

October 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A Sederburg

SUBJECT: Utah State Board of Regents' Strategic Goal Progress Reports—Completion and Retention

Issue

This progress report for the Regents is to summarize, in a very brief format, some of the most significant retention activities on the USHE campuses. A list of the ten most effective national practices for both four-year and two-year institutions was identified by the Noel-Levitz group. Campuses in Utah were then queried to match this list with retention activities currently offered students. In every case, *all* activities were operational; and, in most instances, multiple comparable activities were being implemented.

Additionally, each campus set a retention benchmark for 2010. Attempting to predict retention in the current economic climate is difficult; and the benchmarks, as seen in the IPED's charts, are conservative.

Recommendation

The Commissioner recommends the Regents review the report and provide comments and/or recommendations. No action is required.

William A Sederburg
Commissioner of Higher Education

WAS/LS/MJL
Attachments

Attachment 1

Following are the results of a study that identifies the most effective retention practices of four-year and two-year colleges. Subsequently, the nine USHE institutions were surveyed to determine how many of these practices were being implemented on their campuses. Every campus responded positively on all retention strategies. Moreover, all reported multiple related practices not detailed in the list.

A significant void in this list of practices is their not reporting financial assistance practices, inasmuch as financial issues is one of the two most significant reasons students leave college, the other being academics. Particularly concerning is the omission of those financial assistance strategies targeting minority and disadvantaged populations.

It is clear from both the survey and the discussions that all campuses are working diligently to assist and retain students.

Most effective retention and completion practices:

Below, for each sector, are the "top 10" items respondents rated most effective among 60 items that were measured for their effectiveness in supporting student retention.¹

4-Year Public	4-Year Private	2-Year Public
Honors programs for academically advanced students	Orientation program for first-year students	Faculty development and support in online technology and online teaching pedagogy
Academic support program or services	Institution-wide emphasis on the teaching and undergraduates and undergraduate learning	Academic support program or services
Technical support to address online connection issues	Surveys or interviews to determine students' levels of satisfaction	Institution-wide emphasis on the teaching of undergraduates and undergraduate learning
Orientation program for first-year students	Academic advising program	Use of Web-based course engagement tools such as Blackboard, WebCT, etc.
Institution-wide emphasis on the teaching of undergraduates and undergraduate learning	Programs designed specifically for first-year students	Surveys or interviews to determine students' levels of engagement
First-year experience program	First-year experience program	Title II or Title V funding
Use of Web-based course engagement tools such as Blackboard, WebCT, etc.	Tracking of persistence and progression patterns among all students who articulate	Programs designed specifically for at-risk students
Tracking of persistence and progression patterns among all students who articulate	Use of satisfaction assessments to make changes	Programs designed specifically for first-year students

¹ 2009 Noel-Levitz, Inc. 2009 Student Retention Practices and Strategies at Four-Year and Two-Year Institutions

Attachment 2

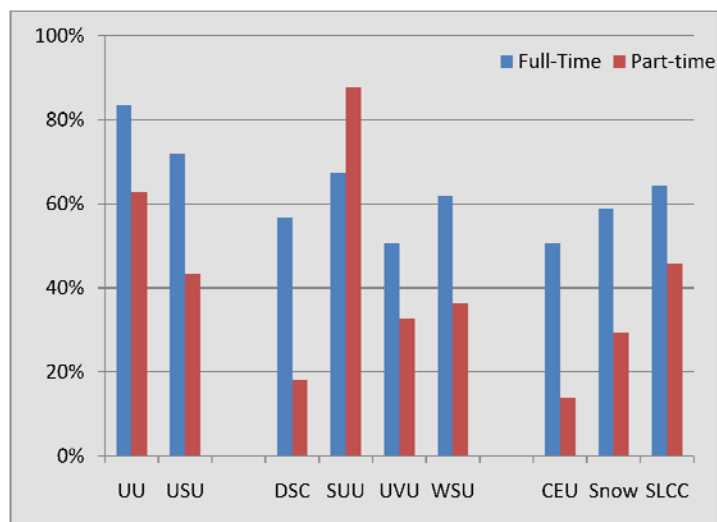
IPEDS Retention Rate Data

Full Time Fall 2007 Entering Cohort

<i>Institution</i>	<i>Beginning cohort</i>	<i>exclusions</i>	<i>adjusted cohort</i>	<i>Enrolled Fall 2008</i>	<i>Retention rate</i>	<i>Projected Rate Increase</i>
Research Universities						
University of Utah	2,374	339	2,035	1,697	83%	2%
Utah State University [£]	2,817	580	2,237	1,612	72%	0%
Comprehensive Colleges & University (For first-time freshmen in 4-year Degree programs).*						
Dixie State College of Utah**	126	6	120	68	57%	3%
Southern Utah University	1,040	219	821	554	67%	3%
Utah Valley University**	999	148	851	430	51%	2%
Weber State University	1,468	298	1,170	814	70%	0%
2- year Colleges						
College of Eastern Utah	523	45	478	242	51%	1%
Snow College	1,044	233	811	478	59%	2%
Salt Lake Community College	1,866	138	1,728	1,112	64%	3%

Part-Time Fall 2007 Entering Cohort

<i>Institution</i>	<i>Beginning cohort</i>	<i>exclusions</i>	<i>adjusted cohort</i>	<i>Enrolled Fall 2008</i>	<i>Retention rate</i>	<i>Projected Rate Increase</i>
Research Universities						
University of Utah	369	60	309	194	63%	2%
Utah State University [£]	346	47	299	130	43%	0%
Comprehensive Colleges & University (For first-time freshmen in 4-year Degree programs).*						
Dixie State College of Utah**	35	2	33	6	18%	3%
Southern Utah University	58	9	49	43	88%	3%
Utah Valley University**	513	54	459	150	33%	2%
Weber State University	718	50	668	242	36%	0%
2- year Colleges						
College of Eastern Utah	51		51	7	14%	1%
Snow College	152	26	126	37	29%	2%
Salt Lake Community College	2,001		2,001	915	46%	3%



*Part E: Retention Rates

Retention rates examine the percentage of first-time bachelor's degree (or equivalent) seeking students enrolled in the fall of the prior year (including those enrolled for the first time the preceding summer term and those whose intent was not known upon entry to the institution) that have continued to the fall of the current year.

Institutions must report the following information for **both full- and part-time** students: Full- and part-time, **first-time bachelor's** degree (or equivalent) seeking Fall 2008 cohorts (Note: Do not include students who transferred into the institution. Student status should be based on the student's Fall 2008 status.)

£ Includes the data from The Logan and Regional Campuses (distance education reported separately in IPEDS)

** Long-term retention projections yield significantly higher numbers (as much as 10 percent in a 10-year period) because students leave and return again.

October 7, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A Sederburg
SUBJECT: K-16 Alliance Progress Report

Issue

The purpose of this report is to inform Regents of the current K-16 Alliance committee work, and to detail two significant initiatives in progress. The first is the new assessment process, recommended by the Governor's Blue Ribbon Commission which was piloted by selected school districts in the 2008-2009 school year. This process is described in a narrative and also detailed in condensed, chart form. The second is the process which replicates the structure of the K-16 Alliance for USHE institutions and networks them to regional school districts.

The Alliance is progressing well. There appears to be more commitment to K-16 than ever before, and the new committee structure is revitalizing membership. The next major focus will be addressing the Minority and Disadvantaged populations. In addition to the membership of this group from both USHE and USOE, Regent Davis and Regent Cespedes will be working with that Committee.

Recommendation

The Commissioner recommends the Regents review the report and provide comments and/or recommendations. No action is required.

William A Sederburg
Commissioner of Higher Education

WAS/LS
Attachments

Attachment 1

K-16 ALLIANCE PROGRESS REPORT

BOARD OF REGENTS

October 16, 2009

The K-16 effort is gaining momentum as more personnel from both Secondary and Post-Secondary become involved and as the significance of the K-16 model becomes apparent. The following groups are actively working to fulfill their charges, and they reported to the K-16 Alliance at the September meeting. The remaining three, Access and Participation, Retention, and Minority and Disadvantaged, will report to the Alliance at the November meeting and to the Regents at either their December or January meeting.

Counseling, Guidance and Advising Committee:

The K-16 subcommittee on Counseling, Guidance & Advising has been meeting quarterly to pursue their charge. They recommended adding "Advising" to the subcommittee name in order to include clearly postsecondary academic advisors in their work. They also clarified several elements of their charge. They are focusing on connecting K-12 counseling and guidance with postsecondary advising so that students receive consistent advice that helps them achieve their educational goals efficiently. They have shared information among postsecondary and K-12 representatives on the subcommittee, including a charter school representative, and they are developing a process to systematize and institutionalize this sharing of information. They have reviewed the electronic tools available to support advisement. They have arranged joint presentations at statewide meetings of school counselors and of postsecondary academic advisors. They are developing a plan to follow up additional elements of their charge during the coming year and to provide for continuity in those aspects of their work addressed during the past academic year.

Utah Math and Science Consortium: This group, chaired by former Commissioner Richard Kendall and former University of Utah Dean of Science, Hugo Rossi, includes the Deans of Math and Science from the USHE institutions, representatives from the Utah State Office of Education, members from business and industry, representatives from the public school sector, and the Governor's office. They are in the process of setting benchmarks, but the core objectives of the group are to

- Create more interest in math and science areas and prepare more math and science teachers
- Create math and science centers in the USHE institutions
- Increase the number of K-12 students who take at least one advanced course in math and sciences
- Collaborate fully with the K-16 Alliance

Curriculum Alignment and Assessment Committee: This Committee is chaired by Teddi Safman, Assistant Commissioner from USHE, and Brenda Hales, Associate Superintendent from USOE. They have been working for some time on their overarching objective which is to align the curriculum from secondary to post-secondary. As a part of this process, they are identifying articulation and transition issues that impact college and career success. Currently, they are targeting the mathematics process and developing a mathematics “bridge course.” This group is also providing input and oversight for the new assessment process recommended by the Governor’s Blue Ribbon Task Force on Assessment.

Concurrent Enrollment Committee: This group is chaired by Moya Kessig, USOE and Cyd Crua, USHA. This Committee has made significant progress this year in streamlining courses offered, in working with school districts and with colleges, and in resolving issues and solving concurrent problems. They have been monitoring and making suggestions for the funding formula and are primarily responsible for a united front. They are currently working to make certain the concurrent standards and requirements are made visible. Additionally, they are examining the course offerings so students’ classes fulfill general studies or major requirements. Critical to these efforts is their facilitating an approach that is in tandem for both secondary and post-secondary needs and requirements.

Teacher Education Committee: This group is chaired by Teddi Safman and Brenda Hales. The Committee is attempting to structure an information and feedback cycle that will facilitate the conversations back and forth from elementary classrooms to secondary classrooms, to post-secondary classrooms and from there to teacher education programs *and back*. That is, students move into post-secondary teacher education programs and then on to teach in the K-12 system. At that point, both K-12 administrators and new teachers need a conduit for providing feedback to the USHE teacher education programs on the quality and comprehensiveness of their programs. This process assists in identifying voids and/or needs not currently being met. Additionally, this Committee provides oversight for implementing recommendations from the Sperry study and for reviewing possible recommendations that may be implemented originating from work like the upcoming Bennion study and the Education Deans Council.

Work Force Committee: This group is chaired by Gary Wixom and Mary Shumway. Its primary goal is to provide leadership from K through 16 which match students’ abilities, education, and aspirations with work force needs. A major conduit for this work currently in progress is the Career Pathways project which ties to a Students Occupational Education Plan (SEOP) and more nearly ensures a focused approach. This alliance is more likely to lead that student to a satisfying career than would have otherwise been possible. Moreover, this Committee coordinates the data and process from Workforce Services with the K-16 Alliance

Attachment 2

MAJOR K-16 ALLIANCE INITIATIVES

Blue-Ribbon Commission Assessment Recommendations

Two major overarching initiatives are currently in progress. The first is the new assessment process that was recommended by the Governor's Blue Ribbon Commission on Testing and Assessment. This recommended process is compatible with the assessment objectives of higher education, and the recommended instruments themselves are compatible with higher education currency. Specifically, (1) an ACT model is used at the K-12 level that is closely aligned with post-secondary, (2) students needing remedial assistance are identified early and therefore can be remediated early, and (3) students whose test scores are compatible with their chosen higher education institution may be accepted immediately.

The K-16 Alliance oversight group recognizes that early identification of students needing remediation, either for work or for higher education immediately following college, is not practical if a safety net is not provided, which would be the remedial instruction necessary to bring their skills to college or to career entrance levels. Therefore, the Alliance is working to develop an online remedial/developmental modularized course that can be accessed without cost for students.

K-16 ALLIANCE

Governor's Blue Ribbon Assessment Committee Recommendations

Recommended Assessment Process

ACT Path

- Eighth Grade : "Explore" Assessment
 - Students get feedback on their progress
 - Remedial assistance offered at this level

- Tenth Grade: "Plan" Assessment
 - Students get feedback on their progress
 - Feedback and tie to K-12 Students Educational Opportunity Plan (SEOP) Planning for Career and/or College with Guidance Counselor

- Eleventh Grade: ACT Examination
 - Apply and be accepted to college compatible with score
 - Remediate, if necessary, for senior year

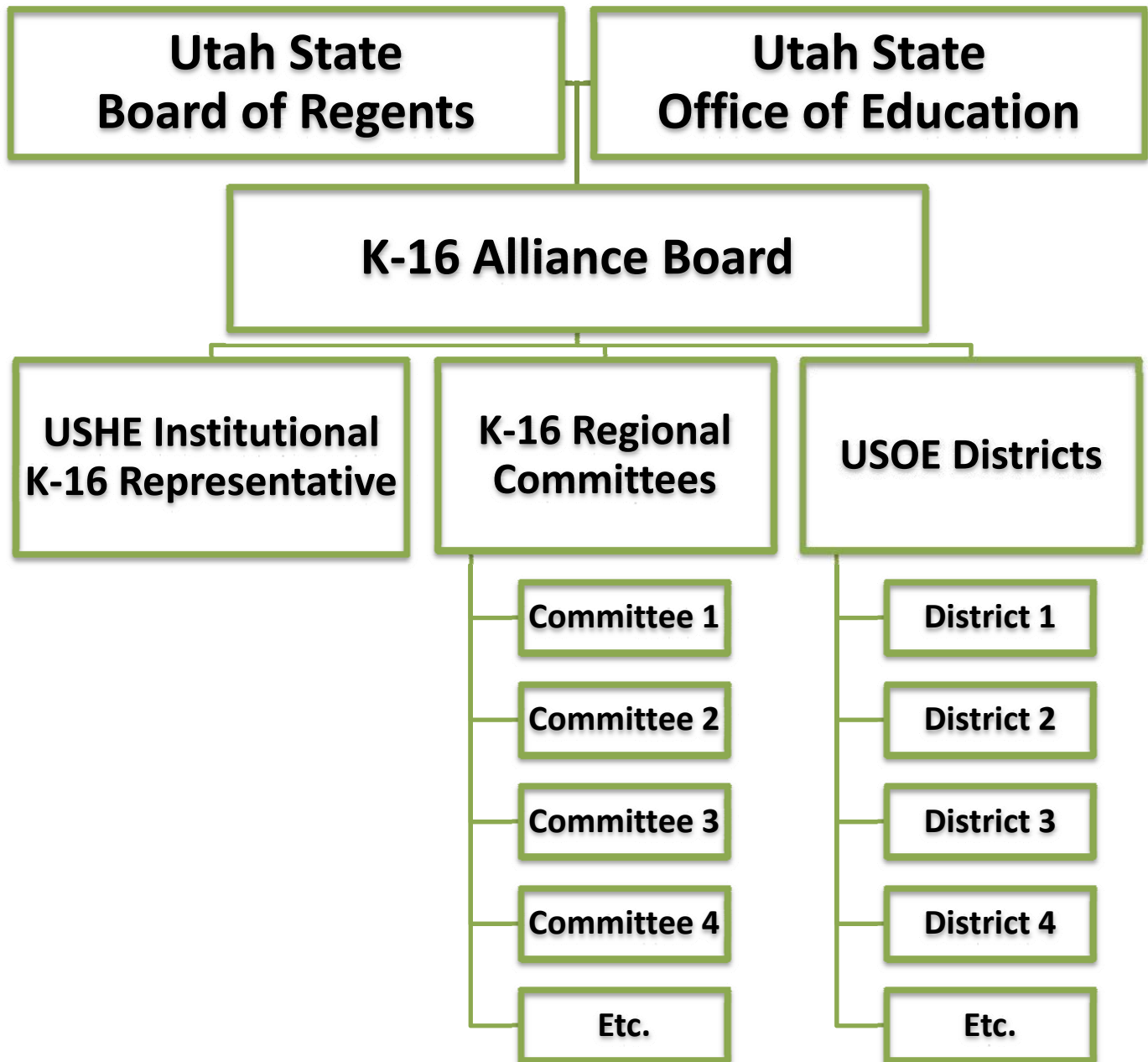
Attachment 3

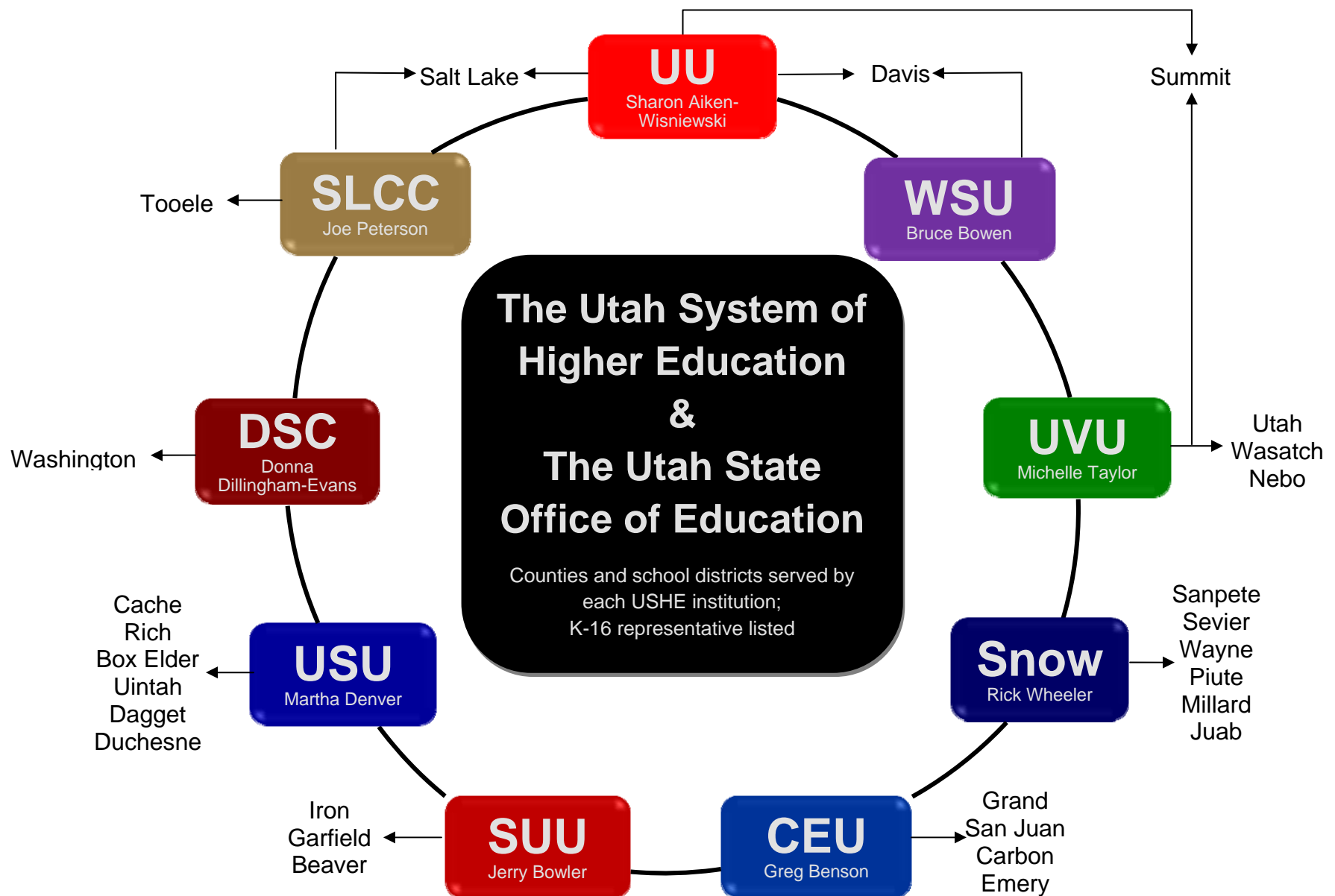
NETWORKING THE K-16 ALLIANCE

The K-16 Alliance is in the process of duplicating the Committees and intent of the Alliance at the administrative level to the system itself. For that reason, then, a representative from each USHE institution has been appointed to coordinate the school districts in their regions with each of the nine institutions as can be seen by the diagrams. At this point Utah Valley University has an active structure as does Utah State University, directed by Regents Teresa Theuer.

K-16 Alliance

INSTITUTIONAL STRUCTURE





October 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A Sederburg

SUBJECT: Policy Workshop Summaries, CAO Position Papers, and Academic Research Reports

Background

A Regents Strategic Planning Workshop was held at Dixie in the spring of 2005 together with the Utah State Board of Education. Several issues were identified and suggestions and recommendations made for addressing them. A majority of the issues included academic implications that seemed to recur, historically, in nearly all such planning meetings. Therefore, the Chief Academic Officers chose to take a proactive approach and address these issues by writing position papers. Several of the papers were presented to and reviewed by the Regents at regular Board meetings.

These papers, together with the Policy Workshop Summaries and the Research Reports necessary to support the papers, have been compiled in booklet form and will be distributed separately during the Regents meeting. This effort concludes the 2005 Regents planning effort and, hopefully, lays some of the groundwork for the new strategic planning process focusing on *retention and completion, access and participation, and economic development*.

Recommendation

The Commissioner recommends the Regents review the report and provide comments and/or recommendations. No action is required.

William A Sederburg
Commissioner of Higher Education

WAS/LS

October 5, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Report on 2009 Utah Public Opinion Survey

Issue

The Office of the Commissioner contracted with Dan Jones and Associates, a well-known Utah research firm, to conduct a public opinion survey as a follow-up to one they conducted in behalf of the Utah System of Higher Education in 2006. The survey was conducted in July 2009, of 675 Utahns statewide. The purpose of the survey was to ascertain the public's views regarding issues related to higher education and the strategic objectives of the Board of Regents—participation, completion, and economic development.

Throughout the survey the public voiced strong support for higher education, and recognition of the important role it plays in fostering a strong Utah economy. Other useful information was gained regarding Utahns' perception of the need for college education for women and men, accessibility of college, and student savings and debt. Survey respondents also voiced strong support for requiring more mathematics and science in high school.

During the Committee of the Whole of the Board of Regents meeting, Associate Commissioner David Buhler will present his analysis of the survey results. Additional information regarding the survey will be hand-carried to the meeting.

Commissioner's Recommendation

This is an information item, no action needed.

William A. Sederburg
Commissioner of Higher Education

WAS/DB

October 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Community College Task Force Interim Report—Discussion Item

Background

In June, 2009, a task force was created to study community college issues in the Utah System of Higher Education. Dr. Cynthia Bioteau, President of Salt Lake Community College was asked to chair the task force. The task force was asked to determine the function, challenges, recommendations and direction for the future of community colleges in Utah. The follow individuals were asked to serve on the taskforce:

Members

Dr. Cynthia Bioteau, President, SLCC, Chair
Dr. Troy Justesen, Vice President, SLCC Vice Chair
President Scott Wyatt, Snow College
Dr. Mike King, Interim President, CEU
Dr. John Francis, Associate Vice President, U of U
Dr. Gary Straquadine, Dean, USU
Dr. Stephen Allen, Associate Vice President, SUU
Dr. Mike Vaughan, Provost, WSU
Dr. Cory Duckworth, Vice President, UVU

Dr. Shad Sorenson, Associate Vice President, UVU
Dr. Donna Dillingham-Evans, Vice President, DSC
Dr. Gary Wixom, Assistant Commissioner, USHE

Staff

Carol Smedley, Assistant Task Force Facilitator, SLCC
Denise Anderson, Administrative Assistant, SLCC

Community colleges are at the heart of the delivery system for postsecondary education in the United States. Over the last 20 years, the community college system in Utah, and other parts of the nation, has been deemphasized as two-year institutions have moved to four-year institutions, and four-year institutions have moved to University Status. Nationally, this trend is a concern; in Utah, we want to promote the value of community colleges, transition the impact of the changing nature of institutions, and preserve the community college component within the Utah System of Higher Education. In order to address the role of the community college in Utah, the task force has formed the following subcommittees.

1. Public Messaging
2. Outcome Measurements
3. Strategic Initiatives
4. Career and Technical Education/Non Credit Educational Opportunities

Dr. Troy Justesen, Vice President for Workforce, Professional & Literacy Development at Salt Lake Community College will make a presentation to the Regents concerning the work of the committee and facilitate a discussion. A brief update on the work of the task force is attached. The task force is planning to submit a final report to the Regents in December 2009.

Commissioner's Recommendation

The Commissioner recommends the Regents receive the report of the Community College Task Force, raise questions, and provide comments and/or recommendations for the final report.

William A. Sederburg, Commissioner

DLB/GW
Attachment



At the request of Utah System of Higher Education Commissioner William Sederberg, the Utah Community College Task Force was launched in June, 2009, with Dr. Cynthia Bioteau, President of Salt Lake Community College serving as Chair and Dr. Troy Justesen, SLCC Vice President serving as Vice Chair. Senior administrators from every degree-granting institution of USHE, along with USHE administrators and staff, committed to this endeavor by investing significant on-going time and travel. Commissioner Sederberg charged the Task Force to address the crisis of access and affordability at Utah's community colleges and make recommendations to the State Board of Regents in order to ensure continued educational and training opportunities for future generations of Utahns.

The Task Force identified four key barriers that hinder access and affordability at community colleges: Image, Organizational Structure, Funding and Outcome Measures. By researching national best practices and through thorough discussions, the Task Force arrived at a range of options addressing each barrier. These options are categorized into Short Term Recommendations which, if selected, could be implemented as early as Spring, 2010; Intermediate Recommendations which could be implemented by mid-2011; and Longer Term Recommendations, which could be implemented in 2012.

Early on, members of the Task Force recognized the crucial opportunity now facing the state to secure accessible and affordable educational opportunities for future generations of Utahns. As a result, the Task Force did not merely want to provide status quo methods, but instead committed to make bold recommendations that invite state leaders to consider new options to ensure that the community college mission in Utah continues. On Friday, October 16, Dr. Troy Justesen will present a preliminary Powerpoint presentation to discuss the four barriers identified with multiple options for each. The Task Force invites your insight, recommendations and feedback, in preparation for the final report coming near year end.

Thank you.
Utah Community College Task Force

October 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE Mission-Based Funding Task Force

Background

During the USHE Operating Budget presentation and discussion that took place in August 2009 at Utah State University, the Commissioner announced the formulation of a Mission-Based Funding Task Force. This group was charged with recommending a plan for the allocation of the state support dollars being requested as part of a mission-based funding initiative – one based upon the mission of each institution and its success in fulfilling that mission.

Issue

The charge of the Mission-Based Funding working group involves working expeditiously to develop some of the concepts and outcomes that might best support the Mission-Based funding approach earlier identified as being a priority. Specifically, the suggestion was made at an earlier Regents meeting discussion on USHE budgets, that the System take a two-tiered approach to the Mission-Based funding component of the Operating Budget Request. Several institutions – at least initially identified as the University of Utah, Utah State University, and Southern Utah University – would utilize specifically-identified mission-based criteria. The other USHE institutions would utilize Enrollment Growth increases as their mission-based criteria. In all cases, funds could only be requested when goals targeted to these various criteria were met. Additionally, in all cases, the current enrollment growth funding model – last funded several years ago – would provide an initial funding opportunity.

By mid-September, the Commissioner had identified members of the Task Force. They included:

Paul Brinkman, Associate Vice President of the University of Utah: to represent UofU, USU
Brad Cook, Provost of Southern Utah University to represent SUU
Linda Makin, Executive Budget Director of Utah Valley University to represent Enrollment
Growth Institutions of the 4-year variety
Scott Wyatt, President of Snow College to represent Enrollment Growth institutions of the
2-year Variety
Paul Morris, Assistant Commissioner of OCHE
Greg Stauffer, Associate Commissioner of OCHE (chair of Task Force)

Early on, Task Force members were provided with an executive summary of mission-based or performance-based funding attempts across the country. A basic model was developed in order to provide a conceptual overview of how the approach described by the Commissioner and discussed at meetings of the Board of Regents and the Council of Presidents might work. Early recommendations have been made available to the Commissioner, so that additional steps might quickly be taken.

Commissioner's Recommendation

At the October Regents meeting, Board members will be provided with an update of the work of the Mission-Based Funding Task Force and discuss future directions relative to this project. Plans are to have a finished product in time for the upcoming Legislative Session.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS

October 2, 2009

MEMORANDUM

TO: Utah State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Bachelor of Arts in Latin American Studies – Action Item

Issue

The University of Utah requests approval to offer the Bachelor of Arts in Latin American Studies effective Spring 2010. This program has been approved by the Institutional Board of Trustees on May 12, 2009.

Background

The Latin American Studies program proposes an undergraduate major leading to a Bachelor of Arts degree in Latin American Studies. This major will complement the existing minor in Latin American Studies instituted in 2002, and will serve undergraduate students who desire a fuller program of study in the history, languages, politics, and cultures of Latin America. It will be administered by the existing Latin American Studies program, an interdisciplinary program housed administratively in the College of Humanities and coordinated by the director of Latin American Studies, who is appointed by the dean of Humanities.

Students graduating from the University of Utah increasingly confront a job market that demands knowledge of and competency in foreign cultures and languages, a reflection of both ongoing globalization and significant demographic shifts at home. As a major world region with strong economic, political, and cultural ties to Utah and the nation, Latin America represents an ever growing marketplace for employment, a situation unlikely to change in the short or medium term. Currently, Utah has trade representatives in three Latin American countries--Brazil, Chile, and Mexico. Economic ties are especially strong with Mexico. The Utah Governor's Office of Economic Development identifies Mexico as one of "Utah's largest markets for merchandise exports" (<http://international.utah.gov/tradestatistics.html>). A 2005 University of Utah study reports how exports to Mexico and Mexican-owned businesses in the state support jobs in Utah (See "Mexico and Utah: A Complex Economic Relationship"). Visitors from Latin America are increasingly important to Utah tourism, including the ski industry. The Park City Chamber and Visitors Bureau, for example, reports that among the seven key international markets for visitors to Park City ski resorts, Mexico and Brazil currently show the strongest growth.

Like much of the southwest, Utah has long had a vibrant Latino population that has been added to significantly through immigration in recent years. Between 1990 and 2000, the Latino population in the state of Utah has increased 138.3 percent, or 2.4 times the national rate of Latino population growth for that

same time period, with much of this growth coming from the immigration of nationals from Latin American countries. At more than 11 percent of the state's population, Latinos now constitute by far the largest minority group in Utah. With ongoing globalization and increased new immigration, a Latin American Studies major appropriately fits a critical need as the city, state, and region adjust to this changing demographic reality. Students who can demonstrate language and cultural competency with a B.A. in LAS will have a competitive advantage in the job market, especially in employment settings that serve the public, including education, social services, and health care. The need for Spanish language skills in a hospital emergency room, for example, is now indisputable. For much the same reason, students who graduate with a B.A. in LAS may also have a competitive advantage upon the completion of a professional degree program. A B.A. in LAS coupled with a Masters degree in Social Work, for example, would provide the graduate with a competitive advantage in the job market, demonstrating the necessary language and cultural skills to work with Latino populations.

A significant demand for the LAS major already has been demonstrated by student interest in the existing minor that as of March 2009 totals 49 students. University advisors also report that students express an interest in LAS in the advising setting. With ongoing globalization and deepening social, economic, political, and cultural ties between Utah and Latin America, increasing numbers of students arrive at the University of Utah with an interest in the region, whether related to travel, film and music, business, or family relations. Many students who have completed 18-24 months of volunteer service in Latin America also attend the University of Utah. These students have returned to Utah having been immersed in Latin American culture and language and with enthusiasm for continued engagement with Latin America and the Latin American Diaspora community. These students speak Portuguese or Spanish with near fluency and seek a sophisticated scholarly paradigm through which they can better understand Latin America and its importance in an academic context. The adult population of Utah includes thousands more who have built careers in business, government, the professions, and education after living for several years in Latin America. Some students of Latin American origin, who currently make up 3 percent of the student population at the University of Utah but are projected to grow rapidly in coming years, as well as some international students from Latin America, also arrive at the University with a desire to study Latin America in a formal program.

The proposed program appears to be well supported through legislative grants, reallocations and other sources. It would be taught by some 30 doctorally-prepared – 26 are tenured faculty – and one master's prepared faculty who also is tenured.

Policy Issues

Representatives from Utah State University, Weber State University, Dixie State College and Brigham Young University strongly support the proposal which DSC considers both necessary and timely. No USHE institution submitted negative comments.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Bachelor of Arts in Latin American Studies proposed by the University of Utah, effective Spring 2010.

William A. Sederburg, Commissioner

Academic, Career and Technical Education and Student Success Committee

Action item

Bachelor of Arts in Latin American Studies

University of Utah

Prepared for
William A. Sederburg
by
Phyllis C. Safman

October 2, 2009

Section I: Program Request

The University of Utah requests approval to offer the Bachelor of Arts in Latin American Studies effective Spring 2010. This program has been approved by the Institutional Board of Trustees on May 12, 2009.

Section II: Program Description

Complete Program Description

The Latin American Studies (LAS) program of the University of Utah proposes an undergraduate major leading to a Bachelor of Arts degree in Latin American Studies. This major will complement the existing minor in Latin American Studies instituted in 2002, and will serve undergraduate students who desire a fuller program of study in the history, languages, politics, and cultures of Latin America.

To major in Latin American Studies, students must satisfy the following requirements, for a total of thirty-three (33) credit hours, at least 21 of which must be taken at the University of Utah. Students must have a GPA of at least 2.5 in all Latin American Studies courses. All LAS courses must be passed with a C or better.

LAS Language Requirement. Students must complete an upper-division course (or its equivalent) in Spanish or Portuguese. The core course SPAN 4560 Culture and Customs of Latin America (or the approved alternate Portuguese course) will fulfill this requirement.

Core Courses. (9 credits) Students must complete the following core courses.

History 1300 Latin American Civilization to the 1820s (3)

History 1310 Latin American Civilization since the 1820s (3)

SPAN 4560 Culture and Customs of Latin America (3)

(If the student fulfills the language requirement with Portuguese, another course can be substituted for SPAN 4560. For approval, see the Latin American Studies advisor.)

Electives. (24 credits)

Students must complete eight upper-division courses from the list of approved electives. Four of the electives must be chosen from the Social and Behavioral Science Track, drawn from at least two different departments (Anthropology, Economics, Geography, and Political Science). Four of the electives must be chosen from the Humanities and Fine Arts track, drawn from at least two different departments (Art & Art History, History, Spanish, Portuguese, and Linguistics).

Study Abroad/Internship. (maximum 6 credits) Students are encouraged to complete a study abroad and/or internship program in Latin America as part of the program of study. A maximum of six hours from an internship program and/or study abroad program will be counted toward the major. Study abroad courses in language instruction will not count toward the LAS major.

Advising. Students who wish to declare a major in Latin American Studies must meet with the academic advisor for Latin American Studies.

Approved Electives for the Latin American Studies Major

Social and Behavioral Science Track

Anthropology

- ANTHR 3153 Black Atlantic: Anthropology of the African Diaspora (3)
- ANTHR 3154 Brazilian Culture (3)
- ANTHR 3211 Biology of Native Americans (3)
- ANTHR 3321 The Classic Maya (3)
- ANTHR 3322 Mesoamerican Archaeology (3)
- ANTHR 4124 Religion in Latin America (3)

Economics

- ECON 5460 Latin American Economic History and Development (3)
- ECON 5461 Topics in Latin American History and Development (3)

Geography

- GEOGR 3670 Geography of Latin America (3)

Political Science

- POLS 3430 Politics of Revolution in Latin America (3)
- POLS 3500 Democracy in Latin America (3)
- POLS 3520 Government and Politics of Mexico (3)
- POLS 3550 Comparative Politics of Latin America (3)
- POLS 5350 Politics of Poverty in Latin America (3)
- POLS 5490 International Relations of Latin America (3)

Humanities and Fine Arts Track

Art and Art History

- ARTH 3510 Latin American Art and Visual Culture (3)
- ARTH 4510 Special Topics in Latin American Art and Visual Culture(3)
- ARTH 4590 Senior Seminar in Latin American Art and Visual Culture (3)

History

- HIST 3300 History of Mexico (3)
- HIST 4290 Americas After Columbus (3)
- HIST 4300 Topics in Latin American History (3)
- HIST 4310 Gender and Power in Latin America (3) (GNDR 5755)

Portuguese

- PTGSE 3050 Topics in Literature and Culture (3)
- PTGSE 3580 Contemporary Issues (3)

Spanish

- SPAN 4510 Business Spanish (3)
- SPAN 4520 Business Spanish II (3)
- SPAN 4630 Survey of Latin American Literature (3)
- SPAN 4750 Spanish American Novel (3)
- SPAN 4790 Masterpieces of Mexican Literature (3)

SPAN 5240 Linguistic Structure of Spanish (3) (LING 5240)
SPAN 5241 Topics in Spanish Linguistics (3) (LING 5241)
SPAN 5242 Pronunciation and Phonetics (3)

Linguistics

LING 5240 Linguistic Structure of Spanish (3) (SPAN 5240)
LING 5241 Topics in Spanish Linguistics (3) (SPAN 5241)

Upon Approval Only

When taught with LAS content, the following courses may qualify as electives for the LAS major. For approval, see the LAS advisor.

ANTHR 3961 Special Topics: Geographical Requirement (3)
ENGL 3780 Global/Transnational Literature (3)
ENGL 5860 Studies in Post-Colonial Literature (3)
GNDR 5750 Comparative Women's History (3)
HIST 4990 Senior Seminar (3)
POLS 5410 New Democracies (3)
POLS 5810 Senior Seminar (3)
POLS 5967 Topics in Comparative Politics (3)
PTGSE 4880 Directed Reading (3)
SPAN 3580 Contemporary Issues (3)
SPAN 3950 Service-Learning Spanish (1-3)
SPAN 4720 Hispanic Narrative (3)
SPAN 4730 Hispanic Drama (3)
SPAN 4760 Hispanic Poetry (3)
SPAN 4770 Hispanic Film and Culture (3)
SPAN 4900 Special Topics (3)

Option. One elective may be chosen from the approved list of Ethnic Studies courses that concern diaspora Latinas/os in the United States. For approval, see the LAS advisor. If a student elects this option, the approved Ethnic Studies course will count toward the Humanities and Fine Arts Track.

ETHNC 3770 Chicana/o Literature (3) (ENGL 3770)
ETHNC 3860 La Chicana (3)
ETHNC 4200 Chicana/o Expression (3)
ETHNC 4330 Chicana/o Culture via Film (3)
ETHNC 4540 Chicana/o History Since 1849 (3) (HIST 4540)
ETHNC 4560 Chicano Civil Rights Movement (3)

Note: Appropriate courses can be added to the list of approved electives with the approval of the LAS executive committee.

Purpose of Degree

The main purpose to establish this degree is to train students in the interdisciplinary study of an important world region, Latin America. This program will provide students with a deep understanding of Latin American history, culture, and society. As an interdisciplinary program, it will provide a broader perspective on the area than is available through a major in a specific department of the University. The major draws on an interdisciplinary faculty from many different departments largely in the social sciences and the

humanities but also including fine arts. The major will require a core curriculum providing a broad understanding of the region, competence in the principal languages of the region (Spanish and/or Portuguese), and an upper-division program of study emphasizing interdisciplinary course work on Latin America.

Institutional Readiness

The major in Latin American Studies will be administered by the existing Latin American Studies program, an interdisciplinary program housed administratively in the College of Humanities and coordinated by the Director of Latin American Studies, who is appointed by the Dean of the College of Humanities. The Latin American Studies program will not require new organizational structures to deliver the major. The major in Latin American Studies will enhance the delivery of undergraduate education by offering an interdisciplinary program of study on this important region of the world.

Faculty

The current LAS faculty can support the major in LAS for the first five years. Current core and affiliated faculty include twenty-seven regular full-time tenure-track faculty, twenty-six of whom have the Ph.D. degree, with one hire effective July 2008 expecting the award of the Ph.D. degree in 2009. One Latin American specialist, an associate librarian at the Marriott Library, holds the M.A. and M.L.S. degrees. Of the twenty-six regular full-time tenure-track faculty who hold (or anticipate the award of) the Ph.D. degree, nine hold the rank of full professor, ten the rank of associate professor, six the rank of assistant professor, and one the rank of Instructor. The vast majority of the courses approved for the LAS major are taught by regular full-time faculty. Current part-time and non-tenure contract faculty number four, one of whom teaches lower-division language courses in Portuguese.

Staff

The Latin American Studies program currently has sufficient staff to support the major for the first five years, unless the number of majors greatly exceeds expectations. Current staff include the director (see above), a one-quarter time staff advisor, and a part-time (5%) budget officer. No additional (administrative, secretarial, or clerical) staff will be needed to support the LAS major in the first five years. The LAS program shares space and a receptionist with International Studies and Asian Studies in the "International Center" in the new Carolyn Tanner Irish Humanities Building.

Library and Information Resources

The University of Utah currently has the needed library and information resources to offer the proposed program.

Student Advisement

The Latin American Studies program currently has a one-quarter time staff position who is responsible for student advisement for the minor and will be responsible for student advisement for the major, upon its approval. (The Dean of the College of Humanities provided the LAS program with this one-quarter time position effective July 2008 in response to the recent dramatic increase in the number of minors and in anticipation of the establishment of the major.) The staff person will be responsible for student advisement, including declaration of the major, answering questions regarding the major, approval of internship/study abroad credits, approval of "upon approval only" electives, and verification of compliance with degree requirements. As needed, the director of LAS will also advise students and faculty on the degree.

Justification for Graduation Standards and Number of Credits

The major in LAS requires thirty-three (33) credit hours. It does not require students to complete more than 126 hours to complete the B.A. degree.

External Review and Accreditation

No external consultants were involved in the development of the proposed program. No special professional accreditation is required for the proposed program. In crafting the requirements for the major, the LAS faculty examined LAS programs comparable to the one proposed here at universities around the country.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	13	27	1:2.08	If required
2	26	27	1:1.04	NA
3	39	27	1:0.69	NA
4	52	27	1:0.52	NA
5	65	27	1:0.42	NA

Expansion of Existing Program

The proposed program is an expansion of the existing program in LAS that includes a minor, which since its inception in 2002 has graduated 45 students, with majors including Anthropology, Art, Communication, Film Studies, International Studies, Spanish, History, Linguistics, Political Science, Sociology, and Teaching and Learning. In the last year, the LAS program has focused on advertising the LAS minor to diverse student constituencies, an effort that has resulted in the number of minors climbing dramatically. As of March 2009, there are 49 declared LAS minors.

Section III: Need

Program Need

A major in LAS is long overdue at the University of Utah and in the USHE. With ongoing globalization, deepening ties to Latin America, and a rapidly growing Latin American immigrant population in the region, state and nation, the need for a coherent program of study concerning this major world region is more pressing than ever. A major in LAS would build on and integrate the many LAS-related courses that the University of Utah currently offers to provide students with a comprehensive approach to and understanding of the region, its role in the global context, and its changing relationship with the United States.

Labor Market Demand

Students graduating from the University of Utah increasingly confront a job market that demands knowledge of and competency in foreign cultures and languages, a reflection of both ongoing globalization and significant demographic shifts at home.

As a major world region with strong economic, political, and cultural ties to the region, state, and nation, Latin America represents an ever growing marketplace for employment, a situation unlikely to change in the

short or medium term. Currently, Utah has trade representatives in three Latin American countries--Brazil, Chile, and Mexico. Economic ties are especially strong with Mexico. The Utah Governor's Office of Economic Development identifies Mexico as one of "Utah's largest markets for merchandise exports." (<http://international.utah.gov/tradestatistics.html>) A 2005 University of Utah study reports how exports to Mexico and Mexican-owned businesses in the state support jobs in Utah. (See "Mexico and Utah: A Complex Economic Relationship.") Visitors from Latin America are increasingly important to Utah tourism, including the ski industry. The Park City Chamber and Visitors Bureau, for example, reports that among the seven key international markets for visitors to Park City ski resorts, Mexico and Brazil currently show the strongest growth.

Like much of the southwest, Utah has long had a vibrant Latino population that has been added to significantly through immigration in recent years. Between 1990 and 2000, the Latino population in the state of Utah has increased 138.3 percent, or 2.4 times the national rate of Latino population growth for that same time period, with much of this growth coming from the immigration of nationals from Latin American countries. At more than 11 percent of the state's population, Latinos now constitute by far the largest minority group in Utah. With ongoing globalization and increased new immigration, a Latin American Studies major appropriately fits a critical need as the city, state, and region adjust to this changing demographic reality. Students who can demonstrate language and cultural competency with a B.A. in LAS will have a competitive advantage in the job market, especially in employment settings that serve the public, including education, social services, and health care. The need for Spanish language skills in a hospital emergency room, for example, is now indisputable. For much the same reason, students who graduate with a B.A. in LAS may also have a competitive advantage upon the completion of a professional degree program. A B.A. in LAS coupled with a Master's degree in Social Work, for example, would provide the graduate with a competitive advantage in the job market, demonstrating the necessary language and cultural skills to work with Latino populations.

Student Demand

A significant demand for the LAS major has already been demonstrated by student interest in the existing minor (see above: Expansion of Existing Program.) University advisors also report that students express interest in LAS in the advising setting.

With ongoing globalization and deepening social, economic, political, and cultural ties between Utah and Latin America, increasing numbers of students arrive at the University of Utah with an interest in the region, whether related to travel, film and music, business, or family relations. Many students who have completed 18-24 months of volunteer service in Latin America also attend the University of Utah. These students have returned to Utah having been immersed in Latin American culture and language and with enthusiasm for continued engagement with Latin America and the Latin American Diaspora community. These students speak Portuguese or Spanish with near fluency and seek a sophisticated scholarly frame through which they can better understand Latin America and its importance in an academic context. The adult population of Utah includes thousands more who have built careers in business, government, the professions, and education after living for several years in Latin America. Some students of Latin American origin and descent, who currently make up three percent of the student population at the University of Utah but are projected to grow rapidly in coming years, as well as some international students from Latin America, also arrive at the University with a desire to study Latin America in a formal program. The creation of a Latin American Studies major at the University of Utah would serve the needs and interests of these individuals living in the state and the intermountain west with an interest in Latin America.

The LAS major also would appeal to students who wish to double major, especially majors in Anthropology, History, Spanish, Portuguese, Political Science, and International Studies, because many courses would count toward both majors.

With interest and careful planning, a major in LAS might also double major with programs that offer fewer courses with LAS content (to double count) but nonetheless offer potentially complementary programs that enhance the student's competitiveness in the job market, especially such professional programs as Education, Nursing, and pre-med, whose graduates might work with Latino populations.

Similar Programs

Currently Brigham Young University is the only institution in the state of Utah that offers a B.A. in LAS. Several institutions in the intermountain west, including University of Nevada, Las Vegas, University of Arizona, University of Idaho, Moscow, and University of New Mexico, offer a major in LAS. Adding the LAS major would allow the University of Utah to compete for students who might otherwise chose to leave Utah to attend these other state institutions.

In general, majors in LAS at other institutions in the intermountain region have Anthropology, History, Languages, Literature, Political Science, and Economics at the core of their programs; range from 30 to 36 credit hours; require third-year proficiency in Portuguese or Spanish; and require a set of core courses along with a certain number of electives distributed among various disciplines--all in line with this proposal.

Collaboration with and Impact on Other USHE Institutions

No other USHE institution currently offers a major in LAS. Letters of support for a major in LAS from Utah State University, Weber State University, and Brigham Young University can be made available upon request.

Benefits

Offering a major in LAS will benefit the University of Utah and the USHE by providing students in the state with an interdisciplinary program that concerns a major world region increasingly important to the state, region, and nation. This program will ensure that the University of Utah in particular and the USHE in general will be at the forefront of educating students on issues related to Latin America and will be able to compete for students interested in an LAS major.

Consistency with Institutional Mission

The proposed Latin American Studies major addresses the general mission of the University of Utah to educate the individual student and to discover, refine, and disseminate knowledge. In particular, as an interdisciplinary program it specifically contributes towards the teaching mission of the University, providing challenging instruction for students interested in the history, languages, politics and cultures of Latin America. Since the teaching in the program will be provided largely by regular University faculty, who have significant research profiles in Latin American Studies, it will also integrate instruction and research opportunities for students, and provide an important program within the University in which undergraduate students can interact with research scholars of the highest caliber. Because it concerns Latin America, one of the most important areas of the world for the United States and the state of Utah, it will provide students with a broad education that will familiarize them with important aspects of the changing world in which they will live and work after graduation. In this respect, it will also contribute to the public goals of the University to stimulate public dialogue on national and international affairs. The LAS major (with its coursework and recommended study abroad component) also aligns with the institution's internationalization efforts.

Section IV: Program and Student Assessment

Program Assessment

The goals of the LAS major are to offer students a broad understanding of the history, politics, and cultures of Latin America; competency in the Spanish or Portuguese languages; and deep engagement with different disciplinary approaches to the study of Latin America. These goals will add an important dimension to undergraduate study at the University of Utah. Students who graduate with a B.A. in Latin American Studies will have a high level of language competency along with a sophisticated understanding of the region and interdisciplinary perspectives on it. The degree will provide students with knowledge that will be applicable in business, professions such as teaching, social work, and health care, and will prepare them for graduate studies in a variety of fields.

The LAS program will use several measures to assess program goals. First, the feasibility of the student's program of study will be measured in the required meeting with the program advisor. Second, the language requirement will be measured by successful completion of an upper-division language course (or its equivalent). Third, the requirement for a broad body of knowledge as well as an understanding of interdisciplinary approaches to the study of the region will be measured by the successful completion of both the core courses and the upper-division electives drawn from various departments. Finally, in the fifth year of the program, the director and faculty will complete a self-study, including the number of majors, average grade point in the program, record of successful acceptance to graduate programs in the field, and record of job placement.

Expected Standards of Performance

Students who complete a B.A. degree in LAS will be expected to speak either Spanish or Portuguese functionally (roughly the equivalent of three years of university language instruction); have mastered a broad understanding of the history and cultures of Latin America, as measured by the successful completion of the three required core courses; have mastered an understanding of diverse disciplinary approaches to the study of Latin America, as measured by the successful completion of the upper-division electives drawn from a variety of disciplines.

Section V: Finance

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	13	26	39	52	65
Cost Per FTE	12766	13145	13641	14022	14425
Student Faculty Ration					
Projected Headcount	13	26	39	52	65
Projected Tuition					
Gross Tuition					
Tuition to Program					
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5

Expense					
Salaries & Wages	22175	22720	23282	23861	24457
Benefits	6415	6607	6805	7009	7219
Total Personnel	28590	29327	30087	30870	31676
Current Expense	500	500	500	500	500
Travel					
Capital					
Library Expense					
Total Expense	\$29090	\$29827	\$30587	\$31370	\$32176
Revenue					
Legislative Appropriation	24590	25327	26087	26870	27676
Grants & Contracts					
Donations					
Reallocation	4500	4500	4500	4500	4500
Tuition to Program					
Fees					
Total Revenue	\$29090	\$29827	\$30587	\$31370	\$32176
Difference					
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

Budget Comments

The major will draw on existing staff, faculty, and courses. The program is fully staffed in the International Programs Center located in the Carolyn Tanner Irish Humanities Building with an advisor, budget officer, receptionist, and director. The International Programs Center funds a receptionist, all supplies, and office maintenance for the LAS program (\$500 in 2008-09). In response to the recent dramatic growth in the number of minors and the anticipated approval of the major, the College of Humanities provided the program with a one-quarter time staff position for student advisement as of July 2008 (\$8320 in 2008-09). The College of Humanities also currently provides funds for a part-time budget officer (\$2,408 in 2008-09). The Director of the program is selected from LAS faculty in the College of Humanities, Social and Behavioral Science, and Fine Arts and receives a one course release from teaching and a tenth month administrative stipend for overseeing the program and the new degree (\$7,447 in 2008-09). The course release will result in redistributing one course to an adjunct professor. It will be paid from currently available funds from the College of Humanities and is expected to cost no more than \$4,000. As the major will draw on existing faculty and courses, no new faculty positions are necessary.

Funding Sources

Since the program will draw on existing staff, faculty, and courses, no new faculty, staff, or library resources are needed for the proposed program.

Reallocation

No new reallocation is required to support the proposed program.

Impact on Existing Budgets

Program costs are to be absorbed within current base budgets. The primary expense for the major involves student advisement by a one-quarter time staff position in place as of July 1, 2008. No additional costs will be required for the major. No other programs will be affected.

Appendix A: Program Curriculum

All Program Courses

The following courses will be offered for the Latin American Studies major.

Course Prefix & Number	Title	Credit Hours
Core Courses		
HIST 1300	Latin American Civilization to the 1820s	3
HIST 1310	Latin American Civilization since the 1820s	3
SPAN 4550	Spanish American Civilization & Culture	3
	Sub Total	9
Elective Courses		
ANTHR 3153	Black Atlantic: Anthro of the African Diaspora	3
ANTHR 3154	Brazilian Culture	3
ANTHR 3211	Biology of Native Americans	3
ANTHR 3321	The Classic Maya	3
ANTHR 3322	Mesoamerican Archaeology	3
ANTHR 4124	Religion in Latin America	3
ARTH 3510	Latin American Art and Visual Culture	3
ARTH 4510	Topics in Latin American Art and Visual Culture	3
ARTH 4590	Senior Seminar in Latin American Art	3
ECON 5460	Latin American Economic History & Development	3
ECON 5461	Topics in Latin American Economic History	3
GEOGR 3670	Geography of Latin America	3
HIST 3300	History of Mexico	3
HIST 4290	Americas after Columbus	3
HIST 4300	Topics in Latin American History	3
HIST 4310	Gender and Power in Latin America (GNDR 5755)	3
PTGSE 3050	Topics in Literature and Culture	3
PTGSE 3580	Contemporary Issues	3
SPAN 4510	Business Spanish	3
SPAN 4520	Business Spanish II	3
SPAN 4630	Survey of Latin American Literature	3
SPAN 4750	Spanish American Novel	3
SPAN 4790	Masterpieces of Mexican Literature	3
SPAN 5240	Linguistic Structure of Spanish (LING 5240)	3
SPAN 5241	Topics in Spanish Linguistics (LING 5241)	3
SPAN 5242	Pronunciation and Phonetics	3
LING 5240	Linguistic Structure of Spanish (SPAN 5240)	3
LING 5241	Topics in Spanish Linguistics (SPAN 5241)	3
POLS 3430	Politics of Revolution in Latin America	3
POLS 3500	Democracy in Latin America	3
POLS 3520	Government and Politics of Mexico	3

POLS 3550	Comparative Politics of Latin America	3
POLS 5350	Politics of Poverty in Latin America	3
POLS 5490	International Relations of Latin America	3
	Sub-Total	102
Electives/Upon Approval Only		
ANTHR 3961	Special Topics: Geographical Requirement	3
ENGL 3780	Global/Transnational Literature	3
ENGL 5860	Studies in Post-Colonial Literature	3
ETHNC 3770	Chicana/o Literature (ENGL 3770)	3
ETHNC 3860	La Chicana	3
ETHNC 4200	Chicana/o Expression	3
ETHNC 4330	Chicana/o Culture via Film	3
ETHNC 4540	Chicana/o History Since 1849 (HIST 4540)	3
ETHNC 4560	Chicano Civil Rights Movement	3
GNDR 5750	Comparative Women's History	3
HIST 4990	Senior Seminar	3
POLS 5410	New Democracies	3
POLS 5810	Senior Seminar	3
POLS 5967	Topics in Comparative Politics	3
PTGSE 4880	Directed Reading	3
SPAN 3580	Contemporary Issues	3
SPAN 3950	Service-Learning Spanish	3
SPAN 4720	Hispanic Narrative	3
SPAN 4730	Hispanic Drama	3
SPAN 4760	Hispanic Poetry	3
SPAN 4770	Hispanic Film and Culture	3
SPAN 4900	Special Topics	3
	Sub-Total	66
	Total Number of Credits	177

New Courses to be Added in the Next Five Years

The Department of Art and Art History, College of Fine Arts, hired Elena Shtromberg, a specialist in Latin American visual culture, appointment beginning July 1, 2008. Professor Shtromberg will develop additional courses on Latin American art history and visual culture that will be included on the list of approved electives for the LAS major. The Department of Languages and Literature, College of Humanities, hired Alessandra Santos, a specialist in Portuguese/Brazilian literature and culture, appointment beginning July 1, 2009. Professor Santos will develop courses on Portuguese/Brazilian literature and culture that will be included on the list of approved electives for the LAS major.

Appendix B: Program Schedule

This sample program schedule presents a double major with Political Science (with specific course prefixes, numbers, and titles) to illustrate the feasibility of a four-year degree double major with LAS. (Courses that count toward requirements for the LAS major are marked with an asterisk, for the Political Science major with a double asterisk, for both majors with a triple asterisk.) Students are not required to double major and the LAS advising staff will work with students with a variety of major and minor interests.

Course Prefix & Number	Title	Credit Hours
First Year		
POLS 1100 (AI)**	U. S. National Government	3
WRTG 1010 (WR)	Introduction to Academic Writing	3
MATH 1010	Intermediate Algebra	3
SPAN 1010	Beginning Spanish I	4
POLS 2100 (BF)**	Introduction to International Relations	3
WRTG 2010 (WR)	Intermediate Writing	3
MATH 1030 (QA)	Introduction to Quantitative Reasoning	3
BIOL 1006 (SF)	The World of Dinosaurs	3
SPAN 1020	Beginning Spanish II	4
POLS 2200 (BF)**	Introduction to Comparative Politics	3
Second Year		
COMM 1270 (QB)	Analysis of Argument	3
MUSC 2100 (FF)	History of Rockn' Roll	3
BIOL 1310 (SF)	The World of Insects	3
SPAN 2010	Intermediate Spanish I	4
HIST 1300 (HF)*	Latin American Civilization to the 1820s	3
ARTH 1010 (FF)	Masterpieces of World Art	3
SPAN 2020	Intermediate Spanish II	4
HIST 1310 (HF)*	Latin American Civilization Since the 1820s	3
POLS 3140 (DV)**	Gender and Politics	3
POLS 3430***	Politics of Revolution in Latin America	3
Third Year		
SPAN 3020	Intermediate Conversation and Reading	3
HIST 4310*	Gender and Power in Latin America	3
POLS 3550***	Comparative Politics of Latin America	3
GEOGR 3670*	Geography of Latin America	3
ARTH 3510*	Latin American Art	3

Course Prefix & Number	Title	Credit Hours
Third Year (cont.)		
SPAN 3040	Intermediate Grammar and Composition	3
POLS 3500***	Democracy in Latin America	3
POLS 5322**	Environmental Policy	3
SPAN 4630*	Survey of Latin American Literature	3
ARTH 4510*	Topics in Latin American Art	3
POLS 4900***	Political Internship	6
Fourth Year		
SPAN 4560*	Culture and Customs of Latin America	3
POLS 5140**	Feminist Political Theory	3
ANTHR 3153 (IR)*	The Black Atlantic	3
GENDR 1060	The Political Economy of Race, Ethnicity, & Gender	3
POLS 5350**	Politics of Poverty in Latin America	3
POLS 5810 (CW)**	Senior Seminar	4
GENDR 3040	Psychology of Gender	3
	Total Number of Credits	122

Appendix C: Faculty

Faculty are drawn mainly from the Colleges of Humanities, Social and Behavioral Sciences, and Fine Arts. The director is Rebecca Horn, Department of History.

Faculty:

Core Faculty

Lyle Campbell, Full Professor of Linguistics, Ph.D., University of California, Los Angeles, 1971.
Isabel Dulfano, Assistant Professor of Languages and Literature, Ph.D., Yale University, 1993.
Edward Elias, Associate Professor of Languages and Literature, Ph.D., University of Arizona, 1979.
Edward Epstein, Full Professor of Political Science, Ph.D., University of Illinois, Urbana, 1970.
Angela Espinosa, Instructor of Languages and Literature, Ph.D., University of California, Irvine, expected 2009.
Gema Guevara, Associate Professor of Languages and Literature, Ph.D., University of California, San Diego, 2000.
Claudio Holzner, Assistant Professor of Political Science, Ph.D., University of Michigan, 2002.
Rebecca Horn, Associate Professor of History and Director of Latin American Studies, Ph.D., University of California, Los Angeles, 1989.
Kenneth Jameson, Full Professor of Economics, Ph.D., University of Wisconsin, Madison, 1970.
Douglas Jones, Associate Professor of Anthropology, Ph.D., University of Michigan, 1994.
Mauricio Mixco, Full Professor of Linguistics, Ph.D., University of California, Berkeley, 1971.
Richard Paine, Associate Professor of Anthropology, Ph.D., The Pennsylvania State University, 1992.
Susie Porter, Associate Professor of History and Gender Studies, Ph.D., University of California, San Diego, 1997.
Fernando Rubio, Associate Professor of Languages and Literature, Ph.D., State University of New York, 2000.
Alessandra Santos, Assistant Professor of Languages and Literature, Ph.D., University of California, Los Angeles, 2005.
Elena Shtromberg, Assistant Professor of Art and Art History, Ph.D., University of California, Los Angeles, expected 2008.
Armando Solarzano, Associate Professor of Family and Consumer Studies, Ph.D., University of Wisconsin, Madison, 1990.
Julie Stewart, Assistant Professor of Sociology, Ph.D., New York University, 2006.
Matias Vernengo, Assistant Professor of Economics, Ph.D., New School for Social Research, 1999.
Cecilia Wainryb, Full Professor of Psychology, Ph.D., University of California, Berkeley, 1989.

Affiliated Faculty

Ceres Birkhead, Associate Librarian, Marriott Library, and Adjunct Assistant Professor of Communication, M.A., Louisiana State University, 1984 and M.L.S., University of Iowa, 1979.
Phyllis Coley, Full Professor of Biology, Ph.D., University of Chicago, 1981.
Donald Feener, Full Professor of Biology, Ph.D., University of Texas, Austin, 1978.
Rosemarie Hunter, Associate Professor/Lecturer of Social Work, Ph.D., University of Utah, 2004.
Thomas Kursar, Associate Professor of Biology, Ph.D., University of Chicago, 1982.
Erich Petersen, Full Professor of Geology & Geophysics, Ph.D., University of Michigan, 1984.
Edward Zipser, Full Professor of Meteorology, Ph.D., Florida State University, 1965.

October 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah—Master of Real Estate Development—Action Item

Issue

University of Utah (UofU) requests approval to offer a Master of Real Estate Development effective Spring Semester 2010. This program was approved by the UofU Institutional Board of Trustees on June 9, 2009, and approved by the Regent's Program Review Committee on September 8, 2009.

Background

The Master of Real Estate Development (MRED) is a 39.0 credit hour program designed to attract business, architecture, urban planning, engineering, and law students with real estate industry interests and aptitudes. Through utilization of a cross-disciplinary approach, the program will provide the necessary skill set for immediate impact in a professional setting upon completion. Students will work together throughout the program to understand and apply sound principles of real estate finance, analysis, and development. If approved, the proposed degree will be managed by the new Real Estate Program housed jointly in the David Eccles School of Business and the College of Architecture + Planning.

The mission of the MRED program is to produce graduates who will *serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication ...; and through community engagement* (italicized language from the University Mission Statement). The core curriculum and matriculation benchmarks are designed to facilitate discovery and knowledge creation in the context of professional real estate development. The program is also designed to provide engagement through problem solving in public decision-making processes.

The estimate for the national demand is 1,200 Master of Real Estate graduates annually each year. With 20 percent of the nation's growth, the Mountain West region needs about 200 real estate master degree graduates annually. Existing graduate programs in the region graduate about half this number each year.

Policy Issues

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

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Utah of University request to offer a Master of Real Estate Development, effective Spring Semester, 2010.

William A. Sederburg, Commissioner

WAS/GW
Attachment

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

Master of Science in Aerospace Engineering

University of Utah

Prepared for
William A. Sederburg
By
Gary Wixom

October 7, 2009

SECTION I: The Request

University of Utah (UofU) requests approval to offer a Master of Real Estate Development effective Spring Semester 2010. This program was approved by the UofU Institutional Board of Trustees on June 9, 2009,

Section II: Program Description

Complete Program Description

This is a proposal for a Master of Real Estate Development degree. It will be available to students on a full-time and part-time basis. The MRED will be a 39¹ credit hour program designed to attract business, architecture, urban planning, engineering, and law students with real estate industry interests and aptitudes. Through utilization of a cross-disciplinary approach, the program will provide the necessary skill set for immediate impact in a professional setting upon completion. Students will work together throughout the full time program to understand and apply sound principles of real estate finance, analysis, and development. The degree will be managed by a new Real Estate Program housed in the College of Business in collaboration with the College of Architecture + Planning.

The MRED includes core, restrictive elective, and capstone benchmarks. The core is composed of a battery of courses in real estate principles, finance, development, and applications of geographic information systems to planning and development, and site planning focusing on sustainability. It includes courses in teamwork (professional collaboration) and negotiation/conflict management. Students will specialize in a field area from among:

- Finance and real estate development
- Planning and real estate development
- Architecture and real estate development
- Transportation and real estate development
- Sustainability and real estate development

A capstone will include working with a team to solve a complex real estate development challenge. The core and restricted elective courses are reviewed below.

The MRED is a professional degree. Around the US, real estate is a specialization in many Master of Business Administration programs, notably the Wharton School (University of Pennsylvania), Michigan, Wisconsin, among others. It is also a specialization in planning, notably Harvard, Georgia Tech, and North Carolina, among others. But there is a movement to create distinct graduate real estate degrees for three reasons. First, the MBA and graduate planning degrees take two (or more) years to complete whereas the graduate real estate degrees require only one. Second, more real estate education can be delivered in one full time year of study than as only a specialization in a two-year degree program. Third, with more than 500 graduates annually and rising, the market responsiveness to a distinct degree in real estate has been proven with more on the way. The following table reports 17 graduate degree programs in real estate offered by major universities. New graduate real estate degrees are in the planning stages at Georgia Tech, Michigan, and Virginia Tech.

¹ The range among programs reviewed in depth for this proposal was 30 to 44 semester credit hours with an average of 36 semester credit hours

At maturity after five years, the University anticipates about 35 FTE students seeking the MRED. (There will be another 10 FTE students enrolled in the graduate certificate in real estate program proposed simultaneously with this.)

Real Estate Masters Degrees among Major Universities

University	Degree Name
Arizona State University	Master of Real Estate Development
Clemson University	Master of Real Estate Development
Columbia University	Master of Science in Real Estate Development
Cornell University	Master of Professional Studies in Real Estate
DePaul University	Master of Science in Real Estate
George Mason University	Master of Real Estate Development
Georgia State University	Master of Science in Real Estate
Johns Hopkins University	Master of Science in Real Estate
MIT	Master of Science in Real Estate
New York University	Master of Science in Real Estate
Texas A&M	Master of Real Estate
University of Denver	Master of Science in Real Estate and Construction Management
University of Florida	Master of Science in Real Estate
University of Maryland	Master of Real Estate Development
University of Southern California	Master of Real Estate Development
University of Texas - Arlington	Master of Science in Real Estate
University of Washington	Master of Science in Real Estate

Purpose of the Degree

The MRED continues the tradition of the College of Business to meet the needs of modern society through collaborative graduate education options. Real estate is a particularly multi-disciplinary profession involving management, finance, planning, and analytic skills applied to social, political, and economic processes. As growth and development needs mount especially in Utah and the Mountain West, more professionals will be needed who can create collaborations among disciplines, institutions, and the public. The purpose of the MRED is thus to produce graduates capable of performing rigorous analysis about real estate needs, trends, and opportunities who are also able to work engage constructively in political and social environments.

Institutional Readiness

Over time, the College of Business has been restructuring itself to elevate graduate education especially through collaborations with other colleges. In recent years, the College has successfully cultivated new resources from private donors, leading most prominently to the Ivory-Boyer Center for Real Estate. This \$3 million endowment further assures the readiness of the principal partners in this venture, the College of Business and the College of Architecture + Planning, to launch the MRED program successfully. In particular, no new faculty, staff, or facility resources are needed to offer the degree. Moreover, no new courses are needed.

Faculty

Between the two colleges, faculty involved in the degree program will bring considerable, nationally recognized talent to the program. The program will also enjoy the services of unusually qualified adjuncts. Summaries of key academic faculty are provided in the appendices. No additional faculty members are needed to support the program. The core program faculty will include.

Presidential Professor Arthur C. Nelson, Ph.D., FAICP
Presidential Chair Professor Hendrick Bessembinder, Ph.D
Professor Calvin Boardman, Ph.D
Professor Kristina Diekmann, Ph.D.
Professor Reid Ewing, Ph.D
Professor Harris Sondak, Ph.D
Associate Professor Michael Cooper, Ph.D
Associate Professor Thomas W. Sanchez, Ph.D
Associate Professor Robert Young, MBA, MS, PE
Assistant Professor Keith Bartholomew, J.D.
Adjunct Professor George "Buzz" Welch, MBA
Adjunct Professor Darrin Liddell, MBA, MAI, CCIM, MRICS

Supporting the core faculty are these other university faculty members:

Adjunct Professor Pamela Perlich, Ph.D. (Senior Research Economist, DESB)
Professor Brenda Case Scheer, M. Arch (Dean, cA+P)
Professor Jack Brittain, Ph.D. (Dean, DESB)

A review of faculty preparedness is noted in the table below.

Status	Tenure #	Contract #	Adjunct #
Number of faculty with Doctoral degrees	8	0	0
Number of faculty with Master's degrees	2 ¹	0	2
Number of Other Faculty	3 ²	0	0

¹ Includes a faculty member with a J.D. and another with an MBA and MS.

² Includes two faculty members with Ph.Ds and another with an M.Arch.

The demands of the proposed degree on the faculty will be modest, as shown later.

Staff

Because of managerial efficiencies implemented by the College of Business and the College of Architecture + Planning over the past decade, moderate additional staff may be needed to support the program. This is reflected in the budget.

Library and Information Resources

University library resources are sufficient to support the MRED program.

Admission

The University anticipates having a reasonably selective MRED program drawing students generally in the 60th percentile or higher of peer institutions based on GMAT and/or GRE scores. (MRED applicants may submit either.) The resume, letters of reference, statement of interest, and where feasible campus visits will be used to gauge suitability for completing the degree. The MRED Admissions Committee will carefully screen all applications. Minimum admissions requirements will match other Masters degrees within the participating schools.

Student Advisement

Student advisement will be consistent with the established advising practices within the colleges of Business and Architecture + Planning. Each MRED student will be advised by at least one faculty member. The respective graduate handbooks for each college will be amended to reflect the MRED degree.

Justification for Graduation Standards and the Number of Credits

The proposed MRED requires 39 credits, and falls about in the middle of comparable degrees nationally. However, since 1.5 credits are required of all new graduate students enrolling in the David Eccles School of Business, the proposed degree is just 1.5 credits more than the 36-credit benchmark for a Master's of Science Degree.

External Review and Accreditation

The University of Utah received external analysis in 2007-2008 in planning for the proposed degree from Dr. Arthur C. Nelson who has extensive experience in real estate analysis and development and has written on the subject for some of the leading real estate and planning journals. Dr. Nelson started Georgia Tech's graduate real estate program about 20 years ago and was leading the design of a graduate real estate degree program for Virginia Tech. Since providing external review, Dr. Nelson has now joined the faculty at the University of Utah.

No specialized accreditation is available for this proposed degree.

Projected Enrollment

The following table shows the enrollment expectations. The University anticipates growing to 35 FTE students enrolled in the MRED program and 45 total FTE students including the graduate real estate certificate program proposed simultaneously with this.

Projected Graduate Real Estate Program Enrollment, First Five Years

<u>Year</u>	<u>Total Students</u>	<u>Mean Student FTE to Mean Faculty FTE Ratio¹</u>
2009-10	10	1: 2.50
2010-11	20	1: 5.00
2011-12	30	1: 7.50
2012-13	40	1:10.00
2013-14	45	1:11.25

Note:

¹ Assumes 4.0 FTE faculty based on university faculty noted in Appendix C.

Expansion of Existing Program

This proposed degree is not an expansion of an existing program.

SECTION III: Need

Program Need

Demand for graduate-level preparation specializing in real estate is growing. From a few programs a generation ago at such leading universities as Penn (Wharton School) and Wisconsin, the field of graduate real estate education has grown to about including such universities as Columbia, MIT, UC Berkeley, and Cornell. There are only two programs in the Mountain West: the University of Denver and Arizona State University. Given that most programs are affiliated with business schools, why is a separate graduate real estate degree needed in lieu of the traditional MBA? Simply, professional real estate practice has become sufficiently specialized as to require a regimen in core courses that is substantially different from the more general MBA. This proposal includes numerous letters from the real estate industry testifying to the need for this specialized degree. Specific elements of overall program are addressed next.

Labor Market Demand

In its *Occupational Outlook* edition for 2008-09, the Bureau of Labor projects demand for professionals in or related to real estate to grow from about 700,000 in 2006 to more than 800,000 by 2016, or about 10,000 jobs annually. This is a rate of growth that is about 50% higher than the nation's rate (under normal market conditions). Many of these jobs will be filled with people having undergraduate degrees. However, the fastest growing areas of real estate are in technical and analytical areas such as finance, market analysis, project management, and asset management. These areas require either several years of experience or graduate studies or a combination of both.

The University has developed a conservative metric to gauge graduate real estate demand, being one masters degree graduate per \$1 billion in annual development. In normal years, this would result in about 1,200 graduates annually. With 20% of the nation's growth, demand in the Mountain West is estimated at about 200 annually, perhaps more.

Student Demand

Through surveys, the College of Business estimates that at least 20 undergraduate business students will want to enroll in a graduate real estate degree program if they had an opportunity. Informal surveys from key administrators in architecture, engineering, planning, and law programs indicate demand for at least another 10 students. Industry representatives indicate this demand would be equaled or exceeded by professionals already in the field who want and need formal graduate real estate education. Many of these industry representatives indicate they would support staff in pursuing this opportunity.

Supply

About 20 universities in North America offer graduate degrees in real estate. About an equal number offer a real estate specialization in two-year MBA and planning programs. Collectively, the University estimates these programs graduate fewer than about 1,000 students annually, with more than 500 earning distinct one-year degrees in real estate. About a quarter of all graduates secure real estate positions outside the U.S. Review of the web sites for many of these programs indicates a very high level of success in placement. One reason may be that real estate graduates comprise only 10% of the annual increase in the demand for professional real estate and related jobs.

The production of graduates in the Mountain West is particularly lagging demand. With 20% of the nation's growth over the next generation occurring in the region, the demand for real estate professionals may exceed 2,000 annually. Yet, the only two programs in the Mountain West offering graduate degrees produce about 50 graduates annually. MBA programs produce roughly an equivalent number who have specialized in real estate, although such graduates usually have fewer real estate and related courses than graduates in distinct real estate graduate degrees. As development dynamics of the Mountain West are different from other parts of the nation, it would seem prudent to meet the unique demands of the west by increasing the supply of western-based graduates.

Similar Programs

There are no similar programs in Utah.

Collaboration with and Impact on Other USHE Institutions

Although there are no similar programs in Utah, the presence of a graduate real estate degree at the University of Utah may meet the needs of students graduating from other USHE institutions who would have otherwise left the state for similar degrees elsewhere.

Benefits

Half a trillion dollars will be spent on development over the period 2005-2040. Assuring that this unprecedented level of development advances the quality of life for Utahans requires thoughtful, collaborate development practices. The challenges are real and the risks of failure are not trivial. The proposed MRED degree complements other significant university commitments that will make the University of Utah a leader in the Mountain West and the nation in achieving sustainable and resilient outcomes at the metropolitan scale.

From an institutional perspective, the Utah System of Higher Education will benefit from the proposed MRED degree program principally because it will help the state meet the demand for advanced education in real estate. It is likely that the program will elevate the stature of the university and the state in real estate and related fields, and will attract high quality students from outside the state to study here.

Numerous benefits across the university are anticipated. For one, MRED students will enhance enrollments in several graduate programs across campus including those in civil and environmental engineering, demography, architecture, planning, and geography among others. Some may choose to advance their graduate experience by earning certificates in demography, planning, or other fields.

Consistency with Institutional Mission

Like the University of Utah as a whole, the mission of the MRED program is to produce graduates who will *serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication ...; and through community engagement* (italicized language from the University Mission Statement). The core curriculum and matriculation benchmarks are designed to facilitate discovery and knowledge creation in the context of professional real estate development. The program is also designed to engagement through problem solving in public decision-making processes.

SECTION IV: Program and Student Assessment

Program Assessment

Goals

To provide society with a new generation of real estate professionals capable of performing rigorous analysis about real estate needs, trends, and opportunities who are also able to engage constructively in political and social environments.

To meet new educational, research and engagement needs associated with real estate development in the state, the region, and the nation.

Assessment

Students will be assessed through performance in regular course work as well as performance in the capstone exercise which will be designed to require integration of material they have learned to solve a real estate development challenge.

The program will be assessed in several ways. Real estate professionals will be engaged formally and informally to assess the skill level of graduates and to seek ways in which graduate education may be improved. Exit interviews with graduating students combined with 5-year career-based assessments will be used to gauge preparedness as well as emerging educational needs. Finally, periodic assessment will be performed as a college-wide function during the university's periodic review process.

Expected Standards of Performance

Students will be expected to have in depth knowledge of the following skills:

- Market analysis
- Net present value analysis
- Knowledge of information tools for real estate analysis
- Knowledge of project planning
- Knowledge of urban development methods

These skills will be assessed as part of regular course work. The capstone class will involve analysis of an industrial scale real estate project incorporating expected standards of performance. It will be judged by members of the real estate community. The formal assessment of this project determines a student's aptitude for the aforementioned skills.

Section V: Finance

Budget

The budget for this initiative is shown in the table below. (This includes students enrolled in the graduate real estate certificate program proposed simultaneously with this.)

Financial Analysis

	YR 1	YR 2	YR 3	YR 4	YR 5
Students					
Projected FTE Enrollment	10	20	30	40	45
Cost per FTE	\$ 3,340	\$ 1,785	\$ 1,754	\$ 1,389	\$ 1,287
Student/Faculty Ratio	1:2.5	1:5.0	1:7.5	1:10.0	1:11.25
Projected Headcount ¹	15	30	40	50	60
Projected Tuition					
Tuition/FTE ²	\$ 12,100	\$ 12,700	\$ 13,300	\$ 14,000	\$ 14,700
Gross Tuition	\$105,875	\$238,125	\$382,375	\$542,500	\$652,313
Tuition to Program ³	\$ 73,500	\$157,500	\$241,500	\$325,500	\$372,750
Expenses					
Wages ⁴	\$ 18,000	\$ 19,000	\$ 29,700	\$ 31,200	\$ 33,000
Benefits	\$ 5,400	\$ 5,700	\$ 8,910	\$ 9,360	\$ 9,900
Total Personnel	\$ 23,400	\$ 24,700	\$ 38,610	\$ 40,560	\$ 42,900
Faculty Supplement ⁵	\$	\$ 20,000	\$ 30,000	\$ 40,000	\$ 50,000
Current Expense	\$ 8,000	\$ 8,000	\$ 10,000	\$ 10,000	\$ 10,000
Travel	\$ 2,000	\$ 3,000	\$ 4,000	\$ 5,000	\$ 5,000
Capital					
Library					
Total Expense	\$ 33,400	\$ 35,700	\$ 82,610	\$ 95,560	\$107,900
Revenue					
Legislative	\$ -	\$ -	\$ -	\$ -	\$ -
Grants	\$ -	\$ -	\$ -	\$ -	\$ -
Donations	\$ -	\$ -	\$ -	\$ -	\$ -
Reallocation	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition to Program	\$ 73,500	\$157,500	\$241,500	\$325,500	\$372,750
Fees	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 73,500	\$157,500	\$241,500	\$325,500	\$372,750

Financial Analysis (continued)

	YR1	YR 2	YR 3	YR 4	YR 5
Revenue-Expense	\$ 40,100	\$101,800	\$158,890	\$229,940	\$264,850
Revenue-Expense Ratio	2.20	2.83	2.92	3.41	3.45

Notes to Budget:

¹Minimum expectation.

²Tuition increases 5% per year with tuition differentials.

³Tuition to program tuition differential.

⁴0.5 FTE Staff in Years 1 and 2, 0.75 FTE Staff in years 3 to 5. Wages increase 5% per year.

⁵ Beginning in the second year additional sections of some courses will be added as needed; they will be taught by a combination of adjuncts and regular faculty.

Funding Sources

All funding will come through tuition.

Impact on Existing Budgets

There will be no impact on existing budgets.

Appendix A: Program Curriculum

All Program Courses

The table below sorts courses by core and restricted electives. Subject to approval, substitutions and variations to this list may be allowed provided educational goals are met, and a minimum of 39 credit hours are taken for the degree.

Course Prefix & Number	Title	Credit Hours
Core Foundations		
MGT 6050	Laying the Foundations of Teamwork	1.5
MGT 6850/6500	Decision Making for Deals and Disputes/Managerial Negotiation	1.5-3.0
FINAN 6740	Real Estate Principles	3.0
FINAN 6750	Survey of Real Estate Development	3.0
FINAN 6780	Real Estate Appraisal and Investing	3.0
FINAN 6760	Real Estate Finance	3.0
	<i>OR</i>	
REDV 6310	Urban Development Methods and Policies	3.0
REDV 6260	Land Use Law	3.0
REDV 6410	Site Planning and Entitlement Processes	3.0
REDV 6390	Sustainable Development	3.0
FINAN 6910	Special Study for Master's Students (capstone)	3.0
Core foundation credits		27.0
<i>Field area credits</i>		<i>12.0</i>
<i>Total credits</i>		<i>39.0</i>

Field Area Study Minimum 12 credits from one or a combination of field areas as approved, including relevant special topic, independent study, field seminar, directed readings, and related options. At least three credits geographic analysis and three credits in real estate analysis are required. Other courses not listed may be used subject to program approval.

Course Prefix & Number	Title	Credit Hours
<i>Finance and Real Estate Development</i>		
At least three credits from among these courses in geographic analysis		
GEOG 6000	Spatial Statistics	3.0
REDV 6450	GIS for Real Estate Development	3.0
At least three credits from among these courses in real estate analysis		
FCS 6120	Demographic Methods	3.0
GEOG 6240	Locational Analysis	3.0
REDV 6010	Urban Research	3.0
REDV 6020	Urban and Regional Analysis	3.0
No fewer than six field area credits from among		
FINAN 6240	Risk Management and Derivatives	3.0
FINAN 6360	Investments and Portfolio Management	3.0

Course Prefix & Number	Title	Credit Hours
<i>Finance and Real Estate Development (continued)</i>		
FINAN 6570	Financial Distress and Corporate Restructuring	1.5
FINAN 6660	Corporate Fraud in Finance	
FINAN 6880	Bond Principles, Financial Institutions and the Economy	3.0
<i>The course not used to satisfy the core from among:</i>		
FINAN 6760	Real Estate Principles	3.0
	<i>OR</i>	
REDV 6310	Urban Development Methods and Policies	3.0
<i>Planning and Real Estate Development</i>		
Three credits in geographic analysis		
REDV 6450	GIS for Real Estate Development	3.0
At least three credits from among these courses in real estate analysis		
REDV 6010	Urban Research	3.0
REDV 6020	Urban and Regional Analysis	3.0
No fewer than six field area credits from among		
CVEEN 6820	Project Scheduling	3.0
CVEEN 6830	Project Management and Contract Administration	3.0
ECON 6240	Urban Economics	3.0
ECON 7300	Public Economics	3.0
FCS 6120	Demographic Methods	3.0
GEOG 6000	Spatial Statistics	3.0
GEOG 6140	Methods in Geographic Information Systems	4.0
GEOG 6150	Spatial Database Design for GIS	4.0
GEOG 6220	Land Use Planning	3.0
GEOG 6240	Locational Analysis	3.0
REDV 6010	Urban Research	3.0
REDV 6020	Urban and Regional Analysis	3.0
URBPL 6040	Physical Plan Analysis	3.0
URBPL 6220	Land Use Planning	3.0
URBPL 6270	Metropolitan Regional Planning	3.0
URBPL 6300	Housing and Community Development	3.0
URBPL 6320	Metropolitan Fiscal Analysis	3.0
URBPL 6330	Urban Growth Management	3.0
URBPL 6340	Public/Private Interests in Land Development	3.0
<i>Architecture and Real Estate Development</i>		
At least three credits from among these courses in geographic analysis		
GEOG 6000	Spatial Statistics	3.0
REDV 6450	GIS for Real Estate Development	3.0
Three credits in real estate analysis		
ARCH 6570	Building Condition Assessment and Preservation Technology	3.0

Course Prefix & Number	Title		Credit Hours
<i>Finance and Real Estate Development (continued)</i>			
No fewer than six field area credits from among			
ARCH 6230	Utah Architecture and Cities		3.0
ARCH 6235	American Suburban Development		3.0
ARCH 6500	Preservation Theory and Practice		3.0
ARCH 6581	"Main Street" Revitalization		3.0
ARCH 6701	Law for Architects		1.5
ARCH 6720	Project Finance and Economics	1.5	
<i>Transportation and Real Estate Development</i>			
At least three credits from among these courses in geographic analysis			
CVEEN 6110	GIS Applications in Civil & Environmental Engineering	3.0	
GEOG 6000	Spatial Statistics		3.0
GEOG 6140	Methods in GIS	4.0	
GEOG 6150	Spatial Database Design for GIS	4.0	
REDV 6450	GIS for Real Estate Development		3.0
At least three credits from among these courses in real estate analysis			
GEOG 6240	Locational Analysis		3.0
REDV 6010	Urban Research	3.0	
REDV 6020	Urban and Regional Analysis		3.0
No fewer than six field area credits from among			
CVEEN 6540	Community Transportation		3.0
CVEEN 6560	Transportation II	3.0	
CVEEN 7590	Public Transportation Systems	3.0	
URBPL 6720	Community Transport		3.0
<i>Sustainability and Real Estate Development</i>			
At least three credits from among these courses in geographic analysis			
GEOG 6000	Spatial Statistics		3.0
GEOG 6140	Methods in GIS	4.0	
GEOG 6150	Spatial Database Design for GIS	4.0	
REDV 6450	GIS for Real Estate Development		3.0
At least three credits from among these courses in real estate analysis			
ARCH 6570	Building Condition Assessment and Preservation Technology	3.0	
FCS 6120	Demographic Methods	3.0	
GEOG 6240	Locational Analysis		3.0
REDV 6010	Urban Research	3.0	
REDV 6020	Urban and Regional Analysis		3.0
No fewer than six field area credits from among			
ARCH 6352	Advanced Technology: Sustainable Design		3.0
CVEEN 6460	Sustainable Urban Water Engineering	3.0	
URBPL 6030	Leadership and Public Participation	3.0	
URBPL 6350	Public Lands and Environmental Policy	3.0	
URBPL 6360	Environmental Planning Law and Policy	3.0	
URBPL 6371	Complexity and Systems Thinking		3.0

New Courses to be Added in the Next Five Years

The following REDV courses will be created concurrent with the degree:

REDV 6010 Urban Research (3)

Meets with URBPL 6010. A hands-on course in quantitative skills used for urban analysis. Data sources, dataset development, descriptive statistics, correlation, trend analysis, modeling, and styles for graphical and written presentation. Planning applications of demographic and economic analysis including population projection, economic base analysis, and measures of characteristics and distribution.

REDV 6020 Urban and Regional Analysis (3)

Meets with URBPL 6020. The economic, demographic, and spatial interaction models used to analyze and develop alternative urban and regional plans including cohort-survival, input-output, shift-share, and gravity models. Model concepts, mathematics, design, logic, and limitations. Small-scale spreadsheet models are applied to analyze problems, interpret output and present results.

REDV 6310 Urban Development Methods and Policies (3)

Meets with URBPL 6310. This course reviews policies influencing urban development and redevelopment, acquaints students with basic development finance analytic techniques, identifies methods of leveraging private investment to achieve policy objectives, and assesses alternative urban development approaches.

REDV 6320 Land Use Law (3)

Meets with URBPL 6320. Case law analysis of common law, constitutional, statutory, and regulatory principles inherent in American land use planning and zoning.

REDV 6390 Sustainable Development (3)

Meets with URBPL 6390. Interdisciplinary approach to theories and applications of sustainability in a variety of planning contexts. Final segment focuses on specific action plans related to sustainability.

REDV6410 Site Planning and Entitlement Processes (3)

Meets with URBPL 6410. Review and analysis of development site design, plat map preparation, subdivision review and impact analysis, and entitlement processes.

REDV 6450 GIS for Real Estate Development (3)

Meets with URBPL 6450. This course acquaints students with the basic concepts of a geographic information system (GIS) and its analytic capabilities for real estate. In addition to grounding students in the principles and concepts of GIS technology, it will address applications to problems related to real estate. The course includes laboratory sessions for "hands-on" exposure to the ArcGIS software, its extensions, and other analytic tools.

REDV 6950 Independent Study (1 to 4)

Graduate directed reading or individual/group projects as approved through program procedures.

REDV 6954 Professional Planning Internship (1-4)

An internship of at least 36 hours per credit hour per term with a private real estate consultancy or development firm, or a public real estate development agency. Internships will be coordinated with a

mentor from the host with oversight from a real estate faculty member. It will culminate in a written report on the internship along with an oral presentation of the internship experience.

REDV 6960 Special Topics (1 to 5)

This course number is used to accommodate one-time courses, occasional courses, and experimental courses. Students may take more than one Special Topic course for credit.

Appendix B: Program Schedule

Course Prefix & Number	Title	Credit Hours
FIRST SEMESTER		
<i>(Second Summer Semester)</i>		
MGT 6050	Laying the Foundations of Teamwork	1.5
FINAN 6740	Real Estate Principles	3.0
FINAN 6780	Real Estate Appraisal and Investing	3.0
FINAN 6910	Special Study for Master's Students (start capstone)	1.5
	<i>Total</i>	<i>9.0</i>
SECOND SEMESTER		
<i>(Fall Semester)</i>		
FINAN 6750	Survey of Real Estate Development	3.0
FINAN 6760	Real Estate Finance (If REDV 6310 not taken spring)	0.0-3.0
REDV 6260	Land Use Law	3.0
Core Spatial Analysis Course (minimum credits)		0.0-3.0
Core Real Estate Analysis Course (minimum credits)		0.0-3.0
Field Area Course(s)		0.0-9.0
	<i>Total</i>	<i>15.0</i>
THIRD SEMESTER		
<i>(Spring Semester)</i>		
MGT 6500	Managerial Negotiation	1.5-3.0
REDV 6310	Urban Development Methods and Policy	
(If FINAN 6760 not taken fall)		0.0-3.0
REDV 6410	Site Planning	3.0
FINAN 6910	Special Study for Master's Students (capstone)	1.5
Core Spatial Analysis Course (minimum credits)		0.0-3.0
Core Real Estate Analysis Course (minimum credits)		0.0-3.0
Field Area Course(s)		0.0-9.0
	<i>Total</i>	<i>15.0</i>
Total credits		39.0

Appendix C: Faculty

Core Real Estate Faculty

Presidential Professor

Arthur C. Nelson, Ph.D., FAICP

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

Presidential Chair Professor

Hendrik (Hank) Bessembinder, Ph.D. Professor of Finance

Professor Bessembinder is the A. Blaine Huntsman Presidential Chair in Finance at the David Eccles Business School of the University of Utah. He completed his Ph.D. in Finance at the University of Washington in 1986, and previously held faculty positions at the Goizueta Business School of Emory University, the Simon School of Business of the University of Rochester and at the Arizona State University College of Business. Hank's research and teaching interests include Financial Management, International Finance, Stock Markets, Foreign Exchange Markets, Energy Markets, Trading Costs, Trading Strategies, and Financial Risk Management. He is Managing Editor of the *Journal of Financial and Quantitative Analysis*, and Associate Editor of the *Journal of Finance*, the *Journal of Financial Economics*, and the *Journal of Financial Markets*. Hank has taught university courses in corporate finance, investments, financial markets, and financial engineering, at the masters and doctoral levels, having been nominated for and received teaching awards. He has been a consultant to the New York Stock Exchange, Goldman Sachs, Barclay's Global Investors, the United States Department of Justice, the United States Securities and Exchange Commission, the Federal Energy Regulatory Commission, the Commodities Futures Trading Commission, Analysis Group, and Cornerstone Research, among others

Professors

Reid Ewing, Ph.D., AICP

Professor Reid Ewing is associate editor of the *Journal of the American Planning Association*, columnist for *Planning* magazine, and Fellow of the Urban Land Institute. Formerly, he was Director of the Voorhees Transportation Center at Rutgers University, and earlier in his career, he served two terms in the Arizona

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

Calvin Boardman, Ph.D., Ph.D., Professor of Finance

Calvin Boardman is the Kendall D. Garff Professor of Finance at the David Eccles School of Business at the University of Utah. He has been a member of the faculty since 1977, the year he earned his PhD in finance from the University of North Carolina at Chapel Hill. Prior to that time, he managed a hotel, was a business systems analyst for a chemical company in Texas, and earned a BA from Graceland College in Iowa and an MBA from the University of Texas at Arlington.

Kristina Diekmann, Ph.D., Professor of Management

Dr. Kristina A. Diekmann is a Professor of Management in the David Eccles School of Business at the University of Utah. Prior to joining the faculty at the University of Utah, she was an assistant professor at the University of Notre Dame. She received an A.B. degree in psychology from Harvard College and M.S. and Ph.D. degrees in organizational behavior from the Kellogg Graduate School of Management at Northwestern University. Prior to graduate school, she worked in investment banking at Merrill Lynch Capital Markets in New York City. Dr. Diekmann's research investigates how individuals behave in organizations, with a focus on negotiation, decision making, fairness, social perception, and impression management. She is interested in understanding the numerous errors in judgment individuals systematically make and how these errors result in negative outcomes. At the University of Utah, Dr. Diekmann teaches several MBA and executive MBA classes on negotiation, teams, and organizational behavior. She has also taught numerous executive seminars on negotiation and teams at the University of Utah, University of Notre Dame, and Kellogg Graduate School of Management.

Harris Sondak, Ph.D., Professor of Management

Harris Sondak is Professor of Business Administration at the David Eccles School of Business and Adjunct Professor of Law at the S.J. Quinney College of Law at the University of Utah. He is a member of the Management Department and a David Eccles Faculty Scholar. Dr. Sondak is also Adjunct Professor of Business Administration at the Fuqua School of Business, Duke University. Dr. Sondak's research investigates the psychology of allocation decisions including two-party and multi-party negotiations and in market contexts, group process and decisions, and procedural justice and ethics. He has taught these subjects to executives, Ph.D. candidates, MBA students, and undergraduates from around the world. In 2008, Dr. Sondak was honored with the Distinguished Teaching Award by the University of Utah. Dr.

Sondak received his B.A. in philosophy from the University of Colorado and his M.S. and Ph.D. in organizational behavior from Northwestern University. He was a member of the faculty of the Fuqua School of Business at Duke University from 1990-1995 and has been a visiting faculty member at Duke University, the International Institute for Management Development (IMD) in Lausanne, Switzerland, the Graduate School of Business, Stanford University, the Indian School of Business in Hyderabad, India, and the Kellogg School of Management, Northwestern University.

Associate Professors

Thomas W. Sanchez, Ph.D.

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

Robert Young, MBA, MS, PE

Robert A. Young is associate professor and director of the historic preservation program, joined the College of Architecture + Planning in 1993. He specializes in stewardship of the built environment which synthesizes historic preservation, adaptive reuse, sustainability, and community revitalization. He holds degrees from the Pennsylvania State University (MSAE, Energy Conservation in Environmental Systems), the University of Michigan (MBA, Strategic Planning), Eastern Michigan University (MS, Historic Preservation Planning) and the University of Maine (BSCE, Structural Engineering). He is the author of *Historic Preservation Technology* (Wiley 2008), which combines the traditional practices of preservation technology with sustainable design and was a finalist for the Association for Preservation Technology International's 2008 Lee Nelson Book Award for best new book in the field of preservation technology. He has published or presented numerous articles and papers on historic preservation and sustainability. He is a cofounder of and former chair of the board of trustees for the Traditional Building Skills Institute located at Snow College in Ephraim, UT. He is the University of Utah 2008 Distinguished Service Professor. His other honors and awards include a 2008 Presidential Citation from the Association for Preservation Technology International, the Utah Heritage Foundation Lucybeth Rampton Award for his contribution to the advancement of historic preservation in the state of Utah and nationally, a Utah Heritage Foundation award for the rehabilitation of the G. H. Schettler House, a Salt Lake City Merit Award for the restoration of the G. H. Schettler House. His service work includes serving on and/or chairing a variety of boards for municipal agencies and non-profit organizations including: the Salt Lake City Historic Landmarks

Commission, the Utah Heritage Foundation, the Salt Lake City Redevelopment Authority, and ASSIST, a community design center in Salt Lake City. He is a member of Phi Kappa Phi and was an inaugural archival scholar for the CRS Center for Leadership and Management in the Design and Construction Industry. He previously worked for Albert Kahn Associates, Blount Engineers, and the University of Michigan Energy Cost Avoidance Project, all in Michigan.

Michael Cooper, Ph.D., Ph.D., Associate Professor of Finance

Professor Cooper's primary research and teaching interests are in the area of investments. His current research is focused on equity returns predictability, related data-snooping issues, and the behavior of mutual fund investors. Professor Cooper's research has appeared in numerous academic journals including the Journal of Business, the Journal of Corporate Finance, the Journal of Finance, and The Review of Financial Studies. His research has won several awards, including the 2000 Barclays Global Investors Award from the European Finance Association. His research has been frequently covered in the popular press, with citations in the Wall Street Journal, the New York Times, the Washington Post, USA Today, the Financial Times, and many others.

Assistant Professors

Keith Bartholomew, J.D.

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

University of Utah Faculty Adjunct Professors

Jack Brittain, Ph.D.

Jack Brittain is the Vice President for Technology Venture Development and Dean of the David Eccles School of Business. He has served as the David Eccles School Dean since 1999. A faculty member for 15 years before becoming dean, Dean Brittain received two research awards from the Academy of Management and holds five teaching awards, including the University of Texas' Chancellor's Council Award. In his role as University Vice President, he has responsibility for all commercialization activities, including the Technology Commercialization Office and all the commercial-sponsored research at the University. His doctoral degree is in business from the University of California, Berkeley. Dr. Brittain's research focuses on strategic change in dynamic business environments; power, politics and strategic change; and large scale organizational change. His awards are numerous including the Best of State Medal

for Education Administration and Best of State Statue Award for Education.

Pamela Perlich, Ph.D.

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

Brenda Case Scheer, M.Arch, AIA, AICP

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

Adjunct Professors

George W. "Buzz" Welch, MBA

Buzz Welch is a Senior Vice President at JP Morgan Chase where he has been engaged in real estate industry capital markets for the past fifteen years. Specific to this assignment has been an opportunity to structure debt and private equity, credit syndications, and treasury solutions for national private and public real estate development companies. In addition, Mr. Welch continues to serve as a Commissioner, and past Chairman of the Salt Lake City Housing Authority, with specific responsibility for development and budget oversight. Service on the board begun in 2003 and continues through 2013. Mr. Welch has taken an active role at the DESB since 2004 when he began service on the National Advisory Board. In 2006, he developed and implemented a new course, Finance 5750 – Real Estate Development, which has been taught for the past three years with 117 students completing the course to date. In addition, in 2007 Mr. Welch took responsibility for retooling and teaching Finance 5760 – Real Estate Finance and Investment with 54 students completing the course over the past two years. Mr. Welch also serves as a founding

board member on the newly formed DESB Boyer-Ivory Real Estate Center. Mr. Welch earned an MBA from DePaul University in 1986, and a BS degree in Speech Communication from the University of Utah in 1982.

Darrin W. Liddell, MBA, MAI, CCIM, MRICS

Actively engaged in the real estate industry since 1990, Darrin Liddell, an MAI, CCIM, and MRICS has spent his career assisting clients with commercial real estate valuation and consultation. He provides these services to a variety of commercial, private and government organizations. He is currently the Managing Director of Integra Realty Resources – Salt Lake City. As Managing Director, Mr. Liddell oversees real estate appraisal and consulting assignments to ensure the excellence of the firm's produced reports. By understanding the dynamics of a wide variety of real estate sectors, he helps prepare clients to make complex real estate decisions. He has diverse experience with other real estate types such as mixed-use, retail, multi-family, office, and industrial. He specializes in automobile dealerships and self storage properties. Mr. Liddell is engaged in teaching real estate courses at the University of Utah's David Eccles School of Business in the MBA and undergraduate programs. He has enjoyed teaching real estate principles, investment, and appraisal courses since 1994. His presentation skills are polished from his teaching and testimonial experience. Prior to receiving his MBA designation in 1993, Mr. Liddell received his Bachelor of Science Degree in 1991 from the University of Utah. He majored in Finance and minored in Sociology. Darrin was invited into membership from the Appraisal Institute (MAI) in 1997, became a Certified Commercial Investment Member (CCIM) in 2001, and was awarded membership of the Royal Institute of Chartered Surveyors (MRICS) in 2007.

October 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

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

A. Utah State University

i. New Minor: Climate Change and Energy

Request: Utah State University is proposing a stand-alone minor in Climate Change and Energy. Although administratively housed under the Plants, Soils and Climate department, the minor is an inter-collegiate effort, including coursework from the Agriculture, Natural Resources and Science Colleges. The minor was approved by the Utah State University Board of Trustees on October 9, 2009.

The Climate Change and Energy minor will consist of existing courses in the above mentioned Agriculture, Natural Resources and Sciences. Students will be required to complete fifteen credits to earn the minor. Six of these credit hours will be core courses, which can also be taken as general education requirements, depending on the students major. Other required courses include upper-division capstone class as well as six credit hours in climate science and socioeconomic change. For students who wish to continue their studies in related subject areas, additional support courses and upper division elective courses are available.

Need: Complex environmental problems face the 21st Century. These connected problems facing the world include, but are not limited to, accelerating climate change, reliance on non-renewable energy use, population growth and other environmental impacts of modern society face. Since these environmental problems, particularly climate change, are projected to have a profound effect on ecosystems and human activities and socioeconomic problems, Utah State University devised this minor to combat some of these problems. The minor will serve as an academic and objective source of knowledge and reason.

Because future climate change is inextricably connected to energy production and use, it is natural to integrate these two issues as the centerpiece of a new program of study. Utah State University has proven that student interest is growing in these emerging areas. One recent example is a new class added to the spring schedule, USU 1360 Climate Change on Earth. The enrollment was 85 students in its initial semester (Spring 2009). The Climate Change and Energy minor is a one of a kind program in Utah; there are no other minors with a similar structure of coursework currently offered in USHE. Currently, the closest minor offered in the Utah Higher System of Higher Education (USHE) is a Meteorology degree at The University of Utah. Institutions across the nation, including the University of Montana and University of Michigan have, or are implementing, similar interdisciplinary programs with much success.

Presently, the Plants, Soils and Climate (PSC) Department does not offer an undergraduate degree in climate or biometeorology. However, there are several faculty members who are climate scientists with active research and teaching programs. The proposed minor would add an option for students in PSC majors with interest in the area of climate change to receive formal training in this area of science.

Institutional Impact: The program of study is built around existing courses and faculty. Climate Change and Energy will be an inter-collegiate program. It will be housed in the department of Plants, Soils and Climate, but advising and coursework will be shared by all three participating Colleges, including Agriculture, Natural Resources and Science.

Should the minor increase enrollment in existing courses, particularly those listed as core course options, undergraduate teaching fellows from the Office of the Provost will be requested. Funding for the undergraduate teaching fellows (if needed) is on-going and presently established.

It is envisioned that students enrolling in this minor will come from a broad range of disciplines.

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

ii. Program Review: Medical Radiography, Academic Year 2007-2008

Reviewers:

- Linda Pearson, Program Director, Carl Albert State College
- Ray Gisclair, Assistant to the Dean, Delgado Community College
- Dr. Robert Huddleston, Professor of Accounting, Dixie State College of Utah
- Dr. Ami Comford, Assistant Professor of English, Dixie State College of Utah
- Members of the Dixie State College Curriculum Committee and Academic Council
- Members of the Dixie State College Board of Trustees

Program Description: For undergraduate studies, the Department offers an Associate of Applied Science in Medical Radiography. This is a two-year, full-time program which includes didactic and clinical experience at cooperating hospitals, clinics and doctors' offices. This degree consists of six semesters of academic studies with coordinated practice in area imaging departments. The program is a part of the Division of Health Sciences and is housed within the former School of Business, Health and Science (now the School of Science and Allied Health). Many of the prerequisite courses are through the Sciences program. The Medical Radiography Program received 3-year accreditation from the Joint Review Committee on Education in Radiologic Technology. This is the national accrediting agency for radiography programs. The next review date is scheduled for the First Quarter of 2010.

Faculty & Staff: Strengths and challenges presented to the Medical Radiography faculty and staff are summarized below:

- Good job of outlining the faculty experience and the necessary requirements for the faculty. They look highly qualified for running the program and the many years of experience seem especially important in a Health Sciences Program.
- Faculty-student ratios are low, a key selling point for the program.
- "Professional activities" is an area that could probably be enhanced, as it appears that both faculty members have only become involved in those activities in the past two years.

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

Staff Headcount	Full-Time	Part-Time
Administrative	1	
Secretarial/Clerical	0	
Laboratory Aides/Instructors	NA	
Advisors	NA	
Teaching/Graduate Assistants	NA	
Other Staff	0	
Total	1	

Students: The first Medical Radiography class completed the program in October 2007. All 12 students who graduated are currently employed in the profession. Three have applied to Weber State's baccalaureate completion program. Four of the thirteen second-year students are currently employed part-time as limited practical technicians at Dixie Regional Medical Center. All program graduates are employed in the State of Utah with 92% having found employment in Washington County. According to the 2007 Radiologic Technologist Wage and Salary Survey, conducted by ASRT, the median salary for a technologist in Utah is \$50,073. Starting wage at Dixie Regional Medical Center, in St. George, is \$18.15.

Additional strengths and concerns/challenges facing the students enrolled in the Medical Radiography program are detailed below:

- The finite number of clinical sites is limiting enrollment. That issue must be addressed if the program is to grow enrollment.
- Starting salaries of \$18.15 per hour seem low for such a rigorous program; this may be a deterrent in recruiting new students, since they will be able to make much more in nursing or dental hygiene.
- Apparently, DRMC hires many program graduates only as part-time employees. Dixie State need to determine whether this phenomenon represents students' choices or if this is a problem.
- Low faculty to student ratio
- Number of male students has increased;
- AART scores are impressive compared to the national median; it would be useful to know how this program compares with others USHE schools.
- High retention rates—97%;

- Placement statistics are outstanding—92% of graduates are placed in Washington County, and that raises the question: Will the county soon reach the point of being over-supplied?

AY	# of Majors	Student FTE	# of Faculty	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
03-04	NA	NA	NA	NA	NA	NA
04-05	NA	NA	NA	NA	NA	NA
05-06	NA	NA	NA	NA	NA	NA
06-07	12*	12	2	12:1	12	12
07-08	25	25	2	12:1	13	13

*A lack of clinical sites necessarily limits enrollment to 12 students per cohort.

Financial Analysis:

Financial Analysis Form*					
		04-05	05-06	06-07	07-08
Expense					
	Instructional Costs		\$68,125	\$117,435	\$129,716
	Support Costs	\$5,425	\$56,116	\$54,658	\$52,147
	Other Expenses				
Total Expense		\$ 5,425	\$ 124,241	\$ 172,093	\$ 181,863
Revenue					
	Legislative Appropriation	\$3,746	\$86,177	\$115,867	\$124,990
	Grants				
	Reallocation				
	Tuition to Program	\$1,679	\$38,064	\$56,227	\$56,873
	Fees				
Total Revenue		\$5,425	\$ 124,241	\$ 172,094	\$ 181,863
Difference					
	Revenue-Expense	\$0	\$ 0	\$ 1	\$ 0

Program Assessment:

Commendations

- *JRCERT accreditation reflects well on the program;*
- *Mission statement creates continuity between the program and the college at large;*
- *Course descriptions are well written and have appropriate co requisites and prerequisites clearly outlined;*
- *Admission criteria are logical and easily understood.*
- *The specificity of this segment of the Program Review was especially good, particularly in regard to the "tools utilized in data collection" for the JRCERT accreditation.*
- *Generally, language is measurable and specific in Outcomes Assessment.*
- *This is a thoughtful analysis that does not seek to justify problems or questionable areas but rather seeks to explain very methodically what might account for those concerns. The specific comments under Goal 1.4 were especially interesting and a unique addition to the program narrative. It also appears from the provided narrative that faculty are engaged with modifying the outcomes when*

necessary and examining the reasons for those modifications before coming to a conclusion. Specific decisions were made and implemented immediately.

- The initial outcome assessment plan appears to be well designed. The benchmarks, methods, time frames and planned action follow a methodology that would assure the program evaluates its mission, goals and assessment plan in a coherent fashion. The outcome assessment plan for the year 2007 indicates progress on five goals. The narrative discusses the results and plans on improving student academic achievement.*
- The medical radiography program has moved into the new Russell Taylor Health Science building with 6,000 square feet of dedicated classroom and lab space. This space consists of two-state-of-the-art classrooms, computer/study area, a darkroom, lab for diagnostic radiography and one for sonography.*
- The radiography lab equipment is cutting-edge technology with stationary GE Proteus units, a mobile x-ray unit, Konica CR (computed radiography) reader and PACS. This equipment is, in the majority of instances, exactly like the equipment the radiography students will be using at the clinical sites which makes transferring of learning much easier.*

Challenges

- The admissions requirements are grades of C or better but the core class requirements are only a C- or better. This seems problematic for students entering the medical profession. C- grades would not seem to illustrate proficiency for the material even though the program is based on certain standardized testing requirements.*
- Though the Outcomes Assessment Plan does contain measurable outcomes, the Program Goals could also be revised to reflect that same type of language. Rather than use "demonstrate," which is not measurable or descriptive, re-word this idea into something more measurable so that students can see exactly what they will be achieving in the program. Particularly Goal #2 seems more like a mission statement than a testable outcome.*
- The cost per FTE seems high, even for a health science program; these might be lowered by adding more clinical sites and using adjunct instructors.*
- Good employer component of the assessment plan. This seems particularly pertinent for a Health Sciences degree; however, can you trust the absolute accuracy of the numbers obtained from both the employer and the graduate surveys, as the number returned from year to year vs. the number sent out could potentially skew any results that might prove useful? Recommend including a brief explanation about how this potential problem has been addressed within the program. The certification numbers on the ARRT exam, would, however, seem to offset the graduate surveys on the quality of their education at DSC, since if they passed the exam, then the program can claim success regardless of if the graduates send back affirmative surveys or not.*
- A narrative devoted to the assessment results overall and how the individual faculty have been impacted at the classroom level, particularly since only two faculty members are involved at this point would be useful. The Assessment Narrative seemed to focus on the changing strategies of the goals involved and the specific benchmarks, not the actual teaching.*
- According to the JRCERT, "the program has developed a plan to assess student learning outcomes, however, much of the required data is lacking because the program has recently developed. Therefore, priorities for improvement have not been identified. The program has not had the opportunity to review its assessment plan or goals."*

- *Certain benchmarks may need to be adjusted to better reflect a more objective sense of accomplishment for a new emerging program.*
- *While the didactic facilities are excellent, the limited number of clinical sites is a problem that must be addressed.*

Recommendations

- The administration needs to secure a competitive compensation package for its health science faculty. If this fails to occur, it will be challenging to retain quality staff; consequently, this will have a direct impact on the quality of instruction.
- Work to resolve the problem of clinical sites; develop the relationship with Valley View Medical Center so sites can be found in Cedar City. The Review could be benefitted by more information regarding the unsuccessful goal of making Cedar City a clinical site. Why has this pursuit failed? What needs to be done to make this more successful?
- Consider using adjunct instructors.

Institution's Response:

The administration is committed to the success of this program and retention of its faculty. The wage and compensation is equal to professional clinicians working contracts of comparable duration. Other concerns brought up by evaluation are open for discussion. The Cedar City clinical site discussion is ongoing. Its host company, IHC, has been unsuccessful in resolving the situation in favor of DSC's accredited program versus the long distance, unaccredited Weber State University program.

iii. Program Review: Communications, Academic Year 2007-2008

Reviewers:

- Frank Lojko, Vice President of Student Services, Director of Institutional Research, Dixie State College of Utah
- David Zielke, Professional Librarian, Dixie State College of Utah
- Dixie State College Curriculum Committee and Academic Council, comprised of faculty representatives and administrators
- Dixie State College Board of Trustees

Program Description: Communication is a four-year program that prepares students to work in a wide variety of fields in both human and mass communication and also in the digital film industry. Additionally, the department offers media and film students a hands-on component to their learning called the Student Media Center, where students participate in the production of media content of all kinds in a semi-professional environment under the tutelage of trained faculty and industry professionals

As an academic unit of Dixie State College, the Communication Department is located within the School of Arts and Letters. It is part of an undergraduate teaching institution and gives primary emphasis to this activity, in support of the General Education program of the college. This does not preclude research and other scholarly activity, which is encouraged on an individual basis, but must never come at the expense of effective course development and instruction.

Faculty & Staff: Strengths and challenges presented to the Communication Departments faculty and staff are summarized below:

- Great information overall
- Good information on contract faculty, including headcount
- Well-qualified and experienced instructors
- Insufficient faculty to meet the rapid enrollment growth

Faculty Headcount	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	5		
Number of faculty with Master's degrees	2		9
Number of faculty with Bachelor's degrees	1		
Other Faculty			
Total	8		9

Staff Headcount	Full-Time	Part-Time
Administrative	1	
Secretarial /Clerical	1	1
Laboratory Aides/Instructors	NA	
Advisors	NA	
Teaching/Graduate Assistants	NA	
Other Staff	NA	
Total		

Students:

AY	# of Majors	Student FTE	# of Faculty (full time)	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
02-03	NA	154.72	3	19.05	NA	NA
03-04	NA	174.34	5	23.09	NA	NA
04-05	NA	166.22	5	21.67	NA	NA
05-06	NA	163.43	5	20.64	6	
06-07	75*	146.89	7	20.29	13**	

*The 2007-2008 AY saw 179 majors and the 2008-2009 AY began with 266 declared majors.

**Twenty-six students graduated from the program in 2008.

Note: The downward trend of student FTE over the review period reflects the general enrollment trend at the institution. Since this review period, the trend has trend upward dramatically.

Financial Analysis:

Financial Analysis Form						
	03-04	04-05	05-06	06-07	07-08	
Expense						
Instructional Costs	\$192,080	\$217,517	\$302,876	\$352,943	\$390,820	
Support Costs	\$101,529	\$120,743	\$170,009	\$140,691	\$176,251	
Other Expenses						
Total Expense	\$ 293,609	\$ 338,260	\$ 472,884	\$493,634	\$ 567,071	
Revenue						
Legislative Appropriation	\$205,106	\$233,588	\$328,005	\$332,353	\$389,735	
Grants						
Reallocation						
Tuition to Program	\$88,503	\$104,672	\$144,879	\$161,281	\$177,336	
Fees						

Financial Analysis Form					
	03-04	04-05	05-06	06-07	07-08
Total Revenue	\$ 293,609	\$ 338,260	\$ 472,884	\$ 493,634	\$ 567,071
Difference					
Revenue-Expense	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

Program Assessment: Students are measured by a variety of achievement indicators because of the broad range of communication related topics. Students are tested by Exams/Quizzes, Papers, Performance Tasks (demonstrating one's ability to apply their learning in concrete ways through service learning group efforts, presentations, etc.), and personal reflection. To complete their academic experience, all Communication graduates are required to complete a research-based senior seminar (capstone) during the final semester of their senior year. This provides an opportunity for them to explore in a scholarly manner an important issue or phenomenon within their chosen profession. Students are expected to present their findings to their peers at the end of the semester in a department-sponsored conference setting. All Communication graduates are also required to complete an internship in an appropriate major-related setting, typically between the student's junior and senior year.

Commendations

- *Excellent program mission statement; mission and goals well defined.*
- *Program description very clear*
- *Great illustrations of program's degree emphases and tracks*
- *Student progress checklists and student course planning sheets are very helpful*
- *Inclusion of the Department Course List is an excellent idea*
- *Several indicators listed.*
- *Lots of individual and course evaluations and assessment information included.*
- *Well-defined explanation of how assessment results are used to improve learning and instruction.*
- *Facilities well described, including schematic of building.*
- *Excellent review of library resources and needs.*

Challenges

- *It appears the program is making the most of its opportunities to support other programs, departments, and divisions, including classes, equipment, etc. A future challenge that could be addressed would be whether to continue this support with other departments and divisions outside of Allied Health when the program moves to the new facility.*
- *The review would benefit from some specific listings of what lab equipment is available.*
- *Most of the equipment lists were needs for equipment the program does not have.*
- *Include in the review a list of actual current equipment and technology available to the program.*

Recommendations

- Continue to monitor and refine assessment strategies and begin to accumulate evidence that assessment results in improvements to pedagogy, learning and curricula.
- Continue to seek funding for additional faculty and support staff, to avoid creating a demoralized faculty.
- Encourage and support valuable faculty members who do not hold terminal degrees.

Institution's Response: Since the Composition Program Review was submitted in 2008 , the College has made considerable gains in addressing the challenges faced by rapid enrollment growth in the Communication program. Four lecture-advisors have been hired and one new full-time faculty member has been added. The College is committed to continue adequately staffing the program as funding allows.

In 2009 the Communication program will move to its new home on campus with considerably more space for students and faculty, including television and radio studios; the move, along with new private-sector partnerships and donor gifts will allow the acquisition of much-needed equipment . As the program continues to grow, faculty are urged to undertake regular, on-going situation analyses to more adequately assess future needs.

The program is commended for their dedication to academic rigor and conscientious assessment activities and urged to continue this work. Future assessment should not neglect the role of Communication in the general education program and should make efforts to measure learning in relation to general education goals and outcomes as well as program outcomes.

iv. Program Review: Composition, Academic Year 2007-2008

Reviewers:

- Dr. Carole Grady, Professor of Nursing, Associate Dean of Allied Health Programs, Dixie State College of Utah
- Steven Sullivan, Associate Professor of Physics, Dixie State College of Utah
- Jonathan Morrell, Director of DSC Trio Programs
- Dixie State College Curriculum Committee and Academic Council, comprised of faculty representatives and administrators
- Dixie State College Board of Trustees

Program Description: The English Composition Program has its home within the English Department, which resides in the School of Arts and Letters. It serves DSC students by offering two general education writing courses required for graduation, English 1010 (Introduction to Writing) and English 2010, (Intermediate Writing). It serves the English baccalaureate degree programs and also works in conjunction with the Developmental Education Program.

It should be noted that the Composition Program has undertaken a Program Review apart from the larger English Program because the administration, at one point, thought that creating two separate programs to house the English baccalaureate degrees and Composition would be appropriate, and the Program Review schedule was structured accordingly. Further study and deliberation, however, resulted in a decision to leave English and Composition as one program; therefore, future Program Reviews will so reflect that arrangement.

Faculty & Staff: Strengths and challenges presented to the Composition Departments faculty and staff are summarized below:

- Full time faculty have many years of teaching experience;
- Well-seasoned and experienced full time faculty members;

- A “majority” of full time faculty attend and present at regional and national meetings.
- Professional activities not specified; no “detailed information” on specialization, rank and tenure, and memberships for individual faculty members; needs more information on full and part time faculty experience and professional activities.
- Too high FT-PT ratios;
- Too high secretary-faculty ratio;

Faculty Headcount	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	10		1
Number of faculty with Master's degrees	3	1	12
Number of faculty with Bachelor's degrees			
Other Faculty			2 MFA; 1 MBA
Total	13	1	16

Staff Headcount	Full-Time	Part-Time
Administrative	1	
Secretarial/Clerical	1	1
Laboratory Aides/Instructors		
Advisors	NA	1
Teaching/Graduate Assistants	NA	
Other Staff	NA	
Total	2	2

Students: Strengths and concerns/challenges facing students enrolled in the Composition program are detailed below:

- Enrollment/attrition trends not identified; graduation/retention data not supplied; placement and transfer data not mentioned (all three evaluators noted this deficiency).
- Faculty-student ratios are acceptable
- Enrollment/attrition trends not identified; graduation/retention data not supplied; placement and transfer data not mentioned (all three evaluators noted this deficiency).

AY	# of Majors	Student FTE Inc. literature	# of Faculty (full time)	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
02-03	NA	332.82	9	20.39	NA	NA
03-04	NA	338.98	12	19.90	NA	NA
04-05	NA	287.90	12	16.40	NA	NA
05-06	NA	278.16	12	15.00	NA	NA
06-07	NA	241.07	14	17.42	NA	NA

Note: The downward trend in student FTE during this review period generally reflected enrollment trends of the institution. Since the review period, enrollment has trended upward dramatically.

Financial Analysis:

Financial Analysis Form					
	03-04	04-05	05-06	06-07	07-08
Expense					
Instructional Costs	\$465,310	\$477,031	\$531,369	\$518,202	\$682,116
Support Costs	\$232,498	\$230,425	\$269,369	\$257,557	\$319,743
Other Expenses					
Total Expense	\$ 697,807	\$ 707,457	\$ 801,265	\$ 775,759	\$1,001,859
Revenue					
Legislative Appropriation	\$487,467	\$488,540	\$555,779	\$522,302	\$688,555
Grants					
Reallocation					
Tuition to Program	\$210,340	\$218,917	\$245,486	\$253,457	\$313,304
Fees					
Total Revenue	\$ 697,807	\$ 707,457	\$801,265	\$ 775,759	\$1,001,859
Difference					
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

*The financial analysis is provided by the DSC Business Services office, and it combines composition and literature, including the English baccalaureates programs.

Note: The implementation of the baccalaureate degrees in English and the difficulty of isolating data for composition courses has lead to plans to combine Composition with the English program for the purposes of future program reviews

Program Assessment: Summative assessment is implemented in the form of pre/post tests comprised of multiple choice questions, a tool that examines indicators of student achievement. The multiple choice questions in the test directly correlate with stated program objectives.

Measure:

An analysis of achievement indicators indicate student success in the following learning objectives:

- Understanding of modifiers
- Understanding of semi-colons
- Understanding of sentence concision
- Understanding of documentation style
- Analysis of source credibility
- Analysis of other texts (i.e. reading)

Assessment revealed the greatest increase (30 percentage points or more) in terms of the above learning objectives. While students showed improvement in almost every area, the following areas showed less significant gains:

- Understanding sentence clarity
- Understanding paragraphing concepts
- Recognizing rhetorical modes
- Understanding effective writing processes
- Understanding parallel sentence structure.

Improvements Implemented Based on Assessment Results

Starting in Fall 2009, an essay assessment will be added. The department has agreed upon

common ingredients for the pre-essay (a diagnostic essay given at the beginning of English 1010) and the post-essay (the culminating 10-12 page research essay of English 2010). Furthermore, teaching source integration has been enhanced with the inclusion of a requirement for a 5-page research paper in English 1010

Commendations

- Articulation with GE is very well described;
- Description, objectives and minimum writing requirements well defined;
- Meets mission and goals of the college, works with developmental and library departments;
- Good articulation with college's mission;
- Solid placement plan;
- Clear and complete learning outcomes.
- Quantitative measure of student outcomes with plans to add essay assessment;
- Clear and complete learning outcomes;
- Great ideas on how to determine the validity of the data;
- Excellent use of assessment data to improve the composition program;
- Solid placement plan
- Excellent library resources (except for the subject-specific encyclopedias);

Challenges

- Secretary paid by department funds, not college.
- Built-in dilemma about quantifying outcomes. How to determine significant and moderate improvement on pre/post tests? Statistically? Use IR for test analysis.
- Plans to add essay component delayed until 2009. Why?
- Not clear if student evaluations of teaching used to improve teaching;
- Classroom shortage;
- Maintenance a problem;
- Needs new facility(all three evaluators made these comments);
- Some IT old;
- Some outdated library resources;

Recommendations

- As health sciences enrollments increase, add APA documentation style to curriculum.
- Decrease the number of adjuncts and increase number of full time faculty;
- Describe professional activities of full time faculty;
- Increase secretarial support; secretaries should be paid by college, not department funds;
- Add other qualitative indicators of student learning such as open-ended student survey, focus groups, portfolios;
- Develop more sensitive indicators of student learning, e.g. pretest-posttest for each course;
- Continue to refine assessment;
- Continue to increase the data pool as planned; perform needed research and report in next program review;

- Develop a formal plan for reviewing library holdings involving librarian and faculty;
- Request funding for subject-specific encyclopedias.

Institution's Response: The current structure and leadership in the Composition program has started to address the specific related concerns mentioned in the program review. Within the complexity of decreasing dollars, the program is making good efforts to find and select highly qualified adjuncts. The administration is striving to improve physical and technology environments.

It is important from an institutional perspective that the composition program re-evaluates the scope of its assessments. The core and fundamental contributions to general education must be reviewed and analyzed in relation to expectations for success of student writers within baccalaureate programs. The depth and application of knowledge learned should be measured in terms of transferability to advanced writing courses in four-year programs across campus.

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/MJL

October 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Hospital Revenue Bond, Series 2009

Issue

Utah Code 53B-21 and Regent Policy R590 (3.3.6) require the institutions to “obtain a Board resolution through the Finance and Facilities Committee of the Board authorizing issuance of the bonds.” In accordance with this Policy, the University of Utah is seeking approval to issue University of Utah Hospital Revenue Bonds, Series 2009, to finance the expansion of the University Neuropsychiatric Institute UNI. This building project was first approved by the Regents and the Building Board in October of 2007 and the Legislature in the 2008 Session as a donation project. Subsequently, the project was approved by the Regents and the Building Board in October of 2008 and by the Legislature in the 2009 Session as a revenue bond project.

Attached is the letter of request from the University and a copy of the resolution which includes the parameters for principal amounts, terms, discounts and timing (provided by bond counsel).

Commissioner's Recommendation

The Commissioner recommends that the Regents grant approval for the University to issue University of Utah Hospital Revenue Bonds, Series 2009.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachments



Office of the Vice President
for Administrative Services

September 30, 2009

Dr. Greg Stauffer
Associate Commissioner
Board of Regents – The Gateway
60 South 400 West
Salt Lake City, Utah 84101

Dear Dr. Stauffer:

Please find enclosed a draft of an approving resolution for consideration by the State Board of Regents at their meeting to be held on October 16, 2009. The enclosed resolution authorizes and approves the issuance and sale of the State Board of Regents of the State of Utah, University of Utah Hospital Revenue Bonds, Series 2009 to finance the expansion of the University Neuropsychiatric Institute.

Please contact me at (801) 581-6404 if you have any questions regarding the enclosed resolution or if you need anything further in order to have the resolution considered by the Regents at their October meeting.

Sincerely,

Arnold B. Combe
Vice President

Enclosure

c: Michael K. Young
Laura Snow
Gordon Crabtree
Troy Caserta

APPROVING RESOLUTION
UNIVERSITY OF UTAH
HOSPITAL REVENUE BONDS, SERIES 2009

Salt Lake City, Utah
October 16, 2009

The State Board of Regents of the State of Utah met in regular session at the Board of Regents offices in Salt Lake City, Utah on Friday, October 16, 2009, commencing at [9:00] a.m. The following members were present:

Jed H. Pitcher	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Brent L. Brown	Member
Rosanita Cespedes	Member
France A. Davis	Member
Katharine B. Garff	Member
Greg W. Haws*	Member
Meghan Holbrook	Member
David J. Jordan	Member
Nolan E. Karras	Member
Robert S. Marquardt	Member
Anthony W. Morgan	Member
Basim Motiwala**	Member
Carol Murphy *	Member
William H. Prows	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, and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, University of Utah Hospital Revenue 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:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH HOSPITAL REVENUE BONDS, SERIES 2009 IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$[50,000,000]; AUTHORIZING THE EXECUTION OF A SEVENTH SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

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

WHEREAS, pursuant to a General Indenture of Trust dated as of November 1, 1997 as heretofore amended and supplemented (the “General Indenture”) between the Board and Wells Fargo Bank, N.A., as trustee (the “Trustee”), the Board previously issued, for and on behalf of the University, (among others) its State Board of Regents of the State of Utah, University of Utah Hospital Revenue Refunding Bonds Series 2005A, its State Board of Regents of the State of Utah University of Utah Hospital Revenue and Refunding Bonds, Series 2006A and its State Board of Regents of the State of Utah University of Utah Variable Rate Hospital Revenue Refunding Bonds, Series 2008 (collectively, the “Outstanding Bonds”); and

WHEREAS, the General Indenture authorizes the issuance of Additional Bonds to be issued on a parity with the Outstanding Bonds; and

WHEREAS, pursuant to the Act, the Board, for and on behalf of the University, is authorized to issue bonds payable from certain revenues of the University for the purpose of (i) financing all or part of the costs of acquiring, constructing, furnishing and equipping an expansion to the University’s Neuropsychiatric Institute (the “Series 2009 Project”), (ii) funding any reserves and (iii) paying costs of issuance related thereto; and

WHEREAS, to accomplish the purposes set forth in the preceding recital, the Board desires to authorize and approve the issuance and sale of the State Board of Regents of the State of Utah, University of Utah Hospital Revenue Bonds, Series 2009

(or such other title and/or series designation(s) as may be determined by the officers of the Board) (the "Series 2009 Bonds") in an aggregate principal amount of not to exceed \$[50,000,000], pursuant to the General Indenture, as further supplemented and amended by a Seventh Supplemental Indenture of Trust between the Board and the Trustee (the "Seventh Supplemental Indenture" and together with the General Indenture, the "Indenture"); and

WHEREAS, the Series 2009 Bonds shall be payable solely from the University's revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

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

WHEREAS, the Board desires to grant to the Chair, Vice Chair and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the final interest rates, principal amounts, terms, maturities, redemption provisions and purchase price at which the Series 2009 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the University and the officers of the Board and the University directed toward the issuance of the Series 2009 Bonds and the construction of the Series 2009 Project are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Series 2009 Bonds. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement (the "Official Statement") in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 4. The Seventh Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Seventh Supplemental Indenture in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

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

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

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

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

Section 8. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair and/or the Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Indenture, the Series 2009 Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and/or the Secretary of the Board and the President and/or Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and/or Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Indenture, the Preliminary Official Statement, the Official Statement, or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as

contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 11. Upon their issuance, the Series 2009 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2009 Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument executed in connection with the issuance of the Series 2009 Bonds, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12. After any of the Series 2009 Bonds are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2009 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 13. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 14. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 16TH DAY OF OCTOBER, 2009.

STATE BOARD OF REGENTS OF
THE STATE OF UTAH

Chair

(S E A L)

ATTEST:

Secretary

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

Chair

(S E A L)

ATTEST:

Secretary

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 October 16, 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 16th day of October, 2009.

Secretary

(S E A L)

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 16th day of October, 2009.

Secretary

(S E A L)

SCHEDULE 1

Notice of Public Meeting
(See Transcript Document No. ____)

SCHEDULE 2

Notice of Annual Meeting Schedule
(See Transcript Document No. ____)

EXHIBIT A

Parameters

Principal amount not to exceed	[\$50,000,000]
Interest rates not to exceed	7.0%
Discount from par not to exceed	2.0%
Final Maturity not to exceed	21 years from date of issuance
If issued as federally tax-exempt bonds, optional call at not more than 101% of par on or prior to:	11 years from date of issuance
If issued as federally taxable Build America Bonds, a make-whole call provision or, a standard call provision (similar parameters as for tax-exempt) as shall be approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board.	

October 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Purchase of the University Ambassador Building and the University Orthopaedic Center – Legislative Authority to Bond.

Issue

Pursuant to Utah Code 53B-21 and Regent Policy R590 (3.3.1) the University of Utah is requesting approval from the Board to bond \$11M (plus amounts necessary to fund issuance costs and debt service reserve) to purchase the University Ambassador Building and to bond \$25M (plus amounts necessary to fund issuance costs and debt service reserve) to acquire the University Orthopaedic Center. Attachments detail the background and location of the buildings as well as the circumstances leading up to this request and as a letter detailing the request.

Should permission be granted to purchase the above buildings, the University is also requesting permission to seek bonding authority from the Legislature for both of these projects as required in Regent Policy R590 (3.3.2).

In summary the University requests approval (each a separate request/approval):

1. Purchase the University Ambassador Building (R590.3.3.1)
2. Purchase the University Orthopaedic Center (R590.3.3.1)
3. Seek bonding authority for the University Ambassador Building (R590.3.3.2)
4. Seek bonding authority for the University Orthopaedic Center (R590.3.3.2)

Commissioner's Recommendation

The Commissioner recommends that the Regents grant approval of the University's requests to purchase the University Ambassador Building and the University Orthopaedic Center and the permission to seek bonding authority from the Legislature to pay for said purchases.

WAS/GLS/TC
Attachments

William A. Sederburg
Commissioner of Higher Education



Office of the Vice President
for Administrative Services

September 25, 2009

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

Dear Commissioner Sederburg:

The University of Utah is requesting approval to issue revenue bonds for a term not to exceed 15 years and in an amount not to exceed \$36 million plus amounts necessary to fund issuance costs and a debt service reserve, in order to finance the costs of purchasing the Orthopaedic Center from the Utah Orthopaedic Foundation and the Ambassador Building from Salt Lake County Municipal Building Authority. With the current favorable market conditions, the University Hospitals and Clinics desires to convert the remaining debt for both of these facilities to a University of Utah revenue bond issued through the Board of Regents, with ownership being transferred to the University.

In 2002, Salt Lake County assisted the University of Utah in the purchase and financing of the Ambassador Building for use by the University of Utah Hospitals and Clinics as a business operations center. The Municipal Building Authority of Salt Lake County issued lease revenue bonds for the purchase of the building and then leased the building to Salt Lake County and the County, in turn, subleased the building to the University of Utah. The remaining debt outstanding on the building is approximately \$11 million.

In addition, supporters of the University Orthopaedic Department have previously created the "Utah Orthopaedic Foundation", a Utah non-profit corporation, to assist the University in financing facilities for use by the University. The Foundation financed the new Orthopaedics Building and leased the Orthopedics Building to the University. The remaining debt outstanding on the building is approximately \$25 million.

Issuance of these bonds will be presented to the University's Board of Trustees for approval in their meeting on October 13, 2009. The law firm of Ballard Spahr Andrews & Ingersoll will serve as bond counsel and Wells Fargo Public Finance will serve as financial advisor for this transaction.

If you have any questions regarding this proposed transaction, please call Gordon Crabtree at (801) 581-7164

Sincerely,

Arnold B. Combe
Vice President

c: Gregory Stauffer
Troy Caserta
Gordon Crabtree

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

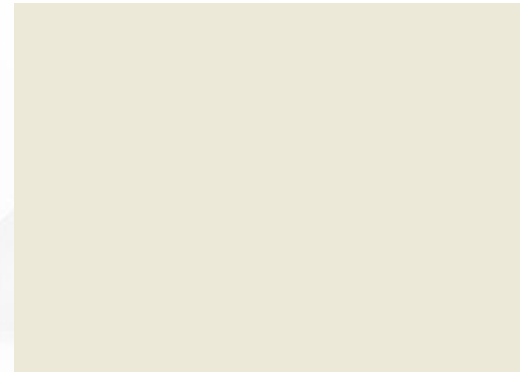
University Orthopaedic Center

- **Background and Request:**

- **Oct 2003**---Project and Donor/Developer Financing approved
 - UofU/Dept of Orthopaedics--- Lessee
- **October 2004**---Opened/Ribbon Cutting--- Surgery/Inpatient /Clinic/Rehab/Research/etc
- **December 2004**---501-c-3 Donor Foundation Assumed Debt and Ownership for the Center
 - Avoided Property Taxes
 - Reduced Financing Costs
 - UofU continues as Lessee
- **Future---2010** Foundation willing to transfer ownership to the UofU if assume debt.
 - UofU Trustees—Approved assumption of ownership
 - UofU to assume \$ 25 Million remaining debt obligation of the Foundation



- **MAP: UofU Research Park**



- **Request BOR Approval:**

- UofU/BOR Issue State Revenue Bonds
- Debt to be Tax Exempt---15 year term
 - Assume remaining debt obligation of the Foundation---Approx. \$25 Million

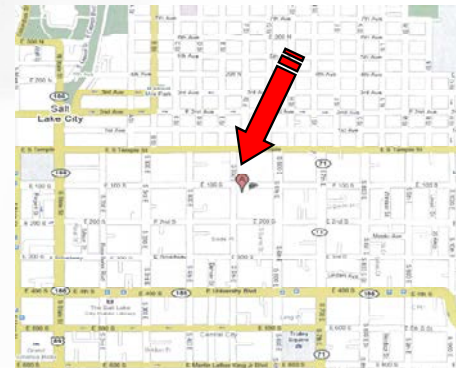


University Ambassador Business Building

- **Background and Request:**
 - **1996**—UUHC first rents space in the Ambassador Building (Building has 90,000 sq. ft. of rent space and 270 parking stalls.)
 - **2001**—UUHC coordinated the purchase of the building and sale of the building to Salt Lake County Municipal Building Authority via County issued tax exempt bonds.
 - **2002**—UUHC entered into a long-term operating lease with the Municipal Authority at rates that were sufficient to retire the debt over 25 years.
 - Space used by Community Clinics Admin; Pharmacy Admin; UUHC Accounting; Medicare and Medicaid; Financial Planning; Facilities and Engineering; Contracting; Purchasing; UUMG; Patient Access; Healthy U---Managed Care Plan; Supply Chain; etc.
 - **2010**—UUHC requests authority to issue approx. \$ 11 million of 15 year tax exempt debt to pay off the remaining Authority Debt and to acquire the Building.
 - **Request BOR Approval:**
 - UofU/BOR Issue State Revenue Bonds
 - Debt to be Tax Exempt---15 year term
 - Assume remaining debt obligation of the Authority---Approx. \$11 Million



- **MAP: 127 S. 500 E. SLC**



University Health Care

UNIVERSITY OF UTAH
Refinancing Discussion relating to:

\$12,000,000*
Municipal Building Authority of Salt Lake County, Utah
Lease Revenue Bonds
Series 2002
(Ambassador Building Acquisition Project)

And

\$25,000,000*
Utah Orthopaedic Foundation
Unsecured Note
(University of Utah Orthopaedic Building Acquisition Project)
December, 2004

FINANCING SUMMARY—AMBASSADOR

Background:

In 2002, Salt Lake County assisted the University of Utah in the purchase and financing of the Ambassador Building for use by the University of Utah Hospitals and Clinics as a business operations center. Through its “Municipal Building Authority”, the County issued lease revenue bonds, in the amount of \$13,390,000, for the purchase of the building and then leased the building to the County who, in turn, subleased the building to the University of Utah.

The current par amount of the bonds outstanding, as of October 1, 2009, is \$11,299,000. The interest rate on the bonds is 5.26%

FINANCING SUMMARY—ORTHOPAEDICS

Background:

In 2004, the Utah Orthopaedic Foundation entered into a \$29.6 million, 5-year loan agreement to acquire the University’s Orthopaedics Building and subsequently lease it

to the University. The current balance due on the bank loan is approximately \$25 million. The interest rate on the loan is currently 4.60%.

PROPOSED FINANCING DETAILS

Purpose:	Given favorable market conditions, historically low tax-exempt interest rates and the high historical credit quality of the University of Utah's bonds, the issuance of a Legislatively-approved, fixed-rate, 15-year tax-exempt bond through the State Board of Regents of the State of Utah on behalf of the University of Utah would achieve two important outcomes: 1) Fix out and potentially lower the long-term interest expense on both of these facilities (See attached schedule) and, 2) Secure the transfer of both of these assets to the University's balance sheet.
Par Amount:	Not-to-exceed \$37,000,000 plus the funding (from bond proceeds) of a debt service reserve fund and paying traditional costs of issuance.
Security:	The proposed bond issue (the "Series 2010 Bonds") would be payable from and secured by a pledge and assignment of the net revenues of the University of Utah's Hospitals and Clinics.
Ratings:	'AA/Aa2' (expected) by virtue of the State of Utah's moral obligation pledge for such bonds.
Method of Sale:	Public offering through negotiation with Underwriter(s) to be determined.
Sale Date:	Spring-Summer, 2010
Maturity:	Not-to-exceed 16 years.
University of Utah Contacts:	Gordon Crabtree (801-587-3572) Arnold B. Combe (801-581-6404)
Financial Advisor:	Kelly Murdock, Wells Fargo Public Finance (801-246-1732)
Bond Counsel:	Ballard Spahr Andrews & Ingersoll, LLP

*Approximate amounts outstanding as of October 1, 2009

\$40,675,000

State Board of Regents of the State of Utah, University of Utah

Hospital Revenue Bonds, Series 2010 A&B

(Refund Series 2002 Ambassador Bldg and Series 2004 Orthopaedics)

Project Summary

Dated 06/01/2010 | Delivered 06/01/2010

	Refund Ser 2002 (Ambassador Bldg)	Payoff Ser 2004 (Orthopaedics)	Issue Summary
Sources Of Funds			
Par Amount of Bonds	\$13,065,000.00	\$27,610,000.00	\$40,675,000.00
Total Sources	\$13,065,000.00	\$27,610,000.00	\$40,675,000.00
Uses Of Funds			
Total Underwriter's Discount (0.500%)	65,325.00	138,050.00	203,375.00
Costs of Issuance	65,495.42	126,787.08	192,282.50
Deposit to Debt Service Reserve Fund (DSRF)	1,111,370.57	2,348,636.93	3,460,007.50
Pay and Cancel Series 2005 Orthopaedics	-	25,000,000.00	25,000,000.00
Deposit to Net Cash Escrow	11,819,109.76	-	11,819,109.76
Rounding Amount	3,699.25	(3,474.01)	225.24
Total Uses	\$13,065,000.00	\$27,610,000.00	\$40,675,000.00

PV Analysis Summary (Net to Net)

Net PV Cashflow Savings @ 3.435%(Bond Yield)	137,180.39	2,200,617.74	2,337,798.13
Contingency or Rounding Amount	3,699.25	(3,474.01)	225.24
Net Present Value Benefit	\$140,879.64	\$2,197,143.73	2,338,023.37
Net PV Benefit / \$35,835,000 Refunded Principal	1.300%	8.789%	6.524%
Net PV Benefit / \$40,675,000 Refunding Principal	1.078%	7.958%	5.748%

Bond Statistics

Average Life	7.909 Years	7.906 Years	7.907 Years
Average Coupon	3.4760724%	3.4758426%	3.4759164%
Net Interest Cost (NIC)	3.5392938%	3.5390827%	3.5391505%
Bond Yield for Arbitrage Purposes	3.4352080%	3.4352080%	3.4352080%
True Interest Cost (TIC)	3.5103053%	3.5100806%	3.5101528%
All Inclusive Cost (AIC)	3.5859916%	3.5794076%	3.5815224%

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Wells Fargo Brokerage Services, LLC
Public Finance

Page 1

October 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: SBR Policy R541, Management and Reporting of Institutional Investments

Issue

This revision would clarify the policy's investment allowances by restructuring the policy section order. Specifically, the policy revision would better clarify that a Regent-approved *institutional* investment policy supersedes the general guidelines of the Regents' policy R541. The request to revise this policy came from Mel Smith, Manager of Banking and Operational Investments, at the U of U.

In addition, Dixie State College is proposing clarifying language relative to the funds they have invested with the University of Utah, intent being to clearly state which investment policy is primary when one institution invests funds through another. The proposed addition to the policy is as follows:

6.3.5. Any institution that elects to invest their endowment funds with another institution may do so with prior approval from their Board of Trustees and the Board of Regents and shall adopt the investment guidelines of the institution receiving the funds in place of the guidelines outlined in 6.2-6.3.

Policy Change

Summary of Changes:

Note: the policy section references in this memo are the original section numbers and have a strikethrough in the attached policy document. Most of the sections in the revised policy have been renumbered.

The recommended changes would put policy R541, section 6, in a hierarchal order of handling endowment funds. This is accomplished by making section 4.6.1.2 the beginning paragraph because it deals with the disposition of received gifts, and then moving section 4.6.3 to be the second paragraph in order to then address policy for endowment funds investments.

Instructions regarding permissible investments in section 4.6.1.1. and 4.6.1.3 are clarified by adding the sentence, "In the absence of an investment policy that has been adopted by the Board of Trustees and approved by the Board of Regents, an institution's overall endowment portfolio shall be invested in accordance with the following allocation ranges:" This language is in response to a request by auditors for clarification regarding which allocation parameters govern particular situations.

The remaining changes include the following:

- Policy sections were renumbered for readability.
- Section 3.1 defines the word "Board."
- Section 4.6.2.1 was moved to be the introductory paragraph of 4.6.2 (now 6.3).
- 4.6.2.2. was changed to a new section 6.4.
- Section 4.8. is restructured into R541-8 and the original paragraph was broken into smaller sections, which include moving the definition of a conflict of interest to the beginning introductory paragraph followed by creating subsections 8.1.-8.2. The only new language added in section 8 was 8.1's heading which reads "Access Persons."

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the proposed changes to policy R541.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/DAM
Attachment



R541, Management and Reporting of Institutional Investments¹

R541-1. Purpose: To provide for the implementation of the State Money Management Act, the rules of the State Money Management Council, and the Uniform Prudent Management of Institutional Funds Act; and the adoption of guidelines for the establishment of policy, process, and reporting of investments by institutions of the Utah System of Higher Education (USHE).

R541-2. References

- 2.1. Utah Code **§53B-2-106** (Duties and Responsibilities of the President)
- 2.2. Utah Code **Title 51, Chapter 7** (State Money Management Act)
- 2.3. Utah Administrative Code **Title R628** (Rules of the State Money Management Council)
- 2.4. Utah Code **Title 51, Chapter 08** (Uniform Prudent Management of Institutional Funds Act)

R541-3. Definitions

3.1. "The Board": The Utah State Board of Regents.

3.1 3.2. Investments: All institutional funds addressed under provisions of the State Money Management Act or the Uniform Prudent Management of Institutional Funds Act.

3.2. 3.3. Alternative Investments: Funds that derive returns primarily from high yield or distressed debt (hedged or non-hedged), private capital (including venture capital and private equity), natural resources, private real estate, or absolute return and long/short hedge funds.

R541-4. Policy

4.1. R541-4. Delegation of Responsibility: The Board delegates to each institutional Board of Trustees full responsibility to manage and report institutional investments in compliance with this general policy.

4.2. R541-5. Institutional Board of Trustees Responsibilities: Each institutional Board of Trustees shall adopt institutional policy and procedure regarding investments (including any changes in such policy and procedures), designate a public treasurer and approve the format of reports submitted for its review.

4.3.5.1. Periodic Review and Approval: Each institutional Board of Trustees shall receive and approve monthly investment reports.

4.4.5.2. Policy and Procedures Furnished to the Board: Each institution shall furnish the Board with a copy of its investment policies and procedures as approved by its institutional Board of Trustees. Such policy and procedures shall:

¹ Approved April 24, 1973, revised September 24, 1974, May 26, 1989, October 19, 1989, June 18, 1993, May 29, 1998, June 10, 2005, and December 14, 2007, and (tentative September 16, 2009).

~~4.4.1.~~ **5.2.1.** require institutional compliance with the State Money Management Act, Rules of the State Money Management Council, and Uniform Prudent Management of Institutional Funds Act; and

~~4.4.2.~~ **5.2.2.** specify criteria for appointment of a public treasurer, define the public treasurer's authority in making institutional investments within the overall operating responsibility of the chief executive officer, and establish criteria for supervisory approval of the public treasurer's investment decisions; and

~~4.4.3.~~ **5.2.3.** delineate specific procedures and required approvals for investment of institutional funds which provide for adequate internal controls, including an appropriate segregation of duties with respect to the authorization, custody, accounting and reporting of investment transactions; and

~~4.4.4.~~ **5.2.4.** specify the format and schedule for reporting to its institutional Board of Trustees.

4.5. 5.3. Subsequent Changes: Each institution shall submit to the Board all subsequent changes in investment policy.

4.6. R541-6. Endowment Funds: If any gift, devise, or bequest, whether outright or in trust, is made by a written instrument which contains directions as to investment thereof, the funds embodied within the gift shall be invested in accordance with those directions. Such gifts received by donation may be retained by an institution and shall be considered to be invested according to the terms of this policy. In the absence of a written instrument, non-qualifying investments shall be sold as soon as practical, not to exceed 30 days. The Commissioner may approve exceptions to the 30-day rule in the case of non-readily marketable investments.

6.1. In accordance with the Uniform Prudent Management of Institutional Funds Act, an institution's board of trustees may adopt its own endowment investment policy. All such policies (including any associated investment guidelines or other policy direction) must meet the requirements of the Uniform Prudent Management of Institutional Funds Act, and must be formally approved by the Board of Regents. Institutions are not authorized to apply their own policies until both of the foregoing conditions have been met. Institutions following a separate trustee adopted and Regent approved endowment investment policy will be considered to be investing in accordance with the terms of this policy. Revisions to institutional endowment investment policies (including revisions to any associated investment guidelines or other policy direction) must also receive both trustee and Regent approval.

~~4.6.1.~~ 6.2. Permissible Investments and Asset Allocations

~~4.6.1.1.~~ 6.2.1. In the absence of an investment policy that has been adopted by the Board of Trustees and approved by the Board of Regents, institutions are permitted to invest endowment funds in the following:

Mutual funds registered with the SEC	0 - 100%
Investments sponsored by the Common Fund	0 - 100%
Investments authorized by Utah Code §51-7-11	0 - 100%
Corporate stock listed on a major exchange (direct ownership)	0 - 3%

~~4.6.1.2.~~ If any gift, devise, or bequest, whether outright or in trust, is made by a written instrument which contains directions as to investment thereof, the funds embodied within the gift shall be invested in accordance with those directions. Such gifts received by donation may be retained by an institution and shall be considered to be invested according to the terms of this policy. In the absence of a written instrument, non-qualifying investments shall be sold as soon as practical, not to exceed 30 days. The Commissioner may approve exceptions to the 30-day rule in the case of non-readily marketable investments.

~~4.6.1.3.~~ **6.2.2.** In the absence of an investment policy that has been adopted by the Board of Trustees and approved by the Board of Regents, an ~~Each~~ institution's overall endowment portfolio shall be invested in accordance with the following allocation ranges:

Fixed income and cash equivalents	25 - 100%
Equity Investments	0 - 75%
Alternative Investments	0 - 30%

~~4.6.1.4.~~ **6.2.3.** Each institution utilizing alternative investments must comply with the following criteria:

~~4.6.1.4.1.~~ **6.2.3.1.** Each institution with endowed funds in excess of \$100 million may invest up to 30% percent of its endowed funds in alternative investments.

~~4.6.1.4.2.~~ **6.2.3.2.** Each institution with endowed funds in excess of \$75 million but less than \$100 million may invest up to 25% percent of its endowed funds in alternative investments.

~~4.6.1.4.3.~~ **6.2.3.3.** Each institution with endowed funds in excess of \$50 million but less than \$75 million may invest up to 20% percent of its endowed funds in alternative investments.

~~4.6.1.4.4.~~ **6.2.3.4.** Each institution with endowed funds in excess of \$25 million but less than \$50 million may invest up to 15% percent of its endowed funds in alternative investments.

~~4.6.1.4.5.~~ **6.2.3.5.** Each institution with endowed funds in excess of \$5 million but less than \$25 million may invest up to 10% percent of its endowed funds in alternative investments.

~~4.6.1.4.6.~~ **6.2.3.6.** Institutions with endowed funds of less than \$5 million are not permitted to invest any of their endowed funds in alternative investments.

~~4.6.1.4.7.~~ **6.2.4.** Once an institution reaches an alternative investment threshold, it may retain the investment range authorized for that threshold as long as the market value of its endowed funds remains within 90% of the threshold.

~~4.6.1.5.~~ **6.2.5.** Pooled or commingled investment funds (e.g., mutual funds or Common Fund investments) are to be categorized and calculated into the asset mix according to the primary purpose of those investment funds.

~~4.6.1.6.~~ **6.2.6.** Pooled or commingled investment funds without a clear primary purpose (e.g., balanced funds) are to be categorized and calculated into the asset mix as equity investments.

~~4.6.1.7.~~ **6.2.7.** Real estate investment trusts are to be categorized and calculated into the asset mix as equity investments.

~~4.6.1.8.~~ **6.2.8.** The endowment portfolio shall be reviewed and rebalanced at the end of every quarter (rebalancing is only necessary if the permissible investment and/or asset allocation ranges are out of compliance). This action will constitute full compliance with the permissible investment and asset allocation provisions of this policy.

~~4.6.1.9.~~ **6.2.9.** All calculations required to demonstrate compliance with section ~~4.6.1~~ **6.2** are to be based on market values.

~~4.6.2.~~ **6.3** **Investment Guidelines:** The foregoing asset allocation standards are meant to serve as a general guide. The institutions must use them in conjunction with appropriate due-diligence and prudence. The following standard of care shall apply to investments of endowed funds by institutions:

~~4.6.2.1.~~ The foregoing asset allocation standards are meant to serve as a general guide. The institutions must use them in conjunction with appropriate due-diligence and prudence. The following standard of care shall apply to investments of endowed funds by institutions:

~~4.6.2.1.1.~~ **6.3.1.** An institution shall invest and manage endowment funds as a prudent investor would, by considering the purposes, terms, distribution requirements, and other circumstances of the endowment. In satisfying this standard, an institution shall exercise reasonable care, skill, and caution.

~~4.6.2.1.2.~~ **6.3.2.** An institution's investment and management decisions respecting individual assets must be evaluated not in isolation but in the context of the endowment portfolio as a whole and as a part of an overall investment strategy having risk and return objectives reasonably suited to the endowment.

~~4.6.2.1.3.~~ **6.3.3.** Among circumstances that an institution shall consider in investing and managing endowment assets are the following which may be relevant to the endowment or its beneficiaries:

~~4.6.2.1.3.1.~~ **6.3.3.1.** general economic conditions;

~~4.6.2.1.3.2.~~ **6.3.3.2.** the possible effect of inflation or deflation;

~~4.6.2.1.3.3.~~ **6.3.3.3.** the role that each investment or course of action plays within the overall endowment portfolio;

~~4.6.2.1.3.4.~~ **6.3.3.4.** the expected total return from income and the appreciation of capital;

~~4.6.2.1.3.5.~~ **6.3.3.5.** needs for liquidity, regularity of income, and preservation or appreciation of capital; and

~~4.6.2.1.3.6.~~ **6.3.3.6.** an asset's special relationship or special value, if any, to the purposes of the endowment or to one or more of the beneficiaries.

~~4.6.2.1.4.~~ **6.3.4.** An institution shall make a reasonable effort to verify facts relevant to the investment and management of endowed assets.

6.3.5. Any institution that elects to invest their endowment funds with another institution may do so with prior approval from their Board of Trustees and the Board of Regents and shall adopt the investment guidelines of the institution receiving the funds in place of the guidelines outlined in 6.2-6.3.

~~4.6.2.2.~~ **6.4.** **Delegation to an Agent:** An institution may delegate investment and management functions that a prudent investor could properly delegate under the circumstances. ~~The institution shall exercise reasonable care, skill, and caution in:~~

6.4.1. The institution shall exercise reasonable care, skill, and caution in:

~~4.6.2.2.1.~~ **6.4.1.1.** selecting an agent;

~~4.6.2.2.2.~~ **6.4.1.2.** establishing the scope and terms of the delegation, consistent with the purposes and terms of the endowment; and

~~4.6.2.2.3.~~ **6.4.1.3.** periodically reviewing the agent's actions in order to monitor the agent's performance and compliance with the terms of the delegation.

~~4.6.2.3.~~ **6.4.2.** In performing a delegated function, an agent owes a fiduciary duty to the endowment to exercise reasonable care to comply with the terms of the delegation. An institution that complies with the requirements of section 4.6.2.2 is not liable to the beneficiaries or to the endowment for the decisions or actions of the agent to whom the function was delegated.

~~4.6.2.4.~~ **6.4.3.** In investing and managing endowed funds, an institution may only incur costs that are appropriate and reasonable in relation to the assets, the purposes of the endowment, and the skills of the institution or agent to whom investment management functions were delegated.

~~4.6.3.~~ In accordance with the Uniform Prudent Management of Institutional Funds Act, an institution's board of trustees may adopt its own endowment investment policy. All such policies (including any associated investment guidelines or other policy direction) must meet the requirements of the Uniform Prudent Management of Institutional Funds Act, and must be formally approved by the Board of Regents. Institutions are not authorized to apply their own policies until both of the foregoing conditions have been met. Institutions following a separate [trustee adopted and Regent approved] endowment investment policy will be considered to be investing in accordance with the terms of this policy. Revisions to institutional endowment investment policies (including revisions to any associated investment guidelines or other policy direction) must also receive both trustee and Regent approval.

~~4.6.4.~~ **6.5.** **Exceptions:** The Board of Regents may approve exceptions to section 4.6 R541-6. Such exceptions must be immaterial to the endowment portfolio as a whole and must meet a compelling instructional, public service, or other institutional need.

4.7. R541-7. Operating and All Other Non-Endowment Funds: Operating and all other non-endowment funds shall be invested in accordance with the State Money Management Act and Rules of the State Money Management Council.

4.8. R541-8. Conflicts of Interest: Each institution's officers, directors, employees or members of an investment committee that are involved with the investment of endowment funds ("Access Persons";) have a duty to be free of conflicting interests that might influence their decisions when representing the institution. Consequently, as a general matter, an institution's Access Persons are not permitted to maintain any conflict of interest with the institution, and should make every effort to avoid even the appearance of any such conflict. A conflict of interest occurs when an individual's private interests interfere in any way—or even appear to interfere—with the institution's interests as a whole. A conflict of interest can arise when an Access Person takes actions or has interests that may make it difficult to perform his or her company work objectively and effectively, or when an Access Person or a member of his or her family receives any improper personal benefits as a result of his or her position with the institution. Any Access Person who believes that he or she may have a potential conflict of interest must immediately report concerns to the appropriate institutional representative, mechanism, or process (ethics committee, etc.). This general prohibition on conflicts of interest includes (but is not limited to) the following:

Conflicts of Interest: A conflict of interest occurs when an individual's private interests interfere in any way—or even appear to interfere—with the institution's interests as a whole.

8.1. Access Persons

8.1.1. Each institution's officers, directors, employees or members of an investment committee that are involved with the investment of endowment funds ("Access Persons";) have a duty to be free of conflicting interests that might influence their decisions when representing the institution.

8.1.2. Consequently, as a general matter, an institution's Access Persons are not permitted to maintain any conflict of interest with the institution, and should make every effort to avoid even the appearance of any such conflict. A conflict of interest occurs when an individual's private interests interfere in any way—or even appear to interfere—with the institution's interests as a whole. A conflict of interest can arise when an Access Person takes actions or has interests that may make it difficult to perform his or her company work objectively and effectively, or when an Access Person or a member of his or her family receives any improper personal benefits as a result of his or her position with the institution.

8.1.3. Any Access Person who believes that he or she may have a potential conflict of interest must immediately report concerns to the appropriate institutional representative, mechanism, or process (ethics committee, etc.).

8.2. This general prohibition on conflicts of interest includes (but is not limited to) the following:

4.8.1. 8.2.1. an institution's dealings with consultants, investment advisers, investment funds, and others shall be based solely on what is in the institution's best interest, without favor or preference to any third party, including close relatives; and

4.8.2. 8.2.2. Access Persons who deal with or influence decisions of individuals or organizations seeking to do business with an institution shall not own interests in or have other personal stakes in such organizations that might affect the decision-making process

and/or the objectivity of such employee, unless expressly authorized in writing by the investment committee and board of trustees of the institution, and only after the interest or personal stake has been disclosed.

4.9. ~~R541-9.~~ Reports to Institutional Boards of Trustees: In establishing reports to its Board of Trustees, each institution shall implement the following:

~~4.9.1. 9.1.~~ Reports: Each institution shall submit monthly investment reports to the secretary of the Board of Trustees within 60 days of the month's end. The secretary will place the reports on the agenda of the next regular trustee meeting.

~~4.9.2. 9.2.~~ Copies of Reports Submitted to the Board: Within 30 days of trustee approval, each institution shall submit to the Board of Regents a copy of the reports submitted to its board of trustees.

~~4.10. R541-10.~~ Annual Report: Annually, each institution shall submit, on forms provided by the Commissioner of Higher Education, a report summarizing all investments under its jurisdiction.

~~4.11. R541-11.~~ Audits: Each institution shall arrange for an audit of its annual report. The Office of the Commissioner will maintain an audit procedures guide to outline audit requirements and due dates.

~~4.12. R541-12.~~ Annual Summary: The Board shall submit an annual report to the Governor and the Legislature summarizing all investments by institutions under its jurisdiction.

October 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability Committee

The Commissioner recommends that the Regents approve the following items on the Finance, Facilities, and Accountability Committee Consent Calendar:

- A. Utah State University – Gift of Property (Attachment 1).** Utah State University is requesting Regent approval to accept a gift of real property adjacent to the CEU San Juan Campus. The building is located at 707 West 500 South with accompanying land consisting of approximately 15 acres--the details of the transaction as well as an accompanying map are in a letter from USU attached to the consent calendar.
- B. Weber State University – Revenue Bonds for Wasatch Hall Renovation (Attachment 2).** Weber State University is soliciting Regent approval to seek Legislative Authority to bond for the previously (August meeting) approved Wasatch Hall Renovation project; the details of which are in a letter from WSU that you'll find attached to the consent calendar.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachments



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

18 September 2009

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

Dear Commissioner Sederburg:

Utah State University (USU) desires to accept the donation of a building located at 707 West 500 South, Blanding, Utah and accompanying land consisting of approximately fifteen (15) acres. The land adjoins the College of Eastern Utah (CEU) San Juan Campus (See accompanying site overview).

The building will be used as the Native American Studies Center, which is its current primary use. USU has a temporary no-cost Use Agreement that terminates 1 July 2010, which expresses the mutual donation intent. Under that Agreement, USU's cost of occupancy is only to be responsible for on-going upkeep, modifications, maintenance, and repairs to use the building and land. Such expenses are presently being paid for with non-appropriated funds, as were some limited improvements that USU was allowed to make to the building. Based on a September 2008 appraisal report, the land and building have a current fair market value of approximately \$380,000.

In addition to what USU is currently using and occupying in nearby CEU buildings, which are being fully utilized, this building provides offices for administrative functions, faculty offices, new classroom space, and a base for visiting researchers and students from USU and other campuses. It also serves as a facility for enhancing collaboration between USU and local community organizations that are addressing Native American initiatives. The property is large enough to accommodate the construction of a larger building in the future (See accompanying concept drawing). No request for state funding of O&M costs pertaining to this new property is planned at this time, but may be requested later, as appropriate.

Final acquisition of the land is subject to approval from the United States Government based on USU's current and future use required to be defined in a Plan of Development for the property and submitted to the Bureau of Land Management (BLM) for review and approval. The donor only owns the surface rights and USU will need to work with the donor in applying to the BLM for approval to transfer such rights.

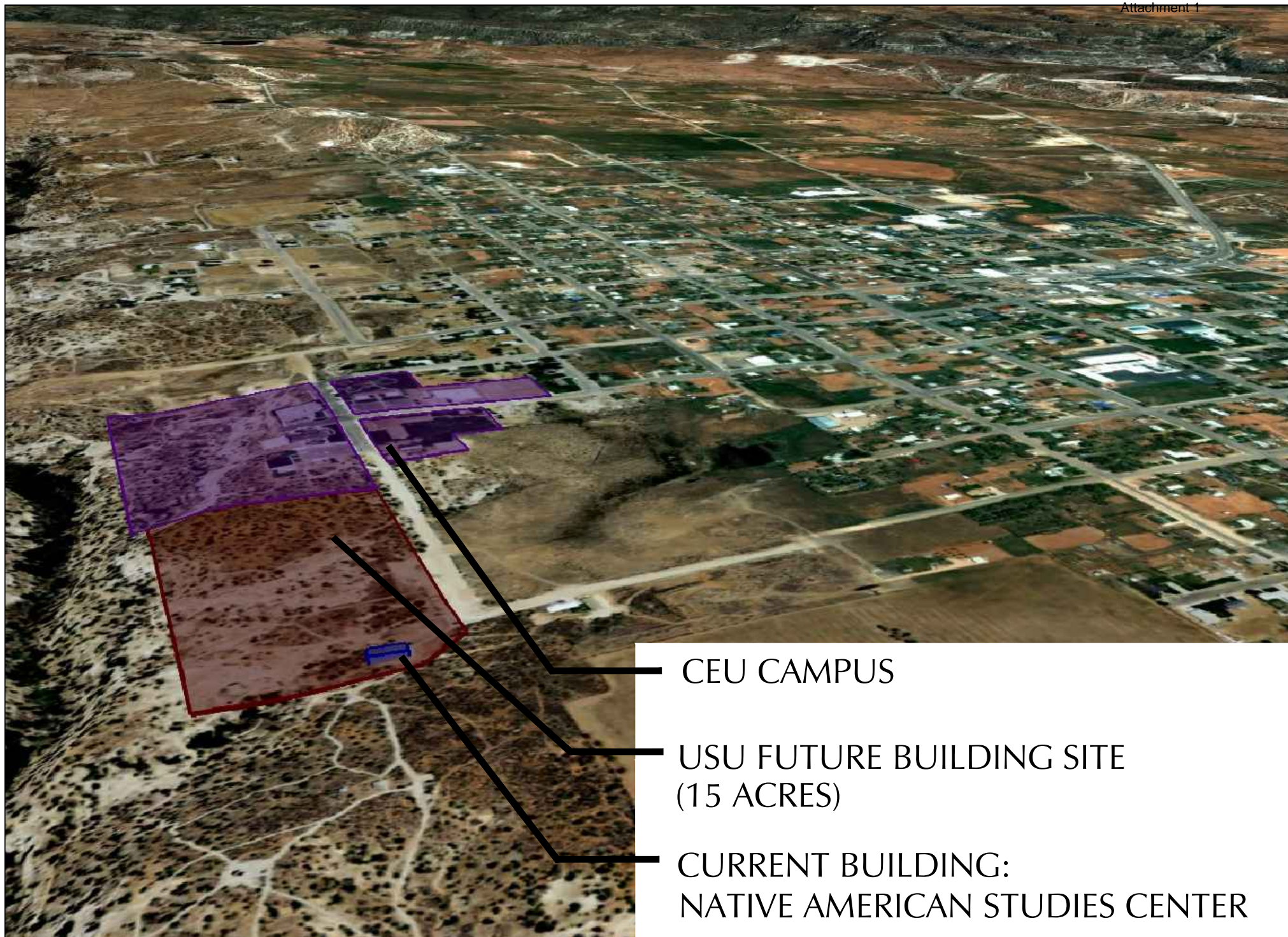
It is understood by the donor that USU must gain approval from its Board of Trustees and the Board of Regents before it can finalize the donation of the described facility, and USU has committed to use all reasonable efforts to obtain the necessary approvals. Therefore, please place this request on the 16 October agenda for consideration by the Board of Regents. Approval of the proposed donation is anticipated by the USU Board of Trustees in its 9 October 2009 meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "Fred R. Hunsaker", written over a horizontal line.

Fred R. Hunsaker
Interim Vice President for Business and Finance

c: Stan Albrecht
Gregory L. Stauffer



CEU CAMPUS

USU FUTURE BUILDING SITE
(15 ACRES)

CURRENT BUILDING:
NATIVE AMERICAN STUDIES CENTER



Concept Drawing of a Possible Future
Native American Studies Center



WEBER STATE UNIVERSITY

OFFICE OF THE VICE PRESIDENT
ADMINISTRATIVE SERVICES

September 23, 2009

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

Dear Commissioner Sederburg:

Weber State University recently completed a student housing master plan for the replacement of approximately 500 beds on the Ogden Campus. These beds are located in four facilities just south of campus. These facilities are Stansbury (1964), LaSal (1964), Wasatch (1964) and Promontory (1968). The master plan calls for the demolition of these facilities and their replacement by 3 new facilities built in phases as student demand dictates.

WSU is seeking \$15 million in revenue bonding authority to construct Phase 1 of this master plan. Phase 1 would tear down two facilities—Stansbury and LaSal—and replace them with a single 165-bed, dorm-like facility as well as complete some site-work. We have previously received approval-in-concept for this facility from both the Regents and the Building Board. Additionally, we have been granted authority to design this first building. Design work is currently underway under the direction of DFCM with assistance of MHTN architects.

We ask that you forward to the Legislature our request for \$15 million in bonding authority. Thank you for your consideration in this matter.

Sincerely,

A handwritten signature in black ink, appearing to read 'Norm Tarbox'.

Dr. Norm Tarbox
Vice President for Administrative Services

October 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Summary of Bond Sale

Issue

Attached is a summary of the results of the sale of USU's Series 2009 Student Fee & Housing System Revenue Refunding Bonds. The competitive sale of \$8,130,000 in bonds took place on September 23, 2009. The winning bid of 1.42% produced savings of 7.39% or \$603,442 exceeding the University's most optimistic expectations. Regent Atkin was available to approve of the sale.

The Commissioner's Office plans to provide similar follow-up on future bond sales in order that Board members receive feedback regarding bond sales relative to the parameters initially approved.

USU representatives will be available for questions regarding the sale during the October Board meeting.

Commissioner's Recommendation

This is an information item only.

William A. Sederburg
Commissioner of Higher Education


WAS/GLS/TC
Attachments



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

Memorandum

To: Dr. Gregory L. Stauffer, Ed. D.
Associate Commissioner, Finance and Facilities

From: David T. Cowley 
Senior Associate Vice President for Business and Finance

Date: Wednesday, September 30, 2009

Re: Bond Sale Results: Utah State University's Series 2009 Student Fee & Housing
System Revenue Refunding Bonds

On September 23, 2009, Utah State University (the "University") sold via competitive sale \$8,130,000 in Student Fee & Housing System Revenue Refunding Bonds in order to generate economic savings. The purpose of this memorandum is to report back on the success of the sale and provide the results. When we presented this proposed bond sale to the Regents on August 28, we estimated that we would realize approximately 5.5% Net Present Value (NPV) savings, or \$450,000. We also estimated our interest rate would be approximately 1.97%.

On the morning of the bond sale the University received nine aggressive bids (detailed below). The winning bid of 1.42% produced savings of 7.39% or \$603,442. These results exceeded our most optimistic expectations, and can be attributed to 1.) the general improvement in the market between the Regent meeting and the date of our bond sale, 2.) the strong demand for high-grade credits in the municipal bond market, and 3.) the competitive bond sale process that allows any underwriter the chance to step up and provide a winning bid. Interest in this bond sale from potential bidders was very high due to "AA" rating on the bonds based on the State of Utah's moral obligation pledge coupled with bond insurance that allows the bonds to sell as "AAA." The bid results were as follows:

Underwriters	TIC Bid	NPV Savings %	NPV Savings \$	Difference from Winning Bid
George K. Baum & Co.	1.4173%	7.391%	\$603,442	
Robert W. Baird & Co., Inc.	1.4829%	7.169%	\$585,346	\$18,096
Zions First National Bank	1.4968%	7.123%	\$581,629	\$21,813
Wells Fargo Advisors	1.5011%	7.109%	\$580,410	\$23,032
Hutchinson, Shockey, Erley & Co	1.5702%	6.876%	\$561,428	\$42,014
Morgan Stanley & Co Inc.	1.6026%	6.767%	\$552,535	\$50,907
First Trust Portfolios, L.P.	1.6040%	6.762%	\$552,152	\$51,290
Stifel Nicolaus & Company	1.8824%	5.836%	\$476,481	\$126,961
Bernardi Securities, Inc.	2.2326%	4.684%	\$382,451	\$220,991

With a competitive bond sale, any underwriting firm from anywhere in the country is invited to bid. The winning bidder (in this case George K. Baum & Company) is simply the one that provides the University with the lowest combination of rates and fees as measured by the TIC or True Interest Cost. The rates and coupons and underwriter spread the winning bidder proposed are locked in from the time the bids are opened. As a result, the risk of being able to sell the bonds to investors in the market at the stated rates falls squarely on the underwriter's shoulders with no recourse to the University.

From day to day it is difficult to know which underwriter will provide the lowest rates, which is why we feel it makes sense to do a competitive bid where appropriate. For instance, R.W. Baird won the University's sale of research bonds this past spring. During the past two years we have also seen Zions Bank, Wells Fargo, Raymond James, Stifel Nicolas, Merrill Lynch, BMO Capital Markets, Wachovia Securities, UBS, Morgan Stanley, BGI, Piper Jaffrey, and even more obscure players than that win bids in the state of Utah. It is logical that if one underwriter consistently beat everyone else, every bond issuer would use that firm every time. But from day to day each underwriting desk reads the market a little differently or feels more or less aggressive. We've even seen cases where underwriters will bid at rates at which they couldn't possible make money in order to build a case for future business.

But whatever the reasoning behind their bids, the benefit goes to the bond issuer. We feel that was the case for the University and are pleased to report these results.

*In the opinion of Ballard Spahr LLP, Bond Counsel to the State Board of Regents of the State of Utah (the “State Regents”) and Utah State University (the “University”), interest on the 2009 Bonds is excludable from gross income for purposes of federal income tax under existing laws as enacted and construed on the date of initial delivery of the 2009 Bonds, assuming the accuracy of the certifications of the State Regents and the University and continuing compliance by the State Regents and the University with the requirements of the Internal Revenue Code of 1986. Interest on the 2009 Bonds is not an item of tax preference for purposes of either individual or corporate federal alternative minimum tax; however, interest on the 2009 Bonds held by a corporation (other than an S corporation, regulated investment company, or real estate investment trust) may be indirectly subject to federal alternative minimum tax because of its inclusion in the adjusted current earnings of a corporate holder. Bond Counsel is also of the opinion that interest on the 2009 Bonds is exempt from State of Utah individual income taxes. See “LEGAL MATTERS” herein. The 2009 Bonds are **not** “qualified tax-exempt obligations” within the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986.*



State Board of Regents of the State of Utah

Utah State University

\$8,130,000 Student Fee and Housing System Revenue Refunding Bonds, Series 2009

The \$8,130,000 Student Fee and Housing System Revenue Refunding Bonds, Series 2009 (the “2009 Bonds”), are issued by the State Board of Regents of the State of Utah (the “State Regents”) for and on behalf of Utah State University (the “University”), as fully-registered bonds and, when initially issued, will be in book-entry only form, registered in the name of Cede & Co., as nominee for The Depository Trust Company, New York, New York (“DTC”), which will act as securities depository for the 2009 Bonds.

Principal of and interest on the 2009 Bonds (interest payable June 1 and December 1 of each year, commencing December 1, 2009) are payable by Wells Fargo Bank, N.A., as Paying Agent, to the registered owners thereof, initially DTC. See “THE 2009 BONDS—Book-Entry System” herein.

The 2009 Bonds are **not** subject optional redemption prior to maturity, but are subject to extraordinary optional redemption prior to maturity (in the event of damage to, or destruction, seizure or condemnation of the Student Housing System, as defined herein). See “THE 2009 BONDS—Redemption Provisions” herein.

The 2009 Bonds are being issued for the purpose of: (i) refunding in advance of their maturity Student Fee Housing System Revenue Refunding Bonds, previously issued by the State Regents, for and on behalf of the University and (ii) paying the costs associated with the issuance of the 2009 Bonds. The 2009 Bonds will be issued pursuant to the Resolution, as described herein. The State Regents has pledged, pursuant to the Resolution, its rights in and to the Revenues (as defined herein) to the payment of the 2009 Bonds. The 2009 Bonds are equally and ratably secured with the Outstanding Parity Bonds (as described herein) and any Additional Bonds hereafter issued under the Resolution. See “THE 2009 BONDS—Sources And Uses Of Funds” and “—Plan Of Refunding” herein.

The 2009 Bonds are not an indebtedness of the State of Utah, the University or the State Regents but are special limited obligations of the State Regents, payable from and secured solely by the Revenues, and such funds and accounts established by the Resolution, as described herein. See “SECURITY FOR THE 2009 BONDS” herein. The issuance of the 2009 Bonds shall not directly, indirectly, or contingently obligate the State Regents, the University or the State of Utah or any agency, instrumentality or political subdivision thereof to levy any form of taxation therefore or to make any appropriation for the payment of the 2009 Bonds. Neither the State Regents nor the University has any taxing power.

In addition, the 2009 Bonds are secured by amounts on deposit in an account in the Debt Service Reserve Fund (the “2009 Debt Service Reserve Account”). The State Regents has covenanted to annually certify to the Governor of the State of Utah (the “Governor”) the amount, if any, required to (i) restore such account to the Debt Service Reserve Requirement (as defined herein) with respect to the 2009 Bonds or (ii) meet any projected shortfalls of payment of principal and/or interest for the 2009 Bonds. The Governor may (but is not required to) request from the Legislature of the State of Utah (the “Legislature”) an appropriation of the amount so certified and any sums appropriated by the Legislature shall, as appropriate, be deposited in the 2009 Debt Service Reserve Account to restore such account to the Debt Service Reserve Requirement or to meet any projected principal or interest payment deficiency. The Legislature is not required to make any appropriation with respect to the 2009 Bonds.

The scheduled payment of principal of and interest on the 2009 Bonds when due will be guaranteed under a financial guaranty insurance policy to be issued concurrently with the delivery of the 2009 Bonds by Assured Guaranty Corp. (“Assured Guaranty”). See “BOND INSURANCE” herein.



Dated: Date of Delivery¹

Due: December 1, as shown on inside front cover

See the inside front cover for the maturity schedule of the 2009 Bonds.

The 2009 Bonds were awarded pursuant to competitive bidding received by means of the PARITY[®] electronic bid submission system on Wednesday, September 23, 2009 as set forth in the OFFICIAL NOTICE OF BOND SALE, dated September 10, 2009 to George K. Baum & Company, Denver, Colorado; at a “true interest rate” of 1.42%.

Zions Bank Public Finance, Salt Lake City, Utah, acted as Financial Advisor.

This cover page contains certain information for quick reference only. It is not a summary of this issue. Investors must read the entire OFFICIAL STATEMENT to obtain information essential to the making of an informed investment decision.

This OFFICIAL STATEMENT is dated September 23, 2009, and the information contained herein speaks only as of that date.

¹ The anticipated date of delivery is Tuesday, October 6, 2009.

October 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Fall 2009 Enrollment Report

The attached report summarizes the fall 2009 third-week enrollment figures for the nine institutions. The report provides information regarding student headcount and FTE counts for both budget-related and self-support students.

The total budget-related student headcount for fall 2009 is 142,394. This represents an increase of 11,411 students over the 130,983 students reported in fall 2008. The budget-related FTE count for fall 2009 at third-week is 103,133. When compared to 94,149 budget-related FTE students reported in fall 2008, the difference between fall 2009 and fall 2008 represents a total increase of approximately 8,514 FTE students enrolled at the nine USHE traditional institutions.

Utah System of Higher Education

Fall 2009 3rd Week Budget Related Enrollment Numbers

USHE Institution	Headcount	Change over 2008	FTE	Change over 2008
University of Utah	28,950	1,146	24,172	988
Utah State University	21,738	652	16,327	621
Weber State University	19,128	1,415	12,961	1,211
Southern Utah University	6,964	491	6,141	392
Snow College	3,879	526	2,947	578
Dixie State College	7,255	1,366	5,420	1,088
College of Eastern Utah	2,165	259	1,526	174
Utah Valley University	24,592	2,300	17,483	1,869
Salt Lake Community College	27,723	3,256	16,154	2,060
USHE Total	142,394	11,411	103,131	8,981

Notes:

(1) FTE's are based on a formula calculation and are rounded to the nearest one.

Budget-related and self-support enrollment figures are included in the attachment.

Commissioner's Recommendation

This item is for information only.

WAS/GLS/JAC
Attachment

William A. Sederburg
Commissioner of Higher Education

Utah System of Higher Education

Fall 2009 3rd Week Headcount Enrollment Report *

TOTAL HEADCOUNT (Budget Related & Self Support)	PRIOR	CURRENT	CHANGE	CHANGE
University of Utah	30,228	31,407	1,179	3.90%
Utah State University	23,925	25,065	1,140	4.76%
Weber State University	21,674	23,331	1,657	7.65%
Southern Utah University	7,516	8,066	550	7.32%
Snow College	3,798	4,368	570	15.01%
Dixie State College	6,443	7,911	1,468	22.78%
College of Eastern Utah	2,082	2,173	91	4.37%
Utah Valley University	26,696	28,765	2,069	7.75%
Salt Lake Community College	29,866	33,774	3,908	13.09%
USHE	152,228	164,860	12,632	8.30%

BUDGET RELATED HEADCOUNT	PRIOR	CURRENT	CHANGE	CHANGE
University of Utah	27,804	28,950	1,146	4.12%
Utah State University	21,086	21,738	652	3.09%
Weber State University	17,713	19,128	1,415	7.99%
Southern Utah University	6,473	6,964	491	7.59%
Snow College	3,353	3,879	526	15.69%
Dixie State College	5,889	7,255	1,366	23.20%
College of Eastern Utah	1,906	2,165	259	13.59%
Utah Valley University	22,292	24,592	2,300	10.32%
Salt Lake Community College	24,467	27,723	3,256	13.31%
USHE	130,983	142,394	11,411	8.71%

Notes:

USHE Data Book Tab C Tables 2-6 report Budget Related and Self Supporting student headcount information

Source for "Prior" year headcount information 2009 USHE Data Book Tab C Table 7

Utah System of Higher Education

Fall 2009 3rd Week FTE Student Enrollment Report

TOTAL FTE (Budget Related & Self Support)	PRIOR	CURRENT	CHANGE	CHANGE
UU	23,425	24,412	987	4.21%
USU	17,154	17,861	707	4.12%
WSU	13,415	14,748	1,333	9.94%
SUU	6,100	6,457	357	5.85%
SNOW	2,575	3,215	640	24.85%
DSC	4,422	5,569	1,147	25.94%
CEU	1,420	1,532	112	7.89%
UVU	17,910	19,670	1,760	9.83%
SLCC	15,416	17,954	2,538	16.46%
USHE	101,837	111,418	9,581	9.41%

BUDGET RELATED FTE	PRIOR	CURRENT	CHANGE	CHANGE
University of Utah	23,184	24,172	988	4.26%
Utah State University	15,706	16,327	621	3.95%
Weber State University	11,750	12,961	1,211	10.31%
Southern Utah University	5,749	6,141	392	6.82%
Snow College	2,369	2,947	578	24.40%
Dixie State College	4,332	5,420	1,088	25.12%
College of Eastern Utah	1,352	1,526	174	12.87%
Utah Valley University	15,614	17,483	1,869	11.97%
Salt Lake Community College	14,094	16,154	2,060	14.62%
USHE	94,150	103,131	8,981	9.54%

Notes:

Rounding Error - FTEs are calculated then rounded to the nearest one

Source for "Prior" year FTE information 2009 USHE Data Book Tab C Table 8

Utah System of Higher Education

Fall 2009 3rd Week total Headcount by Gender & Ethnicity

GENDER	PRIOR	CURRENT	CHANGE	CHANGE
Female	74,796	81,429	6,633	8.9%
Male	77,276	83,155	5,879	7.6%
Unknown	156	276	120	76.9%
Total	152,228	164,860	12,632	8.3%

Ethnicity *	PRIOR	CURRENT	CHANGE	CHANGE
American Indian Alaskan	1,684	1,891	207	12.3%
Asian	3,452	3,732	280	8.1%
Black or African American	1,603	1,907	304	19.0%
Hispanic or Latino	7,630	8,850	1,220	16.0%
Native Hawaiian or Pacific Islander	1,236	1,444	208	16.8%
White	116,815	124,780	7,965	6.8%
Multiple	na	186	186	na
Non Resident Alien	4,641	4,672	31	0.7%
Unspecified	15,167	17,398	2,231	14.7%
Total	152,228	164,860	12,632	8.3%

* Ethnicity has been realigned to reflect new GAO reporting categories and rules

Utah System of Higher Education

Fall 2009 3rd Week Budget Related Enrollment Numbers

USHE Institution	Headcount	Change over 2008	FTE	Change over 2008
University of Utah	28,950	1,146	24,172	988
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Southern Utah University	6,964	491	6,141	392
Snow College	3,879	526	2,947	578
Dixie State College	7,255	1,366	5,420	1,088
College of Eastern Utah	2,165	259	1,526	174
Utah Valley University	24,592	2,300	17,483	1,869
Salt Lake Community College	27,723	3,256	16,154	2,060
USHE Total	142,394	11,411	103,131	8,981

Notes:

(1) FTE's are based on a formula calculation and are rounded to the nearest one.

October 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Annual Report on Leased Space

Regent policy R710 requires an “annual report of all space leased by USHE institutions, including space leased for off-campus continuing education programs and leased in research parks”, with the report to be reviewed by the Board of Regents in advance of forwarding to the State Building Board. This report is then utilized by DFCM in its preparation of a state-wide Leasing Report included in the State Building Board’s Five Year Building Program document for each Legislative Session. A summary of the changes in leases for each institution is shown below. In reviewing the information, please be aware that Regent policy requires institutions to obtain *prior* Board approval of leases funded from State appropriations that: (1) exceed \$100,000 annually; or (2) that commit institutions to leases for a 10-year duration or beyond; (3) or that lead to the establishment of regular state-supported daytime programs of instruction in leased space.

Institutional Lease Summary									
	2008			2009			Changes Summary		
Institution	Leases	Square Feet	Rent	Leases	Square Feet	Rent	% Change in Leases	% Change in Square Feet	% Change in Rent
UU	111	1,341,943	\$20,614,428	118	1,414,620	\$22,131,744	6.3%	5.4%	7.4%
USU	21	155,667	1,036,677	19	140,738	890,284	-9.5%	-9.6%	-14.1%
WSU	3	25,375	121,781	2	21,175	117,885	-33.3%	-16.6%	-3.2%
SUU	32	46,643	361,328	34	69,799	431,068	6.3%	49.6%	19.3%
Snow	0	0	0	0	0	0	n/a	n/a	n/a
DSC	1	5,350	134	2	7,000	10,034	100.0%	30.8%	100.0%
CEU	9	38,828	34,201	8	35,710	34,201	-11.1%	-8.0%	0.0%
UVSC	10	156,314	835,950	9	123,145	769,090	-10.0%	-21.2%	-8.0%
SLCC	6	70,167	886,942	8	114,590	1,193,916	33.3%	63.3%	34.6%
Totals	193	1,840,287	\$23,891,441	200	1,926,777	\$25,578,222	3.6%	4.7%	7.1%

Attachment 1 provides a three year comparison of number of leases, total square footage and annual rent paid by each institution on page 1. Pages 2-6 detail changes in leases since the last report. Pages 7-13 list summary information for each lease, including location, gross square feet, cost per square foot, and source of revenue for lease payments, expiration data, escalations, and type of space.

Members of the Business Affairs Council (BAC) and staff of the Office of the Commissioner (OCHE) are currently investigating the possibility of changing the content of the report to exclude month-to-month leases and leases supported with non-state appropriated funds. Should the result of further investigation conclude that these changes can be implemented and all State reporting requirements still be met, appropriate changes to policy R710 language and to the report itself will be brought back in front of the Board for consideration.

Commissioner's Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/PCM
Attachments

Utah System of Higher Education

Annual Lease Space Report FY 2007 thru FY 2009*

Institution	2007 Leases	2007 Sq. Ft	2007 Rent	2008 Leases	2008 Sq. Ft	2008 Rent	2009 Leases	2009 Sq. Ft	2009 Rent
University of Utah	107	1,313,941	\$20,183,016	111	1,341,943	\$20,614,428	118	1,414,620	\$22,131,744
Utah State University	18	149,983	1,135,677	21	155,667	1,036,677	19	140,738	890,284
Weber State University	3	25,375	121,781	3	25,375	121,781	2	21,175	117,885
Southern Utah University	28	42,485	319,327	32	46,643	361,328	34	69,799	431,068
Snow College	0	0	0	0	0	0	0	0	0
Dixie State College of Utah	1	5,350	134	1	5,350	134	2	7,000	10,034
College of Eastern Utah	10	48,578	63,139	9	38,828	34,201	8	35,710	34,201
Utah Valley University	9	133,314	648,978	10	156,314	835,950	9	123,145	769,090
Salt Lake Community College	11	93,047	945,155	6	70,167	886,942	8	114,590	1,193,916
Total Utah System of Education*	187	1,812,073	\$23,417,207	193	1,840,287	\$23,891,441	200	1,926,777	\$25,578,222
Total Increase:	8	40,966	\$1,823,078	6	28,214	474,234	7	86,490	1,686,781
Total Leases Added:	14	124,170	\$1,387,043	20	83,574	959,640	21	206,611	\$1,327,789
Total Leases Ended:	6	(74,032)	(\$871,032)	14	(63,076)	(491,706)	15	(60,535)	(\$397,586)
Total Leases Changed:	103	(9,172)	\$1,307,068	102	7,716	6,300	120	(59,586)	\$756,578

| Source: USHE

<i>Institution</i>	<i>Action</i>	<i>Leased Property</i>	<i>Total # of Leases</i>	<i>Sq. Ft</i>	<i>Annual Expenditures</i>
University of Utah					
	2008 Total - University of Utah		111	1,341,943	20,614,428
Change	Bountiful			0	2,292
Change	Murray			0	4,716
Delete	Park City		(1)	(3,222)	(53,964)
Change	Sandy			0	(287,988)
Change	St. George			0	1,824
Change	American Fork			0	960
Change	Bountiful			0	3,588
Change	Cedar City			0	2,988
Change	Hurricane			0	4,356
Change	Idaho Falls			0	2,832
Change	Layton			0	2,868
Change	Ogden			0	6,720
Add	Payson		1	5,445	98,016
Add	Pleasant View		1	6,870	123,660
Change	Provo			0	3,792
Change	Redwood			0	4,848
Change	Sandy			0	1,080
Change	St. George			0	3,816
Change	Yellowstone			0	2,340
Change	Development Office			0	16,704
Change	College of Nursing (Simulation Learning Center)			0	15,504
Change	Department of Anesthesiology			0	4,044
Add	Sleep-Wake Center		1	147	4,440
Change	Technology Transfer, Department of			10,139	254,376
Change	Utah Diabetes Center			0	14,232
Change	Department of Pharmacy Services			0	5,952
Add	Huntsman Cancer Institute		1	6,746	180,996
Change	Utah Center for Reproductive Medicine			0	18,288
Change	Utah Center Stem Cell Research			1,200	44,220
Change	Central Stores			(1,171)	13,956
Change	Department of Radiology			(1,358)	(20,784)
Change	Department of Radiology - Film File Storage			(154)	(1,380)
Change	Hospital - F&E (Cold Storage Warehouse)			(1,140)	(4,956)
Add	Hospital - F&E (High Bay Storage)		1	1,664	11,064
Change	Hospitals & Clinics - Neurology Clinic			6,547	71,352
Change	Hospital & Clinics - Radiology Outpatient Imaging			467	(10,380)
Change	Surgical Specialty Center			27	(12,780)
Change	University of Utah - Sr. Vice President of Health Sciences			(3,492)	(103,236)
Change	295 Chipeta Way, SLC, UT 84108			2,379	648,876

<i>Institution</i>	<i>Action</i>	<i>Leased Property</i>	<i>Total # of Leases</i>	<i>Sq. Ft</i>	<i>Annual Expenditures</i>
University of Utah - continued					
	Change	Family & Preventive Medicine's Health Research Center		0	26,028
	Change	Sleep Disorder & Sinus Clinic		0	4,020
	Change	Department of Family & Preventive Medicine		0	10,872
	Change	Department of Genetics & Epidemiology		0	1,536
	Delete	Dept-Physiology - 410 Chipeta Way. #150,125	(1)	(5,116)	(66,552)
	Change	Department of Physiology & Cardiovascular #1 & #2		(1,780)	(19,483)
	Change	Lung Health Study		642	12,504
	Delete	Rocky Mountain Cancer Data systems - 410 Chipeta Way, #230	(1)	(1,759)	(30,744)
	Change	Health Sciences		0	13,512
	Change	Department of Psychiatry		0	3,984
	Change	Information Technology Services		0	4,512
	Change	Information Technology Services		0	13,104
	Change	Information Technology Services		0	2,016
	Change	Medical Billing		425	14,208
	Change	Medical Billing - Office of Compliance		0	972
	Change	Neuropsychiatric Institute - Adult Behavioral Clinic		0	6,672
	Change	Neuropsychiatric Institute - Home		0	7,824
	Change	Utah Cancer Registry & Alzheimer's Resource Center		0	4,452
	Change	University of Utah Lease - Tenants		0	11,023
	Change	Child Development Center		0	3,240
	Change	Human Resources, Payroll		0	19,800
	Change	College of Pharmacy		0	8,040
	Change	College of Pharmacy/Center for Cell Signaling		0	2,160
	Change	Department of Radiology		0	2,232
	Change	Drug Information Center		(10)	2,580
	Change	Pharmacological Outcomes Research Center		0	3,012
	Change	Energy & Geosciences Institute		0	9,864
	Change	520 Wakara Way - Health Sciences Professional Education		(52,000)	0
	Change	Beehive Square Storage		0	1,896
	Change	Beehive Square Storage (Physics Department)		0	864
	Change	College of Engineering - Clean & Secure Energy		0	2,352
	Add	Center for Voice & Speech	1	2,870	30,132
	Add	College of Nursing	1	24,280	315,636
	Change	Continuing Education/School of Business/USTAR/College of Law		0	3,300
	Change	Dental Education		0	7,500
	Change	Department of Dermatology		0	3,120
	Change	Department of Dermatology		0	1,608
	Change	Department of Dermatology		0	1,128
	Change	Department of Dermatology		0	828
	Add	Department of Internal Medicine, Division of Epidemiology	1	143	2,640

<i>Institution</i>	<i>Action</i>	<i>Leased Property</i>	<i>Total # of Leases</i>	<i>Sq. Ft</i>	<i>Annual Expenditures</i>
University of Utah - continued					
	Add	Department of Internal Medicine, Division of Epidemiology	1	336	7,800
	Delete	Department of Family & Preventive Medicine	(1)	(640)	(11,448)
	Change	Department of Nephrology (Kidney Specialists)		0	876
	Change	Department of Neurosurgery		0	1,236
	Add	Department of Obstetrics & Gynecology	1	4,155	81,312
	Change	Department of Orthopedics		0	(252)
	Change	Department of Physics		0	12,828
	Add	Department of Psychiatry	1	6,000	93,000
	Add	Department of Psychology (Young Parenthood Program)	1	1,347	21,492
	Delete	Department of Psychology (Family Support Program)	(1)	(907)	(15,048)
	Change	Department of Special Education - Reading Clinic		0	2,328
	Change	Department of Surgery (Dr. Robert H. I. Andtbacka)		0	30,876
	Change	Department of Surgery (Transplant Section)			40,800
	Change	Energy & Geosciences Institute		0	3,084
	Change	Health Network - Layton		(14,023)	(279,516)
	Change	Health Network - Stansbury Park		0	(85,488)
	Change	Health Sciences2		301	(528)
	Add	Health Sciences	1	77,619	0
	Change	Hospital Lease		0	17,976
	Change	Hospital - Records		0	7,200
	Change	Hospitals and Clinics		0	3,828
	Delete	Hospitals and Clinics	(1)	(300)	(10,500)
	Change	Hospitals and Clinics		0	480
	Change	Hospitals and Clinics		0	11,004
	Change	Hospitals and Clinics		0	3,324
	Change	Moran Eye Center		0	(2,832)
	Change	Radiation Oncology Program		0	1,920
	Change	Sugar House Family Practice Clinic, Space F5		0	4,140
	Change	Sugar House Rehabilitation Clinic, Space F6, FON4		0	1,560
	Change	Telescope Array/Cosmic Ray Physics Group (Peter Sokolsky)		0	6,000
	Change	Telescope Array/Cosmic Ray Physics Group (Peter Sokolsky)		0	600
	Change	Telescope Array/Cosmic Ray Physics Group (Peter Sokolsky)		0	10,800
	Change	Telescope Array/Cosmic Ray Physics Group (Peter Sokolsky)		0	11,100
	Change	Telescope Array/Cosmic Ray Physics Group (Peter Sokolsky)		0	10,440
	Change	Telescope Array/Cosmic Ray Physics Group (Peter Sokolsky)		0	6,000
	Change	University Neighborhood Partners		0	9,300
2009 Total - University of Utah			118	1,414,620	22,131,744

<i>Institution</i>	<i>Action</i>	<i>Leased Property</i>	<i>Total # of Leases</i>	<i>Sq. Ft</i>	<i>Annual Expenditures</i>
Utah State University					
	2008 Total - Utah State University		21	155,667	1,036,677
Change	Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT **	Change in SF	0	13,323	56,622
Change	Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT **	Change in SF	0	(13,323)	(10,025)
Change	Brigham City - Reeder Holding Inv. Early Intervention CPD Up-to-3 10 South 400 East, Yearly escalation		1	0	172
Change	Cache County/Logan Airport Authority (Hangar FL-10) - ITEE		0	0	2,000
Change	Jamestown Bldg. CPD Early Intervention Up-to-3 (1 ste) 1115 N 200 E, Logan UT		0	0	3,132
Delete	Logan, USU Innovation Campus, Bldg. #1770, Suites 140 &160		(1)	(2,828)	(27,969)
Delete	Logan, USU Innovation Campus, Bldg. #1770, Suites 180 -191		(1)	(2,759)	(22,845)
Delete	Logan, USU Innovation Campus, Bldg. #1750		(1)	(6,120)	(84,456)
Change	Logan - Bullen Center - CVCA, 43 South Main, Logan, Ut (Correction to last year's report)		0	730	0
Delete	Tooele - Heritage Fed. Credit Unon -888 W. E. Ave, Tooele, UT		(1)	(1,320)	(7,200)
Add	Tremonton - Capener-Marble Condos, 12 W 1000, No B. CPD Up-to-3,		1	252	3,000
Change	Washington DC Apartments (3) for USU interns, 211 Jeff Davis Hwy, Apts. 304, 504 & 604 Washington DC (Vacated 2 apts)		0	(2,884)	(60,264)
Change	Washington DC Apartment for USU grad students, 211 Jeff Davis Hwy, Apt 916 Washington DC (larger apt) Escalaion		0	0	540
Change	Washington DC Apartment for USU Advisor, 211 Jeff Davis Hwy, Apt 1108N Washington DC (Escalation		0	0	900
	2009 Total - Utah State University		19	140,738	890,284
Weber State University					
	2008 Total - Weber State University		3	25,375	121,781
Delete	Roy High School		(1)	(4,200)	(3,896)
	2009 Total - Weber State University		2	21,175	117,885
Southern Utah University					
	2008 Total - Southern Utah University		32	46,643	361,328
Add	Head Start - 390 South 600 West, Milford - Classroom		1	1,400	9,600
Add	Public Safety - 204 South 300 West, Cedar City - Parking		1	19,250	10,020
Add	Advancement - 142 North 1000 West, Cedar City - Storage		1	300	720
Add	Business Resource Center - 77 North Main, Cedar City - Office		1	3,026	50,383
Change	Head Start - 705 North 195 West, La Verkin - Classroom		0	0	956
Change	Head Start - 494 East 900 South, St. George - Classroom		0	0	1,256
Change	Head Start - 166 North Main, Panguitch - Classroom		0	0	187
Change	Head Start - 217 East Telegraph, Washington - Classroom		0	0	931
Change	Head Start - 55 West Center, Beaver - Classroom		0	0	96
Change	Head Start - 2390 West Hwy 56, Cedar City - Classroom/Office		0	0	2,275
Change	Shakespeare - 690 West Industrial Rd, Cedar City - Storage		0	216	720
Change	Continuing Ed - 690 West Industrial Rd, Cedar City - Storage		0	60	240
Delete	Head Start - 680 West 300 South, Milford - Classroom		(1)	(1,000)	(7,200)
Delete	SUU Pageant - 690 West Industrial Rd, Cedar City - Storage		(1)	(96)	(444)
	2009 Total - Southern Utah University		34	69,799	431,068

<i>Institution</i>	<i>Action</i>	<i>Leased Property</i>	<i>Total # of Leases</i>			<i>Sq. Ft</i>		<i>Annual Expenditures</i>	
Snow College	No Leases		0			0		0	
Dixie State College of Utah									
		2008 Total - Dixie State College of Utah	1			5,350		134	
Add		Classroom Space - University Plaza	1			1,650		9,900	
		2009 Total - Dixie State College of Utah	2			7,000		10,034	
College of Eastern Utah									
		2008 Total - College of Eastern Utah	9			38,828		34,201	
Delete		Montezuma Creek - Whitehorse Seminary	(1)			(3,118)		0	
		2009 Total - College of Eastern Utah	8			35,710		34,201	
Utah Valley University									
		2008 Total - Utah Valley University	10			156,314		835,950	
Delete		Foundation Building	(1)			(35,564)		(66,860)	
Change		Canyon Park Building L	0			3,235		0	
Change		Murdock	0			(840)		0	
		2009 Total - Utah Valley University	9			123,145		769,090	
Salt Lake Community College									
		2008 Total - Salt Lake Community College	6			70,167		886,942	
Change		551 North 220 West, Airport (Hanger - Airport Center)	0			0		31,677	
Change		551 North 220 West, Airport (Hanger - Airport Center)	0			1,312		2,820	
Change		210 East 400 South, SLC	0			0		(5,000)	
Add		1400 West Goodwin Avenue (Rose Park)	1			9,610		96,100	
Change		231 East 400 South, SLC	0			0		15,986	
Add		3760 South Highland Drive (Highland Center)	1			33,501		177,706	
Change		900 West 1300 South, SLC	0			0		(12,315)	
		2009 Total - Salt Lake Community College	8			114,590		1,193,916	
2007 Total									
			193			1,840,287		23,891,441	
2008 Total									
			200			1,926,777		25,578,222	
Total Increase/(Decrease):									
			7			86,490		1,686,781	
Total Leases Added:									
			21			206,611		1,327,789	
Total Leases Ended:									
			15			(60,535)		(397,586)	
Total Leases Changed:									
			120			(59,586)		756,578	

Institution	Location	Gross Feet	Sq. Foot	Cost per Sq. Foot	Net or Full	State Approp. or Other	Annual Lease Payment	Terms in Months - Expiration Date	Escalations	Type of Space
University of Utah										
(See pages 10 through 14 for details)										
Utah State University										
	Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City	16,701	4.25	N		State/Other	70,979	12 mo. 6/2010	Review annually	Classroom/ office
	Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City	15,427	0.76	N		State/Other	11,725	12 mo. 6/2010	Review annually	Storage
	Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City	31,033	4.25	N		State/Other	131,890	12 mo. 6/2010	Review annually	Classroom/office
	Brigham City - Reeder Holding Inv. - CPD Early intervention Up-to-3 10 So 400	1,302	6.73	F		Other	8,764	36 mo.6/2011	2% annually	Classroom
	Cache County/Logan Airport Authority (Hangar FL-10) - ITEE	7,040	1.43	N		Other	10,040	120 mo 6/30/2016	1K per yr.	Hangar
	Cache County Airport - M&M of Logan LLC, Hangar 9A and Office 9 - ITEE	14,275	6.28	N		Other	89,650	60 mo 1/10/2013	Review annually	Hangar/Office
	Jamestown Bldg. CPD Early Intervention Up-to-3 (1 suite)1115 No 200 E, Logan	1,255	13.83	F		Other	17,352	12 mo 6/2010	None	Classroom
	Logan, USU Innovation Campus - Logan Park LLC, (Mt. Plains Resource Ctr. / D	14,492	9.00	N		Other	130,428	146 mo.2/2011	None	Research Offices/Labs
	Logan USU Research Foundation - Tech Transfer Office Bldg. #570, Suite 101	3,079	13.80	F		Other	42,492	month to month	None	Technology Office
	Logan - Cache Valley Center for the Arts, Bullen Center, 43 South Main, Logan U	980	1.20	F		Other	1,200	12 Mo 11/30/2009	None	Radio Station/office
	SLC, Dairy Commission - Nutrition & Food Sc. 1213 East 2100 South, SLC.	231	12.99	F		State	3,000	36 mo. 6/30/2011	None	Office
	SLC, Jan-Mar Building, CPD Early Intervention Up-to-3 1574 W 1700 S, SLC	1,566	11.15	N		Other	17,467	60 mo	Yes	Classroom
	SLC, Wells Fargo Bldg., 299 S. Main St., Development Office	1,601	10.99	F		Other	17,592	8/31/2009	None	Office/Retail
	SLC, Granite School District 2500 South State Street, SLC	25,689	8.75	F		Other	224,808	60 mo 7/31/2012	None	Classroom/office
	Tremonton/Capener-Marble Condos - 12 West 100 North #B, Early Interv. Up-t	252	11.90	F		Other	3,000	12 mo. 6/30/10	None	Classroom
	Tremonton/Capener-Marble Condos 28 West 100 North, Tremonton UT BC Ca	1,100	14.59	F		Other	16,045	60 mo. 12/31/2013	None	Classroom/office
	Washington DC Apartments for USU interns, 211 Jeff Davis Hwy, Apt 504 Wash	1,442	20.90	N		Other	30,132	12 mo 5/31/2010	None	Residential apts
	Washington DC Apartment for USU Grad student 211 Jeff Davis Hwy, Apt. 916, 1	1,701	21.59	N		Other	36,720	12 mo 1/04/2009	None	Residential apt
	Washington DC Apartment for USU advisers, 211 Jeff Davis Hwy, Apt. 1108N	1,572	17.17	N		Other	27,000	12 mo 4/30/2009	None	Residential apt
	Subtotal - Utah State University	140,738					890,284			
Weber State University										
	Davis High School	13,650	4.00			State	5,010	Sem. rental on-going	none	Classroom
	WSU West - 5627 S 3500 W, Roy	7,525	15.00			State	112,875	8/31/2010	Yes	Class/Office/Storage
	Subtotal - Weber State University	21,175					117,885			
Southern Utah University										
	Acclamation/Ballroom - 690 West Industrial Rd, Cedar City	216	2.22			Other	480	Month to Month	Varies	Storage
	Advancement - 142 North 1000 West, Cedar City	300	2.40			Other	720	Month to Month	Varies	Storage
	Archaeology - 690 West Industrial Rd, Cedar City	216	2.67			Other	576	Month to Month	Varies	Storage
	Ballroom - 690 West Industrial Rd, Cedar City	216	2.67			Other	576	Month to Month	Varies	Storage
	Bookstore - 650 N 800 West, Cedar City	600	3.00			Other	1,800	Month to Month	Varies	Storage
	Bookstore - 690 West Industrial Rd, Cedar City	192	3.13			Other	600	Month to Month	Varies	Storage
	Business Resource Center - 77 North Main, Cedar City	3,026	16.65	F		Other	50,383	12 Month - Mar 2010	Varies	Office
	Cedar Mountain Science Center - 690 West Industrial Rd, Cedar City	96	4.63			Other	444	Month to Month	Varies	Storage
	Continuing Ed - 690 West Industrial Rd, Cedar City	156	3.46			Other	540	Month to Month	Varies	Storage
	Financial Services - 690 West Industrial Rd, Cedar City	96	4.63			Other	444	Month to Month	Varies	Storage
	Head Start - 141 North Main, Kanab	1,000	11.05	N		Other	11,049	12 Month - Mar 2010	Varies	Classroom
	Head Start - 166 North Main, Panguitch	1,200	6.40	N		Other	7,680	12 Month - Nov 2012	2.5%	Classroom
	Head Start - 217 East Telegraph, Washington	2,000	9.65	N		Other	19,309	12 Month - Aug 2009	5%	Classroom

<i>Institution</i>	<i>Location</i>	<i>Gross Feet</i>	<i>Sq. Cost per Sq. Foot</i>	<i>Net or Full</i>	<i>State Approp. or Other</i>	<i>Annual Lease Payment</i>	<i>Terms in Months - Expiration Date</i>	<i>Escalations</i>	<i>Type of Space</i>
	Head Start - 2390 West Hwy 56, Cedar City	11,560	10.04	N	Other	116,048	12 Month - Sep 2015	2%	Classroom/Office
	Head Start - 450 South Center, Delta	1,000	7.20	F	Other	7,200	12 Month - Aug 2009	Fixed	Classroom
	Head Start - 494 East 900 South, St. George	6,016	10.65	N	Other	64,067	12 Month - Dec 2019	2%	Classroom
	Head Start - 510 East 900 South Apt #1, St. George	1,100	10.91	N	Other	12,000	12 Month - Oct 2009	Varies	Office/Storage
	Head Start - 55 West Center, Beaver	1,004	4.87	F	Other	4,889	Month to Month	2%	Classroom
	Head Start - 555 West 400 South, Fillmore	900	8.00	F	Other	7,200	12 Month - Aug 2009	Fixed	Classroom
	Head Start - 390 South 600 West, Milford	1,400	6.86	N	Other	9,600	12 Month - June 2013	Varies	Classroom
	Head Start - 690 West Industrial Rd, Cedar City	312	2.31		Other	720	Month to Month	Varies	Storage
	Head Start - 705 North 195 West, La Verkin	5,008	9.73	N	Other	48,731	12 Month - Dec 2017	2%	Classroom
	Machine Shop - 690 West Industrial Rd, Cedar City	216	2.67		Other	576	Month to Month	Varies	Storage
	Preschool/Day Care - 690 West Industrial Rd, Cedar City	312	3.08		Other	960	Month to Month	Varies	Storage
	President's Office - 690 West Industrial Rd, Cedar City	672	2.23		Other	1,500	Month to Month	Varies	Storage
	Public Safety - 204 South 300 West, Cedar City	19,250	0.52	N	E&G	10,020	12 Month - Sep 2009	Varies	Parking
	Service & Learning - 690 West Industrial Rd, Cedar City	96	4.63		Other	444	Month to Month	Varies	Storage
	Shakespeare - 690 West Industrial Rd, Cedar City	4,600	2.19		Other	10,068	Month to Month	Varies	Storage
	Shakespeare - 73 South 200 West Unit 1-6, Cedar City	3,750	8.64		Other	32,400	Month to Month	Varies	Residential
	SUU Student Association - 690 West Industrial Rd, Cedar City	96	3.75		Other	360	Month to Month	Varies	Storage
	SUUSA T-Bird Awards - 690 West Industrial Rd, Cedar City	312	2.31		Other	720	Month to Month	Varies	Storage
	Theatre Arts - 690 West Industrial Rd, Cedar City	2,256	1.71		Other	3,864	Month to Month	Varies	Storage
	UT Ctr for Rural Health - 111 South 1400 West Unit 1, Cedar City	525	8.57	N	Other	4,500	Month to Month	Varies	Residential
	UT Ctr for Rural Health - 465 N 800 West, Cedar City	100	6.00		Other	600	Month to Month	Varies	Storage
	Subtotal - Southern Utah University	69,799				431,068			
Snow College	None								
Dixie State College of Utah									
	St. George Airport - Hanger	5,350	0.03		Other	134	6/30/2010	None	
	Classroom Space - University Plaza	1,650	6.00		State	9,900	6/30/2010	None	Classroom
	Subtotal - Dixie State College of Utah	7,000				10,034			
College of Eastern Utah (see Note 1)									
	Blanding Armory	5,600		F	State	10	Ongoing	None	Classroom/Office
	Prehistoric Museum	22,500		F	State	1	216 Months, 6/30/13	None	Museum/Office
	One-half mile northeast of Price	40 Acres	3.00		State	120	588 Months, 6/01/18	None	Land
	Eastern Utah Self Storage - Recreation	500		F	State	768	Annual	None	Storage
	Eastern Utah Self Storage - Theatre	2,500		F	State	6,900	Annual	None	Storage
	Cedar Hills Storage - Food Service	360		F	Other	900	Annual	None	Storage
	Ricky Cook - Dance	1,250		N	State	3,900	Annual	None	Storage
	Business & Technology Assistance Center	3,000		F	State	21,602	Ongoing	None	Classroom/Office
	Subtotal - College of Eastern Utah	35,710				34,201			
Utah Valley University (see Note 1)									
	Airport Hangar #1	14,800	5.68		Other	84,000	168 - 10.12.12		Hangar/Classroom/Office
	Airport Hangar #2	33,000	3.74		Other	123,576	120 - 3.21.10		Hangar/Classroom/Office

<i>Institution</i>	<i>Location</i>	<i>Gross Feet</i>	<i>Sq. Feet</i>	<i>Cost per Sq. Foot</i>	<i>Net or Full</i>	<i>State Approp. or Other</i>	<i>Annual Lease Payment</i>	<i>Terms in Months - Expiration Date</i>	<i>Escalations</i>	<i>Type of Space</i>
	Woodbury Art Gallery Commons Areas	13,732		1.28		State	17,626	12 - 3.31.09		Office/Other
	Continuing Ed House	850		6.35		Other	5,400	12 - 06.30.09		Storage
	Canyon Park Bldg L	38,603		7.67		State/Other	296,236	240 - 12.15.06 to 1.1.2027		Classroom/Kitchens/Offices
	Murdock Property	22,160		9.21		State	204,077	180 - 8.1.08 to 8.1.2023		Office/Other
	Airport Land (Hangar #1) (.577 acres)	25,134 Acres		0.12		State	3,102	360 - 2.7.29	3 yr CPI	Ground
	Airport Land (Hangar #2) (2.03 acres)	88,496 Acres		0.21		State	18,962	360 - 3.22.30	2 yr CPI	Ground
	Airport (AvTech) (9.8 acres)	426,888 Acres		0.04		Other	16,111	360 - 5.31.25		Ground
	Subtotal - Utah Valley University	123,145					769,090			
Salt Lake Community College										
	830 East 9400 South, Sandy (Sandy Center)	29,061		16.66	F	State	483,984	84 Mo. 8/31/10	Yes/Variable	Office/Lab/Classroom
	551 North 2200 West, Airport (Airport Center)	12,939		5.94	N	State	109,640	60 Mo. 5/31/13	Adj. Yearly	Office/Lab/Classroom
	551 North 2200 West, Airport (Airport Center)	3,936		5.15	F	State	8,460	Month to Month		3 Hangers
	210 East 400 South, SLC (Writing Center)	1,545		9.00	F	State	8,905	10/05 5-Year	CPI Annual	Office/Classroom
	231 East 400 South, SLC (Library Square)	21,535		13.50	F	State	296,806	01/01/07 to 6/30/12	Adj. Yearly	Office/Classroom
	900 West 1300 South, SLC (Unity Center)	2,463		5.00	F	State	12,315	5 Yr., April 2013	CPI Annual	Office/Classroom
	1400 West Goodwin Avenue (Rose Park)	9,610			F	State	96,100	40359	None	Office/Classroom
	3760 South Highland Drive (Highland Center)	33,501		5.67		State	177,706	40359	None	Office/Classroom
	Subtotal - Salt Lake Community College	114,590					1,193,916			

Notes:

(1) Ground expressed in acres is not included in square footage

Bld	Department	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	Monthly Payment	Yearly Payment	Start	Type of Space
Academic Outreach & Continuing Education									
	Bountiful	75 W. 2nd S., Bountiful (Stoker School)	24,851	3.16	N	6,546	78,552	7/1/1992	Office
	Murray	Cedar Park, 5282 S. 320 W., #186	11,765	13.79	F	13,517	162,204	7/30/1990	Office
	Sandy	9875 South 240 West	20,000		F			9/1/1994	Office
	St. George	Building "A" in Dahle Plaza, St. George	6,600	14.08	N	7,742	92,904	7/7/2008	Education & related purposes
College of Fine Arts1									
		West Institute, 3rd South	22,501	0.00	N			9/15/1983	Offices
Dialysis Centers:									
	American Fork	120 North 1220 East, #14, American Fork, UT	2,600	12.73	N	2,758	33,096	1/1/2007	General/medical offices
	Bountiful	530 South 500 West, Bountiful	5,845	21.10	N	10,277	123,324	2/26/1998	Medical office
	Cedar City	1281 North North Field Road, Cedar City	4,850	21.11	N	8,530	102,360	5/1/2002	Medical office
	Hurricane	2500 West State Street, Hurricane, UT	6,548	22.87	N	12,477	149,724	4/1/2008	Office
	Idaho Falls	2225 Teton Plaza, #A, Idaho Falls, ID 83406	7,533	12.89	N	8,094	97,128	1/28/1992	Outpatient hospital services
	Layton	940 South Main, Layton, UT	6,480	15.19	N	8,205	98,460	7/15/2005	Health care, medical office
	Mesquite	350 Falcon Ridge Parkway, Mesquite, NV	4,390	16.20	N	5,927	71,124	7/25/2007	Dialysis center
	Ogden	5575 South 500 East, Ogden	12,583	36.99	N	19,237	230,844	1/1/1993	Clinical, teaching & research
	Payson	15 South 1000 East, Payson, UT	5,445	18.00	N	8,168	98,016	4/20/2009	Medical offices
	Pleasant View	Bldg. 4 Mountain View Landing, Pleasant View	6,870	18.00	N	10,305	123,660	8/1/2008	Medical & professional offices
	Provo	1675 North Freedom Boulevard, Provo	6,594	19.76	N	10,855	130,260	7/1/1991	Dialysis center
	Redwood	5400 South 3854 West, Taylorsville, UT	5,490	15.38	N	7,038	84,456	6/1/2007	Dialysis center
	Sandy	8750 South Sandy Parkway, Bldg. #3, Sandy	6,000	6.16	N	3,080	36,960	12/15/1996	Clinic
	St. George	River Road and 700 South, Bldg. D, St. George	7,160	18.27	N	10,901	130,812	3/1/1997	Dialysis center
	Yellowstone	1180 Summers Drive, Rexburg, ID 83440	6,410	12.56	N	6,710	80,520	9/1/2005	Provide health care
540 Arapleen Drive									
	Development Office	540 Arapleen Drive	29,228	19.63	F	47,811	573,732	4/1/2005	Offices
	College of Nursing	540 Arapleen Drive, #200, SLC, UT 84108	3,877	20.00	F	6,462	77,544	1/7/2009	Medical clinic & administrative offices
615 Arapleen Drive									
	Department of Anesthesiology	615 Arapleen Drive, #200, SLC, UT 84108	6,305	21.95	F	11,536	138,432	4/1/2001	Research & clinical offices
	Sleep-Wake Center	615 Arapleen, #101	147	30.17		370	4,440	9/1/2009	Storage of files
	Technology Transfer, Department of	615 Arapleen Drive, #310, #302 & #305, SLC	18,786	24.92	F	39,012	468,144	3/1/2004	Office & laboratory
	Utah Diabetes Center	615 Arapleen Drive, #100, SLC, UT 84108	19,771	25.27	F	41,636	499,632	11/1/2000	Office & laboratory
675 Arapleen Drive									
	Department of Pharmacy Services	675 Arapleen Drive, #100, SLC, UT 84108	7,193	28.41	F	17,030	204,360	7/1/2007	Health care & IV therapy
	Huntsman Cancer Institute	675 Arapleen Drive, #200, SLC, UT 84108	6,746	26.83	F	15,083	180,996	12/1/2008	Office
	Utah Center for Reproductive Medicine	675 Arapleen Drive, #205, SLC, UT 84108	10,798	29.61	F	26,642	319,704	10/28/2002	Office and medical clinic
	Utah Center Stem Cell Research	675 Arapleen Drive, 101, 101A, 300, 304, SLC	15,065	27.58	F	34,615	415,380	9/1/2005	Office and medical clinic
729 Arapleen Drive									
	Central Stores	729 Arapleen Drive, SLC, UT 84108	7,859	5.00	N	5,239	62,868	3/1/1998	Warehouse, distribution, storage
	Department of Radiology	729 Arapleen Drive, SLC, UT 84108	637	10.00	N	265	3,180	1/1/2001	Offices, reading room, computer room
	Department of Radiology - Film File Storage	729 Arapleen Drive SLC, UT 84108	1,689	5.00	N	704	8,448	3/1/1998	Warehouse, distribution, storage
	Hospital - F&E (Cold Storage Warehouse)	729 Arapleen Drive SLC, UT 84108	1,560	5.00	N	650	7,800	4/1/1999	Warehouse, distribution, storage
	Hospital - F&E (High Bay Storage)	729 Arapleen Drive, SLC, UT 84108	1,664	5.00	N	922	11,064		Warehouse, distribution, storage

Bld	Department	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	Monthly Payment	Yearly Payment	Start	Type of Space
	Hospitals & Clinics - Neurology Clinic	729 Arapeen Drive, SLC, UT 84108	15,709	10.00	N	10,821	129,852	8/1/2004	General warehousing
	Hospital & Clinics - Radiology Outpatient	729 Arapeen Drive, SLC, UT 84108	6,574	10.00	N	5,478	65,736	8/1/2004	General storage & warehousing
	Surgical Specialty Center	729 Arapeen Drive, SLC, UT 84108	3,236	10.00	N	2,697	32,364	5/1/2002	Clinical exam room & offices
	University of Utah - Sr. Vice President H.S.	729 Arapeen Drive, SLC, UT 84108	38,177	10.00	N	31,814	381,768	1/1/1998	Laboratory & office
295 Chipeta Way									
	295 Chipeta Way	295 Chipeta Way, SLC, UT 84108	55,245	17.46	F	133,372	1,600,464	12/2/2004	General medical office
Health Sciences - Pediatrics									
375 Chipeta Way									
	Family & Preventive Medicine's Health Research	375 Chipeta Way, SLC, UT 84108	38,856	22.63	F	73,268	879,216	4/1/2001	Office, research, laboratory
	Sleep Disorder & Sinus Clinic	375 Chipeta Way, #A, SLC, UT 84108	6,062	30.17	F	15,241	182,892	1/1/2001	Office, research, laboratory
391 Chipeta Way									
	Department of Family & Preventive Medicine	391 Chipeta Way, #C, SLC, UT 84108	9,704	18.67	F	16,006	192,072	10/1/2003	Office & laboratory
	Genetic Epidemiology	391 Chipeta Way, #D-1 & #D-2, SLC	7,248	18.75	F	11,325	135,900	11/8/1994	Office & laboratory space
	Radiopharmacy (Subleased to PLCO Cancer)	391 Chipeta Way, #A, SLC, UT 84108	5,047	19.62	F	8,252	99,024	12/1/1996	Office & laboratory
	V.P Health Sciences - Int Med Nephrology Div	391 Chipeta Way, #E, SLC, UT 84108	3,475	18.50	F	5,357	64,284	9/1/1994	Office
410 Chipeta Way									
	Department of Genetics & Epidemiology	410 Chipeta Way, #110 & #100, SLC	6,673	23.35	N	6,492	77,904	4/1/2006	Offices & laboratory
	Department of Physiology & Cardiovascular	410 Chipeta Way, #280, SLC, UT 84108	1,549	14.42	N	1,861	22,337	10/8/1996	Research, office & UNI
	Lung Health Study	410 Chipeta Way, #220, 219, & 235, SLC	5,103	16.14	TN	6,864	82,368	9/1/1998	Office
420 Chipeta Way									
	Health Sciences	420 Chipeta Way, SLC, UT 84108	54,150	12.73	N	57,464	689,568	3/1/2006	General Office
546 Chipeta Way									
	Pain Management Center	546 Chipeta Way, #G200, SLC, UT 84108	6,986	15.85	N	9,229	110,748	8/17/1995	Office
650 Komars Drive									
	Department of Psychiatry	650 Komars Drive, #206, SLC, UT 84108	6,601	22.31	F	12,272	147,264	9/1/2006	Research & general offices
	Information Technology Services	650 Komars Drive, #100	7,059	21.94	F	12,907	154,884	5/18/2007	IT service & related training/storage
	Information Technology Services	650 Komars Drive, #101, 102, 104, 107, 107A, 10E	24,150	18.64	F	37,507	450,084	9/16/2005	IT service & related training/storage
	Information Technology Services	650 Komars Drive, #105, SLC, UT 84108	3,167	21.95	F	5,792	69,504	7/1/2006	IT service & related training/storage
	Medical Billing	650 Komars Drive, #202, 203, 204, SLC	15,205	20.42	F	26,328	315,936	6/1/2006	Office & related services
	Medical Billing - Office of Compliance	650 Komars Drive, #205, SLC, UT 84108	1,578	21.31	F	2,802	33,624	6/1/2006	Office & related services
	Neuropsychiatric Institute - Adult Behavioral	650 Komars Drive, #201, SLC, UT 84108	10,175	22.51	F	19,087	229,044	8/1/2005	Office and medical clinic
	Neuropsychiatric Institute - Home	650 Komars Drive, #200, 207 (Expansion Area), SLC	11,435	22.55	F	21,485	257,820	8/1/2005	Office and medical clinic
	Utah Cancer Registry & Alzheimer's Resource	650 Komars Drive, #106 A & B, SLC, UT 84108	7,189	21.31	F	12,765	153,180	11/1/2005	Office, research, clinic
417 Wakara Way									
	University of Utah Lease - Tenants	417 Wakara Way, SLC, UT 84108	71,296	15.61	N	92,739	1,112,863	2/1/2005	Research, office space
419 Wakara Way									
	Child Development Center	419 Wakara Way, #100, SLC, UT 84108	8,463	13.11	N	9,248	110,976	9/1/1996	Day care center
	College of Pharmacy/Medicinal Chemistry	419 Wakara Way, #205, SLC, UT 84108	6,054	15.14	TN	7,638	91,656	10/1/2000	Office & lab
420 Wakara Way									
	Human Resources, Payroll	420 Wakara Way, SLC, UT 84108	29,977	26.31	F	65,715	788,580	4/14/2002	General office, classroom
421 Wakara Way									
	College of Pharmacy	421 Wakara Way, #318, SLC, UT 84108	16,743	16.48	N	22,994	275,928	1/1/1987	Research & office
	College of Pharmacy/Center for Cell Signaling	421 Wakara Way, #360, SLC, UT 84108	4,076	18.21	N	6,185	74,220	3/1/2001	Research & office

Bld	Department	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	Monthly Payment	Yearly Payment	Start	Type of Space
	Department of Information Technology Service	421 Wakara Way, SLC, UT 84108	107	15.02	F	134	1,608	12/1/2006	Closet space
	Department of Radiology	421 Wakara Way, #140, SLC, UT 84108	4,747	16.12	N	6,377	76,524	1/1/2008	Classrooms
	Drug Information Center	421 Wakara Way, #204, SLC, UT 84108	5,223	17.03	TN	7,411	88,932	2/26/2007	Office
	Pharmacological Outcomes Research Center	421 Wakara Way, #208, SLC, UT 84108	6,194	16.66	TN	8,598	103,176	2/15/2007	Office
423 Wakara Way									
	Energy & Geosciences Institute	423 Wakara Way (Expansion Space), SLC	34,699	15.95	N	46,127	553,524	9/1/1996	Office
590 Wakara Way									
	Orthopedic Specialty Hospital	590 Wakara Way, SLC, UT 84108	105,000	21.58	N	188,866	2,266,392	9/20/2004	Full service hospital
OTHER OFF CAMPUS LEASES									
	Beehive Square Storage	Beehive Square Units - Bldg. 23-D, Unit 21A, SLC	17,294	3.76	N	5,422	65,064	2/1/2002	Storage
	Beehive Square Storage (Physics Department)	Beehive Square Units - Portions of Bldg. 13-15, SLC, UT	4,800	5.32	N	2,129	25,548	8/1/2006	Storage & shop space
	Bureau of Economic and Business Research	1060 N. Beck Street, #438, SLC, UT 84103	128	13.97	N	165	1,980	8/1/2006	Storage
	College of Engineering - Clean & Secure Energy	Beehive Square Units - Bldgs. 23C, 23B, 22A, 23E, SLC	33,278	15.52	N	14,043	168,516	7/1/1995	Research and office
	Center for Voice & Speech	Kearns Building - 136 South Main Street, #712, 71	2,870	10.50	N	2,511	30,132	8/1/2009	Office/speech/voice therapy clinics
	College of Nursing	230 West 200 South, #2115 - Royal Wood Office Plaza, SLC	24,280	13.00	F	26,303	315,636	11/1/2008	Professional offices
	Continuing Education/Business/USTAR/Law	City Centre 1 (175 East 400 South), SLC, UT	6,605	16.50	F	9,082	108,984	1/15/2008	General office, teaching, outreach
	Dental Education	468 South 300 West, Blanding, UT				625	7,500	8/1/2009	Apartment
	Department of Dermatology	Cottonwood Place Medical Center, #150 & 160, M	5,058	21.22	F	8,941	107,292	1/16/2002	General office & medical clinic
	Department of Dermatology	Cottonwood Place Medical Center, #250, Murray	2,878	19.13	F	4,588	55,056	4/15/2004	General office & medical clinic
	Department of Dermatology	Cottonwood Place Medical Center, #270, Murray	1,853	20.83	F	3,216	38,592	10/1/2005	General office & medical clinic
	Department of Dermatology	Cottonwood Place Medical Center, Murray	1,443	20.03	F	2,392	28,704	12/1/2006	General office & medical clinic
	Department of Internal Medicine, Epidemiology	Ayani' Neez Center @ Shiprock, New Mexico 874	143	18.43	F	220	2,640	2/1/2009	Health Research Study
	Department of Internal Medicine, Epidemiology	Junction of Highway 264 & N-12, #F, Window Rock, AZ 86515	336	23.22	F	650	7,800	4/1/2009	Office for business purposes
	Department of Nephrology (Kidney)	1250 East 3900 South, #410, SLC, UT 84124	2,010	14.94	N	2,502	30,024	12/1/2007	Medical office
	Department of Neurosurgery	100 N Mario Capecchi Drive, SLC	3,445	18.58	F	5,334	64,008	7/1/2002	Clinic and office
	Department of Obstetrics & Gynecology	370 9th Avenue, #101, SLC, UT 84103	4,155	19.57	F	6,776	81,312	10/1/2008	Medical offices
	Department of Orthopedics	100 North Capecchi Drive, #4550 (Ambulatory Care Center) (formerly 100 N Medical Drive), SLC	5,288	18.58	F	8,188	98,256	7/1/2002	Office and clinic
	Department of Pediatrics	100 North Capecchi Drive (Ambulatory - PCMC)	11,086	17.51	F	16,176	194,112	1/1/2001	Medical office
	Department of Pediatrics	100 North Mario Capecchi Drive (PCMC) - Outpatient Medical Clinic - Shared Space Agreement, 100 North Capecchi Drive, SLC					0	7/1/2008	Medical office
	Department of Physics	Brigham Apartments, SLC				1,069	12,828	1/11/2008	Residency
	Department of Psychiatry	450 South 900 East, SLC, UT	6,000	15.50	N	7,750	93,000	12/1/2008	Health care services, medical office
	Department of Psychology (Young Parent)	231 East 400 South, #210 & #360, SLC, UT	1,347	15.96	F	1,791	21,492	3/1/2007	Education services & research

Bld	Department	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	Monthly Payment	Yearly Payment	Start	Type of Space
	Department of Special Education - Reading	Cedar Park, 5282 S. 320 W., #D-100, Murray, UT	3,331	14.50	N	4,025	48,300	7/1/2006	General business offices
	Department of Surgery (Dr. Andtbacka)	5169 Intermountain Drive, #550, Murray, UT				2,573	30,876	7/1/2008	Physician's clinic
	Department of Surgery (Transplant Section)	145 E. Harmon Ave., #506A, Las Vegas, NV				3,400	40,800	1/1/2008	Apartment
	Energy & Geosciences Institute	865 S. 600 W., Bldg. 22-C	17,100	5.34	N	7,609	91,308	8/1/1998	Warehouse & office
	Health Network - Layton	1492 West Antelope Drive, #150, Layton, UT	2,305	18.50	TN	3,438	41,256	3/1/2009	Medical offices
	Health Network - Stansbury Park	220 Millpond, #100, Stansbury Park, UT	12,000	17.65	N	17,650	211,800	8/2/1999	General medical office
	Health Sciences2	127 South 500 East, SLC	96,301	10.28	TN	82,485	989,820	5/1/2002	Offices
	Health Sciences	127 South 500 East, SLC, UT	77,619				0	5/1/2002	Parking terraces
	Hospital Lease	144-146 South 400 East, SLC, UT 8411	5,500	13.09	N	6,000	72,000	5/14/2004	General office/warehouse
	Hospital - Records	134 South 400 East, SLC, UT 84102	15,419	6.23	N	8,000	96,000	10/15/1995	Office & warehouse
	Hospitals and Clinics	Centerville Medical Building, 26 S. Main St., Cent	8,510	15.30	TN	10,850	130,200	7/1/2006	Medical offices
	Hospitals and Clinics	Gondola Building, Park City Resort Center	1,440	11.40	N	1,367	16,404	11/1/1996	Medical clinic and office
	Hospitals and Clinics	Bldg. B - Redstone Business & Retail Center, Parl	18,039	20.82	N	31,298	375,576	9/1/2005	Medical Clinic
	Hospitals and Clinics	1091 West Jordan Parkway, #350, 400, 450 & 500 South Jordan, UT	6,369	17.91	N	9,506	114,072	8/1/2003	General medical office
	Madsen Health Center	555 Foothill Boulevard, SLC, UT	32,000	11.00	TN	30,270	363,240	4/4/1988	Clinic
	Moran Eye Center	4400 South 700 East, #240, SLC, UT	4,617	12.75	N	4,906	58,872	9/1/1986	Medical office
	Moran Eye Center	6360 South 3000 East #200, SLC	5,894	18.00	F	8,841	106,092	5/11/1998	Medical office
	Parking Structure3	Institute - South Campus Dr, SLC, UT				31,963	383,556	8/1/2003	Parking
	Parking Surface Use	Institute - South Campus Dr, SLC, UT					0	3/1/2003	Parking
	Radiation Oncology Program	1250 East 3900 South, #10, SLC, UT 84124	6,600	11.85	N	6,518	78,216	5/1/1996	Medical office
	Sugar House Family Practice Clinic, Space F5	1135 E. Wilmington Ave., SLC, UT, SLC, UT	8,788	21.38	TN	15,658	187,896	3/20/1996	Clinic
	Sugar House Rehabilitation Clinic, Space F6	1135 E. Wilmington Ave, SLC, UT 84106	3,581	19.77	TN	5,900	70,800	3/20/1996	Clinic
	Telescope Array/Cosmic Ray Physics Group	379 East 300 North, Delta, UT 84624				500	6,000	4/1/2009	Residence
	Telescope Array/Cosmic Ray Physics Group	498 West Main, Delta, UT 84624				50	600	5/1/2009	Communication tower
	Telescope Array/Cosmic Ray Physics Group	140 North 300 East, Delta, UT 84624				900	10,800	6/1/2009	Residence
	Telescope Array/Cosmic Ray Physics Group	198 South 200 West, Delta, UT 84624				925	11,100	6/1/2009	Residence
	Telescope Array/Cosmic Ray Physics Group	168 North 150 East, Delta, UT 84624				870	10,440	6/1/2009	Residence
	Telescope Array/Cosmic Ray Physics Group	379 East 300 North, Delta, UT 84624				500	6,000	10/1/2009	Residence
	University Neighborhood Partners	1617 West Secret Garden Place, SLC				0	0	2/1/2009	Residence
	University Neighborhood Partners	1617 West Secret Garden Place, SLC, UT				775	9,300	3/1/2009	Residence
	University of Utah Investment Management	136 Heber Avenue, Suite 204, Park City, UT	138		F	800	9,600	4/23/2008	Office
	Virginia Tanner Creative Dance Program4	2580 Jefferson Avenue, Ogden, UT 84401						8/28/2006	Classroom
	Virginia Tanner Creative Dance Program4	3770 N. Highway 224 - Park City, UT 84098						8/27/2008	Classroom
	Virginia Tanner Creative Dance Program4	985 East Lagoon Street, Roosevelt, UT 84066					0	9/8/2008	Classroom
	West Valley Outreach5	1060 South 900 West (Jordan Park), SLC, UT					0	11/1/2002	Community resource building.
			1,414,620				22,131,744		
	Hinckley Institute of Politics	2950 Van Ness St. #113, Washington, D.C.				2,275	27,300	4/15/2002	Apartment
	Hinckley Institute of Politics	2950 Van Ness St. NW #204, Washington, D.C.				2,310	27,720	4/23/2008	Apartment
	Hinckley Institute of Politics	2950 Van Ness St. #230, Washington, D.C.				2,151	25,812	4/15/2002	Apartment

<i>Bld</i>	<i>Department</i>	<i>Location</i>	<i>Gross Sq. Feet</i>	<i>Cost per Sq. Foot</i>	<i>Net or Full</i>	<i>Monthly Payment</i>	<i>Yearly Payment</i>	<i>Start</i>	<i>Type of Space</i>
	Hinckley Institute of Politics	2950 Van Ness St. #330, Washington, D.C.				2,385	28,620	4/7/2007	Apartment
	Hinckley Institute of Politics	2950 Van Ness St. #515, Washington, D.C.				2,298	27,576	4/15/2002	Apartment
	Hinckley Institute of Politics	2950 Van Ness St. #610, Washington, D.C.				2,397	28,764	4/15/2002	Apartment
	Hinckley Institute of Politics	2950 Van Ness St. #930, Washington, D.C.				2,238	26,856	4/15/2002	Apartment

LAND:

KUED/KUER-FM	Mt. Vision	.43 acres				3,312		7/18/2002	Broadcasting & transmitting
Physics Department	Dugway Proving Grounds	988 acres						12/31/2004	N/A
Physics Department - Kia Martens	Millard County - near Delta, Utah	120 acres						2/1/2004	2/1/04 \$990.00/yr. for first 5 yrs.
Seismograph Station1	Various points in Utah	raph stations							Varies *Documentation thru Relu Burlacu
U of U (Beta Corner Lease)2	NE corner of University & 1st South	Land only						7/30/1974	
U of U Madsen Health Center-Parking Lot	555 Foothill Boulevard	.75 acres				1,000		10/15/1988	Parking lot

October 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Institutional Residences Annual Report

Regent Policy R207 requires that each USHE institution provide an annual report regarding institutional coverage of expenses for maintenance, repair, utilities, insurance and domestic assistance related to the institutional residences (IR). The attached report summarizes the approved budget and expenditures for each institution over the past five years.

As part of a continuing effort to utilize the Regents' time for the most pressing issues, the institutional residence reporting was discussed by the Business Affairs Council (BAC) and the Budget Officers Group (BOSS) as a candidate for possible elimination from upcoming SBR agendas. The general sentiment of these groups supported continuance of the report as necessary to maintain proper institutional internal control, to ensure that IR budgets are set and expenditures are monitored, to document support of each IR as a sanctioned institutional offering within IRS guidelines, and to provide public accountability and transparency regarding IR facilities operation and maintenance.

Commissioner's Recommendation

This is a discussion item only; no action is needed.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/PCM
Attachment

Utah System of Higher Education

Institutional Residences Operation and Maintenance Report

	2004-05 Budget	2004-05 Actual	2005-06 Budget	2005-06 Actual	2006-07 Budget	2006-07 Actual	2007-08 Budget	2007-08 Actual	2008-09 Budget	2008-09 Actual	2009-10 Budget	Source of Funds	Square Footage
U of U ⁽¹⁾	\$102,350	\$99,768	\$83,100	\$80,618	\$51,150	\$46,723	\$56,670	\$52,675	\$56,670	\$54,413	\$59,200	Discretionary Funds	11,439
USU	72,000	71,032	72,000	73,381	74,000	74,000	73,500	48,424	73,200	60,262	73,350	E&G	8,479
WSU ⁽²⁾	19,066	0	19,066	7,199	15,000	12,285	15,000	13,188	14,000	13,376	19,200	E&G	3,900
SUU ⁽³⁾	16,000	18,191	19,000	15,260	62,350	99,352	26,000	27,562	139,900	243,851	173,500	E&G	11,314
SNOW	15,458	6,777	24,450	21,940	12,000	6,598	9,001	7,168	9,001	6,435	9,001	E&G	6,128
DSC	14,700	12,222	14,700	4,426	0	0	19,950	44,723	19,950	9,607	8,000	E&G & Discretionary	5,367
CEU ⁽⁴⁾	3,500	3,462	4,800	4,794	4,800	4,982	5,000	0	0	0	0	E&G	-
UVU	26,074	24,859	35,243	16,865	20,940	15,780	20,940	27,581	20,940	98,872	37,940	E&G & Discretionary	5,075
SLCC	\$50,400	\$16,563	\$68,600	\$33,621	\$69,600	\$33,915	\$70,700	\$19,418	\$68,700	\$42,893	\$58,700	E&G & Discretionary	8,343

Board Policy R207 provides for institutional coverage of expenses for maintenance, repair, utilities, insurance and domestic assistance related to our institutional residences. Policy requires annual reports for the previous year's actual expenses and the current year's budget, as summarized in the table above.

(1) UU: FY 2005, 2006 increase in expenses to address deferred maintenance issues.

UU: FY 2007 \$23,500 additional budget planned for deferred repair and replacement costs

(2) WSU: This is the President's private residence.

(3) SUU: 2008-09 budget included materials only. Actual cost of materials in 2008-09 was \$137,669. Cost of labor performed by internal Facilities Management Personnel was \$57,176.

SUU: FY10 budget includes materials & labor. FY10 budget increased due to aging of building and increased living/hosting space in basement.

(4) CEU: President's Residence Sold

Note: a necessary revision to USU's 2007-08 Actual was made since the original report was distributed.



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October 1, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA—Lowest Default Rate in the Nation

Issue

Utah Higher Education Assistance Authority (UHEAA) has the lowest student loan default rate in the nation according to recent statistics from the U.S. Secretary of Education. UHEAA's rate of 2.1 percent is more than three times lower than the national average of 6.7% (see Attachment 1). Despite a recessionary economy, nearly 98% of UHEAA's borrowers who entered repayment in fiscal 2007 are repaying their loans responsibly. Other low default rate states include the following (see Attachment 2):

- Montana 2.2%
- South Carolina 2.8%
- North Carolina 2.9%
- Wisconsin 2.9%
- New Hampshire 3.1%

UHEAA's low default rate is the result of many factors including:

- Students, who have demonstrated a commitment to borrowing responsibly and repaying their student loans;
- College financial aid professionals, who provide expert counseling on managing educational debt; and
- UHEAA's innovative default prevention campaign which helps students successfully repay their education debt.

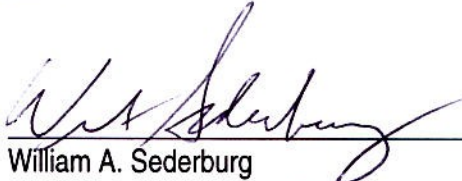
UHEAA has invested significant resources in financial literacy and default prevention efforts as part of an overall commitment to keep student loan default rates as low as possible. UHEAA formed a special default prevention unit two years ago which focuses on helping borrowers whose loans are seriously delinquent. In addition, in these difficult economic times, UHEAA continues its "Ray of Hope" campaign to help borrowers who are experiencing difficulty repaying their student loans. UHEAA also uses innovative technologies to reach borrowers in an attempt to establish repayment plans that accommodate each borrower's individual needs.

As the Congress deliberates national student loan policy, UHEAA executives have been active in Washington to promote the value of local service and a strong role for nonprofit student loan agencies. National political momentum may nevertheless result in the nationalization of the student loan program. In September 2009 on a vote nearly along party lines, the U.S. House of Representatives passed the Student Aid and Fiscal Responsibility Act which would shift all student loan lending to the Federal Direct Loan Program (FDLP) effective July 1, 2010. The House bill includes a provision for non-profit agencies like UHEAA to continue servicing loans. However, it is unclear if such a servicing provision will materialize and be financially viable for UHEAA.

Critics of the House bill oppose a vast expansion of the federal government's role in student lending and believe a move to the FDLP would limit consumer choice, decrease the availability and quality of services to students and institutions, and increase default rates. Now the debate moves to the Senate where deliberations over health care may delay the Senate's student loan reform bill. Senator Hatch recently sent a letter to newly-appointed Senator Harkin, who chairs the Senate's Health, Education, Labor, and Pensions (HELP) committee. The letter urges compromise legislation to allow states which have successfully operated student loan programs to continue offering services which benefit our students (see Attachment 3).

Commissioner's Recommendation

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



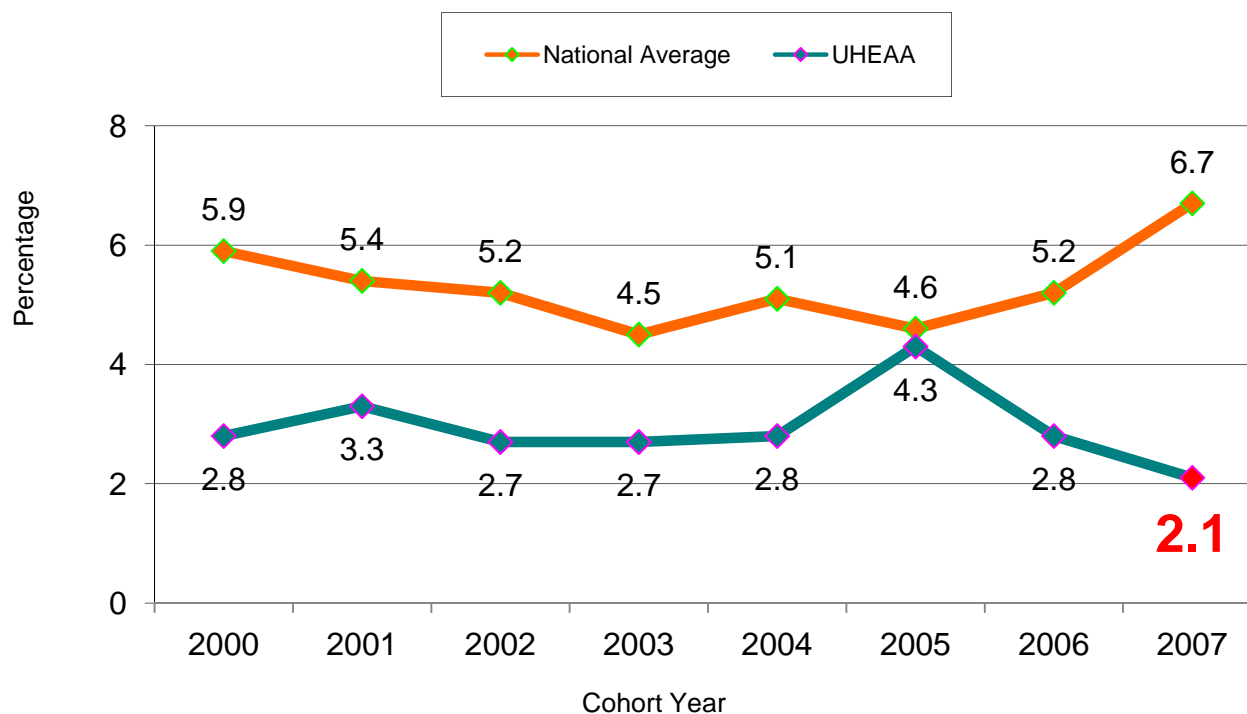
William A. Sederburg
Commissioner of Higher Education

WAS/DAF

Best in Nation

UHEAA'S 2007 COHORT DEFAULT RATE

Lowest Rate of All Guarantors



Cohort Default Rates for Fiscal Years 2005-2007

Guaranty Agencies

Ranked by FY 2007 Default Rates

Rank	INSTITUTION	State	FY 05 %	FY 06 %	FY 07 %
1	Utah Higher Education Assistance Authority	UT	4.3	2.8	2.1
2	Guaranteed Student Loan Program (MT)	MT	2.8	2.3	2.2
3	South Carolina State Ed. Assistance Authority	SC	1.6	1.4	2.8
4	North Carolina State Ed. Assistance Authority	NC	1.6	1.5	2.9
5	Great Lakes Higher Education Corporation	WI	2.7	2.4	2.9
6	New Hampshire Higher Ed. Assistance Foundation	NH	3.2	2.2	3.1
7	American Student Assistance Corp.	MA	1.5	1.4	3.7
8	New Mexico Student Loan Guarantee Corp.	NM	4.8	2.8	3.7
9	Student Loans of North Dakota	ND	3.3	3.1	3.8
10	Colorado Student Loan Program	CO	2.5	2.5	4.0
11	Vermont Student Assistance Corporation	VT	2.1	2.2	4.3
12	Educational Credit Management Corporation	MN	4.3	4.2	4.8
13	Education Assistance Corporation	SD	6.0	5.0	5.0
14	Pennsylvania Higher Ed. Assistance Authority	PA	2.9	3.4	5.5
15	USA Services	IN	4.0	4.6	6.8
16	Rhode Island Higher Ed. Assistance Authority	RI	5.6	5.4	7.3
17	Coordinating Board for Higher Education	MO	4.2	5.4	7.4
18	Northwest Education Loan Association	WA	7.1	8.9	7.4
19	Michigan Higher Education Assistance Authority	MI	5.3	5.5	7.8
20	Maine Education Assistance Division	ME	3.8	6.4	7.9
21	Connecticut Student Loan Foundation	CT	3.4	5.1	8.1
22	New York State Higher Education Services Corp.	NY	3.9	5.6	8.2
23	Iowa College Student Aid Commission	IA	7.0	5.6	8.7
24	Oklahoma Guaranteed Student Loan Program	OK	7.4	7.7	9.3
25	Georgia Higher Education Assistance Corp.	GA	10.3	8.4	9.3
26	Illinois Student Assistant Commission	IL	5.4	6.7	9.5
27	Tennessee Student Assistance Corporation	TN	5.7	7.1	9.7
28	New Jersey Higher Ed. Student Assist. Authority	NJ	8.2	10.4	9.9
29	Louisiana Office of Student Financial Assistance	LA	1.6	7.1	10.0
30	National Student Loan Program	NE	8.1	8.7	10.3
31	Texas Guaranteed Student Loan Corporation	TX	6.5	9.1	10.3
32	Florida Department of Education	FL	8.0	9.1	10.9
33	California Student Aid Commission/EdFund	CA	8.6	10.6	11.0
34	Student Loan Guarantee Foundation of Arkansas	AR	7.9	9.4	11.6
35	Higher Education Assistance Authority	KY	7.0	9.2	12.3

ORRIN G. HATCH
UTAH

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United States Senate

WASHINGTON, DC 20510-4402

September 28, 2009

COMMITTEES:

FINANCE

JUDICIARY

HEALTH, EDUCATION,
LABOR, AND PENSIONS

INTELLIGENCE

AGING

JOINT COMMITTEE
ON TAXATION

The Honorable Tom Harkin
Chairman
Senate Committee on Health, Education,
Labor and Pensions (HELP)
428 Dirksen
Washington, DC 20510

Dear Chairman Harkin:

As the Senate HELP Committee considers student loan reform, I wanted to stress my strong support for a continued role for local, non-profit student loan organizations. I do not support a move toward 100% direct lending by the federal government. While the Direct Loan (DL) program may make sense for some schools or states, it is wrong for Utah and other states.

Student loan servicing, default prevention, and financial literacy services are best provided at the local level. The Utah Higher Education Assistance Authority (UHEAA), an agency of the State of Utah, has served the education loan needs of our citizens with extraordinary success for more than three decades. Last year, UHEAA made nearly half a billion dollars in loans to college students, administering a portfolio of over \$2 billion in loans. UHEAA's superior customer service, state-of-the-art technology, and borrower benefit programs have resulted in all of Utah's major colleges and universities selecting UHEAA for student loans.

UHEAA has become the pathway to paying for college for hundreds of thousands of Utah students and families. Replacing UHEAA with a federal student loan monopoly will result in lower quality service for students and schools, no competition and no choice for consumers, more staff and expense to colleges and universities, and higher delinquency and default rates for borrowers. UHEAA's cohort default rate of 2.1% is the lowest in the country—a tribute to UHEAA's local commitment to student success!

I look forward to working with you on legislation that preserves the outstanding services and impressive record of agencies like UHEAA. Imposing a system of federally-run student lending funded by the U.S. Treasury will increase the national

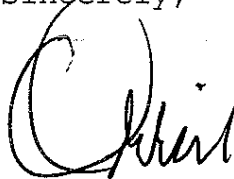
September 28, 2009

Page 2

debt and eliminate thousands of jobs across the country, including over 200 in Utah.

As a student loan bill moves forward, I urge your support of compromise legislation allowing states which have run successful student loan programs to continue offering high-quality services which best ensure the success of our students.

Sincerely,

A handwritten signature in black ink, appearing to read "Orrin Hatch", written over a large, stylized capital "O".

Orrin G. Hatch
United States Senator

OGH:jaa

October 5, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE Legislative Messaging and Priorities for 2010

The 2010 Session of the Utah State Legislature will be historic for the Utah System of Higher Education. As budget cuts continue to be implemented and more may be proposed, there is danger of diminishing both the quality of and access to higher education in the State of Utah.

In preparation for the Legislative Session, we have prepared the attached document detailing proposed messaging and legislative priorities for the Utah System of Higher Education. These include the budget recommendation of the Board of Regents and Capital Facilities priorities approved by the Board of Regents on August 28, 2009, and several items that will require legislative action in the form of bills. All are described in the attached document.

In addition, the Commissioner's office and the USHE presidents and their staffs will be closely monitoring legislation that could impact the Utah System of Higher Education, now and throughout the Legislative Session. As in the past, Associate Commissioner Buhler will prepare a weekly report on the status of higher education priorities and other issues of interest for distribution to Regents, Presidents, and Trustees.

Recommendation

The Commissioner recommends that the Board consider the attached document, and:

1. Endorse the proposed priorities as the priorities of the Utah System of Higher Education for the 2010 Session of the Utah State Legislature.
2. Regents, Commissioner and staff, Presidents and institutional representatives utilize the messaging included in the attached document in their personal communications with legislators.
3. Authorize the Commissioner, in consultation with the presidents, to monitor, support, or oppose on a case-by-case basis, other legislation that will be introduced during the 2010 Legislative Session.
4. The Board be given regular reports during the Legislative Session regarding items of interest to the Utah System of Higher Education.

William A. Sederburg, Commissioner

WAS/DB
Attachment

Message

Colleges and Universities are at a critical tipping point.

- 2009 Legislature enacted a 17% cut to base budgets--\$130 million, phased-in over two years. Full impact of the cut will be felt July 1, 2010.
- 2 consecutive years of record enrollment growth is stressing capacity on campuses —8% in 2009 followed by an additional 8% in 2010 (24,828 new students). 2009 also saw an increase in budget-related full-time-equivalents of 10%.

Cuts have already had real consequences.

- 940 full-time positions have been eliminated—24% involuntarily.
- While care has been given to lessen impact to students and programs, impacts are beginning to be felt—
 - More adjuncts (many funded on one-time money that will not be available when cuts fully implemented).
 - Fewer class sections (limiting access for students. In effect, this becomes a “soft enrollment cap.”)
 - Fewer advisors (can lead to students making costly choices that prolong time to graduation).

Going forward, as the cuts are fully implemented we will see:

- More layoffs (mostly involuntary).
- Fewer class sections.
- Larger class sizes.
- Elimination of programs.

Higher Education plays a critical role in strengthening the economy

- Higher education provides a valuable opportunity for those impacted by today's tough economic climate
- Utahns graduating with a 4-year degree in 2009 will add over \$500 million in earnings and taxes contributed to the State's economy.
- As of June 2009, those with a bachelor's degree or higher are much less likely to be unemployed—those without a college education account for nearly 75 percent of unemployment claims compared to only 12 percent of those with at least a bachelor's degree.

Conclusion

Before 2008, Utah already graduated more students with a bachelor's degree per dollar spent than any other state. While state policymakers face tough choices, the combination of deep budget cuts and steep enrollment growth will have long-term negative impacts on future economic growth in Utah.

(continued, next page)

Operating Budget Request

The Board of Regents are requesting money to add back a portion of the amount cut by the 2009 Legislative Session, targeted to the higher education's highest priorities and in alignment with strategic objectives. In summary, the request calls for:

- **Compensation**—base compensation in parity with state and public education employees, merit based.
- **Continuing Operating Costs:** **\$32,997,200**
 - Includes \$30 million for Mission Based Funding and O&M for qualified non-state funded facilities.
- **Strategic Plan** **\$15,505,000**
 - Participation including \$5 million for need-based financial aid and scholarship support.
 - Completion for guidance counselors and student success initiatives.
 - Economic Development including cluster acceleration partnerships, STEM education and the Engineering Initiative.
- **Institutional and USHE Priorities** **\$12,976,700**
 - Includes \$8 million for institutional priorities, \$4.3 million for IT infrastructure, and funding for the Academic Library Consortium and Board of Regents programming.
- **One-Time Increases** **\$4,218,000**
 - Includes \$3 million for IT Infrastructure and funding for cluster acceleration partnership, Academic Library Consortium, Space Utilization, and Board of Regents programming.
- **Supplemental Increases** **\$3,809,000**
 - Includes full funding for current fiscal year for New Century and Regents' Scholarships and O&M for qualified non-state funded facilities.

(continued, next page)

Capital Development

Below is the approved list of USHE building projects as ranked by the Utah State Board of Regents. These projects are driven by two primary factors: enrollment increases (+8% headcount for fall 2009), and aging buildings (47% of the state's higher education facilities are over 30 years old).

USHE is requesting bonding for higher education facilities. Approval for higher education facilities would help institutions better meet the demand for skilled workers in these high-tech industries, while at the same time help improve the economy by moving forward with large and very much needed construction projects.

Regent Priority	Building Board	Institution and Project	State Funds
1		DSC - Holland Centennial Commons Building	\$ 35,000,000
2		UVU - Science/Health Sciences Building Addition	\$ 49,945,489
3		SLCC - Instructional & Administrative Complex	\$ 30,000,000
4		UU - Infrastructure Phase I	\$ 15,000,000
5		CEU - Arts & Education Building Reconstruction	\$ 22,000,000
6		USU - Business Building Addition & Remodel	\$ 60,000,000
7		Snow - Science Building Reconstruction	\$ 25,000,000
8		USU - Fine Arts Complex Addition & Renovation	\$ 17,000,000
9		SUU - Business Building Addition & Remodel	\$ 12,250,000
10		UU - L.S. Skaggs Pharmacy Research Building	\$ 20,000,000
Regents' Branch Campus Priority		WSU - Professional Programs Classroom Building & Central Plant	\$ 34,499,000

(continued, next page)

Key Legislation as of October 1, 2009

- **College of Eastern Utah/Utah State University Affiliation (Rep. Painter and Sen. Hinkins)**
 - Legislation is required to implement the recommendation of the Board of Regents in July to create an affiliation between the College of Eastern Utah and Utah State University, with CEU as a Comprehensive Branch Campus.
 - The Memorandum of Understanding now in progress between CEU and USU will inform the drafting of the legislation.
- **Scholarship Amendments (Sen. Valentine and Rep. Hughes)**
 - Amendments are needed to make the New Century Scholarship financially sustainable, as well as to improve the program.
 - Amendments are now being negotiated with the sponsors and other key legislators.
 - Some amendments to the Regents' Scholarship program will also be included.
- **UESP Amendments (Sen. Niederhauser)**
 - Technical amendments to the Utah Educational Savings plan statute.

October 16, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: The Current 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

In the August 28, 2009 Board of Regents meeting, the "Configuration of the Utah System of Higher Education" statement was shared for feedback and reaction by the Regents, Presidents, and a broader audience with the commitment that a final copy would be shared for Board action in the October 16, 2009 meeting. The attached statement has been vetted by the Regents, the Commissioner, the Presidents and a broader audience, including institutional Boards of Trustees, political and business leaders. The result was a concurrence on the accuracy of this document summarizing the current configuration of the USHE.

There are two primary purposes of this statement: 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 State Board of Regents (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 Utah 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 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 approve the Current Configuration of the USHE statement to clarify the current 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. (NOTE: This statement will be updated pursuant to the Utah Community College Task Force process and recommendations.)

William A. Sederburg
Commissioner of Higher Education

WAS/JC/CM
Attachment

CURRENT CONFIGURATION OF THE UTAH SYSTEM OF HIGHER EDUCATION (10/6/09 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 Utah System of Higher Education (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 the current 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 designate public liberal arts and science university. 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, and 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).

October 5, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revisions to Policy R604, New Century Scholarship

Issue

Several changes were made to both the New Century and Regents' Scholarship programs by the 2009 Legislature (SB 104, sponsored by Senator Lyle Hillyard). It is necessary to update Regent Policy to reflect these changes. The most substantive legislative amendment was to change the award from up to 75% of tuition to maximum of \$5,000 over two years, effective for the high school graduating class of 2011.

Additionally, to improve the Commissioner's Office's ability to project the costs of the program for the State Legislature, this policy implements, for the first time, application deadlines for the New Century Scholarship. The proposed application deadline is January 8, with a deadline of October 15 to provide evidence that all requirements have been met. This will be communicated to all high schools, higher education financial aid officers, and to the news media by the end of October 2009. Attached is a copy of the proposed changes in a legislative draft format.

Commissioner's Recommendation

The Commissioner recommends that the Board consider and, if satisfied, approve the proposed revisions to Policy R604, New Century Scholarship.

William A. Sederburg, Commissioner

WAS/DB
Attachment

R604-1. Purpose: To provide policy and procedures for the administration of the New Century Scholarship which will be awarded to Utah high school graduates who either complete the requirements for an associate degree with at least a "~~B~~" (3.0) grade point average prior to September 1 of the same year they would normally graduate with their high school class, or who complete a rigorous math and science curriculum approved by the State Board of Regents with a "~~B~~" (3.0) grade point average.

R604-2. References

- 2.1. Utah Code Annotated § 53B-8-105 (~~2006~~) (2009)

R604-3. Definitions

- 3.1. **"Program"**: New Century Scholarship program.
- 3.2. **"Awards"**: New Century Scholarship funds which provide payment ~~up to 75% of recipient's tuition costs as provided in this rule.~~
- 3.3. **"SBR"**: State Board of Regents.
- 3.4. **"Reasonable Progress"**: A recipient must be enrolled full-time (12 credit hours) six during any semester for which he or she receives an award. Effective for new 2010 recipients and continuing students starting summer semester 2010.
- 3.5. **"Recipient"**: A Utah resident who either: (1) completes the requirements for an associate degree with at least a "~~B~~" (3.0) grade point average either prior to September 1 of the year he or she graduates from a Utah high school, or, if he or she graduates early or is home schooled, prior to the September 1 of the year in which he or she normally would have graduated with his or her class; or (2) completes the rigorous math and science curriculum approved by the State Board of Regents with at least a "~~B~~" (3.0) grade point average .
- 3.6. **"High School Graduation Date"**: The date when an applicant or recipient graduates from high school with his or her class, or if he or she graduates early or is home schooled, the date on which he or she normally would have graduated from high school with his or her class.
- 3.7. **"Associate Degree"**: An Associate of Arts, Associate of Science, or Associate of Applied Science degree, or equivalent academic requirements, as received from or verified by a regionally accredited Utah public college or university, provided that if the college or university does not offer the associate degree, the requirement can be met if the institution's registrar verifies that the student has completed academic requirements equivalent to an associate degree prior to the September 1 deadline.
- 3.8. **"Math and Science Curriculum"**: The rigorous math and science curriculum developed and approved by the State Board of Regents which, if completed, qualifies a high school student for a New Century Scholarship.

¹ Adopted June 4, 1999, amended July 12, 1999, April 20, 2001, May 31, 2002 and September 15, 2006.

R604-4. Conditions of the Scholarship

- 4.1. Program Terms:** The program scholarship may be used at any 4-year public or private not-for-profit higher education institution in the state accredited by the Northwest Association of Schools and Colleges that offers baccalaureate programs. Depending on available funding, if used at an institution within the state system of higher education, the scholarship awards under this program are up to 75% of the actual tuition costs. If used at an institution not within the state system of higher education, the scholarship is up to 75% of the tuition costs at the institution, not to exceed 75% of the average tuition costs at the state system baccalaureate granting institutions. Each scholarship is valid for up to two years of full time equivalent enrollment (60 semester credit hours) or until the requirements of a baccalaureate degree have been met, whichever is shorter. A student who has not used the award in its entirety within five years after his or her high school graduation date is ineligible to receive a program award.
- 4.2. Applicant Qualification:** To qualify for the award, an applicant must have either (1) completed the requirements for an associate degree with at least a "B" (3.0) college grade point average by September 1 of the year of his or her high school graduation date; or (2) completed the approved math and science curriculum with at least a "B" (3.0) grade point average by September 1 of the year of his or her high school graduation date.
- 4.3. Accredited College or University:** The associate degree must be received from, or the approved math and science curriculum must be completed through, a regionally accredited Utah public institution, provided the institution's academic on-campus residency requirements, if any, will not affect a student's eligibility for the scholarship if the institution's registrar's office verifies that the student has completed the necessary class credits for an associate degree or completed the approved math and science curriculum.
- 4.4. Eligible Institutions:** The award may be used at any 4-year public or private not-for-profit higher education institutions in the state accredited by the Northwest Association of Schools and Colleges that offers baccalaureate programs.
- 4.5. Enrollment at More than One Institution:** The award may be used at more than one of Utah's eligible institutions within the same semester.
- 4.6. Student Transfer:** The award may be transferred to a different eligible Utah institution upon the request of the student.

R604-5. Application Procedures

- 5.1. Application Contact:** Qualifying students may apply for the award. Applications shall be submitted through the SBR office.
- 5.2. Support Documentation:** Applicants must provide an official high school transcript verifying their high school graduation date and ACT score where applicable, an official college transcript, and if the student is enrolled at an institution which does not offer an associate degree or an institution that will not award the associate degree until the academic on-campus residency requirement has been met, the registrar must verify that the applicant has completed the equivalent academic requirements prior to September 1 of the year of the recipient's graduation date.
- 5.3. Application Deadlines:** Beginning on or after January 1, 2010, applicants shall meet the following deadlines to qualify for an award:

5.3.1. An application shall be submitted on or before January 8 of the applicant's high school graduation year. A priority deadline may be established each year. Students who meet the priority deadline may be given first priority of consideration for awards.

5.3.2. All support documentation shall be submitted on or before October 15 following the applicant's high school graduation.

5.4. **Incomplete Documentation:** Applications or other submissions that have missing information or missing documents are considered incomplete, will not be considered, and may result in failure to meet a deadline.

R604-6. Amount of Awards and Distribution of Award Funds

6.1. Amount of Awards

6.1.1. For a student who graduates from high school in the 2009-10 school year:

6.1.1.1. If used at an institution within the state system of higher education, the amount of the ~~scholarship~~ award, depending on available funding, will be up to 75% of the total cost of tuition based on the number of hours the student is enrolled; ~~or~~

6.1.1.2. If used at an institution not within the state system of higher education, the ~~scholarship~~ award, depending on available funding, will be up to 75% of the tuition costs at the institution, not to exceed 75% of the average tuition costs at the baccalaureate degree granting institutions within the state system of higher education.

6.1.2. For a student who graduates from high school in or after the 2010-11 school year, the total award is up to \$5,000, allocated semester-by-semester throughout whichever of the following time periods is the shortest:

6.1.2.1. Two years of full-time equivalent enrollment;

6.1.2.2. 60 credit hours; or

6.1.2.3. Until the student meets the requirements for a baccalaureate degree.

6.1.3. Tuition waivers, financial aid, or other scholarships will not affect the total award amount.

6.2. Tuition Documentation: The award recipient shall submit to SBR a copy of ~~the tuition invoice or a~~ class schedule verifying the number of hours enrolled. SBR will calculate the amount of the award based on the published tuition costs at the enrolled institution(s) and the availability of program funding.

6.3. Award Payable to Institution: The scholarship award will be made payable to the institution. The institution shall pay over to the recipient any excess award funds not required for tuition payments. Award funds should be used for higher education expenses including tuition, fees, books, supplies and equipment required for courses of instruction.

6.4. Added Hours after Award: The award will be increased up to 75% of the tuition costs of any hours added in the semester after the initial award has been made, depending on available funding.

Recipient shall submit to SBR a copy of the tuition invoice or class schedule verifying the added hours before a supplemental award is made.

6.5. Dropped Hours after Award: If a student drops hours which were included in calculating the award amount, either the subsequent semester award will be reduced accordingly, or the student shall repay the excess award amount to SBR. If a recipient fails to complete a minimum of ~~six~~ twelve semester hours, the scholarship may be revoked (see 7.1) unless the student needs fewer than 12 hours for completion of a degree. No award will be made for that semester, and a grade earned in a class completed in that semester, if any, will not be considered in evaluating the recipient's reasonable progress.

6.6. Funding Constraints of Awards: The SBR may limit or reduce awards, depending on the annual legislative appropriations and the number of qualified applicants.

R604-7. Time Constraints and Continuing Eligibility

7.1. Maintain Reasonable Progress toward Degree Completion: ~~The SBR may cancel the scholarship if the student fails to~~ In order to renew an award, the recipient must maintain reasonable progress toward degree completion by achieving a "B average" for two consecutive semesters for which he or she has received award funds; or fails to make reasonable progress toward the completion of a baccalaureate degree. a 3.0 GPA each semester and enrolling full-time (12 credit hours) each semester. If the recipient fails to maintain a 3.0 GPA or fails to enroll full-time, the award may be revoked.

7.1.1. Each semester, the recipient must submit to SBR a copy of his or her grades to verify that he or she is meeting the required grade point average and is ~~making reasonable progress toward the completion of a baccalaureate degree~~ completing a minimum of twelve semester hours. These documents must be submitted by the following dates effective for new 2010 recipients and continuing students starting summer semester 2010.

- 7.1.2 Proof of enrollment for Fall Semester and proof of completion of the previous semester must be submitted by September 30.
- 7.1.3 Proof of enrollment for Spring Semester and proof of completion of the previous semester must be submitted by February 15.
- 7.1.4 Proof of enrollment for Summer Semester and proof of completion of the previous semester must be submitted by June 30.
- 7.1.5 Proof of enrollment if you are attending Brigham Young University during Winter Semester and proof of completion of the previous semester must be submitted by February 15.
- 7.1.6 Proof of enrollment if you are attending Brigham Young University during Spring Semester and proof of completion of the previous semester must be submitted by May 30.
- 7.1.7 Proof of enrollment if you are attending Brigham Young University during Summer Semester and proof of completion of the previous semester must be submitted by July 30.

7.1.8. ~~If a student~~ If a student recipient earns less than a "B" (3.0) GPA in any single semester, the ~~student~~ recipient must earn a "B" (3.0) GPA or better the following semester to maintain eligibility for the scholarship award.

7.1.9. A recipient will not be required to enroll full-time if the recipient can complete the degree program with fewer credits.

7.2. **No Awards after Five Years:** The SBR will not make an award to a recipient for an academic term that begins more than five years after the recipient's high school graduation date.

7.3. **No Guarantee of Degree Completion:** A New Century Scholarship award does not guarantee that the recipient will complete his or her baccalaureate program within the recipient's scholarship eligibility period.

7.4. **Awards Initiated Within 12 Months of High School Graduation:** An award recipient must enroll full-time at an eligible institution of higher education within 12 months of the recipient's high school graduation unless the recipient seeks and obtains an approved deferral or leave of absence from the SBR.

~~R604-8.~~ 7.5. **Deferral or Leave of Absence**

~~8.1. 7.5.1. **Does Not Extend Time:** A deferral or leave of absence will not extend the time limits of the scholarship. The scholarship may only be used for academic terms which begin within five years after the recipient's high school graduation date.~~

7.5.2. **Deferrals or leaves of absence may be granted, at the discretion of the SBR, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.**

October 5, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Proposed Revisions to Policy R609, Regents' Scholarship

Issue

Several changes were made to both the New Century and Regents' Scholarship programs by the 2009 Legislature (SB 104, sponsored by Senator Lyle Hillyard). On May 29, 2009, the Board approved changes to Regent policy (R609) to reflect these changes. However, in preparing changes to policy R604, New Century Scholarship, several amendments were also identified to the Regents' Scholarship policy (R609) that will improve administration of the program and provide greater uniformity. Attached is a copy of the proposed changes in a legislative draft format.

Commissioner's Recommendation

The Commissioner recommends that the Board consider and, if satisfied, approve the proposed revisions to Policy R609, Regents' Scholarships.

William A. Sederburg
Commissioner of Higher Education

WAS/DB
Attachment

R609-1. Purpose: To encourage all Utah high school students to take a rigorous high school curriculum as outlined by the Utah Scholars Initiative that will successfully prepare them for postsecondary education and the demands of the modern workforce; to provide incentives for all Utah high school students to prepare academically and financially for postsecondary education; to motivate high school students to complete meaningful course work through their senior year; and to increase the numbers of Utahns enrolling in Utah colleges and universities.

R609-2. References

- 2.1. Utah Code Ann. §53B-8-108 et seq., Regents' Scholarship Program
- 2.2. Utah Admin. Code §R277-700-7, High School Requirements (Effective for Graduating Students Beginning with the 2010-2011 School Year).

R609-3. Definitions

- 3.1. **"Base Award"**: a one-time scholarship to be awarded to students who complete the Core Course of Study with a cumulative ~~weighted~~ high school GPA of 3.0 or higher and fulfill all other eligibility requirements.
- 3.2. **"Board"**: the Utah State Board of Regents.
- 3.3. **"Core Course of Study"**: the 16.5-credit Utah Scholars' curriculum taken during grades 9-12, which includes:
 - 3.3.1. 4.0 units of English;
 - 3.3.2. 4.0 units of mathematics taken in a progressive manner (at minimum Algebra I, Geometry, Algebra II, and a senior-year class beyond Algebra II);
 - 3.3.3. 3.5 units of social studies;
 - 3.3.4. 3.0 units of lab-based natural science (one each of Biology, Chemistry, and Physics); and
 - 3.3.5. 2.0 units of the same foreign language, other than English, taken in a progressive manner.
- 3.4. **"Exemplary Academic Achievement Award"**: a renewable scholarship to be awarded to students who complete the Core Course of Study with a cumulative high school GPA of 3.5 or higher, submit a verified ACT score of 26 or higher, and fulfill all other eligibility requirements.
- 3.5. **"Regents' Diploma Endorsement"**: a certificate or transcript notation that may be awarded to students who qualify for the Exemplary Academic Achievement Award of the Regents' Scholarship.
- 3.6. **"Scholarship Review Committee"**: the committee appointed by the Commissioner of Higher Education to review Regents' Scholarship applications and make final decisions regarding awards.

¹ Adopted by the Board of Regents May 30, 2008. Revisions approved by the Board of Regents on May 29, 2009.

3.7. **"UESP"**: the Utah Educational Savings Plan.

3.8. **"USHE"**: the Utah System of Higher Education, which includes the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College of Utah, College of Eastern Utah, Utah Valley University, and Salt Lake Community College.

3.9. **"Eligible Institutions"**: the USHE, or at any private, nonprofit institution of higher education in Utah accredited by the Northwest Association of Schools and Colleges.

R609-4. Conditions of the Regents' Scholarship Program and Program Terms

4.1. **Base Award**: To qualify for the Regents' Scholarship Base Award, the applicant must satisfy the following criteria:

4.1.1. **Core Course of Study**: The applicant must submit an official high school transcript, and college transcript, if applicable, demonstrating in grades 9-12 completion of the Core Course of Study (information regarding courses satisfying the core requirements can be found online).

4.1.2. **GPA and Weighted Courses**: The applicant must demonstrate completion of the Core Course of Study with a cumulative ~~weighted~~ high school GPA of at least 3.0, with no individual core course grade lower than a "C." The grade earned in any course designated on the student's high school transcript as Advanced Placement (AP) or concurrent enrollment shall be weighted according to the Scholarship Review Committee's standard procedures.

4.1.3. **College Course Work**: The Regents' Scholarship Review Committee reserves the right to apply a 3:1 ratio in relation to college course work. If a student enrolls in and completes a college course worth 3 or more college credits, this may be counted as 1 full unit towards the scholarship requirements, however; the student then is evaluated on the college grade earned.

4.1.4. **ACT Score**: The applicant must submit at least one verified ACT score.

4.1.5. **Utah High School Graduation**: The applicant must have graduated from a Utah high school.

4.1.5.1. Applicants applying from accredited Utah private high schools must satisfy all applicable requirements for a private high school diploma.

4.1.5.2. Home-schooled students are not eligible for the scholarship.

4.1.6. **No Criminal Record**: The applicant must attest to the lack of a criminal record with the exception of a misdemeanor traffic citation.

4.1.7. **Proof of U.S. Citizenship**: The applicant must attest to being a U.S. citizen or a noncitizen who is eligible to receive federal financial aid.

4.2. **Exemplary Academic Achievement Award**: To qualify for the Regents' Scholarship Exemplary Academic Achievement Award, the applicant must satisfy all requirements for the Base Award, and additionally:

4.2.1. Required GPA: The applicant must have a cumulative ~~weighted~~ high school GPA of at least 3.5, with no individual core course grade lower than a "B."

4.2.2. Required ACT Score: The applicant must submit a verified composite ACT score of at least 26.

4.2.3. Maintain Reasonable Progress toward Degree Completion: In order to received and renew the Exemplary Academic Achievement Award, the student must maintain reasonable progress toward degree completion by achieving a 3.0 GPA each semester and enrolling full-time (12 credit hours) each semester. If the student fails to maintain a 3.0 GPA or fails to enroll full-time, the scholarship may be revoked.

4.2.3.1. Each semester, the recipient must submit to the Scholarship Review Committee a official transcript verifying his/her grades to demonstrate that he/she is meeting the required GPA and is making reasonable progress toward the completion of a degree. These documents must be submitted by the following dates:

4.2.3.1.1. Proof of enrollment for Fall Semester and proof of completion of the previous semester must be submitted by September 30.

4.2.3.1.2. Proof of enrollment for Spring Semester and proof of completion of the previous semester must be submitted by February 15.

4.2.3.1.3. Proof of enrollment for Summer Semester and proof of completion of the previous semester must be submitted by June 30.

4.2.3.1.4. Proof of enrollment if you are attending Brigham Young University during Winter Semester and proof of completion of the previous semester must be submitted by February 15.

4.2.3.1.5. Proof of enrollment if you are attending Brigham Young University during Spring Semester and proof of completion of the previous semester must be submitted by May 30.

4.2.3.1.6. Proof of enrollment if you are attending Brigham Young University during Summer Semester and proof of completion of the previous semester must be submitted by July 30.

4.2.3.2. If a student earns less than a 3.0 GPA in any single semester, the student must earn a 3.0 GPA or better the following semester to maintain eligibility for the scholarship.

4.2.3.3. A student will not be required to enroll full-time if the student can complete his/her degree program with fewer credits.

4.3. Eligible Institutions: Both the Base Award and the Exemplary Academic Achievement Award may be used at any public college or university within the USHE, or at any private, nonprofit institution of higher education in Utah accredited by the Northwest Association of Schools and Colleges.

4.4. Enrollment at More than One Institution: The award may be used at more than one eligible institution within the same semester.

4.5. Student Transfer: A scholarship may be transferred to a different eligible institution upon request of the student.

4.6. Relationship to Regents' Awards: For a student who graduates prior to or during the 2009-10 school year, and ~~A student who~~ qualifies for the Base Award and the New Century Scholarship may be awarded the Base Award and a UESP Supplemental Award in addition to a New Century Scholarship. A

student who qualifies for the Exemplary Academic Achievement Award and the New Century Scholarship will only be eligible to receive one of these two-year scholarships. For a student who graduates from high school in or after 2009-2010 may not receive the New Century Scholarship and a Regents' Scholarship Base Award or the UESP Supplemental Award.

4.7. "P" Grades not Accepted: A student may not include a pass/fail grade from a course to fulfill any scholarship qualification or renewal requirements, including course or GPA requirements.

R609-5. Application Procedures

5.1. **Application Deadline:** Students must submit a scholarship application to the Scholarship Review Committee no later than February 1 of the year that they graduate from high school. A priority deadline may be established each year. Students who meet the priority deadline may be given first priority or consideration for the scholarship.

5.2. **Required Documentation:** Scholarship awards may be denied ~~revoked~~ if all documentation is not submitted, if any documentation demonstrates that the applicant did not satisfactorily fulfill all course and GPA requirements, or if any information, including the attestation of criminal record or citizenship status, proves to be falsified. Required documents that must be submitted with a scholarship application include:

5.2.1. the official application;

5.2.2. an official high school paper or electronic transcript, official college transcript(s) when applicable, and any other miscellaneous transcripts demonstrating all completed courses and GPA. A final transcript showing the last semester of coursework will be requested if the student is found conditionally approved, meaning that the student appears to be on track to receive the scholarship;

5.2.3. verified ACT scores; and

5.2.4. a class schedule demonstrating the courses the student is enrolled in for the remaining school year. Simply submitting a high school transcript does not satisfy this requirement. The class schedule must contain the following information: the student's name, the school the student attends, courses the student will take for the remaining year with the number of credits each course is worth indicated.

~~5.2.4.1. the student's name,~~

~~5.2.4.2. the school the student attends,~~

~~5.2.4.3. courses the student will take for the remaining year with the number of credits each course is worth indicated.~~

5.3. **Incomplete Documentation:** Applications or other submissions that have missing information or missing documents are considered incomplete, will not be considered.

R609-6. Amount of Awards and Distribution of Award Funds

6.1. **Funding Constraints of Awards:** The Board may limit or reduce the Base Award and/or the Exemplary Academic Achievement Award, as well as the total number of scholarships and supplemental awards granted, depending on the annual legislative appropriations and the number of qualified applicants.

6.2. Amount of Awards

6.2.1. Base Award: The Base Award of up to \$1,000 may be adjusted annually by the Board in an amount up to the average percentage tuition increase approved by the Board for USHE institutions.

6.2.2. Exemplary Academic Achievement Award

6.2.2.1. For a student who graduates from high school in the 2009-10 school year,

6.2.2.1.1. If used at a USHE institution, the award is equal in value up to 75 percent of the tuition costs at the selected institution; or

6.2.2.1.2. If used at a private, nonprofit institution of higher education in Utah accredited by the Northwest Association of Schools and Colleges, the award is equal in value up to 75 percent of the tuition costs at the selected institution, not to exceed 75 percent of the average tuition costs of the USHE institutions.

6.2.2.2. For a student who graduates from high school in or after the 2010-11 school year, the total award is up to \$5,000, allocated semester-by-semester throughout whichever of the following time periods is the shortest:

6.2.2.2.1. Two years of full-time equivalent enrollment;

6.2.2.2.2. 65 credit hours; or

6.2.2.2.3. Until the student meets the requirements for a baccalaureate degree.

6.3. Distribution of Award Funds

6.3.1. Tuition Documentation: The award recipient must submit to the Scholarship Review Committee a copy of the college class schedule verifying that the student is enrolled full-time (12 or more credits) the number of hours enrolled at an eligible institution. Documentation must include the student's name, institution they are attending and the number of credits in which the student is enrolled. The Scholarship Review Committee will calculate the amount of the award based on the published tuition costs at the enrolled institution(s).

6.3.2. Award Payable to Institution: The award will be made payable to the institution. The institution may pay over to the recipient any excess award funds not required for tuition payments. Award funds may be used for any qualifying higher education expense, including tuition, fees, books, supplies, equipment required for course instruction, or housing.

6.3.3. Added Hours after Award Payment: At the discretion of the Scholarship Review Committee and depending on funding, the student may be awarded up to 75 percent of the tuition costs of any hours added in the semester after the initial award has been made. The recipient must submit to the USHE a copy of the tuition invoice or class schedule verifying the added hours before a supplemental award is made.

6.3.4. Credit Hours Dropped after Award Payment: If a student drops credit hours which were included in calculating the award amount, either the subsequent semester award will be reduced accordingly, or the student shall repay the excess award amount to the USHE. If a recipient fails to complete a minimum of 12 credit hours, the scholarship may be revoked (see 4.2.34.2.3)—unless the student needs fewer than 12 credit hours for completion of a degree.

6.4. UESP Supplemental Award to Encourage College Savings: Subject to available funding, a student who qualifies for the Base Award is eligible to receive up to an additional \$400 in state funds to be added to the total scholarship award.

6.4.1. For each year the student is 14, 15, 16, or 17 years of age that the student had an active UESP account, the Board may contribute, subject to available funding, \$100 (i.e., up to \$400 total for all four years) to the student's award if at least \$100 was deposited into the account.

6.4.2. If no contributions are made to a student's account during a given year, the matching amount will likewise be \$0.

6.4.3. If contributions total more than \$100 in a given year, the matching amount will cap at \$100 for that year.

6.4.4. Matching funds apply only to contributions, not to transfers, earnings, or interest.

R609-7. Time Constraints and Continuing Eligibility

7.1. Scholarships Initiated Within 12 Months of High School Graduation: The award recipient must enroll full-time at an eligible institution of higher education within 12 months of the recipient's high school graduation unless the recipient seeks and obtains an approved deferral or leave of absence from the Board.

7.2. Time Limitation: A Regents' Scholarship recipient must use the award in its entirety within five years after his/her high school graduation date.

7.3. Deferral or Leave of Absence

7.3.1. An approved deferral or leave of absence will not extend the time limits of the scholarship. The scholarship may only be used for academic terms which begin within five years after the recipient's high school graduation date.

7.3.2. Deferrals or leaves of absence may be granted, at the discretion of the Scholarship Review Committee, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.

7.4. No Guarantee of Degree Completion: Neither a Base Award nor an Exemplary Academic Achievement Award guarantees that the recipient will complete his or her associate's or baccalaureate program within the recipient's scholarship eligibility period.

R609-8. Scholarship Determinations and Appeals

8.1. Scholarship Determinations: Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions made, at the discretion of a Scholarship Review Committee, based on available funding, applicant pool, and applicants'

completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his/her application, whether the decision is a scholarship award or denial of scholarship.

8.2. Appeals: Applicants may appeal a denial of the scholarship by submitting a written appeal to the USHE within 30 days of receipt of the decision letter. Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education. A list of required documents for an appeal is listed on the Regents' Scholarship Appeal Form.

October 16, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: H1N1 Flu Preparations

Issue

There is a looming H1N1 pandemic threat facing college and university campuses. Individual campus preparation and system coordination is essential to minimize the virus's impact and disruptive threat to the student learning and campus life experiences.

Background

Under the direction of the Commissioner, and in coordination through the Chief Student Services Officers (CSSOs), each USHE campus has developed a proactive action plan in response to the H1N1 pandemic threat. Conference calls and meetings were held to coordinate efforts, share best practices, and implement suggested strategies by Dr. David N. Sundwall, Executive Director of the Utah Department of Health. Regardless of the final impact of the H1N1 virus, this current situation gives forum to improving campus emergency response planning and system-wide coordination efforts. A post-flu season "lessons learned" communication will be hosted by the Commissioner's staff to prepare for similar types of threats to the student learning and campus life experiences.

A status report will be shared with the Board of Regents regarding the H1N1 situation in Utah as well as to highlight specific features of USHE campus plans and system coordination strategies.

Commissioner's Recommendation

Information item; no action required.

William A. Sederburg
Commissioner of Higher Education

WAS/JC/CM

October 16, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Implementation of SB81 (2008 Legislative General Session)

Issue

To clarify the impact of SB-81 on higher education student affairs offices as well as outline the implementation strategies and procedures required of USHE institutions.

Background

In the 2008 General Session of the Utah Legislature, SB-81 "Illegal Immigration" was passed and signed into law by Governor Jon Huntsman, Jr. with an effective date of July 1, 2009. While the impact of this legislation is widespread throughout public entities, there are four specific points of impact upon higher education and institutions within the Utah System of Higher Education (USHE). The four are:

1. the creation of identity documents (student ID cards),
2. the verification of citizenship or immigration status for individuals within the jurisdiction of a state agency,
3. the receipt of local or state "public benefits" (institutional scholarships, tuition waivers, grants, or loans), and
4. the production and submission of an annual report.

To address these points of impact on higher education, a task force was created to better understand the impact of SB81 on higher education institutions and the students they serve. The task force is comprised of representatives from USHE and UCAT institutions and has developed implementation strategies to help ensure institutional compliance with SB81 requirements and minimize the expense of institutional resources in fulfilling its intent.

Commissioner's Recommendation

Information item; no action required.

WAS/JC/CM

William A. Sederburg, Commissioner

Impact of SB-81 on Higher Education Implementation Plan

Background

In the 2008 General Session of the Utah Legislature, SB-81 “Illegal Immigration” was passed and signed into law by Governor Jon Huntsman Jr. with an effective date of July 1, 2009. While the impact of this legislation is widespread throughout public entities, there are four specific points of impact upon higher education student affairs offices within the Utah System of Higher Education (USHE). The four are:

1. the creation of identity documents (student ID cards),
2. the verification of lawful status for students who work for higher education institutions,
3. the receipt of local or state “public benefits” (institutional scholarships, tuition waivers, grants, or loans), and
4. the production and submission of an annual report.

Purpose

The purpose of this document is to clarify the impact of SB-81 on higher education student affairs offices as well as outline the implementation strategies and procedures required of USHE institutions.

General Rule

An agency or political subdivision of the state shall verify the lawful presence in the United States of an individual at least 18 years of age who has applied for a “**state or local public benefit**”.

- A. A “state or local public benefit” means, according to federal definition (8 U.S.C., Sec. 1621):
(A) *any grant, contract, loan, professional license, or commercial license provided by an agency of a State or local government or by appropriated funds of a State or local government;*
and
(B) *any retirement, welfare, health, disability, public or assisted housing, postsecondary education, food assistance, unemployment benefit, or any other similar benefit for which payments or assistance are provided to an individual, household, or family eligibility unit by an agency of a State or local government or by appropriated funds of a State or local government.*
- B. The following are not considered to be a “state or local public benefit”:
- admission applications to colleges or universities,
 - admission to a hospital (because when someone goes to the hospital to be admitted they don’t “apply” for a “grant, contract, loan,....or..license”),
 - appointments at a student health clinics,
 - joining a student club,
 - attending class or college/university events,
 - requesting a transcript of your grades,

- concurrent enrollment, or
 - custom fit or short term intensive training (STIT) programs.
- C. The following shall be considered a “state or local public benefit”:
- applications for a scholarship paid through the USHE institution,
 - applications for a grant for purposes of postsecondary education paid through the USHE institution,
 - applications for a tuition waiver (NOTE: If tuition is waived, in whole or in part, *without applying* for such, then the statute would not apply.)
- D. Exceptions to the General Rule:
- Verification of lawful presence under this section is generally not required for
- any purpose for which lawful presence in the United States is not restricted by law, ordinance, or regulation,
 - emergency health care,
 - disaster relief assistance,
 - immunizations,
 - programs, services, or assistance such as soup kitchens, crisis counseling, short-term shelter, and
 - the exemption for paying the nonresident portion of total tuition as set forth in UCA 53B-8-106.
- E. Verification Process:
- An institution of higher education required to verify the lawful presence in the U.S. of an applicant shall require the applicant to certify under penalty of perjury that the applicant is a U.S. citizen, or the applicant is a qualified alien and lawfully present in the U.S.
- Institutions are to use the *Systematic Alien Verification for Entitlements (SAVE) Program*, operated by Homeland Security or an equivalent program designated by the Homeland Security, to verify certification of a persons’ lawful presence in the United States who is to receive a state or local public benefit.
- F. Annual Report:
- “Each state agency or department that administers a program of state or local benefit shall:
- (a) provide an annual report to the governor, the president of the Senate, and the speaker of the House regarding its compliance.”

Implementation Strategies

1. Students applying for an institutionally administered “state and local public benefit” (student loan, tuition waiver, scholarship or grant) after July 1, 2009 should be notified that before the benefit is disbursed their lawful citizenship or immigration status will be verified through a status verification system.

2. The act is not applicable to students who applied for a state or local public benefit prior to July 1, 2009.
3. USHE institutions should review all applications for state or local benefit to ensure they include the requirements for lawful citizenship or immigrations status.
4. Only students who are offered institutionally administered state or local benefit will be verified through a status verification system.
5. The electronic verification systems acceptable for use by the USHE institutions include:
 - a. the Free Application for Federal Student Aid (FAFSA);
 - b. the Systematic Alien Verification for Entitlements (SAVE) Program; or
 - c. the Student and Exchange Visitor Information System (SEVIS) for international students.
6. In the event that electronic verification through FAFSA or SAVE is unsuccessful, institutions may follow the Department of Education *Financial Aid Handbook* guidelines for verifying lawful status by providing one of the following:
 - a. Permanent Resident Card;
 - b. Birth certificate;
 - c. Current US passport;
 - d. Consular Report of Birth Abroad (Form FS-240);
 - e. Certificate of Citizenship (N-560 or N-561); or
 - f. Certificate of Naturalization (N-550 or N-570).
7. The verification systems acceptable for use by the USHE institutions for employment purposes (e.g., student part-time employment and institutional work study programs) are:
 - a. E-verify, and
 - b. I-9 Employment Eligibility Verification.
8. The name of the USHE institution and language to the effect of "For 'Institution Name' Purposes Only" shall be on the front face of all student ID cards.
 - a. Institutions (public and private) shall be in compliance with this requirement as soon as possible for all newly issued student ID cards.
 - b. Institutions can be exempt from the identification card requirement to include a statement of restricted use if the institution verifies lawful status of each student receiving an identification card.
 - c. The student ID card for students who are authorized to stay in the United States temporarily must include a statement of restricted use (e.g., "For 'Institution Name' Purposes Only") or contain an expiration date, which is only renewed upon the presentation of valid documentary evidence of a new expiration date.
9. The annual report will encompass the academic/fiscal year of July 1 through June 30; thus, the first report will be compiled and submitted in August 2010.
 - a. The Office of the Commissioner for Higher Education (OCHE) will compile one report representing all USHE institutions.

- b. USHE institutions shall submit their report data to OCHE by the last day of August each year.
10. In instances of falsification of information or claim of lawful status, institutions are to contact their institution's legal counsel for course of action.

Issues Yet to Be Determined

- Need suggested language for an institution/employer agreement for Custom Fit and STIT programs.

October 5, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Report to Legislature on the Regents' Scholarship

Issue

The Regents' Scholarship program was enacted in 2008 to encourage high school students to complete a rigorous course of study during their four years of high school. State law requires the Commissioner's Office to submit an annual report to the Legislature's Interim Education Committee regarding the Regents' Scholarship program. The report, prepared by Carrie Beckman, will be distributed by legislative staff to Committee members prior to their meeting on October 21. The report shows that in its second year, 350 students qualified for a Regents' Scholarship, compared to 195 last year, an increase of 79%, with more than two-thirds qualifying for the Exemplary Award (as of September 30, 2009). A copy of the report is attached.

Commissioner's Recommendation

This is an information item, no action needed.

William A. Sederburg, Commissioner

WAS/DB
Attachment

Overview

Created by the Utah Legislature in 2008 (SB 180 by Senator Lyle Hillyard, amended in 2009 by SB 104, also by Senator Hillyard), the Regents' Scholarship encourages Utah high school students to prepare for college academically and financially by taking a core course of study, based on the nationally recognized State Scholars Initiative, and saving for college. The scholarship is a tiered award system comprised of a Base Award, Exemplary Academic Achievement Award, and a Utah Educational Savings Plan Supplemental Award. This scholarship awards Utah high school graduates who complete the Utah Scholars Core Course of Study during grades 9-12.

The Base Award is a one-time payment of up to \$1,000 for students who complete a core course of study, meet a minimum GPA, individual grade, and ACT requirements. The Exemplary Academic Achievement Award is for up to 75% of tuition for higher ACT and GPA and may be renewed for a second year. The Utah Educational Savings Plan (UESP) Supplemental Award is available for students that contribute to a UESP account (a maximum of \$100 per year for four years for each \$100 contributed to their account).

Originally, the Regents' Scholarship program received a legislative appropriation of \$400,000 ongoing and \$500,000 one-time money. During the 2009 Legislative Session, the budget was increased to \$1.9 million in ongoing funds, when the Legislature approved a reallocation within the Board of Regents budget from the UCOPE financial aid program. Award amounts for the Exemplary Award for the college academic year of 2009-2010 (fall and spring semesters) were set at 75% of tuition; however, due to uncertainties of future funding, students were and are being notified that the Exemplary Award amount for the 2010-2011 academic year may be less than 75% tuition.

In the first two years of the program, we have noticed that high schools have begun to re-evaluate some of their course offerings. For example, Davis School

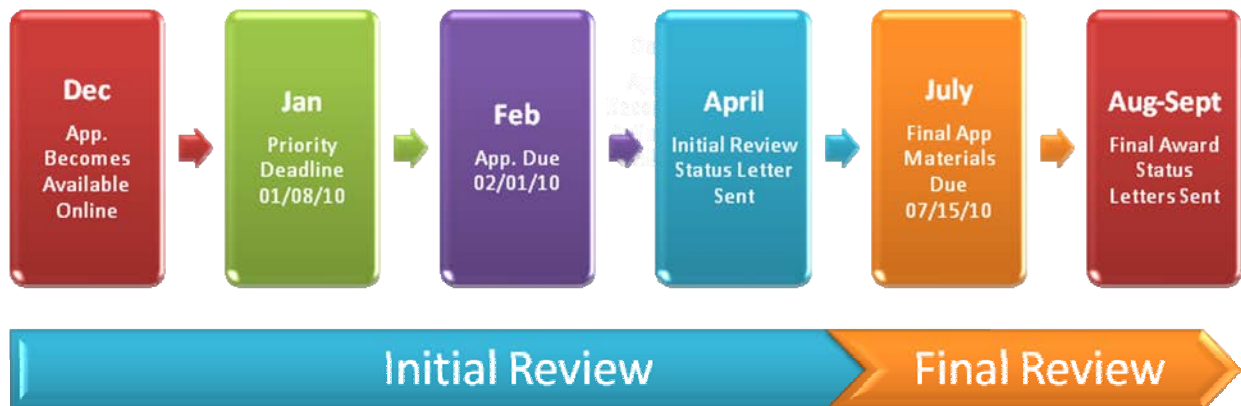
District now offers limited sections of biology in the 9th grade and Gunnison High School now offers additional foreign language courses, all of which will help their students qualify for the scholarship.

Administration of the Scholarship

Administering the Regents' Scholarship is time intensive and is subsidized by the Board of Regents. The Office of the Commissioner of Higher Education has partnered with the Utah Higher Education Assistance Authority (UHEAA) to carry out the administration of the scholarship. Currently there are three FTE administering the program, including overseeing the review process, policies, school relations and educational outreach, paid out of the scholarship appropriation. In addition, there are 45 UHEAA employees dedicating a portion of their time to the scholarship operations, not charged to the scholarship program. This ranges from customer service representatives, application reviewers, document processing, and system development and maintenance.

We are in the process of creating an on-line application to make applying easier and also reducing administrative staff time. The on-line application will be available by December 1, 2009.

Time Line of Review for the high school graduating class of 2010



Scholarship Awards

In 2008, 887 students applied for the scholarship. 672 were on time and filed during the correct year. Of the 672 applications considered, 195 students were approved for a Regents' Scholarship award with 21 Students receiving the UESP supplemental award.

2008 Regents' Scholarship Awards by School District

District	Base Only	Exemplary + Base
Alpine	7	19
Box Elder	1	0
Davis	4	10
Delta	0	1
Early College High Schools	2	2
Emery	0	1
Grand	1	1
Granite	12	12
Independent/Private	4	2
Jordan	14	32
Murray	1	0
Nebo	1	2
Park City	4	5
Provo	3	8
Salt Lake	8	14
South Summit	1	0
Tooele	3	1
Wasatch	1	0
Washington	6	4
Weber	6	2
Totals	79	116

In 2009, 1,021 students applied for the scholarship. Although the final review process has not concluded (due to a statutory requirement that expires this year that allows students to have until September 1 to meet the requirements), 350 students have qualified for a Regents' Scholarship award, including 37 who have also received the UESP supplemental award (as of September 30, 2009).

**2009 Regents' Scholarship Awards
by School District as of 09/30/09***

District	Base Only	Exemplary + Base
Alpine	11	41
Beaver	0	1
Box Elder	1	8
Cache	1	10
Charter	1	2
Davis	10	25
Duchesne	0	1
Emery	0	2
Granite	15	20
Iron	2	1
Jordan	25	41
Logan	1	2
Millard	1	0
Morgan	0	4
Murray	0	1
Nebo	4	18
Ogden	0	1
Park City	5	0
Private	4	5
Provo	2	14
Salt Lake	17	20
Toole	0	4
Wasatch	1	2
Washington	6	11
Weber	3	6
Total	110	240

*The awards information is as of September 30, 2009, and do not represent final award numbers.

The Future

The Commissioner's Office looks forward to continuing to work closely with the Legislature as the program matures. We believe it is meeting its goal of encouraging students to take more rigorous courses during their entire four years of high school. As interest in the program grows in high schools throughout the state, appropriation increases will be needed. Alternatively, the amount of the Exemplary Award will need to be reduced or re-thought entirely. The early application deadline helps the Commissioner's Office project the number of applicants for any given year; however, it is difficult to determine what percentage of the applicants will ultimately qualify and for which tier of the award.

October 5, 2009

MEMORANDUM

To: State Board of Regents
From: William A. Sederburg
SUBJECT: Report on College Access Grant

Issue

In the spring of 2008, the Board of Regents was designated by Governor Huntsman as the state agency to apply and receive the College Access Challenge Grant from the U.S. Department of Education. The Office of the Commissioner has received \$852,385 in federal funds in 2008-2010 to deliver a number of activities which have been focused on increasing the percentage Pell-eligible students in Utah who qualify and receive the federal Academic Competitiveness Grants (ACGs). The grant is administered by Assistant Commissioner Melissa Miller Kincart. Students who qualify for the ACGs are Pell-eligible U.S. citizens, enrolled full-time, and will have participated in a rigorous high school curriculum, like the Utah Scholars Core Course of Study (the same course criteria used for Regents' Scholarship) and may qualify for up to \$750 for first-year college students and up to \$1,300 for second-year college students.

During this time of shrinking state appropriations and budget cuts, this federal grant has been instrumental in helping us maintain capacity and momentum toward increasing academic and financial preparation so more Utah citizens might more fully participate in postsecondary education. In mid-August we received word from the Department that our year one final report had been approved and that our funding was renewed for the second year. Described below are some successes from the first year of our work and highlights as we look to year two of implementation.

2008-2009 Successes

- o Developed and delivered seven regional workshops in which public high school guidance counselors, college financial aid and admissions counselors, and college access program staff (e.g., GEAR UP, TRIO, ETS) received training on Academic Competitiveness Grants (ACGs) and SMART Grants, financial aid, scholarships and navigating the FAFSA so they might have the tools to reach and assist more underserved students. It is estimated that 17,837 2009 seniors could

have benefited from the professional development information participants received from these meetings. Each attendee received a "thumb drive" filled with the training presentations as well as additional resources.

- Printed and distributed 55,000 high school student guides and 15,000 middle school guides.
- Supported and devoted \$150,000 to maintain our college academic, financial and career planning web portal, UtahMentor.org.
- Sustained the Utah Scholars Initiative with eight partner districts and, with the help of 50 + business, community, and higher education leaders, delivered over 230 presentations to more than 9500 8th and 9th grade students.
- Created in partnership with Utah Campus Compact a mini-grant opportunity called "ImPACT (Improving Preparation, Access, & Communities Together)" designed to strengthen or encourage collaborations between K-12 schools, communities, and colleges and universities to increase awareness and college-going rates of low-income and disadvantaged youth while increasing the ability of faculty and staff to create stronger links between academic coursework and engaging students in the community. Awarded \$22,500 to the following projects:
 - Weber State University's Community Involvement Center and Education Access and Outreach office, in collaboration with the AVID (Advancement Via Individual Determination)
 - Westminster College-East High School Access for Success program
 - The University of Utah's *Adelante* Partnership and Face the Movement Mentoring Program
 - Utah State University's and Logan High School's partnership for the recruitment and retention of underrepresented students

2009-2010 Highlights to Date

- Created and delivered the first Utah System of Higher Education conference for secondary counselors to aid them in helping students successfully prepare and transition to college.
- Redesigned the High School College Guide in partnership with the admissions and public relations offices of all Utah colleges and universities.
- Deepened the Utah Scholars Initiative (USI) within our existing partner districts by expanding to more schools servicing underserved students and encouraged participation of two new districts. In October 2009, USI will launch a new website and publications in both English and Spanish.

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 information in this memorandum, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

William A. Sederburg, Commissioner

WAS:DLB:MMK

October 5, 2009

MEMORANDUM

To: State Board of Regents

From: William A. Sederburg

SUBJECT: Report on Participation Task Force

Issue

At the July 2009 Regents' meeting, the Board charged the Office of the Commissioner's Outreach and Access unit and USHE Presidents to begin working together to establish meaningful participation goals and strategies to enhance or create new programs and/or partnerships for the populations they serve. In the August 2009 Council of Presidents meeting it was determined that a working team must be identified. Since that date, each President has designated a high-level member of his/her administration as the point of contact with the Commissioner's Office to represent their respective institutions on this working team. This working group will convene for the first time on November 5, 2009 and is comprised of the following members:

- University Of Utah: Vice President Barbara Snyder
- Utah State University: Vice President James Morales
- Weber State University: Provost Michael Vaughan
- Southern Utah University: Vice President Donna Eddleman
- Snow College: Director of Admissions, Greg Dart
- Dixie State College: Vice President Frank Lojko
- College of Eastern Utah: Vice President Brad King
- Utah Valley University: Assistant to the President, Kyle Reyes
- Salt Lake Community College: Vice President Deneece Huftalin
- Office of the Commissioner: Associate Commissioner David Buhler and Assistant Commissioner for Outreach and Access, Melissa Miller Kincart.

Over the next year the team will:

- a. Review, collect and analyze demographic, public opinion, socio-economic and education data.
- b. Gather institutional recruitment goals.

- c. Map existing outreach and access strategies, programs, services and the populations they serve and complete a "gaps in service" analysis.
- d. Develop goals and potential collaborations and support to enhance existing programs/strategies or new efforts to maximize statewide needs and impact should be determined.

The working team's conclusions and recommendations will be reported to the Council of Presidents and the Board of Regents.

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 information in this memorandum, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

William A. Sederburg, Commissioner

WAS:DLB:MMK
Attachment

October 5, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Report on Friends of Utah Higher Education

Issue

The Friends of Utah Higher Education hosted their first event in Utah County on September 17, a breakfast at the Alpine Country Club in American Fork. Regents Bob Marquardt and Brent Brown, UVU trustee Greg Butterfield and Provo-Orem Chamber of Commerce president Steve Densley organized the event. Forty-five business leaders, legislators and higher education representatives were in attendance. Presentations were also made by President Matthew Holland of Utah Valley University and Commissioner Sederburg. An Engaged Business Strategy Committee of 30 Utah County leaders has grown out of that breakfast to continue the advocacy for higher education in Utah County.

A luncheon meeting for business leaders in the Salt Lake area is planned for October 13. Regent Marquardt will provide a report to the Strategic Planning and Communications Committee regarding the Friends of Utah Higher Education and their activities leading up to the 2010 Legislative Session.

Commissioner's Recommendation

This is an information item, no action needed.

William A. Sederburg, Commissioner

WAS/DB

RESOLUTION

WHEREAS, George C. Hatch, a former long-time member of the State Board of Regents, died on Sunday, August 30, 2009; and

WHEREAS, he was appointed to the original State Board of Higher Education in 1969, having previously served on the Utah State Coordinating Council of Higher Education, and continued to serve until 1983; and

WHEREAS, he served as a Regent for 14 years with great distinction, including on the Regents' Executive Committee, the Planning and Capital Facilities Committee, the Curriculum, Roles and Vocational-Technical Training Committee, the Faculty Workload and Tenure Committee, the Special Committee on Board Office Facilities, the Committee on the Future, the Special Committee on Quality of Undergraduate Instruction, the Audit Review Subcommittee of the Budget and Finance Committee, and the Special Committee on State Board of Education Responsibilities for Articulation of Public Education; and

WHEREAS, Mr. Hatch was a pioneer in Utah media, owning the Ogden Standard-Examiner, KALL Radio and KUTV, and co-founding Telecommunications, Inc., which became the largest cable TV company in the United States; and

WHEREAS, he and his wife, Wilda, worked hard to preserve Utah's beautiful canyons for future generations, being instrumental in establishing Canyon Reef and Arches National Parks, expanding the borders of Glen Canyon National Recreation Area, and creating Antelope Island State Park; and

WHEREAS, his many contributions to the State of Utah will be sorely missed;

BE IT THEREFORE RESOLVED, that the State Board of Regents, joined by the Commissioner's staff, college and university presidents, and others who have worked with him, hereby extend heartfelt expressions of sympathy to George Hatch's family and wish them much inner peace, comfort and satisfaction in the knowledge of the tremendous contributions he made in the lives of many.

Dated this 16th day of October, 2009.

Jed H. Pitcher, Chair
State Board of Regents



William A. Sederburg
Commissioner of Higher Education

RESOLUTION OF APPRECIATION

WHEREAS, Representative Kory Holdaway, a resident of Taylorsville, Utah, and prominent member of the community, has tirelessly and successfully represented the citizens of Taylorsville and West Valley City since 1999; and

WHEREAS, Representative Holdaway's strong commitment to education is evidenced by his work as a special education teacher for over 27 years; and

WHEREAS, he has accepted a position with the Utah Education Association to continue his advocacy in behalf of education in a different way, thus leading to his decision to step down as a member of the Utah House of Representatives; and

WHEREAS, he has been a tireless advocate for higher education, as well as public education with his colleagues in the Legislature, serving as a member of the Higher Education Appropriations Subcommittee since 2003 and as co-chair since 2005, and also as a member of the Education Interim and House Education Standing Committees since 2003, and

WHEREAS, his willingness to listen to college and university presidents and administrators, the Commissioners of Higher Education and their staffs, Regents, Trustees, faculty members, staff and students, has won the respect and admiration of all who associated with him from the higher education community; and

WHEREAS, he has sponsored a number of bills to help improve higher education, including a bill in 2008 which eventually led to the merger in 2009 of the Salt Lake - Tooele Applied Technology College with Salt Lake Community College; and

WHEREAS, he has served as one of two legislative members of the K-16 Alliance since its inception, and has been a valued member of the Alliance by sharing his insight and advice; and

WHEREAS, he was recently recognized by the Utah Student Association as a "Champion for Students;" and

WHEREAS, his commitment to young people and students is clearly evident by his many recognitions and affiliations, including Legislator of the Year by the Council for Exceptional Children, the National Conference of State Legislatures Education Committee, PTA, and the Boy Scouts of America; and

WHEREAS, his commitment to education issues has garnered the unqualified respect of fellow lawmakers, citizens, lobbyists, and news media;

NOW THEREFORE BE IT RESOLVED, that the Utah State Board of Regents, Commissioner of Higher Education, and the Utah System of Higher Education acknowledge the tremendous impact and influence for good of Representative Kory Holdaway, express gratitude for the years of service he has given to the citizens of Utah, and wish him and his wife, Debbie, all the best in their future opportunities and endeavors.

Dated this 16th day of October 2009.

Jed H. Pitcher
Chair, State Board of Regents



William A. Sederburg
Commissioner of Higher Education

October 8, 2009

MEMORANDUM

TO: State Board of Regents

From: William A. Sederburg

Re: College of Eastern Utah/Utah State University

At the May, 2009 Board meeting, the Regents created a five-member task force to study the issue of creating a strong affiliation between the College of Eastern Utah and Utah State University. At the July meeting, the Board approved a resolution supporting the creation of a "comprehensive regional college" as part of Utah State University. The resolution provided a brief outline of the basic components of a "comprehensive regional college."

The Commissioner's Office was charged with the responsibility of overseeing the creation of a Memorandum of Understanding (MOU) between the two institutions. The MOU is to be completed prior to the 2010 Legislative Session and is intended to serve as the basis for any legislative changes that are needed.

In response to these mandates, Dr. Cory Duckworth was hired to serve as Transition Director. Dr. Duckworth has done an excellent job in meeting with leaders on both campuses and in establishing a framework for negotiations between CEU and USU. Attached is a summary of the structure, activities that have taken place, people involved, and issues before each committee. Currently, five task forces are working on the affiliation. Cory will make an oral report at the October 16 meeting and respond to any questions you have about our progress in fulfilling the intent of the July resolution.

William A. Sederburg, Commissioner

WAS:jc
Attachment

USU/CEU AFFILIATION
TRANSITION PROCEDURES OUTLINE

I. Guiding Principles

- A. All participants will engage transition processes and discussions in good faith with an eye toward achieving successful and collaborative resolution of all prioritized issues.
- B. Civility and decorum will be maintained throughout all transition proceedings.
- C. Where possible and appropriate, the following hierarchy of considerations will be respected in transition decisions:
 - 1. Preservation of historic institutional identity
 - 2. Enhanced educational opportunity for students
 - 3. Clarity in lines of accountability and responsibility
 - 4. Opportunity to reduce expenses or enhance revenues
- D. Official transition proceedings will be open and decision-making transparent.

II. Transition Structure

A. Transition Executive Committee (TEC)

1. TEC Membership

- a. Commissioner of Higher Education
- b. President of USU
- c. President of CEU
- d. Transition Director (staff support)

2. The TEC will regularly communicate transition progress and concerns to the Board of Regents through the USU/CEU Task Force.

3. TEC Charge to the Transition Working Committees

- a. Identify and prioritize the key issues, procedures, and policies that must absolutely be addressed as part of the initial Memorandum of Understanding (MOU) in order to successfully initiate the affiliation of USU and CEU. Provide the prioritized issues list to the TEC by September 18, 2009.
- b. When you receive the TEC approved list of "Issues To Be Resolved," prepare a set of clear and concise recommendations for issue resolution. Issues are to be resolved by general consensus. Where consensus is not achievable provide a clear description of the two primary divergent viewpoints. Recommended
- c. Resolutions should be provided to the TEC by October 16, 2009.

4. Issues reserved for TEC resolution

- a. Governance (USU/CEU/Blanding Campus)
- b. Chancellor position details
- c. Administrative structure (other lines of authority)
- d. Institutional name
- e. Athletics (compliance with NCAA regulations)

B. Transition Working Committees

1. Academic Issues Committee

- a. Committee membership: USU (3) and CEU (3)—each President will appoint two committee members and a lead person from their respective institution
- b. Committee issues: faculty, curriculum, programs, accreditation

2. Administrative Issues Committee

- a. Committee membership: USU (3) and CEU (3)—each President will appoint two committee members and a lead person from their respective institution
- b. Committee issues: personnel, finance, facilities, auxiliaries

3. Student Issues Committee

- a. Committee membership: USU (3) and CEU (3)—each President will appoint two committee members and a lead person from their respective institution
- b. Committee issues: tuition, fees, registration, records, student governance, recruitment, retention

4. Public Relations Committee

- a. Committee membership: USU (3) and CEU (3)—each President will appoint two committee members and a lead person from their respective institution
- b. Committee issues: image, marketing, advancement

5. Information Systems Committee

- a. Committee membership: USU (3) and CEU (3)—each President will appoint two committee members and a lead person from their respective institution
- b. Committee issues: Banner, other information systems, technology systems

C. Committees are encouraged to consult and inform other institutional constituents at appropriate times during the deliberative process.

III. Transition Deadlines (to be completed by:)

- | | |
|-----------------|--|
| A. September 4 | Transition procedures approved by TEC |
| B. September 18 | Working Committees recommend key issues to TEC |
| C. September 25 | TEC approves list of "Issues To Be Resolved" |
| D. October 16 | Working committees submit recommended resolutions to TEC |
| E. October 30 | TEC approves/completes resolution of "Issues To Be Resolved" |
| F. November 13 | MOU (First Draft) |
| G. November 19 | Public Hearing on MOU (First Draft) |
| H. December 1 | MOU (Final Draft) |
| I. December 9 | MOU presented on USU and CEU campuses |
| J. December 11 | MOU presented to Board of Regents |

IV. Post-MOU Activities

- A. Legislative Issues and Strategy
- B. USU/CEU Policy Adjustments

**USU/CEU TRANSITION COMMITTEES
MEMBERSHIP***

Executive Committee

William A. Sederburg, Commissioner of Higher Education
Stan Albrecht, President, Utah State University
Mike King, Interim President, College of Eastern Utah
Cory L. Duckworth, Transition Director (Staff Support)

Academic Issues Committee

Utah State University

College of Eastern Utah

Raymond T. Coward (Co-Chair)
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Administrative Issues Committee

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College of Eastern Utah

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<p>*For working committees, each institution (USU/CEU) is entitled to equal voting representation (three votes each) should this be required during committee deliberations. Co-Chairs will determine voting delegates for their respective division for each issue.</p>	

**USU/CEU TRANSITION
FIRST REPORT TO THE EXECUTIVE COMMITTEE
ACADEMIC ISSUES COMMITTEE**

*	Charge 1: Statement of the Issue	Charge 2: Recommended Resolution of the Issue
1.	Curriculum: <ul style="list-style-type: none"> What curriculum approval process will be followed? 	
2.	Faculty Rank & Tenure <ul style="list-style-type: none"> How will current CEU tenured, tenure-track, and non-tenure-track faculty be assimilated into USU? What process will be followed in hiring Blanding and Price faculty starting July 1, 2010? 	
3.	Faculty Evaluation <ul style="list-style-type: none"> What will be the evaluation criteria for Blanding and Price faculty? Who will have input into the evaluation of Blanding and Price faculty? 	
4.	Academic Organization <ul style="list-style-type: none"> What combination of Blanding/Price and Logan academic organization (campus and department) will provide for optimal supervision and support of Blanding and Price faculty? What campus-based academic organization should be developed for Blanding and Price? 	
5.	Accreditation <ul style="list-style-type: none"> Will there be separate or single NWCCU regional accreditation? How might the assimilation of Blanding and Price faculty affect program/specialized accreditation (e.g., business, education) already in place at USU? 	
6.	Library <ul style="list-style-type: none"> What financial resources (one-time and/or ongoing) might be needed for catalog conversion, access to electronic resources, etc.? Will qualified CEU library staff serving in eligible positions be considered for library faculty status? 	

* Table cells will expand to allow full articulation of the issues. Leave the Charge 2 side blank. List in priority order to the extent possible.

USU/CEU TRANSITION
FIRST REPORT TO THE EXECUTIVE COMMITTEE
FIRST REPORT ADMINISTRATIVE ISSUES COMMITTEE

*	Charge 1: Statement of the Issue	Charge 2: Recommended Resolution of the Issue
1.	What instance of Banner CEU use?	CEU and USU have agreed that CEU will adopt USU's instance of Banner. It is not efficient or practical to use multiple instances of Banner. Likewise it is not prudent to have finance and students on different instances of Banner.
2.	What chart of accounts will CEU use?	CEU and USU have agreed to adopt USU's chart of accounts.
3.	Will CEU keep its own line item?	CEU and USU have agreed that CEU will keep all four line items that it currently has in place.
4.	What benefit plan will CEU follow?	
5.	When will CEU employees be paid?	
6.	What annual leave/sick accrual schedule will CEU use?	
7.	Will CEU maintain a Personnel/Human Resources office?	
8.	Will CEU maintain a Facilities department?	
9.	Will CEU maintain its own Business Office?	
10.	Will CEU maintain its own Auxiliaries department?	

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**USU/CEU TRANSITION
FIRST REPORT TO THE EXECUTIVE COMMITTEE
FIRST REPORT ADMINISTRATIVE ISSUES COMMITTEE**

11.	Will CEU produce their own financials or will USU produce them?	
12.	Will CEU maintain separate motor pool?	
13.	Will CEU be audited by State Auditors or by USU?	
14.	Will CEU have to terminate some of its employees if business offices are consolidated?	
15.	Will CEU be able to print A/P and Payroll checks?	
16.	Will CEU maintain current employee tuition benefits?	
17.	Will CEU maintain separate bank accounts?	
18.	Right now CEU does not have a purging policy. Will CEU adopt USU's policy of purging registrations?	
19.	How is the Southeastern line item for USU going to affect CEU? Should they be wrapped up together or maintained separately?	
20.	Will CEU be designated as a 2-year institution or a 4-year institution?	
21.	Who is going to pay for all the name changes?	

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**USU/CEU TRANSITION
FIRST REPORT TO THE EXECUTIVE COMMITTEE
FIRST REPORT ADMINISTRATIVE ISSUES COMMITTEE**

22.	CEU has several grants. Will CEU be able to keep the money being charged to each grant as indirect costs, or will USU require us to give them the indirect cost dollars?	
23.	How will this new affiliation affect concurrent enrollment?	
24.	Travel for meetings, trainings, and such will become more expensive. Blanding will need to travel to Logan instead of Price and Price will need to travel to Logan instead of not traveling. Will there be a way to supplement CEU's travel budget or come up with more efficient ways to hold meetings?	

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USU/CEU TRANSITION
FIRST REPORT TO THE EXECUTIVE COMMITTEE
PUBLIC RELATIONS COMMITTEE (CEU ONLY)

*	Charge 1: Statement of the Issue	Charge 2: Recommended Resolution of the Issue
1.	<p>At the heart of any Image or marketing effort is the name of the institution. While no one is wild about a name change, our guiding principle of preserving historic identity will make this more palatable if necessary. Some suggestions are: Eastern Utah State, Eastern Utah State College, Southeastern Utah State College, College of Eastern Utah (an affiliate of Utah State University, Utah State University, CEU campus. We have to name it to sell it.</p>	
2.	<p>In order to sell "something new" we need to be able to articulate clearly what a comprehensive regional campus is and what makes it different from a Regional Campus.</p>	
3.	<p>We need a clearly defined reporting structure in image and marketing. Will the new CEU have the opportunity to Brand itself or must it adhere to guidelines of the USU Image handbook. Will They report to the Chancellor or to USU Advancement and Marketing? Would we be free to continue statewide and out of state recruiting and marketing?</p>	
4.	<p>Will the new affiliation protect our ability to qualify for the fourteen billion dollar community college initiatives of the Obama plan over the next ten years?</p>	

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**USU/CEU TRANSITION
FIRST REPORT TO THE EXECUTIVE COMMITTEE
PUBLIC RELATIONS COMMITTEE (CEU ONLY)**

*	Charge 1: Statement of the Issue	Charge 2: Recommended Resolution of the Issue
5.	Will we be required to migrate historical giving records to the USU Banner system, will we have funding for crosswalks between the two system or consultants to make this happen in a timely fashion? Will our donor's wishes be honored and will we be able to properly keep tracking and reporting to their satisfaction.	
6.	Will we maintain a separate URL and website with a USU link or be absorbed into the USU virtual world. Will we be able control the message.	

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USU/CEU TRANSITION
FIRST REPORT TO THE EXECUTIVE COMMITTEE
STUDENT AFFAIRS COMMITTEE

*	Charge 1: Statement of the Issue	Charge 2: Recommended Resolution of the Issue
<p>1.</p> <p>Recruitment</p> <p>Consistent branding and marketing messages need to be developed to ensure effective communication regarding the benefits of attending CEU and/or USU.</p> <p>How do we distinguish CEU from the RCDE (Regional Campuses and Distance Education Centers)?</p> <p>- To remain compliant with Utah Council regulations, every institution is given ONE session at a high school, ONE mention in the opening presentation, and ONE page in the guidebook. Because of this, we can allow our RCDE colleagues to come and present with us, but they do not get their own presentation nor are they mentioned any other way on a state-wide recruitment level. The Utah Council will ultimately vote on whether or not CEU can maintain a separate presence on the tour and other activities we do once this model has been determined. We do not have control over what they say, so we are at the mercy of what they ultimately decide. If they vote to allow CEU to remain "separate and distinct," several of our own RCDE sites are likely to take issue with that.</p>		
<p>2.</p> <p>Financial Aid</p> <p>Should we have a centralized model or leave our processes and offices separate with each school working to minimize duplication? What is the effect of affiliation on federal aid? If CEU students list USU as their school when they file their FAFSA, CEU will lose its current campus-based federal funding (approximately \$100,000). USU's participation in federal aid programs will need to be modified to list the CEU locations and</p>		

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**USU/CEU TRANSITION
FIRST REPORT TO THE EXECUTIVE COMMITTEE
STUDENT AFFAIRS COMMITTEE**

*	Charge 1: Statement of the Issue	Charge 2: Recommended Resolution of the Issue
	<p>federal approval will need to be granted before aid can be disbursed. If CEU keeps a separate federal aid identity, separate aid processing (and presumably a separate aid staff) will be required.</p> <p>What are the Banner implications of this? Regulations governing CEU vocational programs (clock-hour) are totally different from those governing USU's credit hour programs. Will CEU courses be converted to credit-hour programs? If not, some additional staff may be required to handle the clock-hour classes. Will CEU operate under USU's academic calendar? This will affect federal disbursement and cash-management rules. Separate calendars would require complex processing and monitoring.</p>	
3.	<p>Registrar's Office and Records</p> <p>General Education – Differences exist. Will all the differences in approved courses need to go through the USU Curriculum Subcommittee?</p> <p>Curriculum – Similar courses have different prerequisites at each institution. For example, students at USU must have 30 earned hours and have passed the CIL exams before registering for ENGL 2010. Students at CEU do not have these restrictions.</p> <p>Banner Reporting – Should CEU be considered another college unit for the sake of records and reporting? Will we all be on one system? Although this may be the long-term goal, we may need two systems for awhile until testing can be done with the data to be imported. There must also be a discussion about definition of roles. For example, with one system a CEU employee would have access to update USU information and vice versa, which could</p>	

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**USU/CEU TRANSITION
FIRST REPORT TO THE EXECUTIVE COMMITTEE
STUDENT AFFAIRS COMMITTEE**

*	Charge 1: Statement of the Issue	Charge 2: Recommended Resolution of the Issue
	<p>cause problems if not closely monitored.</p> <p>If we go to one Banner system, CEU feels it is crucial to keep an IT presence on their campus – it is especially crucial during the conversion process:</p> <ul style="list-style-type: none"> • CEU needs to maintain the same level of Banner access they currently have. • Do we have one General Catalog or two? • Budgets – CEU Registrar's Office currently receives part of its budget from application fee. USU Registrar's Office receives none of the application fee. • Transfer Articulation – who will review the transfer credits? <p>Transcripts – Will CEU students receive a CEU transcript or a USU transcript? What about students taking both CEU and USU courses?</p> <p>Associate Degree Requirements – Should there be different requirements for an associate degree at CEU compared to a USU associate degree?</p>	
4.	<p>Admissions</p> <p>Should there be one central system for recruitment and processing or two separate, but coordinated systems?</p> <p>How do we maintain the open enrollment status at CEU?</p> <p>- Currently if a student wants to be admitted to USU (Logan campus or RCDE), there are minimum requirements they must</p>	

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**USU/CEU TRANSITION
FIRST REPORT TO THE EXECUTIVE COMMITTEE
STUDENT AFFAIRS COMMITTEE**

*	Charge 1: Statement of the Issue	Charge 2: Recommended Resolution of the Issue
	<p>meet. This allows them to be matriculated and apply for financial aid, etc. If they do not meet these requirements, they can attend as a non-matriculated student, basically “on their own” because they cannot receive financial aid, and work toward building an academic record at USU so they can be admitted for a future term.</p> <p>- Does having open enrollment at one location where students are fully matriculated affect accreditation at all?</p>	
5.	<p>Scholarships</p> <p>Will CEU maintain its own line item for scholarships/waivers and thus still receive separate tuition waivers from the state? If so, will the waivers be limited to 10% Resident waivers or would nonresident waivers also be included? Currently, RCDE has 10% waivers and other scholarships they administer separate from the main campus. However, they do not charge out-of-state tuition, so their waivers are limited to 10% Resident waivers.</p> <p>- Because RCDE has their own waivers, students are not allowed to use scholarships awarded from the Logan campus at RCDE sites and vice versa. CEU has a similar system with their Price and Blanding campuses—scholarships awarded by one campus cannot be used at the other. How would we deal with this given separate scholarships/waivers line items? USU has developed a system in Banner that CEU staff could use to award any funds reserved for their students.</p> <p>- Should CEU Price award scholarships to students during their first two years there? If so, should we build a “natural” option for awarding students who choose to stay at USU? Should that</p>	

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USU/CEU TRANSITION
FIRST REPORT TO THE EXECUTIVE COMMITTEE
STUDENT AFFAIRS COMMITTEE

*	Charge 1: Statement of the Issue	Charge 2: Recommended Resolution of the Issue
	model look different depending on whether they stay in Price or come to Logan?	
6.	<p>Registrar's Office and Financial Aid</p> <p>Different tuition tables at CEU and USU create myriad financial aid awarding and billing issues. What are the financial aid implications of separate tuition tables on allocating federal aid? Should we consider a linear tuition model for both institutions so that fee assessment is less problematic to students who are taking courses in both worlds? Linear tuition, however, will not solve the financial aid issue. If CEU keeps its separate, lower tuition, this will mean a lower average cost of attendance for all USU students, which we use to set the upper limit on aid. This would lower the amount of loans some USU students could receive. We could have a separate budget for "CEU" students. However, students will be enrolled in both worlds and considering each student individually would be labor-intensive and require additional staff. Finally, CEU has a partnership with UCAT, which has its own tuition and fee schedule. This would need to be factored in when considering a linear tuition model.</p>	

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**USU/CEU TRANSITION
FIRST REPORT TO THE EXECUTIVE COMMITTEE
IT SYSTEMS ISSUES COMMITTEE**

*	Charge 1: Statement of the Issue	Charge 2: Recommended Resolution of the Issue
1.	<p>How should IT technical systems, personnel, and support services be configured/organized to reduce expenses and to enhance the user experience while avoiding impact on identity considerations?</p> <ul style="list-style-type: none"> • Banner • Disaster Recovery • E-mail • Web hosting • Blackboard • Telephone systems • One username and password for all systems on all campuses • Service/Help Desk • Faculty Assistance Center (FAC/FACT) • Network and Security management • And other systems and services as identified 	
2.	<p>How should the budgets/funding models be organized to meet the recommendations of the issues noted above?</p> <ul style="list-style-type: none"> • Existing funds and legislative requests • Upfront and One Time Costs • Ongoing funds for increasing use/changes of technology by students, faculty, and staff 	
3.		
4.		

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October 7, 2009

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: First-Tier Tuition Range for 2010-2011

Issue

In 2005, Legislative Counsel advised the State Board of Regents (SBR) that first-tier tuition recommendations should be made prior to the General Session. Initially, Regents are asked to approve a first-tier tuition increase to cover the required institutional share of compensation.

Each year, the Board of Regents approves two tuition rates. First-tier tuition rates are uniform for all institutions and must be justified by specific increasing needs in the Utah System of Higher Education.

Second-tier tuition is based on institutional need and varies from campus to campus. Statute (UCA 53B-7-101.5) requires each institution to conduct a "truth in tuition" hearing with students prior to Regent approval of second-tier tuition. Institutions will hold the "truth in tuition" hearings during the December through February time frame and then bring recommendations to the Regents after the Legislative session.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the preliminary first-tier tuition increase as the percentage necessary based on legislative appropriations. After the legislative session, when system needs are more apparent, the final proposal on the first-tier tuition increase will be presented to the Board of Regents during the late spring 2010 meeting.

This action will allow the State Board of Regents to comply with the request from Legislative Counsel regarding tuition increases.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/PCM

October 7, 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 August 28, 2009, Regular Meeting of the State Board of Regents, held at Utah State University in Logan, Utah.
- B. Grant Proposals
 - 1. University of Utah – Southern California Edison; “ARRA - CCPI”; \$39,599,083. Brian James McPherson, Principal Investigator.
 - 2. University of Utah – Fuel Cell Energy Inc; “Direct Fuel Cell Carbon Seq”; \$8,468,22. Brian James McPherson, Principal Investigator.
 - 3. University of Utah – Neumann Systems Group; “ARRA-Mid-Continent Carbon”; \$2,696,556. Brian James McPherson, Principal Investigator.
 - 4. University of Utah – National Institutes of Health; “3-D Biopolymer Scaffolds”; \$1,818,629. David W. Grainger, Principal Investigator.
 - 5. University of Utah – National Science Foundation; “Acquisition of FE TEM”; \$1,819,300. Sivaraman Guruswamy, Principal Investigator.
 - 6. University of Utah – Ambre Energy; “ARRA: Chemical Sequestration of CO2”; \$1,615,032. Włodzimierz Zmierczak, Principal Investigator.
 - 7. University of Utah – National Institutes of Health; “Modulation of the FBR”; \$1,537,830. David W. Grainger, Principal Investigator.

8. University of Utah – National Science Foundation; “Veritas Upgrade”; \$1,278,804. David Kieda, Principal Investigator.
9. University of Utah – National Institutes of Health/National Institute of Diabetes and Kidney Diseases; “Control of Insulin Resistance”; \$1,881,250. Donald E. Ayer, Principal Investigator.
10. University of Utah – National Science Foundation; “Data Center Renovation”; \$1,999,759. Stephen H. Hess, Principal Investigator.
11. University of Utah – National Institutes of Health/National Institute of Diabetes and Kidney Diseases; “Gastric Bypass”; \$3,551,230. Steven C. Hunt, Principal Investigator.
12. University of Utah – National Institutes of Health; “CNV MOS”; \$2,151,178. Steen C. Hunt, Principal Investigator.
13. University of Utah – National Institutes of Health/National Cancer Institute; “Nanogels for Ovarian Cancer”; \$1,882,250. Margit-Maria Janat, Principal Investigator.
14. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “Insulin Signaling in the Heart”; \$881,250. E. Abel, Principal Investigator.
15. University of Utah – National Institutes of Health; “P13K and AKT in Mitochondrial”; \$1,881,250. E. Abel, Principal Investigator.
16. University of Utah – U.S. Department of Commerce; “NTIA BTOP”; \$13,954,641. lisa B. Kuhn, Principal Investigator.
17. University of Utah – U.S. Department of Commerce; “Broadband Adoption”; \$4,996,026. Laura Groussman Hunter, Principal Investigator.
18. University of Utah – National Science Foundation; “Advanced Networking Support”; \$1,999,939. Michael A. Petersen, Principal Investigator.
19. University of Utah – National Science Foundation; “Sustain and Extend Vistrails”; \$1,948,332. Claudio T. Silva, Principal Investigator.
20. University of Utah – National Science Foundation; “Utah Futures”; \$1,560,295. Rebecca Thomas Menlove, Principal Investigator.
21. Utah State University – U.S. Department of Transportation; “Federal Funding of a Tier II University Transportation Center”; \$1,082,536. Kevin Womack, Principal Investigator.

22. Utah State University – State of Utah/Department of Health; “Up to 3 Early Intervention”; \$1,073,270. Susan Olsen, Principal Investigator.
23. Utah State University – National Institutes of Health; “Advanced Studies of the Micro-Biomechanics of Breast Tissue”; \$1,293,000. Soonjo Kwon, Principal Investigator.
24. 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.
25. Utah State University – U.S. Department of Energy; “ARRA: Novel Plasma Confinement Device for Energy Production”; \$1,764,500. W. Edwards, Principal Investigator.
26. Utah State University – National Institutes of Health; “Understanding Delay Discounting in Cigarette Smokers”; \$1,218,000. Amy Odum, Principal Investigator.
27. Utah State University – U.S. Department of Energy; “Automated Electric Transportation, ARPA-E Pre-Proposal”; \$5,000,000. Kevin Heaslip, Principal Investigator.
28. 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.
29. 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.
30. 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.
31. 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.
32. 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.
33. Utah State University – Institute of Education Sciences; “Embedding Motivational Support into Computer-based Scaffolds to Support Middle School Students Construction of Evidence-Based Arguments”; \$1,089,347. Brian Belland, Principal Investigator.

34. 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.
35. Utah State University – Sandia Laboratories; “AFT2 Program: MIC3 Enhancements”; \$1,414,969. Vern Thurgood, Principal Investigator.
36. 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.
37. Utah Valley University – U.S. Department of Education/FIPSE; “Program to Prepare Displaced Workers for College Training in the University College and Student Services”; \$749,926.
38. Utah Valley University – FEMA; Utah County Fire Chiefs Association; “Fire Academy Purchase of a Trailer with Fire Truck Driving Simulators”; \$700,000.
39. Utah Valley University – U.S. Department of Education; “Child Care Access Means Parents in School: Renewal of Child Care Program Funding for Low-Income Parents”; \$688,000.
40. Utah Valley University – FEMA Fire Prevention and Safety Grants; “Development for New Fire Fighter Technology”; \$584,260.
41. Utah Valley University – National Science Foundation; “MRI: High Resolution Mass Spectrometer to be Used for Student Research and Instruction”; \$1,374,343.
42. Utah Valley University – National Science Foundation; “MRI: Frisco Peak Observatory Telescope Camera - Collaborative Project with UofU for Student Research and Instruction”; \$3,175,633.

C. Grant Awards

1. University of Utah – State of Utah; “Utah IV-E Training Contract”; \$5,781,957. Norma J. Harris, Principal Investigator.
2. University of Utah – Centers for Disease Control and Prevention; “ERC Training Grant”; \$1,353,593. Kurt Timothy Hegmann, Principal Investigator.
3. University of Utah – National Park Service; “Assistance for the University of Utah Museum of Natural Science”; \$1,000,000. Sarah B. George, Principal Investigator.

4. Utah Valley University – National Science Foundation; "Teacher Scholarships: Scholarships for Teachers in STEM Disciplines"; \$861,437. Robert Noyce, Principal Investigator.
5. Utah Valley University – Governor's Office of Economic Development; "Biotechnology Course Development and Lab Creation in the College of Science and Health"; \$631,070.
6. Utah Valley University – FEMA SAFER Grant Program; "Training of Volunteer Fire Fighters in Utah Grant"; \$572,643.

William A. Sederburg, Commissioner

WAS:jc

Attachment

STATE BOARD OF REGENTS MEETING
UTAH STATE UNIVERSITY, LOGAN, UTAH
AUGUST 28, 2009

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STATE BOARD OF REGENTS MEETING
UTAH STATE UNIVERSITY, LOGAN, UTAH
AUGUST 28, 2009

Minutes

Regents Present

Jed H. Pitcher, Chair
Jerry C. Atkin
Brent L. Brown
Rosanita Cespedes
France A. Davis
Greg W. Haws
Meghan Holbrook
David J. Jordan
Robert S. Marquardt
Anthony W. Morgan
Carol Murphy
William H. Prows
Teresa Theurer
Marlon O. Snow
John H. Zenger

Regents Excused

Bonnie Jean Beesley, Vice Chair
Katharine B. Garff
Nolan E. Karras

Office of the Commissioner

William A. Sederburg, Commissioner of Higher Education
Joyce Cottrell, Executive Secretary
Troy Caserta, Accounting Officer
Joseph Curtin, Director of Institutional Research
Stephanie Davis, Assistant Commissioner for Administrative Services
David Feitz, Executive Director, Utah Higher Education Assistance Authority (UHEAA)
Spencer Jenkins, Assistant Commissioner for Public Relations
Andrew Jensen, Director, Utah Student Association
Melissa Miller Kincart, Assistant Commissioner for Outreach and Access
Darren Marshall, Manager of Audit and Financial Services
Cameron Martin, Associate Commissioner for Economic Development
Paul Morris, Assistant Commissioner for Budget and Planning
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities
Lucille T. Stoddard, Associate Commissioner for Academic Affairs
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah

Michael K. Young, President
A. Lorris Betz, Senior Vice President for Health Sciences/Executive Dean, School of Medicine
David W. Pershing, Senior Vice President for Academic Affairs

Paul T. Brinkman, Associate Vice President for Budget and Planning
Arnold B. Combe, Vice President for Administrative Services
Sarah Jayne Crookston, Assistant to the Vice President for Health Sciences
Cory D. Higgins, Director of Facilities Management
John W. Mauger, Dean, College of Pharmacy
Michael G. Perez, Associate Vice President for Facilities

Utah State University

Stan L. Albrecht, President
Raymond T. Coward, Executive Vice President and Provost
David Cowley, Senior Associate Vice President for Finance/Controller
Darrell Hart, Assistant Vice President for Facilities
Fred R. Hunsaker, Interim Vice President for Business and Finance
Michelle B. Larson, Special Assistant to the Executive Vice President and Provost
Sydney M. Peterson, Chief of Staff
Whitney J. Pugh, Director, Budget Office
Mira Thatcher, Secretary, Board of Trustees/Government Relations

Weber State University

F. Ann Millner, President
Kevin P. Hansen, Assistant Vice President of Facilities Management
Brad Mortensen, Vice President of University Advancement
Norm Tarbox, Vice President of Administrative Services
Michael B. Vaughan, Provost

Southern Utah University

Michael T. Benson, President
Brad Cook, Provost

Snow College

Scott L. Wyatt, President
Marvin Dodge, Vice President of Administrative Services
Rick Wheeler, Vice President of College Relations

Dixie State College

Stephen D. Nadauld, Interim President
Donna Dillingham-Evans, Vice President of Academic Affairs
Stanley J. Plewe, Vice President of Administrative Services

College of Eastern Utah

Michael King, Interim President
Greg Benson, Dean of Arts and Sciences

Brad King, Vice President of Institutional Advancement and Student Services

Utah Valley University

Matthew S. Holland, President

Jack R. Christianson, Special Assistant to the President for Engaged Learning

Cory L. Duckworth, Vice President for Student Affairs and Strategic Planning

Elizabeth J. Hitch, Vice President for Academic Affairs

Linda Makin, Director of Budgets

Jim Michaelis, Associate Vice President for Facilities Planning

Salt Lake Community College

Dennis Klaus, Vice President of Business Services

Mason Bishop, Vice President of Institutional Advancement

Joe Peterson, Vice President of Instruction

Representatives of the Media

Wendy Leonard, *Deseret News*

Brian Maffly, *Salt Lake Tribune*

Other Guests

Steve Allred, Office of the Legislative Fiscal Analyst

Rich Amon, Office of the Legislative Fiscal Analyst

Kurt Baxter, Department of Facilities Construction and Management

Senator Lyle W. Hillyard

Carson Howell, Governor's Office of Planning and Budget

Spencer Pratt, Office of the Legislative Fiscal Analyst

Following a breakfast meeting with the Utah State University Board of Trustees, the Regents gathered in Committee of the Whole. Chair Pitcher called the meeting to order at 9:50 a.m. and welcomed everyone to the USU campus. He excused Regent Garff, Regent Karras and Vice Chair Beesley, all of whom were out of town.

Administration of Oath of Office

Chair Pitcher introduced William H. Prows, who has been appointed as a non-voting member of the State Board of Regents to represent UCAT. Chair Pitcher administered the oath of office to Regent Prows and welcomed him to the Board. Regent Prows said he was originally from New Jersey and New York City. He and his wife have five children, all of whom have gone or are going to college. Regent Prows said he and the other members of the UCAT Board of Trustees want to work in harmony with the Board of Regents.

Commissioner's Report

Commissioner Sederburg reported that the biggest issue facing higher education this fall was enrollment growth. To date, Salt Lake Community College reported an 18 percent growth in enrollment over last fall, Utah Valley University was up 12 percent, Dixie State College increased by 23 percent, and the USU branch campuses experienced a 20 percent increase in enrollment – All of this at the time higher education is experiencing a 17 percent budget cut, which has resulted in increasing use of adjunct faculty (200 at SLCC alone). It also means fewer advisors and a decrease in student services.

The New Century Scholarship became an issue when the funding was cut due to lack of appropriated funds to cover the \$1.5 million shortfall. There was also a \$200,000 shortfall in funding for the Regents' Scholarship program. A weakness was found in the early warning system to alert students, and Commissioner Sederburg went to the Legislature to request help with finding a solution. The Higher Education Appropriations Subcommittee instructed the USHE to pay recipients of both programs at 75 percent of tuition for this year. We hope to get a supplemental or new funding to cover that cost. Funding for next year is still uncertain.

The CEU/USU merger is going well. A number of meetings have already been held. Cory Duckworth has been retained as Transition Director to oversee the process. Dr. Duckworth said he viewed this as a great opportunity to work with wonderful people. He had met the CEU administrators on campus in Price the previous week and would be meeting with USU leadership the following week. Everyone appeared to be ready to move forward. He thanked Commissioner Sederburg, President King and President Albrecht for their assistance. He also thanked President Holland for allowing him to dedicate some time to this process.

Commissioner Sederburg commended President Millner for her leadership with the Cluster Acceleration Partnership (CAP) program. President Bioteau and Vice President Justeson have been meeting with representatives of the other institutions on the Community College Task Force in an attempt to identify key services provided by the community colleges. UHEAA's loan volume is up by 40 percent over last fall. We are hopeful that federal legislation will allow UHEAA to continue to serve Utah's students.

The Commissioner introduced Stephanie Davis, Assistant Commissioner for Administrative Services. He noted she had been student body vice president at Utah State University while President Wyatt was student body president. The Commissioner said he and members of his staff would be meeting with each president and budget officer in the next few weeks to discuss the institutional budgets.

Commissioner Sederburg welcomed Senator Lyle Hillyard and invited him to speak. Senator Hillyard invited everyone to have some Aggie Ice Cream before they leave Logan. He explained that although it appears the state ended the fiscal year with a surplus, that did not take into account the many transfers that must be paid from that account. The final number is still uncertain, and revenue estimates will not be made until December. Economic indicators continue to go down. The Senator noted that \$100 million of the ARRA monies were designated for public education, another \$50 million for Medicaid, and so on. There is still a \$750 million shortfall. Legislators are still not sure it has "quit raining." In fact, there may still be additional budget cuts next year. The Governor has indicated he does not want to increase taxes. The 2010 Legislative General Session will undoubtedly have to make some very difficult decisions.

Commissioner Sederburg thanked Senator Hillyard for his support of higher education through the years. He noted three things could be done to keep the scholarship programs viable: (1) cap the money, (2) make eligibility more restrictive, and (3) the institutions must buy into the program. He pointed out that every one percent cut from the higher education budget translated to 100 fewer employees.

The Commissioner said he appreciated Governor Herbert identifying (both public and higher) education as one of his three top priorities. The Governor has noted that there is a very large backlog of gubernatorial appointments to be made to the various boards and commissions; he asked every agency to be patient.

Commissioner Sederburg asked the Associate Commissioners to report on the Regents' goals.

Participation. The Commissioner explained that Associate Commissioner Dave Buhler had jury duty and was unable to attend the meeting. Assistant Commissioner Melissa Kincart reported that Mr. Buhler had presented the participation goals to the presidents at the August 11 Council of Presidents meeting and asked each of them to identify a high-level member of their administration as a contact person to work with the Commissioner's office. The team will review, collect and analyze demographic, socio-economic and education data; gather institutional recruitment goals; map existing outreach and access strategies, programs, services, and the populations they serve and complete a "gaps in service" analysis; and develop goals and potential collaborations and support to enhance existing programs/strategies or new efforts to maximize statewide needs and impact. The working team's conclusions and recommendations will be presented to the Council of Presidents prior to being reported to the Board of Regents.

Assistant Commissioner Kincart reported that the College Access Challenge Grant had been renewed for a second year. That grant will provide support for the development and launch of UtahFutures.org (college preparation and planning web utility), FAFSA completion events for high school seniors, academic and financial planning publications for students and parents, secondary counselor professional development, Utah Scholars Initiative, and subgrants for service learning and community outreach efforts aimed at helping under-served students prepare, enroll and succeed in postsecondary education.

Completion. Associate Commissioner Lucille Stoddard said institutional initiatives had been collected from all USHE institutions. The initiatives reflect two major problems that keep students from completing their education – academic problems and financial problems: Two financial aid initiatives should impact retention significantly. First, students can now get Pell grants for summer semester. Secondly, the GI Bill has been reconfigured. A student who has had as little as three months of active service in the National Guard is now eligible for 40 percent of the full VA educational benefit. These benefits increase, compatible with length of service.

Economic Development. Associate Commissioner Cameron Martin referred to Tab P, which provided an update on the CAP program. Work is continuing on measurable objectives. Some institutions are doing a stewardship audit, which is a process of aligning the institution with the community and its needs. A web site has been developed for the Voluntary System of Accountability (VSA). The Institutional Research directors will

meet in St George in November to partner and to be in synch with the institutions as well as with the system and the state.

Commissioner Sederburg concluded his presentation by mentioning some of the major issues to be discussed during the meeting.

The Regents were dismissed to their respective committees at 10:22 a.m. and reconvened in Committee of the Whole at 11:40 a.m.

Reports of Board Committees

Programs Committee

Utah State University – Master of Science Degree in Aerospace Engineering (Tab A). Acting Chair David Jordan said this had previously been an emphasis within USU's Mechanical Engineering program. The proposed program will complement the current Master of Science, Master of Engineering, and Ph.D. programs in Mechanical Engineering. No new funding will be required. This area is in high demand, and growth is expected. **Chair Jordan moved approval of USU's Master of Science Degree in Aerospace Engineering. Regent Theurer seconded the motion, which was adopted.**

Salt Lake Community College – Writing Certificate of Completion (Tab B). Chair Jordan reported this program had been designed to prepare students to enter or enhance professions that require extensive writing skills. A group of writing courses was put together into a Certificate of Completion program that concentrates students into an area for which there is significant need and significant deficiency. There are many good implications for SLCC and other institutions who may want to use this model. **Chair Jordan moved approval of SLCC's Writing Certificate of Completion. Regent Theurer seconded the motion, which carried.**

Proposed Revision to Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports (Tab C). Chair Jordan reported that the committee had asked that this item be tabled so the Chief Academic Officers (CAOs) can provide additional input.

Information Calendar, Programs Committee (Tab D). The committee discussed USU's new minor in Quantitative Finance and the name change of the Bachelor of Science Degree in Physical Education to the Bachelor of Science Degree in Human Movement Science. No action was required.

Chair Jordan said the committee had talked at length with the CAOs. The subject of the New Century Scholarship, and scholarships in general, was of real interest. There is a unanimity among the CAOs, from the perspective of a planned incentive, that the New Century Scholarship does not encourage behavior that is helpful to the system. Students accumulate grades that do not point them in the direction of a four-year degree program. There is not enough definition of structure to the concurrent enrollment courses to lead to a four-year program. The CAOs asked to be more involved with the Commissioner's staff about using scholarships to

incentivize students. Commissioner Sederburg said recommendations on the New Century Scholarship would be brought back to the Regents in the October meeting.

Finance Committee

State Energy Projects and Higher Education (Tab E). Chair Atkin said some federal stimulus money was available, and the state has a marked \$8.5 million to stimulate energy savings projects with the USHE. We hope to leverage that amount to \$50 million through energy savings projects. This program will be managed by the DFCM.

Utah State University – Campus Master Plan (Tab F). Chair Atkin reported the campus is in good condition, but there are continued needs. The committee received a detailed presentation. **Chair Atkin moved approval of USU's Campus Master Plan. The motion was seconded by Regent Holbrook and carried.**

Utah State University – Approving Resolution, Series 1999A Student Fee and Housing System Revenue Bonds (Tab G). Chair Atkin said the proposal was a refunding of \$8 million. The interest rate is low enough that the system can save \$80,000 a year by refinancing. The net present value (NPV) is 5½ percent. **Chair Atkin moved approval of the issuance and sale of the bonds, subject to meeting the minimum 3 percent NPV savings threshold. Regent Brown seconded the motion, which was adopted unanimously.**

Southern Utah University – Purchase of Real Property (Tab H). Chair Atkin reported the university wished to purchase some property contiguous to the campus. The property is directly across the street from the athletic ball fields and includes a single-family residence. The owner has agreed to sell the property at its \$125,000 appraisal value. **Chair Atkin moved approval of the property purchase, seconded by Regent Brown. The motion was adopted.**

UHEAA – Student Loan and Financial Aid Update (Tab I). UHEAA Executive Director David Feitz reported that UHEAA had issued more than 120,000 student loans this year, totaling \$500 million. The line of credit has enabled UHEAA to continue to offer loans to Utah students. He referred to the written report in Tab I for greater detail.

Strategic Planning Committee

Restoration of Full Awards for New Century and Regents' Scholarships (Tab J). Chair Holbrook referred to Replacement Tab J in the Regents' folders and said this item had taken up much of the committee's time. It was a very intense discussion. Concerns were raised about doing away with one of the scholarships and combining the two, as well as the issue of entitlement. It was pointed out that the New Century Scholarship only goes to four-year schools. Community college participation is limited. This was a concern to the committee. Chair Holbrook thanked Commissioner Sederburg and the Legislature for working together to find the funding. Regent Brown commended the Commissioner for accepting the responsibility in a difficult situation and said Commissioner Sederburg had represented the Regents and the system commendably. The Commissioner thanked the Regents for their support and acknowledged that mistakes were made in not notifying the students of the shortfall earlier. The Legislative committee had a good discussion, and the outcome was a better

understanding about the scholarship and the need to fix the problem. He remarked that if nothing changes in the state's economic situation, the funding situation will be even more bleak next year. **Chair Holbrook moved approval of the Commissioner's recommendation to fund both scholarships at 75 percent of tuition and to work with the Governor and Legislative Leadership to get a supplemental appropriation and identify new funding sources. Regent Marquardt seconded the motion, which was adopted.**

Revised Overview of 2010 Public Messaging (Tab K). Chair Holbrook said the committee had agreed to table this discussion until a later date.

The Configuration of the Utah System of Higher Education (Tab L). This document was discussed in the Strategic Planning Committee but not in Committee of the Whole. Regents were asked to review the document, which will also be distributed to various stake holders for comment. This was for information only; action will be taken at a future meeting.

Report on Utah Higher Education and African-American Leadership Luncheon (Tab M). Chair Holbrook asked Regent Davis to comment. Regent Davis reported that African-American pastors had been invited to meet with the institutional presidents. It was the beginning of a process to achieve participation by minorities. Of the 30 African-American congregations in Utah, 12 were represented at the luncheon. All of them felt the meeting was thoughtful and productive. Regent Davis said he expected the conversation to continue.

Summary Report of the Counselor Conference on Higher Education (Tab N). The USHE sponsored a conference on August 5 for high school and middle school counselors, funded by a federal College Access Challenge Grant. Almost 200 counselors participated in the day-long conference and were appreciative of receiving current updates on scholarships, financial aid, and school-specific programs. Some suggestions were given for improvement in future years. Chair Holbrook suggested that the Regents read the report, which was presented for information only.

Website Update (Tab O). The committee discussed the updated USHE web site, but it was not discussed in Committee of the Whole. The information was presented for information only and required no action.

Cluster Acceleration Partnership (CAP) Pilot Programs Update (Tab P). This report was not discussed in Committee of the Whole. Chair Holbrook recommended that Regents read the progress report.

General Consent Calendar

On motion by Regent Theurer and second by Regent Morgan, the following items were approved on the Regents' General Consent Calendar (Tab Q):

- 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 (On file in the Commissioner's Office)

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.

Long-Term Enrollment Projections

Dr. Joseph Curtin, Director of Institutional Research, reported the enrollment projections (Tab R) had been reworked, using multiple variables. Multiple predictor variables were also tried, such as high school graduation rates, unemployment rates, population, etc. The findings showed the best variable for Weber State University, the University of Utah, Utah State University and Utah Valley University was the age 25-45 population in their respective service areas. For Snow, Dixie and CEU, the best variable was the number of high school graduates in their respective service regions. For SUU and SLCC, the total number of high school graduates in the state was the best variable.

Regent Morgan asked that participation rates be considered in general, especially for minority students. Dr. Curtin said he had looked at other demographics but concluded they added no value to the process. Regent Davis said he shared Regent Morgan's concern. He asked if economic factors were (or should be) considered. Dr. Curtin said the unemployment index had been one of the variables. Historical data had to be used to predict future enrollments. Regent Jordan agreed that these estimates need to be updated every year. He suggested taking a very close look at how well the predicted model would handle the effects of the current recession and the accompanying unemployment. How much value has regression analysis?

Regent Atkin moved approval of the enrollment projections. Regent Snow seconded the motion, and the enrollment projections were adopted.

2010 Meeting Schedule

Chair Pitcher referred to the proposed meeting schedule for 2010 and said President Benson had requested that the date for the meeting at SUU be changed from September 10 to August 27 so meeting attendees could attend the final night of the Shakespeare Festival. Regent Zenger noted the long period of time between the April and August meetings if a June meeting were not held. Commissioner Sederburg suggested that committees meet seriously during the summer months, perhaps in June. Regent Theurer suggested a joint meeting with the State Board of Education sometime during the year, perhaps during the summer months. *The Regents agreed to leave the June meeting date on the schedule as a place holder, recognizing that another date and location may ultimately be more convenient.* **Regent Snow moved adoption of the 2010 proposed meeting schedule, as amended. Regent Brown seconded the motion, and the meeting schedule was adopted.**

State of Utah State University

President Albrecht welcomed everyone to beautiful Cache Valley. He thanked the food services staff, Chief of Staff Sydney Peterson, and everyone else who had worked hard to make this day a success.

President Albrecht said USU's biggest challenge was the balance between being transparent and being honest. He quoted the famous opening line from *A Tale of Two Cities*: "It was the best of times; it was the worst of times." He referred to the \$6.5 million cut from the ongoing budget and \$5.7 million cut from one-time funds in the current year. Additional cuts are expected for the coming fiscal year. This has resulted in the elimination of 162 positions. President Albrecht noted 76 percent of the cuts had come from workforce reductions. To compound the problem, enrollment is up, both on the Logan campus and more significantly on the regional campuses. The Legacy Program proved to be a good recruiting tool for USU, including transfer students. Housing occupancy was at 91 percent.

President Albrecht highlighted some of the USU student and faculty achievements. He reported that 35 new assistant professors and 14 other term-appointed faculty had been hired as the result of HB 185. When the university surpassed the initial goal of its capital campaign, the goal was doubled and is now at 60 percent of the revised goal. Utah State University is in the top 20 land-grant institutions in the nation and in the top 10 non-medical land grant institutions for federal research revenue generated. President Albrecht noted this was the 50th year for USU's Space Dynamics Laboratory, the 50th year for the Water Research Laboratory, and the 35th year for USU's undergraduate research program. President Albrecht announced the creation of an Energy Dynamics Laboratory, to be launched this year, part of which would be located in the Uintah Basin, making research opportunities available in eastern Utah.

Good progress is being made in the merger with CEU. Committees have been appointed, and they are making excellent progress. President Albrecht thanked President King and his staff for their generous assistance. He said he was excited about the future of USU and expressed his appreciation for the Regents' support.

Operating Budget Overview

Associate Commissioner Greg Stauffer acknowledged that the budget process was complicated. Utah higher education has been able to include institutional priorities as well as system needs in its budget request. Although higher education has been impacted by the economy, it is also an investment in the economy. State support per FTE in Utah is less than the national average. Some of the budget challenges this year have been diminished state support, increased enrollments, increased tuition, the volatility of utility rates, decreased O&M appropriations, fewer donations and research funds, and the attempt to keep salaries competitive. Dr. Stauffer pointed out that quality comes with a cost.

Assistant Commissioner Paul Morris led the Regents through the process of establishing a budget request. He explained that revenue comes from various sources. The budget request sent to the Governor and the Legislature is for E&G (Education and General) funds, 80 percent of which is primarily for personnel. He noted that 76 percent of the personnel cuts were voluntary; 24 percent were not. Commissioner Sederburg reminded Regents that every one percent of budget cut had cost the job of 100 higher education employees. Regent Marquardt pointed out that businesses cut employees because sales are down; in the case of higher education, "sales" are up, but jobs were still lost.

Carson Howell, higher education specialist in the Governor's Office of Planning and Budget, reviewed the process of budget approval in the Governor's Office. First, the institutions submit a budget request to the Commissioner's office. After discussion and approval, the Regents send the request to the Governor's Office of Planning and Budget. GOPB staff analyze the budget and sends the request with their recommendations to the GOPB Director, John Nixon. Mr. Nixon analyzes the request in the context of the entire state budget and sends it to the Governor, who then makes his recommendations. Mr. Howell told the Regents the GOPB advocates for higher education with the Director and with the Governor. He said revenue estimates are coming in as projected. He noted higher education was one of Governor Herbert's priorities. We hope this means no additional budget cuts.

Spencer Pratt, higher education specialist in the office of the Legislative Fiscal Analyst, reported the LFA office receives an agency's budget request at the same time as the Governor. The process followed is similar to that of the GOPB. Mr. Pratt said he visits with each of the institutions and the Commissioner's staff to explain the budget situation. The LFA also provides legislators with budget briefs and issue briefs. That office can recommend funding, not funding, or take no position. He expressed his appreciation for the presence of Regents, Presidents and Commissioner at the legislative meetings. The LFA employees serve as staff for the legislative appropriations subcommittees. During the Legislative Session, the subcommittees hear from the Commissioner and each of the institutions. The subcommittee makes recommendations to the Executive Appropriations Committee, which makes the final decisions on appropriations. Mr. Pratt noted that the job of the LFA staff was to provide information, but not to advocate for an agency.

Commissioner Sederburg thanked Mr. Howell and Mr. Pratt for their work on the higher education budgets and for their work with the staff.

Proposed USHE Budget Request for 2010-2011

Commissioner Sederburg referred to Tab U and briefly reviewed the proposed budget request. He explained that the Regents were requesting \$30 million for mission-based funding that would be a results-based accountability program based on the institution's mission and role. For example, a major role of the University of Utah and Utah State University is research. For other institutions, the mission could be course completion or enrollment growth. The Commissioner referred to Attachment 2 and reported the institutions had reacted positively. He asked the Regents for their reaction to this concept.

Regent Morgan applauded the efforts to focus on missions. He asked if the presidents had indicated which measures they desired for their campuses. He said this is an important policy issue that needs to come back to the Regents for extensive discussion. Regent Jordan commended the Commissioner for starting this initiative. Because this is a highly charged subject, one which will implement various policy changes, he suggested that the document be labeled "discussion draft only." He said it was important to look ahead to a larger policy change in the way we do our funding formulas. This may be setting a precedent, and we need to anticipate what we would like to do in the future.

Regent Brown said he endorsed the idea but pointed out it is difficult to create incentives when people's jobs are being cut. Vice President Klaus said SLCC was not opposed to the concept and requested that the college be added to the list. He pointed out that institutions should not be penalized when enrollments decline. A question arose about recommending a 9.6 increase in the higher education when budgets have been cut. Commissioner Sederburg responded that the Regents had an obligation to present a true picture of higher education's needs. The request was based on the Regents' priorities.

Regent Zenger requested more detailed information about Pennsylvania's Accountability Program. Commissioner Sederburg said he would do more research. Regent Marquardt suggested that the Board of Regents take a stronger position of advocacy on the higher education budget cuts and their impact on the state.

Regent Brown moved the adoption of the proposed budget request and the mission-based funding memo as a discussion document, to be brought back to the Board for further discussion. Regent Marquardt seconded the motion, which carried.

Capital Facilities Overview

Associate Commissioner Stauffer explained that this topic covered three areas – capital development, capital improvements, and operation and maintenance (O&M). The Regents have a stewardship role and are responsible for the facilities master planning, program planning, and approval of state appropriated priorities, buildings, lease space, etc.

Capital Developments. The state provides some funding to higher education for facilities funding, generally between \$50 million and \$100 million. Higher education's percentage share of facilities funding has

declined in the past few years. The institutions are bringing in donor funds; in fact, non-state funds pay for 70 percent of the higher education facilities. Dr. Stauffer commended the institutions for their remarkable job of getting donor support.

Operation and Maintenance. Associate Commissioner Stauffer remarked Utah does a good job of providing ongoing funding for the operation of new buildings. Higher education usually receives between \$1 million and \$2 million per year.

Capital Improvements. This category was formerly referred to as AR&I. This funding is used when a project costs \$2.5 million or less. Dr. Stauffer thanked the Legislature for their support for this area of the budget as well. The decrease in capital improvement dollars has had a significant impact on higher education.

Q&P Process. Dr. Stauffer acknowledged that some conditions are not quantifiable. The Qualification and Prioritization (Q&P) formula was designed to focus on what the USHE values. It is only the first step in the process and was not intended to take the place of thorough discussion by the Regents. He thanked Troy Caserta for running the Q&P and all of the other individuals who have worked on this project over the years. It is a complex process and does not always fit the needs of the institution. The process has been transparent, which also makes it possible for campuses to find way to "work" the system.

Richard Amon from the Legislative Fiscal Analyst's office distributed a handout on O&M in State Buildings. He said the Legislature did not have a statutory obligation to fund O&M. However, by policy the state has funded O&M for new state-funded buildings. The personnel side of O&M does receive adjustments, based on the legislative appropriations.

Kurt Baxter from DFCM spoke of capital improvements. By statute, from .9 percent to 1.1 percent of the state's capital assets is designated for capital improvements. Between FY 2006 and FY 2010, 61 percent of capital improvement funding has gone to higher education.

Institutional Capital Development Projects for 2010-2011

Following an Aggie Ice Cream break, the meeting resumed with presentations from the campuses for their capital development projects. The projects were summarized on Attachment 2 to Tab W as follows:

University of Utah –	(1) Skaggs Pharmacy Research Building (2) Infrastructure, Phase I
Utah State University -	(1) Business Building Addition and Remodel (2) Fine Arts Complex Addition and Renovation
Weber State University -	Professional Programs Classroom Building & Central Plant (Davis)
Southern Utah University -	Business Building Addition and Remodel
Snow College -	Science Building Reconstruction
Dixie State College -	Holland Centennial Commons Building

College of Eastern Utah -	Arts and Education Building
Utah Valley University -	Science/Health Sciences Building Addition
Salt Lake Community College -	Instructional and Administrative Complex (Redwood)

Commissioner Sederburg referred to his recommendation and acknowledged that the Q&P process was not universally loved on the campuses. Some weaknesses include the lack of ability to weigh the research component, the lack of weight for a project on a regional campus, lack of weight for long-range development of a campus, and lack of follow-up to see if private fund-raising requirements had been met.

The proposed ranking was shown on Attachment 1 to Tab W. Commissioner Sederburg explained that he felt that Dixie's and UVU's projects should receive first priority because the Legislature appropriated design funding for those projects last year. The other projects were ranked according to the Q&P formula. Regent Holbrook urged a higher weighting for life safety issues.

Regent Brown recommended that Weber's Davis campus project be taken off the list and made a separate category. He also recommended consideration for the \$50 million donated to the University of Utah for the Pharmacology Building. He suggested going to the Legislature and presenting the unique opportunity to do construction projects now while costs are much lower than in past years. He also asked if the Regents were liable for life safety issues; Commissioner Sederburg said liability was covered by Risk Management.

Regent Atkin moved approval of the ranking in the Commissioner's recommendation, that a task force be created to study the Q&P process to reflect some of the concerns expressed in this meeting, and that Weber's project be put into a separate category. Regent Marquardt seconded the motion.

Regent Jordan pointed out that the Legislature does not have the time to give this kind of attention to these facilities. The Regents and DFCM spend many hours listening and ranking the projects, yet often the Building Board and/or Legislature disregard that process. Regent Zenger recommended that a Regents' subcommittee be appointed to take more time in reviewing these projects. He pointed out it was difficult to have a candid discussion in an open meeting and to rank the merits of each project. That subcommittee would come back to the Board with a recommendation and the reasons for that recommendation. Commissioner Sederburg recommended that a technical team that knows the Q&P process work on it before the Regents look at it again.

Vote was taken on the motion, which carried with one opposing vote.

Non-State Funded Projects

Commissioner Sederburg referred to Tab X and requested approval of the list of projects, with the funding amounts to be determined in the next few weeks. **Regent Jordan moved approval, seconded by Regent Theurer. The motion carried.**

Report of the Chair

Chair Pitcher announced that the October meeting would include an executive session. We hope to have the new gubernatorial appointments shortly after Labor Day, after which committee appointments will be made.

The next meeting will be held on October 16 at the Regents' offices in Salt Lake City.

Adjournment

The meeting adjourned at 4:57 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved