “Notice of Refunding Bonds to be Issued,” in substantially the form attached hereto as Exhibit D, to be published one time in the Salt Lake Tribune, a newspaper of general circulation in the area serviced by the Board, and shall cause a copy of this Series 2009 Supplemental Resolution, together with a copy of the Master Resolution, to be kept on file in her office for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication of such Notice.

For a period of thirty (30) days from and after publication of the Notice of Refunding Bonds to be Issued, any person in interest shall have the right to contest the legality of this Series 2009 Supplemental Resolution (including the Master Resolution, but only as it relates to the Series 2009 Bonds) or any provisions made for the security and payment of the Series 2009 Bonds, after such time no person shall have any cause of action to contest the regularity, formality or legality thereof for any cause.

ARTICLE III

ESTABLISHMENT OF ACCOUNTS AND SUBACCOUNTS AND APPLICATION OF SERIES 2009 BOND PROCEEDS AND OTHER MONEYS

Section 301. Series 2009 Cost of Issuance Account. There is hereby established a separate account designated as the “Series 2009 Cost of Issuance Account” to be held by the Trustee, moneys in which shall be used for the purpose of paying costs of issuance of the Series 2009 Bonds. Any moneys remaining in the Series 2009 Cost of Issuance Account on the date of the full and final payment of all costs of issuance of the Series 2009 Bonds, shall be transferred promptly to the Series 2009 Debt Service Subaccount.

Section 302. Application of Proceeds of Series 2009 Bonds and Other Moneys. From the proceeds of sale of the Series 2009 Bonds, together with other available money of the University, if any, there shall be paid to the Trustee for use and deposited as follows:

(a) Into the Series 2009 Debt Service Reserve Subaccount, the amount or a surety bond in the amount of the Series 2009 Debt Service Reserve Requirement determined pursuant to the authority delegated under Section 211(b) hereof;

(b) Into the Escrow Account, the amount necessary to refund the Refunded Bonds; and

(c) Into the Series 2009 Cost of Issuance Account, the balance of the proceeds of the Series 2009 Bonds.

Section 303. Establishment of Series 2009 Debt Service Subaccount. Pursuant to Section 5.06(a) of the Master Resolution, there is hereby established a Series Subaccount in the Debt Service Account in the Principal and Interest Fund designated as the “Series 2009 Debt Service Subaccount.” Moneys shall be deposited into and paid from the Series 2009 Debt Service Subaccount in accordance with Sections 5.05(a)(i)(A) and 5.06(b), respectively, of the Master Resolution to pay Debt Service on the Series 2009 Bonds.

Section 304. Establishment of Series 2009 Debt Service Reserve Subaccount. Pursuant to Section 5.07(a) of the Master Resolution, there may be established a Series Subaccount in the Debt Service Reserve Account in the Principal and Interest Fund designated as the “Series 2009 Debt Service Reserve Subaccount.” Moneys shall be deposited into and paid from the Series 2009 Debt Service Reserve Subaccount if, when and as required by the Master Resolution, to remedy deficiencies in the Series 2009 Debt Service Subaccount in accordance with Section 5.07 of the Master Resolution. The Series 2009 Debt Service Reserve Requirement shall be an amount determined pursuant to the authority delegated under Section 210(b) hereof.

Section 305. Renewal and Replacement Fund. The Renewal and Replacement Reserve Fund Requirement shall remain \$500,000 following the issuance of the Series 2009 Bonds.

ARTICLE IV

FORM OF SERIES 2009 BOND

Section 401. Form of Series 2009 Bonds. Subject to the provisions of the Master Resolution, each Series 2009 Bond shall be in substantially the following form, with such insertions or variations as to any redemption or amortization provisions and such other insertions or omissions, endorsements and variations as may be required or permitted by the Resolution (including, but not limited to, such changes as may be necessary if the Series 2009 Bonds at any time are no longer held in book-entry form as permitted by Section 214 hereof):

[FORM OF BOND]

Registered

Registered

Number R-

\$ _____

**UNITED STATES OF AMERICA
STATE OF UTAH
STATE BOARD OF REGENTS OF THE STATE OF UTAH
UTAH STATE UNIVERSITY OF AGRICULTURE AND APPLIED SCIENCE
STUDENT FEE AND HOUSING SYSTEM IMPROVEMENT REVENUE
REFUNDING BOND
SERIES 2009**

Interest Rate Maturity Date Dated Date CUSIP
_____ % _____ _____, 2009

Registered Owner:

Principal Amount: _____ Dollars*****

KNOW ALL MEN BY THESE PRESENTS that Utah State University of Agriculture and Applied Science, a body politic and corporate of the State of Utah (the "University") acting by and through the State Board of Regents of the State of Utah, its governing body (the "Board"), acknowledges itself indebted and for value received hereby promises to pay, in the manner and from the sources hereinafter provided, to the registered owner identified above or registered assigns, on the maturity date specified above, upon presentation and surrender hereof, the principal amount identified above (the "Principal Amount"), and to pay to the registered owner hereof interest on the balance of the Principal Amount from time to time remaining unpaid from the interest payment date next preceding the date of registration and authentication of this Bond, unless this Bond is registered and authenticated as of an interest payment date, in which event this Bond shall bear interest from such interest payment date, or unless this Bond is registered and authenticated prior to the first interest payment date, in which event this Bond shall bear interest from the dated date identified above (the "Dated Date"), or unless, as shown by the records of the hereinafter referred to Trustee, interest on the hereinafter referred to Bonds shall be in default, in which event this Bond shall bear interest from the date to which interest has been paid in full, or unless no interest has been paid on this Bond, in which event it shall bear interest from the Dated Date, at the interest rate per annum (calculated on the basis of a year of 360 days consisting of twelve 30-day months) specified above (the "Interest Rate"), payable semiannually on [April 1] and [October 1] of each year, beginning [October 1, 2009], until payment in full of the Principal Amount. This Bond shall bear interest on overdue principal at the Interest Rate.

Principal of and premium, if any, on this Bond shall be payable at the principal corporate trust office of Wells Fargo Bank, N.A., in Salt Lake City, Utah, the paying agent of the Board, or its successor as such paying agent, in any coin or currency of the United States of America that at the time of payment is legal tender for the payment of public and private debts. Payment of the semiannual interest hereon shall be made to the registered owner hereof and shall be paid by check or draft mailed to the person who is the registered owner of record as of the close of business on the fifteenth (15) day of the month next preceding each interest payment date at the address of such registered owner as it appears on the registration books of the Board maintained by the Trustee (as hereinafter defined), or at such other address as is furnished in writing by such registered owner to the Trustee as provided in the Bond Resolution (as hereinafter defined).

This Bond is a special obligation of the University and is one of the Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds (the "Bonds") issued under and by virtue of the provisions of Chapter 21 of Title 53B of the Utah Code Annotated 1953, as amended, the Utah Refunding Bond Act, Chapter 27 of Title 11 of the Utah Code Annotated 1953, as amended, and the Registered Public Obligations Act, Chapter 7 of Title 15 of the Utah Code Annotated 1953, as amended (collectively, the "Act"), and under and pursuant to the Resolution Providing For the Issuance of Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds, adopted on March 25, 1994 (the "Master Resolution"), as the same from time to time may be amended or supplemented by further resolutions of the Board, including the Supplemental Resolution authorizing the issuance of this Series of Bonds, adopted on August 28, 2009 (such Master Resolution and Supplemental Resolution and any and all such further resolutions being herein collectively called the "Bond Resolution"), for the purpose of providing funds (a) to refund a portion of the Bonds, (b) to provide necessary reserves and (c) to pay expenses incident thereto and to the issuance of the Series 2009 Bonds (as defined below).

THE UNIVERSITY IS OBLIGATED TO PAY PRINCIPAL AND REDEMPTION PRICE OF AND INTEREST ON THIS BOND SOLELY FROM THE REVENUES AND OTHER FUNDS OF THE UNIVERSITY PLEDGED THEREFOR UNDER THE TERMS OF THE BOND RESOLUTION. THIS BOND IS NOT A DEBT OF THE STATE OF UTAH, THE BOARD OR THE UNIVERSITY WITHIN THE MEANING OF ANY CONSTITUTIONAL OR STATUTORY LIMITATION OF INDEBTEDNESS. PURSUANT TO THE BOND RESOLUTION, SUFFICIENT REVENUES HAVE BEEN PLEDGED AND WILL BE SET ASIDE INTO SPECIAL FUNDS BY THE UNIVERSITY TO PROVIDE FOR THE PROMPT PAYMENT OF THE PRINCIPAL OF AND INTEREST ON THIS BOND AND ALL BONDS OF THE SERIES OF WHICH IT IS A PART.

As provided in the Bond Resolution, bonds, notes and other obligations may be issued from time to time in one or more series in various principal amounts, may mature at different times, may bear interest at different rates and may otherwise vary as provided in the Bond Resolution, and the aggregate principal amount of such bonds, notes and other obligations that may be issued is not limited. In addition to bonds, notes and other obligations issued pursuant to the Bond Resolution, the University may execute Contracts

and incur Security Instrument Repayment Obligations as provided in the Bond Resolution. All bonds, notes and other obligations issued and to be issued under the Bond Resolution (including, but not limited to, the Series 2009 Bonds), all Contracts and all Security Instrument Repayment Obligations are and will be equally and ratably secured by the pledge and covenants made in the Bond Resolution, except as otherwise expressly provided or permitted in or pursuant to the Bond Resolution.

This Bond is one of a Series of Bonds designated as “Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds, Series 2009” (herein called the “Series 2009 Bonds”), limited to the aggregate principal amount of _____ Dollars (\$_____), and duly issued under and by virtue of the Act and under and pursuant to the Bond Resolution. Copies of the Bond Resolution are on file at the office of the Secretary of the Board, in Salt Lake City, Utah, at the office of the Vice President for Business and Finance of the University, in Logan, Utah, and at the principal corporate trust office of Wells Fargo Bank, N.A., in Salt Lake City, Utah, as trustee under the Bond Resolution (said trustee and any successors thereto under the Bond Resolution being herein called the “Trustee”). Reference to the Bond Resolution and to the Act is made for a description of the pledge and covenants securing the Series 2009 Bonds, the nature, manner and extent of enforcement of such pledge and covenants, the terms and conditions upon which the Series 2009 Bonds are issued, and upon which additional Bonds, notes and other obligations may be issued thereunder, Contracts may be executed thereunder and Security Instrument Repayment Obligations may be incurred thereunder, and a statement of the rights, duties, immunities and obligations of the Board, the University and the Trustee. Such pledge and other obligations of the Board and the University under the Bond Resolution may be discharged at or prior to the maturity or redemption of the Series 2009 Bonds upon the making of provision for the payment thereof on the terms and conditions set forth in the Bond Resolution.

To the extent and in the respects permitted by the Bond Resolution, the Bond Resolution may be modified or amended by action on behalf of the Board taken in the manner and subject to the conditions and exceptions prescribed in the Bond Resolution. The owner of this Bond shall have no right to enforce the provisions of the Bond Resolution or to institute action to enforce the pledge or covenants made therein or to take any action with respect to an event of default under the Bond Resolution or to institute, appear in or defend any suit or other proceeding with respect thereto, except as provided in the Bond Resolution.

This Bond is transferable, as provided in the Bond Resolution, only upon the books of the University kept for that purpose at the principal corporate trust office of the Trustee, by the registered owner hereof in person or by such owner’s attorney duly authorized in writing, upon surrender hereof to the Trustee together with a written instrument of transfer satisfactory to the Trustee, duly executed by the registered owner or such duly authorized attorney. Thereupon, the Board and the University shall issue in the name of the transferee a new Series 2009 Bond of the same aggregate principal amount and Series, designation, maturity and interest rate as the surrendered Series 2009 Bond, all as provided in the Bond Resolution and upon the payment of the charges therein prescribed. The Board, the University, the Trustee and any paying agent may treat and consider the person in whose name this Series 2009 Bond is registered as the holder and absolute owner hereof for the

purpose of receiving payment of, or on account of, the principal or Redemption Price hereof and interest due hereon and for all other purposes whatsoever, and neither the Board, the University, the Trustee nor any paying agent shall be affected by any notice to the contrary.

The Series 2009 Bonds are issuable solely in the form of fully registered Bonds, without coupons, in denominations of \$5,000 and any whole multiple thereof.

The Series 2009 Bonds are subject to redemption prior to maturity as provided in the Resolution.

Except as otherwise provided herein and unless the context clearly indicates otherwise, words and phrases used herein shall have the same meanings as such words and phrases in the Bond Resolution.

This Bond shall not be valid until the Certificate of Authentication hereon shall have been manually signed by the Trustee.

(Signature page follows.)

IN WITNESS WHEREOF, THE STATE BOARD OF REGENTS OF THE STATE OF UTAH has caused this Bond to be executed on behalf of the University by the Chair of the Board, countersigned by the President of the University and attested by the Secretary of the Board and has caused the official seal of the Board to be impressed hereon, all as of the Dated Date.

STATE BOARD OF REGENTS OF
THE STATE OF UTAH

(SEAL)

By _____ /s/ (Do Not Sign)
Chair

COUNTERSIGNED:

By _____ /s/ (Do Not Sign)
President of Utah State University
of Agriculture and Applied Science

ATTEST:

_____/s/ (Do Not Sign)
Secretary

[FORM OF TRUSTEE'S CERTIFICATE OF AUTHENTICATION]

This Bond is one of the Bonds described in the within mentioned Bond Resolution and is one of the Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Refunding Bonds, Series 2009.

WELLS FARGO BANK, N.A., as Trustee

By _____
Authorized Officer

Date of registration and authentication: _____

[FORM OF ASSIGNMENT]

The following abbreviations, when used in the inscription on the face of the within Bond, shall be construed as though they were written out in full according to applicable laws or regulations.

TEN COM – as tenants in common
TEN ENT – as tenants by the entireties
JT TEN – as joint tenants with right of survivorship and not as tenants in common

UNIF GIFT MIN ACT _____
(Cust.)

Custodian for _____
(Minor)

under Uniform Gifts to Minors Act of _____
(State)

Additional abbreviations may also be used though not in the above list.

ASSIGNMENT

FOR VALUE RECEIVED, _____ the undersigned hereby sells, assigns and transfers unto:

(Social Security or Other Identifying Number of Assignee)

(Please Print or Typewrite Name and Address of Transferee)

the within Bond and all rights thereunder, and hereby irrevocably constitutes and appoints _____ attorney for registration thereof, with full power of substitution in the premises.

DATED:

Signature: _____

NOTICE: The signature to this assignment must correspond with the name of the Registered Owner as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatever.

Signature Guaranteed:

NOTICE: The signature(s) should be guaranteed by an eligible guarantor institution (banks, stockbrokers, savings and loan associations and credit unions with membership in an approved signature guarantee medallion program), pursuant to S.E.C. Rule 17Ad-15.

ARTICLE V

APPOINTMENT OF THE TRUSTEE

Section 501. Appointment of the Trustee. For the benefit and protection of the Bonds and the Owners of the Bonds from time to time, Wells Fargo Bank, N.A., a national banking association having the powers of a trust company, doing business and having its principal corporate trust office in Salt Lake City, Utah, is hereby appointed as Trustee. The Trustee shall signify acceptance of the duties and obligations imposed upon it by the Resolution and provide its address for purposes of notices delivered pursuant to the Resolution by executing and delivering to the Board and the University a written acceptance thereof prior to the delivery of any Series 2009 Bonds.

ARTICLE VI

MISCELLANEOUS

Section 601. Arbitrage Covenant for Series 2009 Bonds; Covenant to Maintain Tax Exemption. (a) The Designated Officers and other appropriate officials of the Board and the University are hereby authorized and directed to execute such Tax Certificates as shall be necessary to establish that (i) the Series 2009 Bonds are not “arbitrage bonds” within the meaning of Section 148 of the Code and the regulations promulgated or proposed thereunder, (ii) the Series 2009 Bonds are not and will not become “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 Board and the University contained in this Section will be complied with and (v) interest on the Series 2009 Bonds is not and will not become includible in gross income of the Owners thereof for federal income tax purposes under the Code and applicable regulations promulgated or proposed thereunder.

(a) The Board covenants and certifies to and for the benefit of the Owners from time to time of the Series 2009 Bonds that:

(i) the Board and the University will at all times comply with the provisions of any Tax Certificates;

(ii) the Board and the University will at all times comply with the rebate requirements contained in Section 148(f) of the Code, including, without limitation, the entering into any necessary rebate calculation agreement to provide for the calculations of amounts required to be rebated to the United States, the keeping of records necessary to enable such calculations to be made and the timely payment to the United States of all amounts, including any applicable penalties and interest, required to be rebated;

(iii) no use will be made of the proceeds of the issue and sale of the Series 2009 Bonds, or any funds or accounts of the Board and the University that may be deemed to be proceeds of the Series 2009 Bonds, pursuant to Section 148 of the Code and applicable regulations, which use, if it had been reasonably expected on the date of issuance of the Series 2009 Bonds, would have caused the Series 2009 Bonds to be classified as “arbitrage bonds” within the meaning of Section 148 of the Code;

(iv) the Board and the University will not provide any service or use or permit the use of any of its facilities or properties in such manner that would cause the Series 2009 Bonds to be “private activity bonds” described in Section 141 of the Code;

(v) no bonds or other evidences of indebtedness of the Board and the University have been or will be sold or delivered within a period beginning fifteen (15) days prior to the sale of the Series 2009 Bonds and

ending fifteen (15) days following the delivery of the Series 2009 Bonds, other than the Series 2009 Bonds, that are reasonably expected to be paid out of substantially the same source of funds as the Series 2009 Bonds; and

(vi) the Board and the University will not take any action that would cause interest on the Series 2009 Bonds to be or to become ineligible for the exclusion from gross income of the Owners of the Series 2009 Bonds as provided in Section 103 of the Code, nor will the Board and the University omit to take or cause to be taken, in timely manner, any action, which omission would cause interest on the Series 2009 Bonds to be or to become ineligible for the exclusion from gross income of the Owners of the Series 2009 Bonds as provided in Section 103 of the Code.

Pursuant to these covenants, the Board obligates itself and the University to comply throughout the term of the issue of the Series 2009 Bonds with the requirements of Section 103 of the Code and the regulations proposed or promulgated thereunder.

Section 602. Ratification. All proceedings, resolutions and actions of the Board, the University and their respective officers taken in connection with the sale and issuance of the Series 2009 Bonds are hereby ratified, confirmed and approved.

Section 603. Severability. It is hereby declared that all parts of this Series 2009 Supplemental Resolution are severable, and if any section, paragraph, clause or provision of this Series 2009 Supplemental Resolution shall, for any reason, be held to be invalid or unenforceable, the invalidity or unenforceability of any such section, paragraph, clause or provision shall not affect the remaining sections, paragraphs, clauses or provisions of this Series 2009 Supplemental Resolution.

Section 604. Conflict. All resolutions, orders and regulations or parts thereof heretofore adopted or passed that are in conflict with any of the provisions of this Series 2009 Supplemental Resolution are, to the extent of such conflict, hereby repealed.

Section 605. Captions. The table of contents and captions or headings herein are for convenience of reference only and in no way define, limit or describe the scope or intent of any provisions or sections of this Series 2009 Supplemental Resolution.

Section 606. Effective Date. This Series 2009 Supplemental Resolution shall take effect immediately upon its adoption and approval.

(Signature page follows.)

ADOPTED AND APPROVED this 28th day of August, 2009.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

(SEAL)

By _____
Jed H. Pitcher
Chair

ATTEST:

Joyce Cottrell
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 August 28, 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 28th day of August, 2009.

Secretary

(SEAL)

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

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the August 28, 2009 public meeting held by the Members of the State Board of Regents by (i) causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on _____, 2009, and (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least twenty-four (24) hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on _____, 2009, at least twenty-four (24) hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

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

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 28th day of August, 2009.

(SEAL)

Secretary

EXHIBIT A

CONTINUING DISCLOSURE UNDERTAKING

EXHIBIT B
PURCHASE CONTRACT

EXHIBIT C

ESCROW AGREEMENT

EXHIBIT D

NOTICE OF REFUNDING BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on August 28, 2009, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Resolution") in which it authorized the issuance of the Board's Utah State University Housing System Revenue Refunding Bonds, Series 2009 (the "Bonds") in the aggregate principal amount of not to exceed Ten Million Dollars (\$10,000,000), to bear interest at a rate or rates of not to exceed five percent (5.0%) per annum, to mature in not more than six (6) years from their date or dates, and to be sold at a price not less than ninety-eight percent (98%) of the total principal amount thereof, plus accrued interest to the date of delivery. No deposit is currently anticipated in connection with the sale of the Bonds.

The Bonds, pursuant to the Resolution, are to be issued for the purpose of (i) refunding all or a portion of the Board's Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Refunding Bonds, Series 1999A, (ii) funding of a deposit to a debt service reserve fund and (iii) paying issuance expenses.

The Bonds are to be issued and sold by the Issuer pursuant to the Resolution, a Master Resolution and a Supplemental Resolution which were before the Board, and such Master Resolution and Supplemental Resolution are to be executed by the Board in such form and with such changes thereto as shall be approved by the appropriate officials of the Board and Utah State University.

A copy of the Resolution and forms of the Master Resolution and Supplemental Resolution are on file in the office of the Secretary to the Board in the Board's offices located at 60 South 400 West, Salt Lake City, Utah 84101, where they may be examined during regular business hours of the Secretary from 8:00 a.m. to 5:00 p.m. for a period of at least thirty (30) days from and after the date of publication of this notice.

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the Master Resolution (as it relates only to the Bonds), the Supplemental Resolution or the Bonds, or any provision made for the security and payment of the Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this 28th day of August, 2009.

/s/ Joyce Cottrell
Secretary

August 19, 2009

MEMORANDUM

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

Southern Utah University seeks approval to purchase property for future campus expansion. The location of this property is advantageous to the University as it sits directly across the street from the athletic ball fields and is placed within the potential growth area set within the Campus Master Plan. The address is 842 West University (Center) Boulevard, Cedar City UT, 84720.

The property includes a single family residence built in 1940. It is a single level with finished basement, has two bedrooms and one bath, and contains 1,091 square feet (gross) of living space. The lot size is 72 feet wide by 198 feet deep (total 14,256 sq ft).

The current appraised value of the property, as is, is \$125,000. The owner has agreed to sell the property to the University for this amount.

Commissioner's Recommendation

The Commissioner recommends that the Board of Regents approve the request from Southern Utah University to purchase the property located at 842 West University Boulevard for the appraised value of \$125,000.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/MV
Attachment

Date: August 8, 2009
To: Commissioner Bill Sederburg
From: Dorian Page
Vice President for Finance & Facilities
Subject: Purchase of Real Property

Attachments:

- Pictures of Property
- Aerial View
- Satellite View
- Appraisal Data – dated 7/13/2009

Description:

Single Family Residence located at 842 W. University (Center) Blvd., Cedar City Utah, 84720. Assessor's Parcel # B-135-1 Acct# 48097.

Home was built in 1940. It is a single level with finished basement; has two bedrooms and one bath; and contains 1,091 square feet of gross living space. Lot size is 72 feet wide by 198 feet deep (total 14,256 sq ft).

Background:

The property is currently owned by Diversity Holdings, LLC and has been utilized as investment property (rental) during the period of their ownership. The property was first listed for sale in July of 2007 for \$199,000. In September of 2007, the asking price was reduced to \$189,000. Due to the lack of interest, it was removed formally (MLS) from the market in August of 2008 however a "for sale by owner" sign remained in the yard. On or about June of this year (2009), the owners were contacted by SUU to explore the possibility of a purchase. It was explained that the University would pay no more than the current appraised value of the property; an appraisal was then ordered by SUU.

Recommendation:

The location of this property is advantageous to the University as it sits directly across the street from the athletic ball fields (see attached maps) and is placed within the potential growth area set within the Campus Master Plan. If the campus is to grow as envisioned, this property will be required to support that expansion.

The current appraised value of the property, as is, is determined to be \$125,000. Due to market forces, the value has substantially dropped over the past two years. The owner has agreed to sell the property to the University for this amount. To ensure that the property is obtained and to take advantage of the current market conditions, this property should be purchased at this time.

We request approval of the Board of Regents for the purchase of the above identified property at the appraised price of \$125,000. This approval is contingent on the approval of the Board of Trustees (meeting date of September 3, 2009) and is being pursued prior to the Board of Trustees meeting because of the timing of the meetings. If the Board of Trustees does not approve this item, this request will be nullified. This property will be used for future campus expansion.

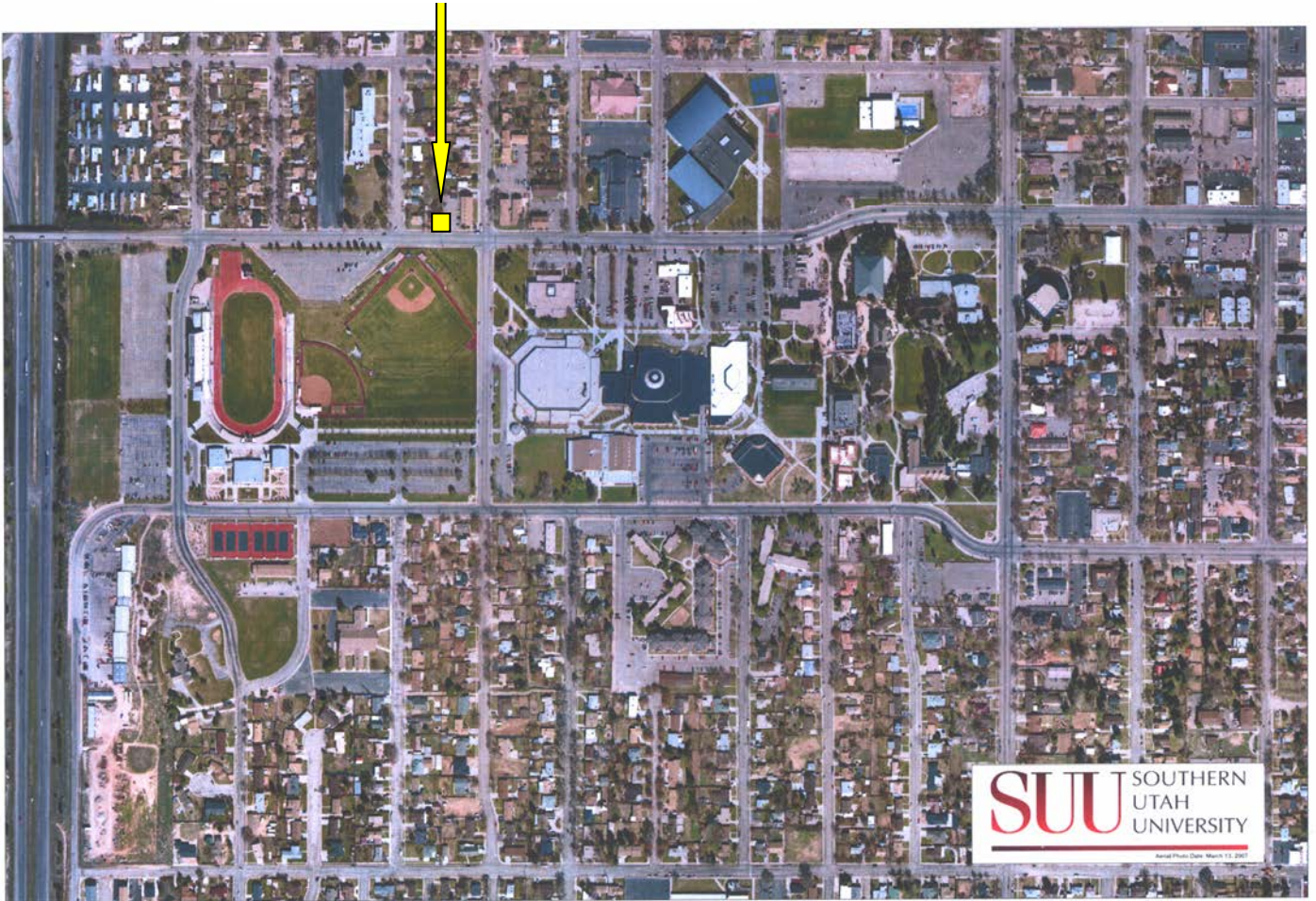
Picture #1



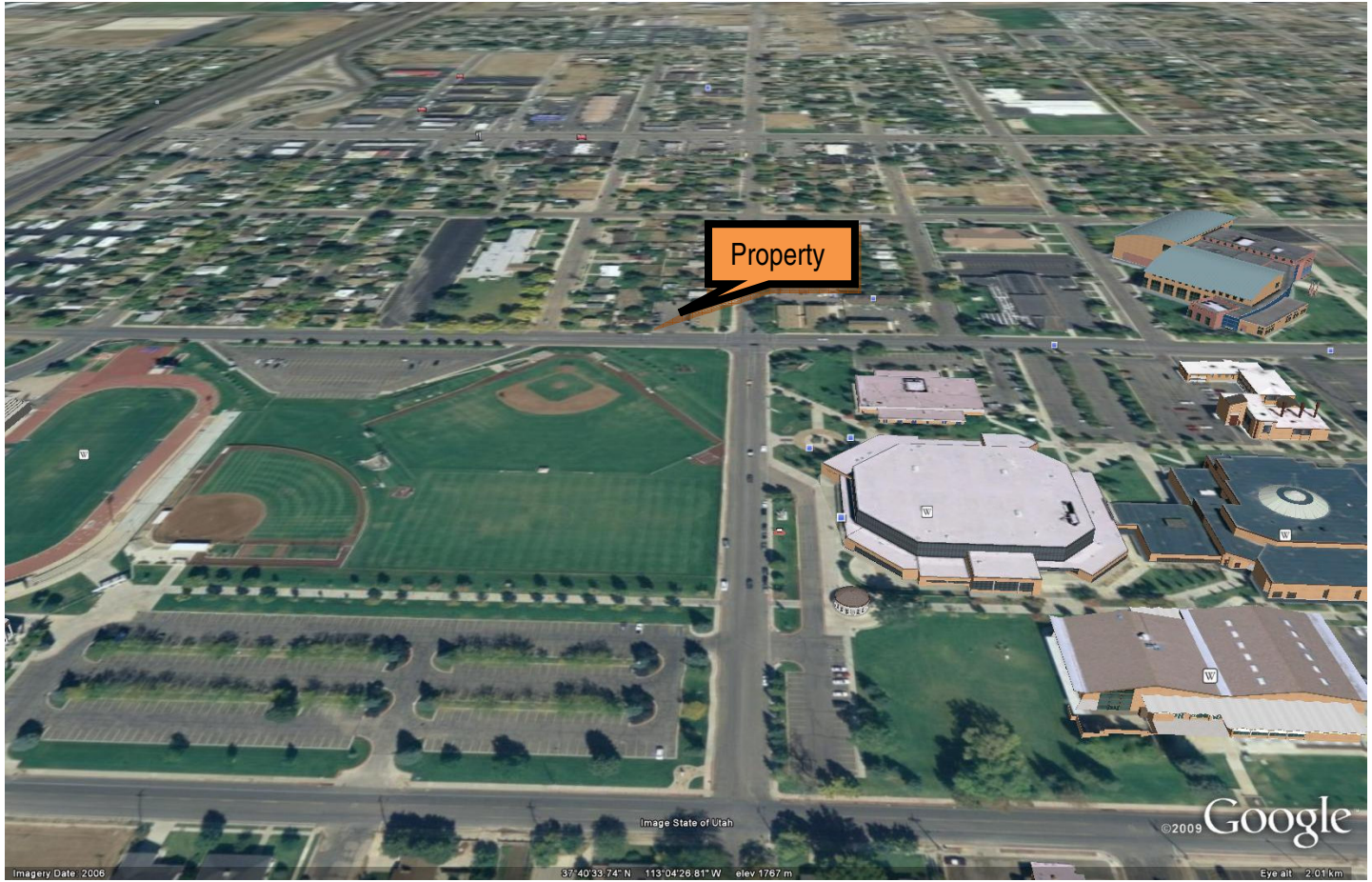
Picture #2



842 W. Center Street, Cedar City



Satellite View



Appraisal

APPRAISER

Signature *Bradley C. Stutz*
 Name BRADLEY C. STUTZ
 Company Name REALTY APPRAISAL SERVICE
 Company Address 444 S Main Ste C-4
Cedar City, UT 84720
 Telephone Number 435-586-2212
 Email Address brad@cedarcity.net
 Date of Signature and Report 7/15/2009
 Effective Date of Appraisal 7/13/2009
 State Certification # 5451832-CG00
 or State License # _____
 or Other (describe) _____ State # _____
 State UT
 Expiration Date of Certification or License 7-31-09

ADDRESS OF PROPERTY APPRAISED
842 W Center Street
Cedar City, UT 84720-2324

APPRAISED VALUE OF SUBJECT PROPERTY \$ 125,000
 LENDER/CLIENT
 Name _____
 Company Name SOUTHERN UTAH UNIVERISTY FOUNDATION
 Company Address 351 W CENTER ST
CEDAR CITY, UTAH 84720
 Email Address _____

SUPERVISORY APPRAISER (ONLY IF REQUIRED)

Signature _____
 Name _____
 Company Name _____
 Company Address _____
 Telephone Number _____
 Email Address _____
 Date of Signature _____
 State Certification # _____
 or State License # _____
 State _____
 Expiration Date of Certification or License _____

SUBJECT PROPERTY

Did not inspect subject property
 Did inspect exterior of subject property from street
 Date of Inspection _____
 Did inspect interior and exterior of subject property
 Date of Inspection _____

COMPARABLE SALES

Did not inspect exterior of comparable sales from street
 Did inspect exterior of comparable sales from street
 Date of Inspection _____



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

August 20, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: UHEAA—Student Loan and Financial Aid Update

Issue

Listed below is a summary of current events concerning UHEAA's student loan program and an update on two important developments in Veterans Educational Benefits and in the Pell Grant Program.

1. Student Loan Line of Credit Secured. UHEAA has successfully completed a \$200 million line of credit financing with UBS Bank USA (a Utah Industrial Bank). As reported previously, the line of credit costs include a \$250,000 loan fee, an estimated \$100,000 in related legal costs, and interest on the actual funding draws. Total costs of the line of credit will be paid with revenues from the U.S. Department of Education and earnings on student loans.

The line of credit enables UHEAA to meet the increased demand for student loans. Total projected loan volume is estimated to exceed \$500 million for the 2009-10 academic year. Enrollment growth, increased borrowing limits, and other factors have spiked student loan demand. UHEAA expects to originate approximately 50% of the loans with the other 50% being made by UHEAA's remaining lender partners. All UHEAA's remaining lenders are credit unions since traditional bank partners have either curtailed or ceased student loan participation due to economic conditions and the low, Congressionally-set student loan yield. Despite this increased volume and the continuing turmoil in the financial markets, UHEAA will meet this year's expected record demand for loans without any delay to students.

2. UHEAA's Participation in the U.S. Secretary of Education's Liquidity Programs. UHEAA has been successfully participating in the U.S. Secretary of Education's liquidity programs for student loans since March 2009. These complex programs provide UHEAA with an outlet for fiscal 2009 and fiscal 2010 student loans which cannot be economically financed. If UHEAA kept these 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 liquidity programs. UHEAA has been lobbying to keep the servicing of the loans; however, the U.S. Department of Education would not allow UHEAA to retain the servicing. The Department did agree to keep the sold loans on the same servicing system UHEAA uses, which is provided by a sister student loan agency in Pennsylvania (PHEAA). UHEAA will coordinate with PHEAA to establish procedures to help borrowers whose loans are sold to the Secretary. All eligible loans for the 2008-09



Utah State
UNIVERSITY



SUU
SOUTHERN
UNIVERSITY



SCHOOL OF
Eastern Utah



academic year will be sold to the Secretary by the end of September 2009. Eligible loans for the 2009-10 academic year will be sold to the Secretary upon full disbursement over the course of the year.

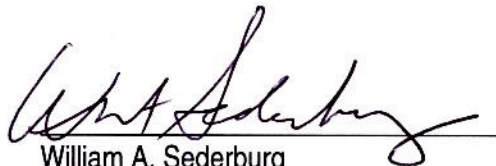
3. Washington Update: Student Loan Reform. On July 22, 2009, the House Committee on Education and Labor approved H.R. 3221, the Student Aid and Financial Responsibility Act. This legislation would shift all student loans to the federal government's Direct Loan (DL) program. However, the proposed bill also includes a provision for non-profit agencies like UHEAA to continue servicing loans. UHEAA executives have been active in Washington to encourage legislation which keeps the servicing of student loans local even for loans funded by the Treasury. Critics of the House proposal oppose a vast expansion of the federal government's role in student lending and believe a move to DL would limit consumer choice, decrease the availability and quality of services to students and institutions, and increase default rates. The full House is expected to vote on the bill in early September. The Senate is also expected to consider a student loan reform bill in the coming weeks, but the health care debate may delay the Senate's student loan reform bill.

4. New Veterans Educational Benefits. New Veterans Educational Benefits are available for higher education expenses incurred on or after August 1, 2009. For veterans who have served on active duty for 36 months or more, benefits include tuition and fees, a monthly housing allowance, and up to \$1,000 per year for books and supplies. Veterans benefits are prorated for those with less than 36 months of active duty. A summary of the new Veterans Educational Benefits and an information brochure are included as attachments to this report.

5. Year-Round Pell Grants. Changes in the Pell Grant program allow eligible students to receive Pell Grants for year-round enrollment. New regulations for the expanded Pell Grant program are expected from the U.S. Department of Education in November 2009 with most schools targeting the summer of 2010 to begin the program. A summary of the new rule and a chart showing an example of the year-round Pell Grant program are included as attachments to this report.

Commissioner's Recommendation

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



William A. Sederburg
Commissioner of Higher Education

WAS/DAF

New Post-9/11 GI Bill Veterans Educational Benefits

Effective Date:	Training pursued on or after August 1, 2009
Amount:	Tuition & fees (not to exceed the most expensive in-state undergraduate tuition at a public institution of higher learning)
Housing:	Monthly housing allowance provided
Books and Supplies:	Up to \$1,000 per year
Service Requirement:	Full benefits for active-duty service of 36 months or more (prorated for those with less than 36 months of service)
Other Financial Aid:	Post-9/11 benefits are not counted toward student's other financial aid
Length of Eligibility:	15 years from last period of active duty
Yellow Ribbon:	Matching program for high-cost schools or programs
Transferability:	Allows transfer of benefits to spouse or dependents
More Information:	See gray sheets



What does the Post- 9/11 GI Bill cover?

You may receive benefits for any approved program offered by a school in the United States that is authorized to grant an associate (or higher) degree. Visit our website at www.GIBILL.VA.gov/GI_Bill_Info/programs.htm to verify that the program at your school, or the program at the school you would like to attend, is approved. You may also receive benefits for tutorial assistance or up to \$2,000 for the reimbursement of one licensing or certification test.

If you transferred to the Post-9/11 GI Bill from the Montgomery GI Bill – Active Duty, Montgomery GI Bill – Selected Reserves, or the Reserve Education Assistance Program, you may also receive Post-9/11 GI Bill benefits for flight training, apprenticeship or on-the-job training programs, and correspondence courses.

Can I transfer my entitlement to my dependents?

If you are a member of the Armed Forces on August 1, 2009, the Department of Defense (DoD) may offer you the opportunity to transfer benefits to your spouse or dependent children. DoD and the military services will issue policy on entitlement to transferability in the coming months. Visit www.GIBILL.VA.gov for up-to-date information on this and other education benefits.

Department of Veterans Affairs
Washington, DC

OFFICIAL BUSINESS
Penalty for Private Use \$300



The Post-9/11 Veterans Educational Assistance Act of 2008

VA Pamphlet
22-09-1
October 2008

Veterans Benefits
Administration

The Post - 9/11 GI Bill is a new education benefit program for individuals who served on active duty on or after September 11, 2001.

When Can I Receive Benefits under the Post-9/11 GI Bill?

Post-9/11 GI Bill benefits are payable for training pursued on or after August 1, 2009. No payments can be made under this program for training pursued before that date.

Am I Eligible?

You may be eligible if you served at least 90 aggregate days on active duty after September 10, 2001, and you are still on active duty or were honorably--

- discharged from the active duty; or
- released from active duty and placed on the retired list or temporary disability retired list; or
- released from active duty and transferred to the Fleet Reserve or Fleet Marine Corps Reserve; or
- released from the active duty for further service in a reserve component of the Armed Forces.

You may also be eligible if you were honorably discharged from active duty for a service-connected disability and you served 30 continuous days after September 10, 2001.

If I am eligible for the Montgomery GI Bill, Montgomery GI Bill- Selected Reserve, or the Reserve Educational Assistance Program, am I eligible for Post-9/11 GI Bill?

If, on August 1, 2009, you are eligible for one of these programs **and** you qualify for the Post-9/11 GI Bill, you may make an irrevocable election to receive benefits under the Post-9/11 GI Bill.

Note: Once you elect to receive benefits under the Post-9/11 GI Bill, you will no longer be eligible to receive benefits under the program from which you elected the Post-9/11 GI Bill.

How much will I receive?

Based on your length of active duty service, you are entitled to a percentage of the following:

- Cost of tuition and fees, not to exceed the most expensive in-state undergraduate tuition at a public institution of higher education (paid to school);
- Monthly housing allowance* equal to the basic allowance for housing payable to a military E-5 with dependents, in the same zip code as your school (paid to you);
- Yearly books and supplies stipend of up to \$1000 per year (paid to you); and
- A one-time payment of \$500 paid to certain individuals relocating from highly rural areas.

***NOTE** – *The housing allowance and books and supplies stipend are not payable to individuals on active duty. The housing allowance is not payable to those pursuing training at half time or less or to individuals enrolled in distance learning.*

Individuals serving an aggregate period of active duty after September 10, 2001, of:	Percentage of Maximum Benefit Payable
At least 36 months	100
At least 30 continuous days and discharged due to service-connected disability	100
At least 30 months < 36 months	90
At least 24 months < 30 months	80
At least 18 months < 24 months	70
At least 12 months < 18 months	60
At least 6 months < 12 months	50
At least 90 days < 6 months	40

How many months of assistance can I receive?

Generally, you may receive up to 36 months of entitlement under the Post-9/11 GI Bill.

How long am I eligible?

You will be eligible for benefits for 15 years from your last period of active duty of at least 90 consecutive days. If you were released for a service-connected disability after at least 30 days of continuous service, you will also be eligible for benefits for 15 years.

Example:

Tuition and fees for full time enrollment: \$6700.
Highest in-state tuition and fees: \$7000.

Scenario 1: If you separated following three years on active duty and are going to school full-time, you would receive \$6700 for tuition and fees, \$1000 for books and supplies, and the monthly housing allowance.

Scenario 2: If you have an aggregate of 12 months of active duty in the guard or reserves and are going to school full-time, you would receive \$4020 (60% of \$6700) for tuition and fees, \$600 (60% of \$1000) for books and supplies, and 60% of the monthly housing allowance.



Year-Round Pell Grant

- New Rule:** Up to two full Pell Grants within a single award year
- Pell Grant Awards:** Maximum = \$5,350 (\$2,675 per semester for the 2009-2010 award year)
 Minimum = \$976
- Regulations:** Expected November 1, 2009
- Target Implementation:** July 1, 2010
- Impact:**
- Increased summer enrollment
 - Course offerings
 - Faculty
 - Facilities

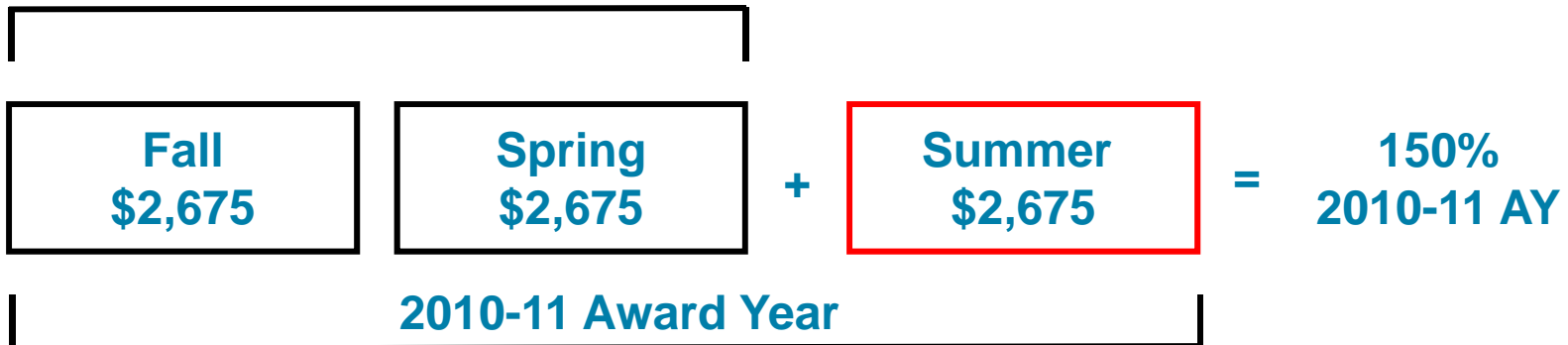
January	February	March
April	May	June
July	August	September
October	November	December

Year-Round Pell Example for Full-Time Enrollment

New Rule: Up to two scheduled Pell Grants per year. This example assumes the student qualifies for the maximum Pell Grant of \$5,350 (\$2,675 per semester).

Old rule: One scheduled award per award year

New rule: Allows additional award in same award year



August 19, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Restoration of Full 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, resulting in an estimated shortfall in fiscal year 2009-10 of \$1.5 million in the New Century program of, and \$200,000 for the Regents' Scholarship program. To stay within budget the Board of Regents exercised their statutory responsibility at its July 17 meeting to limit the amount of the awards, and projected the level of awards for 2010-11 if current funding continues. The Board also directed the Commissioner's Office to develop a sustainability plan for the scholarship programs.

On August 17, 2009, Governor Gary Herbert and bi-partisan Legislative Leadership directed that the Board of Regents fully fund the New Century Scholarships for the current year (fiscal year 2009-2010). The Governor and Legislative Leadership have pledged to work with the Commissioner's Office to identify funding sources with a commitment of a supplemental appropriation to meet the need. Some in Legislative Leadership have expressed the view that this will be funded through reallocations within the entire higher education budget.

The commitment to fund at the full level of 75 percent addresses the funding shortfall only for this fiscal year, and longer-term issues must still be addressed. On August 18, 2009, the Commissioner appeared before the Legislature's Education Interim Committee and discussed the issue. There seemed to be broad support among committee members to work with the Commissioner's Office in addressing structural and administrative issues to make both the New Century and the Regents' Scholarships financially sustainable into the future. Higher Education Committee Co-Chairs, Senator John Valentine and Representative Kory Holdaway, have agreed to sponsor a bill making amendments in the 2010 Legislative Session.

Commissioner's Recommendation

Amend the action taken by the Board of Regents on July 17, 2009 relating to scholarships as follows:

1. For Fiscal Year 2009-2010, all qualified New Century Scholarships and Regents' Exemplary awards (both continuing and new awards) will be awarded at 75 percent of tuition.

2. It is further recommended that the Board direct the Commissioner's Office to work to with the Governor and Legislative Leadership regarding the source of funding for a supplemental appropriation for the New Century Scholarship to identify new funding sources.

William A. Sederburg
Commissioner of Higher Education

WAS/DB

August 20, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Revised Overview of 2010 Public Messaging

Issue

To ensure consistent messaging across USHE institutions and functions, the Commissioner's Office has developed the following key message points to support the strategic priorities of the Board of Regents as well as the marketing efforts of USHE institutions. This was discussed at the July Board of Regents Meeting in the Strategic Planning and Communications Committee, at which time staff was charged with taking the committee's input and coming back with a recommendation. Additionally, the Commissioner's Office is working with USHE institutions to identify opportunities to raise the public visibility of higher education issues in the state.

USHE Message

1. **Utah must improve its educational outcomes.** For a prosperous 21st century economy and quality of life, we need more and better prepared high school graduates, more students continuing their educations after high school, and more students earning certificates, associate and bachelor's degrees. There was a time when Utah's economic competition was Colorado or Idaho; now we must compete with China and India.
2. **Higher education is critically valuable to the individual *and* the state** – Utah's colleges and universities are efficient. On average, they have lower tuition rates statewide than other comparable institutions nationwide. Additionally, Utah awards more degrees per dollar spent than any other state.¹
3. **The challenges are becoming particularly acute due to economic and demographic realities.** As enrollments increase at the same time budgets are cut, there are immediate consequences that directly impact students, including limited availability of class sections, larger class sizes, cuts in student services, and decreased financial aid opportunities. Longer term, as we address these challenges we must recognize the changing demographics of Utah. Starting with the kindergarten population of 2009, Utah is about to embark on a new population boom that is more ethnically diverse and economically disparate than ever.

¹ IPEDS Completions and Finance Surveys, WICHE HS Graduates, 2007.

Background

The more education a person receives, the more he /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.

Not only do college graduates typically earn more than high school graduates, but statewide, college graduates add over \$450 million annually 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.

The Board of Regents has identified three strategic priorities to meaningfully address these challenges:

Increase successful student participation in higher education

The current enrollment growth on Utah campuses masks the fact that the proportion of Utahns going to college after high school is declining. Utah must increase participation rates, especially among minority populations.

- Since 1992 participation rates among 18- to 24-year-olds in Utah have declined 7 percentage points from 41% to 34%.²
- Utah is the fastest growing state in the nation for minority populations.³ It also has the largest participation gap between Hispanics and their white counterparts.⁴
- Utah's public schools and colleges and universities must meet the needs of this ever-diversifying population, which will require new and innovative teaching methods and funding.
- Many students graduate from high school ill prepared for serious college coursework. Only 25% of Utah students who take the ACT meet the benchmark score in all four applied learning categories – English composition, algebra, social science and biology.
- The Board of Regents is pursuing a K-16 approach to education, where higher education partners with public education to ensure a more seamless transition from high school to college.

Leverage higher education skills and resources to increase economic activity statewide.

Higher education is one of the few policy levers that can fuel *sustainable* economic growth – immediate job creation and a ripple effect of economic activity spilling into other industries.

- Utah's has a unique entrepreneurial spirit in higher education – programs such as USTAR, and Utah Tech Ventures are fostering a stronger connection between research and the business community. Dozens of businesses have been established in the few years since these programs have been established.
- The Board of Regents has established economic development as one of its top three priorities because Utah's college and universities provide the critical tools for training tomorrow's professionals, employees and entrepreneurs.

² Utah System of Higher Education Participation Report, 2009

³ University of Utah, Bureau of Economic and Business Research

⁴ *Measuring Up 2008*, The National Center for Public Policy and Higher Education

- In today's knowledge economy higher education is the primary avenue in transforming our future talent force into a *knowledge* force.

While enrolling in college is important, completing college is critical.

While high school graduation rates are high and rates of students enrolling in college are noteworthy, Utah suffers from low completion rates in certificates and degrees.

- Utah's population who hold a bachelor's degree is declining. Young people in Utah have far fewer college degrees than their parents' generation.
- Utah ranks 12th in the national for bachelor's degrees among the 45-64 age group, and 31st in the nation for the 25-34 age group.⁵
- Utah is unique with a population where many 18-21 year olds take a 18-24 month pause in their collegiate experience, as well as start families at a younger age. These factors affect overall completion rates, especially among females.
- The overall quality of a student's collegiate experience (advising resources, minority outreach, etc.) directly impacts retention rates. In tight budget times, these services suffer the most.

Next Steps

The Commissioner's Office has identified specific actions to communicate the strategic objectives of the Board of Regents. An associate commissioner and supporting staff are responsible for each of the three priorities. A regular progress report will be provided for each Board meeting. In addition, the Commissioner's Office is pursuing the following activities:

- A more closely coordinated outreach and advocacy strategy with higher education partners including UHEAA, the private non-profit institutions (BYU, LDS Business College, Westminster College), and state agencies including Workforce Services, the Utah State Office of Education, and the Governor's Office of Economic Development.
 - Working with PR offices of USHE and private non-profit institutions (BYU, LDSBC, Westminster) to develop a joint advocacy message in support of Regents' messaging.
 - Implementing *UtahFutures.org* – a web utility developed in partnership with USOE and Workforce Services to help high school students establish their *Student Educational and Occupational Plan (SEOP)* that can also be accessed by higher education institutions, to help strengthen the transition from high school to college.
 - Piloting the *Cluster Acceleration Program (CAP)*. See Tab P.
- Developing an enhanced online strategy that creates a more relevant ongoing message, highlights the vitality of campus activities, and draws attention to critical policy issues.
- Working with *Friends of Utah Higher Education* to engage the business community in advocating the higher education message.
- 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 they develop their legislative agenda in their policy review of education in Utah.

⁵ Utah System of Higher Education Participation Report, 2009

Commissioner's Recommendation

The Commissioner recommends that the Board of Regents consider and, if satisfied, adopt this recommendation as the public message for 2010.

William A. Sederburg
Commissioner of Higher Education

WAS//DB/SJ

August 19, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: The Configuration of the Utah System of Higher Education

Issue

To clarify the current philosophy and approach of the Board of Regents in overseeing the institutional configuration of the USHE.

Background

This statement reflects current State Board of Regents (SBR) policy and the thinking of an ad hoc group of Regents (Beesley, Jordan, Karras, Zenger and Morgan) as well as the Commissioner and his staff, who met in the late spring regarding an overall configuration, structure, or "architecture" of the Utah System of Higher Education (USHE). Such a statement was requested by then-Governor Huntsman as a way of understanding and envisioning the roles of various institutions within the USHE, now and in the near future, to best meet and provide the higher educational needs and opportunities of the citizens of Utah.

The two primary purposes of this statement are: 1) to reflect a consensus about the overall configuration or architecture of the USHE, and 2) to fill a gap in the strategic thinking and planning of the SBR—to clarify the direction and coordination of institutions within the USHE in fulfillment of the statutory obligation of the SBR, which is to "afford the people of the State of Utah a more efficient and more economical system of high quality public higher education through centralized direction and master planning providing for avoidance of unnecessary duplication within the system, for the systematic and orderly development of facilities and quality programs, for coordination and consolidation, and for systematic development of the role or roles of each institution within the system of higher education consistent with the historical heritage and tradition of each institution" (Higher Education Act of 1969, p. 2-3).

The timing of this statement is critical for three specific reasons. First, in its July 2009 meeting, the SBR voted to merge the College of Eastern Utah (CEU) with Utah State University (USU) in a strategic move to better meet the educational needs and opportunities of eastern Utah and the USHE. This statement will provide the necessary clarity and platform for the Commissioner and the SBR to encourage the Legislature to pass the bill that will solidify the CEU/USU merger. Second, this statement reaffirms the SBR's commitment to the community college function and of its support of the Community College Task Force to enhance the community college function within the USHE. And, third, this statement will help guide the SBR in its role to support institutions within the USHE to fulfill their missions and meet the current and future educational needs and opportunities of their service regions.

This statement was reviewed by the Council of Presidents (COP) and their feedback was considered and captured in this statement in preparation for the Regents' Strategic Planning, Programs, and Finance and Facilities Committees to review it as part of this agenda for SBR action.

Commissioner's Recommendation

The Commissioner recommends that the Board review and seek input on the Grand Architecture and Configuration of the USHE statement to clarify the direction and coordination of institutions within the USHE in fulfilling the Board's statutory obligation as well as to support the USHE institutions in fulfilling their institutional missions.

William A. Sederburg, Commissioner

WAS/CM
Attachment

CONFIGURATION OF THE UTAH SYSTEM OF HIGHER EDUCATION (8/19/09 DRAFT)

PURPOSE OF STATEMENT ON CONFIGURATION OF USHE

This statement reflects current Regent policy and thinking on institutional missions and the roles the different types of institutions within the USHE play in a changing and global environment. It is intended to communicate as clearly as possible the importance of different institutional roles and how the USHE as a network of institutions will meet the higher education needs of the State of Utah. This statement does not directly address the continued commitment of the USHE and its institutions to provide high quality educational programs; rather, it addresses the architecture upon which these educational programs sit as part of a network of different institutions.

TWO KEY PRINCIPLES UNDERLYING CONFIGURATION OF THE USHE

The first principle and primary purpose of defining institutional missions within a system context is to clarify how the *strategic goals of the higher education* can be met. The three current strategic goals of higher education in Utah, as defined by the Regents, are: (1) to increase the higher education participation rates for all Utahns; (2) to increase the completion rate of students enrolled in their chosen post-secondary education programs; and (3) to substantially enhance and sustain Utah's colleges and universities as engines of economic development. These goals can only be achieved if the education provided is of high quality—otherwise, participation and completion will be meaningless and higher education will not add to the competitiveness of Utah's economy. The essential function and importance of education is undisputed in teaching people critical thinking skills and in sustaining a strong economy, which sustains communities and enhances quality of life.

The second driving principle behind USHE configuration is to *array its institutions and their resources in cost-effective ways* so that the limited public funds of the state are maximized. Ideally, every Utah citizen would have convenient access to a full range of academic and vocational programs. But no state or nation can provide that without regard to the cost. Hence, every state limits the scope of institutional programs, which to varying degrees places a burden of travel on students, to maximize the quality of programs offered with limited state resources. Thus, the most cost-effective way to achieve the Regents' three strategic goals is to *define and preserve a diversity of institutional missions and roles*.

COMPONENTS OF THE USHE

The reason for having a statewide governing board such as the Utah State Board of Regents is to configure an array of institutional resources in ways that might not occur without state-level design and monitoring. Prudent configuration of a system should yield a well-functioning network of institutions that provide access and smooth articulation for students, result in a quality and array of educational opportunities within the system that is greater than the efforts of individual institutions acting separately, and that sustains as well as accelerates the state's economy within their missions. Additionally, a statewide governing board can assist in defining a mission-based funding model to help institutions fulfill their mission.

Community colleges. Community colleges form a critical base of any state higher education system by providing open and low-cost access to all those who aspire to postsecondary training, whether for purposes of transfer to a four-year institution, terminal associate or certificate programs, or short-term

training. Community colleges fill a wide range of community needs and play a vital role in local and state economic development.

The functionality of community colleges can be fulfilled or viewed as an “institution” or as a “concept.” The USHE has seen an erosion of “pure” community colleges as separate institutions as this important base function has been incorporated into “hybrid” institutions known as “regional universities” which function both as a university and a community college. Salt Lake Community College is Utah’s only remaining urban community college. Snow College and the College of Eastern Utah, as well as the satellite campuses of Utah State University, represent community colleges that provide critical access and a range of programs to rural Utah.

An architectural question to be resolved is the degree to which these institutions that are or have the responsibility to fulfill the community college role and be joined in a more formal state-wide network to share best practices and curricular materials. A Community College Task Force has been established to address this issue as well as to recommend ways Utah can strengthen and bolster the community college role and function within the USHE. This section will be adjusted according to the outcomes of the task force process.

Regional universities. Embedded within the state’s current regional universities—particularly Weber State University and Utah Valley University—and regional state colleges—Dixie State College—is a strong community college function. Each of these institutions continues to grant associate’s degrees and provide career and technical training (CTE). WSU has a long history of such commitment and serves as a model of the hybrid institution. While this model is fairly unique to Utah, it is an effective and efficient one that provides a full range of educational opportunities as well as a single administrative structure under “one roof.”

Some may believe that Utah would be better served by separating the community college function from the regional universities into an independent institution; however, the reality of such a move is cost prohibitive in the foreseeable future. Issues of affordability (access) and institutional focus (academic quality) can be resolved in a variety of ways to best meet the educational needs of students and the state. WSU has shown that this model can work.

It is critical that UVU, with its recent transition to university status, maintain a similar commitment to the hybrid model so that Utah’s concentration of population along the Wasatch Front can continue to have access to the full range of community college programs and opportunities. Similarly, it is essential that DSC continue to fulfill and build its community college function as it continues to build its role as a comprehensive regional college.

In addition to this important community college role, regional universities provide access to high demand baccalaureate programs and selected master’s degrees. These regional universities are teaching universities that are fully committed to community engagement in student learning and in economic development.

Southern Utah University, while a regional university, is touted as the state’s “public-private” institution. It plays less of a community college role as its focus is geared toward providing a comprehensive liberal arts educational experience. SUU is principally an undergraduate, residential institution whose outreach and selected master’s programs serve important regional functions, but also draw upon a student population from throughout the state and beyond. Most states have an institution(s) like SUU that fill the role of a comprehensive liberal arts university, which provide an important component of a diverse system of higher education.

Both SUU and DSC service the southern region of the state, which has experienced significant growth in recent years. The institutional missions of SUU and DSC are non-competing and provide southern Utah with a wide array of educational opportunities and access points. However, with the current and projected population growth of Washington County and its impact on DSC, two possible options have been discussed by Regents and citizens about how DSC can and should best meet the educational needs and opportunities of its service region. One is to align DSC with another USHE institution (e.g., the University of Utah) and the other is to enable DSC to eventually become more like WSU or UVU in its size, function, and programmatic offerings as a regional university. It is important to define clearly what benchmarks DSC needs to achieve in pursuing either of these options as well as to ensure a non-competing relationship with SUU.

Land-Grant university. As with all land-grant institutions, Utah State University serves as a research university with an emphasis in applied fields such as agriculture, engineering and business, with an extensive outreach system of extension operations. It has also developed an important role in delivering a range of educational programs to rural areas of the state not served by other institutions—its campuses in Roosevelt and Vernal exemplify this role. The proposed regional college affiliation with the College of Eastern Utah takes this role one step further by incorporating a full range of community college programs into USU's mature satellite campus system.

Flagship university. The University of Utah serves as Utah's flagship public research university offering a broad range of baccalaureate, master's and doctoral programs including law, medicine, health care professions (such as Pharmacy and Physical Therapy) and a full-service health care system. It has a special mission to emphasize advanced graduate work and research and in fulfilling this role creates ideas and technologies that stimulate Utah's economy and broader cultural diversity.

THE FUTURE OF THE USHE

Cooperation with Public Education and the Applied Technology Colleges. The Regents reaffirm the importance of working cooperatively with public education and the Utah College of Applied Technology (UCAT) in providing ease of transfer through well-designed career pathways so that students can proceed with their educational aspirations free of artificial barriers. The Regents affirm their high priority to work cooperatively with public education through the K-16 Alliance in facilitating sound college preparation for all students in order to increase college participation and completion. The Regents also affirm their commitment to work cooperatively with UCAT to sustain a clear relationship between credit and non-credit programs and training opportunities in response to business needs and student demand.

Changing Technologies in Delivering Education. The Regents recognize that continuing improvements in instructional technologies have important implications for access, cost and changing roles for all USHE institutions. As these technologies continue to unfold, they will undoubtedly influence roles discussed in this statement, and the Regents are prepared to respond accordingly. Programs and courses delivered through instructional technologies should continue to be assessed in terms of the institution's capacity to offer such programs and courses, their demonstrated capabilities to deliver quality education through distance education, and duplication of such efforts within the USHE (since state subsidies are involved).

August 20, 2009

MEMORANDUM

To: State Board of Regents
From: William A. Sederburg
SUBJECT: Report on Utah Higher Education and African-American Leadership Luncheon

Issue

One of the strategic objectives of the Board of Regents is to increase participation in higher education, with recognition that to do so, particular attention must be given to Utah's ethnic minority populations. As reported at the July 2009 Board of Regents meeting, for 2007 Utah High School Graduates, 56% of Caucasian students enrolled in higher education as compared with 47% of African-American and 39% of Hispanic students. A recent effort in this regard was a luncheon initiated by Regent France Davis and hosted by the Commissioner's Office. A report of that event is attached.

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to read and take note of the brief report that is attached, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

Sincerely,

William A. Sederburg, Commissioner

WAS:db
Attachment

Report to the State Board of Regents
African American Leadership Luncheon
Prepared by Associate Commissioner David Buhler
August 20, 2009

Earlier this year after a Board of Regents' discussion about participation among ethnic minority communities, Regent France Davis suggested to Commissioner Sederburg that a gathering be convened to include religious leaders in Utah's African-American community and college and university presidents. The purpose of the gathering would be to open a dialogue on the need to increase college participation and to collaborate on ways that we might work together to achieve this goal.

It was decided that a luncheon would be held, and that Regent Davis would identify African-American religious leaders, and Commissioner Sederburg would invite USHE Presidents and other top officials of public higher education. The luncheon was held on August 5, 2009, at the Alta Club in Salt Lake City. In addition to Regent Davis, twelve African-American ministers attended, along with twelve representatives of the Utah System of Higher Education. Representing the USHE were Commissioner Sederburg, Presidents Michael Young of the University of Utah, Matthew Holland of Utah Valley University, Cynthia Bioteau of Salt Lake Community College, vice presidents representing Utah State University, Weber State University, Southern Utah University, and Dixie State College, Associate Commissioner David Buhler, and Utah Educational Savings Plan Director Lynne Ward.

A very open and fruitful dialogue ensued and a consensus emerged that this was a good first step that should lead to greater communication with the African-American faith. There was also consensus on the importance of increasing participation in higher education and discussion of the barriers that may discourage first-generation students from attending. The most significant barrier identified is financial, but knowledge about application deadlines, use of the federal financial aid application (FAFSA), and a lack of understanding about how to access higher education were also discussed. Since the meeting, each USHE President has been asked to identify a contact person who can be a point of contact for each of the ministers at the luncheon. These are being assembled by the Commissioner's staff, and Associate Commissioner Buhler and Assistant Commissioner Melissa Miller Kincart. UESP Director Lynne Ward has already had some follow-up contacts with several in attendance and made UESP's outreach staff available to share information about college savings.

While this was a first step and many more steps are needed in the future, there was consensus that it was a good first step and an expression of commitment and enthusiasm by all to work together toward greater communication and understanding and a development of strategies to promote greater participation among the African-American community in Utah.

August 28, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Summary Report of the Counselor Conference on Higher Education

Issue

On August 5, 2009, USHE sponsored a Counselor Conference on Higher Education for high school and middle school counselors. The conference was funded by a federal College Access Challenge Grant and supported by the Commissioner's Office and the Business Development team in the Utah Higher Education Assistance Authority (UHEAA).

Almost 200 high school and junior high counselors from across the state participated in the day-long conference held on the Larry H. Miller Campus of Salt Lake Community College. Commissioner Sederburg greeted the conference and discussed the Regents' strategic priorities including that of increasing participation in college. A highlight of the conference was a keynote presentation by Dr. Pam Perlich from the Bureau of Business and Economic Research at the University of Utah. Her remarks were similar to those she gave at the March 2009 meeting of the Board of Regents. Proceedings of the conference were reported in the *Deseret News*.

Representatives from all USHE schools, UCAT, BYU, LDSBC, and Westminster distributed new materials for the upcoming 2009-2010 school year. UESP also had an information booth. This is the first time USHE has held a statewide conference specifically for high school and junior high counselors.

Attached is the agenda from the conference for reference.

Feedback

Based on the surveys completed by 72 attendees, Dr. Perlich received extraordinarily high marks for her presentation. Attendees were also very positive about receiving current updates on scholarships, financial aid, and school-specific programs. Almost all respondents felt the time of year the conference was held was a good time for them as they prepare for the upcoming school year. Some suggested improvements from respondents and staff include:

- Involve the Utah State Office of Education more
- Devote more time to working sessions and fewer keynote presentations
- Clarify the purpose of the conference

This item is for information only, no formal action required.

William A. Sederburg
Commissioner of Higher Education

WAS/DB/SJ
Attachment

August 28, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Website update

Issue

The Commissioner's Office, in coordination with UHEAA and the marketing/PR teams at USHE institutions, has started development of a new website that improves the user interface and enhances the ability to quickly post relevant content regarding key higher education issues.

The website, HigherEdUtah.org, enables the quick posting of updated, relevant content. It will use a balanced amount of "social" channels (blogs, podcasts, video, etc.) that enhance user traffic and interactivity. In addition, the new site provides improved analytical tools to better understand user audiences and their behaviors on the site.

See attached summary for more information.

This item is for information only.

William A. Sederburg, Commissioner

WAS/SJ/DB
Attachment

HigherEdUtah.org Overview

The objective of *HighEdUtah.org* is to help raise the overall public visibility of higher education. A closely-coordinated advocacy website will help the Board of Regents and institutions better coordinate the key general themes and messaging in higher education.

Institution presidents and their marketing executives have expressed a collective interest in establishing a more coordinated voice which advocates key issues and highlights the wide variety of accomplishments, activities, and challenges on campuses throughout the state. While many messages in higher education may not always grab conventional newspaper or television headlines, when compiled as a coordinated resource, those messages can help build an overall, ongoing message pipeline for the higher education in the state.

USHE's current web presence through *utahsbr.edu* and *uheaa.org* do not adequately provide the necessary tools to provide access at continuing updates on the variety of issues related to the Board of Regents and USHE campuses. Today's online media environment offers several cost-efficient tools exist to help advocate the higher education message. The site is being coordinated with the public relations functions of the schools to avoid overlap or competition with the specific marketing of our institutions or USHE agencies (UESP and UHEAA).

The Commissioner's Office, in coordination with UHEAA and the marketing/PR teams at USHE institutions have been developing a new website that enables the quick posting of updated, relevant content. It will use a balanced amount of "social" channels (blogs, podcasts, video, etc.) to enhance user traffic and interactivity. In addition, the new site provides improved analytical tools to better understand user audiences and their behaviors on the site.

To highlight the criticality of leveraging the effective use of social sites, consider the following statistics:

- News journalists rely on blogs and news aggregators as their top two sources of story-lead information
- Online searches using *Twitter* have doubled since January 2009, there are an estimate 25 million "tweets" per day (popacular.com)
- The typical "blogger" profile is a married, employed male that is over 35 years old, holds a college degree, and earns more than \$75,000 a year. (technorati.com)
- The most popular website: 1) Google, 2) Yahoo!, 3) Facebook, 4) Youtube, 5) Bing, 6) Wikipedia, 7) blogger.com, 8) Baidu, 9) MySpace, 10) Twitter (alexa.com)
- Over 75 % of Americans access the internet at least once a week (internetworldstats.com)
- Facebook has over 100,000,000 registered users, 52% of which logon daily (thefuturebuzz.com)

Other examples of local policy advocacy websites:

- senatesite.com
- utahpolicy.com (transportation)
- City Café (League of Cities and Towns)
- utahpulse.com
- utaheducationfacts.com

Website Objectives:

- Place the successes and activities of students and institutions the forefront of USHE's web presence.
- Enhance interactivity through user-generated feedback and content in a closely-moderated environment.
- Improve "newsroom" access to higher education materials and activities (news posts, more multimedia availability, ease of search, etc.).
- Move away from the utahsbr acronym.
- Easy ability to regularly post information directly to the site by content owners with managed oversight.

- Encourage the active participation of students, faculty and administrators on campuses (in addition to USHE staff) to provide relevant, appealing content.

The following are three recent events in which USHE could have leveraged a more robust online presence to advocate and raise the visibility of higher education issues.

Case 1:

Commissioner Sederburg makes a presentation at the 2009 UACRAO Conference (Utah Association of Collegiate Registrars and Admissions Officers) regarding the activities of the Regents and the issues we face in higher education.

Facebook: A brief message posted the day before announcing the Commissioner's presentation at the conference.

Twitter: A brief "tweet" update immediately following the presentation announcing its conclusion and the availability of the materials soon to be available on the website.

Website: Soon after the presentation, a link to the presentation is placed on the Higher Ed Utah homepage, along with editorial commentary from the Commissioner to give context to the presentation.

Case 2:

UHEAA co-sponsors a nationwide call-in day to encourage members to oppose elimination of the Federal Family Education Loan Program (FFEL).

Facebook: Announces the event and invites members to participate.

Twitter: Give periodic updates throughout the event itself.

Website: A debrief re-emphasizing the issues authored by David Feitz following the event updating the situation.

Case 3:

Announcing the upcoming Regents' meeting and providing updates throughout the meeting.

Facebook: Announcing availability of the agenda with a link to the website.

Press Release: Formal announcement of the agenda and meeting.

Twitter: Periodic updates throughout the meeting itself as materials are presented.

Website 1: Live streaming audio (or video), agenda, materials, press release, and a posting from the Commissioner or Chair announcing the high priority items of the upcoming agenda. Possible additional commentary from a campus president, Regent, or USHE staff on specific agenda items.

Website 2: A follow-up re-cap from the Commissioner or others following the meeting.

USHE Web content team

A USHE web content team would function as content contributors and reviewers for the website. The team would produce relevant news items and multimedia content, review existing content to ensure continuing relevance, and coordinate the communication of formal publications (white papers, reports, etc.).

The following are proposed to participate on the web content team. In some cases, there is more than one individual involved from different USHE functions to ensure consistent participation:

- Michael Nemelka, UHEAA
- Stephen Rogers, UHEAA
- Brian Hosie, UHEAA
- Andrea Hales, OCHE
- Gary Wixom, OCHE
- Spencer Jenkins, OCHE
- Carrie Beckman, OCHE
- Melissa Miller-Kincart, OCHE
- Diane Johnson, UESP



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On Campus



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August 19, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Cluster Acceleration Partnership (CAP) Pilot Programs Update

Issue

To update the Regents on progress made towards attaining the Board's third strategic goal—to substantially enhance and sustain Utah's colleges and universities as engines of economic development through the Cluster Acceleration Partnership (CAP) program.

Background

Key industry clusters are significant engines for job creation and economic growth in Utah. Clusters provide a framework for formulating and implementing effective public policies and making public investments to foster economic development. Specifically, the CAP initiative supports cutting-edge, innovative projects that help accelerate the growth and capacity of key industry clusters by addressing their needs for talent and innovation support. The primary purposes of this initiative are to: 1) develop responsive, industry-driven education and training systems that will provide a skilled talent pipeline to meet the short- and long-term needs of selected industry clusters; 2) develop strategies, partnerships, and models that best meet the talent and innovation support needs of Utah's key industry clusters, and 3) identify best practices that can be replicated, sustained, and used by other industry cluster initiatives on-going.

In support of the Board's third strategic goal and the Governor's 21st Century Workforce Initiative, USHE has partnered with DWS, GOED and USTAR to launched three pilot CAP programs in July 2009. The three pilot programs are being championed by WSU (aerospace), UVU (digital media), and SLCC (energy). The intent is to build upon the success and momentum of these three pilots and implement similar CAP programs at all USHE institutions to bolster the regional economies of Utah through the acceleration of industry clusters.

Commissioner's Recommendation

This item is for information only.

William A. Sederburg, Commissioner

WAS/CM
Attachment

Cluster Acceleration Partnership Program

Pilot Projects Update

August 19, 2009

Aerospace

Convening Institution: Weber State University

The Aerospace and Defense Cluster Acceleration Project is approximately 50% complete and moving towards a project end date of mid-October. The Grow Utah Ventures project team has completed an extensive review of industry relevant data and research. On-site interviews and needs assessments have been conducted at various Utah companies and defense installations with additional visits to be conducted over the next month.

The first work session of the Aerospace Executive Steering Committee was also recently conducted. The Committee is comprised of leaders from within the industry as well as academic, civic and government leaders. The Committee addressed a composite “map” of the working structure of Utah’s aerospace and defense industry and identified major trends that are affecting the future of the industry. One of the significant trends confirmed in the work session is the heavy shift to Maintenance, Repair and Overhaul (MRO) of an increasingly aging military, space and commercial fleet. As this trend is further confirmed and defined, the specific skills required in the work force to match this trend will be defined.

Digital Media

Convening Institution: Utah Valley University

Utah Valley University has commissioned Craig Bott of Grow Utah Ventures to conduct a regional stewardship audit of the Utah Valley region. The overall goal of this project is to create a roadmap for helping the institution become more integrated in the economic development of the region. The primary objectives of the audit will be to: 1) accurately assess and determine the essential characteristics of the region in terms of the specific economic challenges and opportunities present within the region; 2) determine the significant trends affecting the economic region in the future; 3) determine a set of regional priorities; 4) develop a plan of action; and 5) define measures of success to monitor performance.

A secondary objective of the project is to provide an effective strategic document that will contribute to UVU’s role in developing a statewide acceleration strategy for Utah’s digital media cluster. UVU has developed proposals in gripology, audio and sound, and is working with SLCC in the development of a 2+2 digital media program. UVU, in cooperation with Grow Utah Ventures, will be sponsoring a statewide digital media conference which will be held in November 2009.

Energy

Convening Institution: Salt Lake Community College

The Energy Cluster Acceleration Project is in its initial phases of development with a comprehensive project cluster accelerator plan of action (pre-phase audit —phase II) to be completed between September, 2009 and early 2010. Grow Utah Ventures has been retained as a consultant for project facilitation and has coordinated effort to complete the following: create a timeline/work-plan for a focused energy cluster convening meeting in late September, 2009, as well as follow up with a more broad-based regional stewardship audit, a comprehensive project proposal. The audit is intended to accomplish the following goals: identify and order cluster priorities, establish a context for addressing priorities, determine capacity to meet priorities, and create strategic plans.

In addition, key industry, academic, community, and government stakeholders/leaders have been identified and will be invited to serve as the steering committee for cluster convening and acceleration.

August 19, 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 July 16, 2009 Joint State Board of Regents/State Board of Education meeting and the July 17, 2009 Regular Board Meeting at Utah Valley University in Orem, Utah
- B. Grant Proposals
 1. University of Utah – Education Institute of Education Sciences; “Community of Caring Curriculum Development”; “\$1,424,684. Paula Smith, Principal Investigator.
 2. University of Utah – National Institutes of Health/National Eye Institute; “IOP Monitor”; \$3,762,500. Feng Liu, Principal Investigator.
 3. University of Utah – National Institutes of Health; “Hydrogel Smart Pill - Diabetes”; \$3,482,720. Florian Solzbacher, Principal Investigator.
 4. University of Utah – National Institutes of Health/National Institute on Deafness and Other Communication Disorders; “Improving Auditory Prostheses”; \$1,439,019. Bradley Edward Greger, Principal Investigator.
 5. University of Utah – U.S. Department of Agriculture; “Biomass Gasification Kinetics”; \$1,434,860. Kevin Whitty, Principal Investigator.
 6. University of Utah – Defense Advanced Research; “Electric Field Sensor Array”; \$1,362,247. Massood Tabib-Azar, Principal Investigator.
 7. University of Utah – Carnegie Mellon University; “FDL”; \$1,241,288. Harold C. Daume, Principal Investigator.

8. University of Utah – U.S. Department of Energy; “Materials for Energy Systems”; \$1,127,307. Anil Virkar, Principal Investigator.
9. University of Utah – National Science Foundation; “West Alliance”; \$4,125,000. David Chapman, Principal Investigator.
10. University of Utah – U.S. Department of Energy/Golden Field Office; “Super-hard Materials”; \$1,135,240. Zhigang Fang, Principal Investigator.
11. University of Utah – National Institutes of Health/National Cancer Institute; “Enhancing End of Life”; \$8,795,355. B. Kathleen Mooney, Principal Investigator.
12. University of Utah – National Institutes of Health/National Institute on Drug Abuse; “Neuropeptides Psychostimulants”; \$1,705,500. Glen R. Hanson, Principal Investigator.
13. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; “Cardiovascular Risk in EMR”; \$1,000,000. Carrie McAdams Marx, Principal Investigator.
14. University of Utah – National Institutes of Health; “Nanopore Detection of DNA DMG”; \$1,861,050. Cynthia Burrows, Principal Investigator.
15. University of Utah – National Institutes of Health; “Enzyme Function Initiative”; \$1,604,618. Charles Dale Poulter, Principal Investigator.
16. University of Utah – National Institutes of Health; Reverse Micelle Encapsulation”; \$1,505,000. Peter Francis Flynn, Principal Investigator.
17. University of Utah – National Institutes of Health; “Anti-Drug Antibodies”; \$1,254,000. Jennifer Shumaker-Parry, Principal Investigator.
18. University of Utah – National Institutes of Health/National Cancer Institute; “Cancer Center Support Grant”; \$12,835,995. Mary Beckerle, Principal Investigator.
19. University of Utah – University of California San Francisco; “UCSF HCI Pancreas Spore”; \$5,609,431. Sean J. Mulvihill, Principal Investigator.
20. University of Utah – National Institutes of Health; “Inherited Susceptibility”; \$3,567,061. Randall Walter Burt, Principal Investigator.
21. University of Utah – National Institutes of Health; “Origins of Breast Cancer”; \$1,881,250. Bryan E. Welm, Principal Investigator.

22. University of Utah – National Institutes of Health; “Metabolism of PAF”; \$1,693,125. Diana M. Staffordini, Principal Investigator.
23. University of Utah – U.S. Department of Health and Human Services; “Simulator for Sound”; \$1,800,795. Thomas N. Parks, Principal Investigator.
24. University of Utah – National Institutes of Health/National Institute on Deafness and Other Communication Disorders; “Safety in Vocalization”; \$1,450,412. Thomas N. Parks, Principal Investigator.
25. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “Pathogenesis in Pregnant Women”; \$3,940,351. Michael W. Varner, Principal Investigator.
26. University of Utah – National Institutes of Health; “Dual Imaging MRI Agent”; \$3,689,704. Eun-Kee Jeong, Principal Investigator.
27. University of Utah – National Institutes of Health; “Neonatal Massage”; \$3,521,779. Laurie J. Moyer-Mileur, Principal Investigator.
28. University of Utah – National Institutes of Health; “Capecchi RC2”; \$2,984,048. Mario R. Capecchi, Principal Investigator.
29. University of Utah – National Institutes of Health; “JS-K and Cancer”; \$2,740,632. Paul J. Shami, Principal Investigator.
30. University of Utah – National Institutes of Health; “Refining Fall Prediction”; \$2,727,211. Janice M. Morse, Principal Investigator.
31. University of Utah – National Institutes of Health/National Institute on Aging; “Utah Mitochondrial Medicine”; \$2,702,667. Richard M. Cawthorn, Principal Investigator.
32. University of Utah – National Institutes of Health/National Institute of Diabetes; “Research Training in Hemataol”; \$2,688,720. James Kushner, Principal Investigator.
33. University of Utah – National Institutes of Health; “Cortical Reorganization”; \$2,001,146. Jeffrey Anderson, Principal Investigator.
34. University of Utah – National Institutes of Health; “Oral Chelators”; \$1,964,268. Scott C. Miller, Principal Investigator.

35. University of Utah – National Institutes of Health; “PDE3-Binding Proteins”; \$1,885,794. Matthew A. Movsesian, Principal Investigator.
36. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “NICHD R01-Intervention NF1”; \$1,881,250. David A. Stevenson, Principal Investigator.
37. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; “Role of OCT”; \$1,881,250. Roland D. Tantin, Principal Investigator.
38. University of Utah – National Institutes of Health; “Vitamin D3 Deficiency”; \$1,881,250. Elena Yurievna Enioutina, Principal Investigator.
39. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; “Metals in Medicine”; \$1,881,250. Vicente Planelles, Principal Investigator.
40. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “Chronic Disease Renewal”; \$1,693,125. Sandra Hasstedt, Principal Investigator.
41. University of Utah – University of Medicine and Dentistry; “Newborn Telomere”; \$1,595,714. Steven C. Hunt, Principal Investigator.
42. University of Utah – National Institutes of Health; “Genome Sequence Variation Data”; \$1,142,852. Mark Yandell, Principal Investigator.
43. University of Utah – Children’s Hospital of Los Angeles; “Critical Asthma”; \$1,004,261. Richard Holubkov, Principal Investigator.
44. University of Utah – DOE/Golden Field Office; “ARRA - High Temp Res Coyote Cayon”; \$7,205,026. Gregory D. Nash, Principal Investigator.
45. University of Utah – National Institutes of Health; “Analytical Stem System”; \$6,000,000. Robert E. Marc, Principal Investigator.
46. University of Utah – DOE/Golden Field Office; “ARRA - InnovativeExp Dixie Mead”; \$3,929,788. Gregory D. Nash. Principal Investigator.
47. University of Utah – National Institutes of Health; “Hybrid Hydrogels”; \$1,881,250. Jindrich Kopecek, Principal Investigator.

48. University of Utah – Department of Energy/National Energy Technology Lab; “RF DOE H2 Production”; \$1,045,092. Philip J. Smith, Principal Investigator.
49. University of Utah – Department of Energy/Golden Field Office; “Utah Wind Energy Consortium”; \$8,000,000. Sivaraman Guruswamy, Principal Investigator.
50. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “P450 Dehydrogenation”; \$1,881,250. Garold S. Yost, Principal Investigator.
51. University of Utah – National Institutes of Health/National Institute of Environmental Health Sciences; “TRP Channels and Air Pollution”; \$1,881,250. Christopher A. Reilly, Principal Investigator.
52. University of Utah – National Institutes of Health; “Seizures and Arrhythmias”; \$1,505,000. Steven Bealer, Principal Investigator.
53. University of Utah – National Institutes of Health/National Institute of Mental Health; “Cholinergic Synapses”; \$2,830,541. Andres Villu Maricq, Principal Investigator.
54. University of Utah – National Institutes of Health; “Processing AM Signals”; \$1,881,250. Gary J. Rose, Principal Investigator.
55. University of Utah – National Institutes of Health; “RNAI Screen - Neural Degeneration”; \$1,881,250. Michael Bastiani, Principal Investigator.
56. University of Utah – National Institutes of Health; “Forecasting Climate Change”; \$1,512,251. David R. Bowling, Principal Investigator.
57. University of Utah – National Science Foundation; “Air Flow in Saruopsid Lungs”; \$1,085,636. Colleen G. Farmer, Principal Investigator.
58. University of Utah – National Science Foundation; “Career: Auditory Processing”; \$1,075,027. Alla R. Borisyuk, Principal Investigator.
59. University of Utah – National Institutes of Health/National Institute on Aging; “ELCS”; \$5,364,797. Ken R. Smith, Principal Investigator.
60. University of Utah – National Institutes of Health/National Cancer Institute; “Tailoring Chemotherapy”; \$2,104,052. Philip S. Bernard, Principal Investigator.
61. University of Utah – National Institutes of Health/National Cancer Institute; “EWS/FLI and its Targets”; \$1,881,250. Stephen L. Lessnick, Principal Investigator.

62. University of Utah – Fox Case Cancer Center; “Legacy Grant”; \$1,590,567. Sandra S. Buys, Principal Investigator.
63. University of Utah – The Ben and Catherine Ivy Foundation; “Multi-Tracer PET of GBM”; \$1,455,570. John M. Hoffman, Principal Investigator.
64. University of Utah – National Institutes of Health/National Institute of General Medical Science; “Pop Gen of Mobile Elements”; \$3,604,292. Lynn B. Jorde, Principal Investigator.
65. University of Utah – National Institutes of Health/National Institute of Mental Health; “Autism Genetics in Utah Sample”; \$3,480,156. Hilary H. Coon, Principal Investigator.
66. University of Utah – National Institutes of Health; “Early Onset Epilepsy”; \$2,905,082. Mark F. Leppert, Principal Investigator.
67. University of Utah – National Institutes of Health/National Institute of General Medical Science; “PAS Kinase in Hepatic Lipid”; \$2,613,614. Jared. Rutter, Principal Investigator.
68. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “Genetic Models”; \$2,507,950. Mario R. Capecchi, Principal Investigator.
69. University of Utah – National Institutes of Health/National Institute of General Medical Science; “Gene Targeting in Flies”; \$2,047,258. Dana Carroll, Principal Investigator.
70. University of Utah – National Institutes of Health; “Whole Genome Screen”; \$1,919,052. Mark Yandell, Principal Investigator.
71. University of Utah – National Institutes of Health/National Institute of Diabetes and Digestive Kidney Diseases; “Lipid Mediators in Renal Control”; \$1,894,625. Tianxin Yang, Principal Investigator.
72. University of Utah – National Institutes of Health/National Institute of Diabetes and Digestive Kidney Diseases; “R01 Genetic Studies IBD”; \$1,888,215. Stephen L. Guthery, Principal Investigator.
73. University of Utah – National Institutes of Health/National Institute of Diabetes and Digestive Kidney Diseases; “Liver Cancer”; \$1,887,500. Li Wang, Principal Investigator.
74. University of Utah – National Institutes of Health; “CD4 Memory T-Cells Repertoires”; \$1,881,250. Matthew A. Williams, Principal Investigator.

75. University of Utah – National Institutes of Health; “R120G CRYAB”; \$1,881,250. Ivor J. Benjamin, Principal Investigator.
76. University of Utah – National Institutes of Health; “Bacterial Invasion”; \$1,881,250. Matthew A. Mulvey, Principal Investigator.
77. University of Utah – National Institutes of Health; “Molecular Mechanisms”; \$1,881,250. David J. Stillman, Principal Investigator.
78. University of Utah – National Institutes of Health; “Antigen Processing”; \$1,881,250. Peter E. Jensen, Principal Investigator.
79. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “Case Project”; \$1,703,587. Heather Todd Keenan, Principal Investigator
80. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “Studies for Galactosemia”; \$1,529,580. Kent Lai, Principal Investigator.
81. University of Utah – National Institutes of Health; “K23 Cell Cycle Regulation”; \$1,101,729. Michelle Heather Gilbert, Principal Investigator.
82. University of Utah – National Institutes of Health/National Cancer Institute; “ARRA Nano-materials Ovarian Cancer”; \$7,544,390. Hamidrezas Ghandehari, Principal Investigator.
83. University of Utah – National Institutes of Health/National Cancer Institute; “Gene Therapy of Head Cancer”; \$1,897,433. Hamidrezas Ghandehari, Principal Investigator.
84. University of Utah – U.S. Department of Commerce; “Measurements for Verification”; \$1,194,195. Robert Michael Kirby II, Principal Investigator.
85. University of Utah – National Institutes of Health/National Center for Research Resources; “ARRA 7 Tesla MRI Scanner”; \$8,000,000. Perry Franklin Renshaw, Principal Investigator.
86. University of Utah – National Institutes of Health/National Institute of Mental Health; “Neuronal Microcircuits”; \$1,693,125. John A. White, Principal Investigator.
87. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “ARRA Down Syndrome Cognition”; \$1,506,168. Julie R. Korenberg, Principal Investigator.

88. University of Utah – National Institutes of Health/National Institute of Mental Health; “ARRA Mapping the Brain”; \$1,000,000. Julie R. Korenberg, Principal Investigator.
89. Utah State University – U.S. Department of Transportation; “Federal Funding of a Tier II University Transportation Center”; \$1,082,536. Kevin Womack, Principal Investigator.
90. Utah State University – Utah Department of Health; “Up to 3 Early Intervention”; \$1,073,270. Susan Olsen, Principal Investigator.
91. Utah State University – National Institutes of Health; “Advanced Studies of the Micro-Biomechanics of Breast Tissue”; \$1,293,000. Soonjo Kwon, Principal Investigator.
92. Utah State University – National Institutes of Health; “ARRA: Prospective Study of Novel Lipid Biomarkers and Risk of Cognitive Decline”; \$1,420,382. Ronald Munger, Principal Investigator.
93. Utah State University – U.S. Department of Energy; “ARRA: Novel Plasma Confinement Device for Energy Production”; \$1,764,500. W. Edwards, Principal Investigator.
94. Utah State University – National Institutes of Health; “Understanding Delay Discounting in Cigarette Smokers”; \$1,218,000. Amy Odium, Principal Investigator.
95. Utah State University – U.S. Department of Energy; “Automated Electric Transportation, ARPA-E Pre-proposal”; \$5,000,000. Kevin Heaslip, Principal Investigator.
96. Utah State University – U.S. Department of Energy; “ARRA: Real-time Scene Measurement and Interpretation for Intuitive Buildings with Initial Emphasis on Task-intuitive Lighting”; \$4,000,000. Jeff Muhs, Principal Investigator.
97. Utah State University – U.S. Department of Agriculture; “Addressing Engineering and Science Barriers for Sustainable and Integrated Algal Biorefineries”; \$2,775,962.30. Sridhar Viamajala, Principal Investigator.
98. Utah State University – Ogden City School District; “Right Start: Language and Literacy Success for Ogden’s High-risk Children”; \$1,349,667. Lisa Boyce, Principal Investigator.
99. Utah State University – U.S. Department of Energy; “Energy-efficient, Low-cost, and Ultra-high Yield Algal Photo-Bioreactors”; \$2,800,000. Jeff Muhs, Principal Investigator.
100. Utah State University – National Science Foundation; “Earth Systems Science: Enhancing K-12 Science Education and Cultivating Sense of Place”; \$2,990,867. John Shervais, Principal Investigator.

101. Utah State University – Institute of Education Services; “Embedding Motivational Support into Computer-based Scaffolds to Support Middle School Students’ Construction of Evidence-based Arguments”; \$1,089,347. Brian Belland, Principal Investigator.
102. Utah State University – Institute of Education Sciences; “Shifting the EL Fulcrum to the Family: A Systemic Intervention”; \$1,228,040.51. Margaret Lubke, Principal Investigator.
103. Utah State University – Sandia Laboratories; “AFT2 Program: MIC3 Enhancements”; \$1,414,969. Vern Thurgood, Principal Investigator.
104. Utah State University – U.S. Department of Defense/National Reconnaissance Office; “Science and Technology Academic and Research Outreach Program”; \$1,349,755. Mike Fisher, Principal Investigator.

C. Grant Awards

1. University of Utah – Utah Department of Community and Culture; “HCI Appropriation”; \$7,500,000. Kevin L. Cheney, Principal Investigator.
2. University of Utah – National Institutes of Health/National Center for Research; “University of Utah CTSA”; \$3,818,845. Donald McClain, Principal Investigator.
3. University of Utah – HRSA Maternal and Child Health; “National EMSC Data Analysis Resource Center”; \$1,300,000. J. Michael Dean, Principal Investigator.
4. University of Utah – National Institutes of Health/National Institute of Neurological Disorders and Stroke; “Glial Progenitor Cells”; \$1,270,188. Linda L. Kelley, Principal Investigator.
5. University of Utah – National Institutes of Health/National Institute of Neurological Disorders and Strokes; “ARRA Wireless Neural Interface”; \$1,410,653. Florian Solzbacher, Principal Investigator.

William A. Sederburg, Commissioner

WAS:jc

Attachment

STATE BOARD OF REGENTS MEETING
UTAH VALLEY UNIVERSITY, OREM, UTAH
JULY 16-17, 2009

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JOINT MEETING OF THE STATE BOARD OF REGENTS
AND STATE BOARD OF EDUCATION
UTAH VALLEY UNIVERSITY, OREM, UTAH
JULY 16, 2009

Minutes

Regents Present

Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Brent L. Brown
France A. Davis
Meghan Holbrook
David J. Jordan
Nolan E. Karras
Robert S. Marquardt
Anthony W. Morgan
Teresa Theurer
Marlon O. Snow
John H. Zenger

Regents Excused

Jerry C. Atkin
Rosanita Cespedes
Katharine B. Garff

State Board of Education Members Present

Debra Roberts, Chair
Dixie Allen, Vice Chair
Kim Burningham
Leslie Castle
David Crandall
Greg Haws
Michael Jensen
Shelly Locke
Charlene Lui
Carol Murphy
Mark Openshaw
David Thomas

SBE Members Excused

Laurel Brown
Janet Cannon
Denis Morrill

Office of the Commissioner

William A. Sederburg, Commissioner of Higher Education
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Carrie Beckman, Policy and Special Projects Manager
Andrea Cox, Program Specialist
Joseph Curtin, Director, Institutional Research
David Feitz, Associate Commissioner and Executive Director, UHEAA
Spencer Jenkins, Assistant Commissioner for Public Affairs
Andrew Jensen, Utah Student Association Coordinator
Melissa Miller Kincart, Assistant Commissioner for Outreach and Access
Cameron K. Martin, Associate Commissioner for Economic Development

Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Gregory Stauffer, Associate Commissioner for Finance and Facilities
Lucille T. Stoddard, Associate Commissioner for Academic Affairs
Gary S. Wixom, Assistant Commissioner for Academic Affairs
Lynne S. Ward, Director, Utah Educational Savings Plan

Office of the Superintendent

Larry Shumway, State Superintendent for Public Instruction
Martell Menlove, Deputy Superintendent
Brenda Hales, Associate Superintendent for Student Achievement and School Success
Judy Park, Associate Superintendent for Data, Assessment and Accountability
Twila Affleck, Secretary to the State Board

INSTITUTIONAL REPRESENTATIVES:

University of Utah

David W. Pershing, Senior Vice President for Academic Affairs

Utah State University

Stan L. Albrecht, President
Michelle B. Larson, Assistant Provost

Weber State University

Michael Vaughan, Provost

Southern Utah University

Rodney Decker, Interim Provost

Snow College

Scott L. Wyatt, President

Dixie State College of Utah

Stephen D. Nadauld, Interim President
Donna Dillingham-Evans, Academic Vice President

College of Eastern Utah

Mike King, Interim President

Utah Valley University

Matthew S. Holland, President
Cory Duckworth, Vice President for Student Affairs
Kathy Debenham, Interim Dean, School of the Arts

Vincent Fordiani, Special Assistant to the President for Constituent Relations
Val Hale, Vice President for Institutional Advancement
Joseph Watkins, 2008-2009 Student Body President
Janette Hales Beckham, Chair, UVU Board of Trustees

Salt Lake Community College

Dennis Klaus, Vice President of Administrative Services

Representatives of the Media

Kim Burgess, *Logan Herald-Journal*
Wendy Leonard, *Deseret News*
Brandon Loomis, *Salt Lake Tribune*

Other Guests

Steve Avery, Department of Workforce Services
Randall J. Merrill, Superintendent, Provo School District
Charles Nelson, Superintendent, Uintah School District
Allison Nicholson, Office of Legislative Research and General Counsel
Carl Nielson, Utah Early College High School
Spencer Pratt, Office of the Legislative Fiscal Analyst
Connie Steffen, Office of Legislative Research and General Counsel
Richard L. White, President, Utah College of Applied Technology

At noon, President Holland welcomed everyone to the Utah Valley University campus and invited them to help themselves to the buffet tables.

SBR Chair Pitcher greeted the assembly and called the meeting to order at 1:00 p.m. He asked everyone around the table to introduce themselves. SBE Chair Allen expressed her board's appreciation for the opportunity to get together and for the opportunity to work with higher education in the K-16 Alliance. Chair Pitcher outlined the meeting agenda.

Statewide Perspectives

Superintendent Shumway said he appreciated the honor to serve as Superintendent and to work with the members of the State Board of Education and the staff of the State Office of Education as well as others who are influential in the field of education.

Reflecting on the last stanza of Robert Frost's poem, *Stopping by Woods on a Snowy Evening* ("...I have promises to keep, And miles to go before I sleep"), Superintendent Shumway asked the group to consider the promises educators need to keep. One of the most important promises is literacy; educators have promised to teach our citizens to read. The second promise is to ensure that every student has high-quality instruction in the classroom every day. Third, students are being assessed to comply with the accountability requirements. However, there are no data informing instruction. The teachers need to know what needs to be taught at that particular time, and more research is in progress. The SBE and SOE are looking at studies and practices being done across the country to see what can be used or adapted to Utah.

Commissioner Sederburg thanked President Holland and his staff for the wonderful arrangements and the bountiful lunch. He thanked the Trustees and representatives of the institutions for their attendance. The Commissioner responded to the promises set out by Superintendent Shumway and said higher education would work closely with public education to address these issues.

The Commissioner reported the Utah System of Higher Education is a network of outstanding institutions serving more than 150,000 Utah students. The Regents have established three strategic goals: (1) Increase participation rates. (2) Increase completion rates. (3) Enhance and sustain our colleges and universities as engines of economic development. He briefly explained each of the three goals. For higher education to be successful in meeting these goals, a partnership with public education, workforce services, and the K-16 Alliance is necessary. To be successful in college, a student needs first to be successful in public education (K-12). The two systems must work closely together to make this happen. The Commissioner showed a brief YouTube clip called "Did You Know?" that demonstrated graphically the rapidly changing world in which we live, including the challenges facing education.

National Perspective

Commissioner Sederburg introduced Jennifer Dounay from the Education Commission of the States. She has been active in the K-16 movement and was invited to give a national perspective of the issues facing education and the various strategies used throughout the country. *[Her presentation can be found at <http://www.ecs.org/html/educationissues/HighSchool/UtahK-16.ppt>.]* Ms. Dounay explained that ECS was a non-profit organization located in Denver, Colorado, that works closely with legislators and their staffs, higher education and public education leaders and their staffs. She noted that in 2007 Utah had withdrawn its statutory language dealing with ECS affiliation. She encouraged education leaders to keep in touch with ECS and to renew their memberships, if possible.

K-16 or P-20 organizations have been established in many states. Ms. Dounay briefly explained the areas some other states were addressing, many of which are also being addressed by Utah's K-16 Alliance. She identified the three "keys to success" as actors/agenda, benchmarks, and appropriation of resources (financial and human). Following her presentation, she offered to respond to questions. Commissioner Sederburg suggested the group talk briefly about areas in which public education and higher education could work together. The following questions/suggestions were offered:

1. Incorporate effective and meaningful information on assistance programs
2. Determine what we need to do to get a competitive edge and be an exemplary system nationally
3. Administer adaptive testing to determine where a student is throughout the year and how educators can help them
4. Ensure that every student learns how to read
5. Enlist the help of business in meeting our objectives
6. Determine how to teach math; this is essential for STEM programs
7. Be cognizant of the changing ethnic mix in Utah's population
8. Remedy the disconnect with high school students who take their rigorous math classes prior to the 11th or 12th grade years. They need a math class in their junior or senior year of high school, or they are not prepared for college.
9. Educate the students and parents of the importance of thinking of K-16, rather than K-12. The cost of a college education is increasing much more rapidly than the increase in income. Financial aid is also in a precarious situation.
10. Direct students into the classes they really need to be prepared for college or the workplace. Grades 13-20 need to be made more affordable, especially for minorities.
11. Increase the number of ethnic minorities teaching so the minority students can identify with them. Actively recruit minority students to become educators.
12. Present a standardized curriculum should be presented to parents so they have involvement in their students' curriculum. Parents would have to "opt out" with any changes.
13. Ensure quality instruction – teacher preparation in the colleges of education
14. Coordinate between and among both boards, administrators, district superintendents/college and university presidents and faculty
15. Educate parents on the importance of a rigorous curriculum
16. Create the expectation that all students will attend college
17. Become a P-16 Alliance, not just a K-16 Alliance (Preschool is not yet under the jurisdiction of the State System.)
18. Convince employers not to hire high school students until they have checked their school attendance records

Discussion With Utah's Next Governor

Chair Allen introduced Lieutenant Governor Herbert, who said the purpose of his coming to the meeting was to hear the concerns of the members of the educational community so we can work together to improve

the opportunities for the citizens of Utah. He stated he understood and appreciated the role of the State Board of Regents, the State Board of Education, institutional presidents and local school boards, as well as the role of the Governor and the Legislature. We need to improve the quality of life through growing the economy and enhancing people's lives. Education is crucial to economic growth. We cannot be competitive in a global economy without the educational component. Utah has unique challenges, such as a large land mass that we do not control. Our large families cause the per-pupil spending to shrink. We must raise the bar so that the United States – and especially Utah – is competitive with other nations. Lieutenant Governor Herbert committed to be a friend and advocate of education.

A roundtable discussion with Governor Herbert produced the following comments/suggestions:

1. Education is necessary to improve our families' incomes; 75 percent of the people seeking work do not have a college degree.
2. How do we improve all the young people in our community in terms of education? Do we know the problems, and are we willing to talk about them and find solutions?
3. A recommendation was made that the Governor not appoint a special task force on education. Instead, initiate a round-table committee made of public education and higher education, with representatives of the Governor's Office and the business community. We need to incorporate some of the best practices, not just talk about them.
4. We need to engage the parents so their children get good advice.
5. We need to help parents learn English when this is not their native language. Then they will feel more comfortable interacting with educators.
6. Math readiness is vital; often high school seniors do not take math classes in their junior or senior year. The Governor was asked to help the two boards "rally the political will" to require a more rigorous curriculum.
7. We must challenge our young people with talent. We need to cultivate people with aptitudes in the STEM areas and challenge them to think about scientific fields. At the same time, we must pay teachers so that we can attract the best and brightest.
8. Education must be seen as a value in and of itself. It is not always cost-effective to educate children. The purpose of education is to improve society, make happier people, better voters, and better members of society. Just as virtue is its own reward, so is education. But there are practical applications. Art, for example, has made us a better society. Taxpayers must realize how education benefits society.
9. We need to work closely with the Governor to improve the quality of education for all students in an increasingly competitive global economy. When the Legislature meets, higher education is often seen as a discretionary item. The legislators gave lip service to higher education but did not consider it a priority when it came to funding.
10. Tuition is increasing at a rapid rate. Utah's community college tuition is above national averages. This is a concern because it is a barrier to access, especially for lower income and minority students. Need-based financial aid is a key policy issue in this state. One suggestion was to reconsider the idea of making K-12 education free.

11. The State Board of Education has had a rocky relationship with the Legislature. SBE members encouraged a partnership with the Governor's Office in moving public education's vision forward in working with the Legislature.
12. We need to create incentives for the business sector to encourage them to support education. It was recognized that higher education would be in a different situation without the significant help of the private sector. We need to collaborate and to close the disconnect or misperceptions between the business community and education.
13. We like to think of ourselves as being pro-education as a state. College education rates do not bear this out. Priorities are revealed by the way we spend our money. Higher education's percentage of the state appropriations has continued to decline. That suggests that education is not a high priority. Can we find a way to prevent our share of the state budget from declining further?
14. The current political movement, both state and federal, is troubling. No one knows yet the ramifications of what is taking place in Washington. In addition, state expenditures are still growing, but income is not.
15. The National Governors Association has signed a Memorandum of Understanding with the Army. The Governor's support was requested for some state appropriations to support this movement, or at least a chance to understand why it is not supported. The U.S. Secretary of Education has been invited to come to Utah, and a unified voice (public education/higher education/Governor's office) is desired.
16. The new movement is to look at data in making legislative decisions. We need to get away from relying on anecdotal data. As decisions are made on the state budget, certain things cannot wait until the economy improves. Education cannot wait.

Lieutenant Governor Herbert expressed his appreciation for the efforts of the entire educational community. Utah has great people who sacrifice their time and talents for the good of society. He pledged to work with the boards to find the solutions to the problems facing education. He committed to be available and to work together for improvement.

Chair Pitcher thanked the Lieutenant Governor for taking the time from his busy schedule to attend this meeting.

K-16 Alliance Report

Christine Kearl extended greetings from Governor Huntsman. She also thanked Lieutenant Governor Herbert for his participation. His schedule is extremely during this time of transition, and his presence today demonstrated his commitment to education.

Ms. Kearl said the K-16 Alliance was formed in 2006 under the leadership of Governor Huntsman. Its goals were unification (minimize the boundaries between public and higher education) and to assist students with the transition from high school into college. The Governor has been extremely supportive of the K-16 Alliance, and he recognizes and appreciates the efforts of all who have been working on the Alliance during the past three years. The Alliance has greatly improved the lines of communication. It was to improve the communication between public education and higher education that caused the Governor to appoint district superintendents to the USHE boards of trustees.

Dr. Stoddard reported the dream of the K-16 Alliance was high quality public education and higher education, aligned and integrated. Its mission was to create a system approach from kindergarten through college graduation. Its goal is to facilitate the transition from high school to college, to ensure that students are prepared for college, and to educate more students for productive careers and enriched lives. Associate Commissioner Stoddard reviewed the USHE strategic directions (access and participation, retention and completion, and economic development), and said the goals of public education and higher education mesh completely. K-16 Alliance subcommittees are set up to work toward ways to fulfill these goals. We are not making progress in the area of minority and disadvantaged populations, however. This must also be a priority.

Associate Superintendent Park reviewed successes of the K-16 Alliance, one of which is the common student identifier. A Utah transcript exchange will be started this fall and extend throughout the state next year. This program will provide a common transcript for public education and higher education. Associate Superintendent Park said the cooperation and collaboration of the Alliance is a model for other states. She also discussed the new testing program currently being piloted that reflects ACT admission requirements with Accuplacer placement standards. So far, the results are very positive.

Vice Chair Allen summarized the discussion and thanked everyone for their participation. The meeting adjourned at 5:00 p.m.

REGULAR MEETING OF THE STATE BOARD OF REGENTS
UTAH VALLEY UNIVERSITY
JULY 17, 2009

Following the Regents' breakfast meeting with the UVU Board of Trustees, Chair Pitcher called the meeting to order at 9:10 a.m. He excused Regents Atkin, Cespedes and Garff.

Commissioner's Report

Commissioner Sederburg expressed his gratitude for the productive conversation the previous day with the State Board of Education and Lieutenant Governor Herbert. Quoting the Lieutenant Governor, the Commissioner said he also was interested in getting our "do-how" up to our "know-how."

He reported that a Community College Task Force had been appointed, chaired by President Bioteau, with representatives from each of the institutions. The task force has been meeting and determining its goals. He noted that earlier in the week President Obama had submitted his proposal to fund community colleges.

Enrollment. Commissioner Sederburg asked each President to report how enrollments were looking on their respective campuses. Most institutions reported enrollment increases ranging from 10 percent to 33 percent. The schools are under pressure to plan for this kind of enrollment increase in the fall, with a more modest budget.

The Commissioner welcomed Kim Healey, who has joined the Finance and Facilities staff. Dr. Stoddard reported that the Lumina Grant would enable a study of transfer and articulation processes. Budget: Revenue estimates are on target, but expenses are higher, creating fiscal uncertainty. We are still assuming a budget cut of 17 percent for the next fiscal year. Another issue facing us is the sizeable increase in applications for the New Century and Regents' Scholarship programs and the decreased funding level during the 2009 Legislative Session.

Commissioner Sederburg asked the Associate Commissioners to report briefly on the three strategic goals.

Participation. Associate Commissioner Buhler referred to Tab S and noted that the largest percentage of participation was not in the counties where our colleges and universities were located. Another key fact is that Utah's ethnic participation was considerably lower than most other states.

Retention. Associate Commissioner Stoddard referred to Tab Y. She reported that much research and reporting had been done in the area of retention and completion. We are at the point where we can start benchmarking. Each institution is different, as is each student. We need to look to the various factors involved – ethnic minorities, availability of financial aid, stop-outs for missionary service, etc. Regent Karras commended Dr. Stoddard for her outstanding work with the K-16 Alliance. Chair Pitcher added his thanks as well.

Economic Development. Associate Commissioner Martin referred to Tab S. He reported that the strategic directions discussion in the afternoon would include a discussion facilitated by Craig Bott, president and CEO of Grow Utah Ventures. A recent study rated Utah as the second-most productive state in terms of bachelor's and master's degrees per capita. Dr. Curtin will forward that report to the Regents.

The Regents were dismissed to their respective committees at 9:30 a.m. and reconvened in Committee of the Whole at 11:15 a.m.

Proposed Operating Budget for 2010-2011

Commissioner Sederburg referred to Tab W and explained the attached document entitled Budget Preparations. The first page of the attachment listed several conclusions drawn by the Presidents after discussing the proposed budget. The second page listed four policy considerations for the Regents' discussion and response. He invited the Regents to comment.

It was pointed out that some of the institutions had discontinued programs which resulted in the termination of faculty members and a program loss of students. When the economy recovers, it will take years to rehire faculty and fill the classes again. This has a direct impact on employment. Also, some legislators think higher education can absorb budget cuts easily while continuing to take on enrollment growth through tuition increases. When do we reach the point where we say we cannot continue to take additional enrollment without adequate funding? The possibility was raised of a property tax for higher education. It was noted the President had come out in favor of putting more money into community colleges.

Commissioner Sederburg said a proposal would be submitted to the Regents for approval in August. He noted a revenue section would be included in the budget request. There may be some incentives for businesses to contribute to fund higher education.

Technology Initiative Advisory Board (TIAB) Recommendations

Chair Pitcher referred to Tab X and introduced Dr. John Sutherland, Chair of the TIAB. Dr. Sutherland said he appreciated the opportunity to meet with the Regents. He explained briefly the background of the Engineering, Computer Science and Technology Initiative. Utah has not yet achieved the goal of doubling enrollment in the engineering programs, but enrollment has increased. It created an interesting challenge this year to distribute the appropriation of \$2 million in one-time funds, taking into consideration the budget cuts mandated by the Legislature. At the same time, there is still great need. This year's allocation was based on the original 2008 allocation. A minimum floor of \$20,000 was established, with the balance going toward the schools with the greatest need. Dr. Sutherland noted the allocation was the result of the federal stimulus package, as graduating more engineers would help the economy.

Regent Karras moved approval of the TIAB's funding recommendations. Regent Zenger seconded the motion, which was adopted unanimously.

Reports of Board Committees

Academic, CTE and Student Success (Programs) Committee

University of Utah – Ph.D. Degree in Metropolitan Planning, Policy and Design and the Establishment of the Metropolitan Research Center (Tab A). Acting Chair Jordan commended University officials for this well thought-out program with high demand; in fact, the demand exceeds the available space. The programs are interdisciplinary and involve several units across the university. Consequently, no additional faculty will be needed. The doctoral program will be managed by faculty members with terminal degrees in the Department of City and Metropolitan Planning. **Chair Jordan moved approval, seconded by Vice Chair Beesley. The motion was adopted.**

Utah State University – Interdepartmental Revised Bachelor of Science Degree in Geography (Tab B). Chair Jordan stated Regents' policy reads that if more than 50 percent of a program is modified, it is treated as a new program and brought to the Regents for approval. This program has been updated to provide a high-quality education in the tools and disciplinary knowledge for Geography related to careers in the 21st Century. The revision modified the existing core and made changes in each of the three existing areas of emphasis. **Chair Jordan moved its approval, seconded by Regent Zenger. The motion carried.**

Utah Valley University – Bachelor of Arts/Bachelor of Science Degrees in Finance, Minor in Finance, and Emphasis in Integrated Studies in Finance (Tab C). Chair Jordan noted the proposal continued the evolution and development of UVU's role as a regional university. The finances and physical facilities are already in place. **Chair Jordan moved approval of the program, seconded by Regent Snow. The motion was adopted.**

Utah Valley University – Master of Business Administration Degree (Tab D). Chair Jordan said this was the third master's degree program line-item funded by the Legislature when the school achieved university status. Faculty were hired with the money identified by the Legislature. This program has been taught by USU for many years, so there is already a full cohort of students and the program is fully matured. **Chair Jordan moved approval, seconded by Regent Snow. The motion carried.** Chair Jordan pointed out that the committee had an interesting discussion about the development of future master's programs. The committee discussed the role of a comprehensive regional university, which principally was to offer baccalaureate programs, with some community college programs and a limited number of master's degrees that meet the needs of that particular service area. Master's programs require financial capability as well as student and market demand.

Consent Calendar (Tab E). Chair Jordan pointed out SLCC's program discontinuances were the immediate result of the budget cut. **On motion by Chair Jordan and second by Vice Chair Beesley, the following items were approved on the Programs Committee's Consent Calendar:**

Salt Lake Community College – Program Discontinuances

1. Electronics Technology Programs
2. Associate of Science Degree and Certificate of Completion in Environmental Technology

Information Calendar (Tab F). Chair Jordan said the Information Calendar included program reviews of a number of programs at the University of Utah. He referred to page 10 of the attachment, and noted all of the reviewers of the Physics Department were distinguished faculty with Ph.D. degrees. UVU's program review began on page 20. Many of those programs are no longer in existence. The committee was interested to learn how much these programs had grown and how quickly they had become obsolete.

Finance, Facilities and Accountability Committee

University of Utah – Huntsman Cancer Hospital Improvements (Tab G). Acting Chair Karras said the request was for approval of a site lease and sublease agreement. The Hospital expansion project and its funding source were previously approved by the State Board of Regents, State Building Board, and the 2008 Legislature. **Upon motion by Chair Karras and second by Regent Davis, the request was approved.**

University of Utah – Approval of Investment Policy Revisions and Updates (Tab H). Chair Karras said Policy R541 allows the institutions to develop and revise their own endowment investment policies, subject to Board approval. The University revised and updated its Investment Policy, which now requires Regent approval. The committee reviewed and was comfortable with the changes. **Chair Karras moved approval of the University of Utah's revised Investment Policy. Regent Davis seconded the motion, which was adopted.**

Utah Valley University – Property Exchange with the Utah College of Applied Technology (Tab I). Chair Karras said UVU proposed to trade its Geneva Building, located in the Orem Business Park, with ten acres of property owned by UCAT in the Thanksgiving Point Business Park. The transaction would be beneficial to both UVU and Mountainland ATC. It would allow Utah Valley University to develop a location next to the light rail system and close to MATC. The transaction includes a lease agreement wherein UCAT would lease certain space in and on the Geneva property, as stipulated in the property transfer agreement. **Chair Karras moved approval of the property exchange, seconded by Regent Davis. The motion was adopted.**

Revisions to Policy R207, *Institutional Residences for Colleges and Universities in the Utah System of Higher Education* (Tab J). Chair Karras reported that the policy had been revised following the sale of the CEU institutional residence to ensure adequate time for advertising and bid time. **Chair Karras moved approval of the revised policy, seconded by Regent Davis. The motion was adopted.**

Revisions to Policy R562, *Non-lapsing Balances* (Tab K). Chair Karras said the policy had been revised to comply with legislation enacted during the 2009 Legislative Session. The revised policy includes a mandatory reporting deadline for fund balances. **Chair Karras moved approval of the revised policy. Regent Davis seconded the motion, which was adopted.**

UHEAA – Approving Resolution for Student Loan Program Line of Credit (Tab L). Executive Director Feitz reported that because many of the banks no longer offer direct student loans, UHEAA had become a direct lender. The requested line of credit was to enable UHEAA to continue to finance student loans. Last year UHEAA lost money, but the organization is projected to gain \$9 million this year with the opportunity to place the owners with the federal agency. Regent Jordan, chair of the UHEAA Board of Directors, explained that the board had made the decision to put the loans through the Secretary of Education. However, there is a lag time so the line of credit will be used as a float during the time we are awaiting approval. **Chair Karras moved approval of the line of credit. The motion was seconded by Regent Brown and adopted unanimously.**

Consent Calendar (Tab M). **On motion by Chair Karras and a second by Regent Davis, the Regents approved SUU's request to sell the Stevenson Property, as detailed on the agenda.**

Financial Ratios (Tab N). Chair Karras this report was the beginning of a dashboard approach to monitor institutions. Weber's model was done very well. The committee requested more current numbers. Chair Karras invited the other Regents to look at the report. This is a good start, but there is more to be done.

University of Utah – Hospitals and Clinic Proposed Budget for FY 2010-2011 (Tab O). Chair Karras expressed the Regents' appreciation to Senior Vice President Betz and his team for the outstanding job they had done with the University Hospital system. In accordance with recent policy changes, the operating budget was presented to the Regents for information only.

Update on USHE Information Technology Strategic Plan (Tab P). Chair Karras commended Dr. Steve Hess and his staff for keeping up with the rapid changes in technology. He commended the institutions and the system office for their cooperation.

UHEAA Update – Student Loan Program (Tab Q). Chair Karras referred to the report and noted that student loan volume continued to increase. Commissioner Sederburg said Executive Director Feitz had been very active in meeting with officials in Washington, DC. Many of the successes in this area are attributable to Dave and his work. Regent Jordan commented that Senator Hatch had arranged for Dave to meet with Senator Kennedy's staff; that meeting was useful as changes are considered in the federal student loan program.

Strategic Planning and Communications Committee

Awards for New Century and Regents' Scholarships (Tab R). Chair Holbrook explained that the number of qualified applicants for these scholarship programs outpaced the available state funding. To stay within the amount appropriated, it was recommended that the amount of the awards be limited. Associate Commissioner Buhler explained that the only two options were to limit the number of awards or to reduce the amount of the awards. This was a difficult decision. After lengthy discussion, the committee approved the Commissioner's recommendation, with a new #1:

1. **The Board officially asks the Legislature to provide \$1.7 million in one-time money to enable the Board to fully fund the awards. Otherwise:**

2. For Fiscal Year 2009-2010, all qualified New Century Scholarships (both continuing and new awards) will be awarded at 40 percent of tuition.
3. For Fiscal Year 2009-2010, all newly qualified Regents' Scholarships will be awarded as follows:
 - a. Base Award: \$1000
 - 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 \$1080.
4. 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.
5. For Fiscal Year 2010-2011, 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: \$1000 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.
6. 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.

Associate Commissioner Buhler briefly explained the recommendation and clarified that the supplemental would be for the current year. Vice Chair Beesley said the purpose of these awards was to encourage young people to take a rigorous high school curriculum to prepare to be successful in college. She suggested the possibility of asking businesses to help fund the shortfall. **Chair Holbrook moved the Commissioner's recommendation, as amended above. Regent Morgan seconded the motion, which was adopted unanimously.**

Strategic Goals Progress Report (Tab S). Chair Holbrook, on behalf of the committee, thanked the Associate Commissioners for the work they had done in the areas of participation, completion and economic development. She referred to the report and said the committee had recommended a clarity of purpose as well as dates of expectation. **Chair Holbrook moved the adoption of the progress report. Regent Marquardt seconded the motion, which carried.**

Overview of 2010 Messaging (Tab T). This report was provided for information and required no action.

Advocacy Report – Friends of Utah Higher Education (Tab U). Regent Marquardt reported that a breakfast meeting was held in June to thank legislative leadership for their help in the 2009 Legislative Session. President Waddoups and Speaker Clark related personal stories about their experiences. It was recognized that revenues are low and not everything could be funded. Regent Marquardt is making an effort to legally organize the group into an official PAC.

Future Agenda for Strategic Planning and Communications Committee (Tab V). This was discussed in committee.

General Consent Calendar

Upon motion by Regent Holbrook and second by Vice Chair Beesley, the following items were approved 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 – On file in the Commissioner's Office
- 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.

Resolution of Appreciation

Commissioner Sederburg thanked Dr. Elizabeth Hitch for her work as Interim President of Utah Valley University. **Regent Jordan moved adoption of the Resolution of Appreciation for Dr. Hitch, seconded by Regent Brown. The motion carried, and the resolution was adopted.** A copy of the resolution is on file in the Commissioner's Office.

Report of the Chair

Chair Pitcher reminded the Regents that the next Board meeting would be on August 28 at Utah State University. The primary agenda items will be the budget request and capital facilities prioritization. We are still awaiting the appointment or reappointment of some Regents. When that occurs, committee appointments and assignments to the institutional Resource and Review Teams will be made. He noted that as of July 1, the Regents would no longer serve on UCAT Campus Boards of Directors.

Also effective July 1, William H. Prows became a non-voting member of the Board, representing UCAT. He was unable to be present at this meeting. Chair Pitcher welcomed the appointment and said Regent Prows would be a good addition to the Board.

State of Utah Valley University

Following lunch, President Holland showed a brief video of events that transpired at UVU during the past year. He thanked Commissioner Sederburg and Dr. Hitch for their valuable service to the institution and said he and his family were very pleased to be at UVU. President Holland announced that Dr. Jack Christianson had been appointed Special Assistant to the President for Engaged Learning. UVU identifies itself as engaged, inclusive, serious, and large. He acknowledged Dr. Val Peterson and Linda Makin, who were recognized as Co-CFOs of the year in Utah Business Magazine. Following his remarks, he invited the Regents to tour some of the university's newest facilities.

Report and Recommendations of the College of Eastern Utah Task Force

Regent Jordan, chair of the CEU Task Force, briefly explained the process that led the Regents to this point. Following the May 29 Board meeting, meetings were held with various constituencies in Price and Blanding. USU President Stan Albrecht and members of his staff participated, along with the task force. During those meetings, the task force made it clear that their goals were to preserve and strengthen the comprehensive community college programs in southeastern Utah; expand educational opportunities for the residents of southeastern Utah by increasing baccalaureate, graduate and research opportunities; preserve the identity, history, traditions, and achievements of the College of Eastern Utah; and improve the long-term financial viability and vitality of higher education in southeastern Utah. Chair Jordan reported challenges had been discussed openly and candidly.

The following four options for CEU were discussed at the meetings: (1) Phase out CEU, (2) continue the status quo, (3) become a regional campus of the USU multi-campus system, and (4) become a comprehensive regional college within the USU system. During the discussions, some people argued strongly for option 2. The CEU community did not like the idea of surrendering any measure of autonomy; rather, they wanted to maintain local control. The campus and community are divided on this issue. As a land-grant institution, USU has the capacity and opportunity to seek federal grants, which could be a benefit for CEU.

It was the recommendation of the task force that the College of Eastern Utah become a comprehensive regional college of Utah State University, with the following provisions:

- Utah State University will be charged with responsibility for the governance, personnel, finances and facilities management of the College of Eastern Utah through statutory amendments and Regents' policy changes.
- CEU will be led by a Chancellor, who will be the resident chief executive officer of USU/CEU and will report directly to the President of USU.
- CEU will be overseen by the USU Board of Trustees. The current CEU Board of Trustees will transition to a regional advisory council.
- The Governor will be encouraged to appoint a southeastern Utah resident to be a member of the USU Board of Trustees and, if necessary, the size of the current USU Board will be increased to facilitate that representation.
- Lower community college tuition rates for lower-division and career and technical education programs will be maintained.
- A diverse range of student activities, cultural, social and athletic programs will be supported.

Chair Jordan said this transition would take several months. A Memorandum of Understanding (MOU) will be developed between USU and CEU by December 2009, in anticipation of legislative action during the 2010 General Session. It is hoped that the MOU would become a working document to lead the Regents through this process. The task force was appreciative of the participation from community and legislative leaders in the area. Chair Jordan clarified that the CEU Chancellor would not be included in the Council of Presidents but would function as a senior or executive vice president.

Regent Morgan emphasized that a key factor was to ensure that the community college role (particularly the CTE role) would flourish in southeastern Utah. This is very important for that area. He cautioned that mergers do not save money; USU particularly will incur some transition costs which we cannot ask President Albrecht to absorb.

Regent Davis expressed his appreciation for the clarity of the document and asked if any consideration had been given to an alliance with Snow College. Regent Jordan responded that it had been considered by the Commissioner's office and Dr. Mike Petersen. Snow cannot offer the opportunity for four-year programs which would be beneficial at CEU. Regent Karras asked about a fiscal note to the required legislation. President Albrecht said it would take some due diligence to determine what costs would be required. Vice President Hunsaker has been asked to make that determination.

Representative Patrick Painter suggested more input was needed from the community, faculty and staff. Input into the MOU would also be extremely helpful. He said he had opened a bill file and was willing to help get the necessary legislation through the Legislature, as was Senator David Hinkins.

Regent Jordan reviewed the recommendation. There was some anxiety over the MOU, but interested parties were comforted by the fact that the Commissioner's office would oversee the project and that the Regents would continue to monitor the MOU. Chair Pitcher asked Regent Jordan and the other members of the task force to remain in force and to act as another overseer of the MOU. Regent Jordan agreed. He said this had been a very difficult, painful process. It would not have been possible to get to this point without the sensitivity of President King in the way he has handled this issue.

President King expressed his appreciation for the work of the task force and said the process had been a challenge for everyone. He said Regent Jordan had accurately conveyed the feelings of the community. The most important factor is what is best for the students and citizens of southeastern Utah. Education in rural areas will always be more expensive, but it is worth it. This will be beneficial to southeast Utah on an economic level as well as an educational level.

President Albrecht committed to look forward with the CEU community to make the transition successful. He thanked Regent Jordan and the task force for their sensitivity. He expressed his appreciation to President King, who organized the agenda and the groups with whom they met. He was also appreciative of the faculty, staff and community who received the USU staff graciously. CEU has a long history as a community college. USU will make sure that mission is retained.

Regent Brown asked what would happen in the coming year before this is implemented. President Albrecht responded there were already things taking place that would need to continue, independent of the transition. Regent Brown asked that everything possible be done to address the fear felt by the CEU community. President King said this was being done as much as possible.

Commissioner Sederburg reminded the Regents that even if they approve this resolution, the Legislature would still make the final decision. He recommended that if this recommendation is approved, the Regents move forward to seek for a transition director – someone who can reassure the local community and help campus personnel understand that this is not a fire sale. The future will be positive and strong. He asked for suggestions of individuals who are knowledgeable about this type of issue and who could be seen as a neutral party. There are many issues to be addressed. The staff of both institutions will be needed.

Regent Zenger moved acceptance of the task force's recommendation. The motion was seconded by Regent Snow, and the motion carried. Chair Pitcher thanked the task force for doing a difficult job very well.

Associate Commissioner Martin referred to Tab BB and said an update would be provided from the institutions on three pilot programs at the next meeting: Aerospace (WSU), Digital Media (UVU), and Energy (SLCC). The institutions with expertise in a particular area were chosen as the lead for each area, but the expectation is that every institution would participate in at least one of these programs. He reported Workforce Services had committed \$900,000 to this venture. The Commissioner's office is excited about this partnership. Dr. Martin thanked President Millner for her leadership of the program.

Craig Bott, President and CEO of Grow Utah Ventures, spoke about the concept of economic clusters. He briefly reviewed the history of the clusters program and his own experience. He thanked higher education for taking the lead to expand these industries. Other states have had great success with clusters. Higher education is all about talent and ideas, which are necessary to growing cluster acceleration. Applied research can also create new ideas and new companies.

President Millner said to do the things necessary in the area of higher education, we need to grow our economy. To do that, we focus on high-wage jobs that will drive the economy and work with what is already being done by companies. This provides an exciting perspective. Associate Commissioner Martin thanked President Millner and Mr. Bott for their work. He requested an opportunity to report on the three pilot programs at a later meeting(s).

Commissioner Sederburg thanked Dr. Martin for his work in this area. He also thanked Dr. Gary Carlston, Dr. Mike Petersen and others who had worked long and hard on the CEU project during the past year.

Chair Pitcher reminded the Regents who had not submitted their self-evaluations to do so as quickly as possible. He asked the Board if they would prefer to meet in closed session to hear the reports of the Resource and Review Teams at the conclusion of this meeting or wait until the August meeting in Logan. **It was moved and seconded that the Regents go into executive session at the conclusion of this meeting.**

The Board moved into closed session at 3:12 p.m. and adjourned from there.

Joyce Cottrell CPS, Executive Secretary

Date Approved

August 28, 2009

MEMORANDUM

TO: Utah State Board of Regents
FROM: William A. Sederburg
SUBJECT: USHE -- Enrollment Projections

Attached are enrollment projections for the next 12 years for the Utah System of Higher Education. These projections are prepared to assist the Regents and state-level policymakers in mid- to long-range planning.

The enrollment projections formulas were re-evaluated during the past year with the hope of improving the accuracy of the projections. Several variables were considered as possible predictors of enrollment data at each of the institutions. The variables considered as likely predictors of Fall Headcount, Fall FTE, and Annualized FTE were:

- 1) total Utah high school graduates in the state of Utah (public and private),
- 2) high school graduates within the institution's three-county service area (public and private),
- 3) the average of the prior year's unemployment rate for the three-county service area,
- 4) the population of people age 25 to 45 in the three-county service area, and
- 5) the population of people age 18 to 24 in the three-county service area.

For each institution, a single, independent variable provided the maximum predictive value. The variable used to predict enrollments was customized to each of the USHE institutions. The results of the individual institutions' predicted values were summed to create composite prediction for the Utah System of Higher Education (see attached). Institutional specific projections are also included in this report. Graphs represent both the predicted value from the regression model and actual values reported.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the long-term enrollment projections for higher education in the State of Utah.

WAS/GLS/CKM/JAC
Attachments

William A. Sederburg, Commissioner

USHE Enrollment Projections

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- 3) the average of the prior year's unemployment rate for the three county service area,
- 4) the population of people age 25 to 45 in the three county service area, and
- 5) the population of people age 18 to 24 in the three county service area.

A linear regression model was used to predict Headcount, FTE, and Annualized Headcount for the academic years from 2010 to 2021 based on the predictor(s) with the highest R^2 value for each of the three dependent variables (headcount, FTE, and annualized FTE). The R^2 value is the percentage of the total variation in the predicted variable explained by the other variables in the regression equation. A R^2 value of 1 (100%) would mean that you have accounted for all the variability in the measure (e.g. Headcount, FTE, annualized FTE) and you would expect that your predicted values to always be correct. The smaller the number, the less likely your predicted values will be accurate.

For each institution, a single, independent variable provided the maximum predictive value. The variable used to predict enrollments was customized to each of the USHE institutions. Multiple predictor variables could not be used in the model because the predictor (independent) variables are highly correlated with each other (i.e. issues of Collinearity).

The best predictor variable for each institution's headcount, FTE, and annualized FTE from those considered are as follows.

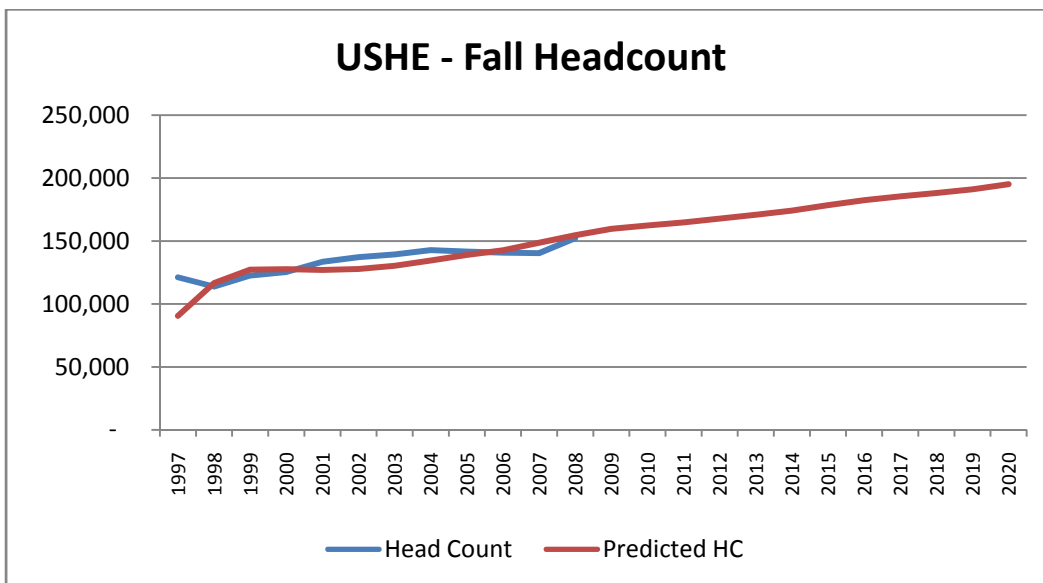
<u>Institution</u>	<u>Predictor Variable</u>
WSU, UU, USU, UVU	Population of 25 to 45 year olds in service area
SNOW, DSC, CEU	High school graduates from their service area
SUU, SLCC	Total Utah high school graduates

The results of the individual institutions' predicted values were summed to create composite prediction for the Utah System of Higher Education (USHE) (see below). Institutional specific projections are also included in this report. Graphs represent both the predicted value from the regression model and the actual value reported.

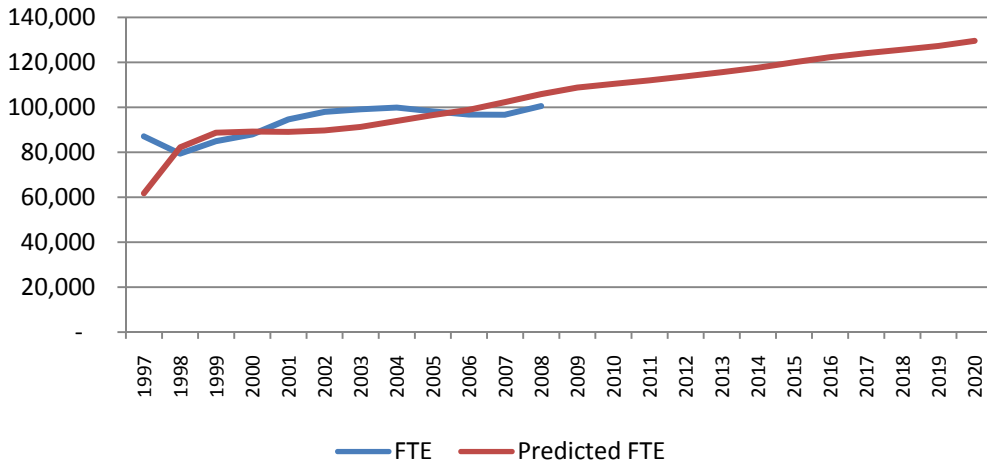
Utah System of Higher Education

Total Institution Projection (All line items; budget-related and self-supporting programs)

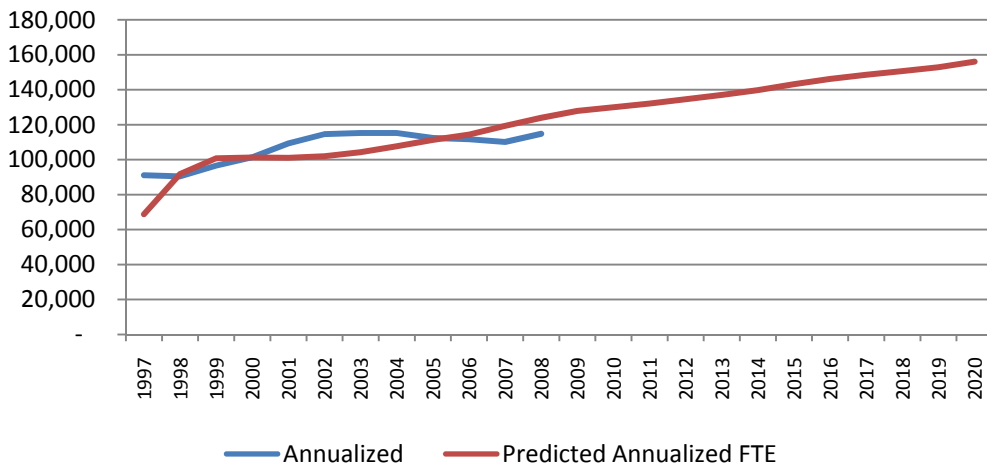
ACTUAL HISTORY						PROJECTIONS TO 2020					
Fall	Fall 3rd Week Headcount	Fall 3rd Week FTE	Annualized End of Term FTE	Annualized FTE % Change	Cumulative Annual FTE % change (Since 1997)	Fall	Fall 3rd Week Headcount	Fall 3rd Week FTE	Annualized End of Term FTE	Annualized FTE % Change	Cumulative Annual FTE % Change (Since 1997)
1997	121,053	87,077	91,103			2009	159,715	108,799	127,896	10.8%	40.4%
1998	113,704	79,393	90,453	-0.7%	-0.7%	2010	162,282	110,419	129,956	1.6%	42.6%
1999	122,417	84,929	96,585	6.8%	6.0%	2011	164,792	111,974	132,104	1.7%	45.0%
2000	125,221	87,911	101,307	4.9%	11.2%	2012	167,740	113,748	134,590	1.9%	47.7%
2001	133,449	94,590	109,302	7.9%	20.0%	2013	170,805	115,600	137,055	1.8%	50.4%
2002	137,131	97,970	114,610	4.9%	25.8%	2014	174,189	117,590	139,813	2.0%	53.5%
2003	139,289	99,114	115,212	0.5%	26.5%	2015	178,410	119,997	143,142	2.4%	57.1%
2004	142,729	99,897	115,187	0.0%	26.4%	2016	182,428	122,290	146,200	2.1%	60.5%
2005	141,544	98,136	112,341	-2.5%	23.3%	2017	185,461	124,057	148,541	1.6%	63.0%
2006	140,605	96,761	111,622	-0.6%	22.5%	2018	188,125	125,619	150,620	1.4%	65.3%
2007	140,333	96,667	111,119	-0.5%	22.0%	2019	191,013	127,290	152,874	1.5%	67.8%
2008	152,228	100,515	115,434	3.9%	26.7%	2020	195,120	129,559	156,058	2.1%	71.3%
Average Annual Increases			2,028	2.2%		Average Annual Increases			2,347	2.6%	



USHE - Fall Full-time Equivalent (FTE)



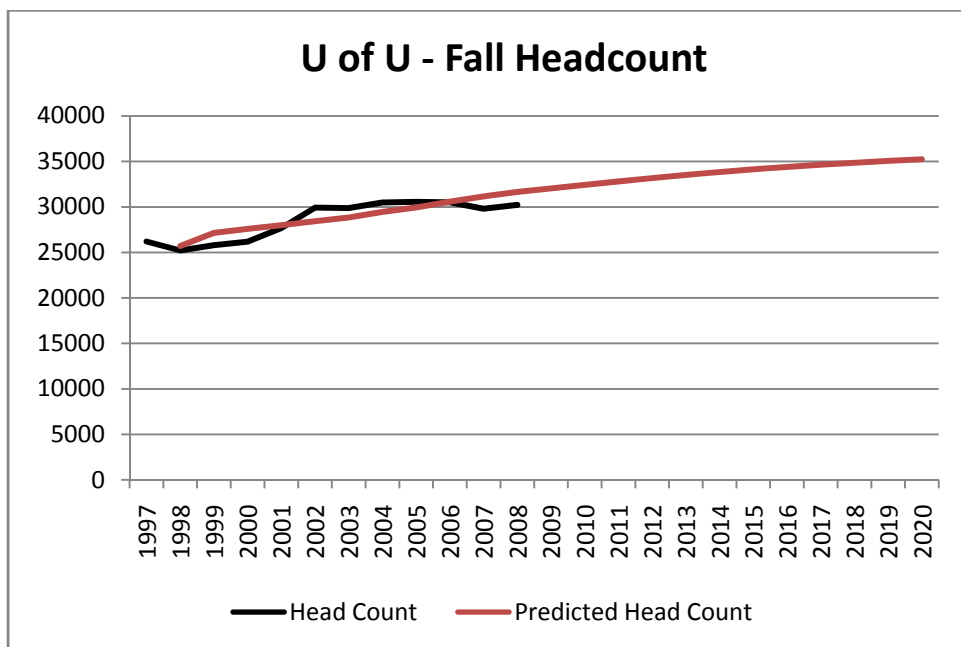
USHE - Annualized FTE



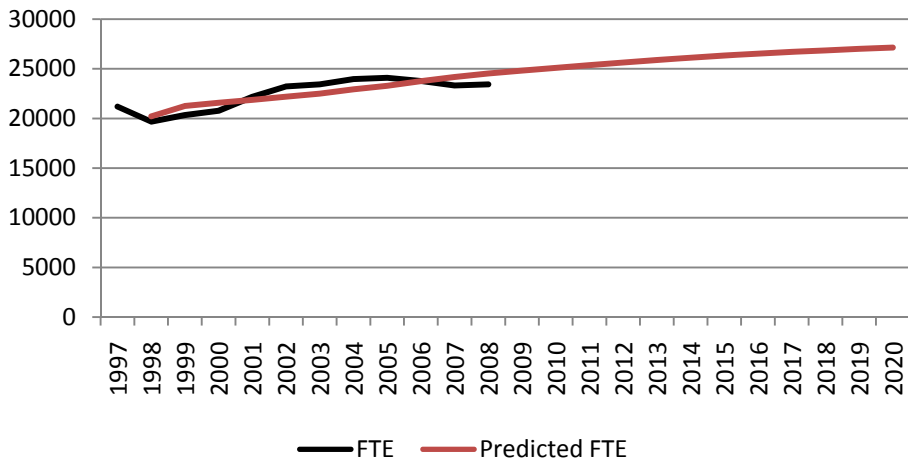
University of Utah

Total Institution Projection (All line items; budget-related and self-supporting programs)

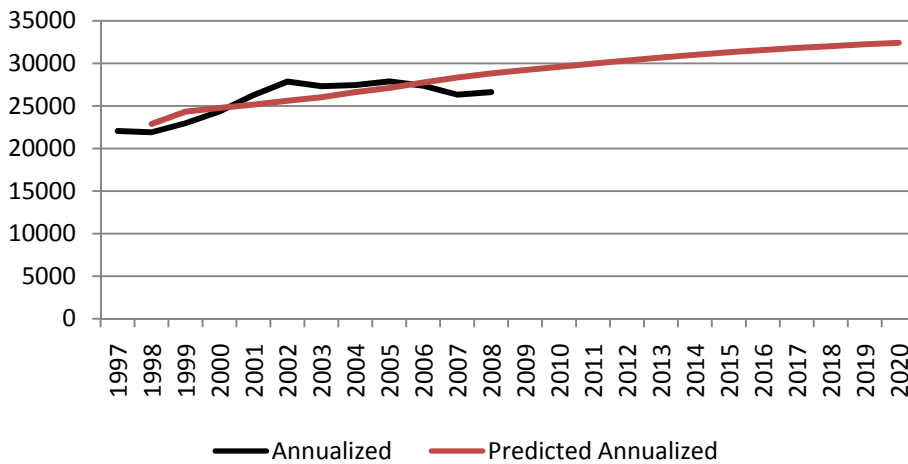
ACTUAL HISTORY						PROJECTIONS TO 2020					
Fall	Fall Headcount	Fall FTE	Annualized FTE	Annualized FTE % Change	Cumulative Annual. FTE % change (Since 1997)	Fall	Fall Headcount R ² = .690	Fall FTE R ² = .665	Annualized FTE R ² = .557	Annualized FTE % Change	Cumulative Annual. FTE % Change (Since 1997)
1997	26,191	21,193	22,057			2009	32,029	24,806	29,202	9.7%	32.4%
1998	25,203	19,677	21,899	-0.7%	-0.7%	2010	32,411	25,083	29,583	1.3%	34.1%
1999	25,788	20,343	22,970	4.9%	4.1%	2011	32,785	25,355	29,958	1.3%	35.8%
2000	26,180	20,778	24,339	6.0%	10.3%	2012	33,148	25,619	30,320	1.2%	37.5%
2001	27,664	22,165	26,260	7.9%	19.1%	2013	33,501	25,876	30,673	1.2%	39.1%
2002	29,921	23,216	27,850	6.1%	26.3%	2014	33,839	26,121	31,011	1.1%	40.6%
2003	29,878	23,426	27,316	-1.9%	23.8%	2015	34,134	26,336	31,306	1.0%	41.9%
2004	30,479	23,967	27,433	0.4%	24.4%	2016	34,379	26,515	31,552	0.8%	43.0%
2005	30,558	24,089	27,871	1.6%	26.4%	2017	34,616	26,687	31,789	0.8%	44.1%
2006	30,511	23,766	27,361	-1.8%	24.0%	2018	34,838	26,848	32,010	0.7%	45.1%
2007	29,797	23,314	26,318	-3.8%	19.3%	2019	35,055	27,006	32,227	0.7%	46.1%
2008	30,228	23,425	26,619	1.1%	20.7%	2020	35,228	27,132	32,401	0.5%	46.9%
<i>Average Annual Increases</i>			380	1.8%		<i>Average Annual Increases</i>			267	1.7%	



U of U - Fall Full-time Equivalent (FTE)



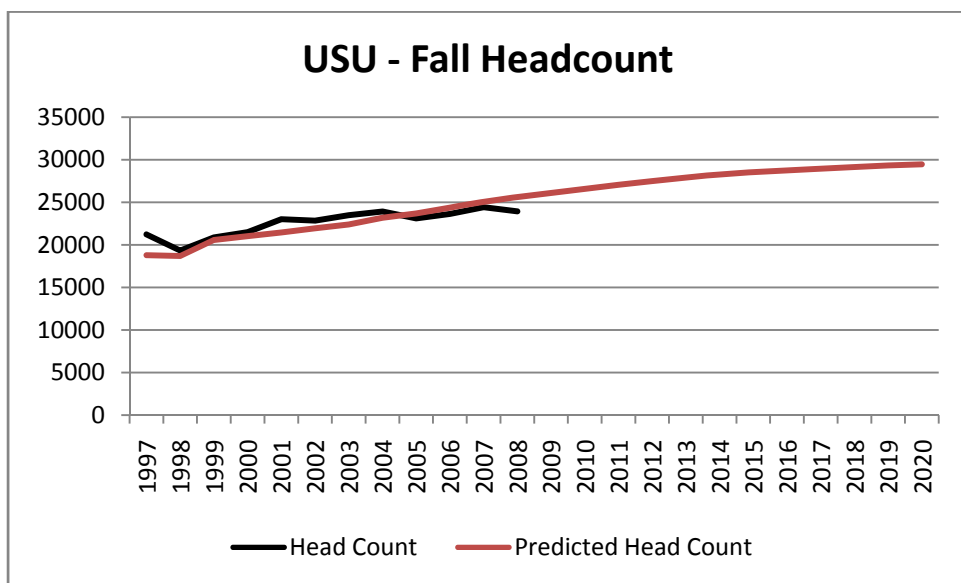
U of U - Annualized FTE

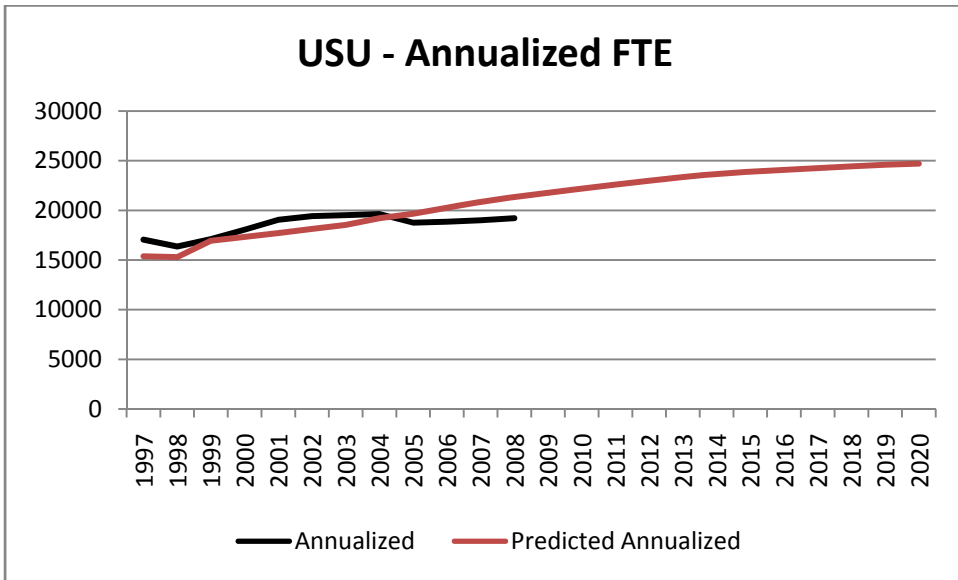
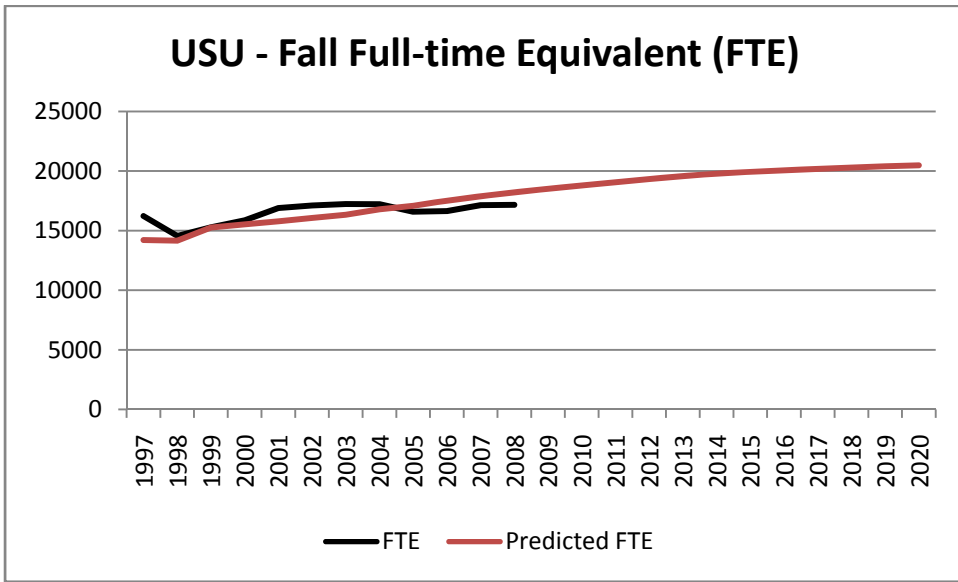


Utah State University

Total Institution Projection (All line items; budget-related and self-supporting programs)

ACTUAL HISTORY						PROJECTIONS TO 2020					
Fall	Fall Headcount	Fall FTE	Annualized FTE	Annualized FTE % Change	Cumulative Annual FTE % change (Since 1997)	Fall	Fall Headcount <i>R</i> ² = .798	Fall FTE <i>R</i> ² = .689	Annualized FTE <i>R</i> ² = .787	Annualized FTE % Change	Cumulative Annual FTE % Change (Since 1997)
1997	21,232	16,222	17,044			2009	26,089	18,501	21,759	13.3%	27.7%
1998	19,323	14,554	16,356	-4.0%	-4.0%	2010	26,570	18,783	22,179	1.9%	30.1%
1999	20,865	15,274	17,091	4.5%	0.3%	2011	27,040	19,059	22,589	1.8%	32.5%
2000	21,490	15,851	18,045	5.6%	5.9%	2012	27,483	19,320	22,976	1.7%	34.8%
2001	23,001	16,889	19,049	5.6%	11.8%	2013	27,900	19,564	23,340	1.6%	36.9%
2002	22,848	17,110	19,426	2.0%	14.0%	2014	28,264	19,778	23,658	1.4%	38.8%
2003	23,474	17,227	19,514	0.5%	14.5%	2015	28,530	19,934	23,890	1.0%	40.2%
2004	23,908	17,213	19,632	0.6%	15.2%	2016	28,731	20,053	24,065	0.7%	41.2%
2005	23,107	16,584	18,753	-4.5%	10.0%	2017	28,946	20,179	24,253	0.8%	42.3%
2006	23,623	16,634	18,853	0.5%	10.6%	2018	29,137	20,291	24,420	0.7%	43.3%
2007	24,421	17,129	19,002	0.8%	11.5%	2019	29,327	20,403	24,586	0.7%	44.2%
2008	23,925	17,154	19,206	1.1%	12.7%	2020	29,454	20,477	24,697	0.5%	44.9%
Average Annual Increases			180	1.1%		Average Annual Increases			245	2.2%	

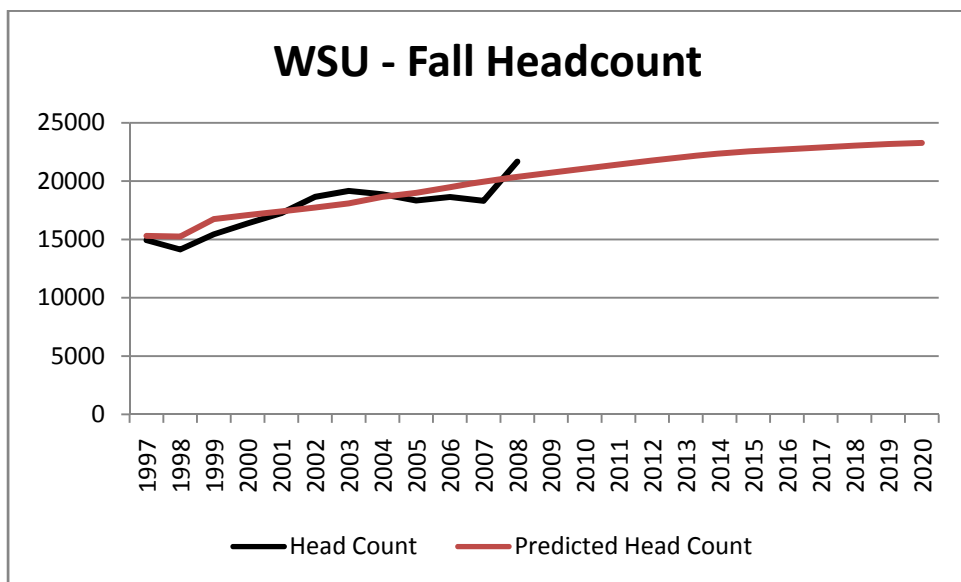




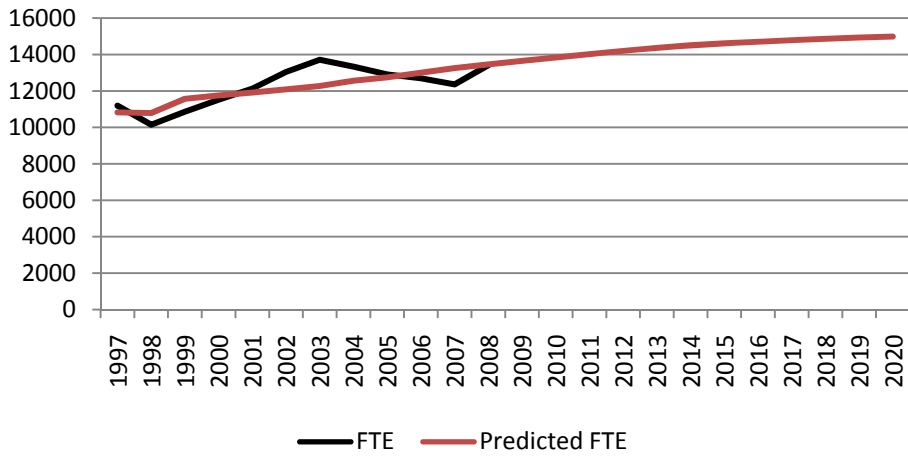
Weber State University

Total Institution Projection (All line items; budget-related and self-supporting programs)

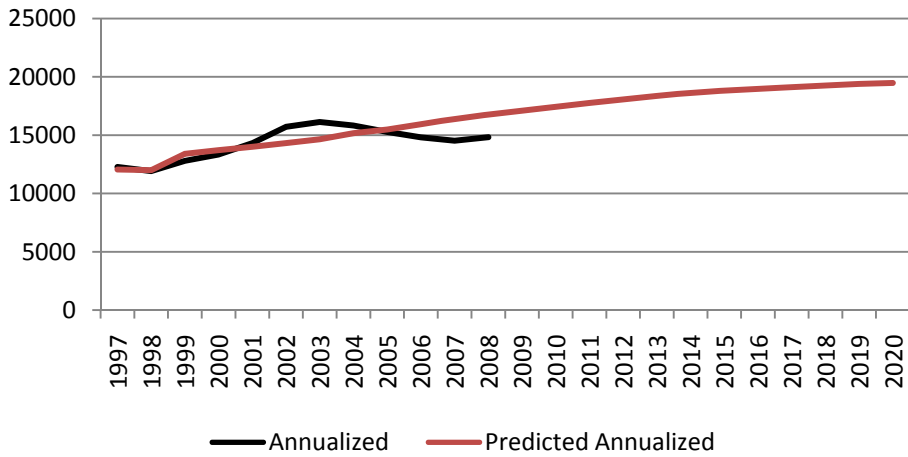
ACTUAL HISTORY						PROJECTIONS TO 2020					
Fall	Fall Headcount	Fall FTE	Annualized FTE	Annualized FTE % Change	Cumulative Annual. FTE % change (Since 1997)	Fall	Fall Headcount <i>R</i> ² = .855	Fall FTE <i>R</i> ² = .773	Annualized FTE <i>R</i> ² = .825	Annualized FTE % Change	Cumulative Annual. FTE % Change (Since 1997)
1997	14,933	11,187	12,273			2009	20,722	13,653	17,098	15.2%	39.3%
1998	14,136	10,144	11,922	-2.9%	-2.9%	2010	21,077	13,839	17,429	1.9%	42.0%
1999	15,444	10,858	12,805	7.4%	4.3%	2011	21,430	14,023	17,758	1.9%	44.7%
2000	16,378	11,519	13,346	4.2%	8.7%	2012	21,766	14,199	18,071	1.8%	47.2%
2001	17,258	12,127	14,327	7.4%	16.7%	2013	22,085	14,365	18,368	1.6%	49.7%
2002	18,654	13,049	15,724	9.8%	28.1%	2014	22,369	14,514	18,633	1.4%	51.8%
2003	19,167	13,713	16,137	2.6%	31.5%	2015	22,573	14,621	18,823	1.0%	53.4%
2004	18,875	13,337	15,840	-1.8%	29.1%	2016	22,729	14,702	18,969	0.8%	54.6%
2005	18,334	12,907	15,288	-3.5%	24.6%	2017	22,892	14,787	19,120	0.8%	55.8%
2006	18,642	12,692	14,815	-3.1%	20.7%	2018	23,041	14,865	19,259	0.7%	56.9%
2007	18,306	12,359	14,532	-1.9%	18.4%	2019	23,182	14,939	19,391	0.7%	58.0%
2008	21,674	13,415	14,839	2.1%	20.9%	2020	23,278	14,989	19,480	0.5%	58.7%
<i>Average Annual Increases</i>			214	1.8%		<i>Average Annual Increases</i>			198	2.4%	



WSU - Fall Full-time Equivalent (FTE)



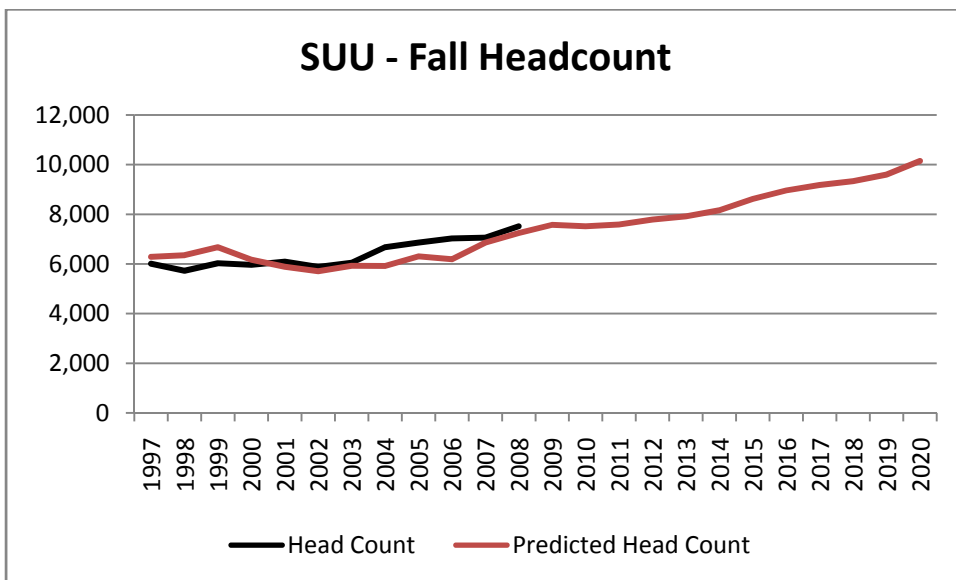
WSU - Annualized FTE



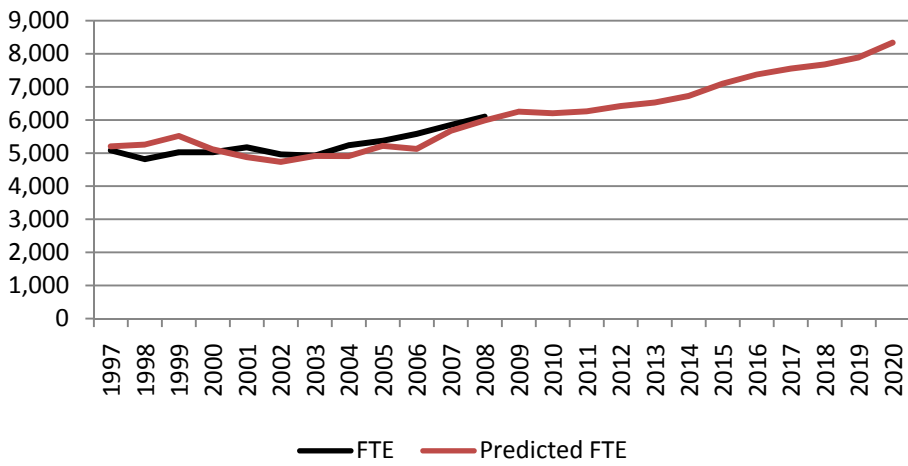
Southern Utah University

Total Institution Projection (All line items; budget-related and self-supporting programs)

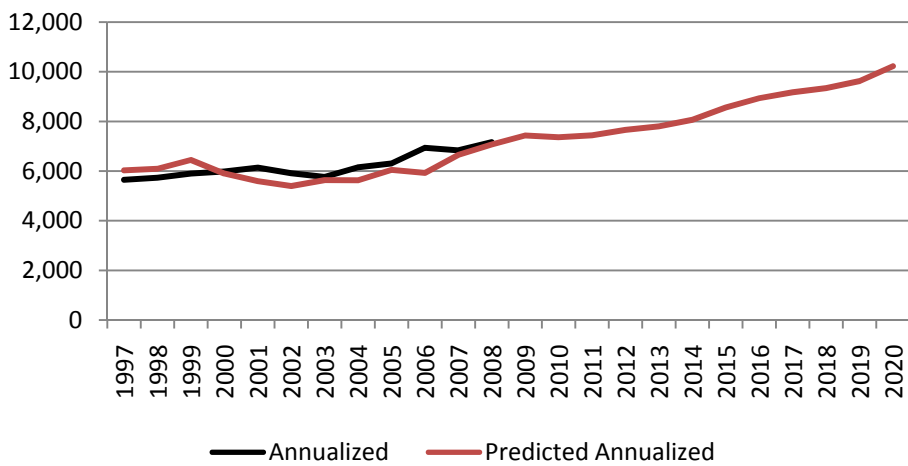
ACTUAL HISTORY						PROJECTIONS TO 2020					
Fall	Fall Headcount	Fall FTE	Annualized FTE	Annualized FTE % Change	Cumulative Annual. FTE % change (Since 1997)	Fall	Fall Headcount R ² = .830	Fall FTE R ² = .900	Annualized FTE R ² = .827	Annualized FTE % Change	Cumulative Annual. FTE % Change (Since 1997)
1997	6,007	5,079	5,646			2009	7,572	6,250	7,429	3.8%	31.6%
1998	5,725	4,815	5,731	1.5%	1.5%	2010	7,511	6,200	7,363	-0.9%	30.4%
1999	6,025	5,024	5,896	2.9%	4.4%	2011	7,583	6,259	7,441	1.1%	31.8%
2000	5,963	5,022	5,978	1.4%	5.9%	2012	7,781	6,419	7,656	2.9%	35.6%
2001	6,095	5,172	6,134	2.6%	8.6%	2013	7,913	6,526	7,800	1.9%	38.1%
2002	5,881	4,961	5,911	-3.6%	4.7%	2014	8,158	6,725	8,065	3.4%	42.9%
2003	6,048	4,922	5,759	-2.6%	2.0%	2015	8,615	7,095	8,562	6.2%	51.6%
2004	6,672	5,235	6,146	6.7%	8.9%	2016	8,957	7,373	8,934	4.3%	58.2%
2005	6,859	5,370	6,300	2.5%	11.6%	2017	9,177	7,551	9,173	2.7%	62.5%
2006	7,029	5,580	6,937	10.1%	22.9%	2018	9,332	7,677	9,341	1.8%	65.4%
2007	7,057	5,847	6,829	-1.6%	21.0%	2019	9,592	7,888	9,624	3.0%	70.5%
2008	7,516	6,100	7,160	4.8%	26.8%	2020	10,142	8,334	10,222	6.2%	81.0%
<i>Average Annual Increases</i>			126	2.3%		<i>Average Annual Increases</i>			233	3.0%	



SUU - Fall Full-time Equivalent (FTE)



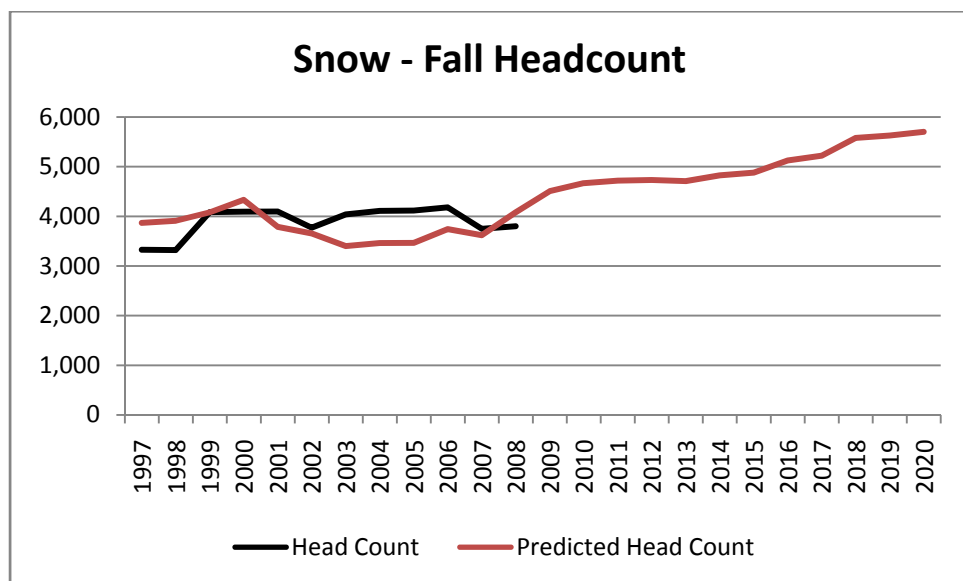
SUU - Annualized FTE



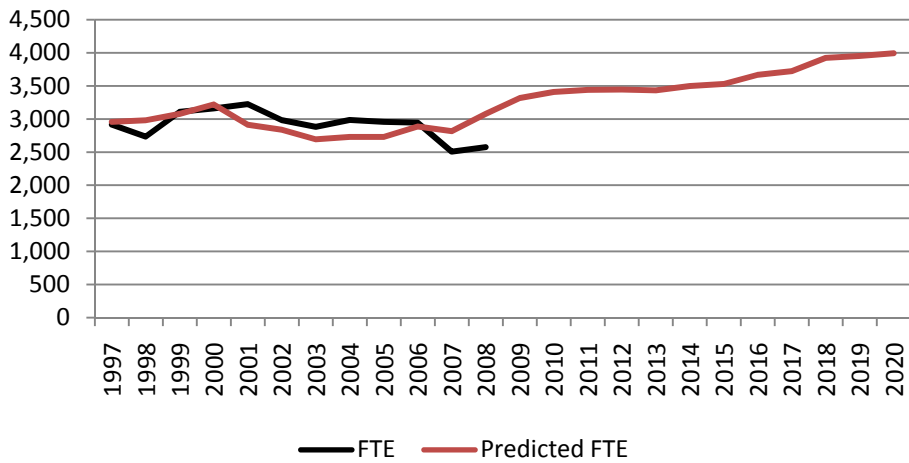
Snow College

Total Institution Projection (All line items; budget-related and self-supporting programs)

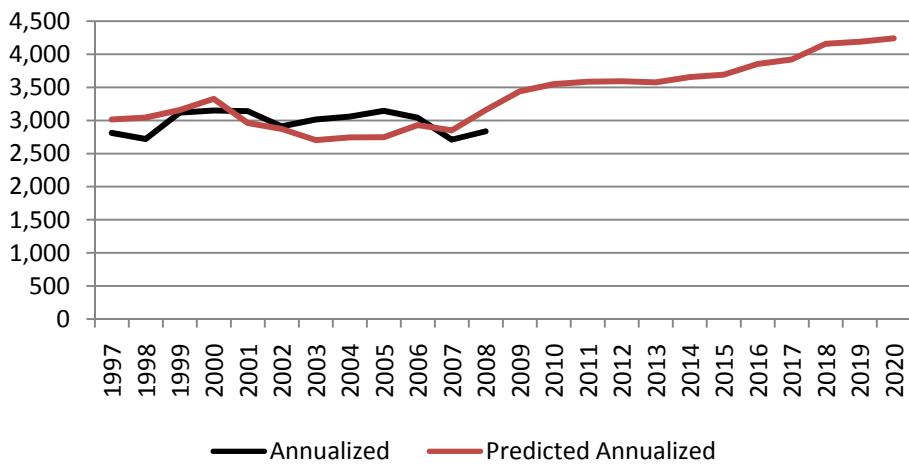
ACTUAL HISTORY						PROJECTIONS TO 2020					
Fall	Fall Headcount	Fall FTE	Annualized FTE	Annualized FTE % Change	Cumulative Annual. FTE % change (Since 1997)	Fall	Fall Headcount R ² = .696	Fall FTE R ² = .689	Annualized FTE R ² = .771	Annualized FTE % Change	Cumulative Annual. FTE % Change (Since 1997)
1997	3,326	2,914	2,810			2009	4,506	3,317	3,441	21.3%	22.4%
1998	3,318	2,735	2,720	-3.2%	-3.2%	2010	4,666	3,407	3,548	3.1%	26.3%
1999	4,081	3,109	3,119	14.7%	11.0%	2011	4,720	3,438	3,584	1.0%	27.5%
2000	4,092	3,159	3,150	1.0%	12.1%	2012	4,732	3,445	3,592	0.2%	27.8%
2001	4,096	3,224	3,141	-0.3%	11.8%	2013	4,708	3,431	3,576	-0.4%	27.3%
2002	3,768	2,982	2,910	-7.4%	3.6%	2014	4,824	3,497	3,654	2.2%	30.0%
2003	4,036	2,880	3,015	3.6%	7.3%	2015	4,879	3,528	3,690	1.0%	31.3%
2004	4,108	2,984	3,057	1.4%	8.8%	2016	5,124	3,666	3,853	4.4%	37.1%
2005	4,113	2,956	3,146	2.9%	12.0%	2017	5,223	3,722	3,920	1.7%	39.5%
2006	4,179	2,945	3,041	-3.3%	8.2%	2018	5,578	3,923	4,157	6.0%	47.9%
2007	3,746	2,507	2,709	-10.9%	-3.6%	2019	5,626	3,950	4,189	0.8%	49.1%
2008	3,798	2,575	2,836	4.7%	0.9%	2020	5,701	3,992	4,239	1.2%	50.9%
<i>Average Annual Increases</i>			2	0.3%		<i>Average Annual Increases</i>			67	3.5%	



Snow - Fall Full-time Equivalent (FTE)



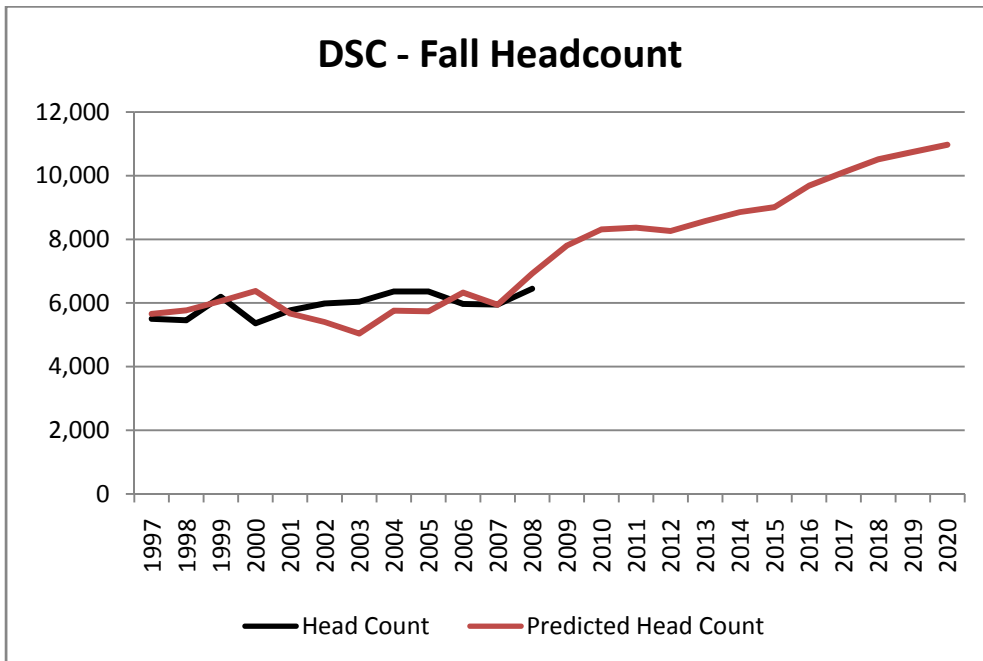
Snow - Annualized FTE



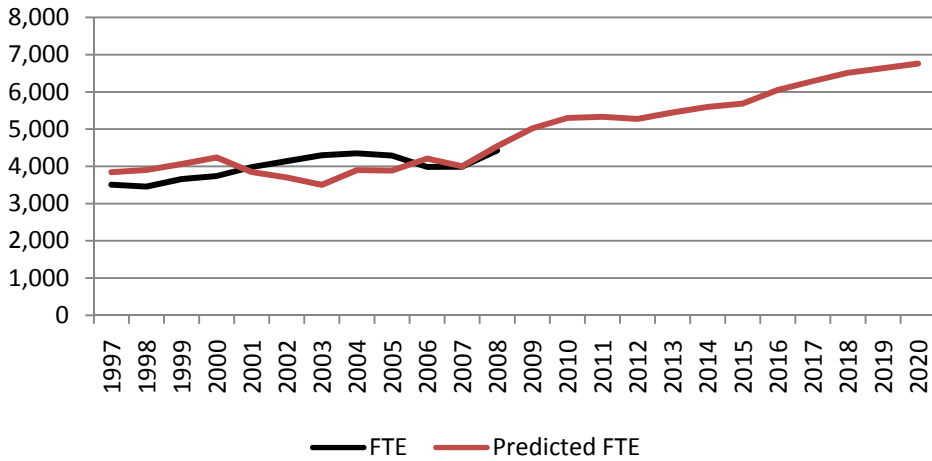
Dixie State College

Total Institution Projection (All line items; budget-related and self-supporting programs)

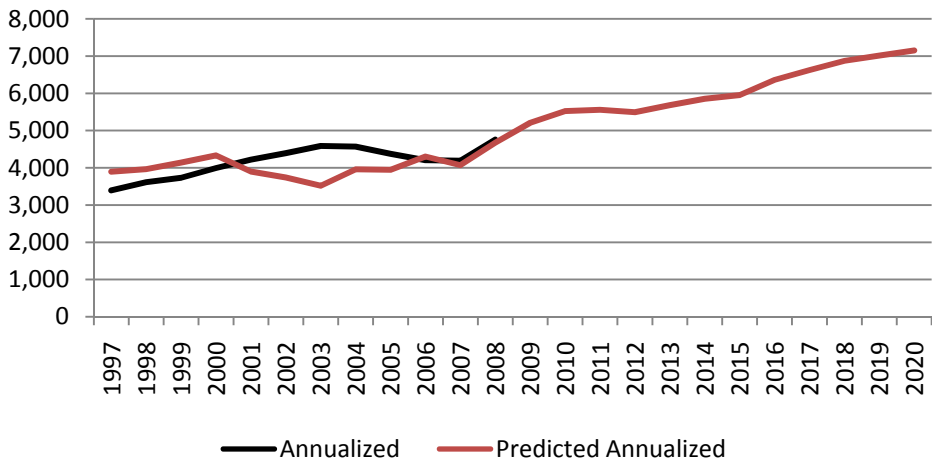
ACTUAL HISTORY						PROJECTIONS TO 2020					
Fall*	Fall Headcount	Fall FTE	Annualized FTE	Annualized FTE % Change	Cumulative Annual. FTE % change (Since 1997)	Fall	Fall Headcount R ² = .869	Fall FTE R ² = .753	Annualized FTE R ² = .738	Annualized FTE % Change	Cumulative Annual. FTE % Change (Since 1997)
1997	5,500	3,505	3,389			2009	7,801	5,019	5,207	9.5%	53.6%
1998	5,454	3,454	3,607	6.4%	6.4%	2010	8,311	5,299	5,519	6.0%	62.9%
1999	6,191	3,656	3,728	3.4%	10.0%	2011	8,366	5,329	5,553	0.6%	63.9%
2000	5,359	3,740	3,990	7.0%	17.7%	2012	8,262	5,272	5,489	-1.2%	62.0%
2001	5,765	3,979	4,212	5.6%	24.3%	2013	8,574	5,444	5,681	3.5%	67.6%
2002	5,979	4,140	4,389	4.2%	29.5%	2014	8,851	5,596	5,850	3.0%	72.6%
2003	6,038	4,297	4,583	4.4%	35.2%	2015	9,011	5,684	5,948	1.7%	75.5%
2004	6,356	4,348	4,564	-0.4%	34.7%	2016	9,680	6,052	6,359	6.9%	87.6%
2005	6,356	4,287	4,372	-4.2%	29.0%	2017	10,106	6,286	6,620	4.1%	95.3%
2006	5,967	3,983	4,202	-3.9%	24.0%	2018	10,512	6,509	6,868	3.8%	102.7%
2007	5,944	3,988	4,190	-0.3%	23.6%	2019	10,745	6,637	7,011	2.1%	106.9%
2008	6,443	4,422	4,755	13.5%	40.3%	2020	10,969	6,760	7,149	2.0%	110.9%
<i>Average Annual Increases</i>			114	3.2%		<i>Average Annual Increases</i>			162	3.5%	



DSC - Fall Full-time Equivalent (FTE)



DSC - Annualized FTE

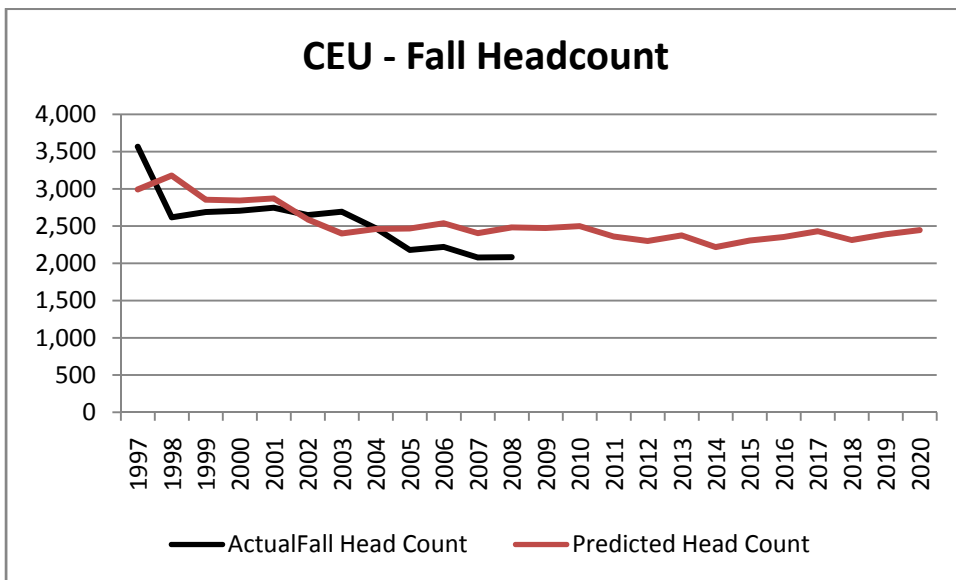


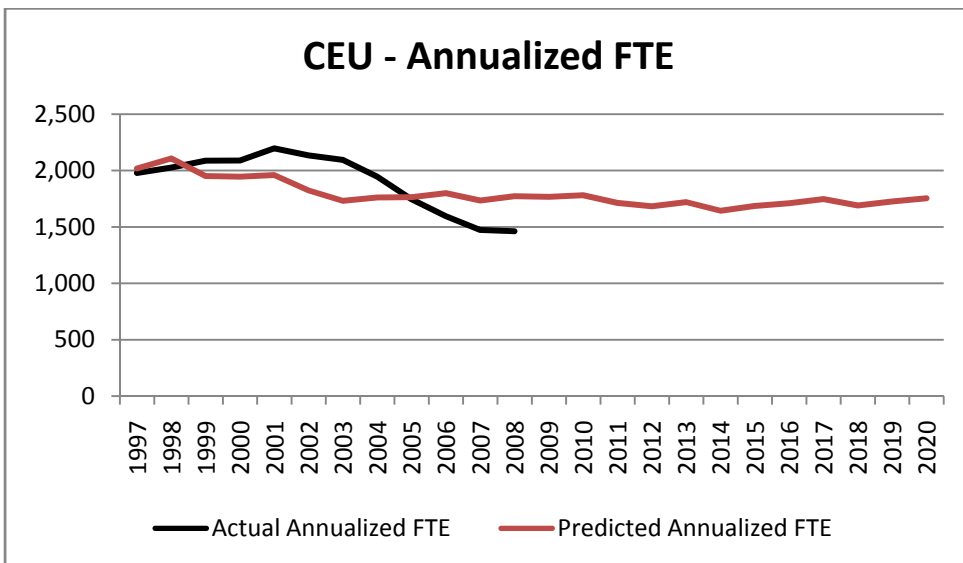
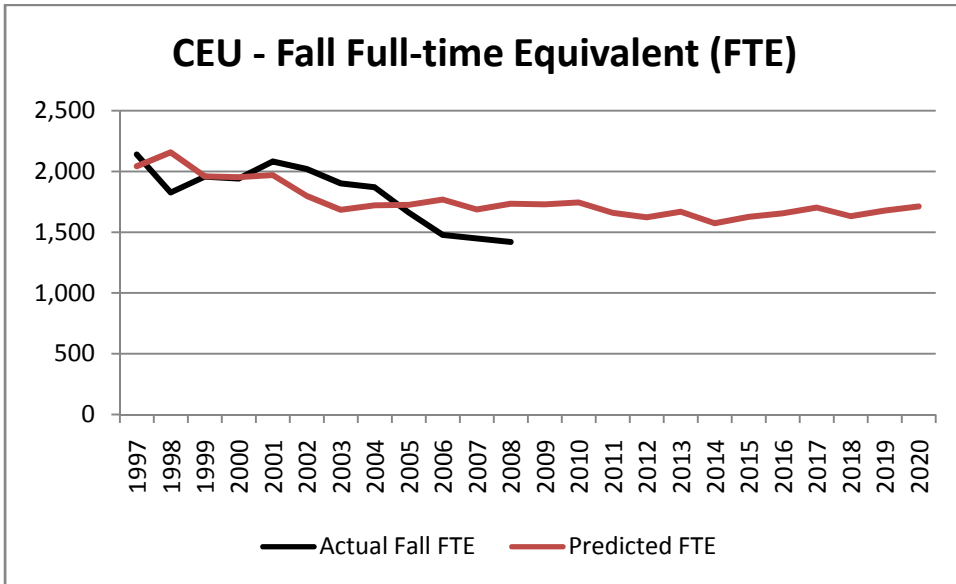
College of Eastern Utah

Total Institution Projection (*budget-related and self-supporting programs**)

ACTUAL HISTORY						PROJECTIONS TO 2020					
Fall	Fall Headcount	Fall FTE	Annualized FTE*	Annualized FTE % Change	Cumulative Annual. FTE % change (Since 1997)	Fall	Fall Headcount R ² = .290	Fall FTE R ² = .291	Annualized FTE R ² = .185	Annualized FTE % Change	Cumulative Annual. FTE % Change (Since 1997)
1997	3,563	2,140	1,978			2009	2,472	1,728	1,767	20.9%	-10.7%
1998	2,617	1,827	2,027	2.5%	2.5%	2010	2,499	1,744	1,780	0.7%	-10.0%
1999	2,688	1,957	2,087	3.0%	5.5%	2011	2,359	1,659	1,712	-3.8%	-13.4%
2000	2,704	1,941	2,089	0.1%	5.6%	2012	2,298	1,622	1,683	-1.7%	-14.9%
2001	2,746	2,082	2,197	5.2%	11.1%	2013	2,374	1,668	1,719	2.1%	-13.1%
2002	2,646	2,020	2,135	-2.8%	7.9%	2014	2,217	1,573	1,643	-4.4%	-16.9%
2003	2,692	1,902	2,094	-1.9%	5.9%	2015	2,305	1,626	1,686	2.6%	-14.8%
2004	2,471	1,870	1,945	-7.1%	-1.7%	2016	2,352	1,655	1,709	1.4%	-13.6%
2005	2,179	1,662	1,745	-10.3%	-11.8%	2017	2,430	1,702	1,747	2.2%	-11.7%
2006	2,220	1,478	1,595	-8.6%	-19.4%	2018	2,312	1,631	1,690	-3.3%	-14.6%
2007	2,078	1,449	1,473	-7.6%	-25.5%	2019	2,389	1,677	1,726	2.1%	-12.7%
2008	2,082	1,420	1,461	-0.8%	-26.1%	2020	2,445	1,711	1,754	1.6%	-11.3%
<i>Average Annual Increases</i>			-43	-2.6%		<i>Average Annual Increases</i>			-1	1.7%	

*Does not include the Division of Workforce Education (SEATC)

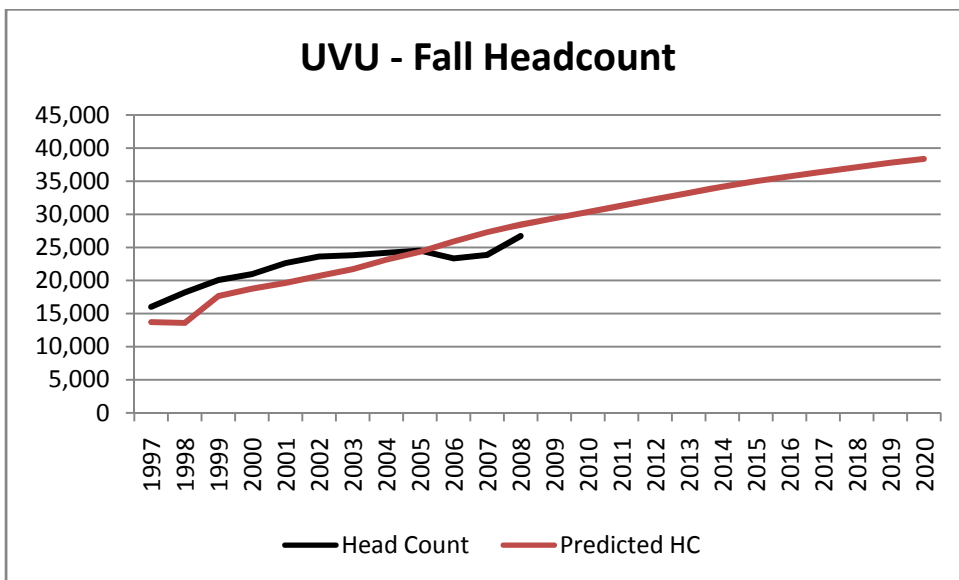




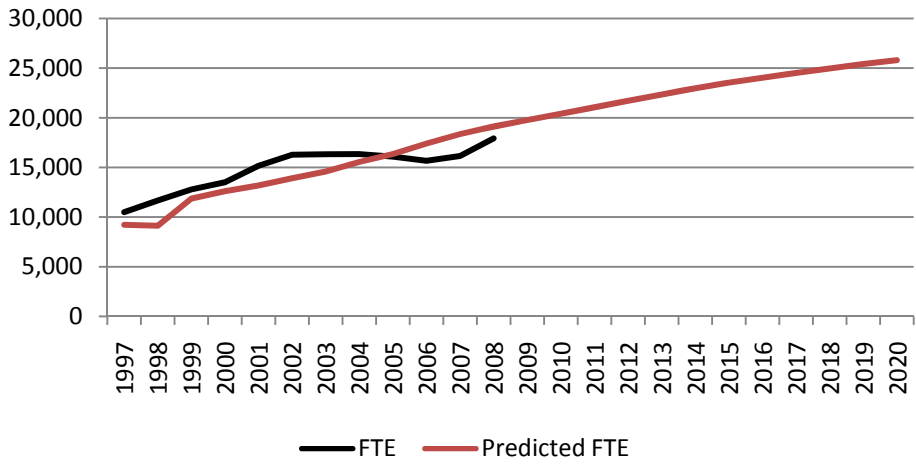
Utah Valley University

Total Institution Projection (All line items; budget-related and self-supporting programs)

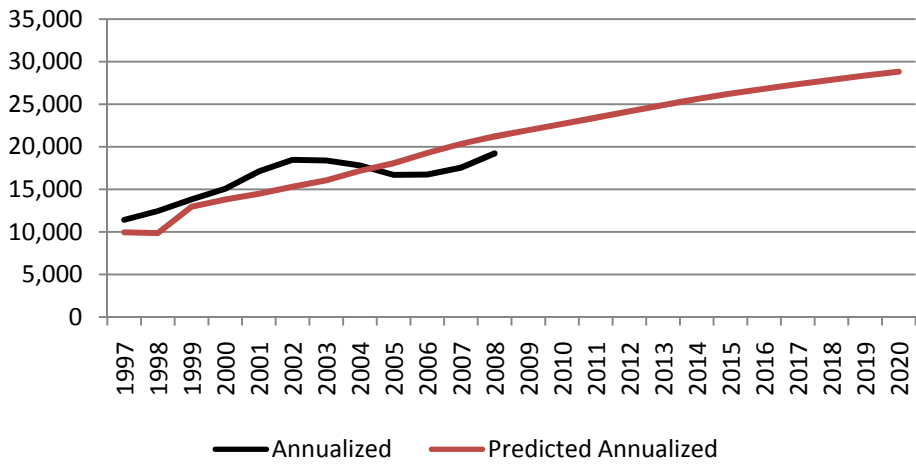
ACTUAL HISTORY						PROJECTIONS TO 2020					
Fall	Fall Headcount	Fall FTE	Annualized FTE	Annualized FTE % Change	Cumulative Annual. FTE % change (Since 1997)	Fall	Fall Headcount R ² = .851	Fall FTE R ² = .869	Annualized FTE R ² = .834	Annualized FTE % Change	Cumulative Annual. FTE % Change (Since 1997)
1997	15,994	10,485	11,404			2009	29,365	19,753	21,937	14.2%	92.4%
1998	18,174	11,668	12,438	9.1%	9.1%	2010	30,326	20,400	22,673	3.4%	98.8%
1999	20,062	12,770	13,804	11.0%	21.0%	2011	31,305	21,060	23,422	3.3%	105.4%
2000	20,946	13,503	15,058	9.1%	32.0%	2012	32,269	21,708	24,160	3.1%	111.9%
2001	22,609	15,163	17,097	13.5%	49.9%	2013	33,213	22,345	24,882	3.0%	118.2%
2002	23,609	16,261	18,464	8.0%	61.9%	2014	34,141	22,969	25,592	2.9%	124.4%
2003	23,803	16,313	18,381	-0.4%	61.2%	2015	34,989	23,541	26,242	2.5%	130.1%
2004	24,149	16,339	17,804	-3.1%	56.1%	2016	35,717	24,031	26,798	2.1%	135.0%
2005	24,487	16,081	16,680	-6.3%	46.3%	2017	36,423	24,506	27,339	2.0%	139.7%
2006	23,305	15,662	16,733	0.3%	46.7%	2018	37,102	24,963	27,858	1.9%	144.3%
2007	23,840	16,135	17,534	4.8%	53.8%	2019	37,769	25,413	28,369	1.8%	148.8%
2008	26,696	17,910	19,210	9.6%	68.4%	2020	38,349	25,803	28,812	1.6%	152.7%
<i>Average Annual Increases</i>			650	5.0%		<i>Average Annual Increases</i>			573	3.5%	



UVU - Fall Full-time Equivalent (FTE)



UVU - Annualized FTE

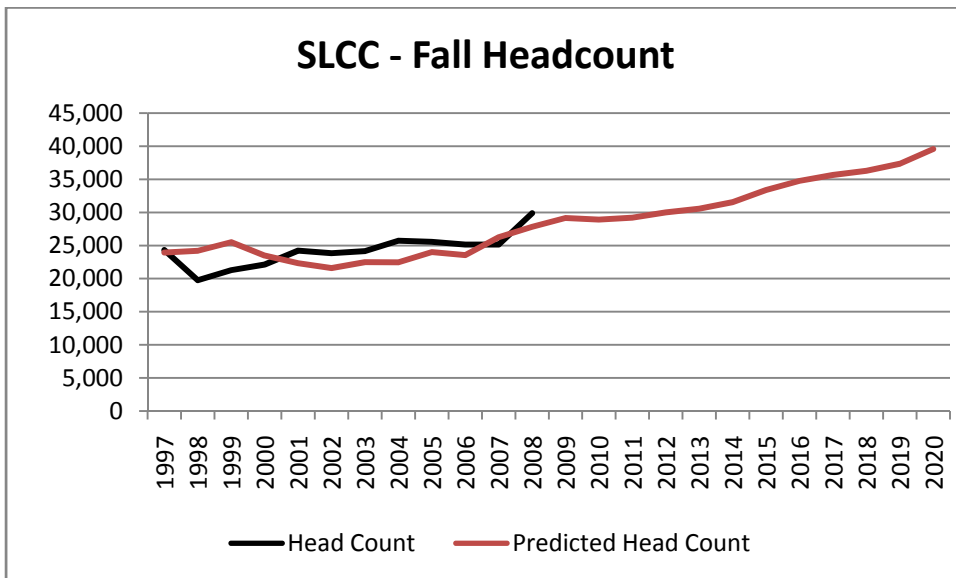


Salt lake Community College

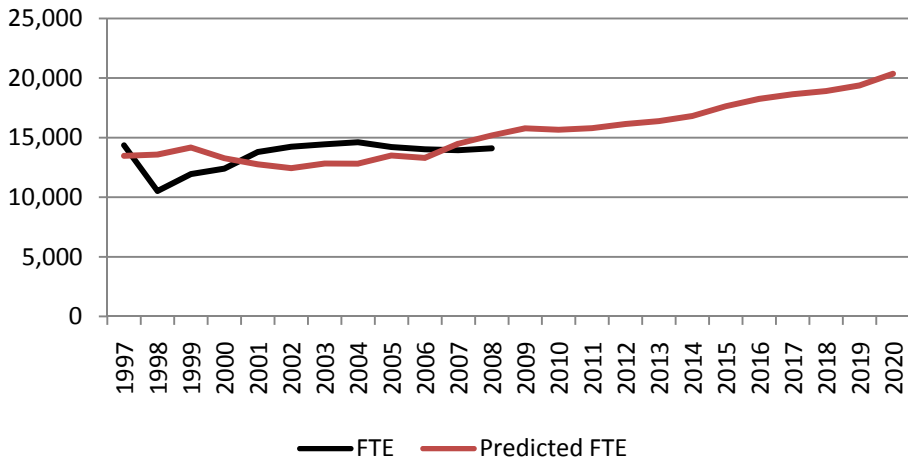
Total Institution Projection (*budget-related and self-supporting programs**)

ACTUAL HISTORY						PROJECTIONS TO 2020					
Fall	Fall Headcount	Fall FTE	Annualized FTE*	Annualized FTE % Change	Cumulative Annual. FTE % change (Since 1997)	Fall	Fall Headcount R ² = .783	Fall FTE R ² = .624	Annualized FTE R ² = .683	Annualized FTE % Change	Cumulative Annual. FTE % Change (Since 1997)
1997	24,307	14,352	14,502			2009	29,158	15,772	20,055	7.5%	38.3%
1998	19,754	10,519	13,753	-5.2%	-5.2%	2010	28,911	15,663	19,883	-0.9%	37.1%
1999	21,273	11,938	15,085	9.7%	4.0%	2011	29,203	15,792	20,086	1.0%	38.5%
2000	22,109	12,398	15,312	1.5%	5.6%	2012	30,001	16,144	20,643	2.8%	42.3%
2001	24,215	13,789	16,885	10.3%	16.4%	2013	30,536	16,381	21,016	1.8%	44.9%
2002	23,825	14,231	17,801	5.4%	22.7%	2014	31,526	16,817	21,706	3.3%	49.7%
2003	24,153	14,434	18,413	3.4%	27.0%	2015	33,375	17,633	22,995	5.9%	58.6%
2004	25,711	14,604	18,766	1.9%	29.4%	2016	34,759	18,244	23,961	4.2%	65.2%
2005	25,551	14,200	18,186	-3.1%	25.4%	2017	35,649	18,637	24,581	2.6%	69.5%
2006	25,129	14,021	18,085	-0.6%	24.7%	2018	36,275	18,913	25,018	1.8%	72.5%
2007	25,144	13,939	17,830	-1.4%	22.9%	2019	37,327	19,378	25,752	2.9%	77.6%
2008	29,866	15,416	18,663	4.7%	28.7%	2020	39,553	20,360	27,304	6.0%	88.3%
<i>Average Annual Increases</i>			347	2.4%		<i>Average Annual Increases</i>			604	3.2%	

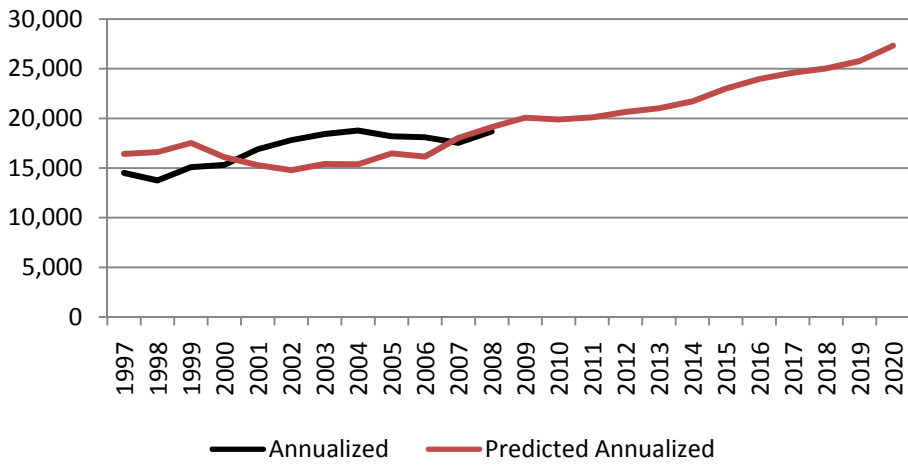
*Does not include the Salt Lake Skill Center



SLCC - Fall Full-time Equivalent (FTE)



SLCC - Annualized FTE



August 19, 2009

MEMORANDUM

To: State Board of Regents
From: William A. Sederburg
Subject: Proposed Meeting Schedule for 2010

In response to the strategic planning discussions this year, we have drafted a schedule for six meetings of the Board of Regents in 2010 – four regular meetings on January 15, April 1, September 10, and October 29, and two “if needed” meetings on June 25 and December 10. In accordance with the Regents’ Bylaws (Policy R120, §3.5.2) and Utah Code §53B-1-104(9), if issues arise between scheduled meetings, “the State Board of Regents may be called to convene in a special meeting, in full or executive session, by the Chair of the Board. . .”

The proposed meeting schedule is attached.

Commissioner’s Recommendation

The Commissioner recommends that the Regents review the proposed meeting schedule for 2010 and let Secretary Cottrell know if any of the dates are problematic. If there are no major conflicts, the proposed schedule will be adopted as the official 2010 Meeting Schedule.

William A. Sederburg, Commissioner

WAS:jc
Attachment

STATE BOARD OF REGENTS
PROPOSED MEETING SCHEDULE
2010

Friday, January 15
Salt Lake Community College, Redwood Campus

Thursday, April 1
Snow College, Ephraim
Review 2010 Legislative General Session
Approve 2010-2011 Tuition

Friday, June 25 (*if needed*)
College of Eastern Utah, Price

Friday, September 10
Southern Utah University, Cedar City
Approve 2011-2012 Budget Request
Prioritize Capital Facilities Requests

Friday, October 29
University of Utah, Salt Lake City

Friday, December 10 (*if needed*)
Regents' Offices, Salt Lake City

*Note: June and December meetings will not be held
unless it becomes absolutely necessary.*



August 19, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Operating Budget Overview

Background

To provide Board of Regents members with a brief overview regarding State budget processes and to orient Board members to the higher education budgeting environment, in advance of presentation of the USHE 2010-11 Operating Budget Request and discussion surrounding the same.

Issue

Members of the Fiscal Analysts Office, the Governor's Office of Planning and Budget, and the Office of the Commissioner will provide a brief orientation regarding higher education budgeting in the State of Utah, and how that budget folds into the State's budgeting processes. Several of the unique aspects of budgeting in higher education will be described, and a few of the current challenges will be discussed. This overview session will provide useful background information in advance of the 2010-11 Budget presentation and discussion agenda item, which will immediately follow.

Commissioner's Recommendation

This is an Information item.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS

August 19, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Proposed USHE Budget Request for 2010-2011

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)).

To create the USHE Operating Budget Request for fiscal year 2011, the State Board of Regents, Council of Presidents, Business Affairs Council, Budget Officers and representatives from the Office of the Commissioner of Higher Education have held meetings to discuss the funding 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 attached budget recommendation focuses on four major priorities: Compensation, Continuing Operating Costs, State Board of Regents’ Strategic Plan and Institutional & USHE Priorities. Additionally, the request seeks one-time and supplemental appropriations to support higher education initiatives, operations and to sufficiently fund successful student scholarship programs.

In support of the 2010-2011 USHE Budget Request, the Commissioner and his staff have prepared two attachments.

- Attachment 1 provides the Operating Budget Request for FY2010-2011.
- Attachment 2 provides a memo from the Commissioner describing Mission-Based Funding.

Commissioner’s Recommendation

The Commissioner recommends approval of the FY 2011 budget recommendation.

WAS/GLS/PCM
Attachment

William A. Sederburg
Commissioner of Higher Education

Utah System of Higher Education

Operating Budget Request Summary (Tax Funds Only)

FY 2010-11 and FY 2009-10 Supplemental

ESTIMATED FY 2010-11 STATE TAX FUNDS ADJUSTED BASE BUDGET **\$ 640,610,400**

USHE BUDGET PRIORITIES (On-Going Increase) **\$61,478,900 plus Compensation & TBD**

		<i>Base Compensation</i>
1. Compensation		
A. Base Compensation Package* (Flexibility in Implementation - Not COLA)	<i>TBD</i>	
2. Continuing Operating Costs		32,997,200
A. Ongoing Base Adjustments		
1. Utility Rate Increases **	<i>TBD</i>	
2. O&M Requests for Non-State Funded Projects (Updated For FY2011)	2,997,200	
B. Mission-Based Funding***	30,000,000	
3. State Board of Regents' Strategic Plan		15,505,000
A. Participation		
1. Regents' Scholarship	2,750,000	
2. New Century Scholarship	1,705,000	
3. Utah Scholars/Participation Outreach	75,000	
4. UCOPE/Need Based Aid	5,000,000	
5. Student Text Book Initiative	75,000	
B. Completion		
1. Guidance Counselors & Advisors	1,400,000	
2. Student Success & First-year Initiatives	1,000,000	
C. Economic Development		
1. Cluster Acceleration Partnership - CAP (USHE, DWS, GOED, USTAR)	1,000,000	
2. Engineering Initiative	2,000,000	
3. STEM Education Initiative	500,000	
4. Institutional & USHE Priorities		12,976,700
A. Institutional Priorities	8,000,000	
B. SBR Programming	445,000	
C. IT Infrastructure	4,281,700	
D. Academic Library Consortium	250,000	

ONE-TIME INCREASES **\$4,218,000**

1. USU/CEU Merger	<i>TBD</i>	\$4,218,000
2. SBR Programming	140,000	
3. Space Utilization Study	400,000	
4. Cluster Acceleration Partnership - CAP (USHE, DWS, GOED, USTAR)	400,000	
5. IT Infrastructure	3,028,000	
6. Academic Library Consortium	250,000	

SUPPLEMENTAL INCREASES **\$3,809,700**

1. Utility Rate Increases	<i>TBD</i>	\$3,809,700
2. O&M Requests for Non-State Funded Projects	2,109,700	
3. Regents' Scholarship	200,000	
4. New Century Scholarship	1,500,000	

REQUEST SUMMARY

USHE Budget Priorities	\$61,478,900 plus Compensation & TBD
	USHE Priorities Request Percent Increase 9.6%
One-time Increases	\$4,218,000
Supplemental Increases	\$3,809,700

Notes:

*Equitable Compensation Package with State and Public Education Employees

**Utility Rate Increase Information Due From Campuses August 21

***Mission-Based Funding Request (See Attachment 2 - Commissioner's Memo)

To: Regents
 From: Wm. Sederburg
 Re: Mission-Based Funding

At the July Board of Regents meeting there was considerable support for creating a funding request for “mission-based programs.” As I understood the conversation, the idea was to incorporate enrollment growth funding as part of a broader request category of Mission-Based funding, one that would include research funding for research universities and incentives for other schools that are not being asked to or are not likely to grow significantly (i.e., Southern Utah University). *The concept is to incentivize the behavior of institutions to fulfill their missions with quality.*

In a memo to college presidents I raised four questions about this issue:

- 1) How should we define the roles played by each institution as it relates to enrollment growth?
- 2) What criteria should be used in approaching the legislature for non-enrollment initiatives?
- 3) Should the funding request be part of “formula funding” as part of an initiative to include both activities?
- 4) How should we proceed to respond to this issue?

After a brief discussion, the presidents concluded that we should proceed with a request for a mission-based fund that would provide incentive grants for (1) enrollment growth and course completion, (2) increasing non-state funded research, and (3) increasing the number of students going from SUU to graduate school. The presidents preferred the following approach among the three options provided:

- 1) We should request an amount of money for an “accountability initiative” (i.e., \$30 million or an amount equal to the growth of the WPU for K-12). The money would be separated into two funds: enrollment growth and non-enrollment growth missions.
- 2) We would determine which institutions want to be held accountable for growth, research, or graduate school preparation. Enrollment growth institutions include WSU, UVU, DSC, CEU, SC, and SLCC. The branch campuses of USU may also be eligible for growth dollars. Research institutions include the U of U and USU. SUU is identified as providing high-quality undergraduate education leading to graduate study.
- 3) We request an amount of money for the mission-based accountability initiative. Whatever is requested (i.e., \$30 million) is divided into the two categories based on last AY 2009 state funding.
- 4) Growth institutions will be granted an amount per new student who completes their chosen course. Research Institutions (U of U and USU) will be granted a percentage of the funds based on increased research funding from foundations, federal government, and corporations. SUU would receive an increase for each additional student they send to graduate school.

I have since reviewed various state strategies for approaching “mission-based funding.” A number of states are providing “incentive grants” or “success grants” that reward institutions based on their success in meeting specific outcomes. Ohio is the lead state in using this approach. In the 1990s Ohio created a “Challenge” program consisting of four parts. An “Access Challenge” was given to all two-year

campuses to increase and retain the number of under-represented students. A "Success Challenge" was given to four-year institutions to increase retention. A "Research Challenge" was given to increase research at the research universities. Additional funds were provided if the campuses succeeded. An additional "Jobs Challenge" was provided for the technical campuses.

Other states have approached mission-based funding differently. For example, Pennsylvania has the most extensive "accountability program" where 8% of their total funding is redistributed based on specific goals identified by the PASSHE (Pennsylvania State System of Higher Education) Board of Regents. The funding measures are:

- Degrees awarded.
- Second-year persistence (overall and ethnic minority).
- Graduation rates (two- and four-year, overall and ethnic minority).
- Faculty "productivity" (student credit hours per faculty FTE).
- Faculty diversity (ethnic minority).
- Personnel ratio (personnel costs as percentage of overall costs).
- Faculty with terminal degrees.
- Instructional cost per student FTE.

The Regents' proposal for mission-based funding is likely to be academic this year, given the fact resources are limited. However, it is a good time to talk about various approaches we could use. Dennis Jones of NCHEMS is working with us in reviewing different state strategies.

Recommendation: The Board of Regents support \$30 million for a result-based accountability program that incorporates the missions of the USHE colleges and universities. These missions include research for USU and U of U, enrollment growth based on course completion at UVU, WSU, DSC, SC, CEU, USU's branch campuses, and graduate school preparation at SUU. The details of the proposal will be determined over the coming three months with input from each institution and be ready for presentation to the Legislature in the 2010 session.

August 19, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Capital Facilities Overview

Background

To provide Board of Regents members with a brief overview of several significant capital facilities programs and issues where the State and USHE institutions work together, this background providing useful context for the Capital Development Projects presentations and discussions which will follow.

Issue

The State and USHE institutions are collectively involved in providing for and managing the facilities on USHE campuses – facilities which in total comprise nearly 2/3rds of all State facilities. Several key components to the facilities program will be described at the Regents meeting. Presenters from the Fiscal Analysts Office, the Division of Facilities and Construction Management, and the Office of the Commissioner will briefly describe programs for Capital Facilities, Capital Improvements, and Operations & Maintenance of Facilities. A brief overview of and orientation to the Qualification and Prioritization (Q&P) Process historically used by USHE will be provided in advance of the institutional presentations which will follow this agenda item.

Commissioner's Recommendation

This is an Information item.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS

August 19, 2009

MEMORANDUM

To: State Board of Regents
From: William A. Sederburg
Subject: USHE – Institutional Capital Development Projects for 2010-2011

Issue

Board members are required annually to review the institutional Capital Development Project requests, and to submit a list of rank-ordered project priorities to the Governor's Office, the DFCM and State Building Board, and the Legislature.

Attached to this memo are brief descriptions of the various state-funded capital facilities projects requests from USHE institutions for the coming Legislative cycle. Our office has worked with the institutions in preparing the usual Q&P analysis of submitted projects. A priority ranking of projects is also attached.

- Attachment 1 shows the Q&P ranking as calculated following the guidelines stipulated in Regent Policy R741, *Capital Facilities Qualification and Prioritization Process*.
- Attachment 2 is a summary of the details of the projects themselves, followed by a description for the Regents' review.

In proceeding with the Q&P process, we have reviewed its assumptions and applications with many parties. Our conclusion, as shared with campus presidents at a recent meeting of the Council of Presidents, is that the process is both worthy and worthy of re-examination over the coming year.

During the August meeting, Regents will evaluate individual projects and compare needs among the schools; institutional representatives will be granted time to briefly go over their projects and respond to questions the Board members may have to facilitate the evaluation process.

Commissioner's Recommendation

The Commissioner recommends that the State Board of Regents support the will of the Legislature as demonstrated in the 2009 Legislative Session when partial funding was provided to two specific USHE facilities projects – at DSC and UVU – in order that design could proceed, and then follow those two projects with the Q&P list in the priority order indicated.

Additionally, the Commissioner recommends that the State Board of Regents ask the Commissioner's Office to organize a task force to review the A&P process. The task force will be chaired out of the Commissioner's office and will include both institutional representatives and a national consultant, and will be charged with bringing recommendations back to the Regents prior to next year's facilities review and ranking.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachments

USHE Capital Development Priorities							
Q&P Results for 2010-11							<i>August 2009</i>
Q&P Rank	Project	Q Points ⁽¹⁾	Other Funds Points ⁽²⁾	Life Safety Points ⁽³⁾	Institution Priority Points ⁽⁴⁾	Function Points ⁽⁵⁾	Total Points
1	DSC - Holland Centennial Commons Building	Legislative Priority					
2	UVU - Science/Health Sciences Building Addition	Legislative Priority					
3	SLCC - Instructional & Administrative Complex	48	0	12	25	0	85
4	UU - Infrastructure Phase I	30	0	0	22	30	82
5	CEU - Arts & Education Building Reconstruction	44	0	11	25	0	80
6	USU - Business Building Addition & Remodel	46	0	9	25	0	80
7	Snow - Science Building Reconstruction	42	0	11	25	0	78
8	USU - Fine Arts Complex Addition & Renovation	36	0	18	22	0	76
9	SUU - Business Building Addition & Remodel	40	0	9	25	0	74
10	UU - David L.S. Skaggs Pharmacy Research Building	34	14	0	25	0	73
11	WSU - Professional Programs Classroom Building & Central Plant	38	4	0	25	0	67

Notes:

- (1) **Q Points:** These reflect (a) How much space (by space type) the institution has in its inventory, (b) how much space it needs based on 5-year enrollment projections and space standards, and (c) how well the space needs gap between (a) and (b) are met by the proposed project. The project that fills the highest relative need receives 50 points, with the next highest ranked project receiving 48, the next 46, etc (R741.4).
- (2) **Other Fund Points:** These points are awarded to projects that are funded partly by documented non-state funds. Between 0 and 15 points are available depending on the proportion of non-state funding in the project. A project receives 1 point for each 5% that is non-state funded. At 75% and above, the project received 15 points (R741.5.3.2).
- (3) **Life Safety Points:** These points are awarded to renovation projects with "very significant legal and/or health/life safety risks." Between 0 and 25 points are available. The awarding of points is based on a formal evaluation of the facility, utilizing external engineering and/or architectural reports and DFCM personnel (R741.5.3.4). Points are discounted based on the ratio of remodeled space to new space.
- (4) **Priority Points:** Institutional priority points are assigned by the institutions to their various projects being submitted. An institution's top priority receives 25 priority points, second receives 22 points (if available), third receives 19 points (if available). The amount of points available varies by institution: (a) UU and USU = 80 points, (b) WSU, SUU, SLCC, and UVSC = 50 points, (c) Snow, Dixie, and CEU = 30 points (R741.5.5.1). Current Regent policy limits multiple submissions to the two research institutions.
- (5) **Function Points:** Function points are awarded to infrastructure projects based on the urgency for such projects. Up to 40 points are available (60 if project is institution's highest priority) (R741.5.3.5).

USHE Capital Development Priorities

August 2009

2010-11 USHE Institutional Priorities

Project	State Cost Request	Previous State Funds	Estimated State O&M	Other Funds	Total Project	New GSF	Renovated GSF	Disposed GSF
UU - Skaggs Pharmacy Research Building	\$20,000,000	\$0	\$1,252,950	\$50,700,000	\$70,700,000	150,000	0	0
UU - Infrastructure Phase I	\$15,000,000	\$0	\$0	\$0	\$15,000,000	0	0	0
USU - Business Building Addition & Remodel	\$60,000,000	\$0	\$973,763	\$0	\$60,000,000	122,579	79,646	22,579
USU - Fine Arts Complex Addition & Renovation	\$17,000,000	\$0	\$426,969	\$0	\$17,000,000	5,000	170,325	0
WSU - Professional Programs Classroom Building & Central Plant	\$34,499,000	\$0	\$664,416	\$9,500,000	\$43,999,000	121,146	2,410	0
SUU - Business Building Addition & Remodel	\$12,250,000	\$0	\$224,290	\$0	\$12,250,000	20,000	15,000	0
Snow - Science Building Reconstruction	\$25,000,000	\$0	\$0	\$0	\$25,000,000	37,000	0	32,672
DSC - Holland Centennial Commons Building	\$35,000,000	\$3,000,000	\$1,205,035	\$10,000,000	\$48,000,000	187,700	0	44,588
CEU - Arts & Education Building	\$22,000,000	\$0	\$292,640	\$0	\$22,000,000	38,970	0	23,030
UVU - Science/Health Sciences Building Addition	\$49,945,489	\$2,800,000	\$1,546,000	\$0	\$52,745,489	140,000	0	0
SLCC - Instructional & Administrative Complex	\$30,000,000	\$0	\$768,000	\$0	\$30,000,000	136,000	0	105,825
Totals	\$320,694,489	\$5,800,000	\$7,354,063	\$70,200,000	\$396,694,489	958,395	267,381	228,694

USHE 2010-11 CAPITAL DEVELOPMENT PROJECTS

UNIVERSITY OF UTAH - DAVID L.S. SKAGGS PHARMACY RESEARCH BUILDING:

Project Cost Estimates				Project Space - Gross Square Footage		
State Funds	Other Funds	Total Project Cost	O&M Funds	New	Renovated	Demolished
\$20M	\$50.7M	\$70.7M	\$1,252,950	150,000	0	0

The L.S. Skaggs Pharmacy Research Building will consist of five levels with an underground parking structure located on a parking lot site adjacent to the existing L.S. Skaggs Building. The building will consist of open, flexible laboratories designed for adaptation to the various types of life sciences research conducted now and anticipated in the future.

The existing L. S. Skaggs Building, consisting of 71,214 gross square feet, is obsolete in terms of its ability to adequately support the wet lab research efforts of the College of Pharmacy faculty. A future project will renovate this building into an office and computational research facility, along with additional education support space. The laboratories in the existing L.S. Skaggs Pharmacy Building have inadequate infrastructure to adequately support wet laboratory research programs. Specifically, mechanical and electrical systems do not provide adequate heating, cooling and capacity for electrical demand to support laboratory equipment and experiments. Building controls systems are obsolete. The labs lack adequate natural lighting and are not suitable for the recruitment of faculty and students. The design of the laboratory space is not conducive to collaboration among faculty, staff and students. There is inadequate office space and work space to support the faculty and staff.

UNIVERSITY OF UTAH – INFRASTRUCTURE PHASE I:

Project Cost Estimates				Project Space - Gross Square Footage		
State Funds	Other Funds	Total Project Cost	O&M Funds	New	Renovated	Demolished
\$15 M	\$0	\$15M	\$0	0	0	0

There are two infrastructure projects that are vying for immediate attention: **Electronical Distribution Replacement** (total cost to replace estimated at \$109,500,000) and the **High Temperature Water Distribution Replacement** (total cost to replace estimated at \$31,883,000). University representatives have put forward a request approaching the funding of these replacement costs in phases.

Electronical Distribution Replacement: Major outages as a result of equipment or feeder failures are occurring more frequently and lasting longer. In the past 12 months alone there have been eight equipment failures resulting in 333 hours (almost 14 days) of electrical outages that resulted in a portion of campus (multiple buildings) being left without electricity. Due to system loading and loss of redundancy, many buildings affected have no alternative route for electricity. Building emergency generators (if available) run and many critical and most non-critical operations are suspended until the repairs can be completed. Often parts for repairs are not available due to system obsolescence and custom part solutions have to be built. The trend is for the equipment failures to occur more frequently, effect a larger portion of campus, and last longer. \$2.5 million of capital improvement funds were allocated in both FY2009 and FY2010 to address the most critical aspects of this system.

High Temperature Water Distribution Replacement: Current systems are failing at an increasingly catastrophic rate. The conditions of the distribution piping from both the East HTW Plant and from the Main Campus HTW Plant are the same. 5 to 10 major breaks per year are occurring. Each break requires the system, including the central plant, to be shut down during repairs. Each shut down is for a minimum of 1 day and typically will take several days. During that time all buildings served by the plant are affected. During the heating season there were over 20 days of no heat to some portion of campus buildings. The frequency and size of breaks each season is escalating. In 2009, over \$500,000 will be spent on emergency repairs to failed piping. Approximately \$5.9 Million of FY2008, FY2009, and FY2010 Capital Improvement funding has been used to replace small portions of the system.

UTAH STATE UNIVERSITY – BUSINESS BUILDING ADDITION & REMODEL:

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$60M	\$0	\$60M	\$973,763

Project Space - Gross Square Footage		
New	Renovated	Demolished
122,579	79,646	22,579

This project is designed to alleviate the current space issues of a rapidly growing Business Department and the life safety issues that plague the current structure. The existing aging building's systems are worn and in need of replacement. Seismic, fire, and life safety code upgrades are critical for this building, especially since it is the only high rise building on campus and additionally houses one of the largest assembly spaces.

Two phases will be used to complete this project. The first will create a new 122,579 square-foot addition to the south of the current Business building and will rest where Lund Hall currently stands. It will be a five story structure, with one level below ground. There will also be a connector between the two buildings that will cover the first three floors, containing informal study areas for students. The second phase consists of remodeling the existing building.

The new building is slated to include new classrooms, faculty offices, graduate student spaces, student study spaces, a business library, and three new business centers. The spaces include a 300-seat auditorium and a 125-seat auditorium, two 80-seat tiered classrooms, six 40-seat tiered classrooms, nine team study rooms, 40-plus faculty offices. Three new centers will be designed to meet the three focuses of the college. A new dean's office suite is needed, and the school of accounting will be moved to the new building.

UTAH STATE UNIVERSITY – FINE ARTS COMPLEX ADDITION & RENOVATION:

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$17M	\$0	\$17M	\$426,969

Project Space - Gross Square Footage		
New	Renovated	Demolished
5,000	170,325	0

The project consists of a remodel for a portion of the Fine Arts Center, a portion of the Fine Arts Complex. It also includes the small addition of a scenery shop that is needed to support both theatres in the building.

Both the music and theatre programs will be greatly enhanced by these improvements, and the entire campus and community will be served by increasing safety and quality of the performance venues. The improvements to the theatres will not add capacity, but will allow the School of the Arts to attract high quality programs, larger audiences, and potential donors. Their goal is to double ticket sales in the span of two years. In recent history they have seen steady increase in sales of 10% per year.

WEBER STATE UNIVERSITY – PROFESSIONAL PROGRAMS CLASSROOM BLDG & CENTRAL PLANT:

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$34.5M	\$9.5M	\$44M	\$664,416

Project Space - Gross Square Footage		
New	Renovated	Demolished
121,146	2,410	0

Weber State University officials are requesting a multipurpose, multifunctional building that will provide classroom and laboratory space supporting graduate programs, some undergraduate course offerings, and NUAMES charter high school. All of the classrooms and laboratories are envisioned to be usable by both NUAMES during the day and by university programs and graduate programs both day and night. The new building is envisioned to have approximately 50,000 square feet of space dedicated to classrooms, labs, faculty offices, and academic support space; 12,000 square feet of space dedicated to NUAMES charter high school use for administrative and office space, testing centers, and student services; and approximately 13,800 square feet of space dedicated to house such essential functions as food services areas, recreation areas, and areas for other student services. (No food service areas or recreation facilities exist at the Davis campus—note that no state funding will be used to build or operate the student activities or the recreational facilities elements of this project)

A central heat and chilled water plant of approximately 6,500 square feet is included in the request. This facility will be located on the south-eastern edge of the Davis campus away from the academic core area and the structure shell will be sized to support heating and cooling requirements for the existing buildings and will be expandable to accommodate anticipated growth through campus build-out. There will also be a two cell cooling tower located coincident with the central plant. The utility plant will be connected to the main campus buildings through a utility tunnel buried underground.

To complete the project, reconfiguration of some spaces in the existing Davis campus building, additional parking and landscaping will be provided that is consistent with the campus Master Plan.

SOUTHERN UTAH UNIVERSITY – BUSINESS BUILDING ADDITION & REMODEL:

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$12.25M	\$0	\$12.25M	\$224,290

Project Space - Gross Square Footage		
New	Renovated	Demolished
20,000	15,000	0

To meet the space needs of the School of Business this project will add classrooms, an advanced computer lab, graduate assistant work-study areas, an academic advising suite, and additional faculty offices. The project will also address safety regulation issues that have arisen due to the age of the original building. The new building addition will tie into the sloped south side of the existing building. In order for the new addition to attach to the existing building, the sloped side will need to be removed and squared up and the affected space in the existing building renovated/remodeled. To allow for occupant flow between the new addition and the existing building, a main corridor running north and south will be installed in the center of the existing building, which will require removal of the existing middle stairs and elevator. A new stair tower that includes an elevator will be built onto the existing business building where the main north entry is, as part of the remodel.

SNOW COLLEGE – SCIENCE BUILDING RECONSTRUCTION:

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$25M	\$0	\$25M	\$0

Project Space - Gross Square Footage		
New	Renovated	Demolished
37,000	0	32,672

The current building was constructed in 1972 and has many safety issues. Due to sub-settling over the years there is a large crack running the height of the building. The last structural analysis of the building occurred more than fifteen years ago. The Labs are very outdated and would not meet current standards for chemistry and biology laboratories including inherent problems with the original lines required for certain chemicals. The lab floors and some classrooms have asbestos in them. Generally, the building is out of code compliance and can no longer adequately serve the purpose for which it was built. The new Science Building will be built on Snow College property next to the current building; once the new building is built the old building will be demolished.

DIXIE STATE COLLEGE – HOLLAND CENTENNIAL COMMONS BUILDING:

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$38M	\$10M	\$48M	\$1,205,035

Project Space - Gross Square Footage		
New	Renovated	Demolished
187,700	0	44,588

The new facility will provide for critical expansion or replacement space for multi-disciplines as well as provide needed space for administration and student support, and a library. The new multi-use facility design and construction will include necessary classroom and laboratory expansions to meet current and newly approved baccalaureate program demands. In the 2009 Legislative session initial program and design costs were granted for \$3,000,000. This project will replace two older buildings. It will provide for programs currently without a facility or requiring additional teaching space. The existing Career and Financial Aids Center and the Education and Family Studies Building and Whitehead Student Service Center will be demolished to allow for the new construction. The Whitehead building will remain in service as the new Centennial Commons facility is constructed.

COLLEGE OF EASTERN UTAH – ARTS AND EDUCATION BUILDING RECONSTRUCTION:

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$22M	\$0	\$22M	\$292,640

Project Space - Gross Square Footage		
New	Renovated	Demolished
38,970	0	23,030

The Geary Theater and the Music Building were listed as first and second on DFCM's list of the state's most dangerous buildings. The 1960's era buildings no longer meet code. Further, the theater is a core component of the College's community mission. The College invites the community to participate in performances throughout the year, but the building has no accommodation for a scene shop, green room or teaching space for theater. The art department is scattered across campus and has only limited space for displaying student work. The project will bring together theater, music and visual arts into one facility on campus.

UTAH VALLEY UNIVERSITY – SCIENCE/HEALTH SCIENCES BUILDING ADDITION:

Project Cost Estimates				Project Space - Gross Square Footage		
State Funds	Other Funds	Total Project Cost	O&M Funds	New	Renovated	Demolished
\$52.75M	\$0	\$52.75M	\$1,546,000	140,000	0	0

The proposed 140,000 square foot addition to the current 80,000 square foot science building will house biology, nursing, community health, dental hygiene and have laboratories appropriate for upper division and graduate work with the space available to all departments within the university. The building will include much needed up-to-date laboratories which will allow advanced course work and instruction. The building will also have offices, classrooms and lecture halls necessary for the greatly increased enrollment and expanded course work since 1989 and will build towards the projected growth as stated by the State Board of Regents. In the 2009 Legislative session initial program and design costs were funded for \$2,800,000.

SALT LAKE COMMUNITY COLLEGE – INSTRUCTIONAL & ADMINISTRATIVE COMPLEX:

Project Cost Estimates				Project Space - Gross Square Footage		
State Funds	Other Funds	Total Project Cost	O&M Funds	New	Renovated	Demolished
\$30M	\$0	\$30M	\$768,000	136,000	0	105,825

This project will equip the Taylorsville Redwood Campus with new teaching spaces and a learning environment for general and transfer education that will encourage learning in new ways including the latest in learning technology and collaborative learning and provide appropriate consolidated space for administration of the business of the college. The new facility will be located on the site of the soon-to-be-demolished Auto Trades Building.

August 19, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: USHE – Non-state Funded Capital Development Projects for 2010-11

Issue

Regent Policy R-710 outlines the steps necessary for projects to be constructed on USHE campuses. This includes approval of building “projects funded through private sources or a combination of private sources and other non-state funds” (R710.4.5.5.2) by the Board of Trustees of an institution. “Upon Trustee approval, the institutional President shall submit the project to the Commissioner for inclusion as an action item on an upcoming Board of Regents agenda.” (R710.4.5.5.2).

In addition to approving the project itself, the Regents also take into consideration state appropriated Operating and Maintenance (O&M) cost coverage being requested for the project. Requests for on-going state O&M support is allowable “when the use of the building is primarily for approved academic and training purposes and associated support and is consistent with the programmatic planning and facilities master plan requirements of the institutions.” (R710.4.5.6). When approved, O&M requests then become part of the overall Utah System Operating Budget Request.

Attached is a summary of institutional non-state funded projects requested this year, along with a brief description of the projects. Institutional representatives will be on hand to answer questions during the August meeting.

Commissioner’s Recommendation

The Commissioner recommends that the Regents approve the non-state funded projects and appropriate amounts of state-funded O&M, as reviewed by OCHE staff.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachment

USHE Non-State Funded Capital Development Request FY 2011

Project*	Total Cost Estimate	Gross Sq Feet	Institution Requested State Funded O&M	Source of Funding
UU - University Guest House Expansion	\$ 10,000,000	39,535	\$ -	Revenue Bonds
UU - Henry Eyring Building PI: South Addition	17,878,000	40,915	344,913	\$8M Federal, \$9.878M Donations
UU - School of Dentistry Building	37,400,000	70,200	311,906	Donations
USU - Art Barn Renovation & Addition	2,000,000	12,500	37,116	Donations
USU - Botanical Center Classroom Building	3,000,000	7,900	58,302	Donations
USU - Brigham City Campus Renovation & Addition	5,000,000	22,000	162,360	Donations
WSU - Wasatch Hall Renovation	11,007,400	48,427	-	Revenue Bonds
SUU - Fine Arts Museum***	10,000,000	28,000	238,000	Donations
DSC - Athlete Weight Training Center**	500,000	9,025	-	Donations
DSC - Sports Medicine & Athletic Training Center***	\$ 19,251,293	76,466	\$ 557,819	Donations

* SC, CEU, UVU, and SLCC have indicated that there will not be any "Other Funded" projects proposed for FY 2011.

** DSC's Athletic Weight Training Center was approved by the State Building Board - August 5th.

*** O&M requested amounts will be reviewed for compliance with policy over the coming month.

USHE 2010-11 NON-STATE FUNDED CAPITAL PROJECTS

UNIVERSITY OF UTAH – UNIVERSITY GUEST HOUSE EXPANSION:

Total Cost Estimate	Gross Sq Feet	Institution Requested State Funded O&M	Source of Funding
\$10M	39,535	\$0	Revenue Bonds

This project will add a new four-story wing to the west end of the Guest House. This wing will contain 51 new guest rooms (most with 2 queen size beds, which is very much in demand), a large function space for meetings, additional guest laundry facilities, and a new conference center entrance. Some remodeling in the existing building will create an expanded laundry room (which is already needed), an expanded workout room for guests, relocation of the front desk to better handle capacity and an increase in the size of the lobby for guests and continental breakfast. The front entrance drive will be reconfigured to accommodate the additional 32 parking spaces needed to support the larger facility and to provide fire access on the south end of the building.

UNIVERSITY OF UTAH – HENRY EYRING BUILDING PI—SOUTH ADDITION:

Total Cost Estimate	Gross Sq Feet	Institution Requested State Funded O&M	Source of Funding
\$17.9M	40,915	\$344,913	\$8M Federal; \$9.9M Donations

The existing teaching laboratories in the HEB are not equipped to accommodate modern teaching curricula for the chemical biophysics students that are in such high demand. The current undergraduate laboratories are housed in the North Tower of HEB, constructed in 1967. These laboratories were not designed for biophysical and biological education, major areas of study today that did not exist in the 1960s. The existing laboratories are antiquated, have insufficient hood and ventilation capacity, and lack services required for modern laboratory instrumentation. The proposed program would provide a large modern teaching laboratory environment for students pursuing a major in the sub-area of biophysical and biological chemistry. O&M Note: Calculated at the O&M rate used for FY2010 requests for higher education labs of \$8.43 per square foot equaling the \$345K requested.

UNIVERSITY OF UTAH – SCHOOL OF DENTISTRY BUILDING:

Total Cost Estimate	Gross Sq Feet	Institution Requested State Funded O&M	Source of Funding
\$37.4M	70,200	\$311,906	Donations

The current program occupies approximately 3,000 square feet in the Health Sciences Education Building and the School of Medicine Building. In addition, classroom space is shared with the Health Sciences colleges and schools within the Health Sciences Education Building. The new Dental Building will house all

of the academic programs and most of the clinical programs of the proposed School of Dentistry. O&M Note: Calculated at the O&M rates used for FY2010 requests for higher education facilities as follows: 31,283 GSF of classroom/office space at \$7.38/GSF equals \$230,869; 9,613 of lab space at \$8.43/GSF equals \$81,037; and the remaining 29,304 GSF is clinical space which is not eligible for state O&M.

UTAH STATE UNIVERSITY – ART BARN RENOVATION & ADDITION:

Total Cost Estimate	Gross Sq Feet	Institution Requested State Funded O&M	Source of Funding
\$2M	12,500	\$37,116	Donations

This project proposes to renovate the Art Barn building, built in 1896, for the Museum of Anthropology. The project will include renovation of the existing building as well as a new addition, to provide space for the museum. It will house a welcome center for the University in addition to curation space, offices, workroom, and exhibit gallery.

The existing Art Barn in the heart of campus has housed a number of activities over the years. It originally housed animals for agricultural programs, and is one of the oldest buildings on campus. The building has historical significance but is in need of some life safety upgrades. There is no fire suppression system, the heating system is in adequate, the stairways are a hazard because they are exterior and are not covered from the ice in winter, the uppermost floor has only one exit through a classroom, and the restrooms in the building are inadequate. The renovation will allow the building to remain a landmark on campus, but will provide safe accommodation for the new functions proposed for the building.

UTAH STATE UNIVERSITY – BOTANICAL CENTER CLASSROOM BUILDING:

Total Cost Estimate	Gross Sq Feet	Institution Requested State Funded O&M	Source of Funding
\$3M	7,900	\$58,302	Donations

The growing programs at the Utah Botanical Center in Kaysville have received considerable support and accolades for addressing critical issues confronting people in the state of Utah and throughout the Intermountain West; increased urbanization and limited water supplies, diminishing public open space, and a shrinking resource base for native plants, wildlife, and wetlands. Through workshops, Utah State University courses and research, demonstration areas, community events and improving an important urban fishery, the UBC provides information and inspiration that can guide a more sustainable future. The growth and continuation of these programs requires additional classroom space on their current site.

UTAH STATE UNIVERSITY – BRIGHAM CITY CAMPUS ADDITION:

Total Cost Estimate	Gross Sq Feet	Institution Requested State Funded O&M	Source of Funding
\$5M	22,000	\$162,360	Donations

The Brigham City Regional Campus has been experiencing significant growth of programs and enrollment. New classrooms are a high priority. In addition, many students and faculty travel to the campus, and additional amenity space is proposed within a new student center to accommodate their needs for study, gathering, and food service.

WEBER STATE UNIVERSITY – WASATCH HALL RENOVATION:

Total Cost Estimate	Gross Sq Feet	Institution Requested State Funded O&M	Source of Funding
\$11M	48,427	\$0	Revenue Bonds

This project will essentially gut the interior of all floors of Wasatch Hall and then rebuild the interior with modern electrical, heating, ventilation, air conditioning, communications, and data systems in a revised and modernized room layout. Different room configurations will be provided to allow students a choice in the housing accommodations available. All renovation work will comply with modern building codes, and will be ADA and LEED Silver compliant for existing buildings. New energy saving features, such as new windows, improved insulation, and other energy saving devices and techniques will be implemented to reduce maintenance and operations costs.

The existing building is over 40 years old and has outlived its useful life. The systems in the building are worn out or under capacity, such as the electrical system and the heating, ventilation and air conditioning systems. Further, the building does not meet modern code requirements for safety and access. The room layout and condition do not meet the needs or desires of students in this era, thus it has been difficult to maintain high occupancy levels. The building is structurally sound, however, so is worthy of being retained and remodeled to bring the facility up to modern codes. Modern amenities such as high speed data, internet connectivity, and increased power capacity also need to be provided in a more modern room layout to attract students and give them housing options suitable to their economic circumstance.

SOUTHERN UTAH UNIVERSITY – FINE ARTS MUSEUM:

Total Cost Estimate	Gross Sq Feet	Institution Requested State Funded O&M	Source of Funding
\$10M	28,000	\$238,000	Donations

Southern Utah University’s fine arts collections are currently displayed in the small basement of the R.C. Braithwaite Building Fine Arts Gallery. The University would like to increase gallery space to accommodate

works of art the university currently owns, plus a recent donation of fine art with a value estimated to be \$5M dollars. There is no space available in the Braithwaite Building for gallery expansion, art storage, and curator work. SUU would like to build a new Fine Arts Museum on University owned property at the corner of 300 West and University Boulevard. This location was selected because it allows the building visibility for everyone entering the SUU campus from the Northeast side. There is a pressing need for academic space on campus; the space currently occupied by the existing Braithwaite Gallery will be used for other academic programs. A new Fine Arts Museum with adequate display space would allow for more art to be on permanent display as well as bring more exhibits to campus from other galleries. The permanent displays would enhance the opportunity for a more diverse group to benefit from art work that would otherwise not be on display.

DIXIE STATE COLLEGE – ATHLETE WEIGHT TRAINING CENTER:

Total Cost Estimate	Gross Sq Feet	Institution Requested State Funded O&M	Source of Funding
\$500K	9,025	\$0	Donations

The building addition will include facilities for athlete weight training, strength training, equipment storage, and management office space. The building is to be constructed of split faced masonry block to match a 2008 addition. DSC is not seeking additional state-funded O&M for this addition.

DIXIE STATE COLLEGE – SPORTS MEDICINE & ATHLETIC TRAINING CENTER:

Total Cost Estimate	Gross Sq Feet	Institution Requested State Funded O&M	Source of Funding
\$19.25M	76,466	\$557,819	Donations

DSC is currently entering into NCAA Division 2 athletic competition. The existing facilities no longer provide for the level of physical, mental, and education training required for this level of athlete. The building will include facilities for athlete assessment, treatment, weight training, strength training, lockers, classrooms, administrative offices, equipment storage, showers, study rooms, conference rooms, and athletic booster rooms. All funding will come from private sources and donations (25% of the funding is committed at this time).