

December 2, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Weber State University–Master of Science in Radiologic Sciences–Action Item.

Issue

Weber State University (WSU) requests approval to offer a Master of Science in Radiologic Sciences, effective Fall Semester 2010. This program was approved by the WSU Board of Trustees in August of 2009, and approved by the Regents' Program Review Committee on November 18, 2009.

Background

The WSU Department of Radiologic Sciences proposes to offer a Master of Science in Radiologic Sciences (MSRS) program. The proposed degree will serve students with a bachelor's degree in Radiologic Sciences who wish to pursue careers in advanced radiologic science clinical practice. The MSRS program will allow students to pursue research and gain additional skills and knowledge. The degree will also credential an individual as an advanced practice radiologic science professional.

Historically, the profession of radiologic technology has offered its practitioners few career advancement opportunities. Skilled technologists who want to shift into the educational and research arena or advanced clinical practice have few options, especially in Utah. Most other allied health professions, by contrast, have formal career pathways in the clinical environment. By following these pathways, practitioners move to increasingly higher levels of responsibility, authority and autonomy. The MSRS will meet the demand within the state of Utah for master-level researchers and advanced practice professionals in radiologic sciences. Strong demand for employment in these fields and the availability of a well-prepared student population will produce a strong demand for this degree program.

In 1996, the Radiologic Sciences Department at WSU created the first bachelor-level physician extender program in medical imaging in the country. In the most recent year, the department of Radiologic Science awarded 128 bachelor degrees, and over the past decades, the department has produced over a thousand graduates. The Radiologic Sciences Department is one of the fastest

growing programs at Weber State University. The department's production of undergraduates creates a significant demand for a graduate degree.

#### Policy Issues

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

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Master of Science in Radiologic Sciences, effective Fall Semester, 2010.

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William A. Sederburg, Commissioner

WAS/GW  
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer a Master of Science in Radiologic Sciences

Weber State University

Prepared for  
William A. Sederburg  
By  
Gary Wixom

December 2, 2009

## **SECTION I: The Request**

Weber State University requests approval to offer a Master of Science in Radiologic Sciences (MSRS) degree, beginning Fall Semester 2010. This program was approved by the WSU Board of Trustees on - August 2009. The Regent's Program Review Committee approved the program for consideration on November 18, 2009.

## **SECTION II: Program Description**

### **Complete Program Description**

The WSU Department of Radiologic Sciences proposes to offer a Master of Science in Radiologic Sciences (MSRS) program for students with a bachelor's degree in Radiologic Sciences who wish to pursue careers in advanced radiologic science clinical practice.

### **PROGRAM OUTLINE**

Hours required for graduation: 36 credit hours

All of the courses in the MSRS program are required. Students must complete 36 hours that will prepare them to develop and carry out research, as well as instruct them in the art of advanced clinical competencies. The degree allows for future growth with the addition of similar research emphasis areas in specific imaging professions such as diagnostic medical sonography, nuclear medicine and others.

RADT/MSN 6100 Research Methods (3)  
RADT/MSN 6120 Research and Statistics (3)  
MHA 6200 Health Behavior and Managerial Epidemiology (3)  
MHA 6450 Managing Health Information (3)  
RADT 6130 Functional Hemodynamics (3)  
RADT 6140 Clinical Laboratory Correlation (3)  
RADT 6443 Clinical Pathways (3)  
RADT 6463 Problem Patient Management (3)  
RADT 6473 Non-Vascular-Invasive Imaging Procedures (3)  
RADT 6863 Vascular-Invasive Imaging Procedures (3)  
RADT 6900 Capstone: Clinical Fellowship and Portfolio (3)  
RADT 6999 Master's Thesis in Radiologic Sciences (3)

The degree candidate must complete 3 hours of thesis work RADT 6999 Master's Thesis in Radiologic Sciences (3). The master's thesis will be a complete body of work, either accepted for publication in a peer-reviewed journal in the field or deemed publishable by the student's committee.

The maximum time for completion of the degree, including thesis, will be three years; if the maximum time is exceeded, the student must petition to the program for an extension.

### **Purpose of Degree**

Historically, the profession of radiologic sciences has offered its practitioners few career advancement opportunities. Skilled technologists who want to shift into the educational and research arena, or advanced clinical practice have few options, especially in Utah. Most other allied health professions, by contrast, have formal career pathways in the clinical environment. By following these pathways, practitioners move to increasingly higher levels of responsibility, authority and autonomy.

As the radiologic technology profession attempts to recruit and retain larger numbers of people, the lack of a clinical career path has become an obstacle. Many potential recruits may be deterred from pursuing the profession because they believe a career in radiologic technology leads nowhere. To overcome this perception, radiologic technology must develop realistic career pathways both at the institutional level and within the profession.

Advancement within a professional hierarchy tends to be more formalized than advancement up an institutional career ladder. At the professional level, an advancement hierarchy typically is linked to additional education and additional certification or credentialing. Although experience and skill remain important, it usually is necessary for the employee to achieve a certain level of education or earn a specified credential before advancing to the new position.

### **Institutional Readiness**

The proposed Master of Science in Radiologic Sciences will not affect the administrative structure of the department. The department is based on a career ladder concept. In 2008 the department graduated 157 Associate of Applied Science and 128 Bachelor of Science students. The proposed master's degree would become a new part of this career ladder and be overseen by the department chair. The institution is well positioned to implement this proposed degree.

### **Faculty and Staff**

Robert Walker, PhD, Professor and Department Chair Radiologic Sciences  
Lloyd Burton, DM, Professor and Department Chair Health Service Administrative  
Valerie Gooder, PhD RN, Assistant Professor and Director Master of Nursing  
Ken Johnson, PhD, Associate Dean and Professor Health Administrative Services  
Diane Kawamura, PhD, Professor Radiologic Sciences  
Carol Naylor, DMD, Associate Professor Health Sciences  
Kathleen Sitzman, PhD RN, Associate Professor Nursing  
Pat Shaw, Med, Associate Professor Health Information Technology  
Yasmen Simonian, PhD, Dean and Professor Clinical Laboratory Sciences  
Paul Eberle, PhD, Professor and Department Chair Respiratory Therapy

### **Library and Information Resources**

The Stewart Library provides a broad range of information resources and services in support of WSU's mission and goals. Library services are provided at the Stewart Library at WSU Ogden and at the WSU Davis Library/Information Commons.

Collections include print, electronic, and audio-visual resources as well as access to an increasingly large number of electronic databases, full-text journals, and books. Day, evening, and weekend hours are maintained to accommodate patron needs at both campuses. The Stewart Library is open 105 hours per

week; the WSU Davis library is open 75 hours per week. Off-campus access to resources and services is available 24/7 through the library's website: [library.weber.edu](http://library.weber.edu).

To ensure that the library's online and on-site resources are relevant to curricular needs, a librarian is assigned to each college. These subject librarians collaborate with faculty in developing the collection and consult regularly with them to assess their library needs. In addition to their collection management and faculty liaison responsibilities, subject librarians provide course-integrated instruction to inform students and faculty of library resources and services available in their areas of interest.

The library's resources and services are well used. During 2006-07, visitors to the library's website numbered more than 2,200,000; circulation transactions totaled nearly 132,000; more than 13,500 patrons received reference/research assistance; and information literacy instruction was provided for nearly 5,400 students.

### **Admissions Requirements: Advanced Radiologic Science Clinical Practice Emphasis**

Admission to the program requires a bachelor's degree in Radiologic Sciences and certification as a Radiologist Assistant (RA) and/or Radiology Practitioner Assistant (RPA) or certification in vascular imaging.

Criteria to be considered for acceptance into the program include:

- Undergraduate GPA
- Overall GPA
- Professional experience
- Research experience
- Letters of recommendation
- Clinical fellowship from a sponsoring Radiologist

Further, all international students and any applicants educated outside the United States must demonstrate proficiency in English. Those whose native language is not English must submit an official score from the Test of English as a Foreign Language (TOEFL) of 550 (paper-based), or 213 (computer-based). The score may not be more than two years old.

### **Student Advisement**

A program advisor will be appointed by the department chair from the graduate faculty in the program. *All MSRS candidates must consult the program advisor at least once a semester.* The Radiologic Sciences Department Chair will serve as chair of the advisement committee, which will comprise all MSRS faculty.

Continued program evaluation and improvement, especially in the first three years, will assure a high quality program that meets student needs. Also, student needs and success will be monitored continuously throughout the program.

### **Justification for Graduation Standards and Number of Credits**

The total number of credits required for the degree is 36 hours; this is consistent with Regents Policy and within the guidelines of all other master's degrees offered at Weber State University. The program has been reviewed and approved by all the required curriculum committees and the faculty senate at Weber

State University and was found to be consistent in credit hours and rigor with other master's programs at WSU.

### **External Review and Accreditation**

The curriculum is based on a national curriculum module and has been reviewed by the Department of Radiologic Sciences advanced practice advisory board. The advisory board consists of a physician, advanced practice technologist, industry representatives and WSU faculty. The Department will seek continued recognition for the advanced practice degree from the American Registry of Radiologic Technologists and the program will be reviewed in accordance with WSU internal review program.

### **Projected Enrollment**

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected new student enrollment (FTEs)	25	25	30	35	35
Continuing student enrollment (FTEs)		25	25	30	35
Faculty FTE (FTE = 12 hrs)	2	4	4	4	4
Student/Faculty FTE Enrollment	12.5	12.5	13.75	16.25	17.5

WSU officials anticipate that the program will admit 25 students in the first year. The average student will complete the program in two years. The program will reach an enrollment of 50 students in the second year and grow modestly in subsequent years.

## **SECTION III: Need**

### **Program Need**

A masters program in radiologic sciences will meet the demand within the State of Utah for masters-level researchers and advance practice practitioners in radiologic sciences. Strong demand for employment in these fields and the availability of a well-prepared student population will combine to produce a strong demand for this degree program.

The MSRS program will allow for increased research, education skills and knowledge and will credential an individual as an advanced practice radiologic science professional. That credential would allow such an individual to function as a radiology extender, supplementing and supporting the work of radiologists. His or her duties might include patient assessment, patient education, and image evaluation, follow-up images, and performing fluoroscopic and selected interventional procedures. All advance practice must follow national scopes of practice, state requirements and/or institutional policies. In performing these duties, the advance practice radiologic science professionals would free up radiologists to focus on interpretation, diagnosis and treatment.

Benefits of incorporating the advance practice radiologic science professional into the radiology work force include:

- Properly utilized, the physician extender will relieve the workload of radiologists, increasing productivity and efficiency while cutting costs.

- As demand for medical imaging services soars, the physician extender will improve patients' access to timely radiologic care.
- By serving as a patient advocate, the physician extender will improve the quality of communication between radiology patients and the radiology department.
- The creation of the career physician extender level will serve as an inducement for prospective students to enter the profession of radiologic technology and as an incentive for practicing RTs to remain in the profession.

### **Labor Market Demand**

In November 2001, the U.S. Bureau of Labor Statistics released employment projections for the nation. The Bureau predicts the country will need 75,000 more radiologic technologists in 2010 than it did in 2000. The jobs openings represent positions that will be created, as the result of growth in the profession, as well as positions that will become vacant when today's technologists retire or change careers.

Unfortunately, people are not entering the profession fast enough to meet the BLS's projections. The number of people taking the radiography certification examination offered by the American Registry of Radiologic Technologists declined from 10,629 in 1994 to only 7,434 in 2001. Meanwhile, many of the radiologic technologists practicing today will retire in the next 10 to 15 years. The average age of a radiologic technologist is 41 – one of the oldest averages among the allied health professions – and 17 percent of the profession is older than 51.

The radiologist (MD) community faces a similar work force problem: Not enough people are entering the specialty, and too many are leaving. The number of radiology residents dropped from 4,236 in 1994 to 3,600 in 1999. In addition, many radiologists are retiring early or nearing typical retirement age. There are approximately 25,000 practicing radiologists in the United States, and nearly 40 percent of them are older than 50.

The introduction of an advance practice radiologic science professional could be an innovative, cost-effective way to address efficiency and productivity issues related to shortages of radiologists and radiologic technologists. By taking a lead role in patient assessment and management and by performing procedures such as fluoroscopy, the advance practice radiologic science professional could reduce the amount of time required of radiologists, allowing them to focus on the medical requirements of interpretation.

### **Student Demand**

In 1996, the Radiologic Sciences Department at WSU created the first bachelor-level physician extender program in medical imaging in the country. In the most recent year, the department of Radiologic Science awarded 128 bachelor degrees. Further, over the past decades the department has produced over a thousand graduates. Indeed, the Radiologic Sciences Department is one of the fastest growing programs at Weber State University. The department's production of undergraduates creates a significant demand for a graduate degree.

Given the excellent job prospects in the field, and the number of students who are seeking postgraduate work in health professions, we anticipate strong student demand for this program. Weber State University already has a list of individuals who have asked about the possibility of the MSRS degree. Medical imaging programs around the state of Utah will produce undergraduate students interested in the MSRS degree.



### Similar Programs: Advanced Radiologic Sciences Clinical Practice

Institution	URL
Bloomsburg (PA) University	<a href="http://www.bloomu.edu">http://www.bloomu.edu</a>
Loma Linda (CA) University	<a href="http://www.llu.edu">http://www.llu.edu</a>
Midwestern State University Wichita Falls, TX	<a href="http://www.mwsu.edu">http://www.mwsu.edu</a>
Quinnipiac University Hamden, CN	<a href="http://www.quinnipiac.edu">http://www.quinnipiac.edu</a>
University of Arkansas for Medical Sciences Little Rock, AR	Contact: <a href="mailto:imaging@uams.edu">imaging@uams.edu</a>
University of Medicine and Dentistry of New Jersey Newark, NJ	<a href="http://www.umdnj.edu">http://www.umdnj.edu</a>
University of North Carolina at Chapel Hill	<a href="http://www.unc.edu">http://www.unc.edu</a>
Virginia Commonwealth University Richmond, VA	<a href="http://www.vcu.edu">http://www.vcu.edu</a>
Wayne State University Detroit, MI	<a href="http://www.wayne.edu">http://www.wayne.edu</a>

### Collaboration with and Impact on Other USHE Institutions

This proposed program also has the potential to supply a small number of highly-trained students to the state's two doctoral-level institutions, the University of Utah and Utah State University. Minority and first-generation students make up about 35-40% of the WSU student population, higher than the national or state averages. These students often seek a "bridge" between the relatively accessible baccalaureate degree and a doctoral-level degree, which seems unattainable to many. With our links to research programs at both institutions, we hope to provide a "push" to those students who might not otherwise consider terminal degrees in their field. We aim to aggressively place our students either in the job market or in programs where they can further their education.

There are several other undergraduate radiography degree programs in the state of Utah. Graduates of those programs could complete appropriate education and clinical experience to participate in this Masters of Science program.

### Benefits

The Master of Science in Radiologic Sciences program will be the only degree program of this type in the state. Given the growing job prospects for master-level graduates in this field, we anticipate strong demand for this program from technologists in Utah. By expanding our strong tradition of excellence in teaching radiologic sciences, and with constant attention to program assessment and improvement, we intend to create a program, which will garner a national reputation and bring recognition to Weber State University and the State of Utah.

### Consistency with Institutional Mission

Weber State University offers associate, baccalaureate and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields. The university provides excellent educational experiences for its students through extensive personal

contact among faculty, staff and students in and out of the classroom. To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community-based learning experiences in an environment that encourages freedom of expression while valuing diversity.

Consistent with this mission, a Master of Science in Radiologic Sciences will help students preparing for advanced clinical practices in medical imaging and related services, one of the fastest-growing career fields in the United States today.

## **SECTION IV: Program and Student Assessment**

### **Program Assessment:**

We will collect the following information:

- Graduates employed in Radiology practices
- Employer surveys reporting on their impressions of Weber State graduates they employ
- Graduate surveys reporting on their experiences in the program
- American Registry of Radiologic Sciences Review
- National licensure exam scores
- Clinical Assessment
- Regular institutional program review
- Advisory board review
- Student course evaluations
- Student exit evaluations

The program advisor will be responsible for tracking students and providing an annual report to the graduate faculty in the department.

### **Expected Standards of Performance**

We will attempt to meet or exceed the following benchmarks:

- 90% of graduates employed in health professions fields five years post-graduation
- 75% of employers report they are “satisfied” or “very satisfied” with Weber State’s educational programs, based on their perception of our graduates’ skills
- 75% of students report they are “satisfied” or “very satisfied” with Weber State’s educational programs, based on their perception of the education they received
- 75% of students will score at or above the mean on national licensure exams, where appropriate

In the didactic courses, students will take computer-based examinations from a large pool of questions designed to assess their knowledge base. These questions are explicitly tied to course objectives. Writing assignments will also be a required component of each course; students will need to develop a facility with information sources and the peer-reviewed journal literature. This will be a bridge to the completion of original research work in the thesis area.

The thesis will be a capstone writing project on a subject of the student's interest. Wherever possible, original research will be included in the thesis project as well. One of the graduate faculty will serve as the student's thesis advisor. The student will be required to defend his/her thesis before a committee of three persons, two from the department's graduate faculty (including the advisor, as chair of the thesis committee) and one from the clinical faculty and/or outside the department, who may or may not be a member of the college or university faculty.

The master's thesis should be a complete body of work, either accepted for publication in a peer-reviewed journal in the field or deemed publishable by the student's committee.

## Section V: Finance

### Budget

Financial Analysis for All R401 Documents						
		Year 1	Year 2	Year 3	Year 4	Year 5
Students						
	Projected FTE Enrollment	25	50	55	65	70
	Cost per FTE	\$ 3,940	\$ 3,605	\$ 3,960	\$ 4,243	\$ 4,294
	Student/Faculty Ratio	12.5	12.5	12.5	12.5	12.5
	Projected headcount	25	50	50	50	50
Projected Tuition						
	Projected Gross Tuition	\$ 111,450	\$ 187,236	\$ 221,173	\$ 258,035	\$ 270,936
	Tuition Allocated to the Program	\$ 111,450	\$ 187,236	\$ 221,173	\$ 258,035	\$ 270,936
5 year Budget Projection						
		Year 1	Year 2	Year 3	Year 4	Year 5
Expense						
	Salaries & Wages (65 K per FTE*1.05 increase per year)	\$ 50,000	\$ 115,000	\$ 120,750	\$ 126,788	\$ 133,127
	Benefits (35%)	\$ 17,500	\$ 40,250	\$ 42,263	\$ 44,376	\$ 46,594
	Total Personnel	\$ 67,500	\$ 155,250	\$ 163,013	\$ 171,163	\$ 179,721
	Current Expense	\$ 20,000	\$ 20,000	\$ 25,000	\$ 25,000	\$ 25,000
	Travel	\$ 5,000	\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000
	Capital	\$ 6,000			\$ 6,000	
	Library Expense					
Total Expense		\$ 98,500	\$ 180,250	\$ 198,013	\$ 212,163	\$ 214,721
Revenue						
	Legislative Appropriation					
	Grants					
	Reallocated Funds					
	Tuition Allocated to the Program	\$ 111,450	\$ 187,236	\$ 221,173	\$ 258,035	\$ 270,936
	Other					
Total Revenue		\$ 111,450	\$ 187,236	\$ 221,173	\$ 258,035	\$ 270,936
Difference						
	Revenue-Expense	\$ 12,950	\$ 6,986	\$ 23,161	\$ 45,872	\$ 56,215
	*Salaries for increased faculty/staff FTEs only. Most of these graduate courses are already being taught and one new faculty will be necessary in year two. An enrollment director or staff member will be added in year one.					

### **Funding Sources**

Funding will come from tuition revenues generated by the program.

### **Reallocation**

None

### **Impact on Existing Budgets**

None

**APPENDIX A**  
**PROGRAM CURRICULUM**  
**Masters of Science in Radiologic Sciences**

**All Program Courses**

Course Number	Course Title	Credit Hours
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*The following courses are required:*

RADT/MSN 6100	Research Methods	3
RADT/MSN 6120	Research and Statistics	3
MHA 6200	Health Behavior and Managerial Epidemiology	3
MHA 6450	Managing Health Information	3
RADT 6130	Functional Hemodynamics	3
RADT 6140	Clinical Laboratory Correlations	3
RADT 6443	Clinical Pathways	3
RADT 6463	Problem Patient Management	3
RADT 6473	Non-Vascular-Invasive Imaging Procedures	3
RADT 6863	Vascular-Invasive Imaging Procedures	3
RADT 6900	Capstone: Clinical Fellowship and Portfolio	3
RADT 6999	Master's Thesis in Radiologic Sciences	3

**New Courses to be Added in the Next Five Years**

**RADT 6100/MSN 6100 Research Methods (3)**

This course assists students to critique, evaluate, and use research within their nursing clinical practice. The research process including the theoretical/conceptual basis of nursing research, methods, and critique strategies is examined in detail. There is a focus on evaluation of published research reports to evaluate the appropriateness of application of findings to clinical practice.

**RADT 6120/MSN 6120 Research and Statistics (3)**

This course focuses on the development of research skills used to evaluate data in support of the utilization of findings in clinical practice. Skills related to statistical analysis of quantitative data will be emphasized. Parametric and non-parametric methods of statistical analysis will be discussed. Prerequisite:

**MHA 6200 Health Behavior and Managerial Epidemiology (3)**

The course addresses the integration of epidemiology into strategic planning and managerial decision-making in health services organizations. Epidemiological principles and tools of investigation from clinical and managerial perspectives are addressed. Course work includes environmental analysis of health behaviors and lifestyle that impact demand on health care delivery systems. The student will evaluate models for integration of health services, preventive programs, demand management, and policy issues affecting continuity of care. Prerequisite: HTHS 6000/MHA 6000 (may be taken concurrently) or Instructor Approval.

**MHA 6450 Managing Health Information (3)**

This introductory course provides a basic information technology vocabulary and looks at the principles of modern information architectures. It addresses the vast computer networking and communication technologies needed to support modern information infrastructures. The differences between integrated and quilted systems are examined. Emphasis is placed on management and the use of information to support management decision making.

**RADT 6130 Functional Hemodynamics (3)**

This course offers the fundamental principles and indications for invasive hemodynamic monitoring, the indications, possible contraindications and possible complications involved with the insertion of central Venous lines, arterial lines, pulmonary artery catheters and ICP monitoring with the expected CVP, RV, PAP, PCWP, CO and CI reading, waveforms and troubleshooting.

**RADT 6140 Clinical Laboratory Correlations (3)**

This course covers the concepts, analytical methods and clinical correlation of laboratory values as they relate to radiographic imaging, pathology and patient history.

**RADT 6443 Clinical Pathways (3)**

This course covers studying clinical pathways for patients based on disease processes and trauma.

**RADT 6463 Problem Patient Management (3)**

This course covers determination of pathological conditions utilizing problem-solving case studies.

**RADT 6473 Non-Vascular-Invasive Imaging Procedures (3)**

Patient preparation and performance of medical imaging non vascular invasive procedures are presented.

**RADT 8663 Vascular-Invasive Imaging Procedures (3)**

Patient preparation and performance of medical imaging vascular invasive procedures are presented.

**RADT 6900 Capstone: Clinical Fellowship and Portfolio (3)**

This course offers experience in a radiology department and interventional radiology coordinated by Weber State University under the supervision of a radiologist or other medical practitioner. The course also offers review and evaluation of student competencies, clinical performance and professional development as required by certification.

**RADT6999 Master's Thesis (3)**

Students will enroll for this course as they complete their master's thesis under the direction of a departmental graduate advisor.

**APPENDIX B  
PROGRAM SCHEDULE  
Masters of Science in Radiologic Sciences**

**Fall 1<sup>st</sup> Year**

RADT/MSN 6100	Research Methods	3
MHA 6200	Health Behavior and Managerial Epidemiology	3
MHA 6450	Managing Health Information	3

**Spring 1<sup>st</sup> Year**

RADT 6130	Functional Hemodynamics	3
RADT/MSN 6120	Research and Statistics	3
RADT 6140	Clinical Laboratory Values	3

**Summer 1<sup>st</sup> Year**

RADT 6473	Non-Vascular-Invasive Imaging Procedures	3
RADT 6863	Vascular-Invasive Imaging Procedures	3
RADT 6463	Problem Patient Management	3

**Fall 2<sup>nd</sup> Year**

RADT 6999	Master's Thesis Radiologic Sciences	3
RADT 6443	Clinical Pathways	3
RADT 6900	Capstone: Clinical Fellowship and Portfolio	3



**APPENDIX C  
FACULTY**

Name	Degree (Institution, Yr)	Rank	Tenure Status	Area of Expertise	Years experience
Robert Walker	PhD (University of Utah, 1996)	Professor	Tenured	Radiography, MRI, CT, Quality Management, Health Education, Advanced Radiology Dist Ed	26 yrs teaching; 35 yrs professional experience
Lloyd Burton	D.M., MHA, MS Ed (Colorado Technical University, 1998)	Professor	Tenured	Health Service Administration	10 years Weber State University Retired Army
Yasmen Simonian	PhD (University of Utah, 1997)	Professor/Dean	Tenured	Clinical Laboratory Sciences	28 Years Weber State University
Carol Naylor	DMD (Washington University School of Dental Medicine, 1986)	Associate Professor	Tenure Track	Dental, Pharmacology, and Bone Density	20 years clinical Practice and 20 plus years at WSU
Patricia Shaw	MEd (Weber State University, 1997)	Associate Professor	Tenured	Health information	28 years Professional experience 18 years WSU
Kathleen Sitzman	PhD (University of N. Colorado, 2007)RN	Associate Professor	Tenured	Nursing Education	24
Valerie Gooder	PhD (University of Utah, 2001) RN	Assistant Professor	Tenure Track	Nursing Informatics	27
Ken Johnson	PhD (University of Utah, 1998)	Professor/ Associate Dean	Tenured	Health Education Health Administration	15 years management 11 years WSU
Paul Eberle	PhD (University of Utah, 2008)	Professor	Tenured	Respiratory Therapy Functional Hemodynamics	22 Years Weber State University
Diane Kawamura	PhD (University of Utah, 1992)	Professor	Tenured	Radiography, Medical Sonography, Advanced Radiography	30 yrs teaching; 42 yrs professional experience

## **Appendix D1**

### **Letters of Support**

Letters of support for the proposed degree at WSU are on file in the Office of the Commissioner.

December 2, 2009

MEMORANDUM

TO: Utah State Board of Regents

FROM: William A. Sederburg

SUBJECT: Weber State University – Master of Professional Communication – Action Item

Issue

Weber State University requests approval to offer the Master of Professional Communication degree effective Summer of 2011. This program was approved by the institutional Board of Trustees at its August 2009 meeting.

Background

The purpose of Weber State University's Master of Professional Communication (MPC) degree is to prepare graduates for leadership in business, government, and non-profit organizations with advanced communication skills. The program includes team building, organizational leadership, strategic communication and evaluation of communication messages. Students from the private and public sectors, including media-related careers, are expected to enroll in this program. This 37 semester credit-hour program is expected to draw minorities as well as other graduates. Students will enter the proposed program in cohorts and be expected to take the courses, with the exception of electives, in the prescribed order. The program was developed based on student requests, surveys of graduates, focus groups and employer interviews. Ten doctorally-prepared and six master's-prepared faculty - nine of the sixteen are tenured or on a tenure track - will deliver the course work. All students are expected to meet with the advisor. Eighteen students will make up a cohort with 36 students expected by the second year.

According to the Occupational Outlook Handbook, jobs requiring master's degrees in Communication are projected to increase faster than the national average through 2014. The present outlook in Utah for jobs where a Master of Professional Communication is necessary or desirable looks to be particularly good in Salt Lake City and the Northern Utah region. Communication specialists earn from \$43,000 to \$87,000 annually, according to Salary Wizard ([www.salary.com](http://www.salary.com)) while managers' salaries are even higher. Specific employers were contacted in regard to the MPC degree. Hill Air Force Base, financial institutions, MarketStar, Browning, non-profit organizations as well as others all enthusiastically support the proposed degree. (Letters of support are available upon request).

To determine student interest, WSU held focus groups and surveyed alumni. From the 117 surveys returned, 59 said they would pursue a master's degree with 67 reporting that a master's degree in communication would help to advance their careers. Respondents also were asked about necessary curriculum in such a program; WSU incorporated these areas in its communication courses.

The proposed program is expected to be supported by tuition revenue.

#### Policy Issues

The University of Utah, Utah State University and Dixie State College gave unequivocal support to the proposed program. Utah Valley University commented that there is only one credit of writing and no graduate level research in the curriculum. WSU has since corrected this by changing MPC 6700 to Research Methods for Professional Communication (3 cr. hrs.). A new course, MPC 6150 Writing for Professional Communicators (3 cr. hrs.), will be added to the program and place significant emphasis on various forms of writing. By lowering MPC 6200 Communicating Professionally in Speaking and Visual Communication from 4 to 2 credit hours, the proposed program will have a 37 credit hour requirement. Southern Utah University raised concerns about the new program impacting its communication program's enrollments. There are no data to support this although enrollments in both programs will be monitored. Because SUU's program is online, WSU faculty will suggest to their students that they take electives which fit their educational needs from SUU's online master's program. Snow College, while supporting the program, stated that while reaching minorities is a worthy goal, there is no method for doing so in the proposal. Minority enrollments will be monitored if the program is approved.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Master of Professional Communication degree proposed by Weber State University, effective Summer of 2011.

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William A. Sederburg, Commissioner

WAS/PCS  
Attachment

Academic, Career and Technical Education, and Student Success

Action Item

Master of Professional Communication

Weber State University

Prepared for  
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## **Section I: The Request**

Weber State University requests approval to offer the Master of Professional Communication (MPC) degree effective summer of the 2011 academic year. This program has been approved by the institutional Board of Trustees at the August 2009 meeting.

## **Section II: Program Description**

### **Complete Program Description**

#### Overview:

The Weber State University (WSU) Master of Professional Communication (MPC) degree is designed to develop and improve communication skills necessary to produce effective leaders, managers, and organizational members in business, government and non-profit organizations. The program emphasizes advanced communication skills and knowledge working professionals must possess in order to succeed in today's rapidly evolving and technologically complex world. Students will receive instruction in team building and facilitation, organizational leadership, strategic communication, and in the measurement and evaluation of communication messages. They will also develop or continue to develop their proficiency in speaking, writing, communicating visually, and in using new media. The program allows students to customize their curriculum and facilitate development of a plan of study uniquely tailored to personal career goals by selecting a number of elective courses within the field of communication or from related fields such as business, education, and health professions. The MPC degree culminates with a professional project or thesis designed specifically to enhance students' career goals.

#### Potential Students:

The WSU Master of Professional Communication degree will serve students in a wide range of industry, business, service, government, non-profit, and media-related careers. Research conducted in preparation for this proposal indicates that there is an unmet need in Northern Utah for a broad-based, applied, professional degree in organizational communication, leadership studies, and information collection and analysis (see section "Need" in this document). Such an advanced degree will allow graduates to seek improved employment positions, move up in organizational hierarchies, or take on more demanding and/or challenging positions or careers. It is anticipated that this proposed degree would also be ideal for more traditional students who wish to enter their careers with an advanced degree or continue their educational pursuits.

#### Recruitment of Diverse Students:

The WSU MPC program is dedicated to engaging students on issues of difference, global diversity, and multiculturalism. According to the Utah Economic and Business Review (March/April 2006 Vol. 66 No. 3 & 4, p. 1), "Hispanics contributed 40 percent of the nation's population growth in the 1990's . . . [with] 23 percent in Utah. Over the next 50 years, Hispanics are projected to contribute over half of the national population growth."<sup>i</sup> Currently, Northern Utah has a high and growing Hispanic population. Given these facts, one goal of Weber State's MPC program is to recruit Hispanic students, as well as other underrepresented groups, and to provide ways of extending knowledge and understanding about diverse populations to non-Hispanic students and local communities.

#### Involvement with Community and Organizational Leaders:

The WSU MPC program will bring together employers, educators, and local organizational leaders to map each individual student's success. A close relationship with the community, employers, and individual

leaders will provide degree-seekers an innovative, strategic, and action-oriented immersion in the educational experience. This anticipated relationship with community, organizational and business leaders will help the WSU MPC program recruit students, better place undergraduate and graduate students and help solicit helpful feedback of the program and its graduates from employers.

#### Program Length and Delivery:

The WSU MPC degree is a 36-semester-credit hour program capable of being completed within two calendar years. It is designed to meet the needs and challenging schedules of today's working adults. Although not a solely online program, it provides flexible scheduling consisting of evening, weekend, and online-enhanced courses, allowing students to obtain an advanced degree while continuing their present full-time employment.

#### Curriculum:

Undergraduate Prerequisites to WSU's MPC program (6 semester credit hours):

COMM 3000: Communication Theory or equivalent

COMM 3150: Communication Research Methods or equivalent

These two courses must be taken within five years of admission to MPC program.

#### Master of Professional Communication curriculum (36 semester credit hours):

- 22 semester credit hours of core MPC courses
- 6 required thesis or project semester credit hours
- 9 semester credit hours of elective master's-level courses (May be interdisciplinary courses.) Only 6 credit hours or two courses may be from those designated as WSU Communication Department "dual" or "swing" courses at the 5000-level. See list in Appendix A of core and elective courses.

#### TOTAL OF 37 SEMESTER CREDIT HOURS

#### Core WSU MPC Courses (course descriptions attached in Appendix A):

MPC 6000 (1 cr. hr.) Introduction to Graduate Studies for Master in Professional Communication  
MPC 6100 (3 cr. hrs.) Team Building and Facilitation  
MPC 6150 (3 cr. hrs.) Writing for Professional Communication  
MPC 6200 (2 cr. hrs.) Communicating Professionally in Speaking, Writing and Visual Communication  
MPC 6300 (3 cr. hrs.) New Media In Professional Communication  
MPC 6400 (3 cr. hrs.) Communicating Organizational Leadership  
MPC 6500 (3 cr. hrs.) Topics in Professional Communication (Elective Variable Topic course)  
MPC 6600 (3 cr. hrs.) Strategic Communication  
MPC 6700 (3 cr. hrs.) Research Methods for Professional Communication  
MPC 6800 (1 cr. hr.) Advanced Communication Research and Writing

#### Required Thesis or Project Courses:

MPC 6900 (3 cr. hrs.) Thesis/Project I  
MPC 6950 (3 cr. hrs.) Thesis/Project II

In addition, MPC students will be advised to take COMM 5220 Editing as one of their electives to further hone their writing and editing skills.

Elective courses are listed and described in Appendix A. Students will choose 9 semester credit hours of elective courses.

Course syllabi for all core and elective courses have been developed and approved by WSU curriculum review bodies and are available upon request.

No special tracks, concentrations or emphases are offered in the WSU MPC program, as the need that was discovered in Northern Utah upon conducting employer interviews, student surveys and focus groups was for a broad-based master's degree in communication and leadership. Specifying tracks in traditional communication fields such as mass communication, public relations or interpersonal communication may limit a graduate's career choices or options to move up the organizational ladder. With solid knowledge and skills gained in the proposed MPC degree, successful students may find themselves qualified to be CEOs, executives, managers or supervisors in business enterprises, non-governmental organizational operators, educational or hospital administrators, elected or appointed government officials, and solo entrepreneurs, to name a few positions. Therefore, a common set of core courses appropriate to all of these possible career choices was developed and a process of individualizing each MPC student's interests and needs is available when selecting the elective courses for the degree and in planning and developing the MPC student's culminating thesis or project.

In order to earn the Master in Professional Communication degree, a student must complete all of the 37 credit hours of assigned courses with a minimum cumulative grade point average of 3.25 and no grades lower than "C." In addition, a thesis or project will be designed, developed, and conducted under supervision of at least two Department of Communication (MPC) faculty members, one outside-of-campus community/organizational leader, and the MPC program coordinator, who will all certify satisfactory completion.

### **Purpose of Degree**

The WSU MPC degree was developed in response to repeated individual student requests as well as information obtained through graduate surveys, prospective student focus groups, and employer interviews. It also has been developed in order to meet the mounting needs of a rapidly changing and diverse global marketplace/community in which the local population is growing and will soon be exploding. At the same time, leadership vacancies are becoming critical as baby-boomers retire and Utah organizations race to compete in ever-more competitive and complex environments.

The purpose of the MPC degree is to assist students in acquiring advanced, comprehensive knowledge and skills in communication essential for organizational leadership, applied research, discovery, critical thinking, and creative enterprise in diverse professional settings.

The specific student learning goals of this program are to produce graduates who:

- Will be prepared to be effective communicators in the public or private sectors or in non-profit environments.
- Are specifically prepared to understand the role of communication within the overall enterprises of organizations, citizenry, and individual lives.
- Are experts in oral, written, visual, and digital communication and are prepared to lead and teach others in these areas.
- Will demonstrate understanding and abilities across a broad array of communication contexts (organizational, interpersonal, small group, mass media, public relations, etc.).
- Are engaged on issues of difference, global diversity, and multiculturalism.



Weber State University and its Department of Communication are uniquely situated and prepared to offer the Master of Professional Communication degree because:

1. The Weber State University Communication Department has 16 faculty members, many of whom have specialties in the Professional Communication sub-discipline. There is great interest among the faculty evidenced by the four-year-long effort to develop this Professional Communication degree. The Communication Department has had a long, rich history of over 100 years at WSU with many student national award winners in broadcasting, journalism, public relations, advertising, and undergraduate research. WSU also boasts a nationally competitive forensics team. In the last two years, the Department has sent more than 25 Communication students to present their research at the National Undergraduate Research Conference (NCUR). WSU Communication Department graduates have become well-known judges, CEOs, attorneys, writers, journalists, public relations professionals and broadcasters, as well as other leaders in industry and community enterprises.
2. Weber State has long been a leader in online and Web-enhanced instruction among USHE schools. For Fall Semester 2009, WSU is offering over 415 different online courses. Hybrid courses (part face-to-face and part online) are becoming increasingly popular. The instructional support for the Web-enhanced and online portions of the proposed degree could not be better. In addition, there is increasing evidence that hybrid instruction is more effective in learning than face-to-face techniques by themselves. "A technical report from a University of Houston Department of Health and Human Performance researcher finds that students in a hybrid class that incorporated instructional technology with in-class lectures scored a letter grade higher on average than their counterparts who took the same class in a more traditional format."<sup>ii</sup>
3. Small class sizes and high faculty-to-student ratios are a hallmark of Weber State University, making this attractive to potential MPC students who will never be taught by teaching assistants.
4. The WSU Communication Department has recently moved into a beautiful new \$30 million building, Elizabeth Hall. This spacious, state-of-the-art teaching and learning facility will make a prestigious and comfortable location for the new Master of Professional Communication degree headquarters. Elizabeth Hall is an impressive place that should help attract students to the program. In addition, the dean of the College of Arts & Humanities where the Communication Department is housed, Madonne Miner, is an enthusiastic supporter of the proposed degree and will provide top-level leadership for this program.
5. Weber State has been actively engaged and successful for a number of years in both undergraduate research and service learning/civic engagement initiatives. Research, service learning, and civic engagement are all prominently featured in the MPC curriculum.
6. WSU has strong models of successful master's programs on campus. The WSU Graduate Program Advisory Council has already been of help in developing the MPC degree and it is anticipated that they will continue to be an important cross-disciplinary voice and policy-making body for WSU master's programs.
7. Thirteen percent of Weber County and more than 25 percent of Ogden City residents are Hispanic, according to the U.S. Census Bureau<sup>iii</sup>, which will help in the efforts to recruit Hispanic students and engage Hispanic organizations and leaders in the program. Jesse M. Garcia, of the Ogden City

Council, writes: "As a Latino leader in Ogden, I was very happy to see that one goal of this program is to produce graduates who are engaged on issues of difference and multiculturalism. As Northern Utah becomes more culturally diverse, it is essential that Weber State University continue to recognize this and make attempts to address these issues and recruit these students into their programs. I strongly believe that a Master of Professional Communication degree at Weber State University would be a tremendous benefit to working professionals in Northern Utah and urge all who need to approve this degree proposal do so" (letter available upon request).

8. Weber, Davis, and other surrounding Northern Utah areas have supportive community and business leaders who are interested in seeing that the WSU MPC program become successful. John S. Pitt, President and CEO of the Davis County Chamber of Commerce, writes in a letter to President Ann Millner (March 16, 2009) regarding the proposed MPC program: "As Davis County's premier business-building resources, the Davis Chamber recognizes that the ability to communicate in a professional, concise, and dynamic manner is likely the most important ability a business representative can possess. As an organization representing more than 850 local businesses, the Chamber sees tremendous potential in this program. Each of the proposed courses will provide essential communication skills and experiences to the program's graduates, thereby making them more valuable to the local businesses, municipalities, and civic organizations that the Chamber represents. It will also make them more effective in whatever community-building capacity they may decide to embrace. I congratulate Weber State University for the decision to pursue the Master of Professional Communication and offer the support of the Chamber in helping to make it a reality" (letter available upon request).
9. Both the military and civilian components of Hill Air Force Base have endorsed the WSU MPC program and will provide a large pool of potential students. Dale L. Emerson, Civilian, USAF, Chief, Center Education and Training Division, writes: "We believe that Hill AFB employees would benefit both professionally and personally from this proposed graduate degree. It would provide an opportunity for them to gain the skills necessary for more demanding positions, and would make them more competitive for mid-level and senior-level management positions at the installation" (letter available upon request). Rebecca M. Delgado, Chief, Force Development Flight Education Services Officer, writes this regarding the military side of Hill: "The above-proposed degree creates an opportunity for the military audience to receive a Master of Professional Communication, which is not a degree currently available by any other means or through any other local institutions. The proposed degree could be beneficial to Team Hill, military and civilians both professional and personally. Since Weber State is regionally accredited, the tuition for military students using tuition assistance funds in amount of \$250.00 per semester hour in pursuing a degree is available. Those students who do not complete their degree prior to departure of their military obligation can then use their Montgomery GI Bill. We look forward to working closer with Weber State on establishing this opportunity for continued higher education for our students" (letter to S. Josephson on 10 Feb. 2009; available upon request).

### **Institutional Readiness**

With a faculty of 16 full-time educators, WSU's Communication Department is able to initiate the WSU Master of Professional Communication program with no need for additional administrative structures beyond a part-time secretary and part-time release for one WSU Communication Department faculty member to be the MPC Program Coordinator. No new administrative units will be added to WSU because of this new degree, and no additional budget revenues will be required in that it will be a tuition-supported program. It should be noted that Weber State University will provide much needed support in the use of Elizabeth Hall, classroom and lab computers, bookstore assistance, library and librarian resources and

other indirect costs and services. With this support and with the degree housed under WSU's Communication Department, the program will stand-alone and be tuition-dependent. Therefore, no funds will need to be reallocated from anywhere on campus to fund this program, nor will any new funds need to be raised by the University or private donors. Most of the cost of the degree will be shouldered by individual students or their employers as employer-tuition assistance programs are common in Northern Utah. The Weber State MPC degree tuition costs are considerably less than proprietary schools and private institutions, such as Westminster College, for similar programs.

It is anticipated that the offering of the MPC degree will not adversely impact the delivery of either undergraduate or lower-division education at WSU but rather will enrich them. Undergraduate enrollment in WSU's Communication major may grow as research suggests; where communication departments offer both graduate and undergraduate degrees, undergraduate enrollments generally increase (Becker, Vlad, Coffey, & Tucker, 2005).<sup>iv</sup>

Additionally, undergraduate WSU students will become acquainted with more research and research possibilities with the introduction of a master's program in the Department. Undergraduate and graduate education are increasingly becoming integrated as evidenced in WSU's recent emphasis on undergraduate research, once the sole purview of graduate education. Research skills are essential to both bachelor's and post-baccalaureate graduates in the present knowledge-based global economy. Problem-solving, critical thinking, adaptation to change—these necessary skills are enhanced by knowing how to discover new knowledge which is the root of research. The MPC program will foster research in every course, but one core course, MPC 6700 Research Methods for Professional Communication, specifically addresses the research skills and processes necessary for a successful leader and communicator.

Another positive result of the MPC program is the likely invigoration of faculty members because of the new challenges of teaching graduate students. Faculty who must "gear up" to teach at a higher level in the MPC program will take their new knowledge and skills into their undergraduate classrooms as well.

It is anticipated that the benefit of cross-fertilization of learning in the swing or "dual" courses where both graduate and undergraduate students will learn together. Undergraduate students will see the high standards and expectations set for the graduate students and may be spurred to higher performances.

To ensure the integrity of the undergraduate program, the undergraduate courses no longer taught by the faculty members teaching in the master's program will be taught by qualified and experienced communication instructors. The WSU Communication Department has determined that asking faculty members to teach master's courses and advise students on an overload basis only may jeopardize the quality of the undergraduate and graduate programs. Also, it is unacceptable to overload undergraduate classes, reduce the present undergraduate curriculum, or in any other way attempt to "make up" for the loss of instructors in the WSU Communication undergraduate program without providing for quality instruction at least equal to present levels. In order to ensure the excellence of both the graduate and undergraduate programs, Communication Department faculty members in conjunction with Arts & Humanities Dean Madonna Miner are discussing the possibility that one master's-level course will be the equivalent in teaching load to one-and-a-half or two undergraduate courses. Qualified and experienced adjuncts will be hired to replace instruction lost by MPC instruction. A modest and judicious amount of overload teaching in the undergraduate program may also help. Eventually, it is hoped that more faculty can be hired based upon revenue from the MPC program.

## **Faculty**

The faculty members in the Department of Communication at WSU are well prepared to support a master's degree. Many of the faculty members holding doctoral degrees have specialization areas in leadership, organizational communication, team building, human resources, and other areas directly related to the proposed master's degree. Many also have significant professional experience.

Statistics about the WSU Department of Communication Faculty:

- Number of WSU Department of Communication faculty members: 16
- Number of WSU Department of Communication faculty members with doctoral degrees: 10
- Number of WSU Department of Communication faculty members with tenure or on tenure-track: 9
- Number of professors: 2
- Number of associate professors with tenure: 5
- Number of assistant professors on tenure track: 2
- Number of instructor specialists with tenure: 1
- Number of instructors on continuing contracts: 5
- Note: One and possibly two of the department's associate professors will be pursuing full professor status during the 2009-2010 academic year.

WSU Department of Communication Faculty Roster:

- Allison Barlow Hess, MPA., instructor specialist with tenure
- Anne Bialowas, Ph.D., assistant professor on tenure track
- Cynthia Bishop, Ph.D., instructor on continuing contract
- Colleen Garside, Ph.D., associate professor with tenure
- Omar Guevara, ABD (Ph.D.), on continuing contract
- Susan Hafen, Ph.D., professor with tenure
- Becky Johns, Ph.D., associate professor with tenure
- Sheree Josephson, Ph.D., professor with tenure
- Mark Merkley, M.A., on continuing contract
- Howard Noel, B.A., on continuing contract
- Terri Reddout, M.S., on continuing contract
- Ty Sanders, Ph.D., associate professor with tenure
- Mukhbir Singh, Ph.D., assistant professor on tenure track
- Randolph Scott, Ph.D., associate professor with tenure
- Richard W. Sline, Ph.D., associate professor with tenure
- Richard Tews, M.A., on continuing contract

Additional hires will be made during the first five years of the program if there is student demand and funds available from tuition to pay for new instructors.

## **Staff**

The MPC staff will consist of a half-time administrative coordinator/advisor and part-time secretary. No lab aides or teaching/graduate assistants are foreseen at this point in time.

## **Library and Information Resources**

The WSU Communication Department has been well-served by the personnel and resources available through the Stewart Library in the past and expects full support and continuing service from the library with the launching of the MPC degree. Each year the Stewart Library adds to its collections of communication

and leadership books, films, and other resources. Specific requests are almost always honored fully. Joan Hubbard, Stewart Library head librarian, has assessed the resources necessary for the MPC degree and has attested that the Stewart Library has all pertinent and necessary materials for this degree.

The library has a number of databases of particular relevance to communication such as Communication and Mass Media Complete, Business Source Premier, Academic Search Premier, PsycInfo, JStor, and LexisNexis. The library will continue to acquire resources.

Specifically, the Stewart Library at WSU has the following useful resources to support the proposed master's program:

- Dissertation Abstracts
- JStor
- Sage
- Ebsco Host with Academic Search, Communication and Mass Media Complete, Computer Source, ERIC, MLA directory, MLA International, Newspaper Source, Psychology and Behavioral Sciences Collection, PsycInfo, Computers and Applied Technology
- Access Science
- ACM
- Applied Science and Technology
- Arts and Humanities Search
- Com Abstracts
- Emerald Fulltext
- Ingenta
- Project Muse
- World Cat
- FAITS
- Science Direct
- ABI Inform Global

It should also be pointed out that through Interlibrary Loan, students and faculty essentially have access to almost any book or journal article in the world. The database World Cat shows users which libraries worldwide possess particular items. Even though WSU may not own certain books or have access to certain scholarly journals, these generally are available through WSU Stewart Library Interlibrary Loan. The Interlibrary Loan personnel have been particularly helpful to students and faculty in securing every available title required.

### **Admission Requirements**

Applicants for admission into the WSU Master of Professional Communication program must possess a bachelor's degree from a regionally accredited institution or be in the final stage of completing the degree. They will submit a completed application with personal essay, current resume, transcripts from every institution of higher education attended, three letters of academic and/or professional recommendation, and scores from the Graduate Record Examination (GRE) taken within the last five years. Generally, a score of at least 850 on the verbal section of the Graduate Record Examination or a combination score of 1300 on all three parts is required. Students who do not have these scores may be admitted provisionally to the program upon review. If they are able to perform satisfactorily in their first semester, their provisional status may be amended.

To ensure that students applying to the MPC program are prepared for graduate study in the Master of Professional Communication program, each applicant must have completed COMM 3000 (Communication Theory) and COMM 3150 (Communication Research Methods) or close equivalents before enrolling in any MPC course.

All international students and any applicants educated outside the United States must demonstrate proficiency in English. Those whose native language is not English must submit an official score from the Test of English as a Foreign Language (TOEFL) of 550 (paper-based) or 213 (computer-based). The score may not be more than two years old. Students who do not have these scores may be admitted provisionally to the program upon review. If they are able to perform satisfactorily in their first semester, their provisional status may be amended.

In general, students enter the MPC program as a cohort and are expected to take courses in a particular sequence designed for maximum learning. This means students will generally take the courses in the numerical order listed (not including electives) and will be strongly encouraged to take all courses in the order as described in the two-year format appearing in Appendix B. If students elect to take fewer than the prescribed number of courses per semester or do not participate in the summer course selections or in any other way significantly vary from the program as presented here, it may not be possible for them to graduate within a two-year time frame. The WSU Department of Communication commits to offer the necessary courses within a two-year time period so that students who adhere to the program's schedule may graduate within two years. However, the Department will not make commitments to teach any course outside of the two-year rotation described. The completion of all course offerings does not, however, guarantee graduation.

### **Student Advisement**

Each student applying to the MPC program must meet with the MPC program advisor and have his/her Program of Study sheet filled out and filed with the Communication Department before registration for any courses. Each student will be evaluated every year by the MPC program advisor regarding the sufficiency of progress in completion of the degree. A letter regarding such progress will be mailed to each student at the beginning of every new school year.

A Web site with information about the program will be available through Weber State University. In addition, students will have password-protected access to their own records through the WSU student portal.

Students who elect to take courses independently of their cohort (except for elective courses) must meet with the MPC advisor each semester and recognize they may not graduate within two years of admission. Students must graduate within six years of date of admission. MPC credits older than six years may not be applied toward degree completion.

### **Justification for Graduation Standards and Number of Credits**

The WSU Master of Professional Communication degree comports to the Utah Board of Regents' guidelines for graduate programs in USHE institutions. The guidelines call for master's degrees to have a minimum of 30 credit hours and a maximum of 36. The WSU MPC program consists of 37 semester credit hours, having added a credit to strengthen the writing and research components. In order to earn the MPC degree, a student must complete all of the 37 credit hours of assigned courses with a minimum cumulative grade point average of 3.25 and no individual course grades lower than "C." In addition, a thesis or project will be designed, developed, and conducted under the supervision of at least two Department of Communication

(MPC) faculty members, one organizational or community leader, and the MPC program coordinator, who will all certify satisfactory completion of the degree for graduation.

### **External Review and Accreditation**

As mentioned previously, a number of Northern Utah business, non-profit, and organizational leaders were consulted regarding the proposed degree. WSU received a letter from one such leader, Joseph Dallimore, Director of Business Intelligence of the MarketStar Corporation. He says: "On behalf of the MarketStar Corporation, I express our enthusiastic support for the proposed initiative of developing a graduate program in Professional Communication. I have reviewed the proposed objectives and curriculum of this program and find it to be a well-conceived, forward-looking initiative. MarketStar has long been a strong supporter of Weber State University. However, we have generally focused on technical sales and business administration graduates. Adding a graduate Professional Communication program would enable us to open a dialogue with the communication program for both new hires and improving the educations of our existing employee base. As I understand it, the stated purpose and goals of this program are exactly in line with types of employees we need. I am confident there would be tremendous interest in this program" (letter dated November 26, 2008 and available upon request). Mr. Dallimore's comments are indicative of those received by the WSU Communication Department. They will continue to formally and informally solicit such reviews, comments and suggestions from community, business and industry leaders for needed additions and changes in regard to the MPC program.

The WSU Communication Department also sought the expertise and review of communication discipline experts at other institutions of higher learning. Dr. Ann L. Darling is currently the department chair of communication at the University of Utah and her specialization in the discipline is curriculum development. In a letter dated February 27, 2009, she writes about the curricular design, the probable conclusions of the Northwest Accreditation reviewers concerning the proposed degree, and the ability of WSU Communication faculty to teach it: "The program you have designed is an excellent one. In fact, I am a bit envious that you all got this pulled together before we did. You have designed a solid program with great promise for making a solid contribution to Weber State University and the city of Ogden. . . The program is solidly designed in that the courses connect with each other without introducing unnecessary redundancy. The number of courses and the areas covered by those courses are consistent with what our professional associations would expect and endorse. From what I know of your faculty, it is clear to me that these courses could be expertly taught by people currently in your ranks. In short, this is a great idea introduced at the perfect time and by people well equipped to implement it effectively" (letter available upon request).

In addition, in-depth focus group interviews were held with Hill Air Force Base human resource personnel, both civilian and military, as well as other groups. The idea of this graduate degree was also presented to a number of businesses, nonprofit organizations, and government organizations formally and informally by several faculty members. Letters resulting from these interviews, focus groups, and discussions are available upon request. Data gathered and aggregated from some of these sources also appear in the sections below titled "Labor Market Demand" and "Student Demand."

As for accreditation, this degree, as a part of the offerings of Weber State University, will be reviewed and accredited by the Northwest Commission on Colleges and Universities. In addition, a national group of WSU graduates, local employers, and community leaders have been invited to meet once a year to review the MPC degree specifically and provide direction and advice.

### Projected Enrollment

WSU expects to enroll 18 students per cohort for a total number of students in the program of 40 by the second year.

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	18	4	4.5:1	n/a
2	36	8	4.5:1	n/a
3	36	8	4.5:1	n/a
4	36	8	4.5:1	n/a
5	36	8	4.5:1	n/a

### Expansion of Existing Program

Weber State offers a bachelor's degree in communication. It is not a degree in professional communication, but some similarities exist between the new emphasis areas in the undergraduate degree and the MPC degree. However, there are no core MPC courses that are identical or even very similar to the undergraduate courses nor do they approach the level of student performance demanded in the master's program. The MPC program has been developed separately from the WSU undergraduate degree, so in that regard it is not an expansion. It is anticipated that some WSU Communication graduates will be interested in the MPC degree, but it is not expected that all or even necessarily a majority of future MPC students will be WSU Communication Department graduates.

There is no anticipated expansion of the program in the first five years unless enrollment demand exceeds 20 students per year. No additions or major changes to MPC curriculum are anticipated for the first five years.

## Section III: Need

### Program Need

Communication skills are highly sought after by employers. According to the National Association of Colleges and Employers (2008), the "most-wanted" skills in today's job market are:

- Communication skills (written and verbal)
- Problem solving/analytical skills
- Teamwork skills
- Strong work ethic/motivation
- Computer skills
- Leadership skills
- Friendliness/outgoing personality
- Creativity
- Flexibility/adaptability
- Organizational skills
- Honesty/reliability<sup>v</sup>

Employers recognize the need for essential communication knowledge and skills. In fact, communication is the most wanted, desired or needed knowledge/skill in almost every such list every year. The proposed MPC program would help develop this knowledge/skill as well as the knowledge and skills necessary for problem solving, analysis, teamwork, leadership, creativity, and effectiveness in organizations. In other



words, the Master of Professional Communication degree addresses seven of the 11 skills mentioned above directly and deals indirectly with the other four.

Leading and communicating are intrinsically linked and both are essential elements to organizations fighting to survive in extrinsically unpredictable environments, fierce competition and uncertain futures. Leading others means communicating about needed change, translating visions and intentions into actions and realities, and implementing and sustaining action to support decisions. Organizational members who can effectively communicate and help lead organizations are vital not only to the future of particular organizations but also to the literal survival of communities and society itself. The need for the successful training and motivation of those who can and will communicate and lead has never been more imperative than today. MPC students will be immersed in these essential leadership knowledge areas and skills.

According to the Occupational Outlook Handbook<sup>vi</sup>, jobs requiring master's degrees in communication are projected to increase faster than the national average through 2014. A broad-based degree creates many job career possibilities with variable salaries. On average communication specialists earn from \$43,000 to \$87,000 annually, according to Salary Wizard ([www.salary.com](http://www.salary.com)<sup>vii</sup>), with managers' salaries higher, often substantially higher.

It is expected that many if not most of the students interested in the MPC program will already be hired in an industry, corporation, agency or organization and would like to continue working there but need an advanced degree to pursue better-paying positions and advancement. Therefore, job placement for graduates may not be as involved as it undoubtedly is for other programs. Regardless, the present outlook in Utah for jobs where a Master in Professional Communication is necessary or desirable looks to be particularly good in Salt Lake City and the Northern Utah region. On one online job Web site ([juju.com](http://juju.com)<sup>viii</sup>), a search in one day for jobs within Utah requiring or desiring a master's degree in communication resulted in 73 position announcements. According to the Utah Department of Workforce Services, in its employment projections for 2006-2016, the job category titled general and operations managers for organizations of all kinds receives a five-star rating and expects a "high volume of annual job openings," with annual salary ranges between \$48,000 to \$85,000 with the vast majority of these to be found in Salt Lake City and Northern Utah.<sup>ix</sup>

One WSU graduate, D. Louise Brown, who works in public relations and as a newspaper correspondent in Northern Utah, makes a compelling argument regarding the need for a Master of Professional Communication degree at WSU. She says: "This letter's purpose is to champion the department's logical, progressive next step to develop a Master of Professional Communication degree. I am immersed in this field, and it's a rugged exercise. The field evolves too rapidly for the average person to stay current, and to keep skills honed. The incessant barrage of offers for seminars, webinars, and conferences that stab at widely ranging, specialized corners of the field of communication can't begin to provide the kind of holistic approach that this program would offer. Such a course of study would be extremely beneficial to individuals in the field who need to stay abreast of new developments while keeping their stock of personal skills sharpened. The flexibility of weekend and evening courses reflects a sensitivity to and awareness of the audience for whom this program is designed. Reading the goals specified for the program is like studying a wish list for employed communication professionals. For those early to the field, this course of study offers the chance to immediately upgrade one's abilities while on the job. And longtime working professionals who've mastered areas of those skills would likely welcome the opportunity to refresh and improve them in a current, academic setting. No doubt doing so would also enhance a person's standing in his or her place of employment. I appeal to the decision makers to please give this proposal serious consideration. A

master's program in Communication is needed, and it makes perfect sense that Weber State's exceptional Communication Department would be the first in the area to develop it. A fine vehicle's capabilities are best maximized when driven by experienced hands. A program of this caliber, designed to empower students--especially those already in the field--with tools necessary to their progression, will succeed in the capable care and execution of those individuals who administer WSU's communication program" (letter dated December 4, 2008 is available upon request).

### **Labor Market Demand**

Some of the fastest growing sectors of the economy are in high technology and health. According to the National Communication Association, a master's degree in communication can be especially useful in gaining employment in the following technology and communication careers: trainer for communication technologies, organizational video and/or media producer, systems analyst, technical copywriter, language specialist, speech synthesizer, cognition researcher, audio and visual display specialist, and performance assessor.

MPC graduates may choose from the following jobs in the fast-growing and well-paid health communication sector: health educator, school health care administrator, medical grants writer, hospital director of communication, clinic public relations director, health communication analyst, research analyst, medical training supervisor, communications manager for federal health agencies, health personnel educator, medical center publications editor, hospice manager, drug rehabilitationist, health care counselor, activities director, marketing director, and health facility fund raiser.

In addition, a Master of Professional Communication degree should be useful in securing jobs such as sales manager or representative, executive manager, personnel manager, public information officer, industrial and labor relations representative, negotiator, director of corporate communication, customer service manager, newsletter editor, communication trainer, human resources manager, mediator and buyer. Other jobs could be found in international relations and government and politics.

A number of HAFB employees, enlisted personnel, and managers have expressed interest in the WSU Master of Professional Communication degree. Three WSU Communication Department faculty members attended a meeting with a group of Hill Air Force human resource management personnel this past year and were told of high interest in such a degree among Hill's civilian and military employees. Later, two letters of support for the MPC were submitted to WSU. They indicate significant need and support for the proposed program and are included in the letters of support available upon request.

A letter received from Bank of Utah representatives suggests a state and local need for the WSU MPC program. Frank W. Browning, Chairman and CEO, and James C. Anderson, COO and President of Bank of Utah, said recently in regard to this proposal: "The Bank of Utah would like to lend its support to Weber State University in your pursuit of approval to provide a Masters program in Professional Communication. . . . With all of the advances in technology and the speed with which information is made available in today's business environment, communication has become a critical element to the success of any business. A program of this nature would greatly enhance anyone's ability to provide leadership, supervision, guidance and direction in today's fast-paced world. We have a number of Weber State graduates that currently work for us, and we appreciate all that the University has done for them to make them the successful employees that they are. We feel that this Master's of Professional Communication program could go a long way to develop future employees that could help Bank of Utah to thrive in the future" (Letter dated February 25, 2009 is available upon request).

Communication knowledge and skills, expertise in media-related environments, and the ability to lead are needed for the success of managers and leaders in Utah's non-profit organizations as Don Gomes, Executive Director of the Utah Nonprofits Association, writes in a letter dated January 28, 2009. His remarks speak not only to the skills necessary but to the demand for those proficient in these skills as the Utah non-profit leaders of the future. He says: "Competent communication skills are critical for leaders in the nonprofit sector. The many stakeholders demand attention and clarity. Nonprofit leaders must speak the "language" of their board of trustees, community leaders, and media. An ever-changing demographic presents a young audience that uses new and different communication vehicles. Management and leadership among nonprofits in an increasingly complex world require great capacity to understand context. We live in a world that has shrunk making more visible and viable differences among us. Global diversity and multiculturalism is no longer an academic topic but extant in the real world. Digital communication has brought us to a new meaning of real time. Today, for instance, the nonprofit without a website that offers suitable and timely content and that allows convenient online giving, might as well have crank telephones to use. The ability to effectively use oral, written, and visual communication takes on new importance as the communication landscape becomes ever more crowded. There are many skill sets needed to be effective in the nonprofit sector. My experience has been that a capable communicator has a great advantage. Not to denigrate business or even nonprofit management curricula, but various management and leadership techniques can be learned. However, communication trumps all" (letter dated January 28, 2009 is available upon request).

#### Northern Utah Employers Aggregated Data:

Results from a telephone survey of employers in Northern Utah also demonstrated significant interest in the MPC degree. Sixteen area businesses/organizations were contacted (see list below) and asked a number of questions. Some of the responses are highlighted here:

1. Ten (63%) said a master's degree in communication would give their current or prospective employees an edge, while three (19%) said such a degree may be valuable for mid- or upper-management.
2. Most wanted the degree to be called "Strategic Communication."
3. Five (31%) of the employers contacted offer financial aid such as tuition reimbursement for continuing educational pursuits, three (19%) offer no aid of any kind, while seven (44%) were vague about monetary amounts.

Organizations surveyed:

- America First Credit Union
- ATK (Thiokol)
- Auto-liv
- Costco
- Flying J
- Home Depot
- Internal Revenue Service
- Iomega
- Kimberly-Clark
- Lowes
- McKay-Dee Hospital
- Maverick
- Northrup-Gruman
- Ogden Regional Medical Center
- RC Willey
- Smith's Food King

## Student Demand

In order to gauge potential student demand, the WSU Department of Communication administered an alumni survey to Communication Department graduates, held focus groups, and re-visited an earlier alumni survey for information regarding interest in a master's degree. The following material represents results from these efforts.

### Mailed Alumni Survey:

A survey was mailed to 400 WSU Communication Department alumni who graduated in the last 15 years. Some 117 forms were returned, and the responses indicate a high interest for a Master of Professional Communication degree from this potential pool of students.

Results regarding pursuing a master's degree include:

### General desire for program

1. Fifty-nine (50%) said they intend to pursue a master's degree in communication.
2. Thirty-two (27%) said they intend to enroll in one to two years, while 25 (21%) said they intend to enroll in three to five years.
3. Sixty-one (52%) said they either strongly agree or agree that they would be interested in enrolling in a graduate program in communication at WSU.
4. Sixty-seven (57%) said a master's degree in communication from WSU would help them advance in their career or organization.
5. Seventy-three (62%) said a graduate degree in communication from WSU would benefit employees of their organization.

### Curricular needs

These respondents were asked about their curricular needs in such a program. The following list represents their responses to the following statement: Please indicate your level of interest in various fields of Communication.

- Leadership, supervision, and management: very interested, 69 (59%); somewhat interested, 30 (26%)
- Team building and interviewing: very interested, 55 (47%); somewhat interested, 38 (33%)
- Public relations and creative campaigns: very interested, 56 (48%); somewhat interested, 37 (32%)
- Conflict management: very interested, 41 (35%); somewhat interested, 47 (41%)
- Interpersonal and small group communication: very interested, 33 (28%); somewhat interested, 54 (46%)
- Training and development: very interested, 45 (39%); somewhat interested, 41 (35%)
- Organizational systems, structures and work design: very interested, 33 (28%); somewhat interested, 52 (44%)
- New technology and new media: very interested, 54 (46%); somewhat interested, 31 (27%)
- Advertising, branding and promotions: very interested, 51 (44%); somewhat interested, 33 (28%)
- Workplace ethics and law: very interested, 32 (27%); somewhat interested, 48 (41%)
- Professional writing and publishing: very interested, 44 (38%); somewhat interested, 35 (30%)
- Global and cross-cultural communication: very interested, 26 (22%); somewhat interested, 49 (42%)
- Human resources and personnel issues: very interested, 36 (31%); somewhat interested, 37 (32%)
- Public service administration and management: very interested, 27 (23%); somewhat interested, 45 (39%)
- Research and data analysis: very interested, 28 (24%); somewhat interested, 42 (36%)
- Mass media: journalism training and development: very interested, 28 (24%); somewhat interested, 40 (34%)

Note: Respondents' curriculum interests are listed in order of importance when the very interested and somewhat interested categories are combined.

#### Course delivery preferences

1. Survey results indicate that the largest percentage of interested alumni wants a combination of online and face-to-face (hybrid) instruction in a single class.
2. Alumni survey respondents were almost unanimous that courses would need to be offered after 5 p.m.

#### Representative selection of individual comments as recorded on alumni survey responses:

1. "I'm considering starting a similar program at Gonzaga, or Northern Arizona, Hurry—get this one going."
2. "Let me know about enrollment."
3. "These days, a bachelor's degree is not enough to compete in today's job market. A master's of Communication would greatly put me at the competitive advantage I would need to succeed in today's job market! "
4. "I would like to continue my work there, and a master's degree from WSU would be a great benefit to me."
5. "I've always wanted to further my education after earning my bachelor's degree, and this would be the perfect opportunity."
6. "I am at a cross-road in my career. If WSU offered a master's program I would enroll."
7. "I would definitely enroll in this program. Working full-time in Ogden has affected my ability to go to graduate school at USU or the University of Utah."
8. "PLEASE PURSUE THIS MASTER'S PROGRAM! I think it will be excellent and the topics sound very interesting to me."
9. "I hope WSU does offer a master's in communication... it would be awesome!!! Also, think about possibly offering courses at the Davis Campus."

#### Focus Group Research:

Focus groups were also conducted to determine student and public demand for the proposed MPC program. Results of four focus groups of WSU employees and general public invitees (29 total participants) conducted by Dr. Sheree Josephson's Communication Research Methods class (COMM 3150) in spring 2007 suggested there is strong support and interest in a Master of Professional Communication degree. All four of the focus groups recommended initiation of a Master of Professional Communication program. Transcripts and notes of these focus groups are available upon request.

#### **Similar Programs**

No similar programs are offered at the two neighboring USHE institutions – University of Utah and Utah State University. Letters of support were submitted from both. All communication departments at USHE schools were contacted via e-mail or by personal visit regarding WSU's proposal. Utah Valley University, Salt Lake Community College, Dixie State College, Snow College, and College of Eastern Utah were all supportive of WSU's MPC program.

Southern Utah University offers the most similar program in the USHE system. The program at SUU even has a similar name – Master of Arts in Professional Communication. However, there are significant differences between the proposed MPC program and the master's program at SUU. The main difference is in emphasis. WSU's MPC program has a more professional orientation, emphasizing topics such as leadership, team building, organizational communication, strategic communication, new media, and

professional writing, speaking and research. It is designed for working professionals who desire to improve their communication skills in order to become effective leaders, managers, and organizational members in a wide variety of settings. It will be offered primarily as a hybrid program with courses being offered partially face-to-face and online. In contrast, the master's of arts program at SUU is more traditionally oriented with emphasis on communication theory and research. SUU offers tracks in interpersonal/corporate, advertising/public relations, and mass communication. It offers one leadership class in a list of electives whereas the WSU degree features leadership studies. Furthermore, SUU's program is offered solely online.

In an e-mail dated June 13, 2009, Dr. Jon M. Smith, chair of SUU's Department of Communication, said he believes the two programs overlap and potentially compete but he will not "actively oppose" WSU's proposal.

Since SUU's master's degree is available online, WSU MPC students could potentially register for SUU's upper-division communication classes, providing another pool of students for SUU. WSU students would greatly benefit from the classes offered in SUU's specialized tracks. Initial conversations about allowing WSU students to take one or more courses from the SUU program as electives have occurred via e-mail. The potential for cooperation between the two institutions seems promising.

Westminster College, a non-USHE school in Salt Lake City, also has a master's degree in professional communication which does not overlap with the WSU proposed program.

### **Collaboration with and Impact on Other USHE Institutions**

As stated above, all USHE institutions have been contacted regarding this proposal. Letters of strong support were received from the University of Utah and Utah State University, as well as supportive e-mails from all other USHE schools except SUU. The chair of the Department of Communication at SUU said his faculty would not "actively oppose" the proposed MPC degree.

As a way to encourage cooperation and to seek more variety in electives for WSU MPC students, students could be encouraged to take classes in SUU's online program for some of their nine elective hours. Initial conversations have taken place with SUU regarding this proposal, and the potential for cooperation looks promising. SUU's program offers a number of classes WSU students would find extremely valuable such as Mediation, Applied Audience Research, Qualitative Applications for Communication Research, and Quantitative Applications for Communication Research (Statistics).

### **Benefits**

Other than the possibility of taking electives outside of the program and participating with other USHE school master's programs in a like way, there will likely be little impact on other USHE institutions except to possibly bring new students in higher education whom would not otherwise have chosen to do so or to do so at a USHE institution. Dr. Ann L. Darling from the University of Utah pointed this out in her letter of support and mentioned the possible benefit to the USHE system because of the MPC program at Weber State. She says in her letter dated February 27, 2009: "The program [WSU's MPC] does not overlap with anything we are doing (hence my envy) and so it is clear that you will not be taking away any of our current or prospective students. Quite the contrary, I suspect that you will pull in students who are new to higher education, in particular people from Hill Air Force Base, who, having had a successful educational experience in your program might explore other educational opportunities . . . This program could provide just the kind of opening that this new student population (i.e., people with a degree who are looking to enhance their skills for a career move) would find very inviting. Who knows, maybe enough of this new

student base would become engaged with Weber State that it might provide some help in the context of our current budget difficulties" (letter is available upon request).

The Master of Professional Communication degree would be a benefit to the Weber State University in that:

- It will help to showcase excellent faculty and the Communication undergraduate program.
- It will be one of 11 master's degrees on campus.
- It will help bring high-caliber students to Weber State.
- It will help form a closer relationship with surrounding communities by bringing organizational members on campus to work directly with students.
- It will help WSU meet its organizational mission and student-learning outcomes.
- Its emphasis on diversity will provide opportunities for more engagement with underrepresented minority groups, such as Hispanics.
- It will help to fulfill WSU's interdisciplinary goals with its choice of electives outside of the department.
- It will help to invigorate faculty members teaching in the program.
- It will not take resources away from any other part of the university but actually will create a small revenue stream.

### **Consistency with Institutional Mission**

This proposed degree is in line with the Utah State Board of Regents policy R312, specifically "R312-5 Master's Colleges and Universities: Type II." According to this definition, "Type II institutions typically offer a wide range of associate and baccalaureate programs, and are committed to graduate education through the master's degree" with several stipulations. Policy "5.1.1 Mission" explains that selected master's degrees at these kinds of institutions will be offered in "high demand areas" and that the "institution contributes to the quality of life and economic development at the local and state levels." The proposed Master of Professional Communication degree fits the mission and role described above. Graduates will help to ensure that Northern Utah employers are supplied with well-qualified and capable organizational leaders. Furthermore, 5.2.1 points out that institutions such as Weber State University will offer "selected professional master's programs."

## **Section IV: Program and Student Assessment**

### **Program Assessment**

The following represent the standards and competencies to be assessed at the time of graduation. MPC graduates:

- Will make effective leaders and members of organizations in the public sector, private sector, or the non-profit environments.
- Are specifically prepared to understand the role of communication within the overall enterprises of organizations, citizenry, and individual lives.
- Are experts in oral, written, visual, and digital communication and are prepared to lead and teach others in these areas.
- Demonstrate understanding and abilities across a broad array of communication contexts (organizational, interpersonal, small group, mass media, public relations, etc.)
- Are engaged on issues of difference, global diversity, and multiculturalism.

These standards and competencies were chosen based on the previously discussed alumni survey, which asked graduates about their areas of interest in a proposed professionally-oriented communication graduate program. Comments that emerged from focus groups with potential students and telephone surveys with a number of Northern Utah employers were also considered. In addition, the WSU Department of Communication faculty members participated in several daylong discussions of what the ideal program might look like, and several faculty members spent a significant amount of time researching and studying similar programs in the United States.

To determine if these goals are being met, the MPC program will be assessed on a course-by-course basis as well as on a programmatic basis annually using: (1) graduating student exit surveys; (2) alumni employers' surveys, focus groups, and one-on-one meetings; (3) advisory committee recommendations for improvement; and (4) tracking of graduates' employment status and promotions. A yearly report of assessment and improvement will be available upon the completion of each academic year (no later than June 1) on WSU's assessment Web site.

### Expected Standards of Performance

Individual student standards of performance will be assessed in the following ways:

#### Formative program assessment measures:

MPC students will demonstrate the expected standards of performance listed below as well as the goals of the program listed above and be assessed in a formative way by:

- Successful completion of prescribed coursework.
- Effective creation, presentation, and implementation of course-related work in projects, seminars, papers and other coursework outcomes, including demonstration of information gathering, analysis, and interpretation as well as qualitative and quantitative research tool mastery.
- Presentation of refereed research papers at appropriate academic meetings, conferences, seminars, etc.
- Feedback from community or organizational partners of excellent application of MPC knowledge and skills.

#### Summative program assessment measures:

WSU MPC students will demonstrate the expected standards of performance and the goals of the program and be assessed in a summative way by:

- Satisfactory completion of all coursework with the required grades.
- Successful completion and defense of either a thesis or a project, demonstrating mastery of knowledge and skills.
- Successful certification of degree completion by MPC graduation committee.

### Section V: Finance

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>					
Projected FTE Enrollment	18	36	36	36	36
Cost Per FTE	4,649	3,211	3,334	3,462	3,595
Student/Faculty Ratio	4.5:1	4.5:1	4.5:1	4.5:1	4.5:1



Projected Headcount	20	40	40	40	40
<b>Projected Tuition</b>					
Gross Tuition	88,716	120,233	125,042	130,044	135,246
Tuition to Program	88,716	120,233	125,042	130,044	135,246
<b>5 Year Budget Projection</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Expense</b>					
Salaries & Wages	54,664	79,000	82,160	85,450	88,868
Benefits	24,052	31,600	32,864	34,180	35,547
Total Personnel	78,716	110,600	115,024	119,630	124,415
Current Expense	5,000	5,000	5,000	5,000	5,000
Travel					
Capital					
Library Expense					
Total Expense	83,716	115,600	120,024	124,630	129,415
<b>Revenue</b>					
Legislative Appropriation					
Grants & Contracts					
Donations					
Reallocation					
Tuition to Program	88,716	120,233	125,042	130,044	135,246
Fees					
Total Revenue	88,716	120,233	125,042	130,044	135,246
<b>Difference</b>					
Revenue-Expense	5,000	4,633	5,018	5,414	5,831

### Budget Comments

The MPC tuition follows a previously applied for tuition amount used by Weber State University in its Master of Arts in English program. The Utah State Board of Regents approved this tuition schedule.

### Funding Sources

The program will be solely supported by tuition paid by students enrolled in the Master of Professional Communication degree program.

### Reallocation

The program will not be supported through internal reallocation.

## Impact on Existing Budgets

The program costs will not be absorbed within current base budgets. This program is solely supported by tuition. No program budgets will be affected.

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<sup>i</sup> Utah Economic and Business Review (March/April 2006 Vol. 66 No. 3 & 4, p. 1.

<sup>ii</sup> Schaffhauser, Dian, University of Houston Study: Hybrid Courses More Effective for Students . 2/08/2008, (<http://www.campustechnology.com/articles/60481/>).

<sup>iii</sup> (U.S. Census Bureau, Census [http://factfinder.census.gov/home/saff/main.html?\\_lang=en&\\_ts=](http://factfinder.census.gov/home/saff/main.html?_lang=en&_ts=))

<sup>iv</sup> Becker, Vlad, Coffey, and Tucker, Enrollment Growth Rate Slows; Field's Focus on Undergraduate Education at Odds with University Setting. Journalism & Mass Communication Educator; Autumn 2005, Vol. 60 Issue 3, p286-314, 29p

<sup>v</sup> National Association of Colleges and Employers (2008)

<sup>vi</sup> Occupational Outlook Handbook, 2008-09 Edition ([www.bls.gov](http://www.bls.gov))

<sup>vii</sup> Salary Wizard at [Salary.com](http://Salary.com).

<sup>viii</sup> Juju Search Engine at [juju.com](http://juju.com)

<sup>ix</sup> Utah Department of Workplace Services at [Utah.gov/services](http://Utah.gov/services)

## Appendix A: Program Curriculum

### All Program Courses

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

Course Prefix & Number	Title	Credit Hours
Core Courses	MPC 6000 Introduction to Graduate Studies for a Master of Professional Communication	1
	MPC 6100 Team Building and Facilitation	3
	MPC 6150 Writing for Professional Communication	3
	MPC 6200 Communicating Professionally in Speaking, Writing, and Visual Communication	2
	MPC 6300 New Media in Professional Communication	3
	MPC 6400 Communicating Organizational Leadership	3
	MPC 6600 Strategic Communication	3
	MPC 6700 Research Methods for Professional Communication	3
	MPC 6800 Advanced Communication Research and Writing	1
	MPC 6900 Thesis/Project I	3
	MPC 6950 Thesis/Project II	3
	Sub-Total	28
	Nine hours of Elective Courses taken in existing WSU graduate programs are required.	9
	Total	37

### Master's of Professional Communication Curriculum

1. MPC 6000 Introduction to Graduate Studies for a Master in Professional Communication (1 cr. hr)

Course description:

What it takes to succeed as a graduate student is similar to what it takes to succeed as a working professional. This course gets students on their way to becoming successful master's students. Students are oriented to the nature, expectations, resources, and challenges of graduate study. They meet fellow students with similar goals and faculty members with wide-ranging expertise in professional communication. This course involves students early in researching the topics, trends, and theories for future graduate study.

2. MPC 6100 Team Building and Facilitation (3 cr. hrs.)

Course description:

Creating, facilitating and coaching effective work groups and teams is one of the hardest soft skills for organizational professionals to master. This course examines the impact that different structures and communication processes have on group and team collaboration effectiveness, as well as the central role competent communication plays in effective group and team facilitation. It investigates structural and process issues of team building, interpersonal and group communication, and effective problem solving and decision-making skills in collaborative environments. Students should have a greater understanding of their own collaborative teaming abilities upon completion. The purpose of this course is to teach—and have students experience—strategies and tactics for building, working effectively within, and facilitating collaborative teams in the work place.

3. MPC 6150 Writing for Professional Communication (3 cr.hrs.) (under development)

4. MPC 6200 Communicating Professionally in Speaking, Writing, and Visual Communication (2 cr. hrs.)

Course description:

The professional work environment benefits from the communication competency of its members. This course is designed to enhance the communication skills required by the professional communicator across a broad set of communication media: oral presentations, written texts, and digital interactions. Primary emphasis will be placed on combining strategic thinking with powerful writing to produce a variety of effective messages aimed at different audiences. In addition, students will develop a broad-based understanding of how each of these modes of communications function both separately and interdependently to produce a coherent organizational message.

5. MPC 6300 New Media In Professional Communication (3 cr. hrs.)

Course description:

New media allow all individuals and organizations to effectively interact with their audiences on an ongoing basis. This course addresses how new and emerging media technologies such as social networks, social media, blogs, podcasts, video sites, search engine management tools, and even virtual worlds can be leveraged by communication professionals in order to further meaningful relationships with their internal and external audiences. This course will give students greater understanding of new media required to allow a rethinking of the overall communication process. As a result students will develop effective communication strategies specifically geared toward the needs of their organization or field of interest.

6. MPC 6400 Communicating Organizational Leadership (3 cr. hrs.)

Course description:

Communication is the core of organizational leadership. This course is designed to explore both the theoretical and practical aspects of leader- and followership embedded in complex environments with an emphasis on recognizing and managing change. Leadership in organizations will be examined from a variety of perspectives including historical, ethical and critical. Key topics include leadership traits and skills, leadership roles and behaviors, power and influence, theories of leadership, leading change, ethical leadership, and developing leadership skills. The course includes experiential activities using cases, role plays, and action learning projects to develop relevant skills.

7. MPC 6500 Topics in Professional Communication (3 cr. hrs.) variable title

Course description: The study and application of professional communication in contemporary society is dynamic and ever changing. This course will provide students with opportunities to explore specialized

topics in a seminar format. This course may be repeated once as elective credit with different titles and topics.

8. MPC 6600 Strategic Communication (3 cr. hrs.)

Course description:

Effective strategic communication and planning is essential to any organization. This course helps students to understand and develop skills to create and manage internal and external messages for different situations, industries, and locations. Students prepare for effective strategic communication by asking and answering the right questions about the goals of the organization, its members, stakeholders and others who impact its operation, such as regulatory bodies. Effective strategic communication and its planning consist of the optimal use of people, budgets, tactical elements, and media in a chaotic, changing world.

9. MPC 6700 Research Methods for Professional Communication (3 cr. hrs.)

Course description:

Communication must be measured in order to evaluate its effectiveness, to refine and improve results, and to demonstrate value to an organization. This course reviews methods available to professional communicators to measure and evaluate research regarding the performance of a particular communication medium or an integrated communication campaign. Students receive instruction on commonly used professional research methodologies such as focus groups, surveys, usability studies and test-and-control methods to learn how to run studies on a "shoestring budget." For projects with research budgets, students learn what to look for when hiring a research firm and how to evaluate and implement the research findings.

10. MPC 6800 Advanced Communication Research and Writing (1 cr. hr.)

Course description:

To fulfill the requirements of the MPC degree, students will produce a research project growing out of the student's graduate study as it applies to the workplace (Project) OR write a more traditional academic capstone research thesis (Thesis). Students may choose one or the other to fulfill this requirement. This one credit hour course is dedicated to an overview of appropriate projects and descriptions of project expectations. Students will, with the aid of the course instructor, select research topics as well as complete literature reviews and choose methods for student thesis or capstone applied projects. Research outcomes will be designed specifically to enhance student career goals. Students will form their thesis/project committees and will begin to compose their project prospectus.

11. MPC 6900 Thesis/Project I (3 cr. hrs.)

Course description:

In this course students will continue their theses or projects under the direction and with the support of their faculty committees. They will write, present and have their thesis or project prospectus approved.

12. MPC 6950 Thesis/Project II (3 cr. hrs.)

Course description:

This course will allow students to complete their workplace project or traditional academic thesis. Students will prepare, present and defend their projects or theses to project/thesis committees during this semester for review and approval. This course is repeatable for a total of 2 times for a total of 9 credit hours of which only 3 will apply to degree completion.

Students are encouraged to take COMM 5220 Editing as one of their electives.

\*Please note that in the case of students who, for any reason, may not finish their thesis or project or program of courses within the two-year framework suggested in this program, continuing enrollment and tuition every semester is mandatory.

## APPENDIX B: Two-Year Student Curriculum Table

First Year Summer	First Year Fall	First Year Spring	Second Year Summer	Second Year Fall	Second Year Spring
6000 Intro to Grad Studies for a Master in Professional Communication (1)	6200 Communicating Professionally in Speaking, Writing and Visual Communication (2)	6400 Communicating Organizational Leadership (3)	6700 Research Methods for Professional Communication (3)	6900 Thesis/Project Prospectus (3)	6950 Thesis/Project Defense (3)
6100 Team Building and Facilitation (3)	6300 New Media in Professional Communication (3)	6600 Strategic Communication (3)	Elective 6500 if available (3)	Elective 6500 if available (3)	Elective 6500 if available (3)
6150 Writing for Professional Communication (3)		6800 Advanced Communication Research and Writing (1)			
7 cr. hr.	5 cr. hrs.	7 cr. hrs.	6 cr. hrs.	6 cr. hrs.	6 cr. hrs.

A sample two-year curriculum grid follows on the next page.

Two-Year Department Curriculum Table

First Year Summer	First Year Fall	First Year Spring	Second Year Summer	Second Year Fall	Second Year Spring
6000 Intro to Grad Studies for a Master in Professional Communication (1)	6200 Communicating Professionally in Speaking, Writing and Visual Communication (2)	6400 Communicating Organizational Leadership (3)	6700 Research Methods for Professional Communication (3)	6900 Thesis/Project Prospectus (3)	6950 Thesis/Project Defense (3)
6100 Team Building and Facilitation (3)	6300 New Media in Professional Communication (3)	6600 Strategic Communication (3)	Elective or 6500 if available (3)	Elective or 6500 if available (3)	Elective or 6500 if available (3)
6150 Writing for Professional Communication (3)		6800 Advanced Communication Research and Writing (1)	6000 Intro to Grad Studies for a Master in Professional Communication (1)	6200 Communicating Professionally in Speaking, Writing and Visual Communication (4)	6400 Communicating Organizational Leadership (3)
			6100 Team Building and Facilitation (3)	6300 New Media in Professional Communication (3)	6600 Strategic Communication (3)
					6800 Advanced Communication Research and Writing (1)
7 cr. hrs.	5 cr. hrs.	7 cr. hrs.	10 cr. hrs.	13 cr. hrs.	13 cr. hrs.

\*Shaded area is second cohort curriculum year 1.



## APPENDIX C: Faculty

Anne Bialowas, Ph.D.

Anne Bialowas' (Ph.D., 2009, University of Utah) research interests are in contemporary rhetoric, media studies, feminist theory, and cultural studies. Anne has taught courses dealing with her research interests in addition to teaching writing, speaking, and teamwork skills to engineers and math graduate students.

Cynthia Bishop, Ph.D.

Dr. Cynthia Bishop (Ph.D., Southern Illinois University at Carbondale) has taught at The Metropolitan State College of Denver and at Shippensburg University in Shippensburg, Pennsylvania. While in Pennsylvania, she taught a broad array of courses including Public Speaking (introductory and advanced), Interpersonal, Small Group, Rhetorical Criticism, Interviewing, Professional Communication, Communication as Training and Development, and Conflict Management/Mediation. She served on multiple departmental and university committees in various capacities. She also served as chair of the department, spearheading a total departmental transformation from name change to curriculum re-development. Prior to her career in academics, she worked in business and industry for more than 25 years.

Colleen Garside, Ph.D.

Dr. Colleen Garside (Ph.D., University of Utah) is an expert in communication education, and interpersonal and intercultural communication. Her dissertation focused on communicative behaviors of mechanical engineering design teams. Her research interests focus on communication across the curriculum, the scholarship of teaching and learning, community-based learning, and family communication.

Susan Hafen, Ph.D.

Dr. Susan Hafen (Ph.D., Ohio University, 1995) is a full professor in the Communication Department at Weber State University, where she has taught communication theory, organizational communication, interpersonal and small group communication, interviewing, training and development, research methods, and the senior research seminar since 2003. Previously she taught at the University of Wisconsin-Eau Claire (1995-2003), where she also taught human resources and training and development, diversity training, intercultural communication, and public speaking. Prior to her academic career, Dr. Hafen worked in the corporate business world for a dozen years as a trainer and human resource manager. She was on the start-up team for Kimberly Clark's diaper plant in Utah and Mobil Oil's first coal mine in Wyoming, and she worked at Potomac Electric Power Company in Washington, D.C. Dr. Hafen has published articles and book chapters on guilt and shame in organizations, diversity training, cultural identities, workplace gossip, service learning, and classroom pedagogy.

Becky Johns, Ph.D.

Dr. Becky Johns (Ph.D., University of Utah, 2001) is an organizational communication scholar who does research about organizations, religion and women. Among other published scholarly research, she recently had a peer-reviewed journal article appear (April, 2008) in *The Journal of Communication and Religion* titled: "Hidden Strategies of Resistance in Female Mormon Missionary Narratives: Two Case Studies." Her master's degree project was an organizational audit, including the use of 15 organizational analysis tools, of 26 branches and general headquarters of a large banking operation in Salt Lake City. It also included an intervention plan and presentation to CEO and Board of Directors. They implemented most of the intervention recommendations. Dr. Johns has taught organizational, interpersonal, and small group communication as well as public speaking, among many others, in related fields for 18 years at the University of Utah and Weber State University. She is currently an associate professor in the WSU

Communication Department and coordinator of the WSU Women's Studies Program. She has done extensive service for the University in assessment and general education.

Sheree Josephson, Ph.D.

Dr. Sheree Josephson (Ph.D., University of Utah, 1992) is a former journalist, an occasional consultant in public relations and advertising, and a noted eye-tracking researcher. Before coming to teach at Weber State 16 years ago, Dr. Josephson worked in reporter and editor roles at three daily newspapers in the Intermountain West. She has helped found and run an advertising research firm—FactOne—that specialized in using eye-tracking research to analyze the effectiveness of Web sites for marketing purposes. She also helped establish two other advertising research companies—iLab and Lab 6two4, both of which were affiliated with major advertising agencies in Salt Lake City. She has chaired the national Visual Communication Commission of the National Communication Association, a group of about 300 visual communication scholars, for two years. Dr. Josephson has published about a dozen scholarly articles, book chapters and international conference proceedings. She is currently finishing a scholarly book for Hampton Press on research methodologies used to study imagery on the Internet.

Ty Sanders, Ph.D.

Dr. Ty Sanders (Ph.D., University of Oregon, 2008) has been an instructor specialist in the Department of Communication at Weber State University since 1991. Additionally, Dr. Sanders has served as department chair, advisor to KWCR—, the Weber State radio station— and as a member of the 2002 Winter Olympics Broadcast Advisory Council. Dr. Sanders teaches a variety of courses, including audio and video production, introduction to mass media, writing for audio and video, and media management. Before coming to Weber, Dr. Sanders worked as a radio and television journalist and executive for 18 years. His jobs in industry encompassed a wide variety of responsibilities from being an all-night disk jockey to news director of a chain of television stations. His academic interests include effects of radio and television news and broadcast history.

Randolph J. Scott, Ph.D.

Dr. Randolph J. Scott (Ph.D., University of Oregon, 1989) is an award-winning teacher whose awards include Professor of the Year (now Master Teacher) at Weber State and the Master Teacher Award from the Western States Communication Association. The former forensics director won the Forensics Critic of the Year Award from the UCLA Division of Honors. He also received the award for Outstanding Faculty Service from Weber State. Dr. Scott's teaching and research interests are in the areas of public speaking, classical and contemporary rhetorical theory, persuasion, and argumentation theory and practice. His primary publications and professional presentations are in the areas of rhetoric and persuasion, especially the rhetorical justification of values. Dr. Scott is best suited to teach Master of Professional Communication courses in professional presentations, advocacy, and classical and contemporary theories of persuasion.

Mukhbir Singh, Ph.D.

Dr Mukhbir Singh (Ph.D., SUNY Buffalo, 2005) is an assistant professor in the Communication Department where he has taught Communication Research Methods, Public Relations, PR writing, PR Campaigns, Advertising, Media Planning, and Communication Graphics. As a lecturer at Buffalo State College for three years Dr Singh also taught Intercultural Communication. Before coming to teach at Weber State University, Dr Singh worked for over 20 years in integrated marketing, brand management, advertising, communication, teaching, and social marketing. Dr Singh is also a consultant for the World Bank in communication and social marketing consultant on a health communication project. He has been an

account director with two of the most respected names in the advertising industry—J. Walter Thompson and Dentsu, Young & Rubicam. He also has an MBA with a specialization in Marketing.

Richard W. Sline, Ph.D.

Dr. Richard W. Sline (Ph.D., University of Utah) specialized in organizational and small group communication during his doctoral studies. He has been on the Weber State faculty for 16 years. He is an associate professor who teaches Organizational Communication, Interpersonal and Small Group Communication, Group Facilitation and Leadership, Intercultural Communication, and Health Communication. Prior to earning his Ph.D., Dr. Sline spent the first 20 years of his career as a university administrator at the University Delaware, the University of Michigan, and Weber State University, where he was Dean of Student Life. He has also served as an organizational and small group communication consultant, designing and implementing organization needs assessments, strategic planning sessions, team-building interventions, and training programs for private corporations and nonprofit organizations for over 20 years. His former clients include private corporations, health care institutions, and nonprofit organizations. Dr. Sline's research interests are in the areas of teamwork and the effects of structural change on member commitment to work teams and organizations. He has authored chapters in award-winning scholarly books, professional articles and conference papers on group facilitation techniques, the effects of emotionality on work team collaboration, and member commitment to their work team and organization.

Other faculty

Unlikely to teach in master's program because of other responsibilities and because they do not hold doctorate degrees.

Allison Hess, adviser to The Signpost

Terri Reddout, adviser to Weber State News

Omar Guevara, director of forensics

Rich Tews, assistant director of forensics

Howard Noel, public relations instructor

Mark Merkley, 1020/2110 instructor



December 2, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

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

*A. University of Utah*

*i. Interdisciplinary Ecosystem and Global Change Center*

**Request:** The University of Utah requests the formation of an Interdisciplinary Ecosystem and Global Change Center. The University of Utah's Board of Trustees approved this proposal October 13, 2009. In addition to the originators of the proposal (Biology faculty, faculty of the initial executive committee, and 26 faculty from four colleges), additional faculty members with scientific interests from across the University are expected to become affiliated with this Center. These include, but are not limited to faculty from Science (Biology, Chemistry, and Mathematics Departments), Mines and Earth Sciences (Atmospheric Science and Geology & Geophysics Departments), Social and Behavioral Sciences (Anthropology and Geography Departments), and Engineering (Civil & Environmental and Mechanical Engineering Departments).

This request comes at a time in history when regional and global environmental changes are significantly impacting natural and managed ecosystems, and rural and urban landscapes. These changes are occurring on many spatial scales, from local to regional to global. Interdisciplinary approaches are needed to investigate and resolve issues related to the sustainability of ecosystems, their sensitivity to change, and their capacity to continue to provide the goods and services upon which society depends. In addition to posing challenges to Utah's ecosystems, these changes also provide economic opportunities.

The Ecosystem and Global Change Center will focus on scientific research and offer interdisciplinary environmental training to future generations of researchers. In addition to addressing societal issues and guide future land managers and policy makers in Utah, the specific objectives of the Center are to promote:

- Collaborative interdisciplinary research in ecosystem and global change sciences and broadly in environmental sciences at scales from local to regional to global;

- Collaborative interdisciplinary research to understand impacts of different environmental changes on natural, managed, and human-built systems, including rural and urban regions;
- Graduate and possibly undergraduate training in ecosystem science, particularly at the interfaces between existing U of U departments and training programs;
- Communications in science through scientific and public seminars and community outreach;
- And to coordinate and help manage field stations and infrastructure critical to interdisciplinary research in the broad environmental sciences.

**Need:** Presently, the University of Utah lacks a campus-wide, multidisciplinary and interdisciplinary center that brings together research, education, and outreach in broad areas of ecological and other scientific interests. The Ecosystem and Global Change Center will fill a critical need by fostering research and training related to adaptability, dynamics, functioning, resilience, sensitivity, and sustainability of both natural and human-built systems as they respond to regional and global environmental changes.

The Ecosystem and Global Change Center will complement environmentally focused efforts currently taking place across the University of Utah's campus in other disciplines such as the Humanities, Law, Social Sciences, Architecture & Planning, the proposed Center for Alternative Energy and the proposed Sustainability Research Center. Productive overlap among centers in areas of common interest will benefit the University whenever the opportunities arise. While these complementary Centers and Programs already exist on campus, there has not yet been an effort to address needs for research, training, and outreach in the *sciences* and none other has been proposed.

A review of the Biology Department in March 2008, which was requested by the University of Utah's administration, highlighted the need to allow existing faculty to develop new initiatives to promote, encourage, and expand interests, including the formation of "an interdisciplinary global environment center with broad university support." The request for this Center evolved from the University's recognizing the need to encourage new opportunities in ecosystem and environmental science.

The Utah System of Higher Education has one center, the Ecology Center at Utah State University, which is similar to the proposed Ecosystem and Global Change Center. More than 60 faculty, from eight biologically related departments, are members of this Ecology Center. The vision for the Global Environment Center at the University of Utah is complementary, with the goal to incorporate a variety of disciplines and faculty; additionally the vision is to collaborate with the Ecology Center at Utah State University and other major universities. This is particularly true when large-scale and long-term ecosystem and environmental projects in Utah occur, requiring a cadre of ecological and environmental faculty/expertise that exceeds the capacities of either institution.

**Institutional Impact:** Creation of the Ecosystem and Global Change Center will have positive impacts on research, graduate and undergraduate training, and outreach activities at the University of Utah. The Center will facilitate first-class research that brings together faculty and students from different academic units on campus to collaborate on large-scale interdisciplinary studies, particularly in ecosystem and environmental areas, which cannot typically be conducted within a single academic discipline. International recognition is expected to result from the expertise and excellence of the Center. It will be a facility with expert resources that citizens, industry and government can draw upon.

Investments by higher education administration, external sources, and private donor gifts will provide a positive outcome for the center. These funding sources will provide:

- First-year graduate student support to attract the best students nationally and to establish a cadre of interdisciplinary graduate students (we have approached Dean Wight in this issue)
- Faculty lines (eventually) and hiring of a senior faculty member to lead the center (eventually)
- Support staff for accounting and program coordinator needs
- Partial salary support for a center director for partial relief of departmental teaching duties
- Funds to invest in programmatic activities
- Ability to participate in fund raising activities with Central Development to further natural and human-built ecosystem and global change science goals

Additional, new faculty will eventually be needed to fulfill the scientific vision of the Center. As funding becomes available, the addition of new faculty lines into areas that represent the interfaces between existing departments will be hired. To ensure long-term viability of interdisciplinary research associated with the Center, the Center plans to develop a model, mimicking USU's Ecology Center, whereby teaching, tenure, and promotion/tenure decisions would be determined at the departmental levels but that baseline funding for faculty positions affiliated with the Center would remain with the Center. Eventually a senior faculty member would be hired to lead the Center, however until funding becomes available, existing faculty will share that burden.

The University administration is willing to commit funds to help support salaries for the initial, essential staff lines to support the center (0.5 FTE accounting, 0.5 FTE program coordinator). Funds to fill out these staff lines will need to be considered from returned overhead funds as this center develops. Initially, the Center will be physically located within the Biology Department; alternative space will be discussed and decided upon in the future to accommodate the anticipated growth of the Center.

The breadth and quality of an Ecosystem and Global Change Center is the direct result of the graduate students involved with the Center. To attract and retain the best possible graduate students, an excellent first-year graduate student recruitment program and stipend funds are needed. The initial model will be based after the existing first-year graduate programs on the University of Utah's campus. This would require first-year support from the higher education administration, second-year stipend fund and degree requirements for students would be handled at the departmental levels and inter-departmental graduate training programs, similar to other existing interdisciplinary graduate programs at the University of Utah. As part of the first year's effort, faculty support will be broadened and a first-year curriculum will be established. The first-year curriculum will be built on two previous efforts by Biology, Geology & Geophysics, and Atmospheric Sciences to develop an interdisciplinary curriculum. They will include (a) courses taken in different departments to broaden a student's horizon, (b) interdisciplinary concept-methodology courses (e.g., Stable Isotope Ecology), and (c) common training experiences. In addition, students would participate over their five years in a fall seminar targeted for their stage of training. This would include training in presentations, research design, research critique, developing technical writing skills, and life after graduate school. Based off the of the pilot program, run in Fall 2009, it is anticipated that six students will enter into the program in its first year of operation and that 20 students would enter into this program by year 3 of the program.

With the development of an interdisciplinary center that incorporates different academic departments and colleges, a governance structure is critical. The following is the proposed organizational and governance guidelines for this center:

- The center will report to the Vice President for Research at the University of Utah
- A four-member Executive Committee will initially direct the Center over its first two years from a variety of disciplines (Biology, Geography, Geology and Geophysics). The Executive Committee will have oversight responsibilities for essential activities of the center, including large financial decisions, interfacing with the departments and higher administration, engaging faculty, and coordinating graduate student recruitment; this Executive Committee will meet at least monthly
- The Center will be guided by a 12-member Steering Committee composed of faculty members from each of the departments that participate the Center; this Steering Committee will meet at least quarterly
- A graduate recruitment committee expanding on the faculty from the existing WEST and TGLL interdepartmental graduate recruitment committees

Several mechanisms will facilitate interdisciplinary interactions, including:

- A weekly interdisciplinary seminar program to attract the best scientists in the field and open to both the University and the public
- An annual meeting and workshop bringing together undergraduate students, graduate students, and faculty
- A coordinating service for interdisciplinary activities in association with related centers

Undergraduate participation will be encouraged through opportunities for hands-on laboratory and field research experiences, development of instrument-based and modeling laboratory courses, and eventually a certificate program in Environmental and Ecosystem Sciences.

As the Center develops over time, additional future developments that will relate to both policy issues and to forging strong interactions and linkages with Centers at the University of Utah that focus on topics such as Law, Business, Sustainability, Economics, and Health.

A sample of the first-year curriculum is on file in the office of the Commissioner for Higher Education.

**Finances:** A world-class Ecosystem and Global Change Center, with its research and training efforts, cannot be developed without an initial financial investment by the State and by the University of Utah. With little current funding, it is proposed that a program be created that develops over time as the University and State have available resources. The creation of this Center now is for the University to be well positioned as opportunities emerge in the near future. The University of Utah has an excellent faculty to initially launch the Center, but an investment in new faculty and facilities will be required over time for the center to realize its potential and for the Center to be able to attract the larger-scale, integrated research and training opportunities that are becoming available. Major research universities realize the importance of understanding environmental changes, and continue to heavily investment in these, and other scientific research areas. The basic research and educational training that emerge from Centers like the Ecosystem and Global Change Center, and investing in interdisciplinary research and training provide the critical information that society, land managers, and policy makers need to move forward. This interdisciplinary training creates the learning and training environment necessary to develop the leaders and researchers of the next generation.



The development of this center can take place in steps.

1. First, it is proposed to capitalize on an existing organizational administrative structure and infrastructure, ORG ID 00982 (Biology/Ecosystems), to launch the Ecosystem and Global Change Center. Salaries for the initial, essential staff lines to support the center (0.5 FTE accounting, 0.5 FTE program coordinator) are to be initially provided by the University administration. Funds to fill out these staff lines will need to be considered later as this Center develops.
2. The Center will initially be physically located within the Biology Department, although it is anticipated that as the center develops over the next decade a new or different building may be required to support its anticipated faculty, research projects, and related activities.
3. First-year graduate student recruitment and stipend funds will be used to attract the best students with an interdisciplinary interest in a broad educational and research opportunity.
4. An administrative partial return of overhead funds on grants submitted through the center will provide a foundation to help with programmatic development and faculty equipment set-up needs.
5. Additional faculty lines will eventually be needed to fulfill the scientific vision of the center. These new faculty will come from a combination of strategic hires by participating departments and, as funding becomes available through different opportunities, the addition of new faculty lines into areas that represent the interfaces between existing departments.
6. Participation in appropriate fundraising activities with the Central Development Office is planned and critical in providing building, equipment, programmatic needs, and graduate student training.

## *ii. University of Utah Sustainability Research Center*

**Request:** The University of Utah requests the establishment of a Sustainability Research Center. The University of Utah's Board of Trustees approved this proposal October 13, 2009. The Sustainability Research Center will be an incubator for creating a cadre of researchers, citizens, educators, business leaders and community leaders who can play key collaborative roles in transforming how we use the Earth's resources and share them with both current and future generations. The mission statement for this Center is "Fostering a more sustainable future through interdisciplinary research, education and outreach." This will be achieved by working together across disciplinary boundaries to ensure that the next generation of decision-makers will have the skills and capacities needed tackle the challenges of the 21<sup>st</sup> century and to ensure significant changes in the way natural systems and resources are used and affected.

The Center will provide a new foundation of support and training, based on philanthropic and corporate funding, for interdisciplinary teams of University of Utah researchers who are currently working independently or who are affiliated with existing Centers and Institutes. These teams will lead researchers to new integrative research in the sustainability arenas that directly address economic, social and environmental concerns. Conversations with prospective sponsors indicate that they want to support a pan-campus, facilitative entity that transcends the traditional boundaries found between campus Colleges and fosters broadly interdisciplinary research teams with members drawn from all sectors of the campus community. The lack of a Sustainability Research Center at the University of Utah limits sustainability-related funding being harvested by other universities with similar Centers. The collaborations fostered by the Center are expected, in turn, to generate innovative thought and research ideas that would not otherwise occur without the broadly interdisciplinary teams to be incubated by the Center.

A principal role for the Center is to attract and administer the funding needed to foster the interdisciplinary collaborations that are not otherwise supported at the University of Utah. The Center staff anticipates

assisting researchers to become increasingly competitive in applying for the sustainability-related, interdisciplinary funding. Additionally, a principal goal of the Center staff will be to identify and foster research and learning programs of mutual interest to Center sponsors and University of Utah researchers. Current research initiatives that might form the foundation for new research themes include, but are not limited to, the following:

- ***Green Technology Development***  
Areas of research entail renewable energy, alternative fuels, carbon sequestration, environmentally benign products, green building design, hydrogen production and storage for fuel cells, converting lignin to liquid hydrocarbon biofuels, smart thermosiphons for seasonal underground thermal energy storage, efficient solar cells, new battery technology and waste heat acoustic conversion.
- ***Science-Policy Challenges at the Energy-Water Nexus***  
Recognizing, analyzing and accounting for linkages in energy and water to prepare global society for resilience in scarcity of water and energy are of particular interest to researchers.
- ***Metropolitan Sustainability***  
Assessing how interrelated social, health and environmental aspects of rapid population growth affect, and are affected by human behavior, urban microclimate, weather, urban/rural policy-making, air quality, human health, medicine, hydrology, carbon cycles, urban growth dynamics, ecosystem health and climate.
- ***Ecosystems of Utah and the Western United States***  
The center will engage community partners and University of Utah faculty and students in collaborative, interdisciplinary research, education and community outreach within Utah and the Western U.S. Actively engaging students, members of Utah communities, and informal educational organizations at the University in the Center's education and outreach activities will foster the ability to anticipate and avoid the negative environmental consequences of resource development and urban growth.
- ***Communicating Research Results & Fostering Sustainable Behavior***  
Communicating results of Center research to sponsors, research partners and the citizens of Utah requires innovative approaches for visualizing policy outcomes and inviting the stakeholder input needed to instigate behavior change. Principles and methods drawn from behavioral psychology, marketing, computer visualization, community-based social science, human health, medicine, public policy, law, urban design, architecture, and other disciplines are ready to be integrated by broadly interdisciplinary research teams.

**Need:** The advent of the 21<sup>st</sup> century is accompanied by enormous challenges for the human community. With increasing global population in developed countries, communities will become increasingly concentrated in urban centers that rely upon food, water, energy and resources derived from afar. Additionally, commonly used energy, metals and minerals, will all likely prove their finite limits resulting in huge changes. Further, climate changes will change energy strategies and agricultural options. The combination of all these things place human health at increasingly risk. An ethical approach to equity and social justice demands that the human community, principally those living in the developed countries, change direction to better preserve resources and ecosystems for future generations. Adjusting to these challenges requires a whole-system understanding of the social, economic, environmental and political dynamics that interact at the local, national and global scales.

Community businesses have already expressed strong interest in supporting, and creating funded partnerships with the proposed Sustainability Research Center and corporations who are concerned about the diminishing availability of natural resources, degradation of natural environments and the implications for changing the social fabric of Utah communities. The recent focus on the funding of alternative energy research through the government presents an opportunity for the University of Utah to foster new research projects and expand existing research programs.

University of Utah faculty members are increasingly interested in developing broadly interdisciplinary research projects within a sustainability-related framework. Faculty in engineering, humanities and social sciences have expressed their desire to link their ideas for solutions to the above-mentioned problems with other disciplines ideas. In addition to sharing solutions, joining forces with the Sustainability Research Center, it is expected that new philanthropic and corporate gifts needed to instigate and help maintain interdisciplinary research programs will develop.

Students interested in moving the University, and various communities, towards a more sustainable future worked closely with faculty, staff and members of the local community to generate interest in, and approval for, the newly-formed University of Utah Office of Sustainability. This effort coincides with growth in the number of University of Utah professors who are developing and delivering sustainability-related courses and preparing proposals for both undergraduate and graduate Certificates in Sustainability Studies. Increasing interest in alternative fuels, conservation, CO<sub>2</sub> sequestration, and other green technologies is causing a number of University of Utah faculty members to pursue sustainability-related research. A Sustainability Research Center will provide an otherwise absent platform for integrating these related interests, and will provide a catalyst for developing innovative academic, outreach, and research programs at the University of Utah. Deans from the School of Medicine and the Colleges of Engineering, Architecture+Planning, Humanities, Law and Social & Behavioral Sciences have already endorsed the founding of a Sustainability Research Center.

**Institutional Impact:** A small management team can facilitate new programs of interdisciplinary, solutions-oriented research while helping faculty teams from across campus access new sources of philanthropic and corporate funding. In the first phase of operation, Center staff will comprise a full-time Development Officer, a part-time Director, and a full-time Center Manager/grant writer. The initial Center staff will: 1) work with founding sponsors to catalyze major gifts from a growing number of prospective community partners, and 2) oversee the distribution funds from founding sponsors. It is critical that the Development Officer begin working immediately to instigate a national search for the gifts needed to make the Center sustainable. The Director will report directly to the Senior Vice President for Academic Affairs and work closely with two oversight committees; an Executive Steering Committee of Academic Deans and an Advisory Board comprising representatives of the funding partners and researchers from the Colleges actively participating in the Center. Faculty from the Colleges of Architecture+Planning, Business, Engineering, Health, Humanities, Medicine, Mines & Earth Sciences, Law, Science and Social & Behavioral Sciences are likely to be active in the first phase of operation. It is estimated that the initial Director can provide about 0.2 FTE to 0.3 FTE of effort during the initial phase of Center operation until funding can be secured to hire a full-time person. During the first phase of operation, the Center will be housed in the College of Engineering. With growth, it is anticipated it will be moved closer to the center of the U of U campus.

The second phase of operation would begin when funding provided by the sponsors can support meaningful incubation of new collaborative research programs, begin building a sizeable endowment and

support a full-time management team who will be responsible for maintaining communication with University of Utah administrators, secure steady funding, refine and maintain the vision for the Center, and facilitate research and outreach programs between various disciplines. In the long term, the Center team should remain small and focus on facilitating research performed by faculty situated in diverse Colleges, Departments, Centers and Institutes rather than attempting to build a Center-based research team. The Center will also work closely with the *Lowell Bennion Community Service Center* to engage students in service-learning projects with corporate and government sponsors.

Currently, research Centers or Institutes similar to the proposed Sustainability Research Center neither exist, nor are they being planned, elsewhere in Utah or the Utah System of Higher Education, making this Center an asset to Utah. A key outcome of a Center with pan-campus perspective will be to infuse sustainability principles and interdisciplinary thinking into all undergraduate and graduate academic programs. Achieving this result is one stipulation that must be fulfilled to meet the American College and University Presidents Climate Commitment signed by President Michael K. Young on Earth Day 2008.

**Finances:** No research equipment is required to support the proposed Center except that which already is, or will be, situated in the participating Colleges, Departments, Centers and Institutes. During the start-up phase the College of Engineering will provide office space, furniture, IT support, payroll/purchasing support and access to standard office equipment.

The University of Utah has agreed to provide a start-up contribution to support a full-time Development Officer and Center Manager/Grant Writer until a founding gift is obtained. Small operational expenses and the travel funds needed to support development efforts will also be drawn from the founding gift on an as-needed basis. Once the Sustainability Research Center is approved, Rio Tinto/Kennecott have agreed to collaborate with the Center to host a summit of local business leaders, potential corporate sponsors and philanthropists to discuss the issues and problems that are their greatest concern in regard to sustainability, and how their financial support for the Center will catalyze the integrative problem solving research needed to deal with the complexity of these independent challenges. This process is likely to produce and identify specific questions of collective interest that will provide rallying points for University of Utah researchers drawn from diverse Colleges, Departments, Centers and Institutes.

Once a founding gift is obtained, and funding for the Center grows, staff and the Advisory Board, with input from the Executive Steering Committee of Deans, will work with the sponsors to identify how Center funds can be best used to tackle questions of common interest and greatest concern. Principal criteria to be used in awarding Center funds will include the following:

- Prospective awardees will have participated in Center hosted workshops designed to; 1) build the capacity for operating effectively in broadly interdisciplinary teams, and 2) explain issues of primary concern to Center sponsors,
- Proposals for funding must clearly show how the efforts of an interdisciplinary research team will respond directly to the interests of the sponsors and produce meaningful results over a specified time period,
- Recipients of Center funds must commit, during the period of Center-funded research, to participating in team-specific workshops aimed at maximizing the interdisciplinary effectiveness of each team while helping them to achieve the jointly agreed upon research goals.

The Center will not receive any of the returned overhead to be generated from funded grants and contracts. Rather, the Center is expected to derive its long-term support primarily from philanthropic and corporate gifts that do not generate returned overhead. Funding generated by Center staff will primarily be used to: 1) seed the exploratory efforts of new interdisciplinary research teams, 2) provide the professional development and training needed for faculty and graduate students to develop interdisciplinary teaming skills and relationships, 3) foster direct collaboration between U researchers, Center sponsors and local community partners, and 4) facilitate formal and informal opportunities for identifying new, broadly interdisciplinary research targets in the sustainability arena. Funds contributed to the Center are expected to augment and enhance existing funding sources, rather than divert or reduce funding already accruing to Colleges, Departments, Centers and Institutes.

### *iii. National Center for Voice and Speech*

**Request:** The University of Utah requests the formation of a National Center for Voice and Speech. The University of Utah's Board of Trustees approved this proposal September 8, 2009.

The National Center for Voice and Speech (NCVS) is a well-established entity that has served the nation as a major resource for almost twenty years. It was conceived as a "center without walls" and formally organized in 1990 with the assistance of a large grant from the National Institute on Deafness and Other Communication Disorders. The funding was obtained in response to a request for applications for National Multi-Purpose Research and Training Centers. The NCVS was organized on the premise that a consortium of institutions is better able to acquire and maintain resources to fulfill the global mission of voice awareness than a single organization. NCVS members, although geographically separate, were linked by a common desire to understand and promote the best use of human voice and speech. The initial consortium was a group of about 30 professionals from the University of Iowa, the University of Wisconsin, The Denver Center for the Performing Arts, and the University of Utah. The University of Iowa served as the lead institution, followed later by The Denver Center for the Performing Arts from 2000 to the present. With the death of Dr. Steven Gray in 2002, the University of Utah became disengaged as a consortium partner.

The objective is not only to re-engage the University of Utah, but to move the headquarters of the National Center for Voice and Speech to Utah so that the State of Utah can become the focal point of the nation for advocacy in effective voice and speech use. The interest in public speaking and singing is extraordinary in Utah and human resources are unmatched along the Wasatch Front, both for research and for dissemination of information to the public. The Mission of the National Center for Voice and Speech is:

- To maintain national leadership in research on the human voice and to broaden the scope to include animal vocal communication
- To provide information about effective and healthy voice and speech use to the general public
- To address major occupational risk concerns in human vocalization at a national and local level; to this end, to sponsor, promote, and conduct conferences, workshops, and seminars that introduce new paradigms and new disciplines to the field; to develop OSHA standards for voice use
- To train vocologists, those who specialize in voice habilitation (from the ranks of speech pathologists, singing teachers, acting coaches, and speech trainers)
- To assist in recruiting and training graduate students and post-doctoral fellows for research careers in voice and speech, thereby ensuring future continuity and viability of solving voice and speech problems.

**Need:** The full capability of the human voice and to protect it from disease and failure due to excessive use is a huge necessity. Approximately 25% of the workforce in the United States uses their voice as a primary tool of trade, if their voice fails or is significantly compromised, jobs and recreational activities are at risk. Nearly all of these individuals are near vocal capacity in their occupation. Most of these professionals accept their voice for what it is, not knowing that proper care and advice can be obtained through a facility such as the National Center for Voice and Speech. Instead, many voice professionals fatigue their voice daily because they speak too long, too loud, or inefficiently. There is also a need to understand vocal communication among animals and to relate this understanding, in an evolutionary sense, to primal sounds made by humans.

Aside from The Voice Foundation, a small private entity in Philadelphia, The National Center for Voice and Speech is the only organization that conducts formal outreach on a national scale. But it needs to grow in its scope. Cutting-edge research is needed, standards need to be set, print and broadcast media need to be engaged in a campaign, more workshops need to be conducted, and more vocologists need to be trained. This expansion should originate from the State of Utah because its people are heavily engaged in vocal activities and many educators continue to show a great passion for teaching effective oral communication.

**Institutional Impact:** National and international visibility (and impact) cannot easily emanate from individual departments. A collective, long-lasting vision is needed, as well as many collaborators in diverse areas of science, medicine, engineering and the performing arts. The following is a list of voice professionals at the University of Utah who will benefit from participation in the National Center for Voice and Speech and how they are likely to be engaged:

- Division of Otolaryngology, Department of Surgery, College of Medicine  
*Research on voice and hearing disorders, including tissue engineering that will lead to improved surgical techniques*
- Department of Communication Sciences and Disorders, College of Health  
*Research on assessment of voice and speech disorders, including voice therapy and instrumentation for voice and speech analysis*
- School of Music, College of Fine Arts  
*Development of firm scientific underpinnings for vocal pedagogy and setting up paradigms for testing various methods of teaching different singing styles*
- Department of Theatre, College of Fine Arts  
*Development of scientific underpinnings for teaching theatre voice, including various voice qualities, dialects, and high effort production (calling, shouting, and screaming)*
- Biology Department, College of Science  
*Comprehensive research on the acoustics and biomechanics of bird, reptile, and mammal vocalization, especially from an evolutionary perspective that leads to an understanding of vocalization for survival and natural selection*
- Medicinal Chemistry, College of Pharmacy  
*Research on the development of materials that can be used for injection or implantation in human vocal folds and ears*

The organization of the National Center for Voice and Speech will include the University of Utah Senior Administration, Director of the National Center for Voice and Speech, University of Utah Advisory Board (made up from the above-listed departments), State and National Advisory Board, Publicist, Events and

Development Director, Associate Research Scientist, Administrative Assistant, Institutional and Cross-Institutional Consortium Partners. Additionally, there are plans to engage about 30 scientists, clinicians, and voice trainers as core members of the Center, and will join forces in writing grants, developing exhibits, and training vocologists. Most of the members will reside in institutions along the Wasatch Front, but about 1/3 will be from institutions outside of Utah (e.g., Iowa, Wisconsin, MIT, Arizona).

While much of the research will be conducted in existing laboratories throughout various departments on campus, The National Center for Voice and Speech's central office will require about 5,000 square feet of space, consisting of offices and research laboratories. No capital equipment is needed being that the National Center for Voice and Speech will bring its equipment from the present site in Denver.

The major impact on Salt Lake City and surrounding communities will be the improvement of professional and recreational voice use. A secondary impact will be the enlightenment of patrons of the performing arts and museums about the science and medical care behind vocal production. In the long-range, we would be pleased to help promote a downtown professional office building called the "Performing Arts Science and Medicine" building to house performing arts professionals for hand, foot, back, and voice care. For the benefit of professionals in Utah who use their voice in daily business, there are plans to hold 12 voice workshops per year. The Center also intend to hold a yearly event called "World Voice Day" where major exhibits, fund raising, local media coverage, and open houses will be scheduled to celebrate the significance and beauty of human and animal vocal communication. There are also intentions to eventually offer four graduate level courses in vocology from the Summer Vocology Institute, a well established training program for voice professionals. The Center will collaborate with institutions across Utah and the nation to generate research and outreach efforts. This research has the potential to be published by major media groups as it has been in the past.

**Finances:** As a start-up support for the first five years, the outreach mission will be funded entirely by return of F & A (indirect) costs on federal grants that the Center will bring to the University until overhead recoveries until our the Centers own development can replace some of this return.

The research mission of the National Center for Voice and Speech will be financed entirely by external grants. The current portfolio of NIH funding for two principal investigators is about \$600,000 in direct grants and subcontract per year, extending over five years. Several new proposals are being written with Utah collaborators. The Center anticipates bringing the total to about \$1 million per year for the next five year period.

The central office of the National Center for Voice and Speech will require the following personnel:

- |            |     |                                 |
|------------|-----|---------------------------------|
| 1. 20%     | FTE | Executive Director              |
| 2. 100%    | FTE | Events and Development Director |
| 3. 100%    | FTE | Publicist                       |
| 4. 50% FTE |     | Administrative Assistant        |
| 5. 10% FTE |     | Deputy Director                 |

It is expected that in the first five years, all of the salary components of these individuals (about \$240,000 per year) will be paid from the administrative portion of the F & A (indirect) recovery on research grants. In future years, as private contributions, endowments, and corporate support mechanisms are explored by the

Development Director, it is expected that the administrative support from F & A grant recoveries will be *at par* with other centers and institutes.

Considerable savings can be realized by delaying the Centers space acquisition by 6 months to a year. Much of the current research is in the data analysis phase, for which mainly computer work and paper work is required, thus allowing work from temporary spaces to take place. Another source of savings is that Dr. Titze, Executive Director has reduced his administrative salary portion to only 20% FTE because he can maintain a one-semester part-time appointment at the University of Iowa, the primary consortium site. Some administrative duties can be conducted from there at no expense to the University of Utah.

**B. *Utah State University—Three-Year Follow-Up: Bachelor of Science in Conservation and Restoration***

**Program Description:** The new Bachelor of Science (BS) degree in Conservation and Restoration Ecology (CREC) was approved by the Board of Regents in Fall 2003. The first students were admitted to the program in the 2004-05 Academic Year.

Conservation and Restoration Ecology emphasizes the hands-on application of practices that foster and sustain native species of plants and animals, ecological communities, and ecosystems. This major is dedicated to helping students achieve a broad understanding of ecological systems and processes. The curriculum includes a solid foundation of basic science (biology, chemistry, mathematics, and statistics), as well as a strong program in plant and animal ecology and the ecosystems of the Intermountain West. This report was accepted by the Utah State University Board of Trustees on October 9, 2009.

**Enrollment Data:**

Enrollment Data						
	Year 1 – 2005-06		Year 2 – 2006-07		Year 3 – 2007-08	
Students	Est.	Actual	Est.	Actual	Est.	Actual
FTE Enrollment	26	38.34	40	55.34	54	63
Cost Per FTE		24,722		16,368		17,228
Student/Faculty Ratio		8.88		10.24		6.74
Headcount		41		62		69
Tuition	Est.	Actual	Est.	Actual	Est.	Actual
Tuition to Program		0		0		0

**Employment Information:** Students who have graduated with a BS in Conservation and Restoration Ecology found employment with the following: Bureau of Land Management, Wyoming Wildlife Consultants, Sun River Farms (a local Community Supported Agricultural Organic Farm), Community Conservation LLC, and the Utah Division of Wildlife.



### ***A. College of Eastern Utah—Discontinuances***

**Request:** The College of Eastern Utah requests the discontinuance of the following degrees and certificates:

- Associate of Applied Science in Administrative Assistant/Information Processing Specialist
- Associate of Applied Science in Building Construction and Construction Management
- Associate of Applied Science in Computer Networking
- Certificate of Completion in Microsoft Network Engineer
- Associate of Applied Science in Electronics
- Associate of Applied Science and Certificate of Completion in Graphic Arts

These discontinuances were approved by the College of Eastern Utah on November 6, 2009.

**Need:** In writing to the Board of Trustees prior to its action, President Mike King explained the recommended discontinuances were based on “close examination of historical and current enrollments, needs of students entering the workforce or transferring to baccalaureate programs at other institutions, impacts to associate degree programs, effect on the College’s ability to perform its overall mission, potential for future growth, and program costs relative to student enrollments.” President King’s recommendations, and subsequent approval by the Trustees, followed months of discussion and examination by the academic leadership of the College in response to cuts in legislative funding, the intent being to meet budget reduction targets in a manner that minimized the overall negative impact on educational offerings.

**Institutional Impact:** Discontinuance of the aforementioned degrees and certificates will result in varying levels of reduction in the College’s offerings in the respective areas:

- Administrative Assistant/Information Processing Specialist, Computer Networking, Microsoft Engineer—While two degrees, one certificate, and selected courses will be eliminated, there will still be opportunities for students to receive related education/training through the Business and Business Computer Information Systems departments, while allowing the College to achieve some efficiencies and reduce operating/personnel costs. The College will also be examining how its business offerings might be modified to increase demand and better meet the needs of industry and students.
- Building Construction and Construction Management, Electronics—While the AAS and selected courses will be eliminated in these areas, certificate programs will be retained, thereby providing opportunities for students, while allowing the College to achieve some efficiencies and reduce operating/personnel costs. The College will also be examining how the certificates and offerings in these areas might be modified to increase demand and better meet the needs of industry and students.
- Graphic Arts—With the discontinuance of the AAS and certificate programs, and the resultant termination of courses and reduction in faculty, offerings in Graphic Arts at the College will, effectively, be eliminated.

As the College looks to discontinue the aforementioned degrees and certificates, it is cognizant of the need (and requirement) to provide a “teach-out” within a reasonable period for students currently enrolled in these programs. Details have not been solidified at this point, but the preliminary thought is that most of the

necessary courses can be provided at the College on an adjunct or overload faculty basis. If it is determined this is not a viable approach for a given degree or certificate, the option of enrolling (and supporting) current CEU students to complete at another institution may need to be exercised. Overall, the number of students needing to complete any given program is projected to be very low, and firm plans will be developed after the proposed discontinuances have been endorsed by the Regents.

**Finances:** As College of Eastern Utah develops its budget for FY11, a target reduction of \$500,000 in educational programs has been set (this is in addition to reductions imposed in FY10). Discontinuance of the programs presented in this memorandum will result in elimination of faculty positions or changes in faculty assignments (with partial shifting of salaries to non-E&G funding sources) that will yield savings equal to approximately half of the \$500,000 target. (Other cuts needed to meet the reduction target will be made in academic areas that do not require discontinuance of a degree or certificate.)

#### Recommendation

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

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William A. Sederburg  
Commissioner of Higher Education

WAS/ML

December 11, 2009

MEMORANDUM

To: State Board of Regents  
From: William A. Sederburg  
Subject: Programs Committee Consent Calendar Addendum

Given the budget uncertainties for the coming year, institutions should work with their Boards of Trustees, as detailed in Utah Code 53B-2-106, to determine how to address both the best- and the worst-case scenarios. For some, there may be the possibility of program closures. Should this outcome become a reality, presidents should prepare to notify faculty who are teaching in programs that are potentially vulnerable that there may be the possibility of non-renewal, as detailed by institutional policy, for both tenured and non-tenured faculty.

This notification must meet the December 15 deadline for faculty, or as specified by institutional policy; however, program discontinuation will only be determined when the final budget figures are released. Presidents will have the latitude to notify faculty of potential non-renewal, but not make program closures public until they are effected. Should program discontinuance become necessary, these requests will come to the Board of Regents for approval.

Recommendation

The Commissioner recommends institutions meet with their Boards of Trustees to address their program and budget scenarios and the implications for faculty notification.

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William A. Sederburg, Commissioner

WAS/LTS:jc

December 2, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

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

**A. *University of Utah***

- i. ***Expansion of the current Biomedical Graduate Certificate AND Name Change: Biomedical Graduate Certificate to Informatics Graduate Certificate***

**Request:**

The University of Utah proposes to expand the existing Biomedical Informatics Graduate Certificate to include Nursing Informatics students, faculty and courses, and to change the name of the certificate to "Informatics Graduate Certificate" to allow interdisciplinary growth into the future.

**Need:**

Biomedical Informatics (BMI) has an approved BMI certificate listed with the Graduate School. Nursing Informatics (NI) has a "post-master's" certificate program internal to the College of Nursing. The NI program would like to have a certificate program through the Graduate School and have the certificate available to any post-baccalaureate student. Moreover, the current BMI certificate is listed as interdisciplinary; however, the program description explicitly states that BMI courses must make up 12 of the 15 required hours, which would exclude students from taking NI courses, and that students must be admitted to the BMI program in the School of Medicine rather than coming through other departments or colleges. Other programs such as the College of Nursing would possibly lose tuition reimbursement revenues and student credits if nursing students enrolled in the BMI Certificate Program versus an NI program. Rather than create a separate certificate for NI, we propose expanding the existing BMI certificate from Biomedical to an interdisciplinary Informatics certificate to incorporate nursing and other informatics students. We propose renaming the program as "Informatics Graduate Certificate."

The graduate certificate program in Informatics is an opportunity for students (most of whom bring expertise from related disciplines) to develop a basic understanding of how health information systems are developed, implemented, studied and modified. The certificate program allows students to gain a broad

background in the core issues, as well as more specialized knowledge in the sub-domains, such as bioinformatics, public Informatics, clinical information systems and medical imaging. Individual programs of study allow for further specialization and development of knowledge in related fields. The table below illustrates some possible courses of study for a range of students:

Informatics emphasis area	Major areas of concern	Student background	Additional areas of study for individual
Clinical information systems	Standards and terminologies; evidence-based medicine; patient data representation, storage and retrieval, decision support technologies; order entry systems; implementation, integration, testing and training.	Health care professional (MD, RN, PharmD, etc.)	Application design; databases; research methods
		Hospital administration	Research methods; operations and quality management
		Computer science	Human factors engineering; principles of health care including terminology and delivery; statistics
Public Informatics	Standards and terminologies; syndromic surveillance; patient registries; immunization records	Public health (MPH, etc.)	Computer science, database technology and data mining
		Computer science	Epidemiology
Bioinformatics	Analysis of genetic and protein sequences, genetic epidemiology,	Molecular biology	Statistics; computer science and database technology
		Clinical genetics	
		Computer science or mathematics	Fundamental genetics and molecular biology; computational biology; statistics; database technology;
Medical imaging	Image interpretation;	Radiology	
		Computer science	Human anatomy

### Institutional Impact:

The Certificate Program will become an integral part of the BMI and College of Nursing's teaching and research programs. The goal is to have the certificate program students attend the existing courses whenever possible. We may need to add additional courses over time based on assessments of the unique needs of the certificate students. The Health Sciences Education Building on the health sciences campus of the University provides ample classrooms with size and facilities to teach larger classes and to use new teaching technologies to help in distance learning and interactive remote teaching. Graduate Teaching Assistants can assist with the major courses taught by the faculty. As a result, the faculty load of grading additional papers and exams resulting from the new Certificate Students will be reduced.

A major faculty and student activity for achieving a Master of Science (MS) or a Doctor of Philosophy degree (PhD) is carrying out an innovative research project. These original research projects are intensive and complex. Execution of such research projects is not part of the Certificate need. As a consequence, we should be able to accommodate these new Certificate students rapidly and easily.

### Finances:

The College of Nursing and Department of Biomedical Informatics are primed to expand the program to Informatics. A contributing strength is that both Informatics Programs are housed in the new Health

Sciences Education Building, which is equipped with distance learning technology and adequate space to accommodate larger classes. It will not be difficult to absorb the initial students into the existing classes. Faculty can be assigned TAs to help handle the additional work of larger classes. The cost of providing TAs to our instructors will be kept at a minimum by using degree-seeking students supported on BMI's National Library of Medicine (NLM) training grant and existing TA funding mechanisms in the College of Nursing. The programs plan to accept up to 8 certificate-seeking students in Fall 2009, 10 in Fall 2010 and 15 in Fall 2011. As the program expands to a national draw, we will adjust course delivery to be a blend of asynchronous and distance education.

## **ii. *Program Review: Ethnic Studies***

### **Reviewers:**

#### **The External Review Committee was:**

Dr. Juliana Chang, Associate Professor  
Department of English  
Santa Clara University

Dr. Evelyn Hu-DeHart, Director  
Center for the Study of Race and Ethnicity in  
America  
Brown University

Dr. Julian Kunnie, Director  
Africana Studies  
University of Arizona

#### **The Internal Committee was:**

Dr. Lisa Diamond, Associate Professor  
Department of Psychology  
University of Utah

Dr. Robert Flores, Professor  
College of Law  
University of Utah

Dr. John McCullough, Professor  
Department of Anthropology  
University of Utah

Dr. Maureen Mathison, Associate Professor and  
Director  
University Writing Program/Department of  
Communication  
University of Utah

### **Program Description:**

The University of Utah Ethnic Studies Program is central to that part of the University's academic mission that provides the epistemological and methodological tools to study and examine issues of power, privilege and inequity regarding various populations in the United States. The existing Program has capably and effectively fulfilled that need on the campus in unique ways for more than 25 years. The presence of UUESP faculty in many departments and colleges across campus has created high visibility for the Program and its mission as well as providing role models for students and members of the larger University community.

The Program has also excelled in providing core elements for fulfilling the diversity requirement enacted 12 years ago. Well-established ethnic "Experience" core courses, such as "The African American Experience" and others that focus on Chicana/o, American Indian, and Asian/Pacific American issues have been central to the exposure of the student body to minority experiences in the United States. Other issues addressed through the curriculum include political economy, education inequities, gender through the lifespan, and intercultural communication, to name a few.

### **Faculty & Staff:**

The faculty are all active contributors to the teaching program, to service to the university, to the profession and especially to the community, and many are nationally and internationally recognized scholars. Their dedication, energy, commitment and accomplishments are commendable.

At the time of the self-study report the UUESP faculty consisted of 17 tenure-track (through their home departments) faculty, 16 of whom are jointly appointed to departments and the UUESP (four full professors, eight associate professors, four assistant professors). Additional instruction for the Program is provided by one associate instructor, two adjunct appointments and four lecturers and allied faculty). According to the self-study, five of the faculty identify as Chicana/o, six are African American, and three identify as Native American. One member is Caucasian, and three are Asian American. The budgeted FTE for regular faculty was 10, of which 7.5 were filled and 2.5 vacant. By February, 2008, three new hires had committed to the university (two in Political Science, one in English).

UUESP faculty and students mentioned the need for more faculty, especially in the American Indian and Asian American subdivisions. Faculty loss there has been substantial, due to both hiring away and retirement – an average of 2 faculty members every 3 years – and recruitment is difficult for reasons described above. If the level of major is to be achieved, increased faculty will be necessary; the program is well aware of these needs and has a reasonable plan for the increases.

### **Students:**

The program reported a total of 81 minors between 1992 and 1994, of which 54 completed their degrees. The number of minors for 2007-08 was 120. Since 2002, two hundred students have graduated. Currently there are several students interested in pursuing a major in Ethnic Studies and eight students pursuing a major in Social Justice through the Bachelor of University Studies (BUS).

Enrollment increases have also been dramatic through 2002, with 513 students in Academic Year 1986-87 to 1129 students in AY 1993-94, to 4,932 in AY 1997-8, when the baccalaureate diversity requirement was instituted. Since 2002, however, there has been a downturn in student enrollment due to campus-wide diversity courses that are discipline-specific. The self-study reports that of the 111 listed diversity courses, 41 are offered through UUESP.

Students are strongly supportive of the program and its faculty. They consider the program a home away from home and a means to validate their own ethnic experience; this is especially important in a state so monolithically European in demography and culture as is Utah. Of equal importance to them is the opportunity to educate the general populace and introduce them to the ethnic richness found at the university and in the wider community.

## **Financial Analysis**

Department Review by Academic Year

### **ETHNIC STUDIES**

	2003-2004	2004-2003	2005-2006	2006-2007	2007-2008
<b>Faculty Headcount – Autumn courses</b>					
Full Professors	4	2	3	1	2
Associate Professors	4	5	8	4	5
Assistant Professors	5	4	6	6	5
Instructors	2	2	4	2	2
<b>Instructional Expenditures</b>					
	235,808	261,066	370,828	267,242	340,130
<b>Student Credit Hours</b>					
Lower Division	3444	3498	3159	2694	2712
Upper Division	566	709	961	781	799
Total Undergraduate	4010	4207	4120	3475	3511
<b>Average Class Size</b>					
1000-2999	45.7	43.6	42.1	39	37.7
3000-5999	13	11	10.3	8.3	10.2
<b>Course/Instructor Evaluations</b>					
Undergraduate Courses	5.11	5.03	5.16	5.07	5.05
Undergraduate Instructors	5.3	5.22	5.33	5.26	5.28

## **Program Assessment**

### ***COMMENDATIONS***

The Undergraduate Council commends the Ethnic Studies Program for the following:

1. Among the greatest strengths of the Ethnic Studies Program is its faculty. Because they come from several departments and colleges across campus they create higher visibility for the Program and its mission. Both the internal and external review committees report the faculty to be collegial and consistent in demonstrating respect and appreciation for each other's scholarship and work. Many are nationally and internationally recognized. Faculty members create a safe space in their classrooms where controversial topics can be discussed responsibly and intellectually.
2. The faculty is highly diverse representing a range of ethnicities including African-American, Asian-American, Caucasian, Chicana/o, and American Indian. Faculty are seen as role models and mentors for ethnic minority students.
3. Students characterize the material covered in Ethnic Studies classes as exciting and challenging and feel that faculty do a good job in communicating the material to students with varying backgrounds. Students are respectful of faculty and appreciate the role they have played in their education.



4. The Ethnic Studies Program has excelled in providing core elements in fulfilling the diversity requirement enacted 12 years ago. The requirement has become a widely accepted bachelors degree requirement due in part to the efforts of the UUESP. The original focus of the UUESP was providing courses for ethnic students concerning minority and ethnic groups to help them understand their heritage and place in the dominant Anglo society. The UUESP should be commended for their change in focus which has shifted with the implementation of the diversity requirement to providing a curriculum appealing to the wider University audience.
5. The UUESP has had significant success in growing the program. From the establishment of the program through 2007–08 the number of minors has grown steadily. Since 2002 two hundred students have graduated with ESP minors. In spite of the absence of a major in the program, students have been able to craft their own majors through the BUS program within Undergraduate Studies.
6. The UUESP has continued to expand its offerings. Two new minors have been developed - the Asian Pacific American minor and the comparative ES minor, and a new foundation course, Intro. to Ethnic Studies, has been established. The UUESP has developed a revised mission statement and engaged in thoughtful discussions regarding the possible offering of a major and considered the potential of developing a proposal to become a fully accredited academic department.

## ***RECOMMENDATIONS***

1. Academic Structure: Ethnic Studies should offer a major in addition to the minor currently being offered. The major should be organized by themes rather than on the basis of racial/ethnic subgroups. This would put Ethnic Studies on an equal footing with the University of Utah's Gender Studies Program, which already offers a major.
2. Administrative Structure: Ethnic Studies should explore the possibility of becoming a full-fledged department, with at least some full-time faculty appointments and the ability to make retention, promotion, and tenure decisions, but only when adequate financial support becomes available. Such a move would also require a change in reporting structure, with the department reporting to a dean instead of to a vice president.
3. Faculty Make-up: Faculty members from the Department of Education, Culture, and Society (ECS) represent a large percentage of the faculty associated with the Ethnic Studies Program. This disproportionate representation is a potential problem that could result in marginalization within the arts and sciences academic environment of the University. Ethnic Studies should hire new faculty members (preferably senior scholars) in departments such as History, Sociology and English.
4. Reducing Faculty Turnover: There is serious concern over the high rate of faculty turnover among Ethnic Studies faculty over the past five years. This problem should be addressed by new hires combined with a strengthened system of mentoring and a stronger sense of collective identity among Ethnic Studies faculty.
5. Improving Physical Facilities: The Ethnic Studies Program would benefit from more and better space. Now that the History Department has moved out of Carlson Hall (where both Ethnic

Studies and History have been housed) into the Carolyn Tanner Irish Humanities Building, the Ethnic Studies Program should expand into the additional space that this move provides. Such an expansion has already begun to take place.

6. Improving Student Recruitment and Retention: To improve student recruitment and retention, the Ethnic Studies Program should increase its outreach to high schools and hire an academic advisor to serve Ethnic Studies students.

### **Institution's Response**

The University of Utah has agreed to endorse the following actions:

#### ***Recommendation 1: Academic Structure***

- a. As soon as possible the Ethnic Studies Program should create a major organized by themes (i.e. diaspora studies, social justice, etc.) The thematic nature of the major should infuse the various courses focusing on the different racial/ethnic subgroups. In addition the major will offer courses in which themes are explored comparatively, from the various perspectives of the different racial and ethnic subgroups. Ethnic Studies already has two new courses, one in diaspora studies and one in social justice that could support such a major.
- b. Partnerships should be developed with other entities to facilitate creation of a double major.

#### ***Recommendation 2: Administrative Structure***

The Ethnic Studies Program should move slowly and judiciously toward becoming a department. The existing administrative structure should be kept for the present. Once the major (proposed above) is robust, departmental status can be considered.

#### ***Recommendation 3: Faculty Composition***

New hires should be pursued to diversify the faculty. The Program will add fully tenured faculty that have at least 90% of their appointment within Ethnic Studies.

#### ***Recommendation 4: Faculty Culture – Reducing Faculty Turnover***

Structure will be put into place to foster relationship with collaborative chairs so that faculty loyalties will not be an issue.

#### ***Recommendation 5: Physical Facilities***

- a. Work in conjunction with Campus Planning as the five-year building plan comes to its end to insure that Ethnic Studies will have adequate space.
- b. Plan ahead so that if and when the Law School moves on its new plans for facilities, Ethnic Studies will have the space it needs.

#### ***Recommendation 6: Student Retention***

- a. Once the major is robust, the program should evaluate the extent to which it can comply with the graduation guarantee.
- b. An advisor should be hired to help with retention. A full time advisor might possibly be shared with another unit that has a strong relationship with the Ethnic Studies Program.

### iii. *Program Review: International Studies*

#### **Reviewers:**

##### **The External Review Committee was:**

Dr. James Hevia, Professor  
International Studies  
Director, New Collegiate Division  
University of Chicago  
Chicago, Illinois

Dr. Daniel Chirot, Professor  
Jackson School of International Studies  
Department of Sociology  
University of Washington  
Seattle, Washington

Dr. Ann Waltner, Professor  
College of Humanities  
Director, Institute for Advanced Studies  
University of Minnesota  
Minneapolis, Minnesota  
Department of History

##### **The Internal Review Committee was:**

Ray Gunn, Associate Professor  
Department of History  
College of Humanities  
University of Utah

Karin Lindquist, Associate Professor  
Department of Management  
David Eccles School of Business  
University of Utah

Mariam Thalos, Professor  
Department of Philosophy

#### **Program Description:**

The International Studies (IS) Program is an interdisciplinary degree program that is a collaboration of three colleges (Business, Humanities, and Social and Behavioral Sciences). Beginning operations in April 2003, the International Studies major was originally envisioned as a program built on existing courses in the three constituent colleges and with minimal new budgetary commitments.

The express aim of this program is “to provide students with an understanding of global interaction that may be useful in their career pursuits and in their everyday lives.” This aim is very much in line with the goal of the university as a whole to provide students with an international awareness. It meets a strong need, especially given the University of Utah’s involvement in a number of initiatives to internationalize the university—increasing the number of students who study abroad and increasing the number of international students. The International Studies Program is poised to be a major player in these initiatives.

#### **Faculty & Staff:**

The program has no faculty *per se* and no budget that it controls. A staff person on the College of Humanities Dean’s staff serves, part-time, as program Advisor for students. All courses are part of the curriculum of other departments/programs and are taught by faculty/instructional staff who have appointments in other departments on campus. The program Director and the Executive Committee most closely approximate a “program faculty.” They all offer courses that are included in the core curriculum of the program.

### Students:

The students who select IS as their major primarily transfer from other academic institutions. The Self Study reports that IS majors are slightly more diverse than the general student body of the University of Utah. There are no requirements for entry into the program beyond being a matriculated University of Utah student "in good standing." There are no scholarships or other financial aid uniquely available to IS majors or minors for general study. There are, however, \$500 competitive scholarships to aid IS majors to pursue study abroad.

Data collected by the Advisor indicate that at the time of the self-study, over 750 students had declared the IS major. During the 2003-2004 academic year, there were 25 majors (6 degrees awarded). This figure grew to 140 in 2004-2005 (25 graduates), 202 in 2005-2006 (78 graduates), 261 in 2006-2007 (119 graduates), and 303 in 2007-2008.

### Financial Analysis

Department Review by Academic Year

#### INTERNATIONAL STUDIES

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
SCH attributable to students declaring International Studies as a major who enrolled in three required "core" courses: Political Science 2100, History 1050/1510 and Business 2900.					
Political Science 2100	105	231	306	414	360
History 1050/1510	129	264	291	372	378
Business 2900	138	306	348	396	396
SUM	372	801	945	1182	1134
Average Class Size Political Science 2100, History 1050, Business 2900 (required)*					
1000-2999	62.8	57.8	49.7	49.5	54.3
Enrolled Majors – Autumn Census					
Pre-Majors	1	31	30	53	38
Full-Majors	33	152	266	314	360
Bachelor's Degrees Awarded					
	6	25	78	119	139

\*Average class size includes non majors as well as International Studies majors.

### Program Assessment

#### **COMMENDATIONS**

The Undergraduate Council commends the International Studies Program for the following:

1. The program has proven to be very successful in terms of student enrollment numbers, the flexibility of the curriculum offerings, and student satisfaction with their experience. The program has grown every year since its inception in 2003.
2. The administrations of the colleges involved in the program have been supportive, especially in light of the limited budget resources directly targeted to the program. In particular, the program Director

(part-time) and the Dean of the College of Humanities have played a crucial role, providing vital administrative support to the program.

3. The program Advisor, although only part-time (see Recommendations below), is to be highly commended for her work in guiding a great number of students through the process of course selection toward graduation. She receives very favorable comments from all involved for her efforts.
4. The initial creators of the program showed wisdom in developing a framework that closely meshes with the University's stated goal of increased internationalization and that has met the educational needs of so many students.

## ***RECOMMENDATIONS***

### **1. Faculty/staff issues that require action:**

- (a) All reviewers remarked on the superb advising that is occurring currently, especially in light of the large number of students and the growing program. However, it has been noted repeatedly that the advisor is overworked and that, due to the advising-intensive nature of the International Studies Program, this position should be full-time and/or include some student helpers. The program can then continue to succeed without the loss of the one-on-one attention, given that the advisor is the only constant the students currently have.
- (b) Some consideration should be given to moving the Director toward a more full-time arrangement. This may be necessary as the program grows even more, and especially if the program is able to obtain funding to offer courses on its own, such as a capstone course (see below). In a similar vein, the IS Board should be encouraged to meet regularly to review progress and trends in the program. This would instill a greater sense of identity and cohesiveness in the program administrators and faculty.

### **2. Administrative structure:**

- (a) A more thorough and reliable method for assessing the impact of the program on the students' education should be developed. Currently only a non-mandatory, on-line survey is done, with very low response rates. A required exit survey, ideally in combination with a capstone course, would provide valuable feedback regarding student opinions of the effectiveness of the program and suggestions for improvements.

### **3. Curriculum and students:**

- (a) A capstone course or seminar, though expensive, would be a great addition to the program, giving students a chance to build perspective, share IS experiences, and gain a sense of integration with the program. Funds for teaching these seminars might be obtained via grants from external sources.
- (b) The definition of what constitutes a valid experience abroad needs to be more structured, with a clear academic or research component identified. For example, the experience could be required to be linked in some verifiable manner to one of the courses taken in fulfillment of the program, or a rigorous paper with specific guidelines could be required that documents and explores the academic or research

nature of the experience. If possible, a student's proposed work should be planned and vetted by a program advisor before the student goes abroad.

(c) A stronger SAC presence and involvement would help alleviate some of the concerns regarding a lack of cohesiveness and identity for this broad-ranging program. Increased support for the SAC is already being implemented. A healthy SAC would also be an invaluable aid for advising students about course choices and abroad experiences.

### **Institution's Response**

The University of Utah has agreed to endorse the following actions:

#### ***Recommendation 1: Academic Structure***

The ISP should continue to strongly encourage student to study abroad. The Program should consider devising ways in which to build the expectation of study abroad as an integral and significant part of the IS major. The ISP will encourage students with a prior international experience to capitalize on it with another one that is integrated into their course of study and into their career plans.

#### ***Recommendation 2: Student Engagement***

- a. The ISP should continue to expand the membership and activities of its SAC. The ISP has already expanded from 3 students to 10 students for the current academic year and has been very active. This expansion and increase activity should continue.
- b. The ISP should consider holding its annual Human Rights lecture on campus more often, and invite speakers from the University of Utah. The ISP should compare attendance at this year's on-campus lecture given by a U of U faculty member with those of the past two years. Having the event on campus and having a University faculty speaker might help to increase the student interest and attendance. In addition, the ISP will add student-centered activities, for example an informal discussion and Q&A with the speaker.

#### ***Recommendation 3: Assessment***

The ISP should work to increase the response to the student survey from graduating seniors from the current level to a majority of graduating seniors. Currently, only a small number of graduating seniors respond to the survey, although all receive a link that makes response simple and convenient. The Program director and the Program advisor are in the process of revising the survey and will devise strategies to ensure at least 75% participation by graduating seniors.

iv. *Emphases: Ceramics, Graphic Design, Painting and Drawing, Photography/Digital Imaging, Printmaking, Sculpture/Intermedia for BFA Degrees in Art and Art History*

**Request:**

The Department of Art and Art History at the University of Utah proposes that the following emphasis areas be entered on BFA Art transcripts:

- Ceramics
- Graphic Design
- Painting and Drawing
- Photography/Digital Imaging
- Printmaking
- Sculpture/Intermedia

**Need:**

Listing emphasis areas on transcripts would bring clarity to the area of study. When students apply to graduate school or for employment it would make it easier to determine in which professional area the candidate has more expertise. This would make it more convenient for the school or place of employment to determine the focus area rather than guessing by reviewing each transcript.

**Institutional Impact:**

There will be no impact to the department or institution.

**Finances:**

There will be no financial impact to the department or institution

**B. *Utah State University***

i. *Program Review: Department of Accountancy*

**Reviewers:**

- Sara M. Freedman, Dean, School of Business, Oklahoma State University
- Ilene K. Kleinsorge, Dean, College of Business, Oregon State University
- Ruth W. Epps, Former Chair, Accounting Department, Virginia Commonwealth University
- Larry Walther, Chair, Accounting Department, University of Texas at Arlington

**Program Description:**

The Utah State University School of Accountancy is a high-quality accounting program with a regional and national reputation. The School was admitted as a member of the Federation of Schools of Accountancy in 1983. The School of Accountancy offers the Bachelors Degree in Accounting, the Master of the Accounting, and also offers an Accounting Specialization in the Utah State University Masters of Business Administration Program. School of Accountancy programs are oriented toward professional careers in accounting. The undergraduate accounting vision is to provide a sound technical accounting framework that prepares students for successful careers in accounting, business, and graduate school. The Master of Accounting builds upon the technical accounting framework of the bachelors program to instill professional

skills, attitudes, and values. While additional technical content continues to be introduced at the graduate level, the graduate program focuses primarily on providing students with the ability to research, analyze, communicate, and apply new methods in a changing accounting environment.

The School of Accountancy is one of relatively few schools receiving on-campus recruiters from all of the Big Four accounting firms as well as governmental, corporate, and professional organizations of local, regional, and national stature. The School has consistently placed more than 90 percent of its graduates in accounting-related professional positions or in graduate schools.

The School of Accountancy is accredited by the Accounting Accreditation Committee of the Association to Advance Collegiate Schools of Business (AACSB). AACSB initiated a review process for the Jon M. Huntsman School of Business during the 2007-2008 academic year. The School of Accountancy participated in that review, but was also considered separately because of AACSB policies for accounting accreditation. The School of Accountancy prepared a self-study, participated fully in the AACSB site visit, and was issued a separate report by the review team. The School of Accountancy self-study was completed during Spring and Summer 2007 and the AACSB team visit occurred October 21-23, 2007.

The review team recommended to "extend maintenance of accreditation for the undergraduate and master's degree programs in accounting offered by Utah State University." On January 25, 2008, USU was notified that AACSB's Board of Directors ratified that recommendation and re-affirmed accreditation for six additional years.

#### **Faculty & Staff:**

<b>Faculty</b>	<b>Tenure</b>	<b>Contract</b>	<b>Adjunct</b>
Number of faculty with Doctoral degrees	9	0	1
Number of faculty with Master's Degree	0	4	3
Number of faculty with Bachelor's degrees	0	0	0
Other Faculty	0	0	0
<b>Total</b>	<b>9</b>	<b>4</b>	<b>4</b>
<b>Staff</b>	<b>Full-Time</b>	<b>Part-Time</b>	
Administrative	1	0	
Secretarial/Clerical	1	0	
Laboratory Aides/Instructors	0	0	
Advisors	1	0	
Teaching/Graduate Assistants	0	15	
Other Staff	0	0	
<b>Total</b>	<b>3</b>	<b>15</b>	



### Students:

AY	# of Majors	Undergrad Students FTE	Graduate Student FTE	# of Faculty	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed*
2003-04	395	303.03	44.55	13.34	26.06	182	91%
2004-05	322	262.10	38.40	16.39	18.33	151	85%
2005-06	265	223.67	60.60	12.00	23.69	149	87%
2006-07	297	209.20	51.85	12.37	21.10	147	97%
2007-08	267	203.80	42.30	11.58	21.25	105	86%

### Financial Analysis:

Expense	03-04 AY	04-05 AY	05-06 AY	06-07 AY	07-08 AY
Instructional Costs (Sal)	825,756	970,989	899,928	989,320	1,067,223
Support Costs	0	0	0	0	0
Other Expenses	545,012	743,038	633,296	739,030	885,110
Total Expense	\$1,370,768	\$1,714,027	\$1,533,224	\$1,728,350	\$1,952,332
Revenue	03-04 AY	04-05 AY	05-06 AY	06-07 AY	07-08 AY
Legislative Appropriation	not avail.	1,691,868	1,754,290	1,879,448	1,886,195
Grants	0	0	0	0	0
Reallocation	0	104,906	-43,841	32,000	157,954
Tuition to Program	not avail.	35,262	85,132	29,805	91,645
Fees	0	0	0	0	0
Total Revenue	not avail.	\$1,832,036	\$1,795,581	\$1,941,253	\$2,135,794
Difference	03-04 AY	04-05 AY	05-06 AY	06-07 AY	07-08 AY
Revenue-Expense	n/a	\$118,009	\$262,357	\$212,903	\$183,462

### Program Assessment

#### *Strengths of the School of Accountancy*

- Educational processes of the School provide an excellent learning environment.
- The School has academically strong students who appreciate the program's faculty, curriculum, and career opportunities.
- Students are recruited by outstanding firms and corporations.
- All faculty are heavily involved in all program activities.
- Students compete well in the real world upon graduation.
- The School has a highly committed faculty.
- Excellent opportunities exist for students in business.
- The School's activities are well-aligned with its mission
- The data suggest that the School is making a significant "value added" contribution via the achieved high level of acquired knowledge in technical subject matters.
- The School enjoys strong support from the University and is respected for its contributions.
- The College and School have stable, respected, and effective leadership.

- The School is advancing its level of support for an active program of scholarship among its faculty.
- The School has fostered an environment of respect and support from its alumni.

### ***Weaknesses of the School of Accountancy***

- Certain classrooms seem to provide a less than optimum environment for learning.
- Lack of elective undergraduate accounting courses limits the opportunity for students to develop specialized knowledge.
- To the extent that the School desires to expand its reach beyond the Intermountain West Region, it needs to develop specific branding efforts to focus on key strengths.
- As the School furthers development of its research agenda, it should consider collaborative research efforts.
- The School needs to develop and deploy strategies to address and improve diversity.

### **Institution's Response**

#### ***Assessment Measures and Learning Goals***

The review team recommended that the School of Accountancy continue progress on assessment methods and monitor processes with consideration for establishing target levels of achievement for each of the learning goals. Although the School of Accountancy has made significant strides in implementing an ambitious embedded assessment process, it is clear that there are a number of opportunities to gain greater benefits from it. For example, some faculty members were not reporting and documenting in a manner consistent enough for comparative presentation. It was also clear that faculty need better training to more effectively use the system. It also became clear that the system needed a better mechanism for "closing the loop" and incorporating feedback into subsequent offerings of the course. During the 2007-08 academic year, a School of Accountancy committee convened to revisit both the embedded assessment and the faculty peer review methodologies. With additional suggestions from the School of Accountancy professional advisory board, the committee implemented an integrated course assessment and peer review program in 2008-09. This assessment program will be used to track performance results on an on-going basis. The key features of this approach include a pre-semester meeting with a peer instructor to review learning goals, consider assessment methods, review feedback from the previous semester and arrange for a classroom visit. It will clearly be important for the School of Accountancy to continually reexamine its learning goals, its teaching activities, and its assessment methods if it is to continue progressing in this area.

#### ***Resource Acquisition***

The peer review team recommended that the School of Accountancy continue progress on acquisition of resources necessary to support the mission of the Department. In particular, the increased emphasis on an expanded research agenda requires a commensurate increase in resources. The School of Accountancy concurs with the peer review team that resource acquisition must remain a high priority. The School of Accountancy has been fortunate to enjoy the support of loyal alumni and benefactors from the accounting profession. The \$3,000,000 School of Accountancy endowment supports one endowed chair, five endowed professorships, and 25 partially endowed scholarships. In addition, the School of Accountancy has the commitment for 12 annual scholarships. Development efforts that have occurred since the issuance of the team's report have also been very favorable. The business school has since been the recipient of a \$25

million naming grant and is now known as the Jon M. Huntsman School of Business. This additional investment will allow the Jon M. Huntsman School of Business to develop programs of excellence in important new niche areas. Not only will these programs enhance the quality of the School of Accountancy programs, but the Jon M. Huntsman School of Business naming grant will serve as an anchor for an eventual naming grant for the School of Accountancy and additional scholarship and professorship endowments. The business school has been authorized to levy a per-credit-hour surcharge over and above the regular USU tuition. For fiscal years 2002-03 through 2006-07, the surcharge had been \$2 per credit hour for undergraduate business courses and \$24 per credit hour for graduate courses. Beginning in 2007-08 the surcharge increased to \$33 and \$99 per credit hour, respectively for undergraduate and graduate courses. For 2008-09, these rates increased to \$52 and \$149, respectively. In 2009-2010, the graduate course rate will increase to \$199 per credit hour. The surcharge agreement requires that these funds are used for faculty recruitment and retention, and for program development.

### *Faculty Qualifications*

The peer review team recommended that the School of Accountancy continue to review and refine academically qualified (AQ) and professionally qualified (PQ) qualifications for faculty and to assist faculty in maintaining such qualifications. As the School of Accountancy does this, it should develop a simplified mechanism for documenting and evaluating faculty progress. The Jon M. Huntsman School of Business has a published standard for both AQ faculty and PQ faculty. In addition the Jon M. Huntsman School of Business maintains a comprehensive database (Digital Measures) to document the qualifications, professional development, and faculty achievements. This database is integrated with key accreditation metrics to ensure that Jon M. Huntsman School of Business and School of Accountancy faculty qualifications adhere to accreditation standards. This is part of a larger faculty recruitment, development, evaluation, and promotion strategy.

### *Diversity*

The peer review team recommended that the School of Accountancy develop and deploy strategies to address and improve diversity in the student and faculty groups. The School of Accountancy is continuing to develop its strategy to enhance student diversity across ethnic, cultural, geographical, and interdisciplinary, lingual, and geographical dimensions. A source of untapped cultural diversity comes from the intensive international and multilingual experiences of a large percentage of the Utah population. The presence of so many students with intercultural backgrounds presents a unique opportunity to build an international presence. In addition, a marked increase in Hispanic immigrants offers both a challenge and an opportunity for the School of Accountancy to engage this new source of students from a different culture and integrate this demographic into our programs. Currently, the School of Accountancy has three female faculty members out of 15 total faculty members. The School of Accountancy has made a concerted effort in the last decade to attract qualified female and minority candidates to the School of Accountancy. Of nine hires in the past decade, four have been female. The School of Accountancy is serious about embracing diversity and regularly considers recruiting strategies that will help close the existing diversity gap.

ii. *Program Review: Department of Communicative Disorders and Deaf Education Graduate Program*

**Reviewers:**

- Albert De Chicchis, University of Georgia
- Elaine Frank, University of South Carolina
- Sandra Goodman, practitioner in the field
- Rosalie Biskynis, site visitor trainee

**Program Description:**

The mission of the Department of Communicative Disorders and Deaf Education (COMD-DE) is to (1) conduct research to advance knowledge of human communication and its disorders and contribute to the advancement of the professions of speech-language pathology, audiology and deaf education; (2) to train competent speech-language pathologists, educators of the deaf and hard of hearing, and clinical-educational audiologists capable of receiving state and national licensure; (3) to provide clinical services to individuals with speech-language deficits or hearing loss in the University population or in the community; and (4) to provide research opportunities for students relating to communicative problems of individuals.

Various pre-service training programs have been offered at Utah State University for more than 60 years. Currently, COMD-DE offers a bachelor's degree in Communicative Disorders and Deaf Education. At the graduate level, the department offers master's degrees in Speech-Language Pathology and Deaf Education (American Sign Language (ASL) and Auditory Learning and Spoken Language (ALSL) options), a Clinical Doctoral Degree in Audiology, and since 2007, a PhD in Disability Disciplines with a specialization in Speech-Language Pathology.

Graduate programs in the Department of Communicative Disorders and Deaf Education are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language Hearing Association. The department produced a comprehensive self-study in preparation for a review team visit which took place March 27-28, 2008. This review was limited to Audiology and Speech-Language Pathology graduate programs offered by COMD-DE. In August 2008, the department was notified that both of these graduate programs were re-accredited from 2008 to 2016.

## Faculty & Staff:

Faculty	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	13	1	0
Number of faculty with Master's Degree	0	11	0
Number of faculty with Bachelor's degrees	0	0	0
Other Faculty	0	3	0
Total	13	15	0
Staff	Full-Time	Part-Time	
Administrative	2	0	
Secretarial/Clerical	2	1	
Laboratory Aides/Instructors	0	5	
Advisors	0	3	
Teaching/Graduate Assistants	0	20	
Other Staff	0	0	
Total	4	29	

## Students:

AY	# of Majors	Undergrad Students FTE	Graduate Student FTE	# of Faculty	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
2003-04	199	101.67	62.15	15.61	10.49	60	60
2004-05	200	110.70	57.45	14.35	11.72	89	89
2005-06	193	118.40	65.95	14.74	12.51	67	67
2006-07	200	110.57	73.65	16.25	11.34	88	88
2007-08	212	108.34	83.35	16.18	11.85	96	96

## Financial Analysis

Expense	03-04 AY	04-05 AY	05-06 AY	06-07 AY	07-08 AY
Instructional Costs (Sal)	840,094	792,840	878,208	959,433	1,054,418
Support Costs	0	0	0	0	0
Other Expenses	542,423	629,009	695,995	883,542	818,483
Total Expense	\$1,382,517	\$1,421,849	\$1,574,203	\$1,842,975	\$1,872,901
Revenue	03-04 AY	04-05 AY	05-06 AY	06-07 AY	07-08 AY
Legislative Appropriation	not avail.	1,302,427	1,475,061	1,628,065	1,950,042
Grants	2,212,770	834,182	1,523,124	965,278	1,510,786
Reallocation	0	28,500	98,727	3,267	-7,568
Tuition to Program	not avail.	95,066	19,706	122,530	110,871
Fees	not avail.	29,818	59,860	89,308	88,070
Total Revenue	not avail.	\$1,425,993	\$1,593,494	\$1,753,862	\$2,053,345
Difference	03-04 AY	04-05 AY	05-06 AY	06-07 AY	07-08 AY
Revenue-Expense	n/a	\$4,144	\$19,291	-\$89,113	\$180,444

## Program Assessment

### *Strengths of the Department of Communicative Disorders and Deaf Education Graduate Program*

- The Sound Beginnings program is a newly developed early intervention program that provides a strong framework for an interdisciplinary service provision for children who are deaf or hard of hearing. In this program graduate students take additional core courses and receive specialized practicum experiences to develop specific knowledge and skills to evaluate and treat infants and children birth to six years. Students take the additional classes together, are sometimes teamed at the same practicum site and gain a variety of experiences related to audiology, auditory-verbal therapy, speech-language pathology, parent-infant and parent-toddler intervention, and auditory-oral education.
- The Sound Beginnings Program and the pediatric feeding clinic provide the students with unique clinical experiences while working with children, as well as an opportunity to witness and experience the importance of interdisciplinary professional relationships. The assistive technology lab increases the student's exposure to, and experience in, working with individuals who have accessibility needs.
- The Outreach Program prepares individuals to become nationally certified and licensed to practice speech-language pathology, with the secondary goal of meeting the critical need of speech-language pathologists in the public schools in the state. The program is designed to help individuals working in the schools obtain an M.Ed by taking courses on weekends during the regular school year and on campus during the summer.
- The USU program has initiated a mission program that takes students to a foreign country where they get practicum experiences in speech-language pathology and audiology. These experiences, which have occurred recently in Mexico and Costa Rica, serve to broaden the students' perspective and give them ample opportunity to gain multi-cultural experiences.
- The program has implemented an excellent computer system to help monitor formative assessment of students' clinical experiences and academic progress.
- The growth in the number of faculty members and the department's endowed chair position will have a positive impact on the program's ability to enhance research endeavors. The department's opportunity to develop a strong bi-lingual research program is especially good. The scheduled relocation of the Sound Beginnings program to a new building will help, in part, to address research space needs in the department.
- The program has a strong core of competent academic and clinical teaching faculty. In the past year, the department, as a whole, was presented the university's excellence in teaching award. This award is given on an annual basis to a department within the university that best exemplifies its teaching mission.
- The department benefits from strong leadership (chair and assistant chair) and committed support from central administration

### ***Weaknesses of the Department of Communicative Disorders and Deaf Education Graduate Program***

- The number of on-campus clinical supervisors is minimally adequate.
- Although the Outreach Program the department offers is a plus in reducing the critical needs area in speech-language pathology for the state, its existence means additional teaching responsibilities for faculty, which potentially may over tax junior faculty on tenure and promotion tracks.
- Although the program includes evidence-based treatment as a matter of its core instruction, the program needs to be more consistent incorporating evidence-based therapy into its treatment plans.
- Although each of the faculty has a research laboratory, the laboratory space is limited.

### **Institution's Response**

***The number of on-campus clinical supervisors is minimally adequate.***

Because the department receives E&G funding for only 2 supervisory positions, the additional supervisory positions required to meet ASHA standards (2.0 FTE in audiology and 2.75 FTE in speech-language pathology) are funded through external grants and other revenue streams. Since the site visit, the department has been able to utilize these revenue streams (i.e., personnel prep grants, Second Bachelor's degree tuition return) to hire additional clinical supervisors in both speech-language pathology (.75 FTE) and audiology (2.5 FTE).

***Outreach program may potentially tax junior faculty on tenure and promotion tracks.***

Teaching in the Outreach program is optional and extra-contractual. Currently, all courses are taught by tenured faculty or adjunct faculty. All junior faculty members have reduced teaching loads (1-2 courses per semester) during the probationary period so that they can establish the sustainable research programs needed for their success in the tenure and promotion process.

***Evidence-based practices should be better integrated within clinical training opportunities.***

During the past year, academic and clinical faculty have worked together to create a standard protocol for identifying evidence-based treatment approaches to use in clinical practicum assignments. All graduate students receive training in the use of the protocol and clinical supervisors monitor the use of evidence-based strategies with clients in the Speech-Language-Hearing Clinic.

***The department has limited laboratory space.***

Because of new grants and program expansions (e.g., Sound Beginnings), a number of new faculty and staff have been hired during the past two years. The Lillywhite building is at (or exceeding) capacity in terms of office and lab space. This space shortage will be alleviated significantly with the completion of the new Emma Eccles Jones Early Childhood Center opening in the Fall of 2010. Several faculty members (5-

6) will be relocating to the new building, thus freeing up office and lab space for those faculty who remain in the Lillywhite building.

### iii. *Program Review: Intensive English Language Institute*

#### Reviewers:

- Kathy Clark, Texas A & M University
- Jane Averill, Oregon State University
- Mary Reeves, Commission on English Language Program Accreditation

#### Program Description:

The Intensive English Language Institute (IELI) is an academic program in the College of Humanities, Arts and Social Sciences at Utah State University. IELI teaches international students, residents, and refugees the English skills and cultural knowledge they need to be successful university students. The IELI program accepts students seeking a degree at Utah State University, as well as students who want to study English for personal or professional reasons. IELI also trains international teaching assistants for USU.

The major goal of the IELI program is to provide students with the language skills and cultural orientation necessary to make them successful students in USU classrooms and active participants in the university community. To accomplish these ends, the core program is one of academic English. Part of all classroom teaching is a cultural orientation to American values, the American educational system, and aspects of campus life in general.

Four levels of study are offered each semester. The ability levels of classes range from elementary through advanced. Classes focus on listening, speaking, reading, writing, and cultural skills. In addition, there are topics courses, covering issues ranging from current events and the environment to academic literacy and the cultures of the United States. Students advance from one level of a class to the next higher level by obtaining a grade of *C-* or higher in the lower-level class. Students who do not obtain a *C-* or higher in a class must repeat the class. Students who complete all level 4 classes with a *C-* or higher may begin taking courses outside of IELI. Full-time students at each level take 18 credits per semester. A student who begins IELI at level 1 and progresses to level 4 may earn a total of 72 undergraduate elective credits. While all the credits will appear on a student's transcript, a maximum of 18 can be counted toward graduation from USU.

The Intensive English Language Institute is accredited by the Commission on English Language Program Accreditation (CEA). That body initiated a review process for IELI that involved a self-study by the unit, a site visit by a review team, and review of the team's report by the Commission at its annual meeting. The self-study was completed during Fall, 2006 and the team visit occurred January 18-21, 2007. At its July 2007 meeting, the CEA granted one-year re-accreditation to IELI. The Commission determined that "IELI substantially meets *CEA Standards for English Language Programs and Institutions* but needs time to address standards-related deficiencies in order to fully comply."

At its July 2008 meeting, the CEA reviewed the one-year re-accreditation granted to IELI and determined that the deficiencies had been corrected. Accordingly, IELI was granted 9-year continued accreditation for the period July 2008 to July 2017.



### Faculty & Staff:

Faculty	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	2	0	0
Number of faculty with Master's Degree	5	0	4
Number of faculty with Bachelor's degrees	0	0	0
Other Faculty	0	0	0
Total	7	0	4
Staff	Full-Time	Part-Time	
Administrative	1	0	
Secretarial/Clerical	0	1	
Laboratory Aides/Instructors	0	0	
Advisors	0	0	
Teaching/Graduate Assistants	0	1	
Other Staff	0	0	
Total	1	2	

### Students:

AY	# of Majors	Undergrad Students FTE	Graduate Student FTE	# of Faculty	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
2003-04	43	52.97	0.00	8.39	6.31	n/a	0
2004-05	26	43.37	0.05	7.00	6.20	n/a	0
2005-06	48	71.03	0.05	6.60	10.77	n/a	0
2006-07	48	67.27	0.00	7.17	9.38	n/a	0
2007-08	66	87.53	0.00	6.10	14.35	n/a	0

### Financial Analysis

Expense	03-04 AY	04-05 AY	05-06 AY	06-07 AY	07-08 AY
Instructional Costs (Sal)	366,565	300,154	296,398	311,058	296,891
Support Costs	0	0	0	0	0
Other Expenses	243,805	264,834	378,043	262,074	302,413
Total Expense	\$610,370	\$564,988	\$674,441	\$573,132	\$599,304
Revenue	03-04 AY	04-05 AY	05-06 AY	06-07 AY	07-08 AY
Legislative Appropriation	not avail.	697,045	681,186	762,661	747,235
Grants	0	0	0	0	0
Reallocation	not avail.	-6,975	28,757	24,570	3,350
Tuition to Program	not avail.	3,000	3,000	0	1,500
Fees	0	0	0	0	0
Total Revenue	0	\$693,070	\$712,943	\$787,231	\$752,085
Difference	03-04 AY	04-05 AY	05-06 AY	06-07 AY	07-08 AY
Revenue-Expense	n/a	\$128,082	\$38,502	\$214,099	\$152,781

## Program Assessment

### *Strengths of the Intensive English Language Institute*

- The University offers tenured positions to its faculty and credit-bearing courses to students. Tenured faculty maintain the continuity and stability of the program while teaching and engaging in research relevant to the program and to the University. Collaborations with the Office of Graduate Studies for international teaching assistant training, alliances with the Master of Second Language Teaching program, employment of conversation partner aides, and the cooperation of Undergraduate Teaching Fellows extend the reach of the program into the curriculum of the University, while enriching the educational experiences of IELI students.
- Well-appointed faculty offices, well-equipped classrooms, and full access to all campus facilities, including libraries and computer labs advance the teaching and learning environment.
- The program enjoys the support of the Dean of Humanities, Arts, and Social Sciences, who recognizes the importance of the program's role at Utah State University. The Director of the program, functioning as a Department Head, meets regularly with the Dean and Department Heads for program planning and budgeting.
- Student outcomes are especially effective for level four, where it is clearly established that the needs of academically bound students are met and ample evidence is provided to demonstrate that the program is preparing students well for further academic study.

### *Weaknesses of the Intensive English Language Institute and Reviewers Recommendations*

- The program depends on grades rather than proficiency, competence or performance statements to describe student performance and lacks a clear proficiency scale and written interpretation of that scale relative to student performance. Thus, how students progress through the program is not clear.
- The Student Services plan was submitted in response to the review team's request for additional information and, therefore, has not been implemented. The Curricular Review and the Assessment Review plans have not gone through a full cycle of implementation. In addition, program planning requires a more systematic process with demonstrated implementation over time.

As noted above, IELI was given one year to address the review team's concerns. At its July 2008 meeting, the CEA concluded that IELI has provided an "exemplary response" to the initial concerns and granted 9-year continued accreditation with no annual reporting requirements.

## Institution's Response

### *Student Proficiency Reporting*

In the fall of 2007, the Assistant Director, with the collaboration of the faculty, devised a proficiency scale, which includes a written interpretation in terms of course goals, for each of IELI's courses. Faculty filled out

a form for each student at the end of that semester. Because of feedback from faculty, the forms were revised the following spring, and the new proficiency scales were completed at the end of that semester. Completed forms have been placed in the students' files, which are available in the Staff Assistant's office.

#### *Curriculum Review*

In the summer 2007 IELI began to implement its student services plan and that continued throughout the year. The faculty completed end-of-semester questionnaires about the courses they taught, and IELI conducted curriculum meetings at its annual retreat, as well as in October, December, February, and April.

#### *Strategic Planning*

IELI has incorporated all initiatives from a recently created college visioning document into its Program Planning and Review chart as recommended in accreditation standard 3A (appropriateness of instruction). Some of the initiatives originated from discussions at IELI's 2007 retreat which focused on program development.

#### *Program Review*

The Plan for Review of Student Services has been implemented. The Office Assistant has been compiling the results of the IELI/USU End-of-semester Satisfaction Surveys, and the Director, Assistant Director, and Staff Assistant have been meeting to discuss those results to identify any problems and to solve those problems by contacting the appropriate office(s). During the annual retreat in August, the faculty are informed of these meetings and the students' comments and ratings.

### *iv. Program Review: Jon M. Huntsman School of Business*

#### Reviewers:

- Sara M. Freedman, Dean, School of Business, Oklahoma State University
- Ilene K. Kleinsorge, Dean, College of Business, Oregon State University
- Ruth W. Epps, Former Chair, Accounting Department, Virginia Commonwealth University
- Larry Walther, Chair, Accounting Department, University of Texas at Arlington

#### Program Description:

(NOTE: On December 3, 2007, the USU College of Business was renamed the Jon M. Huntsman School of Business and that new title is used in this report.) As one of the first universities in the western United States to offer a degree in commerce, the School has an illustrious history of fostering research and scholarship, advancing the practice of business and management and providing lifelong learning. The college is home to five academic units: Business Administration, Economics and Finance, Management Information Systems, Management and Human Resources, and the School of Accountancy. It offers bachelor's and master's degrees in each of those disciplines (including an MBA), and a PhD in Management Information Systems.

The Jon M. Huntsman School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). AACSB initiated a review process for the Jon M. Huntsman School of Business during the 2007-2008 academic year. Each department in the School prepared a self-study and participated fully in the AACSB site visit which occurred October 21-23, 2007. The policy of AACSB is to affirm accreditation for Colleges of Business rather than individual departments within the college. Consequently, the AACSB report received by USU focuses on the entire Huntsman School of Business. However, during the review the School of Accountancy was considered separately because of AACSB

policies for accounting accreditation. USU received notice of reaccreditation from the AACSB on January 25, 2008, with the next review due in the 2012-2013 academic year.

**Faculty & Staff:**

Faculty	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	69	2	3
Number of faculty with Master's Degree	4	8	12
Number of faculty with Bachelor's degrees	0	1	0
Other Faculty	0	0	0
Total	73	11	15
Staff	Full-Time	Part-Time	
Administrative	12	0	
Secretarial/Clerical	11	0	
Laboratory Aides/Instructors	0	0	
Advisors	9	0	
Teaching/Graduate Assistants	0	0	
Other Staff	0	1	
Total	32	1	

**Students:**

AY	# of Majors	Undergrad Students FTE	Graduate Student FTE	# of Faculty	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
2003-04	2,184	1,837.16	161.45	77.16	25.90	940	not tracked
2004-05	1,834	1,621.90	161.95	71.84	24.83	817	Not tracked
2005-06	1,438	1,316.63	175.15	65.52	22.77	943	not tracked
2006-07	1,449	1,264.00	157.95	67.52	21.06	749	not tracked
2007-08	1,415	1,306.66	144.40	67.23	21.58	788	not tracked

## Financial Analysis

Expense	03-04 AY	04-05 AY	05-06 AY	06-07 AY	07-08 AY
Instructional Costs (Sal)	4,804,388	4,824,870	5,082,403	5,093,786	5,757,724
Support Costs	0	0	0	0	0
Other Expenses	3,451,504	3,700,677	3,464,736	3,506,547	4,138,665
Total Expense	\$8,255,892	\$8,525,547	\$8,547,139	\$8,600,333	\$9,896,388
Revenue	03-04 AY	04-05 AY	05-06 AY	06-07 AY	07-08 AY
Legislative Appropriation	not avail	7,921,479	7,528,130	8,141,858	8,817,742
Grants	0	0	0	0	0
Reallocation	0	7,900	-231,964	-289,573	-392,304
Tuition to Program	not avail	193,405	148,522	172,127	1,378,475
Fees	0	0	0	0	0
Total Revenue	not avail	\$8,122,784	\$7,444,688	\$8,024,412	\$9,803,913
Difference	03-04 AY	04-05 AY	05-06 AY	06-07 AY	07-08 AY
Revenue-Expense	n/a	-\$402,763	-\$1,102,451	-\$575,921	-\$92,475

## Program Assessment

### *Strengths of the Jon M. Huntsman School of Business*

- A student-centered culture that results in student mentoring and coaching, applied learning and internships, and faculty involvement with students in and out of the classroom.
- The reorganization of the Career and Educational Opportunities Center has resulted in a stronger support network for students in advising, internships, and supportive relationships. Advisors have created a strong caring culture for students and have developed good relationships with discipline faculty.
- The new international initiatives for students are innovative and show much promise. The initial programs were successful as measured by student satisfaction, increase in student demand, and considerable learning by all involved.
- The Partners in Business Program is an excellent vehicle to connect students and the business community. It is another example of the strength of the connections among the business community, USU faculty, and the USU students.
- The strategic plan has incorporated the unique qualities of USU students and created niche programs to leverage their talents of speaking a second language and their strong values and ethic.
- There is a strong sense of optimism in the faculty, students, and administration that can be used to move the strategic plan forward and assist the leadership team.
- The Dean and leadership team are well-respected in the business community and in the college.

### *Weaknesses of the Jon M. Huntsman School of Business*

- The Jon M. Huntsman School of Business has identified the need for a new facility and has plans for the renovation and expansion of the existing facility. It is noted by all major constituencies that such a facility renovation and expansion will greatly enhance the activities of the School including recruiting students and faculty, providing space for enhanced educational activities, creating a sense of community through common areas, event space, etc. It should be noted that the existing space does provide high quality technology support for teaching.
- The Jon M. Huntsman School of Business offers programs to a variety of off-campus sites. The team recognizes that such activities are an important service to the state and are part of the University's land grant mission. However, such activities require additional resources and are a drain on activities at the Logan campus. The team recommends that the School consider any expansion of off-campus activities very carefully. Such reviews should include an examination of the impact (number of new students as well as impact on the enrollments in existing programs, job opportunities for those students, etc.) of such programs and the new resources necessary for such expansion. New programs or additions to existing programs should only be initiated when new resources are identified to support the costs of such initiatives and when the overall impact is positive for the School, University, and community.
- Related to the off-campus initiatives, the School should also develop criteria (enrollments, placement opportunities, resources required, etc.) for determining when any program should be created, expanded, or eliminated. In an environment of constrained resources, it is critical to focus on key programs and activities and avoid the proliferation of programs.
- Career Services for business students are handled through a centralized Career Services center. Although one counselor is designated for business students, it would be desirable to have more effort directed towards career services for business students. Specifically, it was suggested that additional efforts to promote business students to employers and bring recruiters to campus were needed. Internships are handled in the School as part of the College advising unit (Career and Educational Opportunities Center). The School is applauded for recognizing the importance of providing internship opportunities for students. It was noted that every effort should be made to make sure that these internship opportunities provide a valuable educational benefit for students.
- The School should continue to review and refine academically qualified and professionally qualified qualifications for faculty and the School support to assist faculty in maintaining such qualifications. As the School does this, it should develop a simplified mechanism for documenting and evaluating faculty progress.
- The School is making efforts to increase its diversity in both faculty and students. This should continue to be a high priority, especially with the increasing size of the Hispanic population in the area.

## Institution's Response

### *Program Description*

The program description above was accurate as of October 2007. In its on-going efforts to improve programs, the School of Business dissolved the Business Administration Department and reassigned faculty to the remaining departments of the school. The School is now home to four academic units: Economics and Finance, Management Information Systems, School of Accountancy, and Management. It offers bachelor's and master's degrees in each of those disciplines (including an MBA). The School of Business has discontinued all PhD programs in an effort to focus resources.

### *Facilities and Space*

With regard to current facilities, the Jon M. Huntsman School of Business is dedicated to utilizing facilities productively, and to be good stewards over the resources available. In 2008, the School completed the renovation of the main auditorium in the George S. Eccles Business Building and the first three floors of the building, a renovation of over \$2 million. The renovation created much needed student study space, breakout rooms, eating areas, and more student friendly space. Further renovations in 2009 updated common office areas on the 4<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> floors, and provided office space for the Dean. Over half of the money for these renovations came from generous gifts, including a substantial gift by the George S. and Dolores Doré Eccles Foundation.

In addition to the current building improvements, the school is engaged in a campaign to garner the funds for a new business building to supplement the existing building. The need for this building is based on inadequate space being available in the current building. Currently, over 20 faculty and staff members occupy offices in various different places on campus due to inadequate space in the Eccles building. The new business building is high on the university's list of new building priorities. Architectural depictions of the proposed new building have been drafted and circulated to appropriate constituencies.

### *Off Campus Programs*

The Jon M. Huntsman School of Business has an important mission to support the university in its outreach educational mission. The school provides a service to the regional campuses by facilitating the delivery of selected academic programs that are aligned with the mission, vision and purpose of the school. As such, the School's undergraduate degree programs in accounting, business, entrepreneurship, and MIS are delivered at the university's regional campus. The school will start delivering a specialized degree of Masters of Science in Human Resource Management in Spring 2010. Funding to the Jon M. Huntsman School to support these programs is provided by the Regional Campuses and Distance Education (RCDE). RCDE also provides funding for the school to hire faculty to teach in the programs administered by the school at the RCDE facilities. Using funds made available through HB 185, the school hired four additional faculty members who are resident at the regional campuses, and are dedicated to delivering these programs. The school is currently conducting searches for accounting, leadership and entrepreneurship faculty that would be resident at RCDE facilities. These new hires have significantly reduced the demands placed on resident campus faculty to deliver courses that support regional campus degree programs.

With regard to the off-campus MBA program, called Alliance MBA, the school carefully monitors student enrollment, quality, resources, and other factors in determining whether or not to begin a new cohort. The

school has set a standard of a minimum of 25 students in order to establish or continue a cohort for any Alliance MBA program. At that cohort size, the differential tuition paid by the students in the program is sufficient to hire resources to deliver the program without creating additional and unnecessary burdens on the on-campus faculty.

### ***Student Career Counseling***

As a result of resources provided through differential tuition and the Jon M. Huntsman naming gift, the school has made a significant investment in staff infrastructure to develop and deliver more domestic and international internship and employment opportunities for students. In addition to increasing the level of coordination with the university Career Services Center, the school recently hired three individuals with senior executive experience to deliver “high touch” career coaching services to students. These “high touch” career coaching services work in concert with the outstanding internship program cited in the assessment report. The school also continues to work closely with many employers through student academic clubs, scholarly associations and service organizations.

As an additional strategic initiative, the School of Business is committed to get more students involved in the Shingo Prize for Operational Excellence sponsored by the school. Several students receive Shingo certification, a very marketable career accelerator, through involvement in the Lean Leaders Club. Students also have the opportunity through this organization to visit award winning companies and learn first-hand about business practices that reflect a commitment to operational excellence. These experiential learning opportunities are designed to significantly increase employment opportunities for students.

Partners in Business seminars sponsored by the Huntsman School also create opportunities for students to host top-level business people who participate in the program. It is not unusual for these networking experiences to lead to employment opportunities.

### ***Faculty Development***

The Jon M. Huntsman School of Business has a published standard for both academically qualified (AQ) faculty and professionally qualified (PQ) faculty. In addition the school maintains a comprehensive database (Digital Measures) to document the qualifications, professional development, and faculty achievements. This database is integrated with key AACSB accreditation metrics to ensure that the school's faculty qualifications adhere to accreditation standards. This is part of a larger faculty recruitment, development, evaluation, and promotion strategy.

In 2009, the school significantly increased support for graduate research assistantships. This investment will strengthen the research productivity of faculty while providing a valuable educational experience for graduate students.

### ***Diversity***

The school supports diversity in the recruitment of undergraduate and graduate students, the recruitment of faculty, and in providing students with a diverse set of experiences.

Undergraduate Students – The vast majority of undergraduate students are recruited into the university and then choose the Jon M. Huntsman School of Business as a major. The school continues to support the



strategy of the university to enhance student diversity across ethnic, cultural, geographical, and interdisciplinary, lingual, and geographical dimensions. The school participates in university initiatives to reach out to intermediate and high school students in the geographic area of multicultural backgrounds. In particular, the school supports the targeted efforts of the university to reach out to the increasing presence of Hispanic population in the region. Several undergraduate scholarships are available to assist students from underrepresented groups – including six designated for either women or minority students, and over 25 for international students. Many of these international students come from relationships developed by the university and/or the school with student groups in Armenia, the Dominican Republic and China.

Graduate Students – The school engages in a purposeful effort to recruit and admit women, minority and international students into the various graduate programs sponsored by the school. As an example, the percentage of women, minority and international students admitted into the various graduate programs is higher than the percentage of applicants. Another example of these recruiting efforts is the allocation of graduate assistantships awarded to international students to attract them to the school.

Faculty – The Jon M. Huntsman School of Business supports university-wide initiatives and policies that assure consideration of women and ethnic minorities for all faculty positions.

Student Experiences – A source of previously untapped cultural diversity comes from the intensive international and multilingual experiences of a large percentage of the Utah population. In this vein, one dimension of the diversity strategy of the school is to leverage the “diversity of experience” that is imbedded in the life experience of the students. Many of the international study programs are designed to leverage that diversity of experience. In addition, a marked increase in Hispanic immigrants offers both a challenge and an opportunity for the Huntsman School to engage this new source of students from a different culture and integrate this demographic into programs.

### *Summary*

While the AACSB report outlines *some* of the strengths of the Jon M. Huntsman School of Business, there are several significant achievements of the school, and especially of the students, that are not mentioned in the report. A few of these achievements include the following:

- 1) The performance of students in the School of Accountancy (School of Accountancy) on the CPA Exam;
- 2) The performance of students in the HR Games competition;
- 3) The performance of students in undergraduate research;
- 4) The performance of students in the SEED program.

The performance of students in the School of Accountancy (School of Accountancy) on the CPA Exam – School of Accountancy students achieved a 3rd place national ranking (three schools tied for 2nd place, thus USU was actually in 5<sup>th</sup> place) on the 2007 CPA exam results. School of Accountancy students achieved a 7<sup>th</sup> place national ranking (two schools tied for 6<sup>th</sup> place, thus USU was actually in 8<sup>th</sup> place) on the 2008 CPA exam results. Utah State was one of only three universities who placed in the top 10 both years. These results were reported in the National Association of State Boards of Public Accountancy CPA exam performance report.

The performance of students in the HR Games competition – The Jon M. Huntsman School of Business sent two student teams to both the state (February 7, 2009) and regional (March 21, 2009) HR Games competitions. Both competitions found USU student teams returning with top honors. The teams placed first and second at state competition and first and third at regional competition with the first place team defeating 14 teams from 11 universities across a 10 state region. USU's students have an impressive record at the competition where USU teams have won both the state and regional HR Games for the past eight years. The HR Games, sponsored by the Society for Human Resource Management (SHRM), is a competitive "Jeopardy"-style game where student teams' HR knowledge is tested in various areas, including strategic management, workforce planning and employment, human resource development, total rewards, employee and labor relations and risk management.

The performance of students in undergraduate research – The formalization of the research program under the direction of Dr. Ken Bartkus began in 2003. Since that time, faculty involvement has increased, and we are seeing more collaborative research and publications between students and faculty, and students are more involved in presenting research in regional, and national conferences. There is a formal web link to the program (see <http://huntsman.usu.edu/urp/>), which also contains information about several research activities (i.e., The Consumer Outlook Survey and the Deli Nation online magazine). The program has also received national recognition as a model of excellence. Specifically, Professor Bartkus received the John Blackburn Exemplary Models Award from the American Association for University Administrators for the development of The Research Group model. The award recognizes outstanding examples of college/university leadership that demonstrate creative solutions to common problems in higher education. The success of this program this past year includes 14 publications authored or co-authored by students in peer-reviewed publications, and 30 presentations of research results by students at various conferences.

The performance of students in The Small Enterprise Education and Development (SEED) program – The purpose of SEED, which is now being administered by the Center for Entrepreneurship, is to provide students at Utah State with the opportunity and tools to promote sustainable economic growth in developing countries. To accomplish this mission, SEED makes small loans available to small businesses and uses student interns and summer study abroad students, with Huntsman School faculty as coaches, to teach prospective entrepreneurs in emerging economies the skills needed for successful new venture creation. Student interns assist local entrepreneurs through the entire process of business planning and execution. Capital used as loans to help establish new businesses comes from private donations and from student-run fund-raising efforts. SEED is currently operating in Peru and planning is underway to expand to other countries as soon as possible. The Center's goal is to eventually have 30 to 40 SEED interns in place, in-country, working with businesses and helping local entrepreneurs to create sustainable and meaningful economic growth, while gaining an unparalleled educational experience for themselves. Over 80 students have participated in the SEED program so far. SEED students spend 12-14 weeks in-country.

### *C. Weber State University*

#### *i. Minor: Neuroscience*

#### Request:

Weber State University requests the approval of an interdisciplinary minor in neuroscience effective fall 2009.

Neuroscience is the interdisciplinary scientific study of the central and peripheral nervous systems in an effort to understand the biological basis of behavior, thinking, emotion, memory, and perception. The growth of neuroscience as a field of study (over 150 American universities have formed undergraduate neuroscience programs in the last 30 years) and a career path (in academic, research, and medical institutions) argues strongly for offering an interdisciplinary minor at Weber State University. The specific requirements for the Neuroscience Minor are outlined below. Importantly, all of these courses are presently being taught as part of existing major programs at Weber State University.

### **Need:**

A minor in neuroscience will complement a student's undergraduate major and, at the same time, prepare her or him for graduate study in neuroscience or other areas (e. g., philosophy) or professional school (e. g., medicine, research). The Neuroscience Minor defines the discipline broadly and from multiple perspectives—biological, psychological, and medical, to name three. By doing so, it fosters collaboration across disciplinary boundaries in both teaching and research among faculty, as well as undergraduate research. Because the courses in the minor represent three colleges and twelve academic departments or units, it would complement a wide range of majors, including those in departments not represented by the main course offerings (subject to strictures on their choice of minors)—chemistry, or computer science, for example. Moreover, the minor would benefit students beyond graduation.

Student interest in neuroscience education at WSU is high. A Neuroscience Interest Survey was administered in 2007 to 598 students from over 20 courses (e.g., Introduction to Psychology, Biopsychology, Human Anatomy, Human Physiology, Genetics, Cell Biology). The data revealed that of students from these courses:

- 30.6% students are moderately interested in an additional course that addresses neuroscience issues and 18.9% have strong interest.
- 28.3% students are moderately interested in taking a sequence of courses that address neuroscience as a central component and 13.5% have a strong interest.
- 25.1% students are moderately interested in a neuroscience minor and 17.4% have strong interest.
- 18.6% students are moderately interested in a neuroscience major and 10.5% have strong interest.

### **Institutional Impact:**

#### **Enrollment**

Impact on enrollments in the participating departments is likely, initially, to be dispersed and small because the courses which constitute the minor are already being taught by the participating departments. However, if the minor enhances student recruitment and retention then there is the opportunity for increased enrollment as the minor gains participation and attention.

#### **Administration**

The minor will be housed in the College of Social and Behavioral Sciences.

#### **Resources**

Because the courses in the minor are already being taught, no new faculty, buildings, or equipment will be needed. If the minor attracts increasing student attention in the future, justifying the creation of additional courses (e.g. Cellular and Molecular Neuroscience; Cognitive and Behavioral Neuroscience, etc.) the need for additional resources will be evaluated at that time.

**Finances:**

No financial support is necessary or requested at this time beyond that already allocated to participating faculty members and departments for the course offerings listed in the Neuroscience Minor curricula. If the minor attracts increasing student attention in the future, and the program growth warrants additional financial investment additional resources will be reallocated at that time.

**Recommendation**

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

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William A. Sederburg  
Commissioner of Higher Education

WAS/GW/ML

December 11, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Southern Utah University – Authorization to Seek Legislative Bonding for SUU Museum of Art

Background

At the August 28, 2009 Board of Regents meeting, the Board approved the Southern Utah Museum of Art (SUMA) project at Southern Utah University for inclusion as part of the USHE Non-state Funded Capital Development Request list for FY 2011. At the time of the approval, SUU listed the funding source as being "donations." Southern Utah University is now requesting approval from the Board to seek Legislative authority to issue revenue bonds to partially fund the construction of the facility.

Issue

The SUMA project proposal anticipates funding from a combination of private fund raising efforts and student fee revenue. The bonding authority now being requested is for an amount not to exceed \$2.5 million plus issuance costs and reserve requirements, for a period not to exceed twenty (20) years. The institution currently has bonds outstanding on the SUU Stadium that are being serviced by an existing student fee. That debt will be fully retired in 2010, at which point the revenue stream can then be pledged to service the new bonds.

Board approval is required in order that this project might be added to the list of USHE non-state funded projects for which bonding authority is requested during the upcoming Legislative Session.

Commissioner's Recommendation

The Commissioner recommends that the Regents grant approval for SUU to pursue Legislative authority for bonding on this project.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH

November 19, 2009

Rich Amon  
Office of the Legislative Fiscal Analyst  
State Capitol Complex  
Post Office Box 145310  
Salt Lake City, Utah 84114

Dear Mr. Amon:

The Office of the Commissioner of Higher Education (OCHE), on behalf of the State Board of Regents (SBR) and Southern Utah University (SUU), request legislative authority to issue revenue bonds to partially fund the construction of the Southern Utah Museum of Art (SUMA) in an amount not to exceed \$2.5 million plus issuance and reserve requirements for a period not to exceed twenty (20) years. These bonds will be secured by an existing student fee that has been used to service debt on the SUU stadium that will be retired in 2010.

This is an agenda item scheduled for approval by the State Board of Regents at their December 11, 2009 meeting. Please contact Ralph Hardy (801) 456-7382 or myself (801) 321-7131 with any questions.

Sincerely,



Gregory L. Stauffer  
Associate Commissioner  
Finance and Facilities  
Utah System of Higher Education

Cc: Dorian Page, Vice President for Finance and Facilities, SUU  
Ralph Hardy, Special Assistant to Associate Commissioner-Finance and Facilities, OCHE

December 13, 2009

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

Dear Commissioner Sederburg:

Southern Utah University requests the Regents to seek legislative authority to issue revenue bonds to partially fund the construction of the Southern Utah Museum of Art (SUMA), in an amount not to exceed \$2.5 million, plus issuance and reserve requirements for a period not to exceed 20 years. These bonds will be secured by an existing student fee that has been used to service debt on the SUU stadium that will be fully retired in 2010.

Please contact me for questions or additional information.

Sincerely,

Dorian Page, MACC, C.P.A.  
Vice President for Finance & Facilities  
435-586-7721

cc: Dr. Michael T. Benson, President  
Dr. Gregory L. Stauffer, Associate Commissioner  
Troy Caserta, Accounting Officer III

December 11, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Salt Lake Community College – Approval to Pursue Refunding 1998 and 2001 Bonds

Issue

In accordance with Utah Code 53B-21 and Regent Policy R590, the Salt Lake Community College is requesting approval to pursue refunding of their Series 1998 and Series 2011 Auxiliary System and Student Fee Revenue Bonds. The Series 1998 bonds are currently callable and can be paid off at any time. The Series 2001 bonds are callable beginning June 1, 2011, but interest rate savings can be locked in now through a one-time advanced refunding. The proposal is to refinance the two outstanding series of bonds into a new single 2010 Series bond. Based on current interest rates, the attached analysis shows that refunding these bonds will result in a net present value savings exceeding three percent. (See attachments for further details.)

In order to expedite this request a letter requesting the appointment of bond council has been sent to the office of the Attorney General and an RFP has been prepared for appointment of a financial advisor. Attached is the letter of request from the College, a Gross Debt Service Comparison, and a Preliminary Summary Sheet for your information.

The College would like to move forward with this as expeditiously as possible and is requesting Board approval to enable them to issue the new bond in early 2010. Representatives from the College will be available to answer questions on this matter in the Board meeting.

Commissioner's Recommendation

The Commissioner recommends that the Regents grant approval for the Salt Lake Community College to pursue refunding the Auxiliary System and Student Fee Revenue Bonds, Series 1998 and Series 2001.

WAS/GLS/WRH  
Attachments

William A. Sederburg, Commissioner



APPROVING RESOLUTION  
SALT LAKE COMMUNITY COLLEGE - AUXILIARY  
SYSTEM AND STUDENT FEE REVENUE REFUNDING  
BONDS

Salt Lake City, Utah

December 11, 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 December 11, 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
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

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\* Non-voting member

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 Salt Lake Community College Auxiliary System and Student Fee Revenue Refunding Bonds.

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

AYE:

NAY:

The resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS SALT LAKE COMMUNITY COLLEGE AUXILIARY SYSTEM AND STUDENT FEE REVENUE REFUNDING BONDS, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$10,000,000; AUTHORIZING THE PUBLICATION OF A NOTICE OF BONDS TO BE ISSUED; AUTHORIZING THE EXECUTION OF A FIFTH SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AN ESCROW AGREEMENT 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 Salt Lake Community College (the “College”) for the purpose of exercising the powers contained in the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended (the “Act”); and

WHEREAS, pursuant to a General Indenture of Trust, dated as of December 1, 1992 between the Board and Zions First National Bank, as trustee (the “Trustee”), as heretofore amended and supplemented (the “General Indenture”), the Board previously issued, for and on behalf of the College, (among others) its State Board of Regents of the State of Utah, Salt Lake Community College Auxiliary System and Student Fee Revenue Refunding Bonds, Series 1998 (the “Series 1998 Bonds”) and its State Board of Regents of the State of Utah, Salt Lake Community College Auxiliary System and Student Fee Revenue Bonds, Series 2001 (the “Series 2001 Bonds” and collectively with the Series 1998 Bonds, the “Outstanding Bonds”); and

WHEREAS, in order to benefit the Board and the College by achieving a debt service savings due to present lower interest rates, the Board desires to refund all or any portion of the Outstanding Bonds (the “Refunded Bonds”); and

WHEREAS, pursuant to the Act, the Board, for and on behalf of the College, is authorized to issue bonds payable from certain revenues of the College, as may be deposited into a special fund, for the purpose of (i) refunding the Refunded Bonds, (ii) funding any required deposit to a debt service reserve fund 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, Salt Lake Community College Auxiliary System and Student Fee Revenue Refunding Bonds, Series 2010 (or such other title and/or series designation(s) as may be determined by the officers of the Board) (respectively, the "Series 2010 Bonds") in an aggregate principal amount of not to exceed \$10,000,000 pursuant to the General Indenture and a Fifth Supplemental Indenture of Trust between the Board and the Trustee (the "Fifth Supplemental Indenture" and collectively with the General Indenture, the "Indenture"); and

WHEREAS, the Series 2010 Bonds shall be payable solely from the College'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 College or the State of Utah or constitute a charge against their general credit; and

WHEREAS, in connection with funding an escrow to provide for the advance refunding of the Refunded Bonds, the Board may enter into an Escrow Deposit Agreement with the Trustee, as escrow agent (the "Escrow Agreement"); and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the "Bond Purchase Agreement") to be entered into among the Board, the College and the underwriter or purchasers for the Series 2010 Bonds (respectively, the "Underwriters" and "Purchasers"), a form of an Escrow Agreement and a form of the Fifth Supplemental Indenture; and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to consider the debt service savings generated due to the refunding of all or a portion of the Refunded Bonds and to approve the bonds to be refunded, the mode of offering the Series 2010 Bonds and the interest rates, principal amounts, terms, maturities, redemption features, and purchase price at which the Series 2010 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 College and the officers of the Board or the College directed toward the issuance of the Series 2010 Bonds are hereby ratified, approved and confirmed.

Section 3. The Fifth Supplemental Indenture and the Escrow Agreement in substantially the forms presented to this meeting are in all respects authorized, approved

and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board and the President and/or Vice President of Business Services of the College are hereby authorized to execute and deliver the Fifth Supplemental Indenture and the Escrow Agreement in substantially the same forms and with substantially the same content as the forms of such documents presented to this meeting for and on behalf of the Board and the College with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 4. For the purpose of providing funds to be used for (i) refunding the Refunded Bonds, (ii) funding any required deposit to a debt service reserve fund and (iii) paying costs of issuance of the Series 2010 Bonds, the Board hereby authorizes the issuance of the Series 2010 Bonds in the aggregate principal amount of not to exceed \$10,000,000. The Series 2010 Bonds shall mature on such date or dates, be subject to redemption (if at all) and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2010 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 5. The form, terms and provisions of the Series 2010 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President of Business Services of the College are hereby authorized to execute and seal by manual or facsimile signature the Series 2010 Bonds and to deliver the Series 2010 Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2010 Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the College are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2010 Bonds in accordance with the provisions of the Indenture.

Section 6. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President of Business Services of the College are hereby authorized to determine the method of sale of the Series 2010 Bonds, which may include a sale of the Series 2010 Bonds to a Purchaser in a private placement that does not require use of a Preliminary Official Statement or Official Statement ("Private Placement") or a public offering (the "Public Offering"). The Public Offering may be by negotiation (using the Bond Purchase Agreement) or by means of a competitive bid (using an Official Notice of Sale).

Section 7. In the event that a Public Offering is used, the Chair or Vice Chair of the Board and/or the Chair of the Finance Facilities and Accountability Committee and the President and/or Vice President of Business Services of the College and staff of the Board and the College are hereby authorized and directed to prepare or cause to be prepared a Preliminary Official Statement for distribution to prospective purchasers of

the Series 2010 Bonds. The Preliminary Official Statement shall include descriptions of the Board, the College, the Indenture, the Series 2010 Bonds, the security and source of payment of the Series 2010 Bonds and such other information as shall be deemed necessary or advisable by such officers and staff, taking into account the advice and recommendations of the financial advisor to the College and disclosure counsel to the Board and the College. An Official Notice of Bond Sale may also be included with the Preliminary Official Statement. Following the sale of the Series 2010 Bonds, such officers shall prepare or caused to be prepared a final Official Statement, with such changes as shall be necessary to conform to the final terms and provisions of the Series 2010 Bonds. The final Official Statement shall be executed on behalf of the Board by the Chair or Vice Chair of the Board or the Chair of the Finance Facilities and Accountability Committee and the President or Vice President of Business Services of the College.

Section 8. If the Series 2010 Bonds are sold to the Underwriters, they shall be sold with an Underwriters' discount of not to exceed 2.0% of the face amount of the Series 2010 Bonds. The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President of Business Services of the College 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 2010 Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 9 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President of Business Services of the College are hereby authorized to consider the debt service savings generated by or other objectives of refunding all or a portion of the Refunded Bonds and to specify and agree as to the bonds to be refunded and the final principal amounts, terms, discounts, maturities, interest rates, redemption features (if any) and purchase price with respect to the Series 2010 Bonds for and on behalf of the Board and the College 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 Fifth Supplemental Indenture.

Section 9. The appropriate officials of the Board and the College, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President of Business Services of the College are authorized to make any alterations, changes or additions to the Indenture, the Series 2010 Bonds, the Bond Purchase Agreement, the Escrow Agreement (and to determine the need for an Escrow Agreement), the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution

adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 10. The appropriate officials of the Board and the College, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President of Business Services of the College, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the College any or all additional certificates, documents and other papers (including any reserve instrument guaranty agreements not in conflict with the Indenture) and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 11. The appropriate officers of the Board and the College, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President of Business Services of the College are hereby authorized to take all action necessary or reasonably required by the Indenture, the Preliminary Official Statement, the Official Statement, the Escrow Agreement 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 12. Upon their issuance, the Series 2010 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 2010 Bonds, the Bond Purchase Agreement, the Escrow Agreement, the Official Statement, the Indenture or any other instrument executed in connection with the issuance of the Series 2010 Bonds, shall be construed as creating a general obligation of the Board or the College, 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 College, the State of Utah or any political subdivision thereof.

Section 13. In accordance with the provisions of the Act, the Board shall cause the following "Notice of Bonds to be Issued" to be published one (1) time in the Deseret News, a newspaper of general circulation in the County in which the principal administrative office of the College is located and shall cause a copy of this Resolution and the Indenture to be kept on file in the Board's office in Salt Lake City, Utah, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The "Notice of Bonds to be Issued" shall be in substantially the following form:

## NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on December 11, 2009, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Resolution") in which it authorized the issuance of the Board's Salt Lake Community College Auxiliary System and Student Fee Revenue Refunding Bonds, Series 2010 (or such other or further designation as the officers of the Board may determine) (the "Series 2010 Bonds") in the aggregate principal amount of not to exceed Ten Million Dollars (\$10,000,000) to bear interest at a rate or rates of not to exceed Five percent (5.0%) per annum, to mature in not more than Eight years from the date thereof and to be sold at a price or prices not less than 98% of the total principal amount thereof, for the purpose of (i) refunding all or a portion of certain of the Board's outstanding Salt Lake Community College auxiliary system and student fee revenue bonds, (ii) funding any required deposit to a debt service reserve fund and (iii) paying costs of issuance of the Series 2010 Bonds. A deposit of up to 1% of the par amount may be contemplated in connection with the issuance of the Series 2010 Bonds.

The Series 2010 Bonds are to be issued and sold by the Board pursuant to the Resolution, including as part of said Resolution a form of a General Indenture of Trust, as previously amended and supplemented, and a Fifth Supplemental Indenture of Trust (collectively, the "Indenture").

A copy of the Resolution and the Indenture are on file in the office of the Board at 60 South 400 West, 5<sup>th</sup> Floor, Salt Lake City, Utah, where they may be examined during regular business hours of the Board from 8:00 a.m. to 5:00 p.m. for a period of at least thirty (30) days from and after the date of publication of this notice.

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the Indenture (as it relates only to the Series 2010 Bonds), or the Series 2010 Bonds, or any provision made for the security and payment of the Series 2010 Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this 11th day of December, 2009.

\_\_\_\_\_  
/s/ Joyce Cottrell  
Secretary



Section 14. After any of the Series 2010 Bonds are delivered by the Trustee to or for the account of the Underwriters or Purchasers 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 2010 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 15. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 16. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 17. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE  
STATE OF UTAH THIS 11TH DAY OF DECEMBER, 2009.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

(SEAL)

---

Chair

ATTEST:

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Secretary

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

(SEAL)

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Chair

ATTEST:

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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 December 11, 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 11th day of December, 2009.

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Secretary

(SEAL)

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

I, Joyce Cottrell, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, I gave public notice of the:

(a) agenda, date, time and place of the December 11, 2009 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1, to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on \_\_\_\_\_, 2009, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting; and (iii) provided on \_\_\_\_\_, 2009, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) 2009 Annual Meeting Schedule of the State Board of Regents, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah on January 12, 2009; (ii) provided on January 12, 2009, to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents and (iii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year.

(c) [the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.]

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 11th day of December, 2009.

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Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. \_\_\_\_)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. \_\_\_\_)



SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE SERIES 2010 BONDS

Principal amount not to exceed	\$10,000,000
Interest rates not to exceed	5.0%
Discount from par not to exceed	2%
Final Maturity not to exceed	8 years from the date thereof
May be non-callable or subject to call at par as determined by authorized Board and College officers	

November 17, 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:

Salt Lake Community College seeks approval of the Board of Regents to proceed with the refinancing of SLCC's 1998 and 2001 Series Bonds into a single new 2010 Series. Bond Counsel is being solicited by the Attorney General's Office to develop an authorizing resolution to refund the Series 1998 and 2001 Bonds and should be in place prior to the December 11 Board of Regents meeting.

Salt Lake Community College anticipates moving forward with a bond issuance in early 2010 that will refinance for savings the College's outstanding Series 1998 and Series 2001 Auxiliary System and Student Fee Revenue Bonds. The Series 1998 Bonds are currently callable and can be paid off at any time. The Series 2001 Bonds are callable beginning June 1, 2011, but interest rate savings can be locked in today through a permitted one-time advanced refunding. Based on current interest rates, analysis shows that it would be advantageous for the College to refund these existing bonds and that net present value savings would exceed three percent.

Sincerely,



Dennis R. Klaus  
Vice President of Business Services

DRK/kp

Attachments:

Gross Debt Service Comparison  
Preliminary Summary Sheet

c: Gregory Stauffer  
President Cynthia Bioteau  
Douglas Hansen  
Mark Hamilton

# State Board of Regents Of the State of Utah

Salt Lake Community College

\$7,900,000 Auxiliary System and Student Fee Revenue Bonds, Series 2009

(Refund Series 1998 & 2001)

## Gross Debt Service Comparison

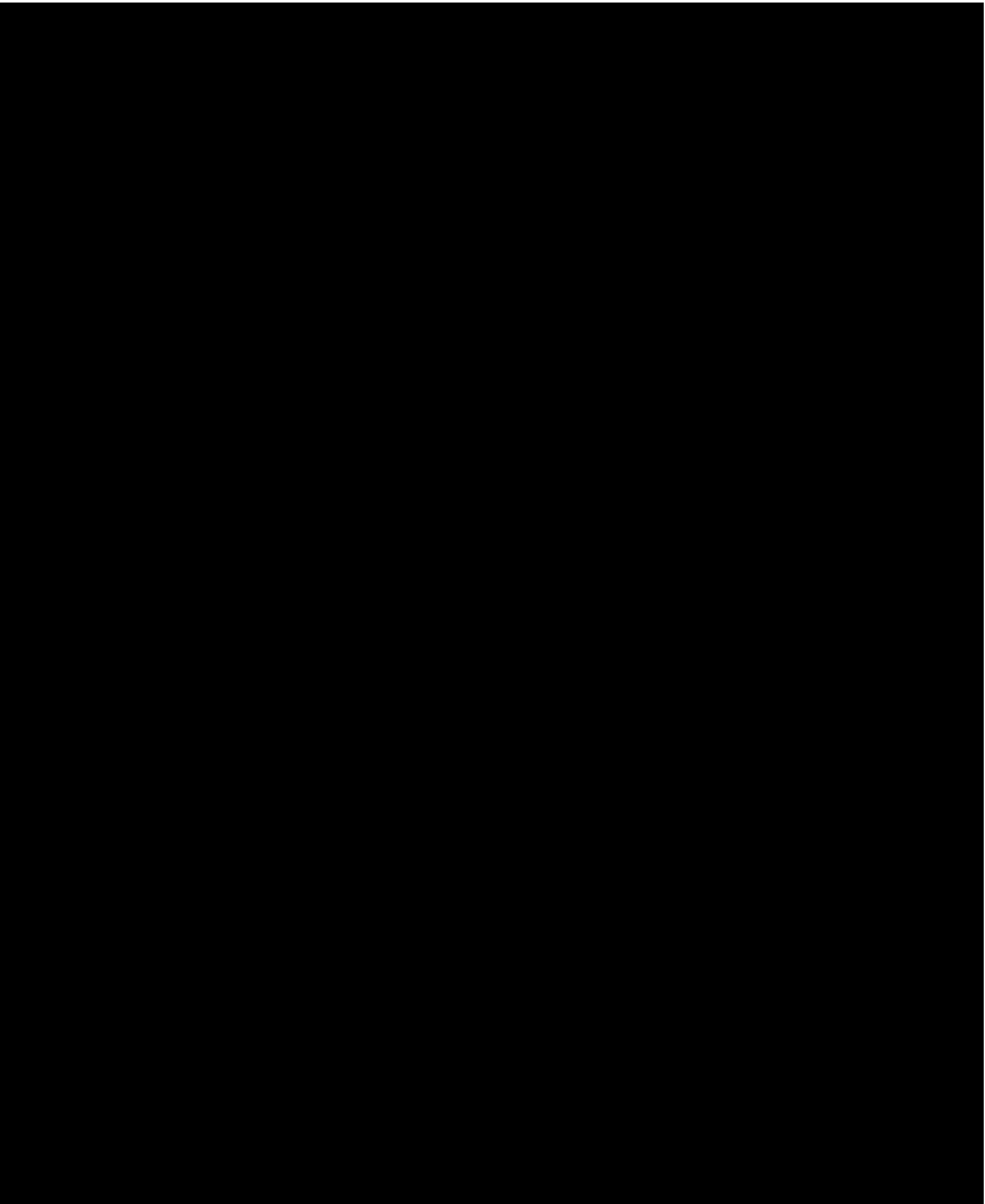
Date	Principal	Coupon	Interest	New D/S	OLD D/S	Savings	Fiscal Total
01/27/2010	-	-	-	-	-	-	-
06/01/2010	960,000.00	2.500%	76,216.94	1,036,216.94	1,086,043.75	49,826.81	49,826.81
12/01/2010	-	-	98,637.50	98,637.50	186,243.75	87,606.25	-
06/01/2011	1,045,000.00	2.500%	98,637.50	1,143,637.50	1,106,243.75	(37,393.75)	50,212.50
12/01/2011	-	-	85,575.00	85,575.00	164,393.75	78,818.75	-
06/01/2012	1,140,000.00	2.500%	85,575.00	1,225,575.00	1,854,393.75	628,818.75	707,637.50
12/01/2012	-	-	71,325.00	71,325.00	124,256.25	52,931.25	-
06/01/2013	1,130,000.00	3.000%	71,325.00	1,201,325.00	1,199,256.25	(2,068.75)	50,862.50
12/01/2013	-	-	54,375.00	54,375.00	98,725.00	44,350.00	-
06/01/2014	1,175,000.00	3.000%	54,375.00	1,229,375.00	1,233,725.00	4,350.00	48,700.00
12/01/2014	-	-	36,750.00	36,750.00	67,512.50	30,762.50	-
06/01/2015	1,205,000.00	3.000%	36,750.00	1,241,750.00	1,262,512.50	20,762.50	51,525.00
12/01/2015	-	-	18,675.00	18,675.00	34,650.00	15,975.00	-
06/01/2016	1,245,000.00	3.000%	18,675.00	1,263,675.00	1,294,650.00	30,975.00	46,950.00
Total	\$7,900,000.00	-	\$806,891.94	\$8,706,891.94	\$9,712,606.25	\$1,005,714.31	-

## PV Analysis Summary (Gross to Gross)

Gross PV Debt Service Savings	943,015.17
Transfers from Prior Issue DSR Fund	(660,000.00)
Contingency or Rounding Amount	4,904.96
Net Present Value Benefit	\$287,920.13
Net PV Benefit / \$8,155,000 Refunded Principal	3.531%
Net PV Benefit / \$7,900,000 Refunding Principal	3.645%

## Refunding Bond Information

Refunding Dated Date	1/27/2010
Refunding Delivery Date	1/27/2010



**Salt Lake Community College**  
**Auxiliary System and Student Fee Revenue Refunding Bonds, Series 2010**  
**Preliminary Summary Sheet**  
**December 3, 2009**

Proposed Issue: Auxiliary System and Student Fee Revenue Refunding Bonds, Series 2010

Total Approximate Issue Size: \$8,080,000

Use of Funds: To generate debt service savings by refunding the previously issued Series 1998 and Series 2001 Auxiliary System and Student Fee Revenue Bonds; satisfy any debt service reserve fund requirements; and pay associated costs of issuance.

Detail of Proposed Series 2009 Bonds:

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

Interest Rate: Not to exceed 5.0%

Maturity Date: Not to exceed 8 years

Aggregate Discount: Not to exceed 2%

Underwriter's Discount: Not to exceed 2%

Bond Rating: AAA (insured)

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

Source of Repayment: Auxiliary System and Student Fee Revenues

Timetable Considerations: Provided that the Regents grant authorization and that the savings generated by issuing the Series 2010 Bonds continues to exceed the level of 3% of debt service, the College anticipates selling bonds via a competitive sale on January 13, 2010, and closing the transaction on January 27.

December 11, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Peer Institutions List: Salt Lake Community College

Background

The Commissioner's Office has been exploring the possibility of updating peer institution lists for several USHE institutions. Salt Lake Community College (SLCC), working with OCHE, is the first institution to complete the revision process. Formally approved peer lists are used for various financial and statistical comparisons, and – with the evolving nature of institutions – it is important to review the lists on occasion in order to assure that peer group members remain representative of the nature and mission of the USHE institution to which they are being compared. Board of Regents policy R508 provides guidelines for the creation and approval of peer institutions groups. Utilizing those guidelines, SLCC and OCHE have completed the task of revising the SLCC peer list.

Issue

Salt Lake Community College continues its rapid growth and expansion as one of the nation's premiere community colleges. In recognizing this extensive growth, SLCC and OCHE have spent the past six months exploring updates to the Salt Lake Community College Peer Institution List. In undertaking this endeavor, the services of the National Center for Higher Education Management Systems (NCHEMS) were utilized. NCHEMS offers a Comparison Group Selection Service that is designed to aid in selecting groups of institutions with similar missions and demographic characteristics as an aid for comparative data analyses.

The NCHEMS selection service combed through a database of all higher education institutions; reviewing several dozen variables of institutional characteristics, and condensing the list to a workable number for the target institution.

Among the more important variables reviewed are:

- o Size and service area
- o Student body characteristics
- o Mix of associate and certificate degrees
- o Academic program mix

At that point, NCHEMS, OCHE, and SLCC worked together to narrow the universe of reviewed institutions to a final listing, collectively agreed upon. This listing represents a like group of public two year institutions in mid-to-large cities across the country (though predominantly in the West).

(Please see Appendix A – SLCC Peer Institution List)

Commissioner's Recommendation

The Commissioner recommends approval of the revised Peer Institution List for Salt Lake Community College.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS



## APPENDIX A

Salt Lake Community College Peer Institution List:

Institution	Location	Total Headcount Students	Percent Part-Time Students	Associates Programs
Austin Community College	Austin, TX	33,508	72%	30
Broward Community College	Ft Lauderdale, FL	31,730	66%	11
Central New Mexico CC	Albuquerque, NM	22,759	70%	15
Central Piedmont CC	Charlotte, NC	18,052	65%	17
College of Southern Nevada	Las Vegas, NV	37,758	77%	25
Macomb Community College	Warren, MI	22,081	62%	18
Pima Community College	Tucson, AZ	32,982	71%	19
Portland Community College	Portland, OR	24,353	64%	18
Sinclair Community College	Dayton, OH	18,691	61%	24
Sacramento City College	Sacramento, CA	24,596	70%	20
Salt Lake Community College	Salt Lake City, UT	25,235	66%	29

December 11, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Action Calendar – UVU Property Purchase Request

Issue

Utah Valley University is requesting approval to purchase and remodel a vacant automobile dealership that is contiguous to its campus. The proposed use of the property is to house the approved Business Resource Center. The property has 14,922 square feet of gross building area and is situated on a 2.55 acre site.

Background

UVU was awarded an Economic Development Agency (EDA) Grant of \$2.65 million to build a Small Business Development Center (SBRC). Since that time, due to the economy, a Saturn automobile dealership has vacated their building and property just south of the UVU campus at 1260 South Sandhill Road. The property and building are in a highly desirable location for the SBRC for the following reasons:

- It will provide more square footage than the previously proposed building.
- It is contiguous to the existing campus.
- It is located less than ¼ of a mile from the 12<sup>th</sup> South I-15 interchange, providing convenient access to University Parkway for clients, mentors, and students coming from either the north or south.
- It is located centrally in the county so that business owners from any city can easily access the facility as a “one-stop-shop” for business mentoring services and incubator participation.
- The site has ample parking to accommodate the center’s needs.

UVU is requesting Board of Regents approval to use the aforementioned EDA Grant of \$2.65 million to purchase this property and to remodel the facility for the SBRC. This purchase is subject to approval by the Economic Development Agency Investment Committee.

The property was appraised at \$2,470,000 on November 19, 2009 by Nielsen & Company, MAI, a copy of which appraisal is attached.

Commissioner's Recommendation

The Commissioner recommends approval of the property purchase and renovation request, the purchase price of \$2.1M to be covered utilizing UVU's EDA Grant funds, and subject to approval by the Economic Development Agency Investment committee.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments



UTAH VALLEY UNIVERSITY

VICE PRESIDENT *for* ADMINISTRATION & LEGISLATIVE AFFAIRS

December 1, 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,

I request approval to purchase the former Saturn dealership for \$2.1 million and be placed on the Dec 11 Board of Regents Agenda. The building is located at 1260 South Sandhill Road in Orem Utah across the street from the University. This building would be used by the Business Resource Center and would be purchased with federal grant money which has been allocated for this purpose. The purchase of this building still needs to be approved by the Economic Development Agency Investment committee.

The property has 14,922 square feet of gross building area. The building includes 7,150 square feet of showroom/office finish and 7,772 square feet of shop space. The building improvements are situated within a 2.55 acre site. The building appraised for \$2.4 million.

The building would be remodeled to accommodate the Business Resource Center for approximately \$950,000. The Business Resource Center is designed to bring together all of the economic development entities in Utah County into a one-stop shop. This includes such agencies as the commission for the Economic Development of Orem, Economic Development Corporation of Utah, Small Business Development Center, Wayne Brown Institute, P-TAC, Utah Manufacturing Partnership, and small business incubators.

This building is uniquely situated off the 12<sup>th</sup> South Off-ramp and good access to University Parkway which provides a central location for the community to access the services located at the building. If you have any questions please feel free to contact me at (801)863-8424 or [petersva@uvu.edu](mailto:petersva@uvu.edu).

Sincerely,

Val L. Peterson  
Vice President  
Administration and Legislative Affairs

cc: Gregory Stauffer, Ralph Hardy

December 1, 2009

Mrs. Jeana Miner  
Utah Valley University  
800 West University Parkway  
Orem, UT 84058

RE: A summary appraisal on the "as is" market value of an existing automobile dealership, located at 1260 South Sandhill Road, Orem, Utah.

Dear Mrs. Miner,

At your request, I have prepared the following appraisal report on the above referenced property. The purpose of the appraisal report is to determine the "as is" market value of the property. The "as is" valuation date is November 17, 2009, which is the last date of personal inspection by the appraiser. The report will be used for determining the market value of this property for internal management purposes.

As per your request, the appraisal report has been prepared in a manner to conform to the Uniform Standards of Professional Appraisal Practice (USPAP) adopted by the Appraisal Standards of the Appraisal Foundation.

The "as is" subject property represents an automobile dealership having 14,922 square feet of gross building area. The building is of above average quality Class "C" construction and includes a build-out of 7,150 square feet (47.9%) of showroom/office finish and 7,772 square feet (52.1%) of shop space. The building improvements are situated within a 2.55 acre, or 111,078 square foot site. This equates to a building-to-land ratio of 13.4 percent. This ratio is typical of automotive service uses and it is concluded that there is no excess land. All of the measurements and build-out are based on physical inspection of the building as well as provided plans.

It should be noted that since 1995 until the store's closing in 2008, the subject was operating as a viable automotive sales and service facility. However, in the past year the automobile industry has softened dramatically with a number of facilities being ordered to close by the manufacturer with many flooring lines being terminated. At one time where there would have been a number of buyers willing to purchase the facility for similar type use, there are now few buyers. According to Moshe (949-770-7451), with National Business Brokers (a national broker of automotive dealerships), the automotive industry is extremely soft with the "going concern" associated with most dealerships having been eliminated and real estate values having declined dramatically. Therefore, an alternative use for the subject needs to be considered.

Mrs. Miner  
December 1, 2009  
Page 2

In the valuation process, the Sales Comparison and Income Capitalization Approaches to value have been expanded and reconciled into a final value estimate. Because the building is owner occupied, the valuation will pertain to the fee simple estate. Based on current marketing conditions, the estimated exposure/marketing time for the subject property is twelve months.

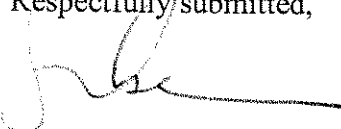
After careful consideration of the information and analysis contained within this report, I am of the opinion that the "as is" market value of the subject property, with fee simple property rights, as of November 17, 2009, is:

**\$2,470,000**

**"TWO MILLION FOUR HUNDRED SEVENTY THOUSAND DOLLARS"**

This letter of transmittal is not to be misconstrued as an appraisal report, but merely indicates the final value estimate developed in the following appraisal report. The following summary report provides supporting data, assumptions, and justifications for my final value conclusions. The appraisal is made subject to the general assumptions and limiting conditions stated at the end of the report. Please feel free to call if there are any questions.

Respectfully submitted,



Steven Nielsen, MAI

SN\lh

Utah State - Certified General Appraiser License # 5468930-CG00 (Exp. 12/31/10)
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# SMALL BUSINESS RESOURCE CENTER

## **Issue:**

The purchase and remodel of the Saturn Building to house the Business Resource Center at Utah Valley University needs UVU Board of Trustee Approval.

## **Background:**

Administration is proposing the awarded EDA grant to construct a building for the UVU Small Business Resource Center (SBRC) be revised to purchase and remodel a building for the SBRC. Due to the economy, a Saturn auto-dealership vacated their building just south of UVU's campus at 1260 South Sandhill Road in Orem, Utah. The building is being sold for \$2,100,000, which is a good opportunity for the size and location for the Small Business Resource Center. All parties involved believe that this is a highly desirable location for the SBRC because:

- After the remodel, there will be more square footage available (18,000 square feet) than the previously proposed building
- The site is located just south across the street from the UVU campus
- The site is located less than a ¼ of a mile from a major Interstate 15 exchange giving convenient access to clients, mentors, and students coming from either the north or south
- Located centrally in the county so that business owners from any city can easily access the facility as a "one stop shop" for business mentoring services or incubator participation
- The site has ample parking

The project site will be used as a combined business incubator and small business resource center. It is designed as a one-stop shop for entrepreneurs and expanding business clients. The SBRC concept has been approved on a statewide basis with three of these centers scattered around the state and sponsored by local higher education institutions. UVU is the recipient of this SBRC in the Mountainland region.

As the region attempts to meet the state's mandate for what the SBRC ought to be and what EDA expects from an incubator facility, the economic development council find it critical to incorporate the needs of both EDA and the State of Utah in the design of this one facility rather than attempting to keep the incubator building separate from the small business resource center. By combining these two purposes, the council feels the SBRC can best serve the needs of client businesses by being in close proximity to the service agencies they need and, at the same time, the region enjoys the cost benefit of constructing and managing the combined operation at one facility rather than two separate locations.

Providers that will office at the SBRC:

- Utah Science Technology and Research
- Mountainland Applied Technology College
- Small Business Development Center
- Commission for Economic Development in Orem
- SCORE
- Manufacturing Extension Partnership
- Procurement Technical Assistance Centers
- Technology Transfer Office, Brigham Young University
- Utah Valley University
- Economic Development Corporation of Utah

**Recommendation:** The UVU Administration recommends that the Board of Trustees authorize the purchase of the former Saturn Building for \$2.1 million with funds awarded from a Economic Development Agency Grant of \$2.65 million and the use of the remainder of the EDA grants funds and institutional match to be used to remodel the facility for the BRC. This purchase is subject to approval of the Board of Regents and approval of the EDA Investment Committee.





Saturn of Orem

WE'VE MOVED TO  
SOUTH OF SALT LAKE  
888-324-6762  
888-385-5829

984 LKT





W. Saturn of Utah

WE'VE MOVED TO  
SOUTH OF SALT LAKE  
800-324-0762  
800-385-0829

984 LKT



December 11, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

Weber State University is requesting approval to purchase a private residence that is contiguous to its Ogden Campus. The property is located at 1351 Country Hills Drive and abuts the University's newly constructed softball field. Acquisition of this property will increase the University's frontage on Country Hills Drive and will facilitate a more direct connection between the University's main campus and the Dee Event Center/softball field complex.

The purchase price is \$158,000 which is the appraised value established in October of 2009 by George Lifferth, an MAI licensed appraiser.

Commissioner's Recommendation

The Commissioner recommends approval of this Consent Calendar item.

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments



WEBER STATE UNIVERSITY

OFFICE OF THE VICE PRESIDENT  
ADMINISTRATIVE SERVICES

November 16, 2009

Dr. Greg Stauffer  
Associate Commissioner for Finance & Facilities  
Utah System of Higher Education  
Board of Regents Building  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Dr. Stauffer,

Weber State University seeks Regent approval to purchase a private residence contiguous to its Ogden Campus for the appraised value of \$158,000. The property is located at 1351 Country Hills Drive and abuts the university's newly constructed softball field. The property location is particularly desirous from a campus development standpoint in that it increases the University's frontage on Country Hills Drive and it facilitates a more direct connection between the university's main campus with its Dee Event Center/softball field complex. George Lifferth, a MAI licensed appraiser, completed the appraisal on behalf of the university in October 2009.

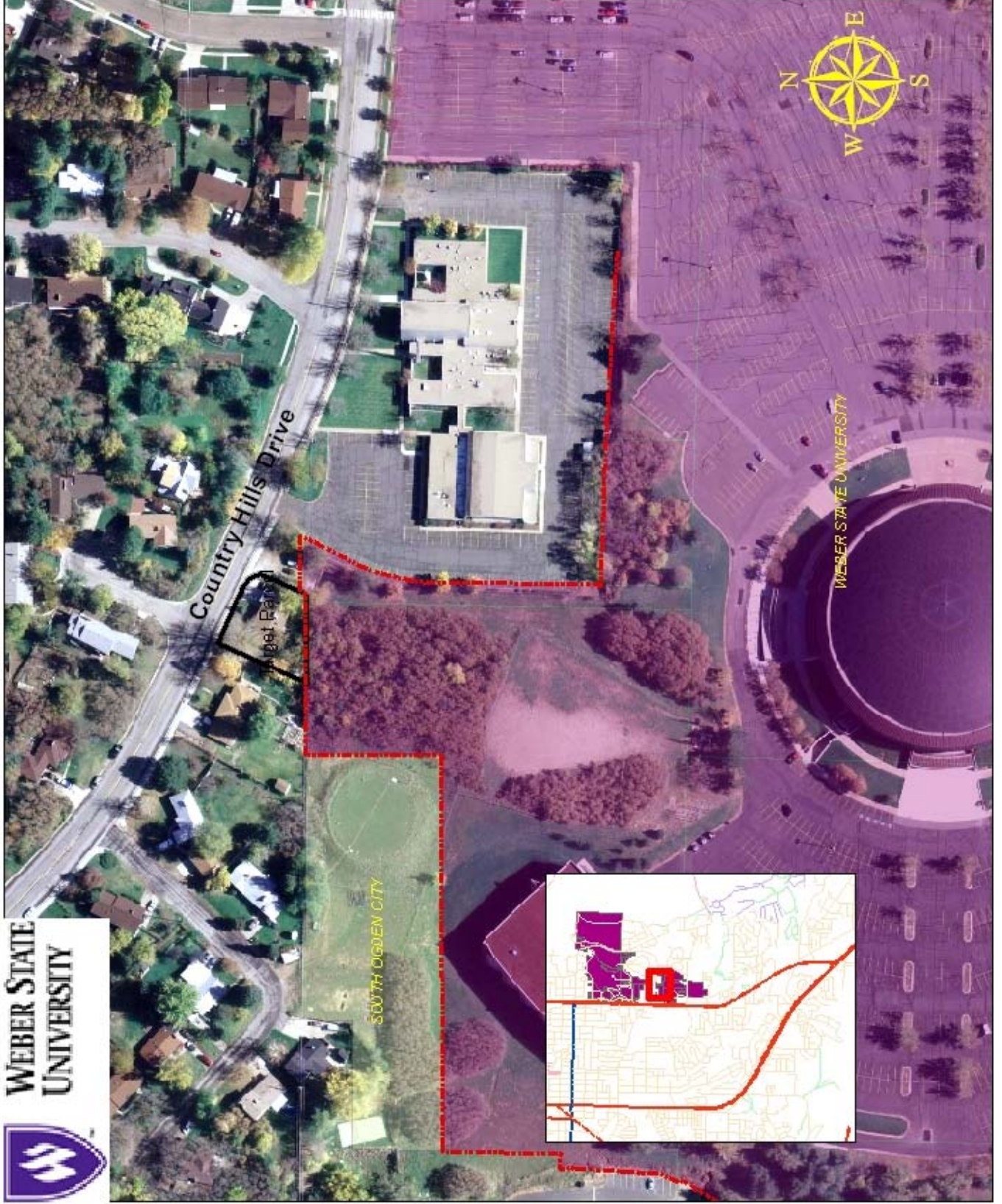
Attached is a map locating the property and its adjacencies to the WSU Ogden campus. Please place this item on the December 11th action agenda of the Board of Regents.

Sincerely,

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

Dr. Norm Tarbox  
Vice President for Administrative Services

attach





## 1351 Country Hills Drive



December 11, 2009

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Committee Expectations, Structure, Priorities and Agenda

Issue

To clarify the expectations, structure, priorities and agenda for the Community/Government Relations and Planning Committee.

Background

The Strategic Planning Committee has been reorganized as of the October 16, 2009 Board meeting. The committee's name was changed to the Community/Government Relations and Planning Committee and Regent John (Jack) Zenger was appointed Chair of the committee. Regent Meghan Holbrook was appointed Vice Chair for Government Relations, and Regent Robert (Bob) Marquardt was appointed Vice Chair for Community Relations and Economic Development. Additional Regents committee members include Bonnie Jean Beesley, Carol Murphy and Marlon Snow. OCHE lead staff supports to the Committee are Associate Commissioner Dave Buhler and Associate Commissioner Cameron Martin.

Given the reorganization of the Committee, Committee Chair Zenger wants to have an open discussion regarding the Committee members' expectations, the structure and coordination of the Committee with USHE institutions, the issues and priorities for the Committee to address in the short- and long-term, and the draft 2010 Committee agenda items.

Commissioner's Recommendation

Information item; no action required.

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William A. Sederburg  
Commissioner of Higher Education

WAS/JC/DB/CM



## **Community/Government Relations & Planning Committee**

### **Expectations, Structure, Priorities and Agenda**

**December 2, 2009**

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**Regents:** Jack Zenger, Chair  
Meghan Holbrook, Vice Chair, Governmental Relations  
Robert (Bob) Marquardt, Vice Chair, Community Relations & Economic Development  
Bonnie Jean Beesley  
Carol Murphy  
Marlon Snow

**OCHE Leads:** David Buhler, Associate Commissioner for Public Affairs  
Cameron Martin, Associate Commissioner for Economic Development & Planning

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#### **Expectation of Committee Members**

To improve the strategic nature and advancement of the Committee's meetings and agenda, members of the Committee are expected to come to meetings having read the necessary materials and prepared to engage in immediate and substantive discussion. The intent of this approach is to limit the time spent listening to reports and, therefore, increase time spent on discussing and taking appropriate action.

Additionally, it is expected that a written report will be provided for each Regents' meeting agenda packet updating the Board and Committee of activity pertaining to each committee member's committee assignment (government relations, community relations, and economic development). Pending the nature of a report, it may or may not be discussed in the committee meeting; however, each report will serve as a means of keeping Committee members and the Board informed of activity within Committee members' stewardship. Committee members will need to coordinate their written reports with the appropriate OCHE staff member (Associate Commissioner Dave Buhler for government and community relations and Associate Commissioner Cameron Martin for economic development).

Finally, once benchmarks for the Board's strategic goals are set, the OCHE staff will have the responsibility of updating the strategic goal dashboard report for each Board meeting agenda packet. This Committee has the responsibility for two of the three Regents' goals: Goal #1, Participation and Goal #3, Economic Development. The establishment of the Participation and Economic Development benchmarks will be developed through this Committee for Board approval.

#### **Possible Issues to be Addressed**

Committee members should come to the December 11, 2009 Board meeting prepared to share their insights regarding issues they believe the Committee should address in the short- and long-term. The following are suggested issues for the Committee to review, add to, edit or delete according to its interests and the Regents' strategic goals. It is anticipated that the issues determined by the Committee to be of greatest interest will be prioritized and assigned an appropriate timeline for action.



1. Committee name (Community/Government Relations & Planning Committee)
2. Strategic goals benchmark/dashboard report
3. Funding for strategic goal implementation strategies
4. Long-range plan for higher education in Utah
  - a. Network model
  - b. Three campus culture institutions
  - c. Community college network
  - d. Institutional satellite campuses
  - e. Growth patterns of the state by region
5. Replication of the Cluster Acceleration Partnership program at other USHE institutions
6. Public relations and communications plan
  - a. Website services
  - b. Monthly e-newsletters
7. Advocacy initiatives
  - a. Salt Lake Chamber's Education Initiative (K-16)
  - b. Friends of Utah Higher Education
  - c. Regents' engagement with local/regional organizations
8. Outreach strategic plan
9. Chief Student Services Officers (CSSO) initiatives
10. Utah Student Association (USA) initiatives

NOTE: The CSSO and USA issues will be included in this Committee's agenda because of OCHE staffing assignments and organizational structure. Associate Commissioner Cameron Martin is the OCHE lead to the CSSO. Executive Director Joseph Watkins of the USA reports to Assistant Commissioner Spencer Jenkins, who reports to Associate Commissioner Dave Buhler. Pending the issue the CSSOs or the USA are representing, some of the agenda items these two organizations bring forward may be more appropriately addressed by the Academic, CTE and Student Success Committee or the Finance, Facilities and Accountability Committee. Nonetheless, the default forum for CSSO and USA issues to be addressed by the Regents will be through this, the Community/Government Relations and Planning Committee.

## **Institutional Representation and Coordination**

Committee coordination with the institutions is essential for the Committee to be successful in advancing its strategic goals and agenda. To help ensure appropriate coordination, it will be expected that institutions will appoint the appropriate personnel to attend Committee meetings (at Board meetings or between Board meetings) and represent their respective institution's interests pertaining to the agenda and scope of the Committee. These institutional representatives have the responsibility to keep their respective institutions informed of Committee agenda and actions as well as to report back to the Committee of their institution's actions and interests pertaining to the Committee's agenda and initiatives.

## **Draft 2010 Committee Agenda Items**

The following are draft Committee agenda items for the 2010 Board meetings. Items noted as "*annual reporting cycle*" are items to be reviewed or acted upon by the Committee and Board on an annual basis during the Board meeting associated with that particular time of year. Similarly, items noted as

“biannual” will be reviewed or acted upon twice a year. As the Committee determines its priorities of issues to address, the agenda for each Committee and Board meeting will be adjusted accordingly.

1. January 15, 2010 Regents’ Meeting
  - a. Update on Roles and Authority Task Force
  - b. VSA website
  - c. Data book release (*annual reporting cycle*)
  - d. Facts At-a-Glance report (*annual reporting cycle*)
  - e. Outreach Report (*biannual report*)
    - i. Scholarship update
      1. Regents’ Scholarship
      2. New Century Scholarship
    - ii. Overall outreach endeavors and impact
      1. Utah Scholars Initiative
      2. UHEAA/UESP endeavors
  - f. Update on the Utah Data Sharing Alliance (Alliance between USOR, USHE, and DWS)
    - i. Student Longitudinal Database System (an ARRA grant)
2. April 1, 2010 Regents’ Meeting
  - a. Legislative Outcomes Report (*annual reporting cycle*)
    - i. Update to scholarship policies due to legislative action (*annual reporting cycle*)
  - b. Spring Enrollment Report (*annual reporting cycle*)
  - c. Roles and Authority Task Force Report
  - d. Update on Participation Task Force (can be pushed to June, if needed)
3. June 25, 2010 Regents’ Meeting
  - a. Outreach Report (*biannual report*)
    - i. Scholarship update
      1. Regents’ Scholarship
      2. New Century Scholarship
    - ii. Overall outreach endeavors and impact
      1. Utah Scholars Initiative
      2. UHEAA/UESP endeavors
4. August 27, 2010 Regents’ Meeting
  - a. Enrollment projections report (*annual reporting cycle*)
  - b. College Access Grant Report
5. October 29, 2010 Regents’ Meeting
  - a. Fall enrollment report (*annual reporting cycle*)
  - b. End-of-year/graduation report (*annual reporting cycle*)
  - c. End-of-cycle scholarship report (*annual reporting cycle*)
6. December 10, 2010 Regents’ Meeting (if needed)
  - a. TBD

December 2, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Stewardship Report for Community/Government Relations and Planning Committee

Issue

At the request of committee chair Jack Zenger, for each Board of Regents meeting, the Commissioner's Office will provide a report on their stewardship in the areas of Government Relations, Community Relations, and Economic Development. Attached is the first of these reports, prepared by Associate Commissioners David Buhler and Cameron Martin. The report highlights activities and accomplishments in each of these areas since the last Board meeting, and activities planned for the near future.

Commissioner's Recommendation

This is an information item, and no action is needed. Committee members are encouraged to read the report prior to the meeting, and during the Committee meeting staff will be available to respond to questions and will welcome suggestions and input.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/DB

**Stewardship Report for  
Community/Government Relations and Planning Committee  
State Board of Regents**

Prepared by Associate Commissioners David Buhler and Cameron Martin  
December 3, 2009

Committee Chair Jack Zenger has asked that the Commissioner's Office prepare a report on areas of the Committee's stewardship for each Regents' meeting, specifically, Government and Community Relations and Economic Development. These reports will focus on activities since the previous board meeting and planned future activities. It is intended that committee members will read these reports prior to the board meeting; during the committee's time, questions, if any, may be asked of the staff, as well as feedback and suggestions provided. This is the first of these reports.

**Government Relations**

Since the October Board meeting the Commissioner, presidents and their staffs are preparing for the 2010 session of the State Legislature, communicating the priorities adopted by the Regents at their October meeting. Some of these activities are summarized below:

- **Special meeting of the Board of Regents.**

Near the conclusion of the October Board meeting, Regent Karras made some suggestions regarding advocacy, which resulted in Chair Pitcher calling a special meeting on November 13. At the meeting, Regents heard from presidents, students and a business leader representing the Salt Lake Chamber of Commerce, regarding the situation faced by Utah Higher Education as a result of the state's budget situation. The meeting was well attended and covered by the news media, and the Board adopted a policy statement which was also mailed to every member of the State Legislature and shared widely within the higher education community.

- **Legislative Lunches and Breakfasts.**

The Commissioner, Regents, and Presidents have held lunch or breakfast meetings with legislators around the state, to share Higher Education priorities in anticipation of the 2010 legislative session. Meetings have been held or will be held as follows:

- November 4, in Logan (Utah State University)
- November 12, in Salt Lake City (University of Utah and Salt Lake Community College)
- November 30, in St. George (Southern Utah University and Dixie State College)
- December 7, in Orem (Utah Valley University, Snow College, and College of Eastern Utah)
- December 17, in Ogden (Weber State University)

- **Meetings and Conversations with Governor Herbert.** Commissioner Sederburg, Chair Jed Pitcher, and Vice Chair Bonnie Jean Beesley met on November 16 with Governor Herbert, and the Commissioner and Associate Commissioner Buhler have had subsequent conversations with the Governor and key members of his staff regarding his upcoming budget recommendations.
- **Preparation of Legislation.** Associate Commissioner Buhler is working with Senator John Valentine on a bill to revise requirements for the New Century and Regents' Scholarship programs to increase their sustainability, and appeared with Senator Valentine before the Education Interim Committee in November. He is also working with legislative staff in preparing legislation to implement the USU/CEU affiliation, and, along with UESP Director Lynne Ward, on housekeeping amendments to the UESP statute.

### **Community Relations**

Community Relations efforts are proceeding along two main fronts—the Friends of Utah Higher Education, chaired by Regent Bob Marquardt, and the education initiative of the Salt Lake Chamber of Commerce. These are summarized below:

- **Friends of Utah Higher Education.** Business leaders are being organized to meet with key state leaders in preparation for the 2010 legislative session, to stress the importance of higher education to Utah's economy. For instance, meetings are scheduled in December with Governor Gary Herbert and Speaker David Clark.
- **Chamber of Commerce Education Initiative.** The Utah System of Higher Education and the State Office of Education have joined in a unique private/public partnership with the Salt Lake Chamber, to review policies related to the future of education in Utah and the importance of a well-educated populous to the state's economy. The effort is being led by business leader Mark Bouchard, and comprised of several prominent business leaders including Regents David Jordan and Bob Marquardt. Commissioner Sederburg and State Superintendent Larry Shumway are ex-officio members. The committee held its first meeting on November 11, and agreed that the immediate need is to stress that the full cuts targeted for both Public and Higher Education should not be implemented, and that the one-time money infused into education budgets from the federal stimulus must be replaced.

### **Economic Development**

The Cluster Acceleration Partnership (CAP) pilot initiatives continue to make progress in enhancing the connectivity of three industry clusters—aerospace, digital media, and energy—with the expertise and resources of the Utah System of Higher Education. An update regarding the three pilot programs is summarized below:

- Aerospace and Defense (Convening Institution: Weber State University)
  - Completed fourth Strategy Committee work-session with strong representation from major industry companies in Utah
  - Reviewed and revised final acceleration strategies for the industry
  - Prioritized strategies for implementation
  - Agreed on the formation of an industry forum that will enable the industry to more effectively communicate staffing and skill set needs
  - Finalizing work force data and projected demand
  - Final report to be reviewed by Strategy Committee
- Digital Media (Convening Institution: Utah Valley University)
  - Conducted third Business Leader Strategy Committee work session as part of the stewardship audit pre-phase; some 30 leaders attended
  - Determined key Business Engagement strategies that focus on work force development, industry expansion and acceleration
  - Formulating final strategies for review and consideration of a broader Committee
- Energy (Convening Institution: Salt Lake Community College)
  - Conducted second strategy work session with Steering Committee on November 18; some 20 leaders attended
  - Industry focus group identified drivers within the energy cluster; identified which drivers Utah can influence or best leverage growth opportunities
  - Continue to identify key issues addressing the acceleration of the industry, immediate opportunities and constraints that will affect growth
  - Project team is continuing to analyze the industry, conducting market research and assessment of Utah's position in the overall energy market
  - Exploring a partnership with the Utah Technology Council and its “clean technology” acceleration initiative
  - Third session of the Steering Committee to be held December 11

December 11, 2009

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Strategic Goals Update

Issue

To identify measurable points of influence for the USHE to positively impact and attain the three strategic goals of the Board of Regents: 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 program; and 3) to substantially enhance and sustain Utah's colleges and universities as engines of economic development. Additionally, we need to establish benchmarks for a dashboard report that measures the progress made in attaining these three strategic goals. The dashboard report is to be updated and reported as part of each Board of Regents' meeting agenda packet.

Background

Discovery work continues on identifying measurable points of influence for the USHE to positively impact and attain the three strategic goals of the Board of Regents regarding participation, completion, and economic development. The OCHE staff is meeting with key constituents and conducting research of best practices to identify meaningful and measurable benchmarks for the three strategic goals. These benchmarks will be reported as part of a dashboard report and updated for each Board of Regents' meeting agenda packet. It is anticipated that proposed benchmarks will be submitted for the Board's review by spring of 2010.

Commissioner's Recommendation

Information item; no action required.

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William A. Sederburg  
Commissioner of Higher Education

WAS/JC/DB/CM

December 3, 2009

MEMORANDUM

TO: State Board of Regents

From: William A. Sederburg

Re: Utah State University -College of Eastern Utah

Background (taken from October Board Meeting)

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.

Current Status

Following the October meeting, the Executive Committee (Dr. Duckworth, President King, President Albrecht and Commissioner Sederburg) drafted a five-page Memorandum of Understanding. It was presented to various committees and individuals on each campus. Numerous changes were made. The Regents' Task Force reviewed the draft on November 11, 2009. It was determined by the Task Force that it was ready for public review.



On December 7, public hearings will be (this is written on December 3) conducted in Blanding and Price by the Regents' Task Force. The draft you have before you is reflective of the feedback received at the public hearing and any last-minute changes made by the Task Force. A summary report of the Memorandum of Understanding will be provided independently of this document, based on the final outcome of the hearings.

Recommendation:

The Commissioner recommends that the Board of Regents carefully review the Memorandum of Understanding and approve it as the basis for drafting legislation for the 2010 Legislative Session. I further recommend that our staff be directed to find appropriate legislative sponsors, gain the support of the Governor, and generally advocate for passage of the legislation, assuming the legislative draft is consistent with the Memorandum of Understanding.

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William A. Sederburg, Commissioner

WAS:jc  
Attachment

December 3, 2009

MEMORANDUM

To: State Board of Regents

From: William A. Sederburg

Subject: Education Development Corporation of Utah Presentation

Mr. Jeff Edwards, President and CEO of the Economic Development Corporation of Utah (EDCUtah), will provide the Board of Regents an update on the activities of EDCUtah, including its mission, organizational structure, and role in bolstering economic initiatives for the State of Utah. Specifically, Mr. Edwards will provide insights into how the Utah System of Higher Education and its institutions can connect to, assist with, and help sustain the State of Utah's economic development initiatives and interests.

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William A. Sederburg, Commissioner

WAS/CAM:jc

December 10, 2009

MEMORANDUM

To: State Board of Regents  
From: William A. Sederburg  
Subject: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

A. Minutes

1. Minutes of the Regular Board Meeting held October 16, 2009 at the Regents' Offices in Salt Lake City, Utah
2. Minutes of the Special Board Meeting held November 13, 2009 at the Regents' Offices in Salt Lake City, Utah

B. Grant Proposals

1. University of Utah – Education Institute of Education Sciences; “Kinder Vocabulary Intervention”; \$1,076,712. Marcia Davidson, Principal Investigator.
2. University of Utah – Department of Energy/National Energy Technology Laboratory; “Site Char Geo Formations CO2”; \$4,900,000. Brian James McPherson, Principal Investigator.
3. University of Utah – U.S. Department of Energy; “Strategic Center for Oil and Gas”; \$2,587,714. Philip J. Smith, Principal Investigator.
4. University of Utah – National Science Foundation; “Animation of Deformable Bodies”; \$1,179,621. Adam Wade Bargteil, Principal Investigator.
5. University of Utah – U.S. Department of Energy; “Thermal Diodes”; \$3,999,138. Sivaraman Guruswamy, Principal Investigator.
6. University of Utah – U.S. Department of Energy; “Wave Energy Harvesting”; \$2,828,943. Sivaraman Guruswamy, Principal Investigator.

7. University of Utah – National Institutes of Health; "NIH R01 Imaging"; \$1,992,625. Amy M. Barrios, Principal Investigator.
8. University of Utah – National Science Foundation; "Inga International"; \$5,473,163. Thomas A. Kursar, Principal Investigator.
9. University of Utah – National Science Foundation; "Igert in Math Biology"; \$3,197,810. Frederick R. Adler, Principal Investigator.
10. University of Utah – National Institutes of Health; "Discovery-Based Studies"; \$1,113,600. Matthew Sigman, Principal Investigator.
11. University of Utah – U.S. Department of Energy/Office of Basic Energy Sciences; "Gerton - DOE Early Career"; \$1,082,517. Jordan Gerton, Principal Investigator.
12. University of Utah – NASA/Science Mission Directorate; "Extreme Dust Affects Snowmelt"; \$1,559,122. Thomas H. Painter, Principal Investigator.
13. University of Utah – National Institutes of Health; "Received Social Support"; \$1,128,750. Bert Uchino, Principal Investigator.
14. University of Utah – U.S. Department of Education; SRITP;" \$1,017,356. Lawrence Liese, Principal Investigator.
15. University of Utah – National Institutes of Health; "Dev Complement Mod Therapy"; \$5,929,122. Randall J. Olson, Principal Investigator.
16. University of Utah – National Institutes of Health; "GAL4 Enhancer Trap Screen"; \$1,868,750. Chi-Bin Chien, Principal Investigator.
17. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; "Metals in Medicine"; \$1,868,750. Vicente Planelles, Principal Investigator.
18. University of Utah – National Institutes of Health/National Institute of Diabetes and Digestive and Kidney Diseases; "Diabetes-GB"; \$1,843,046. Steven C. Hunt, Principal Investigator.
19. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; "Role of the ANS During Fast VT"; \$1,606,875. Mohamed Hussein Hamdan, Principal Investigator.

20. University of Utah – National Institutes of Health; “Stable Isotopes in Hair”; \$1,496,250. Carol Sweeney, Principal Investigator.
21. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; “Training Program in Microbial”; \$1,393,625. Janis J. Weis, Principal Investigator.
22. University of Utah – National Institutes of Health; “CIBC”; \$6,697,403. Christopher R. Johnson, Principal Investigator.
23. University of Utah – Office of Naval Research; “Scalable Framework”; \$2,207,798. Claudio T. Silva, Principal Investigator.
24. University of Utah – U.S. Department of Defense; “B-CBT”; \$1,967,035. M. David Rudd, Principal Investigator.
25. University of Utah – National Science Foundation; “Cardiac Electrical Behavior”; \$1,467,869. Robert Kirby, Principal Investigator.
26. University of Utah – National Institutes of Health/National Institute on Deafness and Other Communicable Disorders; “Language Development”; \$1,137,021. Sean Redmond, Principal Investigator.
27. University of Utah – U.S. Geological Survey; “Regional/Urban Seis Monitoring”; \$4,006,289. Walter Joseph Arabasz, Principal Investigator.
28. University of Utah – U.S. Department of Labor; “UHCTC”; \$4,971,830. Julie Elaine Johnson, Principal Investigator.
29. University of Utah – National Institutes of Health; “Oncogenesis of Breast Cancer”; \$1,881,250. Andrea H. Bild, Principal Investigator.
30. University of Utah – National Institutes of Health; “Functional Polymersome”; \$1,881,250. You Han Bae, Principal Investigator.
31. University of Utah – National Institutes of Health/National Cancer Institute; “Simultaneous Targeting of P53”; \$1,876,250. Carol Lim, Principal Investigator.
32. University of Utah – National Institutes of Health; “In Vivo Synaptic Function”; \$2,500,000. Andres Villu Maricq, Principal Investigator.
33. University of Utah – Howard Hughes Medical Institute; “HHMI”; \$2,168,830. David P. Goldenberg, Principal Investigator.

34. University of Utah – National Institutes of Health/National Institute on Aging; "ELCS Baby Boomer"; \$2,755,721. Ken R. Smith, Principal Investigator.
35. University of Utah – National Institutes of Health/National Cancer Institute; "A Zebrafish Screen for Neoplas"; \$1,881,250. Nikolaus S. Trede, Principal Investigator.
36. University of Utah – National Institutes of Health/National Cancer Institute; "FAS Death Pathway"; \$1,204,000. R. Lor Randall, Principal Investigator.
37. University of Utah – DHHS Program Support Center; "PABI Plan"; \$11,692,174. Kimberly Dawn Statler, Principal Investigator.
38. University of Utah – National Institutes of Health; "Nitrated Fatty Acid and BP;" \$7,382,000. Tianxin Yang, Principal Investigator.
39. University of Utah – National Institutes of Health; "Benotype-Phenotype"; \$3,326,982. David G. Grenache, Principal Investigator.
40. University of Utah – National Institutes of Health; "Development of a Statewide MPI;" \$2,814,078. Scott P. Narus, Principal Investigator.
41. University of Utah – National Institutes of Health/National Institute of General Medical Science; "Mitochondrial Proteome"; \$2,655,040. Jared P. Rutter, Principal Investigator.
42. University of Utah – National Institutes of Health/National Institutes of Biomedical Imaging and Bioengineering; "Breast Gradients"; \$2,578,741. Dennis L. Parker, Principal Investigator.
43. University of Utah – National Institutes of Health; "Zebrafish Facility Expansion"; \$2,300,874.
44. University of Utah – National Institutes of Health/National Cancer Institute; "Microna in Lung Cancer"; \$1,887,500. Li Wang, Principal Investigator.
45. University of Utah – National Institutes of Health; "Microglia in Experimental Glau"; \$1,868,750. Monica L. Vetter, Principal Investigator.
46. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; "Role of SNAI3"; \$1,868,750. John H. Weis, PI.
43. University of Utah – National Institutes of Health; "Nanoparticle-Chelators for AD"; \$1,755,000. Gang Liu, Principal Investigator.

44. University of Utah – National Institutes of Health/National Human Genome Research Institute; “Human Population Genomics”; \$1,730,966. Lynn B. Jorde, Principal Investigator.
45. University of Utah – National Institutes of Health/National Institutes of Biomedical Imaging and Bioengineering; “Spinal Cord in MS”; \$1,493,025. Eun-Kee Jeong, Principal Investigator.
46. University of Utah – National Institutes of Health/National Library of Medicine; “Automated Pictograph Enhance”; \$1,314,944. Qing Zeng, Principal Investigator.
47. University of Utah – University of Massachusetts; “Innate Immunity and HSV”; \$1,106,202. John D. Kriesel, Principal Investigator.
48. University of Utah – National Institutes of Health/National Institute on Deafness and Other Communication Disorders; “Bioreactors for Tissues”; \$1,398,416.
49. Utah State University – Utah Office of Education; “EBLS Charter School Fund”; \$1,607,022. Mark Ellis Peterson, Principal Investigator.
50. Utah State University – Institute of Education Sciences; “Trial-Based Functional Analysis and Treatment of Problem Behavior”; \$1,531,160. Sarah Bloom, Principal Investigator; Andrew Samaha, Co-Principal Investigator.
51. Utah State University – U.S. Department of Energy; “Multifunctional Solar Energy Systems”; \$1,666,333. Jeff Muhs, Principal Investigator; Byard D. Wood and Lance C. Seefeldt, Co-Principal Investigators.
52. Utah State University – Utah Department of Workforce Services; “Food Sense Nutrition Education Program FY2010;” \$1,947,998. Heidi Reese LeBlanc, Principal Investigator; Meagan Latimer and Shawn Hansen, Co-Principal Investigators.
53. Utah State University – National Institutes of Health; “Genetic Factors of Memory and Cognitive Decline in the Elderly”; \$7,171,032. Christopher D. Corcoran, Principal Investigator; Joann T. Tschanz and Ronald G. Munger, Co-Principal Investigators.
54. Utah State University – National Institutes of Health; “ARRA: Construction of a Translational Research Facility at Utah State University”; \$9,912,095. Raymond T. Coward, Principal Investigator; Karl R. White and Ron Gillam, Co-Principal Investigators.
55. Utah State University – National Science Foundation; “Career: Structural Studies of SKI2-Like RNA Helicases”; \$1,199,256. Sean Johnson, Principal Investigator.

56. Utah State University – U.S. Department of Energy; “ARRA: The Snake River Geothermal Drilling Project: Innovative Approaches to Geothermal Exploration”; \$4,930,082. John W. Shervais, Principal Investigator.
57. Utah State University – U.S. Department of Education; “To Operate a Regional Resource Center Region No. 5”; \$6,500,000. John D. Copenhaver, Principal Investigator.
58. Utah State University – U.S. Department of Agriculture; “Ecological Studies of Algae and Symbiotic Bacteria for Enhanced Biofuel Feestock”; \$3,331,285.90. Brett M. Barney, Principal Investigator; Lance C. Seefeldt, Byard D. Wood, and Ronald C. Sims, Co-Principal Investigators.
59. Utah State University – Ceramtec Medical; “Bioweapon Potential”; \$2,799,912. Aaron L. Olsen, Principal Investigator.
60. Utah State University – National Science Foundation; “Learning Mathematics”; \$12,274,913. Richard Cutler, Principal Investigator; Eric Rowley, Co-Principal Investigators.
61. Utah State University - Utah Department of Health; “Up to 3 Early Intervention”; \$1,073,270. Susan E. Thain Olsen, Principal Investigator; Marla Nef, Co-Principal Investigator.
62. Utah State University – U.S. Agency for International Development (USAID); “Asset Based Development in Bolivia”; \$1,992,899.02. Joanne Pamela Hall Bentley, Principal Investigator; Mark D. Thomas, Randy T. Simmons, and Bonnie Glass-Coffin, Co-Principal Investigators.
63. Utah State University – Southern Research Institute; “Discovery for Influenza”; \$1,157,137. John D. Morrey, Principal Investigator; Dale Barnard, E. Bart Tarbet, and Donald F. Smee, Co-Principal Investigators.
64. Utah State University – U.S. Department of Health and Human Services; “Building Capacity to Serve Northern Utah’s Poverty Populations”; \$1,200,000. Steven E. Daniels, Principal Investigator; Paula Scott, Ann Christine House, Teresa C. Hunsaker, and Dean Miner, Co-Principal Investigators.
65. Utah State University – National Science Foundation; “Bread a- Management”; \$1,172,391. Anne J. Anderson, Principal Investigator; David Jay Hole, Co-Principal Investigator.
66. Utah State University – National Energy Technology Laboratory; “National Sustainable Bio-Algae Consortia”; \$9,300,000. Ronald C. Sims, Principal Investigator; Lance C. Seefeldt, Jeff Muhs and Byard D. Wood, Co-Principal Investigators.



67. Utah State University – National Institutes of Health; “ARRA: Enhancement of Vivarium”; \$4,664,868. Ned Weinshenker, Principal Investigator.
68. Utah State University – Marquette University; “Tramp”; \$1,177,049, Sean Johnson, Principal Investigator.
69. Utah State University – New Mexico Department of Education; “Cost-Effective Analysis of the New Mexico K-3 Plus Program”; \$2,060,167. Linda D. Goetze, Principal Investigator.
70. Utah State University – National Institutes of Health; “Novel Green Antimicrobials Against Food and Water Pathogens”; \$1,400,000. Cheng-Wei Tom Chang, Principal Investigator.
71. Utah State University – Howard Hughes Medical Institute; “USU Rise Program”; \$2,199,167. Darryl B. DeWald, Principal Investigator; Gregory J. Podgorski, Co-Principal Investigator.
72. Utah State University – National Institutes of Health; “Reactions of Proteins with Free Radicals”; \$1,374,787. Stephen I. Scheiner, Principal Investigator.
73. Utah State University – Institute of Education Sciences; “An Online Tool”; \$1,171,449. Margaret M. Lubke, Principal Investigator; R. Brad Althouse, Co-Principal Investigator.
74. Utah State University – Institute of Education Sciences; “Development of a Tele-Interventional Model”; \$1,499,647. Karl R. White, Principal Investigator; Linda D. Goetze, Karen Munoz, and Diane D. Behl, Co-Principal Investigators.
75. Utah State University — National Science Foundation; “Engaging Virtual Environments”; \$1,997,797. Yanghee Kim, Principal Investigator.
76. Utah State University – National Institutes of Health; “Particulate Air Pollution and Markers of Disease: A Transitional Study”; \$1,777,000. Roger A. Coulombe, Principal Investigator; John R. Stevens, James W. Davis, and Randal S. Martin, Co-Principal Investigators.
77. Utah State University – Shoshone-Bannock Tribes; “Limnological Monitoring of Sockeye Recovery”; \$1,086,487. Michelle A. Baker, Principal Investigator.
78. Utah Valley University – National Science Foundation; “Robert Noyce Teacher Scholarships”; \$861,437
79. Utah Valley University – National Science Foundation; “STEM Talent Search Program”; \$868,427. Jim Price, Principal Investigator.

80. Utah Valley University – U.S. Department of Education; “Child Care Access Mans Parents in School”; \$691,944.

C. Grant Awards

1. University of Utah – U.S. Department of Energy; “Geothermal Raft River”; \$2,741,851. Joseph N. Moore, Principal Investigator.
2. University of Utah — U.S. Department of Energy; “Case Ufuels”; \$1,984,204. Philip J. Smith, Principal Investigator.
3. University of Utah – U.S. Department of Energy; “Clean and Secure Energy from Coal;” \$1,984,204. Philip J. Smith, Principal Investigator.
4. University of Utah – National Institutes of Health/National Institute on Deafness and Other Communication Disorders”; \$1,046,071. Ingo Titze, Principal Investigator.
5. University of Utah – National Institutes of Health/National Institute of General Medical Science; “HIV/Host Interactions”; \$3,640,154. Wesley I. Sundquist, Principal Investigator.
6. University of Utah – National Institutes of Health/National Eye Institute; “Dev Complement Mod Therapy”; \$2,979,061. Greg Hageman, Principal Investigator.
7. University of Utah – National Institutes of Health/National Center for Research Resources; “University of Utah CTSA”; \$1,981,881. Donald McClain, Principal Investigator.
8. University of Utah – Health Resources and Services Administration; “EMSC CDMCC”; \$1,500,000. J. Michael Dean, Principal Investigator.
9. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development”; “EAGR Trial”; \$1,221,462. Robert M. Silver, Principal Investigator.
10. University of Utah – National Institutes of Health/National Cancer Institute; “JSK- and Leukemia”; \$1,063,969. Paul J. Shami, Principal Investigator.
11. University of Utah – U.S. Department of Defense; “B-CBT”; \$1,967,035. M. David Rudd; Principal Investigator.
12. University of Utah – National Institutes of Health/National Institute of General Medical Science; “Conus Peptides and Their Receptor Targets”; \$1,769,892. Baldomero M. Olivera, Principal Investigator.

13. University of Utah – National Institutes of Health/National Cancer Institute; "Surveillance, Epidemiology and End Results (SEER) Program"; \$1,100,000. Wallace Akerley, Principal Investigator.
14. University of Utah – National Institutes of Health/National Library of Medicine; "Development of a Statewide MPI"; \$1,302,194. Scott P. Narus, Principal Investigator.
15. University of Utah – National Highway Traffic Safety Administration; "MENSIS Tech Assistant Center"; \$1,200,000. Newell C. Mann, Principal Investigator.
16. Utah State University – Utah Office of Education; "EBLS Charter School Fund"; \$1,607,022. Mark Peterson, Principal Investigator; Susan McCormick, Co-Principal Investigator.
17. Utah State University – U.S. Department of Agriculture; "Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Professional Program (PDP)"; \$1,083,743. Phil Rasmussen, Principal Investigator.
18. Utah State University – U.S. Department of Agriculture; "Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal"; \$3,118,122. Phil Rasmussen, Principal Investigator.
19. Utah State University – COOP State Research Education and Extension Service (CREES); "Functional Genomics in Nature"; \$1,043,229. Kenneth White, Principal Investigator.
20. Utah State University – National Institutes of Health; "ARRA: Progression of Dementia: A Population Study"; \$1,555,325. Joann Tschanz, Principal Investigator.
21. Utah State University – Utah Department of Health; "Up to 3 Early Intervention"; \$1,073,270. Susan Olsen, Principal Investigator.
22. Utah State University – Southern Research Institute; "Discovery for Influenza"; \$1,157,137. John Morrey, Principal Investigator; Donald Smee, Justin Julander, Dale Barnard, and Bart Tarbet, Co-Principal Investigators.
23. Utah State University – U.S. Department of Energy; "Multifunctional Solar Energy Systems"; \$1,201,685. Jeff Muhs, Principal Investigator; Byard Wood and Lance Seefeldt, Co-Principal Investigators.
24. Utah State University – U.S. Department of Education; "To Operate a Regional Resource Center Region No. 5"; \$1,300,000. John Copenhaver, Principal Investigator.

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William A. Sederburg, Commissioner

WAS:jc

Attachments

STATE BOARD OF REGENTS MEETING  
REGENTS' OFFICES, SALT LAKE CITY, UTAH  
OCTOBER 16, 2009

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STATE BOARD OF REGENTS MEETING  
REGENTS' OFFICES, SALT LAKE CITY, UTAH  
OCTOBER 16, 2009

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Brent L. Brown  
Rosanita Cespedes  
Katharine B. Garff  
Meghan Holbrook  
Nolan E. Karras  
Jeffrey Kinsel  
Robert S. Marquardt  
Anthony W. Morgan  
Carol Murphy  
William H. Prows  
Teresa Theurer  
John H. Zenger

Regents Excused

France A. Davis  
Greg W. Haws  
David J. Jordan  
Marlon O. Snow

Office of the Commissioner

William A. Sederburg, Commissioner  
David L. Buhler, Associate Commissioner for Public Affairs  
Joyce Cottrell, Executive Secretary  
Carrie Beckman, Policy and Special Projects Coordinator  
Troy Caserta, Accounting Officer  
Andrea Cox, Program Specialist  
Joseph Curtin, Director of Institutional Research  
Stephanie Davis, Assistant Commissioner for Administrative Services  
David Feitz, Associate Commissioner and Executive Director, UHEAA  
Spencer Jenkins, Assistant Commissioner for Public Affairs  
Andrew Jensen, Executive Director, Utah Student Association  
Melissa Miller Kincart, Assistant Commissioner for Outreach and Access  
David Ma, Institutional Research Officer  
Cameron Martin, Associate Commissioner for Economic Development  
Darren Marshall, Manager of Audit and Financial Services  
Paul C. Morris, Assistant Commissioner for Budget and Planning  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
Paul Shupe, Institutional Research Analyst  
Greg Stauffer, Associate Commissioner for Finance and Facilities  
Lucille T. Stoddard, Associate Commissioner for Academic Affairs  
Gary S. Wixom, Assistant Commissioner for Academic Affairs  
INSTITUTIONAL REPRESENTATIVES

University of Utah

Michael K. Young, President  
Paul T. Brinkman, Associate Vice President for Budget and Planning  
Arnold B. Combe, Vice President for Administrative Services  
Gordon Crabtree, Chief Financial Officer, University of Utah Hospitals and Clinics

Utah State University

Stan L. Albrecht, President  
David Cowley, Vice President for Business and Finance  
Raymond T. Coward, Executive Vice President and Provost

Weber State University

F. Ann Millner, President  
Brad L. Mortensen, Vice President for University Advancement

Southern Utah University

Bradley J. Cook, Provost/Vice President for Academic Affairs  
Dorian G. Page, Vice President for Finance and Facilities

Snow College

Scott L. Wyatt, President  
Marvin Dodge, Vice President of Finance and Administrative Services

Dixie State College

Stephen D. Nadauld, Interim President  
Donna Dillingham-Evans, Academic Vice President

College of Eastern Utah

Mike King, Interim President

Utah Valley University

Matthew S. Holland, President  
Val Peterson, Vice President for Administration/External Affairs

Salt Lake Community College

Troy Justesen, Vice President of Workforce, Professional and Literacy Development  
Denise Anderson, Administrative Assistant to Vice President Justesen

Representatives of the Media

Wendy Leonard, *Deseret News*  
Brian Maffly, *Salt Lake Tribune*



Cleon Wall, KSL News Radio

Other Guests

Representative Kory Holdaway

Kelly Murdock, Wells Fargo

Spencer Pratt, Office of the Legislative Fiscal Analyst

Blake Wade, Ballard Spahr

Chair Pitcher called the Regents to order at 8:30 a.m. and welcomed Jeff Kinsel, the new Student Regent from SUU. **Regent Garff moved that the Regents move into closed session. Regent Morgan seconded the motion, which was adopted unanimously.** All items discussed were personnel-related.

The Regents reconvened at 9:30 a.m. in Committee of the Whole. Chair Pitcher excused Regents Jordan, Snow, Haws and Davis, all of whom were out of town. He announced that Regent Garff had been reappointed for another six-year term. Regents Holbrook and Jordan will continue to serve until they are reappointed or replaced. Chair Pitcher congratulated President Holland on his recent inaugural activities. He also recognized Dr. Brad Cook, SUU Provost, who was sitting in for President Benson, and welcomed him back into the Utah System of Higher Education.

Administration of Oath of Office

Chair Pitcher administered the Oath of Office to Jeffrey Kinsel, new Student Regent, and asked him to introduce himself. Regent Kinsel said he was a student at Southern Utah University, majoring in broadcasting and advertising. He said he was excited to see how higher education works as a system and to learn from the other Regents.

Commissioner's Report

State Issues. Commissioner Sederburg said the major state issue was the budget. Legislative leaders have suggested that the expected budget revenues have deteriorated more than expected. However, the official statement is that the state is staying with the current estimates. We are expecting a revenue shortfall of \$150 million to begin FY 2010. In addition, \$400 million of last year's shortfall was "backfilled" from one-time funds. Estimated new mandated costs total approximately \$300 million, for a total of \$850 million (with the anticipated 17 percent reduction) that will have to be cut from the budget or received from other sources, such as tax increases or the state's Rainy Day Fund. Commissioner Sederburg reported that he and a few members of his staff have been visiting each campus to review implications of present and future budget cuts. He stressed the importance of giving each president the flexibility to decide how those cuts should be made for his/her respective institution.

Commissioner Sederburg reported a significant increase in the number of cases of the H1N1 ("swine flu") during the past two weeks. Associate Commissioner Cameron Martin worked with the Student Services Vice Presidents and reported that all of the USHE campuses were being pro-active. The Commissioner welcomed Regent Kinsel, who was currently serving as the SUU Student Chief of Staff.

OCHE Issues. The Commissioner announced that a new web site (UtahFutures.org) would replace UtahMentor. This web site will be used by both K-12 and higher education. All students from grades 8 to 12 will use this site for assessments and career planning. It will also be a powerful tool for placement and recruitment. As Chair of the WEEDA Committee, Commissioner said he would meet with the committee to oversee policy issues. The Salt Lake Chamber has proposed to work with higher education leaders and key business leaders on an education advocacy initiative. This will fit well with the work of the Friends of Utah Higher Education, chaired by Regent Marquardt. Commissioner Sederburg said the USHE Presidents had agreed to help finance the initiative for three years.

"Race to the Top" is part of the ARRA stimulus package to identify four core reform areas for K-12: standards, teacher quality, assessment systems, and improving the lowest-performing schools. Higher Education was asked to provide a clear definition of college readiness.

Commissioner Sederburg asked the Associate Commissioners to report on their respective areas of the Regents' strategic goals.

Access and Participation. Associate Commissioner David Buhler referred to the 2009-2010 Student Guide, which was distributed at the meeting. Publication was funded in part by federal grant, overseen by Assistant Commissioner Melissa Miller Kincart. A Participation Task Force is being assembled to work with the institutions to develop measurable goals on participation. The Strategic Planning and Communications Committee will later receive a report on the College Access Challenge Grant regarding the number of students eligible for Pell and academic competitiveness grants. Staff is working with legislators on changes to the New Century and Regents' Scholarship legislation. Although the New Century Scholarship is a legislative program, it is administered by the Utah System of Higher Education. Because of a greater number of applicants than expected last year, combined with inadequate state appropriations, several options have been considered, including tightening eligibility requirements, increasing funding, and reducing the number of awards. The Commissioner's recommendation is to tighten the eligibility requirements, effective Fall 2010. Staff also proposed a change to current policy (R604, see Tab U) to add an application deadline.

Economic Development. Associate Commissioner Cameron Martin reported that the Cluster Acceleration Program (CAP) was a partnership between higher education, the Department of Workforce Services, and the Governor's Office of Economic Development. Weber State University is the lead institution in the area of aerospace, Utah Valley University leads on digital media, and Salt Lake Community College is leading out on energy efficiencies. President Millner reported great interest, support and faculty engagement in this effort. President Holland gave a brief update of the efforts in the field of digital media. Commissioner Sederburg is trying to ensure that the higher education institutions and the Commissioner's Office be seen as partners in the economic development of this state through interagency coordination and partnerships. A K-16

Alliance Workforce Development Initiative has been formed to ensure stronger collaboration between higher education, public education, and workforce services.

Completion and Retention (Tab A). Associate Commissioner Stoddard called the Regents' attention to Attachment 1 of Tab A, and said she had called every institution to see how many of the most effective retention and completion practices identified in the Commissioner's cover memo were being implemented in their respective schools. She was happy to report that all of our institutions use some form of those practices. Three excellent conferences have recently been held which focused on faculty, administrators and staff, respectively. Economic and financial problems are the two primary reasons students leave school. Each institution has established benchmarks for retention. Given the economic climate, the growth in enrollment, and the financial need of some students, a conservative enrollment increase is projected, using IPEDS data. She cautioned the institutions to be sure the data sent to IPEDS was completely accurate for their respective institutions. Regent Morgan requested that another column be added on future tables for retention benchmarks.

K-16 Alliance Progress Report (Tab B). Dr. Stoddard said the K-16 Alliance was one of the best partnerships the Regents could have made. She briefly reported the progress of each of the Alliance's committees (See Tab B). Assistant Commissioner Stoddard referred to Attachment 2 of Tab B and reported the recommendations of the Governor's Blue Ribbon Assessment Committee. One recommendation was to eliminate the UBSCT and replace it with the ACT exam in the 11<sup>th</sup> grade, with assessment in the 8<sup>th</sup> and 10<sup>th</sup> grades via Accuplacer. This has been approved by consultants. The committee also wanted to make sure developmental/remedial education is taken care of in the public education system. Their goal is to have each USHE institution work with the school district(s) in its respective area.

Policy Workshop Summaries, CAO Position Papers, and Academic Research Reports (Tab C). Dr. Stoddard distributed a bound copy of the CAO reports to each of the Regents and Presidents and pointed out they resulted from the Regents' planning meeting at Dixie State College. Associate Commissioner Stoddard remarked that one of the papers had laid the groundwork for the formation of the K-16 Alliance. A committee was scheduled to meet later in the month to discuss minorities and disadvantaged students. Regent France Davis, Regent Rosanita Cespedes, and Dr. Pam Perlich will be involved. Dr. Stoddard pointed out that the annual State Report Cards had given Utah an "F" in advising minorities for the past two years. She encouraged the Regents to read the papers and study the information carefully, including the research provided by Dr. Jorie Colbert.

Regent Cespedes noted each institution had a different program to address minority needs and issues. It was felt that each institution's program should include a mid- to high-level administrator who is responsible for and who monitors the effectiveness of those programs.

Retirement. Associate Commissioner Stoddard announced that she had submitted her resignation, effective 12/31/09, and would retire for the third (and final) time. She expressed her appreciation for being able to work with the Regents and said she was very happy to have worked in the system office as well as at the institutional level. She told the Regents she had great respect for their professionalism and sophistication. This position was a perfect "capstone" for her long academic career. She also expressed her appreciation to the

Academic Affairs staff and to the Commissioner and his staff. She quoted the Dalai Lama who said teaching is a holy experience and agreed that working in higher education was truly a holy experience. Chair Pitcher thanked Dr. Stoddard for a job very well done. On behalf of the entire Utah System of Higher Education, Commissioner Sederburg thanked her for her invaluable contributions to higher education.

#### Report on 2009 Utah Public Opinion Survey

Associate Commissioner Buhler referred to Tab D and reported on the recent survey of public opinion. He reviewed some of the highlights of the survey and stated it would be hosted on the Regents' web site. He made note that 100 adults who identified as Hispanic were included in the survey group, in an effort to get more reliable data from that demographic. Not surprisingly, the economy was identified as the most important issue facing Utah; of all other issues, education led by an impressive margin. When asked to make "either/or" choices regarding state appropriations, most respondents said they would rather have more funding go toward education than prisons, roads, or health care. Nearly everyone (99 percent) indicated a college education was important for them and their families, yet in 2007 just over half of Utah's high school graduates enrolled in a college or university immediately following their graduation. Most respondents indicated they thought higher education was accessible to all Utahns; however, 51 percent of the Hispanics believed it was not accessible. Interestingly, 75 percent of those surveyed felt high schools should have the same graduation standards for the college-bound as for those going right into the workforce.

Regent Marquardt commented that legislators do not necessarily support these conclusions. Regent Cespedes agreed that income was largely a factor in Hispanics' academic choices. There are other barriers, too.

#### Community College Task Force

SLCC Vice President Troy Justesen extended the greetings of President Bioteau and requested the Regents' input and suggestions on the direction the task force was going. The task force was charged to determine the key challenges facing the system and recommend to the Regents options to ensure that the crises of access and affordability at Utah's community college functions be addressed for future generations. Dr. Justesen pointed out community colleges are the largest point of access for students, regardless of their educational ability or their financial circumstances. He said a final recommendation would be presented at the next Board meeting.

Dr. Justesen commented on the trend toward community colleges evolving into regional colleges and/or universities, the recent UCAT reorganization with the merger of SLCC and the Salt Lake ATC, the delineation of UCAT as a separate system apart from the USHE, advances in new technology and education, greater access – regardless of location, and the need for more access for a larger number of Utahns. He

pointed to demographic changes in Utah: (1) the aging population, (2) heavier tax burden, and (3) the majority of foreign-born workers are concentrated in low-wage jobs. The task force agreed that Utah should take steps to provide foreign-born residents with the highest possible level of education. They also recognized the need to promote the value of community college functions in Utah; continue flexibility, increase responsiveness and access, and keep community colleges affordable; and preserve the community college component within the Utah System of Higher Education.

Vice President Justesen briefly reviewed the process and the progress of the task force as well as its four subcommittees. He noted that President Obama's message was similar to that of Presidents Bush and Clinton, which indicated a consistent focus. The task force considered strategies to serve the community college functions, and recognized that the status quo measures do not work. He noted the primary barriers were the community college mission, organization, funding, and performance indicators. He pointed out there were no measures of success in CTE on a national basis. He suggested transfer measures and compatibility of data among community college programs as possible performance measures. Dr. Justesen offered some possible solutions, including restructuring the community colleges, developing differential tuition, and developing statewide performance indicators.

Regent Morgan and President Millner suggested more emphasis on the state universities that also serve a community college function in their respective areas. Regent Prows recommended that the task force include at least one representative from UCAT. President Wyatt, a member of the task force, pointed out the task force had been appointed by the Regents and charged to look at the USHE institutions only. Commissioner Sederburg commended the task force for its work, and Chair Pitcher thanked Dr. Justesen for his report.

#### USHE Mission-Based Funding Task Force

Associate Commissioner Stauffer reported task force members had been given an executive summary of what had been done around the country. Early recommendations were sent to the Commissioner, to go to the Council of Presidents for their input. Final recommendations will be made to the Board of Regents at a future meeting. The task force agreed on the following basic premises: Recommendations should be equitable, easy to understand, include differentiation, responsive to the Regents' goals, and compelling; they must make sense to decision makers. The task force also identified mission-based values for discussion by the Presidents.

Commissioner Sederburg commented on both task forces. The goal of the Mission-Based Funding Task Force is to present a report in greater detail in January. The Community College Task Force would welcome input through Assistant Commissioner Wixom, President Bioteau, or the Commissioner. Their report will come to the Commissioner, then be discussed in the Strategic Planning Committee at the appropriate time. He noted that Dr. Justesen had been recognized recently by Utah State University as an Outstanding Alumnus.

The Regents recessed for lunch at 1:10 p.m. and reconvened in Committee of the Whole at 2 o'clock.

Resolutions

Chair Pitcher called attention to the resolutions behind Tab CC and in the Regents' folders:

- George C. Hatch, one of the founding members of the State Board of Regents (Remembrance)
- Representative Kory Holdaway (Appreciation)
- Rick White, President of UCAT (Appreciation)
- Sue Marie Young, former member and chair of the State Board of Regents (Remembrance)

**Regent Atkin moved adoption of the four resolutions, seconded by Regent Holbrook. The motion was approved unanimously. Copies of the resolutions will be kept on file in the Commissioner's Office with the official minutes of the meeting.**

Commissioner Sederburg presented the Resolution to Representative Holdaway and expressed his appreciation for the Representative's support of education during his tenure as a state legislator. He invited Representative Holdaway to address the group. Representative Holdaway said he had enjoyed his legislative journey, but the experience of serving on the Higher Education Appropriations Subcommittee had been most meaningful to him. The work being done in higher education is extremely important. He thanked the Regents and Presidents for a job well done.

College of Eastern Utah/Utah State University

Commissioner Sederburg referred to Tab DD and asked Dr. Cory Duckworth, Transition Director, to report on his progress. Dr. Duckworth said people on both campuses had been very helpful. He met with representatives (faculty, staff, trustees, students and community representatives) in Price, Blanding and Logan. He commended President Albrecht and his staff for their efforts to create the right kind of atmosphere in southeast Utah. This has offered a great opportunity to partner and for those partnerships to grow and develop. In addition to a Transition Executive Committee, five working subcommittees were appointed. Dr. Duckworth referred to his report, which outlined transition procedures and identified the various committees and their progress.

One significant issue to be addressed was defining a comprehensive regional college with a community college mission. Another issue was the name and “marks” or identity of the new institution. A third issue was accreditation and certification. Faculty rank, tenure and promotion was yet another issue being addressed. Dr. Duckworth thanked President Albrecht and his staff for their willingness to offer maximum flexibility in the rank and tenure process, which would allow each CEU faculty to be able to negotiate a specific role statement regarding teaching, research and service. Dr. Duckworth pointed out that employee benefit packages were substantially different on both campuses, which is another issue to be resolved. He noted the dual reporting structure had raised many questions.

The Transition Director’s charge was to enable the two campuses to move forward together without providing exact detail on every issue. Dr. Duckworth noted the discussion would not end with the Memorandum of Understanding (MOU). These transitions generally take several years to complete. Everyone is working well together. The focus is on resolution of the big issues. The essence of the MOU is unfolding.

A final issue is extent of legislative involvement. Minimum adjustments will be needed to current legislation, and bill files have been opened for the 2010 Legislative Session in both the House and the Senate. Leaders have also had conversations with the Governor and legislative leadership.

President Albrecht said the group was dealing with a large number of issues. Everyone went into the discussions with an openness and a willingness to move forward in a way to best serve the students. He thanked Dr. Duckworth for his outstanding job and President King and his staff, as well as the USU staff. President King reflected this had been an interesting process. He reported he and his staff had only good experiences working with USU. He expressed his gratitude for these discussions and seeing a resolution to a situation that had gone on for several years. He said he was very pleased with the progress being made and that he appreciated the work of everyone involved.

Commissioner Sederburg commended the leadership of President Albrecht and President King, as well as their respective staffs. He announced the Regents’ CEU Task Force would be meeting again in the next few weeks and would continue to work as the MOU develops. He anticipated that the MOU would be ready for the Regents’ approval in December or January.

### Legislative Outlook

Chair Pitcher asked Representative Holdaway to speak about the 2010-2011 state budget. Representative Holdaway said the state was facing a \$750 million deficit. \$400 million had been or should have been realized through the federal stimulus (one-time) money. He encouraged Regents and Presidents to empathize this point with legislators. The Rainy Day fund must be tapped this year. Regent Karras asked about potential tax increases to help with some of the deficit. Representative Holdaway said Governor Herbert was very opposed to increasing taxes, and the Legislature would not get out in front of him. Regent Karras asked if the general feeling among legislators was that the Regents' budget request would be dead on arrival because it was unrealistic. Representative Holdaway responded that the Higher Education Committee considers seriously the Regents' proposed budget. He recommended that budget requests be related to how academic programs are being affected and how the students are being affected.

President Wyatt recalled he had once served on the same legislative committee as Representative Holdaway, whose background was in public education. President Wyatt attested that Representative Holdaway believes in and supports higher education. He has been a great advocate and has sometimes taken some "flak" for his support.

### Reports of Board Committees

#### Strategic Planning and Communications Committee

USHE Legislative Messaging and Priorities for 2010 (Tab S). Regent Holbrook referred to the Attachment to Tab S, which summarized higher education's legislative priorities for the 2010 Legislative General Session. As budget cuts continue to be implemented, there is danger of diminishing both the quality of and access to higher education in the USHE institutions. **Regent Morgan moved approval of the Commissioner's recommendation. Regent Marquardt seconded the motion, which was adopted unanimously.**

The Current Configuration of the Utah System of Higher Education (Tab T). Associate Commissioner Martin reported the configuration statement (Attachment to Tab T) had been discussed by the Regents, Presidents, institutional Boards of Trustees and others, with agreement that it was accurate. He said the document had been prepared to reflect a consensus about the overall configuration of the USHE and to clarify the direction and coordination of USHE institutions. The statement reaffirmed the Board's commitment to the community college function and its support of the Community College Task Force and will be used to guide the Board in its role to support USHE institutions to fulfill their missions and meet the educational needs and opportunities of their respective service regions. **Regent Marquardt moved, and Regent Morgan seconded, approval of the Current Configuration of the USHE document. The motion was adopted unanimously.**

Proposed Revisions to Policy R604, *New Century Scholarship* (Tab U). Associate Commissioner Buhler said the proposed changes would bring the policy into compliance with the legislation enacted earlier this year (SB104). It also added a deadline for the scholarship application. He noted a scheduled conference



with the schools about the New Century Scholarship on October 28. **Chair Holbrook moved approval of the proposed changes to Policy R604. The motion was seconded by Regent Morgan and adopted.**

Proposed Revisions to Policy R609, *Regents' Scholarship* (Tab V). Chair Holbrook noted private schools were also included in this policy. Associate Commissioner Buhler reported the changes were to comply with legislative changes and made the policy reflective of past practices. **Chair Holbrook moved approval of the proposed revisions to Policy R609, seconded by Regent Morgan. The motion was adopted unanimously.**

H1N1 Flu Preparations (Tab W). Chair Holbrook called attention to the report (Attachment to Tab W) that outlined the response plans of Utah's public and non-profit higher education institutions in the event of a pandemic. She commended Associate Commissioner Martin for the work he had done with the schools.

Implementation of SB81 (2008 Legislative General Session) (Tab X). Chair Holbrook reported a task force had been formed, comprised of representatives from USHE and UCAT institutions, to better understand the impact of SB81 on higher education institutions and the students they serve. The task force developed implementation strategies, which were identified in the Replacement Attachment to Tab X.

Report to Legislature on the Regents' Scholarship (Tab Y). Chair Holbrook referred to the Regents' Scholarship Annual Report to the Education Interim Committee, attached to Tab Y. The report was provided for information only.

Report on College Access Grant (Tab Z). Chair Holbrook commended Assistant Commissioner Kincart on her work to acquire and administer this grant. It was particularly helpful in helping higher education aspire to the Regents' strategic goals in the current economic climate.

Report on Participation Task Force (Tab AA). Chair Holbrook commended the Commissioner's Office for working with the institutions to establish meaningful participation goals and strategies to enhance or create new programs and/or partnerships for the populations they serve. The task force, which included representatives from each institution as well as the Commissioner's Office, scheduled its first meeting on November 1.

Report on Friends of Utah Higher Education (Tab BB). Chair Holbrook said Regent Marquardt had reported to the committee on recent events of this group, which will continue to meet with business leaders, legislators and higher education representatives prior to the 2010 Legislative Session.

#### Academic, CTE and Student Success (Programs) Committee

University of Utah – Bachelor of Arts Degree in Latin American Studies (Tab G). Chair Garff reported a minor in Latin American Studies had been approved in 2002; the proposed major was intended to complement it. It will serve undergraduate students who desire a fuller program of study in the history, languages, politics and cultures of Latin America. Between 1990 and 2000, the Latino population in the state of Utah increased 138.3 percent, or 2.4 times the national rate of Latino population growth for that same period,

with much of this growth coming from the immigration of nationals from Latin American countries. The adult population of Utah includes thousands who have built careers in business, government, the professions, and education after living for several years in Latin America. **Chair Garff moved approval of this program, seconded by Regent Cespedes. The motion was adopted unanimously.**

University of Utah – Master of Real Estate Development (Tab H). Chair Garff the new program was designed to attract business, architecture, urban planning, engineering and law students with real estate industry interests and aptitudes. University officials consulted with other institutions with prestigious degree programs and formulated their own degree. The estimated need is for 200 graduates annually. **Chair Garff moved approval of the University's Master of Real Estate Development degree. The motion was seconded by Regent Cespedes and adopted unanimously.**

Information Calendar, Programs Committee (Tab I). Chair Garff noted that Utah State University's request for a Minor in Climate Change and Energy should be moved to the committee's Consent Calendar because it required Board approval. **Chair Garff moved approval of USU's Minor in Climate Change and Energy. Vice Chair Beesley seconded the motion, which was adopted unanimously.** Chair Garff commented on other items on the Information Calendar. She noted the program reviews from Dixie State College and reported the committee had requested that the Communication program be brought back for further evaluation.

Chair Garff said she was grateful for Associate Commissioner Stoddard's expertise and professionalism. She has added great dignity to the Commissioner's Office, and it has been a great privilege to work closely with her. Chair Garff read a quote by William Watson that she said best described her relationship with Dr. Stoddard: "Tis human fortune's happiest heights to be a spirit melodious, lucid, poised and whole. Second in order of felicity to walk with such a soul."

#### Finance, Facilities and Accountability Committee

University of Utah – Hospital Revenue Bond, Series 2009 (Tab J). Chair Atkin referred to Replacement Tab J and reported the revised resolution included revised parameters for principal amounts, terms, discounts and timing. **Chair Atkin moved final approval of the revenue bonds, conditional to the parameters shown on Replacement Tab J. Vice Chair Karras seconded the motion, and it was adopted unanimously.**

University of Utah – Purchase of the University Ambassador Building and the University Orthopaedic Center, Legislative Authority to Bond (Tab K). Regent Atkin said the University had requested approval to bond \$11 million (plus amounts necessary to fund issuance costs and debt service reserve) to purchase the Ambassador Building and \$25 million (plus amounts necessary to fund issuance costs and debt service reserve) to acquire the University Orthopaedic Center. Should permission be granted, the University also requested permission to seek bonding authority from the Legislature. Parameters were shown on the attached materials. **Chair Atkin moved approval of the bond purchase, as well as permission for the University**

to seek bonding approval from the Legislature. Regent Karras seconded the motion, and it was adopted unanimously.

Proposed Revisions to Policy R541, *Management and Reporting of Institutional Investments* (Tab L). Chair Atkin reported the proposed addition to the policy would allow an institution to invest its endowment funds with another institution with prior approval from the requesting institution's Board of Trustees and the Board of Regents, subject to the investment guidelines of the institution receiving the funds (in place of the guidelines outlined in 6.2-6.3). The intent is to better clarify that a Regent-approved institutional investment policy supersedes the general guidelines of Policy R541. **Chair Atkin moved approval of the proposed changes to Policy R541. Regent Zenger seconded the motion, and it was adopted unanimously.**

Consent Calendar, Finance Committee (Tab M). **On motion by Chair Atkin and second by Regent Marquardt, the following items were unanimously approved on the Finance Committee's Consent Calendar:**

- A. Utah State University – Gift of Property (Blanding)
- B. Weber State University – Revenue Bonds for Wasatch Hall Renovation

Utah State University – Summary of Bond Sale (Tab N). This report summarized the results of the sale of USU's Series 2009 Student Fee and Housing System Revenue Refunding Bonds. Chair Atkin reported the winning bid produced savings that exceeded the University's most optimistic expectations.

USHE – Fall 2009 Enrollment Report (Tab O). This report provided information regarding student head count and FTE counts for both budget-related and self-support status for all nine USHE institutions. All schools reported a sizeable increase over last year's figures.

USHE – Annual Report on Leased Space (Tab P). Chair Atkin pointed out that Policy R710 required the institutions to obtain prior Board approval of leases funded from State appropriations (1) that exceed \$100,000 annually, or (2) that commit institutions to leases for a ten-year duration or beyond, or (3) that lead to the establishment of regular state-supported daytime programs of instruction in leased space.

USHE – Institutional Residences (IR) Annual Report (Tab Q). Chair Atkin said after committee learned the Business Affairs Council (BAC) and Budget Officers Group (BOSS) had discussed whether or not this report needed to come to the Regents for information, the committee discussed it and agreed that the report was necessary in order to maintain proper institutional internal control, to ensure that IR budgets are set and expenditures are monitored, to provide documented 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.

UHEAA – Lowest Default Rate in the Nation (Tab R). Executive Director Dave Feitz was pleased to announce that UHEAA had achieved the lowest student loan default rate in the nation. The national average was reported to be 6.7 percent; UHEAA's default rate was 2.1 percent. He attributed much of that success to the staff in UHEAA's innovative default prevention program, who personally called each borrower in danger of

defaulting on a loan. UHEAA's "Ray of Hope" campaign has also been successful in helping borrowers who are experiencing difficulty repaying their student loans. Associate Commissioner Feitz also reported on the status of Congress's proposed changes to the national student loan policy. The version passed by the House included a provision for non-profit agencies such as UHEAA to continue servicing student loans. However, debate had not concluded in the Senate for a student loan reform bill.

#### First-Tier Tuition Range for 2010-2011

Commissioner Sederburg referred to Tab EE and said any estimate of tuition increases would be premature in light of the fact that no one knows yet what will be in the state's budget. The Commissioner's recommendation was "the percentage necessary based on legislative appropriations," with a final proposal to be presented for Regent approval following the 2010 Legislative Session. **Regent Zenger moved approval of the Commissioner's recommendation. Regent Atkin seconded the motion, which was adopted unanimously.**

#### General Consent Calendar

**On motion by Vice Chair Beesley and second by Regent Karras, the following items were approved on the Regents' General Consent Calendar (Tab FF):**

- 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 (on file in the Commissioner's Office)
- 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.

#### Report of the Chair

December meeting. Chair Pitcher announced that the Board would meet on December 11, as scheduled, but the meeting will likely be via conference call.

Utah Youth Village Chair Pitcher announced the Utah Youth Village was sponsoring a dinner on October 20 in which former Regent Pamela Atkinson would be honored. A donor made 20 seats available. Regents were asked to let Secretary Cottrell know if they were interested.

Legislative Meetings. Chair Pitcher referred to the schedule of legislative breakfast and luncheon meetings scheduled in the various areas of the state. He encouraged the Regents to attend the events in their respective areas.

Committee Assignments. Chair Pitcher thanked the committee chairs for their outstanding service and the work of their committees during the past few years. He announced that for the coming year, Regent Karras would chair the Finance Committee, with Regent Atkin as Vice Chair and chair of the Audit Subcommittee. Regent Morgan will chair the Programs Committee, with Regent Jordan as Vice Chair. Regent Zenger will chair the Planning Committee, which would henceforth be called the Community/Government Relations and Planning Committee. Regent Holbrook will become Vice Chair of Government Relations, and Regent Marquardt will become Vice Chair of Community Relations and Economic Development.

Resource and Review Team Assignments. Vice Chair Beesley reviewed the changes in the Resource and Review Teams. Although the evaluation function moved to a formal evaluation, she encouraged the Regents to spend time on the campuses and with the presidents. Policy R208 specifies a meeting at least twice a year, but she encouraged that the Regents to spend more time at the institutions to which they were assigned. She said a reminder would be sent on the Fall Resource and Review Team meetings.

Utah Student Association. Commissioner Sederburg announced that the officers of the Utah Student Association had elected Joseph Watkins as their new Executive Director. Joseph will replace Andrew Jenkins, who accepted a position with the U.S. Treasury in Washington, D.C. The Commissioner praised Andrew for doing a commendable job as USA Executive Director.

#### Discussion in Anticipation of 2010 Legislative Session

Regent Karras pointed out that higher education was facing a lot of difficulty with the state budget. Some very difficult budget cuts will undoubtedly come out of the 2010 Legislative Session. It is possible that higher education will need to take an additional 2 percent cut, in addition to the 17 percent already anticipated. He urged the Regents and Presidents to be thinking ahead of how that could be handled. He noted it was an ugly time to be a legislator, and it required long-term strategic thinking. He suggested the Regents should be more active in advocating with the Legislature. The budget cuts have the potential of severely damaging the higher education system in Utah. The public needs to be educated on the possible consequences so they can contact their individual legislators.

President Holland commented that energy had developed in the last event of the Friends of Utah Higher Education about a referendum – bypassing the Legislature and appealing to the public. It could begin with the business leaders and include faculty, staff, students and their parents. Regent Morgan suggested “hard” enrollment caps. If the economic situation continues, enrollment may need to be capped in some programs and at some institutions.

Commissioner Sederburg commended Regent Marquardt for working diligently with the Friends of Utah Higher Education. He has now involved more than 230 business leaders who are supportive of higher education. In addition, higher education is working collaboratively with the Salt Lake Chamber on an education initiative. He cautioned it would be challenging to get this on the political agenda when the Governor and legislators did not want to increase any taxes. SUU Vice President Dorian Page pointed out public education uses their own people. Higher education needs to let our employees and their families know how bad the situation might be and have them communicate with their respective legislators.

Commissioner Sederburg pointed out the disconnect between the academic argument (maintaining infrastructure is critical) and the action taken by the legislators and Governor. Higher Education needs champions to lead the charge with the public. He recommended putting \$300,000 into a public relations campaign. President Wyatt said the presidents would help with their discretionary funding. Regent Marquardt pointed out the campaign needs to be organized so that everyone agrees on what we want and need.

The Commissioner said a petition was being organized to reverse the income tax rollback. Another option was using the gasoline tax for roads and saving E&G funds for education. Regent Garff recommended that this be discussed during the December Board meeting and that possibilities be explored and discussed.

Regent Zenger noted public education had mobilized the parents. Higher education has no similar body to the PTA. We need the support of parents and alumni. A group of parents protesting at the Capitol would be more effective than a group of students. Regent Kinsel said the students must be educated so they can educate their parents. Regent Karras pointed out it was difficult for the presidents to keep morale up at their institutions while dealing with negative public opinion. He recommended that the Regents take some of the heat so the presidents can do their jobs more effectively.

Chair Pitcher asked Associate Buhler to meet with Regents Marquardt, Karras and Holbrook to develop a strategy for the Regents to discuss. He asked the Regents and Presidents to keep the date of December 11 open for a Board meeting.

Snow College Choral Groups

President Wyatt announced the Snow College choral groups were performing that evening with the Utah Symphony. Tickets were available for those who were interested in the performance.

Adjournment

The meeting was adjourned at 3:34 p.m.

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Joyce Cottrell CPS, Executive Secretary

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Date Approved





SPECIAL MEETING OF THE STATE BOARD OF REGENTS  
REGENTS' OFFICES, SALT LAKE CITY, UTAH  
NOVEMBER 13, 2009

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SPECIAL STATE BOARD OF REGENTS MEETING  
REGENTS' OFFICES, SALT LAKE CITY, UTAH  
NOVEMBER 13, 2009

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Brent L. Brown  
Rosanita Cespedes  
France A. Davis  
Katharine B. Garff  
David J. Jordan  
Nolan E. Karras  
Jeffrey Kinsel  
Robert S. Marquardt  
Anthony W. Morgan  
Marlon O. Snow  
Teresa Theurer

Regents Excused

Jerry C. Atkin  
Greg W. Haws  
Meghan Holbrook  
Carol Murphy  
William H. Prows  
John H. Zenger

Office of the Commissioner

William A. Sederburg, Commissioner of Higher Education  
Joyce Cottrell, Executive Secretary  
David L. Buhler, Associate Commissioner for Public Affairs  
David A. Feitz, Executive Director, UHEAA  
Spencer Jenkins, Assistant Commissioner for Public Affairs  
Cameron K. Martin, Associate Commissioner for Economic Development  
Paul C. Morris, Assistant Commissioner for Budget and Planning  
Gregory Stauffer, Associate Commissioner for Finance and Facilities  
Lucille T. Stoddard, Associate Commissioner for Academic Affairs  
Joseph Watkins, Director, Utah Student Association  
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah

Kimberly Wirthlin, Vice President for Government Relations  
Sarah Crookston, Assistant to the Vice President for Government Relations  
Sarah Day, Student  
Taylor Clough, Student Body President

Utah State University

Stan L. Albrecht, President  
Michael J. Kennedy, Special Assistant to the President for Federal and State Relations

Weber State University

F. Ann Millner, President  
Brad Mortensen, Vice President for Institutional Advancement

Southern Utah University

Dorian Page, Vice President for Finance and Facilities  
Wesley R. Curtis, Vice President for Government Relations and Regional Service  
Cody Alderson, Student Body President

Snow College

Rick Wheeler, Academic Vice President

Dixie State College

Donna Dillingham-Evans, Academic Vice President  
Dewey Denning, Student Body President  
Jacki Kimball, Student  
Cody Olsen, Student  
Spencer Potter, Student  
Bryan Poulsen, Student

College of Eastern Utah

Mike King, Interim President

Utah Valley University

Matthew S. Holland, President  
Val Peterson, Vice President for Administration and Legislative Affairs  
Erin Fleming, Student  
Trevor Tooke, Student Body President

Salt Lake Community College

Cynthia A. Bioteau, President  
Mason Bishop, Vice President for Institutional Advancement  
Nick Ferre, Student  
Peter Moosman, Student

Representatives of the Media

Kim Burgess, *Logan Herald Journal*  
Tiffany DeMasters, *Daily Spectrum*  
Michael Havey, KUER-FM Radio  
Brittany Johnson, KBYU-TV  
Wendy Leonard, *Deseret News*  
Jessica Miller, *Ogden Standard-Examiner*  
Brian Mullahy, KUTV-2

Chris Mumford, *Utah Daily Chronicle*  
Richard Piatt, KSL-TV  
Max Roth, *Fox 13 News*  
Lisa Schencker, *Salt Lake Tribune*  
Jon Schwarzmenn, *UVU Review*  
Barbara Smith, KTVX-4  
Thien Sok, *Daily Utah Chronicle*

#### Other Guests

Mark H. Bouchard, Salt Lake Chamber of Commerce  
Shane Chapman, Westminster College  
Carson Howell, Governor's Office of Planning and Budget  
Spencer Pratt, Office of the Legislative Fiscal Analyst  
Vicki Varela, Vicki Varela Strategic Communications/Salt Lake Chamber

Chair Pitcher welcomed everyone and called the meeting to order at 1:00 p.m. He excused Regents Haws, Holbrook, Atkin, Murphy, Prows and Zenger.

#### Overview

Chair Pitcher thanked Regent Karras for bringing the need for a special meeting to discuss the current budget situation to the Regents' attention in October. Commissioner Sederburg announced the intent of the meeting was to help explain to the citizens of Utah the circumstances and the choices facing higher education as a result of the budget cuts last year and what might be expected next year.

#### Panel of Presidents

A panel of presidents began the meeting. President Albrecht spoke on behalf of the two research universities. Utah State University took \$14.5 million from the ongoing budget during the past year, in addition to \$4.5 million from one-time funds. All employees took a five-day mandatory furlough earlier this year. University administrators do not plan to mandate a furlough in 2010, but it may be necessary again in 2011. To date, 162 positions have been lost. USU is currently in the middle of the budget hearings. Vice Presidents and Deans have been meeting with the Budget Reduction Committee. Virtually all of the budget reductions next year will be made by cutting personnel. At the same time, USHE schools face significant student growth.

There is a dramatic increase in the gap between public and private institutions in the competition for faculty and for research grants. President Albrecht pointed out the mean endowment per student for public universities was \$12,744, but for private universities it was \$237,206. Salaries are approximately 20 percent lower for teaching faculty. The university relies heavily on state support to cover the costs of its primary teaching mission. State funding is not used for graduate research equipment or supplemental salaries for top research faculty. USHE schools are seeking increasing funding through other revenue streams. If the state

investment in higher education continues to decline, our universities cannot remain consistent as major research universities. President Albrecht said the presidents recognized that this was a hard time for everyone – as individuals, as well as for the state and national economy. However, when Utah's universities lose researchers, they also lose the research dollars they generate.

President Holland spoke on behalf of the regional universities and state colleges. He noted Utah Valley University's mission is to be a teaching institution. The current economy presents a significant inability to complete the mission of completion and access. That, in turn, affects the institution's abilities for economic development. To further compound the situation, there is a significant increase in enrollment in public education that will impact higher education in the future. UVU eliminated 65 salaried positions, 27 faculty, 34 staff, and four executives. Decreased funding to this extent jeopardizes the school's mission. This fall, several new students did not continue after they enrolled because they were unable to find the classes or programs they needed. President Holland noted that UVU receives 45 percent of its funding from the state. Another "casualty" of the current economic situation is the reversal of recent progress toward the university goals of decreasing the student-to-faculty ratios. UVU's enrollment is currently 4000 students greater than a year ago. Students are registering earlier so they can get the classes they need. Institutions are becoming more efficient with fewer funds and an increased number of students, but that process is becoming increasingly difficult while maintaining quality.

President Bioteau spoke for the two-year community colleges. The community college is an integral part of higher education, just as are the research universities and teaching colleges and universities. The community college mission is based on open access. A core touchstone is affordable, accessible education and high standards of quality. Dr. Bioteau noted 47 percent of all undergraduates in the United States are being educated in the community colleges. Salt Lake Community College currently educates 34,000 students, which is an increase of 4000 over last fall. The ARRA "back fill" was used to create 700 new sections and to hire 214 new adjunct faculty. No one who wanted an education at SLCC was turned away. Classes are now offered from 6:00 a.m. to 10:00 p.m., six days a week. The college offers 27 percent more online courses. President Bioteau said if the school has to go forward without replacing the "back fill" money, school administrators will need to terminate those 214 faculty as well as several others. This will erode the college's core and its values. Three to five additional programs may have to be closed. The school may also need to close two or three of its 14 sites and campuses.

President Bioteau said higher education had become as "lean" as possible. Last year, faculty and staff were terminated and programs were closed. CEU had to eliminate five AAS degrees and three one-year certificate programs. They may have to lay off additional employees. Snow has 24 percent more new students this fall than last year. A community college also works with employers to train people to meet those needs. Eroding funding will inevitably result in enrollment gaps.

Chair Pitcher asked how Utah ranked with other states, comparatively, on budget cuts. President Albrecht said according to the National Governors' Association and NASBO, funding decreased by 9 percent on average last year. In western states, the results were much worse. Idaho took a 5.1 percent cut, Wyoming's

budget was flat, Texas's higher ed budget actually increased by 10.8 percent, and North Dakota's increased by 24 percent.

President Millner reported 1800 sections were closed this fall at Weber State University. Students could not get into key courses they needed and this has meant the loss of students. Next year it will be worse because we cannot depend on the federal stimulus money.

Regent Theurer asked if the higher education funding in other states prior to the current economic crisis was higher than Utah's. President Millner said Dr. Dennis Jones had shared information last year from NCHEMS that showed in terms of the number of degrees our students achieve, based on FTE funding, higher education in Utah was already the most efficient. Commissioner Sederburg noted that Utah had never heavily funded education – either public education or higher education. He expected Utah would be in the bottom one-third of the country for funding problems. President Bioteau pointed out that SLCC students presently pay 133 percent more tuition than their peers in adjoining states.

Regent Davis asked where the students were going who could not get into the classes at USHE institutions. President Millner said students were taking a fewer number of classes (going to school part-time, rather than full-time) and taking longer to graduate. President Holland said a sizeable number of those students were doing something other than going to school.

Regent Jordan asked if Utah's students were bearing a greater share of the burden of their education than other states. Some of the presidents noted that most Utah schools have a plateau structure, so students can take from 12 to 18 credit hours for the same tuition rate. However, students taking a fewer number of credits pay a higher tuition rate.

Regent Karras pointed out the significant increase in student loans. Executive Director Feitz confirmed that the student loan volume at UHEAA had skyrocketed for the past couple of years. For example, at SLCC alone, 55 percent more students are borrowing to pay for their education than last year. If Utah continues to increase tuition, the students will have to take on increasingly higher debt burdens.

Regent Garff expressed concern that professors, especially research professors, would likely be leaving Utah because we cannot continue to afford to pay them competitively. The Regents want to ensure that the best professors stay with our institutions and that they are paid what they deserve to be paid. She asked if anyone had a solution for keeping the best professors at our schools. President Albrecht confirmed that many good institutions are able to afford the "super stars," some of whom are found in USHE institutions. USTAR has helped the University of Utah and Utah State University to remain competitive. He said it was difficult to set aside retention funding when budgets were being cut. President Holland said this was also an issue for other schools. When our schools are not competitive, we cannot recruit high-quality faculty and/or we cannot retain them. President Millner agreed: With the budget cuts in the current year, combined with the enrollment growth, the state is investing 25 percent less per student on our campuses. That leaves the institutions with very limited ability to respond to quality issues.

Chair Pitcher thanked the presidents for their comments.

#### Panel of Students

Regent Kinsel introduced the student speakers. He said he had met with the executive board of the Utah Student Association and with the student body officers. Spencer Potter, the Fine Arts Senator from Dixie State College, shared his personal experiences as well as the experiences of students he represented. The budget cuts have meant both a decrease in needed equipment and in the quality of education. Many upper-division classes with smaller class sizes have been dropped. Also, the ability to diversify undergraduate education has been frustrating because of the difficulty in scheduling classes. Classroom resources are not current. Demonstration materials for arts classes are not always easy to find. Team-building activities and student retention activities have been cut. In addition, student scholarship offerings have been reduced. Student success depends on students finding an academic home. In addition, the success of our institutions has direct ties to community success and economic success.

Erin Fleming, a UVU student, spoke next. She said she was a communications major with an emphasis in speech communication. Under that program, she is supposed to graduate in three semesters but she cannot because of the inability to take the necessary classes. Some departments/emphases are comprised of only one full-time faculty member. UVU is piloting a developmental math course with a potential of 100 students. Class sizes are being increased, causing the students to lose the opportunity for interpersonal communication with the faculty. UVU has wonderful programs, she concluded, but those programs need funding to be successful. Sarah Day, a University of Utah student, said she was majoring in environmental studies and political science. Courses in some programs are limited, so students have to choose to change majors or to take longer to graduate.

Regent Kinsel summarized the students' discussion. Although students may not know exactly how their institutions have been affected by the budget cuts, they are directly impacted. This is a great concern for the coming year.

Regent Morgan asked if it would be better for the institutions to put in place "hard enrollment caps" and to admit fewer students consistent with funding levels, or to provide sufficient classes so students can pursue their educational goals. Regent Kinsel said education should be accessible and affordable and that there would likely be a backlash from the students if hard enrollment caps were imposed. At SLCC, an enrollment cap would cut the core of its community college mission. Last fall, one-third of the students reported they were out of work. They need courses immediately to get back into the workforce. Enrollment caps are also a barrier to a state's economy. Regent Morgan reported California had imposed a 20 percent cut in enrollments. President Bioteau noted many of the schools had eliminated entire programs. Commissioner Sederburg said the CSU system had just announced they would be denying admission to 47,000 students throughout the system.

President Holland said trustees and administrators at UVU continue to be committed to the school's mission of providing open access. Capping enrollment would most significantly impact those populations who

most need access. Vice President Dorian Page said student employment at SUU had been seriously cut, so access to campus jobs had been reduced considerably. President Millner pointed out that many of Utah's universities still had a community college role. This is a very important part of their mission, and access is vital to that mission. Regent Brown stated that education was the future of economic development. If the Regents were to cap enrollments, the economic growth of many industries would be severely limited. Regent Garff suggested all of the institutions look at their programs with an eye to eliminating duplication of services.

Chair Pitcher thanked the students for their participation.

#### Salt Lake Chamber Education Task Force Report

Commissioner Sederburg introduced Mr. Mark Bouchard, Senior Managing Director of CB Richard Ellis and chair of the Salt Lake Chamber Education Task Force. As background, the Commissioner told the Regents that a few months ago, Natalie Gochmour had approached him about the Chamber and the Regents working together to promote higher education.

Mr. Bouchard said the Salt Lake Chamber appreciated the opportunity to share their thoughts regarding higher education. A press conference was held earlier in the week to lay out the Chamber's six-point plan and to propose that the Chamber would not support anything from legislators short of stabilization of funding in higher education and public education. The business community wants no cuts made to either public or higher education. The task force's charge had a two-fold approach: The technical program is to work with the Legislature and the Governor on the alternatives being proposed to offset the funding of education. The Chamber would support some increased taxes, Mr. Bouchard stated.

The strategic program is to find ways to increase funding for education. He noted a civilization cannot increase demand and decrease funding without decreasing quality. Our greatest natural resource is our youth, who will be the leaders of coming generations. This issue must be addressed head-on and collectively. Utah is doing itself an injustice by comparing itself to other states. A state cannot be the most efficient by decreasing funding for education. Business leaders in the Chamber have had experience working with the Legislature. The task force also includes representatives from public education and higher education. The task force's goal is to increase funding for the education system, and to trust those empowered in education to be stewards of those funds. Mr. Bouchard concluded by saying the Chamber looked forward to working with educators and Regents as an ongoing effort.

Regent Karras remarked the government tended to look at one-year snapshots, not long-term projections. During good times the revenue base has been cut so that during difficult times, higher education is unable to fix those problems. He said he had recently learned that Medicaid would be increasingly underfunded. We need to look at funding for education as a long-term problem requiring a long-term solution. He applauded the Chamber's long-term goal.



Regent Marquardt, too, commended the Chamber for its advocacy. The single best thing we can do to help the state's economy is to have a robust educational system and to increase the number of citizens receiving postsecondary education. Not funding education will hurt the economy far worse than increasing taxes. Mr. Bouchard commented that the lack of strategic thinking was as harmful for higher education as it is for business. This fall, Utah welcomed 12,500 new college students, in addition to turning away individuals who may now never go to college. He suggested a Rainy Day Fund for Education. Because of its large families, Utah grows at a rate twice that of the national average. We must plan to fund that growth. Nothing in this state is more important than the education of our children, he stated. That needs to be the community's mission statement.

Chair Pitcher thanked Mr. Bouchard for his remarks and for the Chamber's support.

#### Policy Statement

Commissioner Sederburg recalled that after the October Board meeting, the Commissioner's Office had been charged to draft a policy statement on the issue of funding. Associate Commissioner Buhler and other staff members worked closely with Presidents and Regents to develop the attached policy statement. Utah has traditionally strongly supported education had been outlined and the challenges facing this Board presented. The goal of the meeting was to leave with a strong position that funding for education cannot be cut any further. She referred to the chart showing how far the funding per student had eroded for the past few years. She stressed the serious consequences to further cuts in funding education. We must ensure continued growth and participation. The Regents' responsibility is to step forward and speak, representing Utah's citizens, to present the current reality. The Commissioner's recommendation was for no additional cuts and that all options for revenue be considered.

#### Regents' Roundtable

Chair Pitcher asked each Regent to express his/her thoughts about the policy statement. Regent Davis pointed out that higher education is a way of changing one's circumstances. As students enroll, they need to be committed to finish their education. One suggested solution has been to increase the sales tax on food. Regent Davis said he was deeply concerned because this would greatly impact those citizens who can least afford it. Education must become the state's top priority. Regent Karras suggested that the schools help prepare a long-term look at the structural imbalances. Regent Brown related that he had watched the automobile manufacturers choose to protect retirement packages and other benefits; as a result, they lost everything. Higher education is the research and development team to ensure the future of this state. When funding for higher education is cut, many other areas are also affected.

Regent Jordan said he supported the Commissioner's recommendations. He suggested that the Benefits of Education section should include bullet points that talk about what higher education does for the

community at large – grant monies brought in by university research, etc. – as well as other social benefits that result from education. He also suggested adding the point that the USHE institutions' cut has been considerably greater because of the enrollment growth absorbed while the schools were implementing a significant budget cut. To the Consequences section, he recommended adding a bullet that captured the students' message: that students cannot get into the classes they need, which delays their graduation. This consequence has a quantifiable cost. In addition, some students drop out of school because of the unavailability of needed classes and never make it back to school to complete their degrees. Regent Cespedes pointed out that all of the consequences noted greatly impact the disadvantaged. She noted that historically the population in correctional facilities has increased in direct proportion to the decrease in college completion.

Regent Snow encouraged all of the Regents to spend more time meeting with legislators during the 2010 General Session. Regent Theurer stated her concern about the length of time necessary for students to complete their education and reminded the others that the longer a person takes to get an education, the later that person enters the workforce and contributes to the state's economy. She expressed her support for using a great deal of the Rainy Day fund and for increasing taxes on tobacco, alcohol, and other things that are a personal choice. Regent Garff urged educators to start thinking in terms of K-16, especially when public education and higher education have separate budgets. All of education is affected by these budget cuts.

### Institutional Comments

Chair Pitcher asked the presidents to comment. Vice President Wheeler said as a former legislator, he appreciated the discussion and the Regents' willingness to make a difficult decision. President King pointed out the budget cuts affected the smaller schools even more deeply than the larger schools. CEU has already cut 15 percent of its full-time faculty; funding cannot continue to be cut without affecting quality. The other presidents agreed and thanked the Regents and the Salt Lake Chamber and business community for their advocacy on behalf of education. Joseph Watkins, Executive Director of the Utah Student Association, expressed the students' appreciation and support for the policy statement.

Vice Chair Beesley spoke as a citizen appointed to represent the interests of the State of Utah, which she pointed out is the Regents' responsibility. She noted that the interstate highway system had bypassed many towns and communities who now struggle to survive. As the global economy continues to transition to a knowledge- and skills-based economy, communities who do not connect to the education highway may experience a similar struggle. As of 2008, 27 percent of the Utah population, ages 25 to 34, had achieved a two-year degree or higher. National and many international goals are set at 60 percent. Some nations are already at 55 percent achievement. The United States, at 40 percent, has already dropped to tenth place. Not only does Utah need to increase our achievement rate to 60 percent, but we need to increase the capacity of our higher education system to accommodate the population growth already in the public education system. Utah has the highest achievement gap in the nation between Caucasians and minorities; further budget reductions will affect the under-served population the most.

Vice Chair Beesley noted it had been pointed out that the USHE is already the most efficient higher education system in the United States. Utah produces more bachelor's degrees per dollar than any other state yet receives the least amount of funding per degree. With recent cuts from the State Legislature and an absorption of a 17 percent growth in enrollment – and further cuts possible, the system is truly at a critical point. Regent Beesley reminded the group that the early settlers of Utah founded what is now the University of Utah while they were still living in wagon boxes and dugouts. We must recognize and honor that long heritage of sacrifice and prioritization by joining together with our elected officials, business and community leaders and citizens to align our priorities to get Utah citizens educated and trained.

**Vice Chair Beesley moved approval of the proposed policy statement, with the amendments suggested by Regent Jordan. Regent Snow seconded the motion. Regent Davis asked that a caveat regarding a tax credit and/or other tools be added to ensure that the poor are not overburdened, if the Regents advocate that the sales tax on food be increased. Vice Chair Beesley accepted that recommendation. Vote was taken on the motion as amended and carried unanimously.**

Commissioner Sederburg remarked that Representative Kay McIlff had developed a plan to earmark a great deal of the sales tax increase on food for Medicaid, which would be matched by federal dollars. He expressed his appreciation for the courage of the Salt Lake Chamber and for Regents Marquardt's leadership with the Friends of Utah Higher Education. He said the USHE presidents and higher education administration were very supportive of managing the downturn and keeping as many opportunities open for students as

possible. He commended the institutions for their minimal complaining and maximum effort. The Commissioner said Governor Herbert had asked him to reassure everyone that he was a very strong supporter of higher education and that they would be pleased by his recommendations. He also conveyed the Governor's appreciation for the work of the Regents and Presidents. Commissioner Sederburg thanked the Regents for their courage in advocating higher education.

Regent Snow said he had attended a meeting the previous evening with hundreds of youth and their parents. He noted that every USHE institution had been represented (but not the business community).

Chair Pitcher announced that the Board would be meeting on December 11 from 9-11 a.m. in the Regents' offices to take care of issues that cannot wait until the January meeting.

Adjournment

Regent Theurer moved the meeting be adjourned. The motion was seconded and adopted. The meeting adjourned at 3:05 p.m.

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Joyce Cottrell CPS, Executive Secretary

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Date Approved

## **A Critical Tipping-Point for Utah Higher Education**

A Joint Statement by the Utah State Board of Regents  
Utah Commissioner of Higher Education and  
Presidents of Utah's Public Colleges and Universities  
November 13, 2009

### **Introduction**

With the 2010 session of the Utah State Legislature approaching, as citizens we face a critical moment in our state's history. Forty years ago the people of Utah, through their elected representatives in the State Legislature and the Governor, established the Utah State Board of Regents with responsibilities for Utah's nine public colleges and universities. Today, these institutions are providing education for 164,860 students, and employ 29,933 Utahns. In total the state's nine public colleges and universities grant over 35,000 degrees and certificates to students annually. The hopes and economic futures of Utah families depend on their ability to access a quality higher education. Today, the strength of the system Utah has built is at considerable risk of being irreparably harmed.

Together we take very seriously the responsibility entrusted to us. We view this as a stewardship to the people of our state and have an obligation to advise state policymakers and the public that the next year could prove critical to the future of Utah's public colleges and universities and those they serve. Indeed, we are at a critical "tipping point," not just for higher education, but for the state as a whole.

Utahns' commitment to higher education was evident from the earliest days after pioneer settlement, when in 1850—before many settlers even had houses—they established a university. Utah's history is filled with similar examples of commitment in communities up and down the state, where the people of Utah prized education enough to make remarkable sacrifices. As we face the future, we cannot and should not forget this history that brought us the opportunities we have today.

### **Benefits of Higher Education**

Higher Education today brings tangible results for those who earn it.

- The lifetime earnings of a college graduate (on average) are double that of a high school graduate.
- According to the Department of Workforce Services, this year 75% of Utahns filing unemployment claims have a high school degree or less, and only 15% have a college degree.

- Each year's crop of college graduates contributes approximately \$500 million annually to the state's economy in increased wages.
- There is near-perfect (1-to-1) correlation of a state's economic success and the portion of their population that is college-educated.
- Utah's Research Universities attract approximately \$500 million a year in outside research funding, responsible for 10,000 jobs, and create dozens of new companies a year employing many more.

In both urban and rural areas of the state, colleges and universities serve as tremendous economic engines. And in smaller communities they are also the cultural epicenters that contribute immeasurably to quality of life of Utah citizens.

Even with these benefits, Utah is beginning to fall behind, relative to the rest of the nation, in college attainment. Utah has dropped below the national average on adults ages 25-44 with an Associate Degree or higher. And as pointed out by the Utah Foundation just last month, Utah's ranking of adults with a bachelor's degree has fallen from 5<sup>th</sup> in the nation in 1940, to 16<sup>th</sup> in 2000, and to 18<sup>th</sup> in 2008, at a time when higher education is more important than ever. Now is not the time to make it more difficult for Utahns to attend and graduate from college.

### **Today's Challenge**

We recognize that in today's challenging economic environment, Utah's elected leaders face the most serious budgetary shortfall in a generation. In just three years, state revenues have dropped by one billion dollars. These challenging times require elected officials to rise to the occasion and answer the call of history, as their decisions will resonate far beyond 2010 with long-term consequences for the rising generation.

Utahns are turning to higher education as a solution to their personal economic crises. This has resulted in an increased total enrollment of 17 percent since 2008—24,528 additional students. Some are recent high school graduates; many others of these new students are the unemployed or under-employed, seeking to better their lives through additional education and training. Today Utah's public colleges and universities are providing educational opportunities with \$1,350 less state support per student than in 2008.

As serious as today's economic challenges are, we are confident that better days are ahead. Indeed, signs are already pointing to the beginning of an economic recovery. And while it is not likely to be as quick or robust as we would like, better days will come. It is important that today's decisions do not result in harming Utah's long-term economic future by seriously damaging our capacity to educate those who seek to better their lives by enrolling in college. If Utah is to compete economically regionally

and internationally, we must keep our commitment to provide educational opportunities. And now is the ideal time for Utah to position itself for economic recovery by preserving a strong system of post-secondary education.

## **2009 Budget Cuts**

In the 2009 Legislative Session, higher education budgets were cut 17 percent; however, thanks to the appropriation of federal stimulus funds by the Legislature, budgets were “back-filled” with one-time money, resulting in a net cut of 9 percent, or \$70.2 million for the current fiscal year. We were and are grateful for legislative and executive action that prevented deeper cuts. And, fortunately, the Legislature granted our college and universities flexibility to manage the cuts in ways that would be best for their respective institutions.

Presidents have made the necessary cuts, always taking care to minimize the impact on students, yet some impact is unavoidable. The cuts were difficult, but Presidents have acted responsibly to manage their institutions within the resources available. Not surprisingly, higher education is a talent-intensive enterprise, with 80% of higher education budgets spent on personnel. As a result, most of the cuts were in reducing the number of employees with the elimination of 940 positions system-wide. Most of these eliminations were voluntary, but 226 (or 25%) were involuntary.

In addition to eliminating employee positions, cuts have included:

- Using more part-time and adjunct faculty
- Eliminating some programs
- Administrative consolidations and efficiencies
- Reducing academic advising and counseling

Students are having more difficulty registering for classes, as the number of class sections has been reduced. Even if funding remains at the present level, in a real sense, as enrollments grow without new state funding, campuses absorb millions in costs, equating to a further budget cut.

## **Consequences of More Cuts**

If the one-time stimulus money is not replaced and runs out this summer, or if additional budget cuts are made, serious consequences will be felt on every public college and university campus in our state. These consequences include:

- Elimination of adjunct and temporary faculty positions
- Elimination of class sections offered

- Less availability of classes makes it more difficult for students to attend and to graduate on time.
    - Delays can result in slowing students' full entry into the workforce, or even prevent them from graduating as they take on other family responsibilities
  - Results in a "soft cap" on enrollments as students are not able to sign up for the classes they need
- Fewer academic advisors, which also makes it more difficult for students to plan their college coursework to graduate on time, often disadvantaging first-generation college students the most
- Elimination of some important academic programs
- Less financial aid and grants to help students afford college
- The risk of losing star researchers and the millions of dollars of research grants they attract, which in turn provides immediate and long-term jobs in the state's economy
- The elimination of several hundred more full-time employee positions, thus further compounding the state's unemployment rate
  - Layoffs also have a rippling negative effects on our economy, such as fewer sales (hurting retailers), and lower tax collections.
- Closing branch or satellite campuses, limiting student access.

We are deeply concerned that these consequences will jeopardize in a single year what has taken Utahns generations to create—quality and accessible higher education opportunities for our citizens.

## **Tipping Point**

Utah is at a critical tipping point, some would say near a breaking point, for higher education. When the legislators convene in January, they, along with our Governor, will face some critical decisions. We know these policymakers will carefully consider the consequences of budget cuts in the lives of Utahns including those in education but also the poor, the sick, and the physically impaired. And when adding revenue is proposed, we realize they must also weigh the impact of their actions on individual Utahns, many of whom are also facing economic difficulty, and on the state's economy. Certainly it is appropriate that tax decisions made in years of record surpluses be reconsidered in today's circumstances.

We understand state policymakers must carefully consider a wide range of challenges while our responsibilities are more focused. And yet, because of the stewardship entrusted to us, we have an obligation to speak up and voice not only our concerns about higher education, but also to be constructive in offering suggestions for ways to address these concerns.



## Recommendation

Therefore, we express our mutual and unified concern, and ask that in their deliberations the Governor and Legislature recognize the long-term value of higher education, consider all options, and not diminish our ability to meet the state's needs. Accordingly, we respectfully recommend the following:

1. Protect Utahns' higher education opportunities by replacing the one-time money appropriated in 2009 (a total of \$60 million or 8 percent of the current base budget) with either one-time or on-going appropriations
2. Resist any further cuts to higher education and K-12 public education beyond what has already been done

In today's environment, it may not be easy but these goals can be achieved. To achieve them, we suggest that the Governor and Legislature keep all options, including tax increases, "on the table," at least until the February revenue estimates are available. We support serious consideration of the following options:

- Use whatever portion of the rainy day funds necessary to prevent cuts beyond the present 9 percent
- Reduce the \$300 million in general state sales tax dedicated to highway construction by replacing it with gasoline tax revenues
- Restore the state sales tax on food while providing tax credits and other measures to prevent an undue burden on the poor and financial aid to assist low-income students and their families Increase the tax on alcohol and cigarettes to help pay for health care costs, including funding medical education

We applaud the efforts of the Salt Lake Chamber of Commerce in its advocacy of urging a humane and sensible approach to preserving quality education in Utah. We look forward to working with the business leaders involved in the Chamber of Commerce and with other business and community leaders who share our goals for protecting access to quality higher educational opportunities for Utahns.

The State Board of Regents, the Commissioner of Higher Education, and the Presidents of Utah's nine credit-granting colleges and universities pledge our support and assistance to the Governor and Legislature, as they work to meet the needs of the people of Utah. We ask they remain open to the suggestions made above.

Approved, November 13, 2009 by Utah State Board of Regents.

Jed H. Pitcher, Chair  
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In concurrence, Commissioner of Higher Education William A. Sederburg, and  
President Michael K. Young, University of Utah  
President Stan L. Albrecht, Utah State University  
President F. Ann Millner, Weber State University  
President Michael T. Benson, Southern Utah University  
President Matthew S. Holland, Utah Valley University  
President Scott L. Wyatt, Snow College  
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President Cynthia A. Bioteau, Salt Lake Community College