

STATE BOARD OF REGENTS MEETING
SOUTHERN UTAH UNIVERSITY
R. HAZE HUNTER CONFERENCE CENTER
AUGUST 27, 2010

AGENDA

7:30 - 9:00 a.m. BREAKFAST MEETING – STATE BOARD OF REGENTS
AND SUU BOARD OF TRUSTEES
Charles Hunter Room

9:00 - 9:45 a.m. COMMITTEE OF THE WHOLE
Great Hall

1. Welcome and Introductory Remarks (Chair Jordan)
2. Administration of Oath of Office to Regent David Smith
3. Committee Appointments (Chair Jordan)
4. Report of the Commissioner
 - USTAR Update by Ted McAleer

9:45 - 10:45 a.m. MEETINGS OF BOARD COMMITTEES

PROGRAMS COMMITTEE

Regent David J. Jordan, Chair
Shooting Star Room

ACTION:

1. Utah State University-College of Eastern Utah – Associate of Applied Science Degree in Medical Laboratory Technician Tab A
2. University of Utah – New Emphases Tab B
 - A. Entertainment Arts and Engineering Emphasis within the existing Bachelor of Arts Degree in Film Studies or Bachelor of Science Degree in Computer Science
 - B. Cross 3-D: Ceramics and Sculpture Emphasis within the existing Bachelor of Fine Arts Degree in Studio Art
 - C. Emphases within the existing Bachelor of Science Degree in Exercise and Sport Science
 - i. Exercise Science
 - ii. Exercise Physiology
 - iii. Fitness Leadership

DISCUSSION:

3. College Readiness Statement (Draft) Tab C

FINANCE COMMITTEE

Regent Nolan E. Karras, Chair
Charles Hunter Room

ACTION:

- | | | |
|----|--|-------|
| 1. | Southern Utah University – Campus Master Plan | Tab D |
| 2. | Utah Valley University – Campus Master Plan | Tab E |
| 3. | Utah Valley University – Student Life and Wellness Center (Programming/Design Approval) | Tab F |
| 4. | University of Utah – Extension of Standby Bond Purchase Agreement (SBPA) for
Rice Eccles Stadium Reconstruction Bond, Series 1997 | Tab G |
| 5. | Dixie State College – Peer Institutions List | Tab H |
| 6. | UHEAA – Approving Resolution for Student Loan Revenue Bond Series 1993A
Replacement Letter of Credit | Tab I |
| 7. | Utah Valley University – Purchase of Geneva Steel Property | Tab J |

CONSENT:

- | | | |
|----|--|-------|
| 8. | Weber State University – Belka Property Purchase | Tab K |
|----|--|-------|

INFORMATION:

- | | | |
|-----|---|-------|
| 9. | Utah State University – Summary of Series 2010 Research Revenue Refunding Bonds | Tab L |
| 10. | University of Utah – Sale of Bonds to Refinance the Existing Debt on the Ambassador
Building and Orthopaedic Center | Tab M |
| 11. | Utah Valley University – Property Purchase Update – Business Resource Center
(Former Saturn Dealership/Small Business Resource Center) | Tab N |
| 12. | Executive Summary of Strategic Information Technology Plan | Tab O |

PLANNING COMMITTEE

Regent John H. Zenger, Chair
Yankee Meadows Room

ACTION:

- | | | |
|----|---|-------|
| 1. | 2010 Enrollment Projections | Tab P |
| 2. | Proposed Revisions to Policy R203, <i>Search Committee Appointment and Function, and
Regents' Selection of Presidents of Institutions</i> | Tab Q |
| 3. | Roles and Authority Task Force | Tab R |
| | A. Final Report | |
| | B. USHE Roles and Authority Guidebook and Training Materials | |

DISCUSSION:

- | | | |
|----|---|-------|
| 4. | College Access Grant – Update | Tab S |
| 5. | Utah's 2020 Plan for Higher Education | Tab T |
| | A. Plan Document (Case Statement) | |
| | B. Action Plan (Strategies) | |
| 6. | 2010-2011 High School and Junior High School College Preparation Publications | Tab U |

10:45 - 11:00 a.m.

Break

11:00 a.m. - 12:00 noon

COMMITTEE OF THE WHOLE
Great Hall

- | | | |
|----|--|-------|
| 1. | Reports of Board Committees | |
| 2. | General Consent Calendar | Tab V |
| 3. | Approval of the 2011-2012 Operating Budget Request | Tab W |

12:00 noon - 1:00 p.m.

LUNCH
Upper Lobby (Outside Great Hall)

State of the University Report – President Benson

1:00 p.m. - 4:30 p.m.

COMMITTEE OF THE WHOLE (continued)
Great Hall

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|----|--|-------|
| 4. | Proposed Revisions to Policy R741, <i>Capital Development</i> | Tab X |
| 5. | 2011-2012 State-Funded Capital Development Projects | Tab Y |
| | A. Legislative/Campus Update | |
| | B. Institutional Presentations | |
| | • Utah State University-College of Eastern Utah | |
| | • Snow College | |
| | • Southern Utah University | |
| | • Weber State University | |
| | • Utah State University | |
| | • University of Utah | |
| 6. | 2011-2012 Non-State Funded Capital Projects and Land Bank Requests | Tab Z |
| | Institutional Presentations | |
| | • University of Utah | |
| | • Utah State University | |
| | • Southern Utah University | |
| | • Utah Valley University | |
| | • Dixie State College | |
| | • Salt Lake Community College | |
| | • Snow College | |
| 7. | Discussion of Capital Development Projects (CDP) | |

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Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.

August 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University-College of Eastern Utah-Associate of Applied Science Degree  
Medical Laboratory Technician-Action Item

Issue

Utah State University-College of Eastern Utah (USU-CEU) requests approval to offer an Associate of Applied Science (AAS) Degree in Medical Laboratory Technician, beginning Fall Semester 2010. This program has been approved by the College of Eastern Utah Institutional Board of Trustees.

Background

The Medical Laboratory Technician program is designed to prepare students for careers as certified medical laboratory technicians. Those successfully completing the program will receive an Associate of Applied Science Degree and will be qualified to sit for the national certification examination with the American Medical Technologists Association.

The primary reason for requesting this program is to address the workforce shortages currently being experienced by the health care industry nationally, and specifically in the service region of the college. It is a proactive effort to offset the growing shortages for skilled health care workers projected into the next decade.

Employment of clinical laboratory workers is expected to grow 14 percent between 2006 and 2016 (U.S. Dept. of Labor, Bureau of Statistics). This is faster than average for all occupations. The volume of laboratory tests continues to increase with an aging population, population growth, and development of new tests. Laboratory science education and training programs are graduating only 4,800 students nationally per year, creating a critical shortage compared to the 12,400 needed. While this data reflects an ongoing challenge for the Wasatch Front, the situation for rural southeastern Utah is exacerbated by isolation and no available training outlet within 325 miles to serve the local population and local workforce. Graduates from the program have opportunity in the local area for employment at medical facilities in the southeastern Utah and in the Four Corners area. (See Appendix D)

### Policy Issues

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

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve USU's request to offer an Associate of Applied Science Degree in Medical Laboratory Technician, 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 an Associate of Applied Science in  
Medical Laboratory Technician

Utah State University-College of Eastern Utah

Prepared for  
William A. Sederburg  
by  
Gary Wixom

August 18, 2010

## **SECTION I: The Request**

***Note: This request was prepared in advance of the creation of USU-CEU. All references to the College of Eastern Utah (CEU) now refer to (USU-CEU.)***

College of eastern Utah requests approval to offer an Associate of Applied Science in Medical Laboratory Technician effective Fall Semester 2010. The program has been approved by the institutional Board of Trustees on 11 April 2008.

## **SECTION II: Program Description**

### **Complete Program Description**

The Medical Laboratory Technician program is designed to prepare students for careers as certified medical laboratory technicians. Those successfully completing the program will receive an Associate of Applied Science and will be qualified to sit for the national certification examination with the American Medical Technologists Association.

Medical laboratory technicians examine and analyze body fluids, tissues, and cells. They look for bacteria, parasites and other microorganisms; analyze the chemical content of fluids; match blood for transfusions; and test for drug levels in the blood to show how a patient is responding to treatment. They use automated equipment and instruments capable of performing a number of tests simultaneously, as well as microscopes, cell counters, and other sophisticated laboratory equipment. Test results are analyzed and relayed to physicians.

Clinical laboratory personnel need good analytical judgment and the ability to work under pressure. Close attention to detail is essential, because small differences or changes in test substances or numerical readouts can be crucial for patient care.

Job duties will vary according to employment environments, which can vary from large hospitals to clinics and physicians' offices. Job opportunities are expected to be excellent, because the number of job openings is expected to continue to exceed the number of job seekers. Although hospitals are expected to continue to be the major employer of clinical laboratory workers, employment is expected to grow faster in medical and diagnostic laboratories, offices of physicians, and other ambulatory health care services including blood and organ banks (U.S. Dept. of Labor, 2005).

The complete program is outlined in Appendix B.

The Medical Laboratory Technician (MLT) program is a complementary addition to the health care careers programs offered by the College of Eastern Utah – San Juan Campus including the Certified Nursing Assistant (CNA), Licensed Practical Nurse (LPN), Registered Nurse (RN), and Medical Assistant (MA) program.

### **Purpose of Degree**

The primary reason for requesting this program is to address the workforce shortages currently being experienced by the health care industry nationally, and specifically in the service region of the college. It is a proactive effort to offset the growing shortages for skilled health care workers projected into the next decade.

A secondary reason is to create a meaningful certification program that will contribute to efforts to increase student enrollment by increased program offerings on the CEU campus.

The third reason for development of the Medical Laboratory Technician program is to fulfill partial requirements of the federal community-based job-training grant (CBJT) awarded to the college.

### **Institutional Readiness**

The existing administrative structures of the College of Eastern Utah are established and capable of proper administration of the program, which is an A.A.S. degree. The College administers and confers a wide variety of A.A.S., A.S., and A.A. degrees as well as a number of certificates. The only new organizational structure will be the inclusion of a lead program instructor, which was included in the U.S. Department of Labor, Community-based Job Training Grant that served as a catalyst for the development of the program, and has now been fully funded with hard funds.

The Medical Laboratory Technician (MLT) program will have no adverse effect on any other program at the College. The Medical Laboratory Technician program is closely aligned with the Certified Nurse Assistant (CNA), Medical Assistant (MA), LPN, and RN programs to complement the health care and allied health programs offered by the College. Scheduling will require accommodation of 10 additional courses not currently offered by the College of Eastern Utah. However, the program requires some courses already in the roster of established offerings presented by the College. Increased enrollment in those established courses is anticipated and can be accommodated as students enter the medical laboratory technician program.

National employment indicators for health care and allied health careers indicate a serious current shortage of qualified employment candidates and potential for even more drastic circumstances during the next decade. As many potential students look to health care professions, it is a consistent challenge to accommodate the number of applicants with the limited number of student slots inherent by the nature of many programs such as nursing programs.

### **Faculty**

In addition to the current tenure-track and regular adjunct faculty team, one part-time contract instructor has been hired to be the principal instructor and oversight director for the MLT program. This instructor/director is currently a hospital laboratory director for Blue Mountain Hospital, located a few blocks from the college. This provides a symbiotic partnership bridging the real-world applications of the training with the classroom theory. This oversight professional will be providing practical and "current art" guidance to the professional training as well as teaching some of the program courses. This instructor is credentialed in medical technology as well as possessing the necessary academic credentials. No other new instructor additions are projected for the first five years of the program.

Edward York (partnered faculty and program director)

-This contract faculty member, funded by the community-based job training grant and the local hospital (Blue Mountain Hospital) during the first year will serve as program director and faculty member. Faculty member has 30+ years experience in vocational field of medical technology and has been a trainer in military and civilian clinical laboratories. The faculty member has a bachelors degree in Allied Health and is a registered medical technologist as well as being a certified blood bank specialist. Mr. York is "highly qualified."



Funding Source = E&G

Dr. Carla Endres (full time, tenure track)

-Ph.D. in Microbiology with post-doctoral research. Faculty member is lead biology instructor and teaches majority (~80%) of the biology courses. This instructor will provide instructional support with assigned courses.

Funding Source = E&G

Dr. Lawrence Guymon (long term adjunct)

-Ph.D. in Microbiology with post-doctoral research. Adjunct faculty member has been teaching for the college for approximately two decades. This instructor will provide instructional support with assigned courses.

Funding Source = E&G

Virgil Caldwell (long term adjunct)

-M.S. in Cell Biology and Registered Medical Technologist with over 15 years scientific and administrative experience in biomedical field. Currently in dissertation phase of Doctorate in Education. Adjunct faculty member has been teaching for the college for approximately one decade and is the principal designer of the MLT program.

Funding Source = E&G

Peggy Denton (full time faculty member)

-The faculty member is a registered nurse (BSN) and is currently in a Master of Science program for a Nurse Practitioner credential. The faculty member is experienced in teaching nursing courses, nursing assistant courses and has extensive healthcare industry experience in clinical case assessment.

Funding Source = E&G

### **Staff**

The institution is well-prepared to accommodate the program and the additional ten MLT courses the program requires. The College has an academic support system with experience in providing tutoring and instructional augmentation for health care students in the other health care programs currently offered by the institution. The College has an established learning center complex that is staffed by two masters-level, experienced instructors. The complex contains a tutoring center and a computer-assisted learning laboratory. Any additional laboratory aide needs will be satisfied with work study candidates.

### **Library and Information Resources**

The established CNA and Nursing programs, along with the Medical Assistant program provide an excellent base of existing library materials for health care and allied health careers to support the Medical Laboratory Technician program. There will be minimal needs for additional books and periodicals specific to the Medical Laboratory Technician program. In addition, free-source, Internet-based materials will provide a rich enhancement to the library component of the learning experience. The program will be housed in the new Health Science Library building on the San Juan Campus. The library facility is over 5100 square feet with over 18,000 books and approximately 90 current periodicals.

|                                                                |            |             |
|----------------------------------------------------------------|------------|-------------|
| Current estimates for additional library resources are modest. |            |             |
|                                                                | First Year | Second Year |
| Number of new books needed                                     | 12         | 4           |
| Number of new periodical subscriptions needed                  | 2          | 2           |
| Estimated cost                                                 | \$1200     | \$600       |

### **Admission Requirements**

The MLT program is not necessarily subjected to the same cohort-based management as nursing programs. Therefore, admissions will be based on an incoming GPA of 2.75 from either high school transcripts or prior college records of at least 12 credit hours or permission from the lead MLT instructor and the campus senior administrator. The MLT program is complete in providing pre-MLT coursework and the sequential nature of the core classes will provide the step-by-step growth required for the professional preparedness.

### **Student Advisement**

Student advisement for the MLT program will begin with the initial student contact for those students demonstrating interest in the program. The initial recruitment contact will lead directly to an intake counseling session with one of the College's full-time academic counselors and a consultation with the lead MLT faculty member. Throughout the student's educational experience in the program the faculty advisor will maintain advisement sessions each semester with each student to ensure accurate progress reviews. The faculty advisor will also maintain current orientation of the students with the American Medical Technologist (AMT) Association, the national certification agency that will provide the certification examination upon the successful completion of the program.

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

The program is designed to satisfy the requirements of the College for an A.A.S. credential and the national certification agency, American Medical Technologist (AMT) Association. The program consists of 68 semester hours with 31 of those semester hours in specific MLT courses.

### **External Review and Accreditation**

The principal designer of the program is a member of the CEU-San Juan Campus administration team. The program was designed after extensive research and review of eight separate programs nationally, including the two programs located in Utah along the Wasatch Front, located at Weber State University and Salt Lake Community College. The principal designer holds an M.S. degree in Cell Biology, and is a registered medical technologist with over 15 years of experience in the biomedical field. The principal designer is also indicated as the project director for the Department of Labor, Community-based Job Training Grant that served as the catalyst for the program. The principal designer is currently completing work for a Doctorate in Education. The initial design work was subjected to review and input over a three-month period with a committee including the CEU Biology Department Chair (Ph.D. in Biochemistry), the lead biology instructor for the San Juan Campus (Ph.D. in Microbiology), and the long-time biology adjunct (Ph.D. in Microbiology).

Prior to initiation of development, the principal designer consulted extensively with the American Medical Technologist (AMT) national liaison regarding standards and expectations for qualification for certification.

**\*\*\*Explanation of faculty time commitment below\*\*\***

It is very important to realize the following chart of projected enrollment and # of faculty represents a hypothetical scenario based on the constraints of the analysis table. The A.A.S. program consists of 31 credit hours of medical laboratory technician (MLT) courses. Based upon a four-semester system, this equates to just fewer than eight credit hours of specific MLT courses per semester. This also is hypothetical as the linearity of the program is asymmetrical in specific MLT course offerings per semester due to needs of prerequisites, A.A.S. credential requirements and consideration for the institution's relative small size. There is not the same number of MLT course credits each semester.

In addition, the currently operating Medical Assistant (MA) program at the College contains four MA courses that are "sister program" courses specifically developed under the same Community-based Job Training Grant that has developed the MLT program. The cost effective goals are to have one lead instructor/director funded only in a part-time capacity by the college and partnered with the local hospital. This key position will then be supported and augmented by the highly qualified faculty described prior. Commitment to direct and instruct the MLT program specific courses and the sister MA program courses is 12 credit hours per semester average. Again, these credits are not symmetrically distributed. The support faculty described will provide the support, as specific semesters require. Raw numbers would indicate 12 credit hours of instruction equates to 0.8 full time instruction. However, some of these healthcare courses have integrated, intense laboratory and real-world learning experiences.

Considering the asymmetric semester loads and the dynamics outlined, the faculty resource assumption provided in the "projected enrollment" section below is reasonable for initial purposes.

**Projected Enrollment**

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------------|--------------|--------------------------|---------------------------|
| 1    | 15                | 1            | 1:15                     | n.a.                      |
| 2    | 20                | 1            | 1:20                     | n.a.                      |
| 3    | 20                | 1            | 1:20                     | n.a.                      |
| 4    | 20                | 1            | 1:20                     | n.a.                      |
| 5    | 20                | 1            | 1:20                     | n.a.                      |

**Expansion of Existing Program**

The program is new for the College and not an expansion of a previous program.

**SECTION III: Need**

**Program Need**

The College of Eastern Utah – San Juan Campus was awarded a grant through the U.S. Department of Labor for community-based job training. The application involved expansion of the Nursing program as well as developing and instituting offerings for a Medical Assistant program and a Medical Laboratory Technician program. As part of that grant application, letters of support were provided from the Utah Department of Workforce Services, U.S. Indian Health Services (IHS), Utah Navajo Health System, San Juan Health Services District, San Juan County Commission, Northeast Arizona Technological Institute of

Vocational Education, San Juan School District, and the Utah Office of Vocational Rehabilitation. Those letters are provided with the original application package. In addition, this program provides a viable and practical alternative into the healthcare career tracks for those students who will not be successfully competing with the extremely limited number of student slots available in the nursing programs.

### **Labor Market Demand**

According to the Occupational Outlook Handbook, 2010-11 Edition, published by the U.S. Bureau of Labor Statistics, employment of clinical laboratory workers is expected to grow by 14 percent between 2008 and 2018, faster than the average for all occupations. The volume of laboratory tests continues to increase with both population growth and the development of new types of tests.

Although hospitals are expected to continue to be the major employer of clinical laboratory workers, employment is expected also to grow rapidly in medical and diagnostic laboratories, offices of physicians, and all other ambulatory healthcare services.

Job opportunities are expected to be excellent because the number of job openings is expected to continue to exceed the number of jobseekers. Although significant, job growth will not be the only source of opportunities. As in most occupations, many additional openings will result from the need to replace workers who transfer to other occupations, retire, or stop working for some other reason. Willingness to relocate will further enhance one's job prospects. (See Appendix D for a list of local medical facility sites)

### **Student Demand**

Each year, the College can accept only a minority percentage of the applicants desiring to enter the nursing programs. This is due to the required nature of the cohort design necessary to meet accreditation standards for nursing programs. Clinical experience components of the nursing program limits numbers of students who can be accepted due to regulations as to the ratio of clinical instructors to students as well as the type of facility required for nursing program clinical experience.

The Medical Laboratory Technician program provides a viable and realistic career path for students seeking a job training opportunity that enables participants to earn significant salaries usually positioned between those of an LPN or MA and an RN.

It is reasonable to project a qualified demand for the program. There is a high job market demand as indicated by U.S. Bureau of Labor data for essentially all health care careers. A majority of student applicants unable to join nursing program cohorts but desire higher levels of career responsibility than CNA, MA, or LPN career tracks can find the MLT program a realistic option. In addition, students who desire a career in laboratory science can realize a viable career option most have previously not considered or been aware of even outside the direct health care employment market demands.

### **Similar Programs**

There are two similar, but not identical programs offered in the State of Utah, at Salt Lake Community College and Weber State University. Both are located in metropolitan areas along the Wasatch Front.

-Salt Lake Community College offers an Associate of Applied Science for medical laboratory technicians and contains 75 credit hours over 5 semesters. The program has 41 credit hours of medical laboratory

technician courses. While a robust program, it goes beyond credentialing requirements for the career outcome.

- Weber State University, which is commonly recognized in the state as a flagship institution for all the allied health career programs offers an Associate of Applied Science in the career field that contains 69 credit hours over 4 semesters. The program has 36 credit hours of medical laboratory technician courses.

- The College of Eastern Utah program for an Associate of Applied Science for medical laboratory technicians has 68 credit hours over 4 semesters. The program has 31 credit hours of medical laboratory technician courses and meets requirements to allow participation in the national credentialing examination.

- The Medical Laboratory Technician program proposed is currently designed specifically for the College of Eastern Utah - San Juan Campus. A significant consideration for offering the Medical Laboratory Technician program at the San Juan Campus is the regional isolation and expressed need by the local health care industry. The original Community-based Job Training Grant application was driven by input from local industry and the expressed needs industry has presented. The San Juan Campus service region is over 325 miles from the MLT programs located along the Wasatch Front. It is commonly understood that the best practice for retaining health care workers in the region is to provide local training opportunities as expressed in the Community-based Job Training Grant that initiated and assisted in the development and funding of this program.

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

The programs located at Salt Lake Community College and Weber State University were thoroughly reviewed. The programs located at these two Wasatch Front institutions are much larger in scope and infrastructure and geared to serve the urban area of the state. The program proposed by the College of Eastern Utah is tailored to the service region of the College. The program projects no impact on the existing similar programs in the state. This was verified in a recent (spring, 2009) conversation with Director of the Salt Lake Community College medical laboratory technician program, Dr. Karen Brown who is a pathology professor at the University of Utah. Dr. Brown informed this project that the students in the Salt Lake Community College program served their second year at the University of Utah. The University decided to expand its own program and thus ended the relationship with Salt Lake Community College. Dr. Brown also informed this program that job placement for graduates is "not a problem." Their students are hired before they graduate.

In the rural service area of the College of Eastern Utah - San Juan Campus, the local health care industry has been supportive in the Community-based Job Training Grant in part because the industry has a very difficult time recruiting qualified job candidates to medical laboratory positions. The goal of the program is "grow local talent."

### **Benefits**

The College of Eastern Utah and USHE will benefit from the MLT program in three significant ways. First, it is recognized that the health care industry is an area experiencing critical shortages of incoming skilled and semi-skilled workers. In addition, Utah and the nation are at the beginning of a significant demographic shift in incumbent workers as the baby boomer population wave begins retiring. The MLT program is a proactive response to serve the training needs of the service region of the College. A second consideration involves the fulfillment of part of the strategic plan for the College and San Juan Campus to have a well-round series of educational options for students in a variety of health care occupations. Finally, the new

MLT program provides a viable route to increasing enrollments and FTE through offering a program that addresses proven industry demands.

#### **Consistency with Institutional Mission**

The Medical Laboratory Technician program fits well with the mission of the college to "...prepare students through certification, degrees, and transfer programs and seeks to provide a complete campus experience for both traditional and non-traditional students....The College is committed to respond to the educational needs of the communities it serves...." The MLT program is a direct response to training needs of the service region. In addition, the MLT program is complementary to the health care programming already established with the institution.

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

#### **Program Assessment**

Academic assessment will have measures based on:

1. the number of students successfully completing the program, and;
2. the number of students successfully passing the AMT certification examination.

Operational/fiscal assessment will be based on maintaining expenditures during the life of the Community-based Job Training Grant. Post-grant, the assessment will be based on FTE and tuition revenue generation compared to cost of program sponsorship/operation.

#### **Expected Standards of Performance**

Medical laboratory technicians examine and analyze body fluids, tissues, and cells. They look for bacteria, parasites, and other microorganisms; analyze the chemical content of fluids; match blood for transfusions; and test for drug levels in the blood to show how a patient is responding to treatment. They use automated equipment and instruments capable of performing a number of tests simultaneously, as well as microscopes, cell counters, and other sophisticated laboratory equipment. Test results are analyzed and relayed to physicians.

Clinical laboratory personnel need good analytical judgment and the ability to work under pressure. Close attention to detail is essential, because small differences or changes in test substances or numerical readouts can be crucial for patient care.

The 10 new courses contained within the MLT program address the training needs of the occupational description above. These standards and competencies were chosen to meet the national standards of this health care occupation and satisfy the needs of the American Medical Technologists Association certification requirements.

Instruction will be a blend of traditional classroom lectures and student laboratory exercises but will be enriched with practical applications in clinical laboratory science including human specimen collection, processing, analysis, and clinical interpretation. In addition, the program will provide an external professional experience through a practicum course where students will be placed in local health care laboratory facilities to shadow and work under the supervision of professionals in the career field.

Formative assessment measures will be conducted throughout the MLT courses including intensive practice and instructor feedback on critical analytical and diagnostic procedures during the learning phases

of activity. Student self-critique and class discussions of clinical cases and specific findings will be conducted in a learning forum context. Class teamwork with multi-step assignments/projects will be employed to provide formative learning and simulate the real-world clinical laboratory environment.

Instruments for summative assessment will be employed periodically for timely feedback to the learners and provide cumulative grading. Summative assessments will be used for specific, identified learning segments and learning endpoint measures for the critical information expected in mastery assessment.

## SECTION V: Finance

### Budget

\*\*\*Explanation of FTE rationale in Finance Section\*\*\*

By the proposed two year, four semester program, the FTE calculation was done on a "per semester" basis and on the participant projections with the stated number of credit hours taken. For explanation:

A. Year 1. 15 students (initial group). Semester 1 curriculum = 17 cr hr. Semester 2 curriculum = 17 cr hr. 17 cr hr + 17 cr hr = 34 cr hr. 15 students x 34 cr hr/student = 510 cr hr. 510 cr hr/15 cr hr/FTE = 34 FTE

B. Year 2. 20 in first year rotation = 20 students x 34 cr hr/student = 680 cr hr. 15 students advanced to year 2 rotation. Semester 3 curriculum = 16 cr hr. Semester 4 curriculum = 18 cr hr. 16 cr hr + 18 cr hr = 34 cr hr. 15 students x 34 cr hr/student = 510 cr hr. 680 cr hr + 510 cr hr = 1190 cr hr. 1190 cr hr/15 cr hr/FTE = 79 cr hr.

C. Year 3. 20 students in each year of rotation. 680 cr hr + 680 cr hr = 1360 cr hr. 1360 cr hr/15 cr hr/FTE = 90 FTE

Semester-oriented FTE reasoning was based on semester enrollment tracking traditionally used for institutional performance each semester.

| Financial Analysis Form for All R401 Documents |          |          |          |          |          |
|------------------------------------------------|----------|----------|----------|----------|----------|
| Students                                       | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| Projected FTE Enrollment                       | 34       | 79       | 90       | 90       | 90       |
| Cost Per FTE                                   | 4426     | 4426     | 4426     | 4426     | 4426     |
| Student/Faculty Ratio                          | 15       | 20       | 20       | 20       | 20       |
| Projected Headcount                            | 15       | 35       | 40       | 40       | 40       |
| Projected Tuition                              | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| Gross Tuition                                  | \$33,624 | \$78,456 | \$89,664 | \$89,664 | \$89,664 |
| Tuition to Program                             | \$0      | 31,382   | 35,866   | 35,866   | 35,866   |
| 5 Year Budget Projection                       |          |          |          |          |          |
| Expense                                        | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| Salaries & Wages                               | 22,400   | 23,072   | 23,764   | 24,477   | 25,211   |
| Benefits                                       | 2162     | 2226     | 2293     | 2360     | 2433     |
| Total Personnel                                | 24,562   | 25,298   | 26,057   | 26,837   | 27,644   |
| Current Expense                                | 1500     | 1000     | 1000     | 1000     | 1000     |

|                           |                 |                 |                 |                 |                 |
|---------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Travel                    | 2000            | 2000            | 2000            | 2000            | 2000            |
| Capital                   | 5000            | 0               | 0               | 0               | 0               |
| Library Expense           | 1200            | 600             | 600             | 600             | 600             |
| <b>Total Expense</b>      | <b>\$34,262</b> | <b>\$28,898</b> | <b>\$29,657</b> | <b>\$30,437</b> | <b>\$31,244</b> |
| <b>Revenue</b>            | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   |
| Legislative Appropriation | 0               | 0               | 0               | 0               | 0               |
| Grants & Contracts        | 66,776          | 0               | 0               | 0               | 0               |
| Donations                 | 0               | 0               | 0               | 0               | 0               |
| Reallocation              | 0               | 0               | 0               | 0               | 0               |
| Tuition to Program        | 0               | 31,382          | 35,866          | 35,866          | 35,866          |
| Fees                      | 0               | 0               | 0               | 0               | 0               |
| <b>Total Revenue</b>      | <b>\$66,776</b> | <b>\$31,382</b> | <b>\$35,866</b> | <b>\$35,866</b> | <b>\$35,866</b> |
| <b>Difference</b>         |                 |                 |                 |                 |                 |
| Revenue-Expense           | \$32,514        | \$2484          | \$6209          | \$5429          | \$4622          |

### **Funding Sources**

Funding for the MLT program is essentially covered by the Department of Labor, Community-based Job Training (CBJT) Grant for the first year. All infrastructure and equipment were acquired and installed through the CBJT programming and local industry donations. Tuition during the first year of programming can be recovered to the institution.

### **Reallocation**

No internal reallocation is indicated.

### **Impact on Existing Budgets**

No impact of existing budgets are indicated



## Appendix A: Program Curriculum

### All Program Courses

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

| Course Prefix & Number        | Title                                      | Credit Hours |
|-------------------------------|--------------------------------------------|--------------|
| Core Courses                  | MLT 1010 Medical Laboratory Techniques     | 3            |
|                               | MLT 2240 Hematology                        | 3            |
|                               | MLT 2230 (Clinical Practice)               | 2            |
|                               | MLT 2270 Immunology/Serology               | 3            |
|                               | MLT 2430 Clinical Chemistry I              | 3            |
|                               | MLT 2570 Clinical Microbiology I           | 3            |
|                               | MLT 2450 Clinical Chemistry II (endocrine) | 3            |
|                               | MLT 2580 Clinical Microbiology II          | 4            |
|                               | MLT 2280 Immunohematology                  | 4            |
|                               | MLT 2550 Practicum in Medical Technology   | 3            |
|                               | <b>Sub-Total</b>                           | <b>31</b>    |
| Elective Courses              | CHEM 1000 Intro to Chemistry Lab           | 1            |
|                               | CHEM 1010 Intro to Chemistry               | 3            |
|                               | ENGL 1010 Intro To Writing                 | 3            |
|                               | BIOL 1010 Principles of Biology            | 3            |
|                               | BIOL 1015 Biology Lab (Virtual)            | 1            |
|                               | PSY 1010 Intro to Psychology               | 3            |
|                               | CHEM 1110 Elementary Chemistry             | 3            |
|                               | CHEM 1130 Elementary Chemistry Lab         | 1            |
|                               | ENGL 2010 Intermediate Writing             | 3            |
|                               | NURS 1008 Medical Terminology              | 2            |
|                               | BIOL 1500 Anatomy and Physiology           | 3            |
|                               | MATH1050 College Algebra                   | 4            |
|                               | BUSN 2390 Org. Behavior, or                |              |
|                               | COMM 2110 Interpersonal Comm., or          |              |
|                               | COMM 2120 Group Comm.                      | 3            |
|                               | MATH 2470 Intro to Statistics              | 4            |
|                               | <b>Sub-Total</b>                           | <b>37</b>    |
| Track/Options (if applicable) |                                            |              |
|                               | <b>Sub-Total</b>                           |              |
|                               | <b>Total Number of Credits</b>             | <b>68</b>    |

### New Courses to be added in the Next Five Years

All courses required for the new program have been developed and approved by the institution.

## Appendix B: Program Schedule

New courses developed and approved by the College Curriculum and Instruction Committee are indicated with an (\*).

### Semester 1

| Course                                  | Cr Hr |
|-----------------------------------------|-------|
| CHEM 1000 Intro to Chemistry Lab        | 1     |
| CHEM 1010 Intro to Chemistry            | 3     |
| ENGL 1010 Intro to Writing              | 3     |
| BIOL 1010 Principles of Biology         | 3     |
| BIOL 1015 Biology Lab (Virtual)         | 1     |
| PSY 1010 Intro to Psychology            | 3     |
| MLT 1010 Medical Laboratory Techniques* | 3     |

|       |    |
|-------|----|
| Total | 17 |
|-------|----|

### Semester 2

|                                                 |   |
|-------------------------------------------------|---|
| CHEM 1110 Elementary Chemistry                  | 3 |
| CHEM 1130 Elementary Chemistry Lab              | 1 |
| ENGL 2010 Intermediate Writing                  | 3 |
| NURS 1008 Medical Terminology                   | 2 |
| BIOL 1500 Anatomy and Physiology                | 3 |
| MLT 2240 Hematology*                            | 3 |
| MLT 2230 Clinical Practice (other body fluids)* | 2 |

|       |    |
|-------|----|
| Total | 17 |
|-------|----|

### Semester 3

|                                           |   |
|-------------------------------------------|---|
| MATH 1050 College Algebra                 | 4 |
| BUSN 2390 Organizational Behavior, or     | 3 |
| COMM 2110 Interpersonal Communication, or |   |
| COMM 2120 Group Communication             |   |
| MLT 2270 Immunology/Serology*             | 3 |
| MLT 2430 Clinical Chemistry I (routine)*  | 3 |
| MLT 2570 Clinical Microbiology I *        | 3 |

|       |    |
|-------|----|
| Total | 16 |
|-------|----|

### Semester 4

|                                             |   |
|---------------------------------------------|---|
| MATH 2470 Intro to Statistics               | 4 |
| MLT 2450 Clinical Chemistry II (endocrine)* | 3 |
| MLT 2580 Clinical Microbiology II*          | 4 |
| MLT 2280 Immunohematology*                  | 4 |
| MLT 2550 Practicum in Medical Technology*   | 3 |

|       |    |
|-------|----|
| Total | 18 |
|-------|----|

|                          |    |
|--------------------------|----|
| Total Credits in Program | 68 |
|--------------------------|----|

## Appendix C: Faculty

In addition to the current tenure-track and regular adjunct faculty team, one part-time contract instructor has been hired to be the principal instructor and oversight director for the MLT program. This instructor/director is currently a hospital laboratory director for Blue Mountain Hospital, located a few blocks from the college. This provides a symbiotic partnership bridging the real-world applications of the training with the classroom theory. This oversight professional will be providing practical and "current art" guidance to the professional training as well as teaching some of the program courses. This instructor will be credentialed in medical technology as well as possessing the necessary academic credentials. No other new instructor additions are projected for the first five years of the program. The quorum of full time and adjunct faculty listed are currently part of the existing allied health team. The partnered faculty/director is the only new addition.

Edward York (partnered faculty and program director)

- This contract faculty member, funded by the community-based job training grant and the local hospital (Blue Mountain Hospital) during the first year will serve as program director and faculty member. Faculty member has 30+ years experience in vocational field of medical technology and has been a trainer in military and civilian clinical laboratories. The faculty member has a bachelors degree in Allied Health and is a registered medical technologist as well as being a certified blood bank specialist.

Dr. Carla Endres (full time, tenure track)

- Ph.D. in Microbiology with post-doctoral research. Faculty member is lead biology instructor and teaches majority (~80%) of the biology courses. This instructor will provide instructional support with assigned courses.

Dr. Lawrence Guymon (long term adjunct)

- Ph.D. in Microbiology with post-doctoral research. Adjunct faculty member has been teaching for the college for approximately two decades. This instructor will provide instructional support with assigned courses.

Virgil Caldwell (long term adjunct)

- M.S. in Cell Biology and Registered Medical Technologist with over 15 years scientific and administrative experience in biomedical field. Currently in dissertation phase of Doctorate in Education. Adjunct faculty member has been teaching for the college for approximately one decade and is the principal designer of the MLT program.

Peggy Denton (full time faculty member)

- The faculty member is a registered nurse (BSN) and is currently in a Master of Science program for a Nurse Practitioner credential. The faculty member is experienced in teaching nursing courses, nursing assistant courses and has extensive healthcare industry experience in clinical case assessment.

### Appendix D

Potential employers of Medical Laboratory Technicians and other Allied Health workers in the College of Eastern Utah – Blanding Campus service area. 08/17/10

| Facility                                       | Hospital | Clinic | Nursing Homes | City            | State |
|------------------------------------------------|----------|--------|---------------|-----------------|-------|
| Blue Mountain Hospital                         | X        |        |               | Blanding        | UT    |
| UNHS, Blanding Family Practice                 |          | X      |               | Blanding        | UT    |
| Blanding Clinic                                |          | X      |               | Blanding        | UT    |
| Blanding 4 Corners Rest Home                   |          |        | X             | Blanding        | UT    |
| Allen Memorial Hospital                        | X        |        |               | Moab            | UT    |
| UNHS, Montezuma Creek Clinic                   |          | X      |               | Montezuma Creek | UT    |
| San Juan County Hospital                       | X        |        |               | Monticello      | UT    |
| UNHS, Monument Valley Clinic                   |          | X      |               | Monument Valley | UT    |
| UNHS, Navajo Mountain Clinic                   |          | X      |               | Navajo Mountain | UT    |
| Southwest Memorial Hospital                    | X        |        |               | Cortez          | CO    |
| Vista Grande Inn                               |          |        | X             | Cortez          | CO    |
| PASCO/SW Inc                                   |          |        | X             | Cortez          | CO    |
| Mercy Hospital                                 | X        |        |               | Durango         | CO    |
| Chinle Nursing Home -                          |          |        | X             | Chinle          | AZ    |
| IHS, Chinle Comprehensive Health Care Facility | X        |        |               | Chinle          | AZ    |
| IHS, Fort Defiance Indian Hospital             | X        |        |               | Fort Defiance   | AZ    |
| Sage Memorial Hospital                         | X        |        |               | Ganado          | AZ    |
| IHS, Kayenta Health Center                     |          | X      |               | Kayenta         | AZ    |
| IHS, Pinion Health Center                      |          | X      |               | Pinon           | AZ    |
| IHS, Inscription House Health Center           |          | X      |               | Shonto          | AZ    |
| IHS, Tsaile Health Center                      |          | X      |               | Tsaile          | AZ    |
| IHS, Tuba City Indian Medical Center           | X        |        |               | Tuba City       | AZ    |
| IHS, Winslow Health Center                     |          | X      |               | Winslow         | AZ    |
| IHS, Dziłth-Na-O-Dith-Hle Health Center        |          | X      |               | Bloomfield      | NM    |
| IHS, Crownpoint Health Care Facility           | X        |        |               | Crownpoint      | NM    |
| IHS, Gallup Indian Medical Center              | X        |        |               | Gallup          | NM    |
| IHS, Northern Navajo Medical Center            | X        |        |               | Shiprock        | NM    |
| IHS, Tohatchi Health Care Center               |          | X      |               | Tohatchi        | NM    |

August 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Academic, Career and Technical Education and Student Success (Programs) Committee –  
New Emphases Requiring Regents' Approval

The following have been approved by the Programs Committee and are submitted for the Regents' approval:

**A. University of Utah – New Emphases**

**a. Emphasis in Cross 3D: Ceramics and Sculpture**

**Request**

The purpose of this emphasis is to strengthen competence and focus students in their first year. Focus on 2D drawing and 3D design the first year gives students the opportunity to explore principles of art and design which will help them be successful in their chosen emphasis area. Students are given the opportunity to learn how to see, analyze and communicate their ideas. Toward the end of the first year, students may choose a coherent area or emphasis where they learn to be professionals in their area, after rigorous studio and art history course work.

**Need**

Faculty believe having the emphasis on students' transcripts will assist them as they apply for graduate school or jobs, as the specific focus of their undergraduate work will be listed.

**Finance**

There will be no financial impact as the courses are already offered.

**b. Emphasis in Entertainment Arts and Engineering**

**Request**

The Entertainment Arts and Engineering (EAE) emphasis is a joint effort of the School of Computing (CS) and the Division of Film Studies. The purpose of this emphasis is to provide undergraduates an interdisciplinary academic path toward careers in the digital entertainment industry with experience in both computer science and the arts. The key feature of the EAE emphasis is its interdisciplinary nature. Students from both Computer Science and Fine Arts will take common classes throughout their undergraduate years, culminating in a year-long senior project where teams of students from both disciplines will build an interactive media project, including elements drawn from animation and gaming.

Students in the emphasis must actively pursue either a Bachelor of Arts degree in Film Studies or a Bachelor of Science degree in Computer Science.

### **Need**

Research indicates employers are not looking for graduates of a hybrid degree program that combines all the elements of gaming and animation. They instead report a preference for traditional film artists, storytellers, and animators with some exposure to computer science, and especially to computer science engineers in the field. The assumption is that this extra familiarity with others in the field will make the formation of working partnerships a more easily achieved goal within the industry.

### **Finance**

There will be no financial impact on the departments or institution. The courses fulfill elective requirements for both Computer Science and Film Studies.

## **c. Emphases in Exercise and Sports Science**

### **Request**

The Department of Exercise and Sport Science (ESS) at the University of Utah proposes the following emphasis areas be entered on the Exercise and Sport Science Bachelor of Science Degree:

- Exercise Science
- Exercise Physiology
- Fitness Leadership

### **Need**

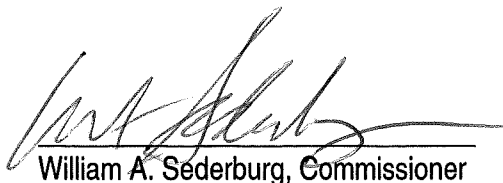
Typically, students enter their sophomore year with their required math and science courses followed by the Exercise and Sports Science core. The three emphases would allow students to specialize in their area of interest, thus making them more attractive to specific graduate programs and career fields.

### **Finance**

There will be no financial impact on the department or institution as the courses are already being offered.

### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by the University of Utah for the Emphasis in Cross 3D: Ceramics and Sculpture, Entertainment Arts and Engineering, and in Exercise and Sports Science, effective Fall Semester, 2010.



William A. Sederburg, Commissioner

## **Proposal for an Emphasis in Cross 3-D: Ceramic and Sculpture**

### **Section I: Action**

The Department of Art and Art History proposes the following emphasis area be entered on BFA Art transcripts:

#### **BFA Art: Cross 3-D: Ceramics & Sculpture**

The first step for each studio art degree is the establishment of a solid foundation called First Year Studio where students learn basic principles of art. The first year is comprised of 2d drawing and 3d design. The focus of these classes gives students the opportunity to explore principles of art and design which help them be successful in their chosen emphasis area. Students are given the opportunity to learn how to see, analyze and communicate their ideas. Towards the end of their first year, students choose a coherent area or emphasis where they learn to be professionals in that area after rigorous studio and art history course work. Within each emphasis is considerable diversity. First Year Studio is 18 hours and emphasis areas range from 57 to 64 hours. After three years of 3000 and 4000 level classes, students are prepared to be practicing artists in the fields of ceramics, graphic design, painting and drawing, photography, printmaking, sculpture or a Cross 3D Focus in sculpture and ceramics. The core courses in each area are vital to the departure into advanced research in traditional and contemporary methods of art. Through guided studio exercises, assignments, and individual and group critiques, students develop their artistic vision, technical abilities, and visual art vocabulary. Through taking a set of core emphasis classes in a specific 2-D or 3-D area, students develop a sense of purpose where personal expression and professional growth can result in solid portfolio development for a specific career choice.

### **Section II: 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.

### **Section III: Institutional Impact**

There will be no institutional impacts

### **Section IV: Finances**

There will be no financial impact on the department or the institution.

## **Proposal for an Emphasis in Entertainment Arts and Engineering (EAE)**

### **Section I: Action**

The EAE emphasis is a joint effort of the School of Computing and the Division of Film Studies. The purpose of this emphasis is to provide undergraduates an interdisciplinary academic path toward careers in the digital entertainment industry with experience in both computer science and the arts.

The key feature of the EAE emphasis is its interdisciplinary nature. Students from both computer science and fine arts will take common classes throughout their undergraduate years, culminating in a yearlong senior project where teams of students from both disciplines will build an interactive media project including elements drawn from animation and gaming.

Students in the emphasis must actively pursue either a Bachelor of Arts degree in Film Studies or a Bachelor of Science degree in Computer Science. The courses listed below are for the Computer Science B.S. with an emphasis in EAE. The EAE emphasis is a Computer Science degree. All requirements of the general Computer Science degree must be met. Computer science and art courses taken for the EAE emphasis will be counted towards upper-division elective requirements.

Every semester both CS and Film students take at least one combined course including the following:

Freshmen Year:

CS 1410 - Introduction to Computer Science I - EAE

CS 2420 - Introduction to Computer Science II - EAE

Sophomore Year:

CS 3650 - 3d Modeling for VG&M

CS 3670 - Machinima

Junior Year

Film 4700 - Computer Animation I

Film 4710 - Computer Animation I

or

Film 4750 - Game Design I

Film 4760 - Game Design II

Senior Year:

CS 4510 - Senior Project I

CS 4515 - Senior Project II



## **Section II: Need**

Research on potential employers of both film graduates with training in gaming and animation and computer science graduates with an interest in gaming or animation indicates that employers are not looking for graduates of a hybrid degree program that combines all the elements of gaming and animation in one person. They instead report a preference for traditional film artists, storytellers, and animators with some exposure to computer science and especially to computer science engineers in the field. The assumption is that this extra familiarity with the other people in the field will make the formation of working partnerships a more easily achieved goal within the industry.

## **Section III: Institutional Impact**

There will be no impact on the department or the institution

## **Section IV: Finances**

There will be no financial impact on the department or the institution.

## **Proposal for Emphases in Exercise and Sports Science**

### **Section I: Action**

The Department of Exercise and Sport Science (ESS) at the University of Utah proposes that the following emphasis areas be entered on the Exercise and Sport Science Bachelor of Science:

- Exercise Science
- Exercise Physiology
- Fitness Leadership

Students enter the ESS program in their sophomore year with approximately 30 credit hours. During the first year in the program, students are encouraged to begin their Math and Science foundation (either MATH 1040/Statistics or MATH 1050 & 1060 Algebra & Trigonometry and BIOL/CHEM/PHYS courses depending on emphasis). In addition all ESS students take a series of ESS core courses: ESS 2500 Exploration of Movement Sciences, ESS 3091 Physiology of Fitness, ESS 3092 Kinesiology, ESS 3093 Biomechanics, ESS 2600 Sport and American Society and ESS 3340 Sport Psychology. With this fundamental knowledge of Exercise and Movement, students then enter an emphasis that prepares them for either graduate school or entrance into a career field.

### **Section II: The Need**

A designated emphasis area listed on a transcript would bring recognition to that particular area of study. This would be important when students apply for either graduate school or employment, as having the

specific emphasis designation,, such as "Exercise Physiology," would make it easier to determine the professional area of study, knowledge and expertise of the student.

### Section III: Institutional Impact

There will be no impact on the department or college of the institution.

### Section IV: Finances

There will be no financial impact on the department or college of the institution.

### Academic Program Completion Plan

#### Exercise and Sport Science - Emphasis: Exercise Science

|                                                                                                           |   |
|-----------------------------------------------------------------------------------------------------------|---|
| <b>MATH 1040/1070</b> Introduction to Statistics or a Statistic Course approved by dept. advisor          | 3 |
| <b>BIOL 2325</b> Anatomy (Rec. Pre-req. BIOL 1210)                                                        | 4 |
| <b>ESS 2500</b> Exploration of Movement Sciences (Pre-req or co-req. MATH 1040)                           | 3 |
| <b>ESS 2600 or 2601</b> Sport and American Society                                                        | 3 |
| <b>ESS 3091 or 3094</b> Physiology of Fitness (Pre-req. BIOL 2325 & ESS 2500)                             | 3 |
| <b>ESS 3092</b> Kinesiology (Pre-req. BIOL 2325 & ESS 2500)                                               | 3 |
| <b>ESS 3093 or 3096</b> Biomechanics (Pre-req. ESS 2500 & ESS 3092)                                       | 3 |
| <b>ESS 3340 or 3341</b> Sport Psychology                                                                  | 3 |
| <b>ESS 3550</b> Motor Learning (Pre-req. ESS 2500)                                                        | 3 |
| <b>ESS 3551</b> Application of Human Motor Development Across the Life Span (Pre-req. ESS 2500)           | 3 |
| <b>ESS 3670</b> Ex.: Health & Cultural Prospect. (Pre-Req. ESS 3091/3094)                                 | 3 |
| <b>ESS 4670</b> Aging & Exercise (Pre-Req. ESS 3091/3094)                                                 | 3 |
| <b>ESS 4900</b> Promoting Physical Activity in the Community (Pre-req. ESS 3551, 3670, 4670, & HEDU 4250) | 5 |
| <b>HEDU 1950</b> Emergency First Aid                                                                      | 4 |
| <b>HEDU 4250</b> Facilitating Healthy Behavior                                                            | 3 |

**Exercise Science Required ESS Elective Hours (12 Hrs.)**  
**6 out of 12 credit hours must be taken in the ESS department**

Academic Program Completion Requirements

**Academic Program Completion Plan**  
**Exercise and Sport Science - Emphasis: Exercise Physiology**

|                                                                                                                      |   |
|----------------------------------------------------------------------------------------------------------------------|---|
| <b>MATH 1050</b> College Algebra (Pre-req. MATH 1010 or ACT 23)                                                      | 4 |
| <b>MATH 1060</b> Trigonometry                                                                                        | 3 |
| <b>BIOL 2325</b> Anatomy (Pre-req. BIOL 1210)                                                                        | 4 |
| <b>BIOL 2420</b> Human Physiology (Pre-req. BIOL 1210)                                                               | 4 |
| <b>ESS 2500</b> Exploration of Movement Sciences<br>(Pre-req. or co-req. MATH 1040 or MATH 1210)                     | 3 |
| <b>ESS 2600 or 2601</b> Sport and American Society                                                                   | 3 |
| <b>ESS 3092</b> Kinesiology (Pre-req. BIOL 2325 & ESS 2500)                                                          | 3 |
| <b>ESS 3094</b> Honors Exercise Physiology (Pre-req. BIOL 2420)                                                      | 3 |
| <b>ESS 3093 or 3096</b> Biomechanics (Pre-req. ESS 2500, ESS 3092,<br>or MATH 1060 & PHYS 2010 for pre-req for 3096) | 3 |
| <b>ESS 3340 or 3341</b> Sport Psychology                                                                             | 3 |
| <b>ESS 3550</b> Motor Learning (Pre-req. ESS 2500)                                                                   | 3 |
| <b>ESS 3551</b> Application of Human Motor Development Across the<br>Life Span (Pre-req. ESS 2500)                   | 3 |
| <b>ESS 3670</b> Ex.: Health and Cultural Perspective (Pre-req. ESS<br>3094)                                          | 3 |
| <b>ESS 4301</b> Exercise Physiology Lab (pre-req. or co-req. 3094)                                                   | 3 |
| <b>ESS 4670</b> Aging and Exercise (Pre-req. ESS 3094)                                                               | 3 |
| <b>ESS 4900</b> Promoting Physical Activity in the Community<br>(Pre-req. ESS 3551, 3670, 4670 & HEDU 4250)          | 5 |
| <b>HEDU 4250</b> Facilitating Healthy Behavior                                                                       | 3 |
| CHEM 1210 and CHEM 1215                                                                                              | 5 |
| CHEM 1220 and CHEM 1225                                                                                              | 5 |
| CHEM 2310 and CHEM 2315                                                                                              | 5 |
| CHEM 2320 and CHEM 2325                                                                                              | 5 |
| PHYS 2010                                                                                                            | 4 |
| PHYS 2020                                                                                                            | 4 |

\*\*\* GPA REQUIREMENTS: 3.0 throughout program

## Academic Program Completion Plan

### Exercise and Sport Science - **Emphasis: Fitness Leadership**

|                                                                                                           |   |
|-----------------------------------------------------------------------------------------------------------|---|
| <b>MATH 1040</b> Introduction to Statistics or a Statistic Course<br>approved by dept. advisor            | 3 |
| <b>BIOL 2325</b> Anatomy (Rec. Pre-req. BIOL 1210)                                                        | 4 |
| <b>ESS 2500</b> Exploration of Movement Sciences<br>(Pre-req or co-req. MATH 1040 or a Statistics Course) | 3 |
| <b>ESS 2600 or 2601</b> Sport & American Society                                                          | 3 |
| <b>ESS 3091 or 3094</b> Physiology of Fitness (Pre-req. MATH<br>1040 & BIOL 2325)                         | 3 |
| <b>ESS 3092</b> Kinesiology<br>(Pre-req. BIOL 2325 & ESS 2500)                                            | 3 |
| <b>ESS 3340 or 3341</b> Sport Psychology                                                                  | 3 |
| <b>ESS 3551</b> Application of Human Motor Development Across<br>the Lifespan (Pre-req. ESS 2500)         | 3 |
| <b>ESS 3670</b> Ex. Health & Cultural Perspective<br>(Pre-req. ESS 3091)                                  | 3 |
| <b>ESS 4464</b> Group Fitness Instructor                                                                  | 3 |
| <b>ESS 4465</b> Exercise Programming: Assessment and Delivery<br>(Pre-req. ESS 3091 and ESS 4464)         | 5 |
| <b>ESS 4670</b> Aging & Exercise (Pre-req. ESS 3091)                                                      | 3 |
| <b>ESS 4800</b> Practicum (Pre-req. ESS 4465 and ESS 4464)                                                | 4 |
| <b>ESS 4810</b> Internship (Pre-req. ESS 4800)                                                            | 6 |
| <b>HEDU 1950</b> Emergency First Aid                                                                      | 4 |
| <b>HEDU 4250</b> Facilitating Health Behavior                                                             | 3 |
| <b>NUTR 5360</b> Weight Management (Pre-req. NUTR 1020)                                                   | 3 |
| <b>FL Required Elective Hours (6 Hrs.)</b>                                                                |   |
| <b>3 out of 6 credit hours must be taken in the ESS Dept.</b>                                             |   |
| 1.                                                                                                        |   |
| 2.                                                                                                        |   |

August 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Draft Statement on College and Career Readiness—Discussion Item

Background

In the April Board of Regents meeting, a draft statement on College and Career Readiness was discussed. The Commissioner recommended the Programs Committee discuss the draft statement and gather input from other stakeholders such as K-12 Public Education, Institutional Presidents and CAOs, and the K-16 Alliance.

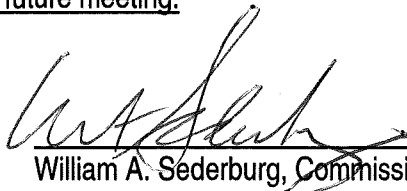
Defining College and Career Readiness is an ongoing process, but there seems to a national consensus forming, which the changing economy will require all students to have some postsecondary education and training as a prerequisite to success. The National Governors Association has adopted the following Definition:

A college-and career-ready student is an individual that is ready to succeed in entry-level, credit bearing and academic college courses and in workforce training programs. College refers to two and four -year postsecondary schools. Workforce training programs pertain to careers that offer competitive, livable salaries above the poverty line; offer opportunities for career advancement; and are in a growing or sustainable industry. (National Governors Association, "Common Core State Standards Initiative", 2009.)

Although there is more than one path to become College and Career Ready, the attached draft statement is an attempt to communicate a clear expectation to students in Utah as they prepare for college and careers.

Commissioner's Recommendation

The Commissioner recommends the Regents discuss the attached draft and give input in preparation for a final draft which will be recommended for approval at a future meeting.

  
William A. Sederburg, Commissioner

WAS/GW  
Attachment

## College and Career Readiness Recommendations for Middle and High School Students Utah State Board of Regents July 2010

The Utah State Board of Regents believes that all students should have education and career goals that will prepare them to experience fulfilling lives, actively participate as educated citizens in our democracy, and thrive in a particularly competitive and global marketplace. The following are the Regents' recommendations for students to be college and career ready.

### To Be Ready for College and Career, Students Should...

#### Build an Academic Foundation by:

- Taking challenging classes in high school to develop an understanding of different subjects and a solid academic preparation for college-level courses.
- Taking Advanced Placement (AP), International Baccalaureate (IB), or concurrent enrollment classes that lead to college credit and provide direct experience in college-level studies. Students should carefully select concurrent enrollment classes that apply to general education, a certificate, or a degree that fits their educational plans.

#### Evaluate Progress by:

- Taking the ACT in the junior year and matching or exceeding the ACT readiness standards (for Fall 2010: English-18, Math-22, Reading-21, Science-24).

#### Develop Intellectual Capacity by:

- Selecting courses in high school that challenge the intellect and develop critical thinking, analysis, and problem solving strategies.
- Establishing academic behaviors in time management and study habits consistent with the greater amount of independent work required in college.
- Doing the very best academic work possible in every class taken from middle school through the senior year of high school.

#### If Benchmarks Are Not Met, Take Corrective Action Immediately by:

- Taking the Accuplacer placement test to gauge areas of strength and weakness and formulating a plan for reaching the benchmarks.

|                             | Current High School Graduation Requirements                                                                                                                                                                           | Suggested Courses in High School for College and Career Preparedness                                                         |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| English/Language Arts       | 4.0 credits                                                                                                                                                                                                           | 4 years                                                                                                                      |
| Mathematics                 | 3.0 credits<br>1.0 credit Algebra I<br>1.0 credit Geometry<br>1.0 credit Advanced, applied or supplemental Mathematics                                                                                                | 4 years<br>At least one year beyond Algebra II, and at least one credit in the senior year                                   |
| Science                     | 3.0 credits<br>2.0 credits from the four science foundation areas:<br>Earth Systems, Biological Science, Chemistry, or Physics<br>1.0 credit from the foundation courses or the applied or advanced science core list | 3 years/credits for college/career readiness<br>4 year/credits for Science, Technology, Engineering, Math (STEM) preparation |
| Social Studies              | 2.5 credits<br>1.0 credit U.S. History<br>0.5 credit Geography<br>0.5 credit World Civilization<br>0.5 credit U.S. Government and Citizenship                                                                         | 3 years                                                                                                                      |
| Directed Coursework         | 3.5 credits<br>1.5 credits Fine Arts<br>1.0 credit Career and Technology Education<br>0.5 credit Computer Tech<br>0.5 General Financial Literacy                                                                      | 2 years Fine Arts<br>1 year Career and Technology Education (CTE)                                                            |
| Physical Education/Health   | 2.0 credits                                                                                                                                                                                                           | H. S. credits and/or co-curricular activities with a health focus<br>2 years                                                 |
| World Language (non-native) | No high School Requirement                                                                                                                                                                                            |                                                                                                                              |
| Required Electives          | 6.0 credits                                                                                                                                                                                                           | Rigorous courses through the senior year.                                                                                    |

August 18, 2010

MEMORANDUM

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

Issue

Southern Utah University is requesting review and approval of its updated Campus Master Plan.

Background

The Board last reviewed and approved the Southern Utah University Campus Master Plan on July 11, 2008. The changes requested are for future acquisition of properties that are contiguous to or in close proximity to the existing campus. The properties and their expected future use are identified in the following categories on the attached campus map:

- Expansion space for future growth
- Expanded parking space
- Expansion space for residential living

SUU officials will be present to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the Southern Utah University updated Campus Master Plan.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments



Vice President for Finance & Facilities

Dorian G. Page  
351 West University Blvd.  
Cedar City, UT 84720  
(435) 586-7721

July 30, 2010

Mr. Ralph Hardy  
Special Assistant to the Associate Commissioner  
Utah System of Higher Education  
P. O. Box 145110  
Salt Lake City, UT 84114-5102

Dear Ralph,

We have made minor changes to our Campus Master Plan since it was last approved by the Regents in 2008. We request this item to be placed on the August Regents meeting agenda for approval. We have attached the latest plan with changes outlined in pink.

Thank you.

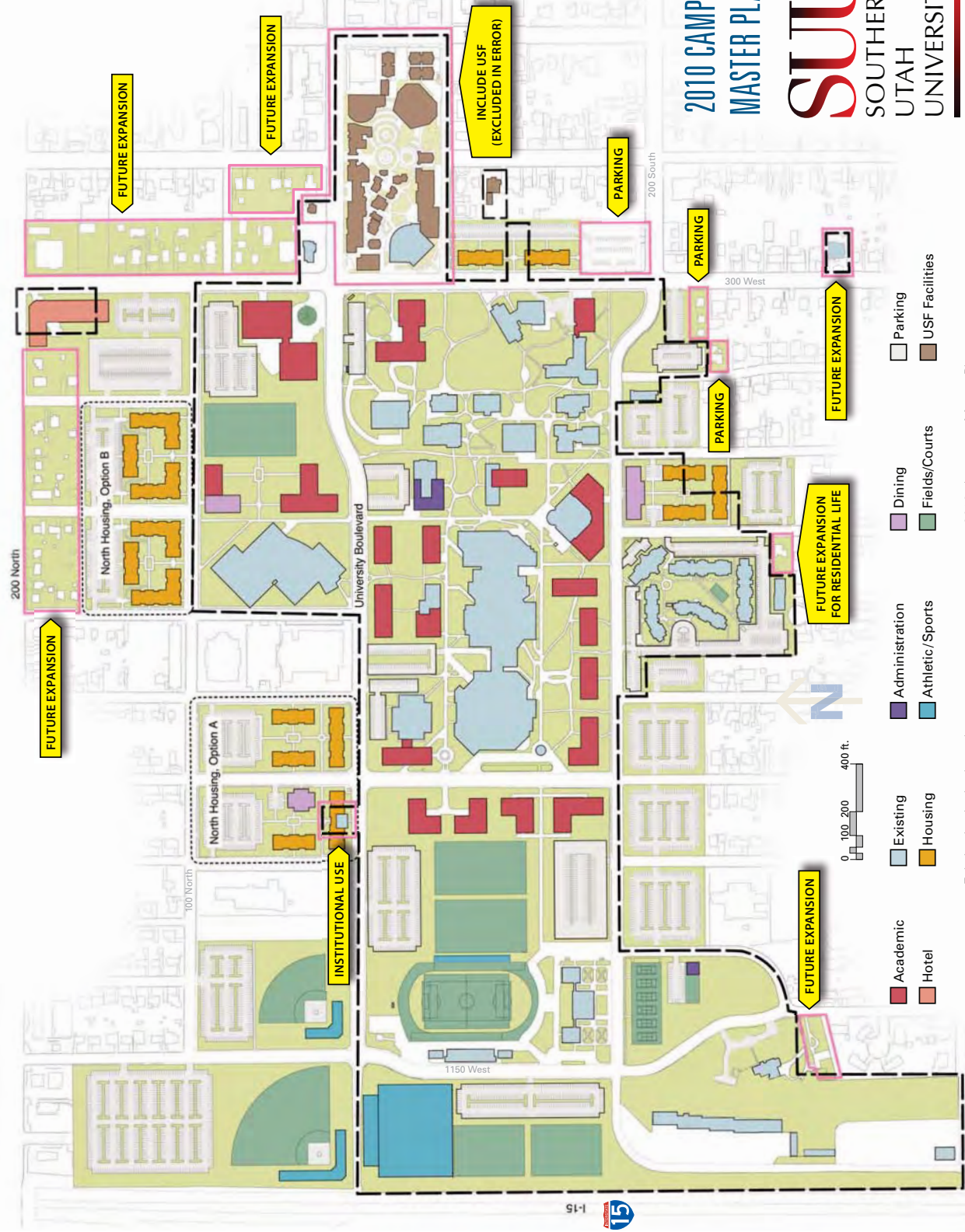
Dorian Page, CPA, MAcc  
Vice President for Finance & Facilities

Attachment

cc: Dr. William Sederburg, Commissioner  
Dr. Gregory Stauffer, Associated Commissioner



# 2010 CAMPUS MASTER PLAN



- Academic
- Hotel
- Existing
- Housing
- Dining
- Administration
- Fields/Courts
- USF Facilities
- Parking

Existing institution boundary

2010 changes to Master Plan

August 18, 2010

MEMORANDUM

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

Issue

Utah Valley University (UVU) is requesting review and approval of its updated Campus Master Plan.

Background

The Board last reviewed and approved the Utah Valley University Campus Master Plan on October 24, 2008. Since that time, a number of changes have been made. The strategic planning process undertaken and the resulting projected needs for and locations of future buildings, parking structures, and transportation networks are highlighted in the attached materials provided by the university. UVU officials will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the Utah Valley University updated Campus Master Plan.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments



UTAH VALLEY UNIVERSITY

VICE PRESIDENT *for* ADMINISTRATION & LEGISLATIVE AFFAIRS

---

July 30, 2010

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

Dear Commissioner,

Utah Valley University is requesting approval of the latest master plan revision which has been revised in the spirit of shared governance. This process included stakeholders from across the campus such as the Professional Association of Campus Employees (PACE), Faculty Senate, Strategic Directions Committee, an open campus meeting, President's Council, President's Cabinet and approval from the Utah Valley Board of Trustees. Input from state and local leaders is also reflected in our current plan. A neighborhood/community meeting will be held August 12<sup>th</sup> to receive input from the public.

The master plan is designed to guide the university administration in planning for 35,000 students as it relates to vehicular and pedestrian circulation, interior circulation, campus identity, and location for future buildings. This revision specifically looks at locations for future structures, estimated need for additional parking, transportation networks (specifically as it relates to mass transit) and reconfirms the university's commitment to the Modernist design principles on our campus.

The master plan provides the Board of Regents, The Board of Trustees and the university trustees with a framework for future campus development that will support University's continuing roles as a key provider of education in the state of Utah.

The highlights of the revised master plan include:

- Business Building Addition
- Performing Arts Building
- Student Life & Wellness Building
- Classroom Building
- 6 Future Building Sites
- Student Athletic Success Building
- Athletic Fieldhouse
- 6 Parking Structures (5,459 parking stalls)
- 3 new satellite campuses
  - Geneva Steel Property
  - Provo
  - Payson

- Inter-modal and integration of Bus Rapid Transit (BRT)
- New public entrance and pedestrian mall
- Walkway under University Parkway
- New Business Entry

We believe this master plan provides a framework which allows the institution to continue to meet the higher educational needs of the state of Utah. This master plan provides for continued growth and expansion of the campus in one of the fastest growing regions of the state. If you have any questions please feel free to call me at (801)863-8424 or e-mail me at [petersva@uvu.edu](mailto:petersva@uvu.edu).

Sincerely,

A handwritten signature in black ink, appearing to read 'Val Peterson', with a large, sweeping flourish extending to the right.

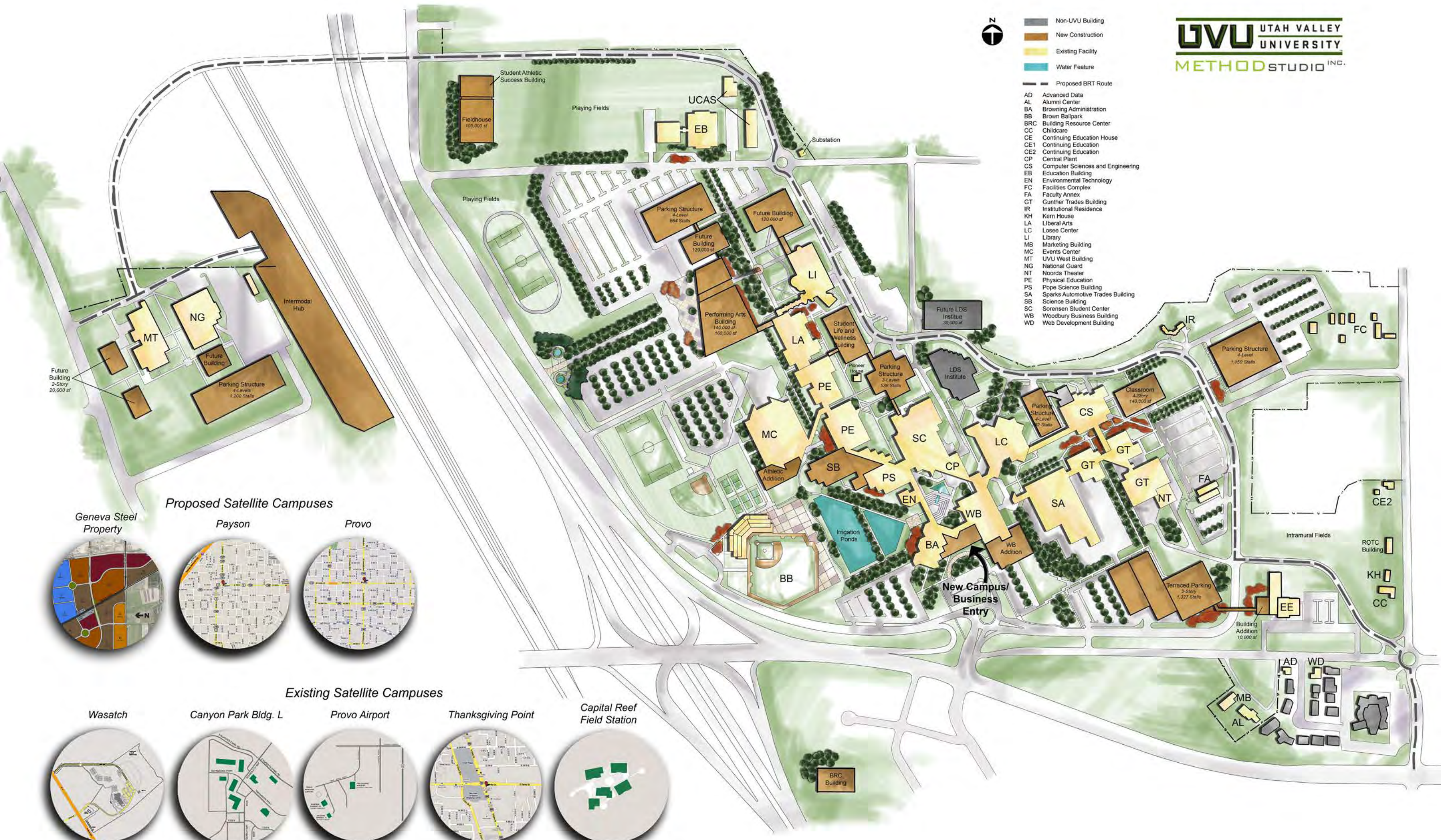
Val L. Peterson  
Vice President  
Administration and Legislative Affairs

Cc: Ralph Hardy  
Greg Stauffer

Enclosure:  
Master Plan Map



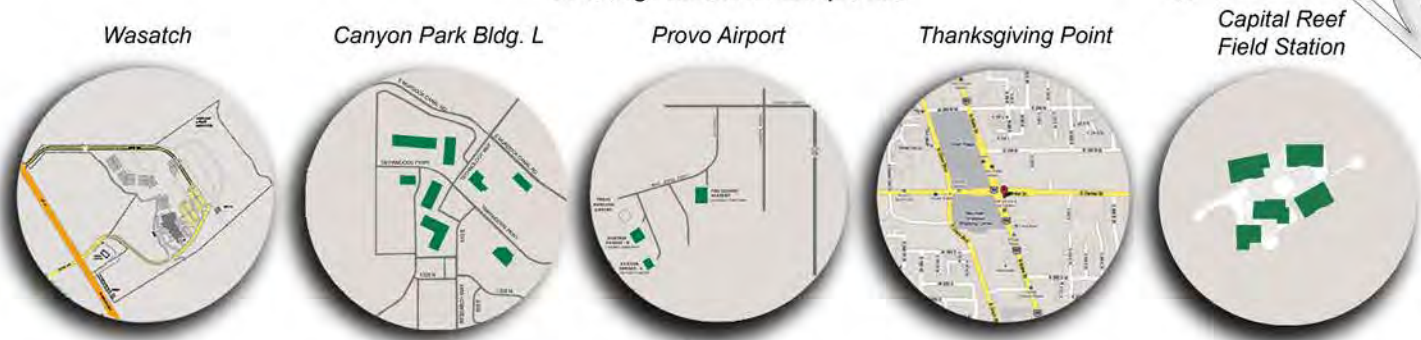
- Legend:
- Non-UVU Building
  - New Construction
  - Existing Facility
  - Water Feature
  - Proposed BRT Route
- Building Abbreviations:
- AD Advanced Data
  - AL Alumni Center
  - BA Browning Administration
  - BB Brown Ballpark
  - BRC Building Resource Center
  - CC Childcare
  - CE Continuing Education House
  - CE1 Continuing Education
  - CE2 Continuing Education
  - CP Central Plant
  - CS Computer Sciences and Engineering
  - EB Education Building
  - EN Environmental Technology
  - FC Facilities Complex
  - FA Faculty Annex
  - GT Gunther Trades Building
  - IR Institutional Residence
  - KH Kern House
  - LA Liberal Arts
  - LC Losse Center
  - LI Library
  - MB Marketing Building
  - MC Events Center
  - MT UVU West Building
  - NG National Guard
  - NT Noorda Theater
  - PE Physical Education
  - PS Pope Science Building
  - SA Sparks Automotive Trades Building
  - SB Science Building
  - SC Sorensen Student Center
  - WB Woodbury Business Building
  - WD Web Development Building



Proposed Satellite Campuses



Existing Satellite Campuses



FS Fire Science Academy  
HA Hangar #1  
HB Hangar #B



August 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University – Programming and Design Approval for a Proposed Life and Wellness Building and Parking Structure

Issue

Utah Valley University (UVU) has proposed a Life and Wellness Building and Parking Structure and is requesting authorization to proceed with programming and design. The project is to be funded from non-state appropriated funds.

Background

The purpose of the proposed facility is to provide space inviting to students and complements the educational mission of the university. The space envisioned will include intramural courts (basketball, volleyball, four score, and ultimate Frisbee); multipurpose space that can be used for speakers, seminars and student activities; a climbing wall, cardio-cinema, bowling alley, and game center; and student commons space (study, meeting, and snack space). Studies show that such facilities invite students to stay on campus, thereby providing them with a well-rounded educational experience resulting in increased retention and higher levels of academic achievement.

The proposed facility will be funded from student fee-based revenue bonds that already have student approval. Authorization for such funding will need to be approved by the Legislature. In the meantime, the University is requesting approval by the Regents and the State Building Board to move forward with programming and design of the facility in order to take advantage of the favorable climate that currently exists. These programming and design costs, estimated to be approximately \$2 million, will be paid from unexpended plant funds and student fees.

Commissioner's Recommendation

The Commissioner recommends that the Regents authorize UVU to move forward with programming and design of this facility with the understanding that final authority to bond and build will require subsequent Regents' and Legislative approval.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments



UTAH VALLEY UNIVERSITY

VICE PRESIDENT *for* ADMINISTRATION & LEGISLATIVE AFFAIRS

July 30, 2010

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

Dear Commissioner Sederburg,

On behalf of Utah Valley University, I am requesting the Utah Board of Regents approve the institution to move forward with programming and design for the Life and Wellness/parking structure building at UVU. This project will consist of two structures, the Life and Wellness building and a parking structure, which will address the needs of interior parking on campus. We feel the ability to plan and design this project, while it moves through the approval process, is imperative in order to take advantage of the favorable bid climate which currently exists. The programming and design of this project will cost approximately \$2 million which would be paid for through the use of unexpended plant fund and student fees.

This project is important in developing the holistic nature of Utah Valley University. The University has grown at a rapid pace and continues to experience record enrollments. Space on campus is a premium for classrooms, study spaces, and student common areas. One of the priorities at Utah Valley University is to increase retention of the students who attend the institution. We feel the institution needs an area which invites students to stay on campus. Studies have shown students who have a more well-rounded experience on campus do better and stay in school.

Our initial thought on the building is to develop space which is inviting and complements the educational mission of the University. This space would include intramural courts (basketball, volleyball, four square, ultimate frisbee), multi-purpose space which can be used for speakers, seminars, and student activities, climbing wall, cardio-cinema, bowling alley and game center, student commons space (i.e. study, meeting, and snack space). The building will occupy an existing parking lot. At this time, the campus must replace each stall that is lost through construction. In order to replace parking stalls, we are proposing the parking structure of 534 stalls which would provide parking in the interior of the campus. We believe that proper planning and thought in this building is important in designing a structure which elevates the campus experience.

We request your approval to move forward with the planning and design. If you have any questions please feel free to contact me at (801)863-8424 or [petersva@uvu.edu](mailto:petersva@uvu.edu).

Sincerely,

A handwritten signature in black ink, appearing to read 'Val Peterson'.

Val L. Peterson  
Vice President  
Administration and Legislative Affairs

cc: Ralph Hardy  
Greg Stauffer

August 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Amendment to the Standby Bond Purchase Agreement (SBPA) for Rice Eccles Stadium Reconstruction Bonds (Series 1997)

Issue

The University of Utah has requested authorization to execute an amendment to the Standby Bond Purchase Agreement (SBPA) for the Rice/Eccles Stadium Reconstruction Bonds that were issued in 1997. The current SBPA's term expires on September 30, 2010.

Background

These bonds were issued in 1997 in a variable-rate mode due to the nature of the sources of revenues (donations from Alumni and sponsors) pledged to retire the bonds. This provided the University with the flexibility in paying down the principal as the monies were received. Because of the unique nature of variable rate bonds, issuing bondholders require a 'liquidity facility' – generally provided by a bank or other financial institution – to give bondholders the ability to require the issuer to repurchase the bond if they so desire. This liquidity is incorporated into such transactions in an SBPA document.

The current SBPA, supported by JP Morgan/Chase Bank, expires on September 30, 2010. The University has requested authorization to amend it to expire in three years, at which time the University anticipates that the current balance of \$6 million (of the original \$52.6 million issued) will be completely paid off. Representatives of the University, its Bond Counsel, and its Financial Advisor are comfortable with the terms, conditions, and pricing of this amendment and will be available to respond to questions at the meeting. Copies of the Approving Resolution and the "First Amendment to the Standby Bond Purchase Agreement" are attached for your review.

Commissioner's Recommendation

The Commissioner recommends Board authorization of the University's request to execute this amendment to the SBPA.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments





Office of the Vice President  
for Administrative Services

August 3, 2010

Dr. Greg Stauffer  
Associate Commissioner  
Board of Regents

Dear Dr. Stauffer,

In 1997, the State Board of Regents of the State of Utah, on behalf of the University of Utah, issued \$52,590,000 of its Auxiliary and Campus Facilities System Revenue Bonds (the "Bonds") for the complete reconstruction of its Rice/Eccles Stadium.

Due to the nature of the sources of revenues pledged on the bonds, including substantial donations from Alumni and sponsors, the Bonds were issued in a variable-rate mode to give the University flexibility in paying down principal as these monies were received. Whenever variable-rate bonds are issued, due to their unique nature, a so-called 'liquidity facility' – generally provided by a bank or other financial institution – is always required to be attached to such a bond in order to give bondholders the ability to 'put' their bonds back to the seller at virtually anytime they desire. This liquidity is incorporated into such a bond transaction in a document called the "Standby Bond Purchase Agreement" or "SBPA."

Over the past 13 years, the Bonds have been supported by SBPA's backed by two financial institutions, the most recent of which was JP Morgan/Chase Bank. The current SBPA's term expires on September 30, 2010.

The purpose of this University request is to seek Regent approval to extend the current JP Morgan SBPA for an additional three years. The University, its Bond Counsel and its Financial Advisor have all reviewed the proposed 'First Amendment to the Standby Bond Purchase Agreement' and are comfortable with its terms, conditions and pricing. The University also feels confident that at the conclusion of this renewal period, the remaining \$6 million of Bonds outstanding will be completely paid off.

If you have any questions, please feel free to call.

Sincerely,

Arnold B. Combe  
Vice President

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

APPROVING RESOLUTION  
UNIVERSITY OF UTAH AUXILIARY AND CAMPUS  
FACILITIES SYSTEM REVENUE BONDS, SERIES 1997A  
AMENDMENT OF STANDBY BOND PURCHASE AGREEMENT

Cedar City, Utah  
August 27, 2010

The State Board of Regents of the State of Utah met in regular session at Southern Utah University in Cedar City, Utah on Friday, August 27, 2010, commencing at \_\_:\_\_ p.m. The following members were present:

|                     |            |
|---------------------|------------|
| David J. Jordan     | Chair      |
| Bonnie Jean Beesley | Vice Chair |
| Jerry C. Atkin      | Member     |
| Brent L. Brown      | Member     |
| Daniel W. Campbell  | Member     |
| Rosanita Cespedes   | Member     |
| France A. Davis     | Member     |
| Katharine B. Garff  | Member     |
| Greg W. Haws*       | Member     |
| Meghan Holbrook     | Member     |
| Nolan E. Karras     | Member     |
| Robert S. Marquardt | Member     |
| Carol Murphy*       | Member     |
| Jed H. Pitcher      | 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, CPS  | Secretary                                         |

After the meeting had been duly convened and called to order by the Chair, and the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of a resolution with respect to the

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\* Non-voting member from State Board of Education

amendment of a standby bond purchase agreement relating to certain of the Board's University of Utah Auxiliary and Campus Facilities System Revenue Bonds.

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

YEA:

NAY:

The resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE EXECUTION OF A FIRST AMENDMENT TO STANDBY BOND PURCHASE 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 University of Utah (the “University”) for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (the “Act”); and

WHEREAS, the Board, acting for and on behalf of the University, has previously issued its University of Utah Auxiliary and Campus Facilities System Revenue Bonds, Series 1997A (the “Series 1997A Bonds”) pursuant to a General Indenture of Trust dated as of June 1, 1997 (as heretofore amended and supplemented), including a First Supplemental Indenture dated as of June 1, 1997 (the “First Supplemental Indenture,” and together with the General Indenture of Trust, the “Indenture”), each between the Board and Wells Fargo Bank, N.A., as trustee (the “Trustee”); and

WHEREAS, the Board has provided liquidity support for the Series 1997A Bonds by entering into a Standby Bond Purchase Agreement (as heretofore amended the “Liquidity Facility”) among the Board, the University, JP Morgan Chase Bank, N.A. (the “Liquidity Facility Provider”), and the Trustee (as Tender Agent); and

WHEREAS, the Board and the University desire to extend the Liquidity Facility and in order to do so the Liquidity Facility Provider has requested that the Board and the University agree to amend certain of the terms of the Liquidity Facility, by entering into a First Amendment to Standby Bond Purchase Agreement (the “Amendment”), among the Board, the University, the Trustee (as Tender Agent) and the Liquidity Facility Provider; and

WHEREAS, the Board’s and the University’s obligations under the Liquidity Facility, as amended by the Amendment, shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board or the University or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board for approval at this meeting a form of the Amendment.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board and the University directed toward the extension and amendment of the Liquidity Facility by the Amendment are hereby ratified, approved and confirmed.

Section 3. The Amendment in substantially the form presented to this meeting, is in all respects authorized, approved and confirmed. The Chair or Vice Chair and Secretary of the Board and the President or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Amendment in the form and with substantially the same content as presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 4 hereof.

Section 4. The appropriate officials of the Board and the University, including, without limitation, the Chair or Vice Chair of the Board and the President or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions in the Liquidity Facility or in the Amendment or any other document herein authorized and approved which may be necessary to continue to extend the term thereof, or to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this resolution or any resolution adopted by the Board, or the provisions of the laws of the State of Utah or the United States. The execution of the Amendment or any other documents authorized and approved shall be conclusive evidence of the approval of such alterations, changes or additions.

Section 5. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair and Secretary of the Board and the President or Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this resolution and the documents authorized and approved herein.

Section 6. 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 7. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. Said repeal shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 8. This resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE  
STATE OF UTAH THIS AUGUST 27, 2010.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

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Chair

( S E A L )

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.

---

Chair

( S E A L )

ATTEST:

---

Secretary







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 27th day of August, 2010.

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Secretary

( S E A L )

EXHIBIT 1

Notice of Public Meeting

EXHIBIT 2

Notice of Annual Meeting Schedule

## FIRST AMENDMENT TO STANDBY BOND PURCHASE AGREEMENT

This FIRST AMENDMENT TO STANDBY BOND PURCHASE AGREEMENT (this "*Amendment*") is dated as of August 31, 2010 (the "*Amendment Effective Date*"), among the State Board of Regents of the State of Utah, a state institution of higher education and the governing board of the Utah state system of higher education organized under the laws of the State of Utah (the "*Issuer*"), acting for and on behalf of the University of Utah (the "*University*") and JPMORGAN CHASE BANK, NATIONAL ASSOCIATION (the "*Bank*"). All capitalized terms herein and not defined herein shall have the meanings set forth in the hereinafter defined Agreement.

### WITNESSETH

WHEREAS, the Issuer, acting for and on behalf of the University, the Tender Agent and the Bank have previously entered into a Standby Bond Purchase Agreement dated as of June 24, 2005 (as amended, supplemented or otherwise modified to the date hereof the "*Agreement*"), relating to \$52,590,000 original aggregate principal amount of University of Utah Auxiliary and Campus Facilities System Revenue Bonds, Series 1997A, currently outstanding in an aggregate principal amount of \$\_\_\_\_\_ (the "*Bonds*");

WHEREAS, pursuant to Section 8.8 of the Agreement, the Agreement may be amended by a written amendment thereto, signed by the Bank and the University;

WHEREAS, the parties hereto wish to amend the Agreement as set forth below;

NOW THEREFORE, in consideration of the premises, the parties hereto hereby agree as follows:

#### 1. AMENDMENTS.

Upon satisfaction of the conditions precedent set forth in Section 2 hereof, the Agreement shall be amended as follows:

1.01. The definitions of the terms "*Base Rate*," "*Default Rate*," "*Liquidity Rate*" and "*Stated Expiration Date*" appearing in Section 1.1 of the Agreement are hereby amended in their entireties and as so amended shall be restated to read as follows:

"*Base Rate*" means, for any day, the highest of (i) the Prime Rate, (ii) Adjusted One Month LIBOR Rate, or (iii) 7.5%. Adjusted One Month LIBOR Rate is defined as the sum of 2.50% plus the quotient of (a) the LIBOR Rate on the immediately preceding business day for dollar deposits with a maturity equal to one-month, divided by (b) one minus the reserve requirement applicable to dollar deposits in the London interbank market with a maturity equal to one month.

“*Default Rate*” means the Base Rate from time to time in effect plus 4.0% per annum.

“*Liquidity Rate*” means, with respect to any Bank Bonds, a rate per annum equal to (i) for any day commencing on the Conversion Date to and including the thirtieth (30th) day next succeeding the Conversion Date, equal to the sum of the Base Rate from time to time in effect plus one percent (1.0%), (ii) for any day commencing on the thirty-first (31st) day next succeeding the Conversion Date to and including the ninetieth (90th) day next succeeding the Conversion Date, equal to the sum of the Base Rate from time to time in effect plus two percent (2.0%) and (c) thereafter, equal to the sum of the Base Rate from time to time in effect plus three percent (3.0%); provided, however, that immediately and automatically upon the occurrence of an Event of Default (and without any notice given with respect thereto) and during the continuance of such Event of Default, “*Liquidity Rate*” shall mean the Default Rate payable quarterly in arrears.

“*Stated Expiration Date*” means July 30, 2013, as such date may be extended from time to time pursuant to Section 2.7 hereof, or as may be accelerated at the Bank’s option under Section 7.2(d) hereof.

1.02. Section 1.1 of the Agreement is hereby amended by the addition of the following new defined term “*Prime Rate*” to be inserted in its appropriate alphabetical sequence:

“*Prime Rate*” means, for any day, the per annum rate of interest for such day announced by the Bank from time to time as its base rate or equivalent for United States dollar denominated loans, with any change in such base rate or equivalent to be effective on the date of such announcement, it being understood that such rate may not be the best or lowest rate offered by the Bank.

1.03. The percentage “0.225%” set forth in the eighth line of Section 4.1 is hereby deleted and replaced with the percentage “0.65%.”

## 2. CONDITIONS PRECEDENT.

This Amendment shall become effective on the Amendment Effective Date subject to the satisfaction of or waiver by the Bank of all of the following conditions precedent:

2.01. Delivery by the University of an executed counterpart of this Amendment.

2.02. The following statements shall be true and correct as of the date hereof:

(a) the representations and warranties of the University contained in Article V of the Agreement and each of the Basic Documents are true and correct on and as of the date hereof as though made on and as of such date (except to the extent the same expressly relate to an earlier date); and

(b) no Default or Event of Default has occurred and is continuing or would result from the execution of this Amendment.

2.03. The Bank shall have received an opinion of counsel to the University dated August 31, 2010 in form and substance satisfactory to the Bank and its counsel.

2.04. Payment to legal counsel to the Bank (the "*Bank Counsel*"), on the effective date of this Amendment, the reasonable legal fees of Bank Counsel (in an amount not to exceed \$3,500).

2.05. All other legal matters pertaining to the execution and delivery of this Amendment shall be satisfactory to the Bank and its counsel.

3. REPRESENTATIONS AND WARRANTIES OF THE UNIVERSITY.

In addition to the representations given in Article V of the Agreement, the University hereby represents and warrants as follows:

3.01. The execution, delivery and performance by the University of this Amendment and the Agreement, as amended hereby, are within its powers, have been duly authorized by all necessary action and do not contravene any law or any contractual restriction binding on or affecting the University.

3.02. No authorization, approval or other action by, and no notice to or filing with, any governmental authority or regulatory body is required for the due execution, delivery and performance by the University of this Amendment or the Agreement, as amended hereby.

3.03. This Amendment and the Agreement, as amended hereby, constitute legal, valid and binding obligations of the University enforceable against the University in accordance with their respective terms, except that (i) the enforcement thereof may be limited by bankruptcy, reorganization, insolvency, liquidation, moratorium and other laws relating to or affecting the enforcement of creditors' rights and remedies generally, as the same may be applied in the event of the bankruptcy, reorganization, insolvency, liquidation or similar situation of each Member, and (ii) no representation or warranty is expressed as to the availability of equitable remedies.

4. MISCELLANEOUS.

Except as specifically amended herein, the Agreement shall continue in full force and effect in accordance with its terms. Reference to this Amendment need not be made in any note,

document, agreement, letter, certificate, the Agreement or any communication issued or made subsequent to or with respect to the Agreement, it being hereby agreed that any reference to the Agreement shall be sufficient to refer to the Agreement, as hereby amended. In case any one or more of the provisions contained herein should be invalid, illegal or unenforceable in any respect, the validity, legality and enforceability of the remaining provisions contained herein shall not in any way be affected or impaired hereby. All capitalized terms used herein without definition shall have the same meanings herein as they have in the Agreement. THIS AMENDMENT AND THE AGREEMENT, AS AMENDED HEREBY, SHALL BE CONSTRUED IN ACCORDANCE WITH AND GOVERNED BY THE LAWS OF THE STATE OF UTAH.

This Amendment may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.



Dated as of the date first above written and effective on the Amendment Effective Date.

UNIVERSITY OF UTAH

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

JPMORGAN CHASE BANK, NATIONAL  
ASSOCIATION

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

August 18, 2010

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Peer Institutions List: Dixie State College

Background

The Commissioner's Office continues its process of working with USHE campuses to update their lists of peer institutions. Several revised lists were brought forward for approval earlier this year, and work is currently underway on a couple of additional institutions. This month, we bring forward a revised list for Dixie State College (DSC).

Formally approved peer lists are used for various financial and statistical comparisons (Tab M of the annual Data Book provides one example), 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, DSC and OCHE have completed the task of revising the DSC peer list.

Issue

Dixie State College continues to rapidly evolve as an institution growing both in programs and in enrollments. In recognition of this growth, DSC's peer list needed some adjusting in its makeup, in order to provide better benchmarks for operational comparative purposes. DSC and OCHE have spent the past several months exploring updates to the Dixie State 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 were:

- Size and service area
- Student body characteristics
- Mix of associate, baccalaureate, and masters degrees
- Academic program mix

Utilizing the NCHEMS information, OCHE and DSC worked collaboratively to narrow the universe of reviewed institutions to a final listing, collectively agreed upon. This listing represents a like group of public institutions with a slight geographical focus on institutions in the Rocky Mountain West region. Five of the ten institutions are on the current USHE peer institution list for DSC; five are new to the list.

(Please see Appendix A – DSC Peer Institution List)

#### Commissioner's Recommendation

The Commissioner recommends approval of the revised Peer Institution List for Dixie State College.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS  
Attachment

## APPENDIX A

(Memo DSC Peer Institution List 8-27-10)

Dixie State College Peer Institution List:

| Institution                 | Location                 | Total Headcount Students | Full-time Faculty | Bachelors Programs | Associates Programs | Percent Part-Time Students |
|-----------------------------|--------------------------|--------------------------|-------------------|--------------------|---------------------|----------------------------|
| Central Washington U        | Ellensburg, Washington   | 10,505                   | 396               | 24                 | 0                   | 15%                        |
| Clayton State U             | Morrow, Georgia          | 6,043                    | 196               | 13                 | 7                   | 45%                        |
| Colorado St U - Pueblo      | Pueblo, Colorado         | 5,908                    | 155               | 18                 | 0                   | 46%                        |
| Fort Lewis College          | Durango, Colorado        | 3,928                    | 171               | 16                 | 0                   | 9%                         |
| Humboldt State U            | Arcata, California       | 7,773                    | 284               | 23                 | 0                   | 15%                        |
| Macon State College         | Macon, Georgia           | 6,464                    | 184               | 6                  | 5                   | 52%                        |
| Mesa State College          | Grand Junction, Colorado | 6,199                    | 223               | 16                 | 8                   | 28%                        |
| Missouri Western St College | St Joseph, Missouri      | 5,342                    | 184               | 19                 | 5                   | 32%                        |
| U of Arkansas – Ft Smith    | Ft Smith, Arkansas       | 6,611                    | 202               | 12                 | 10                  | 47%                        |
| Farmingdale St College      | Farmingdale, NY          | 6,447                    | 178               | 11                 | 8                   | 31%                        |
| Dixie State College         | St George, UT            | 5,598                    | 120               | 5                  | 13                  | 44%                        |

All data represents 07-08 IPEDS data.

(DSC's Headcount enrollment was 7,911 for Fall 09, as per the USHE 2010 Data Book)

August 16, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Approving Resolution for Student Loan Revenue Bonds Series 1993A Replacement Letter of Credit

Issue

The Board of Regents has a \$35 million letter of credit with Depfa Bank on its 1993A Student Loan Revenue Bonds which needs to be replaced. The replacement is necessitated by the down-grade of Depfa Bank by credit rating agencies.

Background

A letter of credit is a part of the financing structure for the 1993A bonds because of the variable rate re-marketing provisions of the bonds. A proposal for a one year replacement letter of credit has been obtained from Royal Bank of Canada with a one-time upfront fee of 35 basis points (0.35%) and an annual fee of 90 basis points (0.90%). The expiration date of the letter of credit may be extended at the option of the bank.

This replacement letter of credit will provide a more stable partner and put the Regents' loan program in a better position for the future.

The Student Finance Subcommittee will review this proposed replacement letter of credit and provide a recommendation prior to the August 27 Regents meeting.

Commissioner's Recommendation

The Commissioner recommends, subject to final review and concurrence by the Student Finance Subcommittee, that the Regents approve the attached Approving Resolution authorizing a replacement letter of credit on the Series 1993A Student Loan Revenue Bonds.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/DAF/ROD

APPROVING RESOLUTION  
STUDENT LOAN BONDS, SERIES 1993A  
LETTER OF CREDIT REPLACEMENT

Cedar City, Utah

August 27, 2010

The State Board of Regents of the State of Utah met in regular session at Southern Utah University in Cedar City, Utah on August 27, 2010, commencing at 9:00 a.m. The following members were present:

|                     |            |
|---------------------|------------|
| David J. Jordan     | Chair      |
| Bonnie Jean Beesley | Vice Chair |
| Jerry C. Atkin      | Member     |
| Brent L. Brown      | Member     |
| Daniel W. Campbell  | Member     |
| Rosanita Cespedes   | Member     |
| France A. Davis     | Member     |
| Katharine B. Garff  | Member     |
| Greg W. Haws*       | Member     |
| Meghan Holbrook     | Member     |
| Nolan E. Karras     | Member     |
| Robert S. Marquardt | Member     |
| Carol Murphy*       | Member     |
| Jed H. Pitcher      | Member     |
| William H. Prows*   | Member     |
| Marlon O. Snow      | Member     |
| David Smith         | Member     |
| Teresa L. Theurer   | Member     |
| John H. Zenger      | Member     |

Absent:

Also Present:

|                      |                                  |
|----------------------|----------------------------------|
| William A. Sederburg | Commissioner of Higher Education |
| Joyce Cottrell, CPS  | Secretary                        |

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of a resolution with respect to the replacement of a letter of credit with respect to certain of the Board's student loan revenue bonds.

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\* Non-voting member from State Board of Education

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 APPROVING A LETTER OF CREDIT AND REIMBURSEMENT 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 Title 53B, Chapter 13, Utah Code Annotated 1953, as amended (the “Act”), the Board is empowered to make or purchase student loan notes and other debt obligations reflecting loans to students under its Student Loan Program; and

WHEREAS, in order to provide funds for such purposes, the Board is duly authorized to issue and sell bonds pursuant to the provisions of the Act; and

WHEREAS, the Board has previously issued its student loan revenue bonds under a General Indenture dated as of August 1, 1993 (the “General Indenture”) between the Board and Wells Fargo Bank, N.A. (formerly known as First Security Bank of Utah, N.A.) (the “Trustee”) and a First Supplemental Indenture dated as of August 1, 1993 (the “First Supplemental Indenture” and together with the General Indenture, the “Indenture”) between the Board and the Trustee, including (among others) its Student Loan Revenue Bonds, Series 1993A (the “Series 1993A Bonds”); and

WHEREAS, the Board has previously provided credit enhancement for the Series 1993A Bonds by entering into a Letter of Credit and Reimbursement Agreement between the Board and DEPFA Bank, plc (“DEPFA”) pursuant to which DEPFA issued a letter of credit (the “DEPFA Letter of Credit”) with respect to the Series 1993A Bonds; and

WHEREAS, Board desires to replace the DEPFA Letter of Credit by entering into a Letter of Credit and Reimbursement Agreement (the “Reimbursement Agreement”), between the Board and Royal Bank of Canada, pursuant to which Royal Bank of Canada will issue its letter of credit (the “Replacement Letter of Credit”) with respect to the Series 1993A Bonds; and

WHEREAS, the Board’s obligations under the Reimbursement Agreement shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board or constitute a charge against its general credit; and

WHEREAS, in conjunction with the issuance of the Replacement Letter of Credit, the Board desires to appoint RBC Capital Markets Corporation (“RBC”) as the



replacement remarketing agent for the Series 1993A Bonds pursuant to a Remarketing Agreement between the Board and RBC (the “Remarketing Agreement”); and

WHEREAS, there has been presented to the Board for approval at this meeting a form of the Reimbursement Agreement, the Remarketing Agreement and a Supplement to Official Statement intended for use in remarketing the Series 1993A Bonds (the “Supplement”);

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the officers of the Board directed toward the replacement of the DEPFA Letter of Credit with the Replacement Letter of Credit, the appointment of RBC as the replacement remarketing agent for the Series 1993A Bonds, and the remarketing of the Series 1993A Bonds are hereby ratified, approved and confirmed.

Section 3. The Reimbursement Agreement and the Remarketing 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 the Secretary of the Board are hereby authorized to execute and deliver the Reimbursement Agreement and the Remarketing Agreement in the forms and with substantially the same content as presented to this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 5 hereof.

The Supplement to the Official Statement for the Series 1993A Bonds is hereby authorized and approved and the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee are authorized to approve the final form thereof and to execute the same for and on behalf of the Board.

Section 4. The appropriate officers of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Executive Director of UHEAA, Deputy Executive Director of UHEAA and Secretary are hereby authorized to take all action necessary or reasonably required by the Reimbursement 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 5. The appropriate officials of the Board, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee are authorized to make any alterations, changes or additions in the Reimbursement Agreement, the Remarketing Agreement, or the Supplement or any

other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this resolution or any resolution adopted by the Board, or the provisions of the laws of the State of Utah or the United States and to approve any other offering materials prepared for the remarketing of the Series 1993A Bonds.

Section 6. The appropriate officials of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Executive Director of UHEAA, Deputy Executive Director of UHEAA and Secretary of the Board, are hereby authorized and directed to execute and deliver for and on behalf of the Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this resolution and the documents authorized and approved herein.

Section 7. If any provisions of this resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this resolution.

Section 8. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 9. This resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE  
STATE OF UTAH THIS 27<sup>TH</sup> DAY OF AUGUST, 2010.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

---

Chair

( S E A L )

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.

---

Chair

( S E A L )

ATTEST:

---

Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on August 27, 2010 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 27<sup>th</sup> day of August, 2010.

( S E A L )

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Secretary

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:

(i) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the August 27, 2010 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 \_\_\_\_\_, 2010, 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 \_\_\_\_\_, 2010, 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

(ii) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2010 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached 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 \_\_\_\_\_, 2010, (ii) provided on \_\_\_\_\_, 2010 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.

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 27th day of August, 2010.

---

Secretary

( S E A L )

SCHEDULE 1

Notice of Public Meeting



## SCHEDULE 2

### Notice of Annual Meeting Schedule

August 18, 2010

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Utah Valley University – Purchase of Geneva Steel Property

Issue

Utah Valley University (UVU) has requested authorization to acquire from Anderson/Geneva Development 100 acres of prime land that is located next to a future UTA Front Runner stop.

Background

UVU has been approached by Anderson/Geneva Development with a proposal to sell 100 acres of property located on the former Geneva Steel site. The proposal consists of 100 acres of property appraised at \$20 million of which Anderson/Geneva Development will donate \$10 million in value. Of the remaining \$10 million, \$5 million would be paid by the Vineyard Town Redevelopment Agency, leaving \$5 million as the responsibility of UVU.

UVU proposes to pay its \$5 million with a \$3 million loan from the UVU Foundation and \$2 million from institutional funds. The \$3 million loan, with a 6% interest rate, would be repaid over a 20-year term with a payment of about \$261,000 per year. This property is very desirable for future expansion and would be used in the interim for badly needed intramural playing fields for existing students. The net cost to UVU of \$50,000 per acre for this prime property that has been cleared and remediated by the Division of Environmental Quality is an exceptional value for the university.

Representatives from UVU will be present at the meeting to provide additional information and answer any questions the Regents might have.

Commissioner's Recommendation

The Commissioner recommends that the Regents authorize UVU to move forward with the purchase of this property.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments



UTAH VALLEY UNIVERSITY

VICE PRESIDENT *for* ADMINISTRATION & LEGISLATIVE AFFAIRS

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August 16, 2010

William A. Sederburg, Commissioner  
Utah System of Higher Education  
60 South 400 West  
Salt Lake City UT 84108-1284

Dear Commissioner Sederburg,

On behalf of Utah Valley University, I am requesting the Utah Board of Regents approve the purchase of 100 acres at the South end of the former Geneva Steel property located in Vineyard, Utah. Utah Valley University has been exploring options to acquire land for expansion of the intramural program at UVU. The present location of UVU has 210 acres which has been master planned for a build-out of 35,000 students. This plan does not allow adequate space for student life activities. The expansion of the UVU student body necessitates the need to acquire additional property for future needs. UVU has the opportunity to purchase 100 acres of prime land, located next to a future UTA Front Runner stop, for \$5M which is \$50,000 per acre.

Anderson/Geneva Development has approached Utah Valley University with a proposal to sell 100 acres of real property located on the former Geneva Steel site. This property has been completely remediated and cleared by the Division of Environmental quality. Anderson/Geneva has an appraisal which values the land at \$20M. The deal would consist of a \$20M purchase price of which Anderson/Geneva would donate \$10M in value. The remaining \$10M would be generated by \$5M coming from the Vineyard Town Redevelopment Agency and \$5M from UVU. This is an opportunity to purchase 100 acres of prime land located next to a future UTA Front Runner stop for \$5M, \$50,000 per acres, and will be used, for now, as intramural playing fields.

Utah Valley University is asking the UVU Foundation for a loan of \$3M which would be paid back over a twenty-year term at 6% interest. This results in a payment of approximately \$261,000 per annum. The remaining \$2M would be covered by the University through internal funds. At this point there will be no additional O & M required for this purchase.

Utah Valley University is growing at a rapid pace, and while the need for classrooms and study spaces is a priority, we feel that a larger intramural program would create a more well-rounded experience for our students. The purchase of this land would make it possible to expand the existing intramural program, including more students, as well as providing space for other physical activities and common areas.

We request your approval of this purchase and would be pleased to answer any questions about the purchase. Please contact me at (801)863-8486 or email [petersva@uvu.edu](mailto:petersva@uvu.edu).

Regards,

Val Peterson  
Vice President  
Administration and Legislative Affairs

cc: Ralph Hardy  
Greg Stauffer



# PROXIMITY (2 MILES)





August 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Weber State University Property Purchase – Private Residence Near the Southeast Boundary of the Ogden Campus

Background

For several years Weber State University (WSU) had the goal of creating a permanent connection between the Dee Event Center and the Ogden core campus. On December 11, 2009 the Board authorized the purchase of a residence as a step in fulfilling this goal. Another property in this corridor is now available and the university is requesting authorization to make that purchase.

Issue

The home proposed for purchase is owned by the Belka family and is located at 1380 East 4225 South, Ogden UT 84403. It is outlined in red on the attached map. The property was appraised by licensed MAI appraiser Richard Lifferth. The proposed purchase price is the appraised value of \$375,000. The source of funds for the purchase is WSU's real estate reserve account which is funded by prior gifted property that has been liquidated by the university. For the time being, the property will be used for housing visiting faculty and other similar needs.

Commissioner's Recommendation

The Commissioner recommends approval of this consent item with the understanding that this property will also become part of WSU's Campus Master Plan.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments



## WEBER STATE UNIVERSITY

OFFICE OF THE VICE PRESIDENT  
ADMINISTRATIVE SERVICES

August 3, 2010

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

Dear Commissioner Sederburg:

Weber State University seeks to purchase a private residence and lot (.66 acres) near the southeast edge of the University's Ogden Campus. The purchase price is for the appraised value of \$375,000.

For several years, WSU has desired to create a permanent connection between the Dee Event Center and the Ogden campus-proper. Earlier this year, the University purchased the Henderson home--the first of four residences needed to create a permanent corridor between the two sections of campus. This corridor could be used by the University for utility connections, inter-campus transit and pedestrian walkway.

Recent discussions with a second family have resulted in a purchase agreement that will enable the University to buy the second of these four homes. The University has employed MAI appraiser Richard Lifferth to determine the market value of the residence. The proposed purchase price is for the appraised value of \$375,000.

A secondary benefit of the purchase is the residence itself--which is in very good condition and can be used for housing visiting faculty and other similar needs. Funding for the purchase will come from WSU's real estate reserve account. This account is funded by gifted property the university has chosen to liquidate.

Attached is a map of the area identifying the proposed purchase. Also attached are images of the home. Please place this item on the August agenda of the Board of Regents for consideration.

Sincerely,

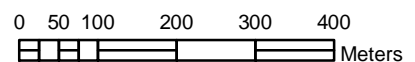
Dr. Norm Tarbox  
Vice President for Administrative Services



**Belka Property  
Ogden Campus Vicinity**

1 inch = 800 feet

1:9,600





August 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Summary of Series 2010 Research Revenue Refunding Bonds

Background

Attached is a Financing Summary of the results of the recent bond sale by Utah State University to refinance up to \$12.5 million of its Series 2002A Research Revenue Bonds. The bond sale was authorized by the Board on June 25, 2010. The date of the sale was July 15, 2010, with closing on July 28, 2010. The winning bid produced net present value savings of 5.4 percent amounting to about \$575,514, substantially exceeding the 4.0 percent threshold approved by the Board.

The attached Financing Summary provides the Regents with the relevant information, with the final results updated in red. The actual savings reflect continuing favorable market conditions resulting in strong bids from ten competing underwriters from around the country.

Commissioner's Recommendation

This is an information item. No action is required.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments



# Utah State University

## Research Revenue Refunding Bonds, Series 2010

### Final Summary Sheet

Proposed Issue: Research Revenue Refunding Bonds, Series 2010

Total Approximate Issue Size: \$11,560,000 (\$11,070,000 was the final par amount)

Use of Funds: To generate debt service savings by refunding the previously issued Series 2002A Research Revenue and Refunding Bonds; satisfy any debt service reserve fund requirements; and pay associated costs of issuance. The Board of Regents was advised at their June 25 meeting that the estimated NPV savings was approximately 4.0% or \$420,000. Actual savings were 5.399% due to improved market conditions and strong bids from ten competing underwriters from around the country. See the attached Summary of Bid Results.

Detail of Proposed Series 2010 Bonds:

Principal Amount: Not to exceed \$12,500,000 (\$11,070,000)

Interest Rate: Not to exceed 5.0% (Max Coupon was 5% and the True Interest Cost (TIC) was 1.705%)

Maturity Date: Not to exceed 8 years (Approximately 7.4 years)

Aggregate Discount: Not to exceed 2% (Premium bid of 108.8%)

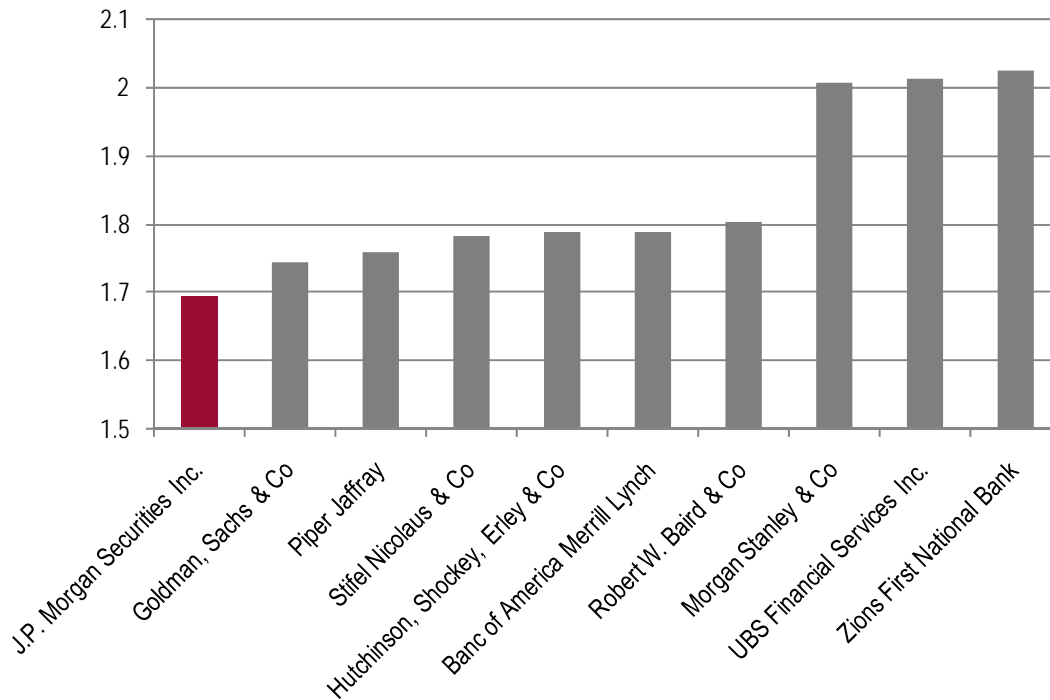
Underwriter's Discount: Not to exceed 2% (0.284% or \$2.84/\$1,000)

Bond Rating: AAA from S&P (insured by Assured Guaranty)  
These ratings were confirmed

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

Source of Repayment: Research (Indirect Cost Recovery) Revenues

Timetable Considerations: The Series 2002A Bonds are "callable" and can be paid off beginning December 1, 2012. In advance of that date, the portion of the Series 2002A bonds that were issued for new projects can be called using a one-time advanced refunding. Provided that the Regents grant authorization at their June 25, 2010 meeting, and that the savings generated by issuing the Series 2010 Bonds continues to exceed the level of 3% of debt service, the University anticipates selling bonds via a competitive sale on July 15, and closing the transaction on July 28.



### Bid Comparison

Par Amount: \$11,070,000      S&P underlying rating: "AA"  
 Dated Date: July 28, 2010      S&P insured rating: "AAA"  
 Delivery Date: July 28, 2010      Final Maturity Date: December 1, 2017

| Underwriters                    | TIC Bid | Difference from Winning Bid | % NPV Savings | \$ NPV Savings | Difference from Winning Bid |
|---------------------------------|---------|-----------------------------|---------------|----------------|-----------------------------|
| J.P. Morgan Securities Inc.     | 1.6953% | --                          | 5.40%         | \$575,514      |                             |
| Goldman, Sachs & Co             | 1.7449% | 0.0496%                     | 5.12%         | \$545,719      | \$29,795                    |
| Piper Jaffray                   | 1.7581% | 0.0628%                     | 5.05%         | \$537,902      | \$37,612                    |
| Stifel Nicolaus & Co            | 1.7811% | 0.0858%                     | 4.92%         | \$524,226      | \$51,288                    |
| Hutchinson, Shockey, Erley & Co | 1.7886% | 0.0933%                     | 4.87%         | \$519,528      | \$55,986                    |
| Banc of America Merrill Lynch   | 1.7898% | 0.0945%                     | 4.87%         | \$518,818      | \$56,696                    |
| Robert W. Baird & Co., Inc.     | 1.8022% | 0.1069%                     | 4.80%         | \$511,536      | \$63,978                    |
| Morgan Stanley & Co Inc.        | 2.0085% | 0.3132%                     | 3.65%         | \$388,746      | \$186,768                   |
| UBS Financial Services Inc.     | 2.0135% | 0.3182%                     | 3.62%         | \$385,775      | \$189,739                   |
| Zions First National Bank       | 2.0253% | 0.3300%                     | 3.56%         | \$378,938      | \$196,576                   |

August 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Sale of Bonds to Refinance the Existing Debt on the Ambassador Building and the Orthopaedic Center

Background

On April 1, 2010 the Board authorized the University of Utah to issue revenue bonds in order to finance the costs of purchasing the Ambassador Building from Salt Lake County and the Utah Orthopaedic Center from the Utah Orthopaedic Foundation.

Issue

The attached Financing Summary provides the Board with the relevant details of the bond sale, which was completed on July 20, 2010 and closed on August 2, 2010. The final par amount of the issuance was \$36,120,000. While the approval anticipated the possibility of issuing some of the bonds as "Build America Bonds," after careful consideration the University opted to not do so. As a result, a "True Interest Cost" of 3.695% was achieved on the transaction. In addition, with the restructuring of the Ambassador Building debt, the University also realized effective net present value savings of approximately \$468,000, or 4.29 percent of replaced principal.

As a result of this bond transaction these two important health sciences facilities are now on the books of the University.

Commissioner's Recommendation

This is an information item. No action is required.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachment



**UNIVERSITY OF UTAH**  
**Refinancing Discussion relating to:**

---

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

And

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

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**FINANCING SUMMARY—AMBASSADOR**

Background:

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

The current par amount of the bonds outstanding, as of April 1, 2010, is \$11,107,000. The interest rate on the bonds is 5.26%

**FINANCING SUMMARY—ORTHOPAEDICS**

Background:

In 2004, the Utah Orthopaedic Foundation entered into a \$29.6 million, 5-year loan agreement to acquire the University’s Orthopaedics Building and subsequently lease it to the University. The current balance due on the bank loan is approximately \$25 million. The interest rate on the loan is currently 4.60%.

**PROPOSED FINANCING DETAILS**

Purpose:

Given favorable market conditions, historically low tax-exempt interest rates and the high historical credit quality of the University of Utah’s bonds, the issuance of a Legislatively-approved, fixed-

rate, 16-year tax-exempt bond through the State Board of Regents of the State of Utah on behalf of the University of Utah and its Hospitals and Clinics would achieve two important outcomes: 1) Fix out and potentially lower the long-term interest expense on both of these facilities and, 2) Secure the transfer of both of these assets to the University's balance sheet.

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Par Amount:                  | Not-to-exceed \$43,000,000 plus the funding (from bond proceeds) of a debt service reserve fund and paying traditional costs of issuance. <b>The final par amount of the transaction was \$36,120,000.</b>                                                                                                                                                                                                                                                                                                      |
| Security:                    | The proposed bond issue (the "Series 2010A Bonds") would be payable from and secured by a pledge and assignment of the net revenues of the University of Utah's Hospitals and Clinics <b>(confirmed)</b> .                                                                                                                                                                                                                                                                                                      |
| Ratings:                     | 'AA/Aa2' (expected) by virtue of the State of Utah's moral obligation pledge for such bonds <b>(confirmed)</b> .                                                                                                                                                                                                                                                                                                                                                                                                |
| Interest Payment Dates:      | August 1 and February 1, commencing February 1, 2011 <b>(confirmed)</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Interest Basis:              | 30/360                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Interest Rates:              | Not-to-exceed 7.00% (To allow for the possible inclusion of so-called "Build America Bonds") <b>After careful consideration, the University opted not to issue any of the Series 2010A Bonds as Build America Bonds. The University achieved an all-in 'True Interest Cost' on the transaction of 3.695%. In addition, with the restructuring of the Ambassador Building debt, the University also realized effective net-present value savings of approximately \$468,000, or 4.29% of replaced principal.</b> |
| Principal Payment Dates:     | August 1, 2011 through August 1, 2026 <b>(confirmed)</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Method of Sale:              | Public offering through negotiation with Underwriter(s) to be determined. <b>The firms of Barclays Capital and George K. Baum &amp; Company were selected to underwrite the transaction at a total underwriter's discount of 0.496% (2.00% was parameter).</b>                                                                                                                                                                                                                                                  |
| Sale Date:                   | Summer, 2010 <b>(The sale date was Tuesday, July 20, 2010.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Maturity:                    | Not-to-exceed 16 years <b>(confirmed)</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Optional Redemption:         | Not-to-exceed 11 years at par <b>(10-years at par was achieved)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| University of Utah Contacts: | Gordon Crabtree (801-587-3572)<br>Arnold B. Combe (801-581-6404)                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Financial Advisor:           | Kelly Murdock, Wells Fargo Securities (801-246-1732)                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Bond Counsel:                | Blake Wade, Ballard Spahr LLP (801-531-3031)                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

August 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University Property Purchase – Business Resource Center (Saturn Dealership Property)

Background

On December 11, 2009 the Regents authorized Utah Valley University to purchase a property for the purpose of converting the property and the existing building into a Business Resource Center (BRC). The property is contiguous to campus and the purchase price of \$2.1 million was paid from an Economic Development Administration grant that had been awarded for establishment of the center.

Issue

This property 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 BRC concept has been approved on a statewide basis with three of these centers located around the state and sponsored by local higher education institutions. UVU is the recipient of this BRC designation in the Mountainland region.

Preparation of construction documents for remodeling and expanding the existing space are nearly complete and UVU anticipates that the project will be out to bid in the next 30 days. Construction is expected to begin within the next two months, with projected occupancy expected in the spring of 2011.

The attached letter from UVU provides additional information about the project and is included for your information.

Commissioner's Recommendation

This is an information item. No action is required.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachment

July 28, 2010

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

Re: Status of Saturn Building

Dear Commissioner Sederburg,

This letter is to inform you that Utah Valley University has successfully closed on the Saturn Building which is located at 1260 South Sandhill Road. The building was purchased for the agreed upon price of \$2.1 million. The building was purchased using an Economic Development Administration grant.

#### Location

The recently developed purchased site provides the following advantages:

- After the remodel, there will be approximately 18,000 more square feet available than the previously proposed building
- The site is located just south and across the street from the UVU campus
- The site is located less than a quarter 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
- Ample parking

#### Project Concept

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 BRC 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 BRC in the Mountainland region.

As the region attempts to meet the state’s mandate for what the BRC ought to be and what EDA expects from an incubator facility, the Economic Development Council finds 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 Business Resource Center. By combining these two purposes, the council feels the BRC 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 BRC:**

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

**Next Steps**

Construction documents are being prepared and will be finished in the next two weeks. We anticipate the project will be out to bid in the next 30 days and construction will start within the next two months. We believe occupancy will occur in Spring of 2011. This project will be another example of Utah Valley University's engagement with the community. If you have any questions please feel free to contact me at (801)863-8424 or e-mail at [petersva@uvu.edu](mailto:petersva@uvu.edu).

Sincerely,

Val L. Peterson  
Vice President  
Administration and Legislative Affairs



August 18, 2010

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: USHE – IT Strategic Plan 2010-11

Background

The college and university CIOs have prepared the Information Technology Strategic Plan for the Utah System of Higher Education for the FY 2010-11. The plan includes a description of the planning process, guiding values, a client-focused vision, an environmental scan of the top higher education technology issues and the USHE IT response, a list of IT functions the CIOs plan to focus on in a centrally coordinated plan, formal committee assignments and last year's IT plan accomplishments.

Stephen Hess, CIO for the System, will present an executive summary of the plan.

We are pleased with the tremendous progress made on IT initiatives and the large number of things accomplished again this year.

Commissioner's Recommendation

This is a discussion item only. No action is needed.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/SHH  
Attachment

# Information Technology Strategic Plan

*Utah System of  
Higher Education*



*August 9, 2010*



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# Introduction

## *Information Technology Strategic Planning Process*

This plan is the result of discussions involving higher education Chief Information Officers (CIOs) representing all college and university campuses, the State Board of Regents, and the Utah Education Network. Consensus was reached regarding the values, vision, goals and action items that will support this plan. As a result of collaboration among the participants, this document will

- Identify information technology trends and top IT issues in Utah higher education.
- Determine which IT areas are best managed locally, on a specific college or university campus, and which initiatives would benefit from shared efforts and/or central coordination. Determine what role the UEN should play. Establish discussion forum for IT issues that will be managed locally.
- Develop a plan to advance and sustain critical IT functions within higher education in Utah, including legislative funding requests as appropriate.

## *Guiding Values*

The IT planning process is guided by shared values and principles which include

- Central coordination and local control.
- Institutional collaboration.
- Common standards as a goal.
- Fiscal responsibility / efficiency.
- Openness / full disclosure among institutions and with governance and policy bodies.
- Reliable services.
- Some limited centrally provided services.

## *The Vision – Client Focused*

The Information Technology plan envisions an environment wherein

- A full range of information services are available on demand, independent of time and place.
- Communications, media and information services are unified, integrated and delivered on converged networks and systems to improve functionality for the end user and cost effectiveness for the institutions.
- Information technologies and services are delivered with the end-user as the focus. End user expectations are met. Services are as easy to use as E-Bay and as comprehensive as Google, with every item of information free and searchable.
- Faculty and students enjoy the best possible academic experience on campus and on-line.

# Chief Information Officers

## Chair

### **Stephen Hess**

Chief Information Officer, State Board of Regents

## Members

### **Bret Ellis**

Chief Information Officer, Weber State University

### **Eric Hawley**

Associate Vice President, Utah State University

### **Stephen Hess,**

Chief Information Officer, The University of Utah  
State Board of Regents

### **M.K. Jeppesen**

Vice President, Utah State University

### **Gary Koeven**

Dean, Information Services, Dixie State College

### **Shawn Lindow**

Chief Information Officer, Snow College

### **Eric Mantz**

Chief Information Officer, College of Eastern Utah

### **Mike Peterson**

Executive Director, Utah Education Network

### **Glen Pryor**

Associate Vice President for Technology, Southern Utah University

### **Jim Pulliam**

Chief Information Officer, Salt Lake Community College

### **Gregory Stauffer**

Associate Commissioner, Utah System of Higher Education

### **Kevin Taylor**

Director, Planning and Policy, The University of Utah  
State Board of Regents

### **Ray Walker**

Assistant Vice President, Chief Information Officer, Utah Valley University

# Top Issues

## **Funding**

New campus building construction continues without consideration for the required increases in IT infrastructure purchases and ongoing maintenance costs. A large percentage of the installed base of server and network hardware is at or near the maximum recommended and supported life of the equipment.

Enterprise software maintenance costs increase annually. The increase is compounded because many software agreements are based on student FTE or headcount. Enrollment increases during an economic downturn create a significant challenge as CIOs attempt to pay significant increases in software maintenance costs with decreasing funds.

The economic downturn places pressure on managing expense in a way that will not result in a decline in core IT services. IT leaders must do all they can to maintain the condition of IT infrastructure and to retain skilled IT professionals in order to be prepared to compete as the economy improves.

HR position/pay analysis compares staff pay among institutions of higher education. Higher education is competing with the private sector salaries making institutional comparisons less meaningful. Campus HR organizations use CUPA as a standard for benchmarking IT salaries. The CUPA job titles do not match today's reality. The HEITS survey is a good alternative to CUPA. The HEITS job descriptions and salary information are more accurate and better reflect today's competitive environment.

Financial resources are limited. The provision of essential IT services is dependent on our ability to stretch funding resources. Coordinated purchasing, collaboration, and knowledge and resource sharing will help guarantee that our constituents receive the highest possible value from their tuition and tax dollars.

## **Administrative Information Systems and Data Quality**

Most of Utah's colleges and universities have implemented the Sungard Banner system to perform administrative computing functions. The availability of administrative computing staff and level of operational expertise varies among institutions. Institutions are now collaborating on improving operations and service delivery. Such collaboration activities can range from knowledge sharing to system co-locations and shared staff specialists.

Reliance on banner and oracle administrative systems highlights the need for up-to-date, accurate data. Reliance on the quality of data for administrative, academic, and emergency communications focuses a spotlight on the need for improved processes and workflows that feed data into administrative systems.

## **Information Technology Security**

IT security continues to be a top priority for all higher education institutions. The available resources necessary to provide a high level of IT security varies among institutions. A coordinated effort can serve to raise the level the expertise that now varies significantly among colleges and universities.

In spite of its extreme importance, IT security has not been adequately funded. We were successful in organizing IT security audit teams to work with each institution to identify IT security issues and provide expertise to improve security capabilities on each campus. However, the effort re-emphasized

the importance of investing in professional expertise and systems to ensure that security is managed properly.

## **Identity and Access Management**

Management of user identities for the purpose of authenticated access to systems and authorization to user services is an increasingly complex problem. The number and granularity of roles required to deliver specialized IT services is increasing. The ability to provision and de-provision services is increasingly important to guarantee data security and integrity and to meet end-user expectations for customized and personalized e-services.

As a system, we will support the In-Common federated identity management plan for higher education institutions.

## **Disaster Recovery and Business Continuity**

Information technology has changed the face of education. Colleges and universities rely on IT resources for virtually every operational aspect of higher education. For students, faculty, researchers, health care providers, and staff, IT resources are not optional. All colleges and universities identify disaster recovery and business continuity as an area of continued importance.

Every campus expresses an increasing need for disaster recovery options.

- Most schools have entered into lease agreements for rack space at the Richfield data center.
- Weber State University is providing support to Snow College, Dixie State College, and College of Eastern Utah through grant funding.
- Technologies have emerged that allow sharing of storage systems while allowing resource management for each participating institution. Institutional representatives are continuing to collaborate on taking advantage of these technologies to improve the reliability and survivability of critical systems and data.

## **IT Governance and Leadership**

Membership in IT governance groups is shifting away from technical experts toward increased participation by end users. At some schools, technical participants on advisory boards and steering committees don't have voting rights. Instead, the end users drive the IT agenda. Governance groups need to be empowered to make their decisions and recommendations binding on the campus.

The reporting structure of the CIOs varies through the system of higher education. Some CIOs report to academic leadership, some report to administrative leadership, and others report to the President of the institution. CIOs that report to administrative VPs tend to address IT issues from a financial, administrative, and operational perspective. CIOs that report to Academic VPs tend to see IT through academic filters and focus on core infrastructure. Those CIOs that report directly to the President report the greatest success in addressing strategic, enterprise-wide IT requirements.

## **Agility, Adaptability, Responsiveness**

Technology is evolving at an increasing pace, making it more difficult for CIOs to be aware of new technology solutions and emerging technology trends. The need for specialized expertise in new technology is becoming more apparent along with the ability to architect solutions that can take advantage of changing technology. Architectural work can be shared among institutions.

End user service expectations are constantly increasing. Users demand that academic and administrative services and systems be available 24 x 7. End user tolerance for system down time or lack of system availability outside of regular business hours is declining rapidly as the criticality of academic and administrative applications increases.

## **Course Management Systems – Faculty Development and Support**

Campuses rely more heavily on course management systems to support and enhance classroom and on-line academic experiences. Some campuses do not have sufficient support staff to assist faculty and students in the creation and use of on-line course tools. The demand for faculty support has grown, but the staff has not grown to match the increased demand.

- As a group, the CIOs will support and participate in the UEN Request for Proposal for a learning management system.
- We will maintain and strengthen the LMS consortium that currently exists in the best interests of each institution and the system as a whole.
- We will support UEN's efforts to create a statewide learning objects repository.

## **Network/Cyber Infrastructure and Management**

Disaster recovery plans are dependent on the availability of reliable, high capacity network connections to a remote disaster recovery site. Increased, or dedicated bandwidth capacity is required to keep up with the demands of researchers. This bandwidth may need to be dedicated for research purposes only. Network infrastructure plans must include the ability to support sponsored research and emerging applications and services such as Voice over IP, video, wireless connectivity, etc. Video is growing and consuming an ever larger percentage of available network bandwidth.

## **Systems Infrastructure**

Colleges and Universities rely on campus network and server infrastructure for a comprehensive array of critical information services. Network reliability and capacity are critical components of viable security, disaster recovery and business continuity plans, and unified communications.

Computing systems/servers are continuing to age beyond their serviceable life. Server virtualization and increasing capacity of new systems will help reduce the costs somewhat, but the demand for increased computing capability and the aging of existing systems exceeds efficiencies that can be gained through virtualization and computing capacity efficiencies.

## **Data Centers**

Information technology resources must be located in controlled environments. Environmentally appropriate data center space, including sufficient and reliable electrical power, air conditioning, security, etc., is at a premium. Demand for such space is growing faster than the ability to construct it. Most campuses report that data center space is at or near capacity. Spending to maintain short term data center requirements is increasing, underscoring the need for long term data center solutions.



# Central Coordination and Local Control

This plan gives specific attention to which IT functions would benefit from some level of central coordination and collaboration, and which functions rely on the efforts of the Utah Education Network

## *Centrally Coordinated Efforts*

The following are areas where every institution may benefit from centrally coordinated and collaborative efforts.

### **Administrative Systems**

The Board of Regents has reported that important administrative data received from the colleges and universities is not always consistent and sometimes is not received on a timely basis.

#### **Recommendations**

- The Banner Systems Committee was organized two years ago to address various end-user and operational issues related to the Banner system. Jean Fruth, Weber State University, and Jeanette Ormond, South Utah University, will continue to supervise the efforts of the working Banner committees. The functional committees dealing with financial, HR, student services, etc., will meet regularly, as discussion/agenda items become apparent. Standing weekly meetings are not required but the functional committees will be re-energized to improve sharing of expertise among the schools. Annual user's conferences will continue to be an effective tool for sharing information regarding banner functionality and operational issues.
- Weber State University through grant funding has continued its support of College of Eastern Utah, Dixie State College and Snow College. Depending on the needs at each school Weber is offering data base support, assistance in upgrading and maintaining Banner software versions and the implementation of portal services. Weber State University is also providing support for system monitoring and disaster recovery services with back-up systems located at the Richfield data center. Ongoing efforts will focus on the following priorities:
  - credit card payment transactions and compliance
  - time/payroll systems
  - Degree Works graduation audit software
  - electronic personnel action forms
  - improved portal functionality.
- Each IT organization will work closely with campus business/financial management leaders to ensure PCI compliance for credit card transactions. PCI compliance is the responsibility of the business/financial leadership.
- We will focus on improving business intelligence and business process improvement capabilities. A list of functional users for each school will be created.

### **Learning Management Systems**

Learning Management Systems (LMS) are critical classroom support and on-line education tools. Our current Blackboard LMS will be obsolete and unsupported in 2012. It is very important that we establish a plan to maintain this critical capability.

## **Recommendations**

- UEN will conduct an RFP with participants from each of the State's colleges and Universities. The Purpose of the RFP is to identify the product or products that will sustain this requirement over the next several years. We will support and participate in this RFP process.
- We will continue to support and participate in the statewide LMS consortium to ensure that we receive the required LMS services at the best possible terms.

## **Infrastructure and Operations**

Collaboration between institutions has highlighted a need to set common standards for system and network performance, where possible, and methods to measure performance against standards. End users expect 24x7 access to information and services. Project and portfolio management focuses on a schools ability to manage its resources to complete IT projects. Performance and operations management is intended to ensure a high level of end user satisfaction.

## **Recommendations**

- CIOs will investigate the purchase of Oracle Real Application Clusters (RAC) in an effort to improve performance and lower the cost of campus servers.
  - Organize systems and network assessment teams to work with and advise each institution. These teams will be modeled after the security audit teams and will be charged to audit network and systems performance, assess architectures and configurations, make recommendations for improved operations, etc.
  - Define baseline information for current operations and develop standards for operational performance.
  - Determine what training, best practices, and tools are required to measure operational performance.
  - Set up collaboration tools to serve as an on-line forum to share information regarding system performance, monitoring, troubleshooting and other operational information.
- Use ITIL operational best practices where appropriate. Engage an ITIL consultant or in-house experts to review ITIL principles with the CIO group.
- Organize a conference for Help Desk managers/directors. Focus on improving end user support. Include ITIL version 3 principles in conference training sessions.

## **Disaster Recovery and Business Continuity**

The Disaster Recovery Committee has actively pursued the creation of a back-up and hot site at the Richfield data center. At this time, most institutions have entered into lease agreements for rack space in the Richfield center. Each school is establishing a disaster recovery presence at the center. UEN provides network capacity to support disaster recovery data backup.

## **Recommendations**

- The Disaster Recovery effort will become part of the overall effort of the NISST committee. Status of disaster recovery capabilities for each institution will be monitored.

- The NISST will develop a disaster recovery “template” to guide the disaster recovery efforts of all institutions through the State.
- Weber State University and Utah Valley University will continue to co-chair an effort to determine the feasibility of establishing a shared, virtualized storage facility that may be shared by all institutions in the State.

## **System Wide Data Center Requirements**

Every institution reports significant data center capacity issues. In the past year, institutions spent millions to extend the life of existing data center facilities. Only one school reported that their computing systems reside in a facility that was specifically planned to be a data center. Most others are doing their best to condition existing space. This situation does not align with end-user expectations for 24x7 reliability and availability. Each school made a determination of their space requirements for the near term. Institutions reporting that their near-term space availability is adequate include Utah Valley State University, Southern Utah University, Utah State University. All schools report limitations on UPS, power, and air conditioning capacity.

### **Recommendations**

The CIOs will position their institutions to take advantage of centralized data center resources as their needs develop. The University of Utah has acquired the data center located at 900 South West Temple which may be used by all institutions. Efforts are underway to establish a University of Utah data center which may be used by all institutions in the state. The first phase of the project will be completed by Fall 2012.

- Because space is scarce on all campuses, consideration should be given to the future possibility of co-locating all campus computing facilities in a single hosted data center in the future.

## **Information Technology Security**

IT Security is an area where it makes sense for higher education institutions to join forces and coordinate efforts. Our institutions employ excellent IT security professionals who are able to share their expertise to raise the level of IT security through the Utah system of higher education. During 2009, security audits were conducted at each institution. To ensure continuous improvement in IT security the following activities have been identified for this year:

### **Recommendations**

- Each institution will update its response to the findings of the 2009 security audits.
- A checklist for security ongoing audits will be developed that will allow each institution to perform security self-assessments. Each institution will perform a security self-assessment during FY 2011.
- The security audit team, which has been active during FY 2010 will be re-established and will commence a new round of audits starting in January 2011.
- Each institution will participate actively in the Utah Saint conference which is organized each year by UEN. Each institution will also participate in the day-to-day activities of the Utah Saint group.

## Financial Planning

Higher Education CIOs together with the State Board of Regents office will work together to organize budgets and possible funding requests to address plans that emerge from the committee efforts that have been organized.

Software costs increase at least 5% per year. Because software licensing costs are based on FTE/headcount, increases have escalated over previous years. With the FY10 budget cut of 9.2%, higher education is underfunded approximately 14.2% of the total funding required to maintain critical enterprise software systems.

## Recommendations

- The State is adopting a “mission based” funding approach. We will work to align future funding requests with the “mission based” approach.
- Focus on stimulus grants to support research network infrastructure and data center build-out.
- Focus on developing a sustainable funding plan for Hardware infrastructure replacement. The aging infrastructure serving critical IT processes and resources places all institutions at risk. Typical server life is 5+ yrs. Much of the existing server infrastructure is either rapidly approaching, has met, or currently exceeds the useful life of these important machines. These aging machines will be identified for replacement. Last year approximately \$1 million in ongoing funds was requested to replace equipment that was beyond its projected life. \$1 million in one-time costs was requested. As a result of the economic downturn, the 2009 legislature decreased previous funding levels by 9.2%). The data showed that equipment 5 years old, was roughly equal to all equipment in the 6+ category.
- In preparation for the 2011 legislative session the CIOs will prepare a report describing how funding levels have affected the life of critical infrastructure. .
- In anticipation of an economic upturn, the CIOs will formulate a plan to decrease reliance on one time funding for IT equipment replacement. The total cost of network and server infrastructure will be identified by each school. Because the anticipated life of this equipment is 5 years, the CIOs will propose an ongoing funding plan that resembles building O&M funding models and anticipates refreshing the infrastructure over a 5 year cycle. The CIOs will request a mix of one-time and ongoing funds to begin replacing aging infrastructure.

# Leadership

## *CIO Oversight Assignments*

Committees that are currently operating or planned will function under the oversight of assigned CIOs.

|                                                                                                                |                                                                                  |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Joe Belnap<br>Weber State University<br>Jeannette Ormond<br>Southern Utah University                           | Administrative Computing (Banner) Committee<br>System Support for Snow, CEU, DSC |
| Bret Ellis<br>Weber State University<br>Roark Fisher<br>Utah Valley University                                 | IT Security, Disaster Recovery and Business<br>Continuity Committee              |
| Ray Walker<br>CIO, Utah Valley State College<br>Eric Hawley<br>Associate Vice President, Utah State University | Network & Systems Infrastructure and Unified<br>Communications                   |
| Stephen Hess<br>CIO, Utah System of Higher Education                                                           | Legislative Funding Initiatives                                                  |

APPENDIX A  
FY2010 Plan Accomplishments

Administrative Systems

1. Schools report improvements in efficiency resulting in approximately \$9 million in savings.
2. Annual Banner Conference was successful, training technical and functional teams and bringing awareness of functionality that is available (and in some cases already owned) through the Banner product suite.

Information Technology Security

1. 2009/2010 IT audit follow-up was completed.
2. Every campus has an updated IT Security Plan.
3. Comprehensive IT Security training was conducted in Fall 2009.

Disaster Recovery and Business Continuity

1. More systems are beyond baseline disaster recovery and business continuity standards.
2. Many systems have been moved into the State's Richfield Data Center.

System and Network Infrastructure

1. Network upgrades were completed to accommodate disaster recovery.
2. Awaiting word on award of \$19 million BTOP grant for Cyber-Network connectivity.
3. Maintained IT infrastructure inventories for equipment replacement. No funding was appropriated from the legislature for planned equipment replacement.

RESULTS OF  
FUNDING REQUEST

Legislative funding was decreased due to revenue shortfalls.

August 18, 2010

MEMORANDUM

TO: Utah State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: 2010 Enrollment Projections

Background

Attached are enrollment projections through the 2020-2021 academic years for the Utah System of Higher Education (USHE). These projections estimate future enrollments and identify trends based on past history and practice. The data should be used in concert with additional data points and information that add insight to Regents and state-level policymakers when conducting mid to long-range planning.

The enrollment projections formulas were re-evaluated in consultation with representatives from each USHE institution during the past year with the intent of improving the accuracy of the projections. Several variables, combination of variables, and regression techniques were tested as predictors of enrollment data for each USHE institution. The variables considered as likely predictors of Fall Third Week Headcount, Fall Third Week FTE, and Annualized FTE were:

- 1) total Utah high school graduates (public and private) in the state of Utah,
- 2) total high school graduate (public and private) from the institution's three county service area,
- 3) population of people age 25 to 45 from selected feeder counties, and
- 4) total population of people in the three county service area.

For each institution, a single, independent variable provided the maximum, statistically valid, predictive value. The variable used to predict enrollments was customized to each USHE institution. The results of the individual institutions' predicted values were summed to create composite predictions for the Utah System of Higher Education (see attached). Institutional specific projections are also included in this report. Graphs represent both the predicted value from the regression model and the actual values reported.

Commissioner's Recommendation

The Commissioner recommends that the Regents receive the long-term enrollment projections for the Utah System of Higher Education.

WAS/GLS/CKM/JAC  
Attachments

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William A. Sederburg, Commissioner

August 18, 2010

MEMORANDUM

TO: Utah State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revisions to Policy R203, *Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions*

Issue

To increase the role of the Trustee Chair and Vice Chair in the interview process of presidential candidates and the subsequent deliberations of the Board of Regents (Board).

Background

The recommended changes are made pursuant to feedback received from the Roles & Authority Task Force. The institutional Trustees seek an enhanced role in the interview process and deliberations of the Board of Regents in regards to the appointment of a new institutional president.

Policy Changes

The following are the substance of the policy changes:

- The Board shall invite the Trustee Chair and Vice Chair (or their designees) to participate in the Regents' final interviews of presidential candidates for his or her respective institution and offer insights and observations to the Board. The participation of the Vice Chair ensures an accurate portrayal of the full Board of Trustees' interests and insights to the Regents. (R203-4.6.2.).
- The Board Chair may invite the Trustee Chair and Vice Chair to participate in the Board's final deliberation of presidential candidates. (R203-4.7).

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the amended Policy R203, *Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions*.

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William A. Sederburg, Commissioner

WAS/GLS/CKM/JAA  
Attachments





# R203, Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions<sup>1</sup>

**R203-1. Purpose:** To provide for the establishment and function of presidential search committees and for the selection of presidents by the Board in the Utah System of Higher Education (USHE).

## R203-2. References

- 2.1. Utah Code §53B-2-102, Board to Appoint President of Each Institution
- 2.2. Utah Code §52-4-202, Public Notice of Meetings
- 2.3. Utah Code §11-13-223, Open and Public Meetings
- 2.4. Policy and Procedures R120, Bylaws of the State Board of Regents; 3.3.2.4, Selection of President

## R203-3. Presidential Search Committees

**3.1. Board is Equal Opportunity Employer:** The Utah State Board of Regents is an equal opportunity employer. Board action to employ presidents shall be based upon selection only after extensive advertising of vacancies, screening of applicants, and searching for applicants without regard to race, ethnicity, color, sex, marital status, disability, national origin, veteran's status, or religious persuasion.

**3.2. Early Beginning of Search Process:** It shall be the policy of the Regents to begin the search and selection process for filling institutional presidencies from no less than six and preferably twelve months in advance of the time when the incumbent plans to retire or make his or her resignation effective. This early beginning of the search process is intended to allow sufficient time for advance advertising and search activities that will facilitate the widest possible notice of vacancies and extensive search activities to attract high quality nominees and applicants. In instances where unanticipated vacancies occur without notice and without sufficient time for an extensive search, the Regents may appoint an interim president in order to provide the necessary time. The selection and appointment of presidents, being one of the foremost responsibilities given to the Regents, shall be given the highest priority consideration of the Board.

**3.3. Chair Appoints Search Committee:** The Chair of the State Board of Regents shall appoint a search committee chair or co-chairs and the full membership of a search committee following authorization by the Board and after consultation with the Chair or other members of the Board of Trustees and other constituencies, as is deemed advisable by the Chair of the Board of Regents. All search committee chairs shall be members of the Board of Regents. Additionally, not less than three Regents shall be appointed to all search committees. To the extent possible, the Search Committee will include an equal number of Regents and Trustees. The membership of search committees to be appointed by the Chair shall be broadly representative of the Regents, institutional Board of Trustees, faculty, and administration. In addition, the Chair shall give consideration to appointing representatives of the alumni, the community, the student body, and the college or university staff. Also, consideration shall be given to assure an appropriate balance between search committee members and their background, gender, and ethnicity. The Commissioner of

<sup>1</sup> Adopted November 20, 1978; amended May 18, 1982, October 11, 1985, September 12, 1986, September 18, 1992, November 13, 1998, September 13, 2002, December 12, 2002 and September 5, 2008. Revisions approved by the Board of Regents on May 29, 2009.

Higher Education or his/her designee(s) shall serve as executive assistant and secretary to the search committee.

**3.4. Advertising:** After the search committee has held its first meeting and has agreed upon qualifications for the position, the Commissioner of Higher Education shall be responsible for advertising nationwide, regionally, and statewide the availability of the position and an invitation to all interested persons to apply for the position or to nominate others. Applications or nominations shall be made to the Commissioner and will be accepted until the position is filled.

**3.5. Aggressive Search:** All Regents, trustees, search committee members, the Commissioner of Higher Education, presidents, vice presidents, deans, department heads, faculty, students, alumni, friends of the institution, and members of the community shall be encouraged to take the initiative in nominating qualified individuals and encouraging qualified individuals to apply for the position. All of the above should participate in an aggressive search for qualified persons. The emphasis shall be upon a search for qualified individuals and not the passive acceptance of applications from those seeking the position, and search committees shall organize themselves and implement their search accordingly.

**3.6. Duties of the Search Committee:** The search committee shall meet regularly and shall by majority vote of those present, determine and direct all activities of the committee. The committee shall host constituent meetings to seek public input regarding the qualifications of ideal candidates and explain the search process. The committee shall have the duty to establish qualifications for the position, to search for qualified individuals, to receive nominations and applications, to review the qualifications of nominees and applicants, to seek out information about nominees and applicants, to interview nominees and applicants as a committee, and to transmit to the Board the names of at least three (3) but not more than five (5) persons who are fully qualified to serve as president of the institution. Committee members shall study files compiled by the executive secretary on each applicant and nominee and shall become fully informed about applicants and nominees. The Commissioner of Higher Education and her/his staff shall provide information and make confidential inquiries and give reports on the same as requested by the committee.

**3.7. Confidentiality:** The search committee shall keep all information about applicants and nominees strictly confidential. They should exercise special care to avoid disclosure of confidential information and to protect the right of all applicants and nominees to privacy and anonymity insofar as is possible. The chair and the executive assistant/secretary shall emphasize and constantly remind all search committee members of the importance of preserving the confidentiality of all information made available to all members of the committee. The Board of Regents will make public the names of finalists to be interviewed by the full membership of the Board.

**3.8. Personal Interviews of Qualified Applicants and Nominees:** The search committee shall review the comprehensive files on all applicants and nominees and shall invite for personal interviews those applicants or nominees that appear to be qualified and that appear to show the highest promise of being capable of serving with distinction as president of the institution.

**3.8.1.** Those who are interviewed shall be given an opportunity to become acquainted with the requirements of and qualifications for the position and with the role, programs and non-confidential issues of the institution.

**3.8.2.** During or following each interview the committee, the chair, or the Commissioner shall determine whether or not the interviewee would and could accept the position of president if offered at the salary and benefit level and contractual conditions specified by the Board of Regents, and commence service in that position within the time frame indicated by the Board.

3.8.3. At the conclusion of all interviews, the search committee shall discuss openly and fully each nominee or applicant interviewed. The particular strengths and weaknesses of each interviewee should be highlighted and all committee members should give the full committee the benefit of his or her views on each candidate.

3.9. **Search Committee Vote:** Following the interviews discussion, the search committee members shall vote by secret ballot on each interviewee who has indicated her/his willingness to serve as president. The voting procedure shall be as follows:

3.9.1. Each committee member shall write the name of the candidate on one side of a sheet of paper.

3.9.2. To the question, "Is this candidate fully qualified to be president of this institution?", each search committee member shall write the word "yes" or "no."

3.9.3. All papers will be folded and handed to the executive secretary. The executive secretary and the chair will then compile the responses.

3.9.4. The chair shall then announce to the search committee the names of those candidates that received a majority of "yes" responses to the question. The response counts on other candidates shall not be reported to the committee.

3.9.5. After further discussion regarding the remaining candidates as identified in 3.9.4., the secret ballot voting process is repeated until the committee agrees upon at least three (3) but not more than five (5) candidates to recommend to the Board as persons qualified to serve as president of the institution.

3.9.6. The chair shall report to the Board of Regents the results of the voting of the search committee on all candidates that were interviewed.

3.9.7. Unless the Board of Regents calls upon the search committee for more information, or unless the Board votes to reconvene the search committee as provided in 4.7 below, the work of the committee shall be finished after they have concluded their balloting on each candidate and submitted their written report and recommendations to the Board.

3.10. **Proxy Voting by Search Committee Members:** Proxy voting by search committee members will be permitted, but no search committee member shall be permitted to vote on a candidate unless he/she has interviewed the candidate. The proxy vote will be transmitted to the chair of the committee in the form of an informal letter in which the committee member states:

3.10.1. "The following candidates, whom I have interviewed are in my judgment fully qualified to be president of this institution: (The names of the candidates shall follow.) "All other candidates have either not been interviewed or they are not, in my view, fully qualified."

3.10.2. The Search committee member's signature shall be affixed to the letter and the letter shall be labeled: Personal and confidential. The letter shall be delivered to the chair or the executive assistant/secretary in a sealed envelope and the envelope shall be labeled: Personal and confidential.

3.11. **Purpose of Search Committee:** The purpose of the search committee is to assist the Regents in appointing a highly qualified person to serve as president. In keeping with this, the committee members

should not seek to restrict the names to be placed before the Regents for their consideration. The above process is designed to give the Regents the broadest choice in carrying out the statutory responsibility of appointing presidents of USHE institutions.

#### **R203-4. President Selection by Regents**

**4.1. Regents May Consider All Candidates and Nominees; Consideration of Search Committee Deliberations and Actions:** All names of all persons that were interviewed by the search committee, and all names of all applicants and nominees that were not interviewed, shall be transmitted to the Regents, and the Regents shall interview any person on either list and shall appoint the individual whom the Regents feel is the best qualified for the position. This shall be done, however, after having weighed very carefully the views expressed by the search committee members and after having given very careful consideration to the voting of the committee members as outlined above, and after consulting with the institutional Board of Trustees.

**4.2. Search Committee Interview and Report Necessary for Regent Interview:** If the Regents determine that an applicant or nominee who was not interviewed by the search committee should be interviewed by the Regents, the search committee shall be notified and convened to interview the applicant, to vote on the person's qualifications, and to advise the Regents on the outcome of the vote.

**4.3. Consideration of Search Committee Findings:** In almost all instances, it is anticipated that the most highly recommended candidates will be the only ones interviewed by the Regents. Search committees, therefore, have a very heavy responsibility, and the Regents have an obligation to give the highest priority consideration to search committee findings in interviewing finalists and in appointing a new president.

**4.4. Files and Reference Information Available to Regents:** The comprehensive files of all finalists shall be made available to all Regents for their review prior to the time of the scheduled interviews. If the Board deems it to be necessary, the Commissioner will make additional contacts to gather added information on the finalists and report the same to the Board.

**4.5. Selection of Finalists to Be Interviewed:** After having reviewed fully the report of the search committee, the Board of Regents shall determine what candidates they want to interview as finalists for the position of president. A schedule of interviews will be established and the Commissioner of Higher Education and his/her executive assistant/secretary shall make the necessary arrangements with all finalists and the institution. Pursuant to Utah's Public Notice of Meetings statute, the Board of Regents will make public the names of all finalists to be interviewed by the full Board in such time as to be in compliance with state law prior to the scheduled interviews.

**4.6. Finalists' On-Campus Meetings and Interviews with the Board:** The Board shall host the interviews of the finalists on campus. In addition to the Board interviews, the finalists shall meet with on-campus groups and shall include:

**4.6.1.** Each finalist meeting with groups representing the institution's president's cabinet, faculty and staff, and students. A member of the Commissioner's staff shall be assigned to each group to report to the Board each group's observations.

**4.6.2.** Finalist interviews held in an executive session of the Board pursuant to the Utah Open and Public Meetings statute. The Board Chair ~~may~~ shall invite the institution's Trustee Chair ~~or~~ and Vice-chair (or their designees) to observe the Board's interview of each finalist and ~~may~~ to offer his/her their insights and observations of each finalist. The two Trustees (preferably the Trustees'

Chair and Vice-chair) who participated on the presidential search committee should whenever possible be the same trustees who also participate in the Board's finalist interviews.

**4.7. Deliberations after Interviews:** After the Regents have completed their interviews of the finalists, the strengths and weaknesses of each candidate will be fully and openly discussed by the Board and the Commissioner. The Board Chair may invite the Trustee Chair and Vice-chair (or their designees) to participate in the Board's final deliberation. ~~The Trustee Chair or Vice chair and the Commissioner will be asked to give their appraisal of each finalist, and each Regent will be invited to express he/his views. Upon invitation of the Chair of the Board of Regents, the same trustees who participated under 4.6.2. should, whenever possible, participate in the deliberation.~~

**4.8. Preliminary Qualification of Candidates:** Prior to seeking to reach consensus to appoint the president, the Regents shall consider the question: "Is one or more of these candidates fully qualified, and will one or more of them, in our judgment, perform the duties as president of this institution with distinction?" If a majority of the members present appear to agree with the above question, the Regents will proceed to appoint a new president. If, however, a majority appear to disagree with this question, the Regents will request the search committee to reconvene and to search for additional qualified persons.

**4.9. Board of Trustees May Petition for Consultation:** Prior to the final selection of an institutional President, the Board of Trustees may petition the Board to arrange for more extended communications regarding the selection of the President.

**4.10. Voting to Appoint a President:** Voting for appointment of the president shall be in a properly noticed and constituted open meeting of the Board. Nine votes or more will be required to appoint a president.

August 18, 2010

MEMORANDUM

TO: Utah State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Roles and Authority Task Force

Issue

The feedback and recommendations received by the Roles and Authority Task Force needed to be complied and prepared in a deliverable format for the Board of Regents to approve.

Background

The Roles and Authority Task Force has completed its review of the roles and authorities of the Utah System of Higher Education. It now presents to the Board of Regents the following three items:

- A final report for action outlining the Task Force's findings and recommendations.
- A *Utah System of Higher Education Guidebook* that clarifies the roles, authority, and functions of the Board of Regents, Boards of Trustees, the Presidents, and the Commissioner. This guidebook will be distributed to all Regents, Trustees, Presidents, and presidential cabinet members.
- A training program (attached PowerPoint slides) which sets forth the information contained in the guidebook. This program will be initially shared with each institution's Board of Trustees by the Commissioner's Office. Thereafter, the Commissioner's Office will host an annual orientation to USHE with specific attention given to new members to the Board of Regents, the Boards of Trustees, the Commissioner's staff, Presidents and their cabinet members.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve 1) the Roles and Authority Task Force final report and the *Utah System of Higher Education Guidebook* and supporting training materials; 2) the distribution of the guidebook and training materials to current Boards of Trustees and Presidents' offices; and 3) the Commissioner's Office to host an annual orientation to USHE with specific attention given to new members to the Board of Regents, the Boards of Trustees, the Commissioner's staff, Presidents and their cabinet members.

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William A. Sederburg, Commissioner

WAS/CKM/JAC  
Attachments



## State Board of Regents Roles and Authority Quality Improvement Initiative August 2010

### General Finding

The present structure of the Utah System of Higher Education (USHE) works well. Productive feedback about the appropriate roles of Trustees and Regents surfaced, but without a widespread call for major transfer of power. On the whole, institutions, presidents, and administrators support the current balance of power between Trustees, Presidents and Regents.

Despite this general consensus, the Roles and Authority Quality Improvement Initiative produced significant recommendations for system improvement. These recommendations are detailed in the body of the report and many have already been acted upon.<sup>1</sup>

### Charge

Under the direction of the State Board of Regents (SBR), Commissioner Sederburg launched a quality improvement initiative to improve and clarify the working relationships between the Board of Regents, the Boards of Trustees, the Commissioner and his staff (the Office of the Commissioner for Higher Education—OCHE), and the Presidents and their institutions. Led by the *Roles and Authority Task Force*, the initiative answered the following question: **What authority, role, and function currently held or performed by the regents ought to be retained by the Regents or delegated to the Trustees, Commissioner, and Presidents<sup>2</sup> to:**

1. improve the strategic focus and function of the Board of Regents in fulfilling its statutory obligations and statewide role as stewards of higher education,
2. empower the Boards of Trustees and presidents to be innovative and successful in meeting the needs of their constituents and institutional missions,
3. refine the scope of OCHE services and functions in support of the Utah System of Higher Education (USHE) and its network of institutions and resources,

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<sup>1</sup> Recommendations which have already been acted upon by the Board of Regents will be noted in the footnotes.

<sup>2</sup> The taskforce did not address the authority of the Regents relative to the Commissioner or to the Legislature.

4. improve system efficiencies, and
5. eliminate unnecessary functional duplications?

## **Evaluation Process**

The State Board of Regents created the *Roles & Authority Taskforce* in May 2009. Comprised of representatives from the institutions and the office of the commissioner of higher education, the taskforce solicited information directly from the Board of Regents, the institutional Boards of Trustees, the institutions (through the council of presidents), and the office of the commissioner of higher education.<sup>3</sup> The discovery process occurred over the course of twelve months and allowed for open discussion, deliberation, and debate to find best solutions and practices. The findings and recommendations of the taskforce are given in full confidence that it has fulfilled its charge to improve the functions and efficacy of the State System of Higher Education.

## **Findings & Recommendations**

Members of various Boards of Trustees, system and institutional administrators, and Regents provided feedback in the following six areas: (1) presidential searches, (2) resource and review teams, (3) university health care system, (4) academic program and degree approval process, (5) finance and facilities, and (6) general feedback.

1. Presidential Searches – The following are the findings and recommendations of the taskforce regarding the ways to enhance presidential searches.

*Findings.* The presidential search process is enhanced when:

- a. Campus groups' representatives are permitted to (1) meet with presidential candidate finalists and (2) provide feedback to the Regents prior to their final deliberation and selection. This process is patterned after the successful method used in hiring of President Young at University of Utah and President Holland at Utah Valley University.
- b. The Chair and Vice-chair of the institutional Board of Trustees (1) participate in the Regents' final interviews of presidential candidates, and (2) offer their insights and observations during the Regents' final deliberation and selection of the institution's next president.<sup>4</sup>
- c. The Trustees' Chair and Vice-chair (or their representatives) are the same two persons that participate on the presidential search committee and in the Regents'

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<sup>3</sup> For full membership and details of the process see Appendix.

<sup>4</sup> After discussing voting rights for the Trustee representatives, the consensus was to yield on voting rights and to focus on the inclusion of the Trustee Chair and Vice-chair in the final interview and deliberation as representatives of the full Board of Trustees.



deliberation of a new president. This two person approach is to ensure the Regents receive accurate feedback of the search committee's insights and representation of the full Board of Trustees' interests.

*Recommendations.* The following are recommended actions for the Board of Regents' consideration to enhance the presidential search process:

- a. Arrange for representatives of campus groups to meet with the candidate finalists and provide feedback to the Regents for their consideration prior to their final deliberation and selection.<sup>5</sup>
  - b. Invite the Trustees' Chair and Vice-chair to participate in the Regents' final interviews of presidential candidates for their respective institution and offer their insights and observations to the Regents. The participation of the Vice-chair ensures an accurate portrayal of the full Board of Trustees' interests and insights to the Regents.<sup>6</sup>
  - c. Specify in Regents' policy that, after the final interviews, the Board may invite the Trustee Chair and Vice-chair (or their representatives) to participate in the Board's final deliberation of presidential candidates.<sup>7</sup>
  - d. Encourage that the same two Trustees participate throughout the entire search process. The Trustees who served on the presidential search committee should, whenever possible, be the same two Trustees to participate in the Regents' finalist interviews and, upon the invitation of the Chair of the Board of Regents, participate in the Regents' deliberation.<sup>8</sup>
2. Resource and Review Teams – The following are the findings and recommendations of the taskforce regarding how to optimize the use of resource and review teams.

*Findings.* The resource and review teams are optimized when:

- a. The role of the Trustees in the resource and review team is clearly articulated.
- b. A final copy of a resource and review team's written report is given to the Chair of the Board of Trustees.

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<sup>5</sup> The Regents took action on this recommendation in May 2009. Regents' Policy R203-4.6. was amended to formalize the process of meeting with campus groups and representatives.

<sup>6</sup> A revised draft of Regents' Policy R203 incorporating this recommendation is pending Regents' approval in the August 27, 2010 SBR board meeting.

<sup>7</sup> A revised draft of Regents' Policy R203 incorporating this recommendation is pending Regents' approval in the August 27, 2010 SBR board meeting.

<sup>8</sup> A revised draft of Regents' Policy R203 incorporating this recommendation is pending Regents' approval in the August 27, 2010 SBR board meeting.

- c. The semi-annual resource and review team meetings with the president serve as an institutional and presidential review.

*Recommendations.* The following are recommended actions for the Board of Regents' consideration to optimize the resource and review teams:

- a. Clarify the Trustees' involvement in the resource and review team process in Regents' Policy R208, *Resource and Review Teams*.<sup>9</sup>
  - b. Provide that final copy of a resource and review team's written report be given to the Chair of the Board of Trustees.<sup>10</sup>
  - c. Redraft Regents Policy R208, *Resource and Review Teams* to clarify the intent of the policy as a semi-annual institutional and presidential review.<sup>11</sup>
3. University Health Care System – The following are the findings and recommendations of the taskforce regarding how to reduce unnecessary duplication in the administration of the University Health Care System.

*Findings.* The oversight between the University of Utah Hospitals and Clinics Board and the University's Board of Trustees is adequate and that the additional reporting obligation to Regents was an unnecessary duplication.

*Recommendations.* The following is the recommended action for the Board of Regents' consideration to optimize the University Health Care System:

Delegate the budget and operations oversight of the University Health Care System to the University of Utah's Board of Trustees. Given the oversight between the University of Utah Hospitals and Clinics Board and the University's Board of Trustees is adequate, an additional reporting obligation to the Board of Regents is an unnecessary duplication. However, The Board of Regents should reserve the right to review the University Health Care System budget and operations upon request.<sup>12</sup>

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<sup>9</sup> The Regents took action on this recommendation in May 2009. Regents' Policy R208, *Resource and Review Teams*, was amended on May 29, 2009. The amendments clarified the involvement of the trustees in the resource and review team process.

<sup>10</sup> The Regents took action on this recommendation in May 2009. Regents' Policy R208, *Resource and Review Teams*, was amended on May 29, 2009. The amendments stipulated a final copy of a resource and review team written report be given to the chair of the board of trustees.

<sup>11</sup> The Regents took action on this recommendation in April 2010. An updated Regents' Policy R208 was approved as part of the April 1, 2010 SBR board meeting.

<sup>12</sup> The Regents took action on this recommendation in May 2009. The Regents agreed in principle to the request of Chair of the University of Utah in the May 29, 2009 SBR board meeting. However, the Regents reserved the right to review the University Health Care System budget and operations upon request. In transition to this new process, the University of Utah shared the University of Utah Hospitals and Clinics proposed operating budget for FY 2010-2011 as an information item in the July 17, 2009 SBR board meeting.

4. Academic Program and Degree Approval Process – The following are the findings and recommendations of the taskforce regarding the academic program and degree approval process.

*Findings.* The authority to approve academic programs as specified in Regents' Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports* appropriately delegates authority from the Board of Regents to the institutional Board of Trustees.<sup>13</sup> Regents' Policy R401 effectively reduces the burden of review for certain items currently considered "information" items. In the recent alterations made by the Regents to R401, some items (renaming, transfer and restructuring, centers, minor in existing majors) will be sent to OCHE, and if no objection is communicated by OCHE to the institution in a specified time period, then the Trustees' decision is considered final. This is a significant change and speaks to the intent of this quality improvement initiative.

*Recommendations.* The following is the recommended action for the Board of Regents' consideration to optimize the academic program and degree approval process:

Retain the authority to approve academic programs for USHE institutions as specified in Regents' Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports* as approved by the Board of Regents on April 1, 2010.<sup>14</sup>

5. Finance and Facilities – The following are the findings and recommendations of the taskforce regarding finance and facilities.

*Findings.* The operations of the finance and facilities within USHE are optimized when:

- a. The annual audit report provided by the Trustees audit committee to the Board of Regents audit committee is provided as an in-person meeting. In this time of accountability and transparency, there is a sense of the need to continue the value of the face-to-face meetings. The in-person meeting provides a valuable opportunity for Regent and Trustee interaction within a meaningful context.
- b. The USHE institutions, with Trustee approval, have the authority to engage in minor property transactions in value of \$500,000 or lower.
- c. The authority to manage small capital improvement projects up to a value of \$250,000 is delegated to the institutions and is based on a memorandum of understanding with the Division of Facilities Construction and Management (DFCM).

*Recommendations.* The following is the recommended action for the Board of Regents' consideration to optimize the operations of finance and facilities:

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<sup>13</sup> A new draft of R401 was approved as part of the April 1, 2010 SBR board meeting.

- a. Maintain the current practice of the annual audit report provided by the Trustees to the Regents as an in-person meeting.
  - b. Authorize USHE institutions, with Trustee approval, the ability to engage in minor property transactions in value of \$500,000 or lower.<sup>15</sup>
  - c. Work with institutions and the Division of Facilities Construction and Management (DFCM) to create MOU's that delegate authority to institutions to manage small capital improvement projects up to a value of \$250,000.<sup>16</sup>
6. General Feedback – Feedback pertaining to general issues included the following suggestions:

*Findings.* The general the overall effectiveness of the system would be promoted by

- a. Enhancing the Regents' role as advocates of higher education throughout the state (e.g., engage in campaigns to build public support and increase funding for higher education).
- b. Encouraging the Regents to engage Trustees as partners in addressing strategic issues.
- c. Encouraging presidents to engage Trustees as strategic decision making partners (beyond a simple advisory role).

*Recommendations.* The following is the recommended actions for the Board of Regents' consideration to promote the overall effectiveness of the system:

- e. Seek ways to enhance the Regents' role as advocates of higher education throughout the state (e.g., campaign to build public support and increase funding for higher education).<sup>17</sup>
- f. Identify issues to engage Trustees as political and strategic partners.<sup>18</sup> (e.g., encourage the chairs of the Boards of Trustees to attend Regents' board meetings).

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<sup>15</sup> An amendment to R710-4.5.4, which grants institutions such authority, was approved as part of the April 1, 2010 SBR board meeting.

<sup>16</sup> This was acted upon by the Utah State Legislature and passed as part of HB-370 in the 2010 legislative session.

<sup>17</sup> Related actions taken to date include the following four points (1) Regents' support of the Roles and Authority Quality Improvement Initiative, (2) Regents' refinement of and focus on three strategic goals and supporting initiatives, (3) Regents' support of the Salt Lake Chamber of Commerce's Education Initiative, and (4) the Commissioner's commitment to share the Regents' approved report and training program pertaining to this quality improvement initiative with Governor Herbert and other legislative leaders.

<sup>18</sup> Related actions taken to date include the following three points: (1) Regents' support of the Roles and Authority Quality Improvement Initiative, (2) Regents' commitment to engage USHE institutions (i.e., Boards

- g. Encourage presidents to engage Trustees as strategic decision making partners (beyond a simple advisory role).

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of Trustees and presidents) in the strategic planning process developing the Vision 2020 Master Plan, and (3) the Commissioner's commitment to share the Regents' approved report and training program pertaining to the outcomes of this quality improvement initiative with each institution's Board of Trustees and president (the training program will be initially shared with each institution's Trustees during a normally scheduled Trustees meeting; thereafter, the Commissioner will host an annual training session with specific attention given to new members to the Regents, Trustees, the Commissioner's staff, and a president's cabinet).

## Appendix

### Timeline (checked items have been completed)

- ✓ February 2009 – OCHE staff develop the “Roles and Authority Matrix” to provide a quick overview of current policy and practices pertaining to the working relationship between the SBR, BOTs, commissioner, and presidents.
- ✓ April 2009 – Members to serve on the Roles and Authority Task Force (TF) were identified and invited to serve. They are:
 

|                                                                                                                                                                                                                                           |                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Cameron Martin, OCHE (Chair)</li> <li>• Greg Stauffer, OCHE</li> <li>• Lucille Stoddard, OCHE</li> <li>• Teddi Safman, OCHE</li> <li>• Gary Wixom, OCHE</li> <li>• Fred Hunsaker, USU</li> </ul> | <ul style="list-style-type: none"> <li>• John Francis, UU</li> <li>• Ed Barbanell, UU</li> <li>• Val Peterson, UVU</li> <li>• Norm Tarbox, WSU</li> <li>• Joe Peterson, SLCC</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
- ✓ May 29, 2009 – SBR approved the establishment of the TF and its charge. Additionally, SBR approved initial TF recommendations to:
  - a. amend Regents’ Policies R203, *Presidential Searches*, and R208, *Resource and Review Teams* to clarify and strengthen the role Trustees in the presidential search, hiring, and evaluation processes; and
  - b. delegate the budget and operations oversight of the University Health Care System to the University of Utah’s BOT concurring the oversight between the University of Utah Hospitals and Clinics Board and the University’s BOT was adequate and the additional reporting obligation to the SBR was an unnecessary duplication function.
- ✓ SBR committees (Programs, Finance & Facilities, and Strategic Planning & Communication) have been tasked to assess Regents policies, procedures and practices that pertain to each committee’s stewardship and recommend necessary changes, if any, in fulfillment of the TF Charge.
- ✓ September 2009 – Council of presidents (COP) review of “Roles and Authority Matrix” and are given through the end of the 2009 calendar year to gather feedback from their respective executive staff and boards of trustees.
- ✓ October-November 2009 – continue Task Force discovery.
- ✓ January 2009-February 2010 – SBR/BOT review of initial TF findings and recommendations.
- ✓ March 2010 – TF report writing.
- ✓ April 1, 2010 – TF report to SBR of findings and recommendations for consideration.

- June 25, 2010 August 27, 2010 – SBR strategic discussion and final action.
- July–November 2010 – Share SBR approved report with BOTs.
- August 2011 – OCHE host first annual training presentation.

## **Deliverables**

The Board of Regents' Charge to the Roles & Authority Taskforce included a set of four deliverables. This section reports on the progress made under each deliverable.

1. A report to the Board of Regents for action outlining the Task Force's findings and recommendations, which will include a training program and quick reference guide. The taskforce will provide this report, training program, and reference guidebook to the Board of Regents in August 2010.
2. To share the SBR approved report and training program with each USHE institution's President and BOT. This will be accomplished throughout the next year after the report and training program are approved by the Board of Regents.
3. To share the SBR approved report with Governor Herbert and other legislative leaders. This will be accomplished after the Board of Regents approved the report and training program.
4. A training program and quick reference guide that clarifies the roles, authority, functions of the SBR, BOT, Commissioner (OCHE), and the Presidents (the institutions) within the USHE. The training program is to be initially shared with each institution's BOT by the OCHE. Thereafter, OCHE will host an annual training session with specific attention given to new members to the SBR, BOT, the Commissioner's staff, and Presidents' cabinets.

# ROLES & AUTHORITY

of the

GOVERNING AND ADMINISTRATIVE  
OFFICERS OF THE UTAH SYSTEM OF  
HIGHER EDUCATION

**DRAFT**



# Congratulations!!



*Governor Gary R. Herbert*



# Guiding Principles

## Leadership principles for Success:

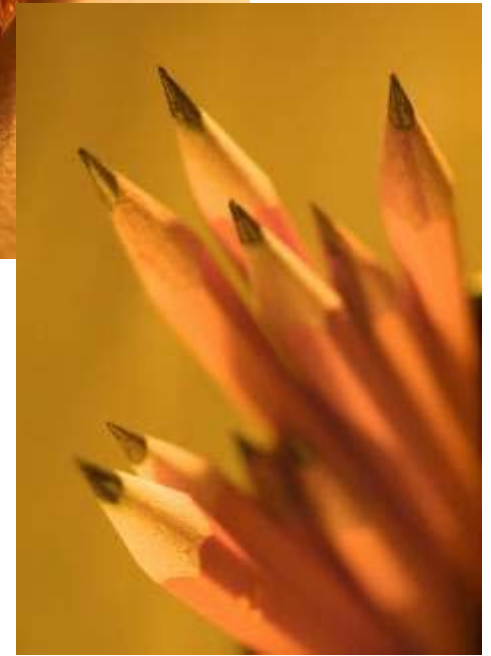
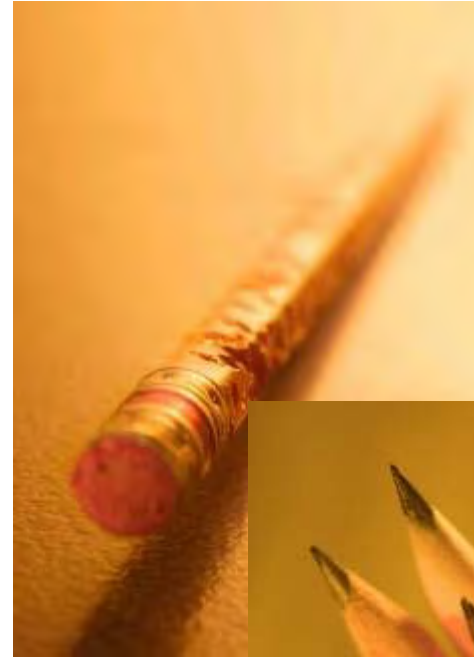
- ◆ Respond to the welfare of the whole
- ◆ Be cognizant of the difference between policy and administration
- ◆ Become engaged in the institution(s)
- ◆ Remember that business issues are not personal
- ◆ Communicate to empower the Board Chair / President
- ◆ Help the President / Commissioner
- ◆ Personal obligations
- ◆ Approach the job as being fun



# Guiding Principles

## 1 Respond to the welfare of the whole

- ◆ Don't act as a single agent with a personal agenda
- ◆ Don't represent part of the school or system (e.g., athletics, music, ethics)
- ◆ **Celebrate success of the system and institution as an entity**





## 2 Recognize the difference between policy and administration

2

- 



# Guiding Principles

3

Become engaged in the institution(s)



Attend events



Interact with students and parents



Attend classes and symposia



Represent institution in civic activities



# Guiding Principles

4

Don't personalize issues



Never speak ill about a colleague



Understand good people can disagree



When the vote is over, the vote is over



Give constructive criticism in private, praise in public



# Guiding Principles

5

Communicate to empower the Board Chair



Let the chair know what you think



Volunteer to assist the chair



Support the chair in tough decisions



Let the chair handle problems with President / Commissioner or personnel



$$\int \frac{x+5}{x^2-2x-3} dx$$
$$\frac{5}{3} dx = \int \frac{2}{x-3} dx - \int \frac{1}{x+1} dx$$
$$= 2 \ln(x-3) - \ln(x+1)$$
$$= \ln \frac{(x-3)^2}{x+1} + C$$

Problems

# Guiding Principles

## 6 Help the President / Commissioner

- ◆ Provide advice and counsel
- ◆ Be a sounding board
- ◆ Be a community advocate
- ◆ Provide gentle criticism
- ◆ Be present at college events





# Guiding Principles

## 7 Personal obligations



Be informed



Come to meetings prepared to discuss issues and make decisions



Duty to confidentiality



# Guiding Principles

8

Approach the job as being fun



Opportunity to improve society



Life is too short to take everything too seriously



Think of the legacy you want to leave as a board member



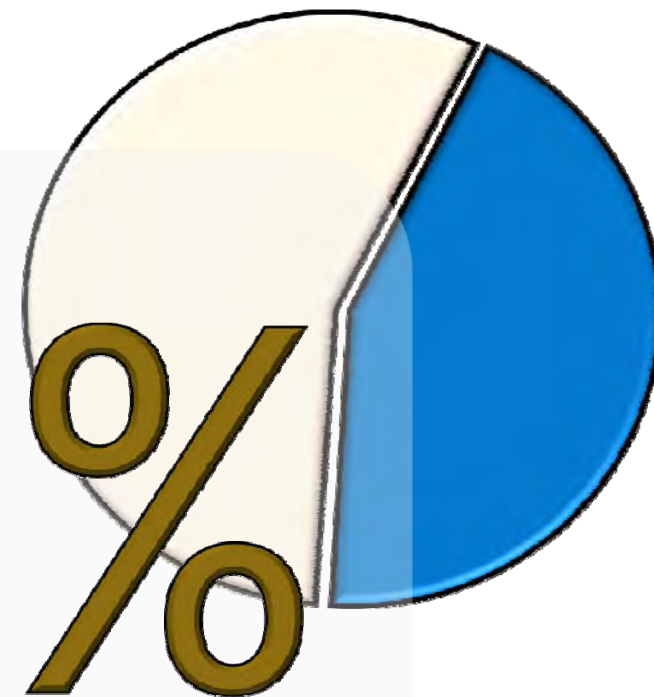
Understand we are on the same team



# Strategic Goals

Big Goal -

55%



Of Utahns ages 25 to 64 with a post-secondary degree by

2020



# Strategic Goals



*participation*



completion

Economic  
Economic

Innovation  
Innovation





# Commitments of The State Board of Regents



Regents as advocates for higher education



Trustees as political and strategic partners with Regents

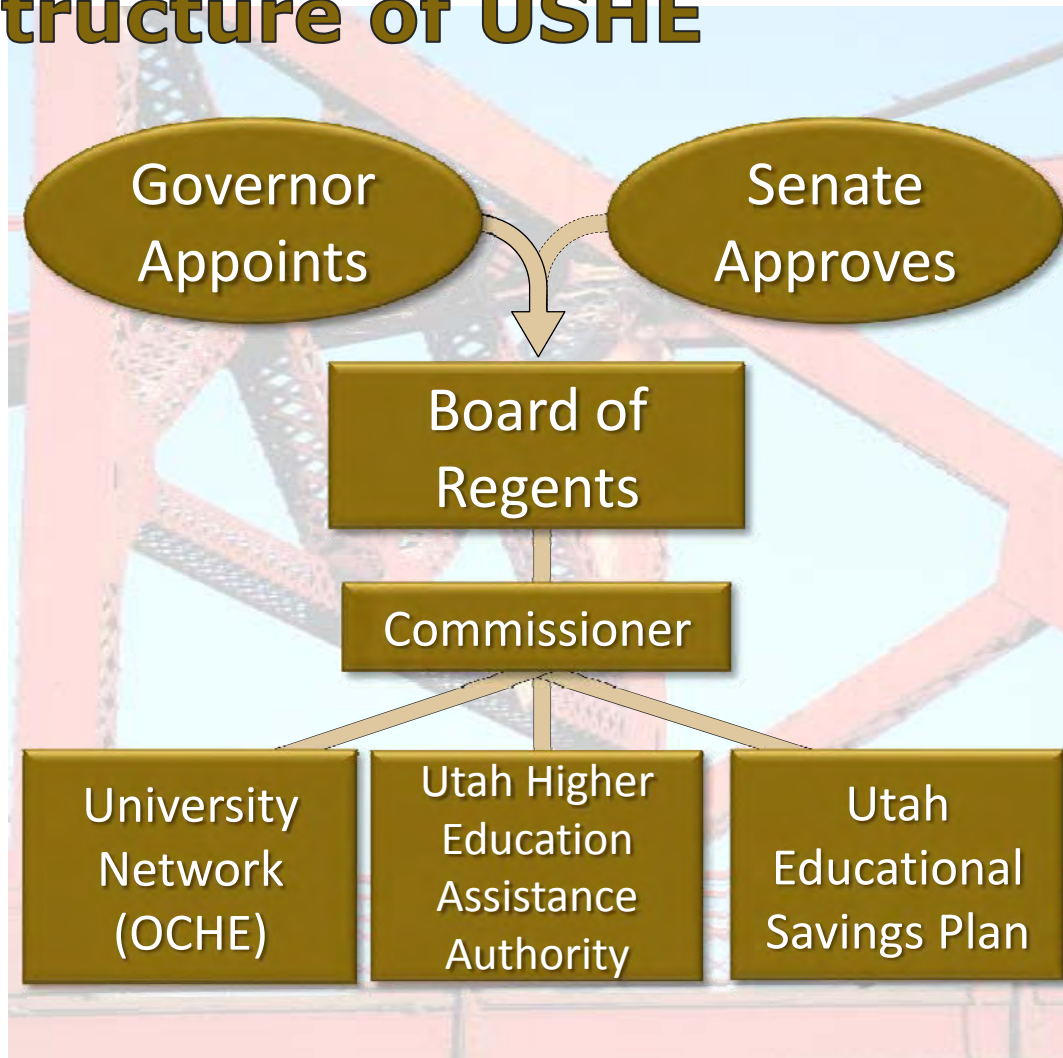


Encourage presidents to engage trustees as partners, not just advisors

# Structure of USHE



# Structure of USHE



Chair,  
David Jordan

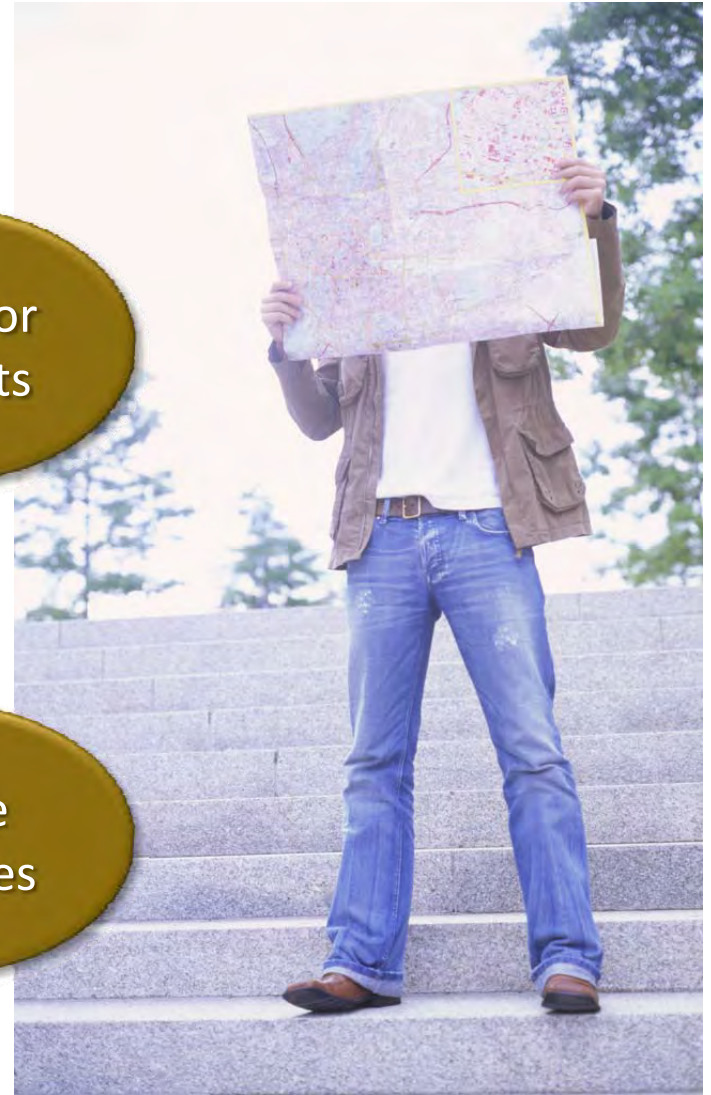
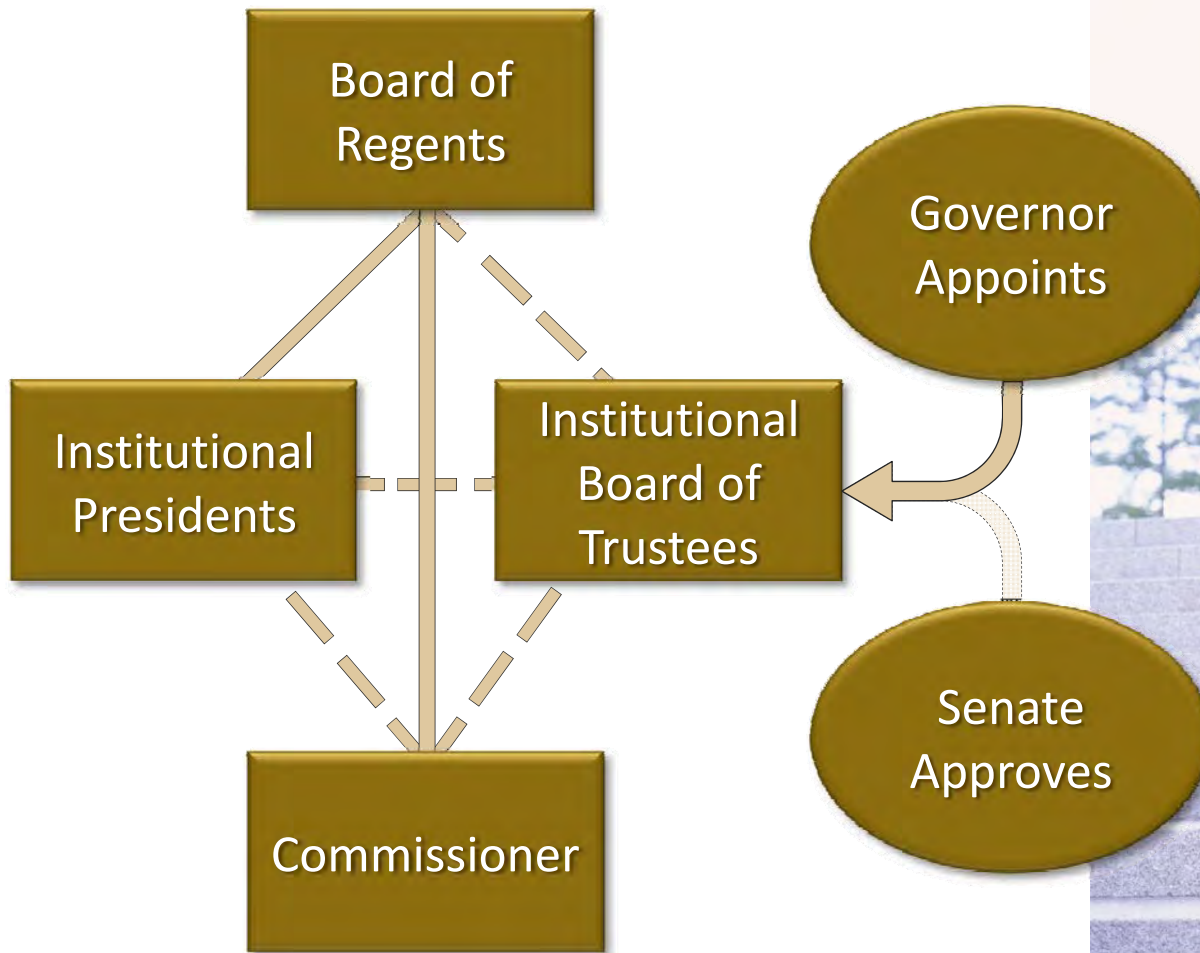


Vice Chair,  
Bonnie-Jean  
Beesley



Commissioner,  
Bill Sederburg

# Structure of USHE





# Structure of USHE

## State Board of Regents

- ◆ Authority: Granted from Utah Legislature to control, manage, and supervise USHE
- ◆ Membership: 19 persons (two from rural areas) for six-year terms; three ex-officio members (two from USOE and one from UCAT—no voting rights)
- ◆ Committees: Chair appoints and assigns the chairs and members of all standing committees (except executive committee)



# Structure of USHE

## Institutional Board of Trustees

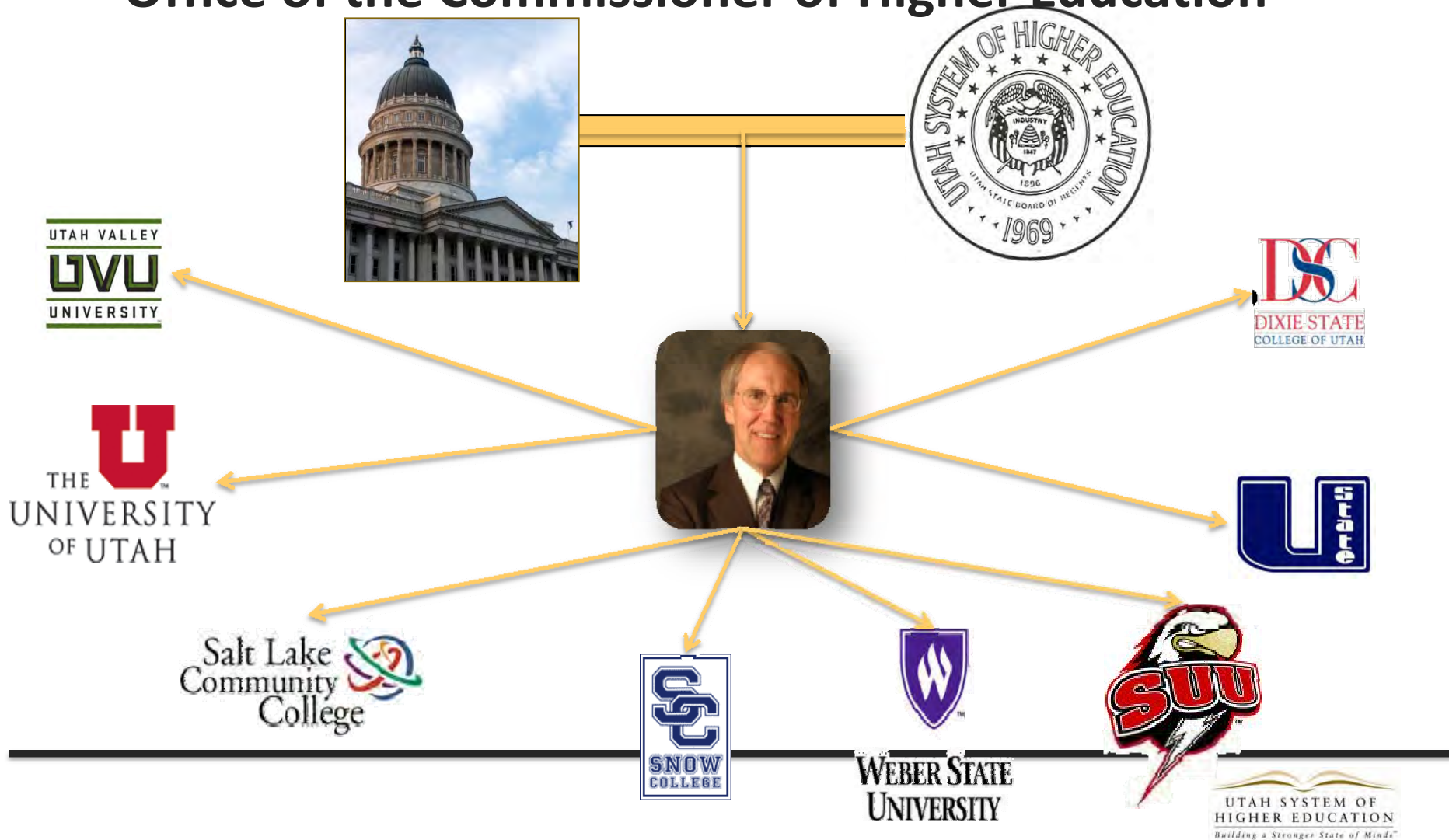
- ◆ Authority: Legislatively created, but authorized from both Legislature and Regents
- ◆ Membership: Ten persons for four-year terms; two ex-officio members (Student Association President and Alumni Association President – have voting rights)
- ◆ Committees: Vary per institution



*Become familiar with the culture, protocols, and procedures of your institutional board of trustees.*

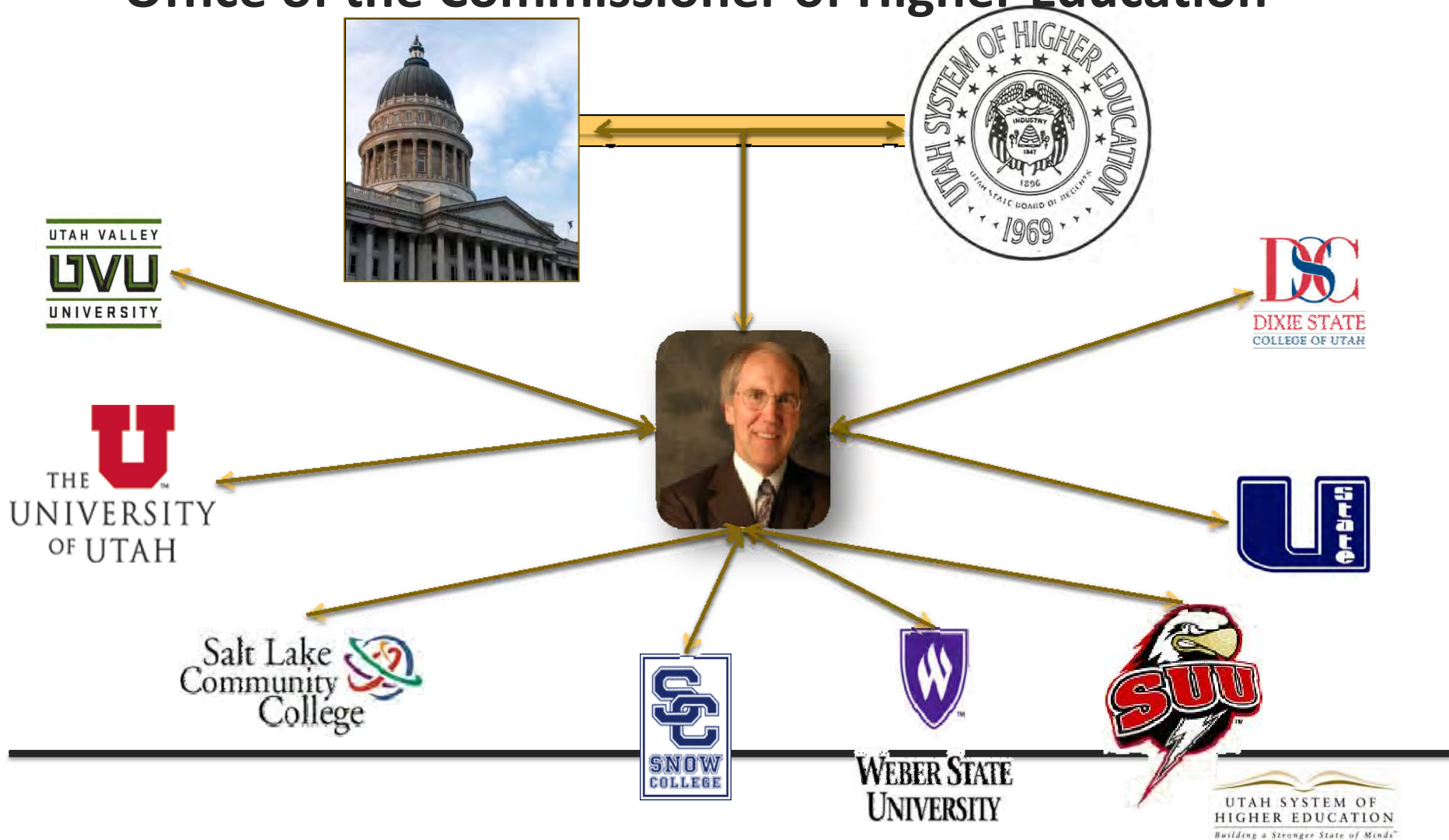
# Structure of USHE

## Office of the Commissioner of Higher Education

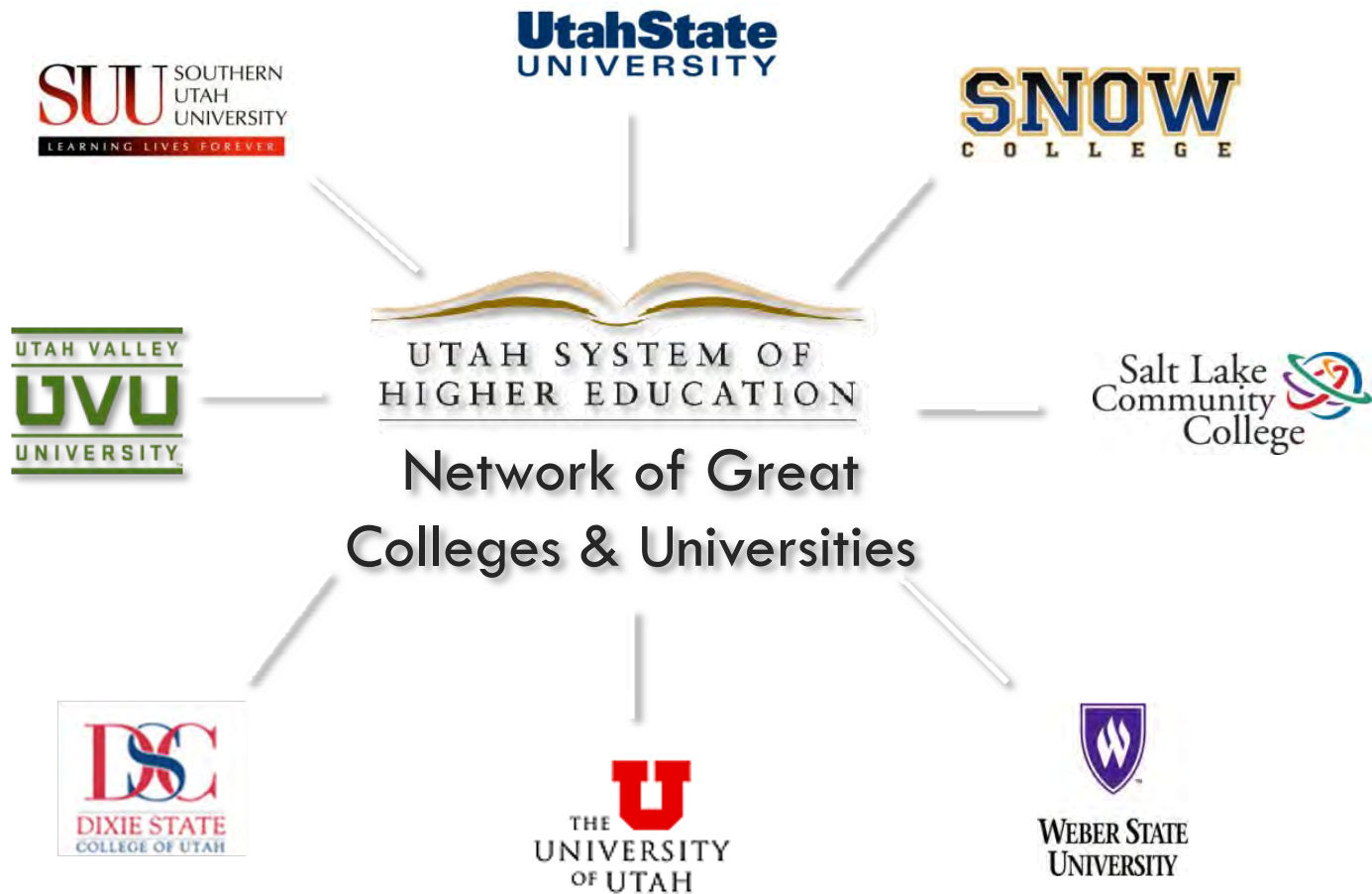


# Structure of USHE

## Office of the Commissioner of Higher Education



# Structure of USHE





# Structure of USHE

## Institutional Diversity

### 1 *Doctorate research universities* (University of Utah and Utah State University)



### 2 *Baccalaureate and master universities* (Weber State University, Southern Utah University, and Utah Valley University)



### 3 *Baccalaureate colleges* (Dixie State College)



### 4 *Community colleges* (Salt Lake Community College and Snow College)<sup>[1]</sup>



<sup>[1]</sup> As of July 1, 2010 the College of Eastern Utah became part of Utah State University to expand academic programs and services to that region of the state.

# System Governance



# System Governance



Regents' Board Meetings



Counsel of Presidents (COP)



Regent-Trustee Communication



System Policy

<http://www.higheredutah.org/index.php/about/policies-procedures/>





# System Governance

## Legislative Affairs



Unified legislative priorities



Commissioner is the voice of the system and the Board of Regents



Institutional legislative liaisons



# Institutional Presidents



# Institutional Presidents

## Appointment



*Relying on the input and advice of many interested groups, the Board of Regents selects and appoints institutional presidents.*

A six-step process



# Institutional Presidents

## Appointment



- 1** Step 1: Regent Chair creates a presidential search committee.
- 2** Step 2: Search Committee conducts search and recommends finalists to the Board of Regents

# Institutional Presidents

## Appointment



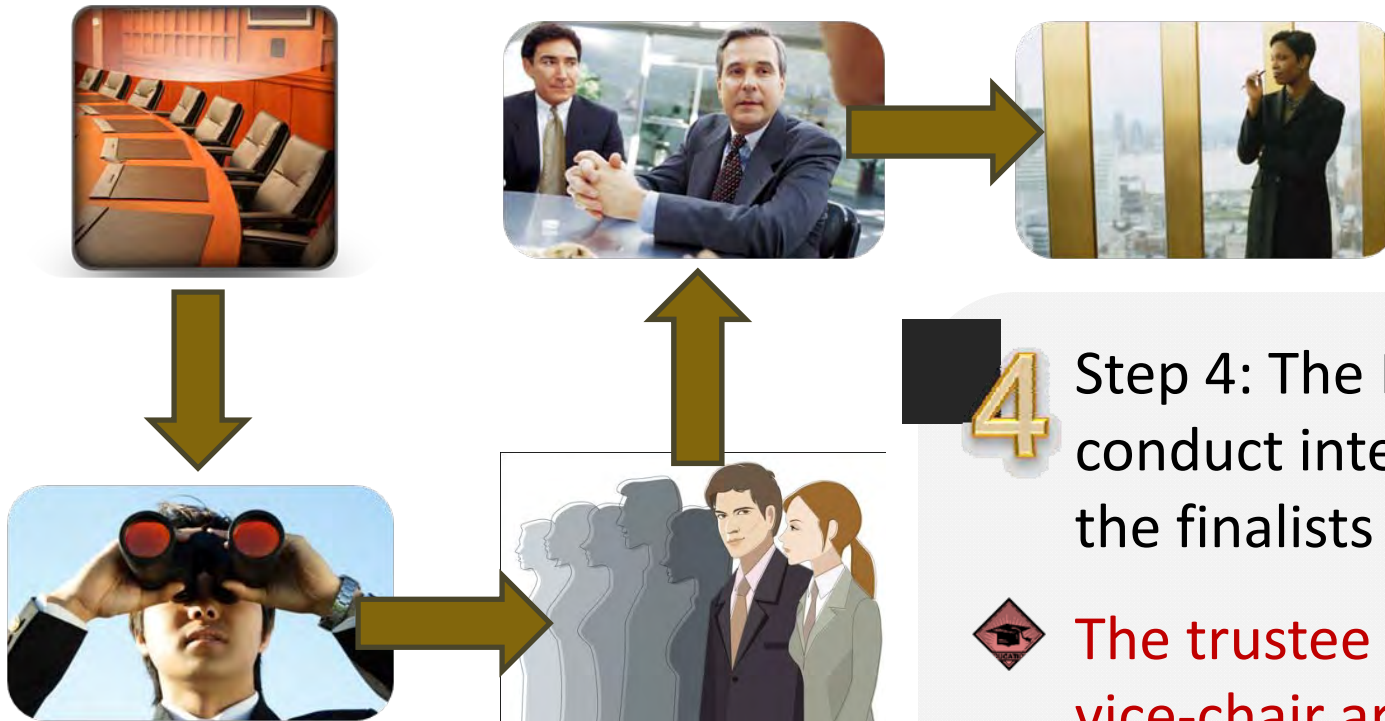
3

Step 3: The finalists are selected by the Board of Regents and begin meeting with campus groups



# Institutional Presidents

## Appointment



4

Step 4: The Regents conduct interviews of the finalists



The trustee chair and vice-chair are included in the interviews



# Institutional Presidents

## Appointment

**5** Step 5: The Regents enter into final deliberations

◆ The trustee chair and vice-chair may participate upon invitation



# Institutional Presidents

## Appointment

6

Step 6: Regents vote to select new president





# Institutional Presidents

## Support – Resource & Review Teams



### *Purpose:*

- ◆ To support and ensure presidential and institutional success

### *Membership:*

- ◆ Three persons (the trustee chair and two regents)

# Institutional Presidents

## Support – Resource & Review Teams

### *Liaisons:*

- ◆ Primary line of communication
- ◆ Engage the institution (attend commencement, classes, athletic events)



# Institutional Presidents

## Support – Resource & Review Teams



### *Biannual Meetings:*



#### Spring Review:

Team Chair sets agenda  
No formal report



#### Fall Meeting:

President sets the agenda  
Formal report to Regents

# Institutional Presidents Evaluation



*Purpose:* To support and ensure presidential success



*When:* Every four years after the first year







# Institutional Presidents

## Evaluation



### *Evaluation Committee:*

-  Appointed by Regent Chair upon the recommendation of the Commissioner and Vice-chair
-  Chaired by an evaluation consultant
-  Conducts the evaluation among internal and external key constituents

# Institutional Governance



# Institutional Governance

## Institutional Mission

- ◆ Approved by Board of Regents
- ◆ Reviewed by Regents at least every five years
- ◆ Developed and approved by Trustees prior to submission to Regents
- ◆ Trustees monitor the implementation of institutional mission



# Institutional Governance

## Institutional Policies



Approved by institutional board of trustees



Developed by president and institutional administration





# Institutional Governance

## Community Invigoration



Trustees are institutional liaisons to the community



Seek ways to integrate the institution into the community and to respond appropriately to community needs and opportunities

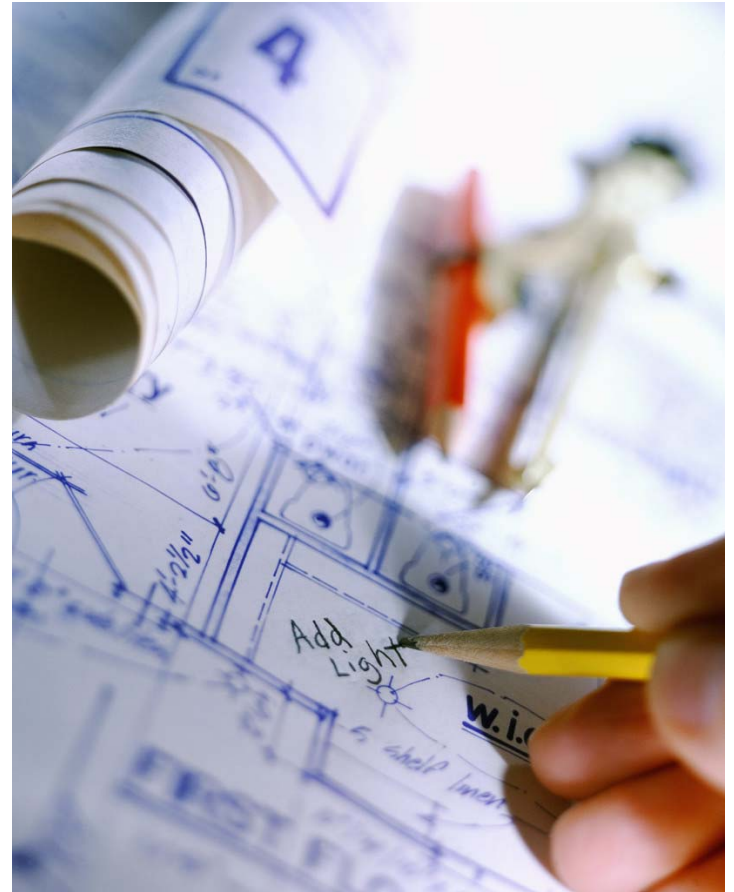
# Master Planning



# Master Planning

## System Master Plan Development

Regents develop, implement, and maintain the master and strategic plans for the system



# Master Planning

## Institutional Master Plan Development



Institutional strategic and master plans include:

- ❧ Academic program planning
- ❧ Land acquisitions
- ❧ Capital development
- ❧ Improvement project planning



Trustees develop and approve prior to submission to Regents

# Academic Affairs



# Academic Affairs

## Academic Program Approval

Two basic steps:

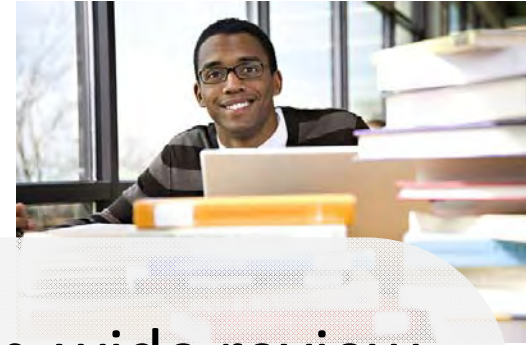
- 1** Institutional review
- 2** System-wide review





# Academic Affairs

## Academic Program Approval



### 1 Institutional review



Overseen by president  
(as established in institutional policy)



Final approval by  
Trustees

### 2 System-wide review



Proposal vetted by:

- ✓ CAOs
- ✓ OCHE
- ✓ Regents' programs committee
- ✓ Regents as a whole

# Academic Affairs

## Academic Program Approval

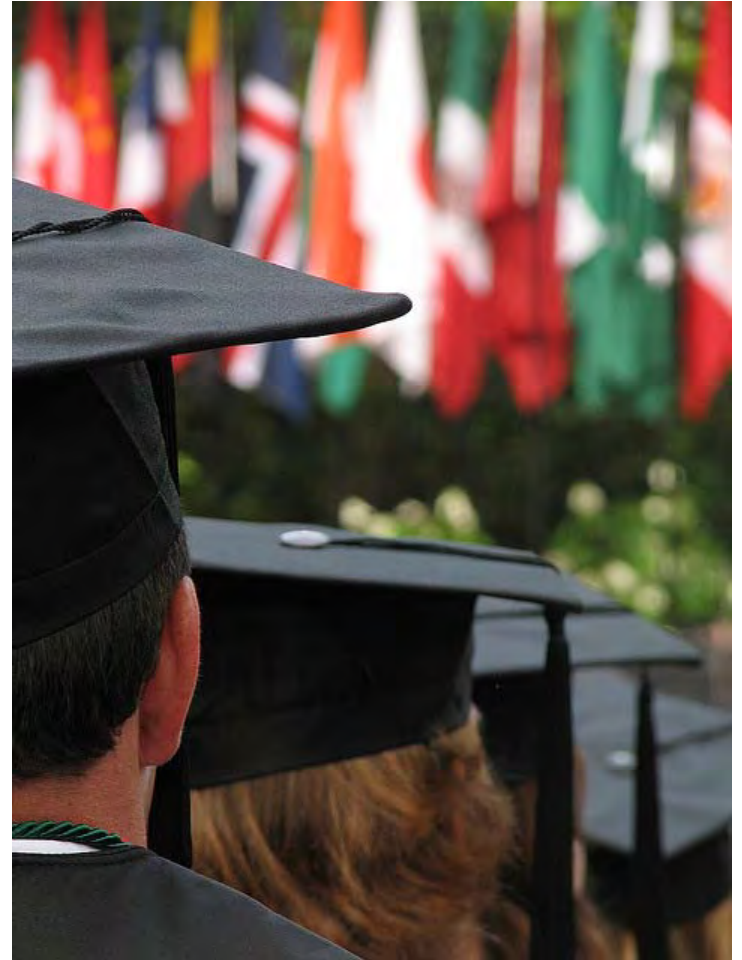


Trustee approve:

- ≈ CTE up to 900 hours and no financial aid
- ≈ Out-of-service-area delivery of programs.



OCHE approves Trustee actions





# Academic Affairs

## Maintaining Academic Programs



Trustees may do the following:

- (1) Name changes
- (2) Transfer, restructure, or consolidate programs and administrative units
- (3) Discontinue , suspend, or reinstate
- (4) Create centers, institutes, or bureaus



OCHE approves Trustee actions



# Academic Affairs

## Academic Program Reviews



Trustees' responsibility



Institutional procedures vary per institution



Reviewed by Regents as an informational item



# Business & Finance



# Business & Finance

## Tuition

Two components or “tiers”



*First-tier:*

- ≈ Uniform
- ≈ Set by Regents



*Second-tier:*

- ≈ Varies by institution
- ≈ Set by trustees
- ≈ Approved by Regents



# Business & Finance

## Budget Information

- ◆ Regents approve the system and institutional budgets
- ◆ Trustees approve institutional budget requests before submitted to the Regents



# Capital Facilities



# Capital Facilities

## Capital Development Prioritization





Questions?



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THANK YOU

*For your service*



August 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: College Access Challenge Grant Update

Background

In the spring of 2008, the Board of Regents was designated by Governor Huntsman as the state agency to apply and receive the College Access Challenge Grant (CACG) from the U.S. Department of Education. The CACG Program is a formula grant and was created and funded as part of the College Cost Reduction and Access Act of 2007, with the purpose of helping low-income student and families learn about, prepare for, and finance post-secondary education. The Office of the Commissioner has received \$852,385 in federal funds in 2008-2010 to deliver a number of activities which have been focused on increasing the percentage of Pell-eligible students in Utah who qualify and receive the federal Academic Competitiveness Grants (ACGs). The grant is administered by Melissa Miller Kincart. Students who qualify for the ACGs are Pell-eligible U.S. Citizens, enrolled full-time, and have participated in a rigorous high school curriculum, like the Utah Scholars Core Course of Study (the same course criteria used for Regents' Scholarship) and may qualify.

Issue

The CACG program has been extended through the Health Care and Education Affordability Reconciliation Act. The program received an appropriation of \$150 million for fiscal years (FY) 2010-2014. We submitted a new grant proposal in June and were notified on August 13, 2010 that our application to receive funding under the College Access Challenge Grant (CACG) Program for fiscal year 2010 was approved. The performance period for the 2010 grants is from August 14, 2010 to August 13, 2011. Utah will receive \$1.5 million of these federal funds for FY 10. We will have to reapply each year to secure additional funding through 2014.

As outlined in the grant proposal, the Office of the Commissioner of Higher Education and UHEAA plan to pursue the following three objectives with their respective activities:

1. To provide information to students and families on postsecondary education: benefits, opportunities, planning, financing options including activities associated with financial literacy, FAFSA completion, default prevention and outreach activities for students who may be at risk of not enrolling in or completing college.

Activities will include: Hosting regional financial aid evenings as a part of the Utah High School Tour, college open houses at each of our colleges and universities targeting junior and sophomore high school students, and FAFSA Completion events; UtahFutures training and enhancements; creation and dissemination of Utah college guide and other publications and materials; deepening and expanding the Utah Scholars Initiative; launching a statewide marketing campaign on how to prepare and pay for college.

2. To develop and deliver professional development events and resources for guidance counselors at secondary schools, as well as financial aid administrators, college admissions, recruitment staff, access and outreach personnel at institutions of higher education to improve knowledge and capacity to better assist them in their roles in working and increasing students' and parents' understanding of:
  - 1) Admission requirements and application deadlines and processes; 2) Financial aid and scholarship opportunities and procedures; 3) Academic and financial preparation to improve postsecondary success; 4) Activities such as tutoring/mentoring, and support instruments and models to assist students in preparing for and succeeding in college.

Activities will include: UtahFutures and financial aid training, delivery of statewide secondary counselor conference, support of the Utah Women and Education Project, as well as the University of Utah's Educational Psychology Department's partnership with AMES high school.

3. To expand and enhance the statewide infrastructure in Utah which will foster partnerships among federal, state, local agencies, community-based organizations, businesses and public and higher education to significantly increase the number of under-represented students who enter and who are successful in postsecondary education.

Activities will include: Sub-grants to strengthen college and universities access and outreach programs, join the National College Access Network and the WICJE CACG network to seek their support and assistance in creating a Utah College Access Network and searchable database of all our access programs and resources, as well as repurposing and strengthening the tracking and reporting parameters of the Utah Centennial Opportunity Program for Education (UCOPE).

This federal grant is consistent with the Regents' strategic priority of increasing participation in higher education. It has been instrumental in helping the Utah System of Higher Education maintain capacity and momentum toward increasing academic and financial preparation so more Utah citizens might more fully participate in postsecondary education. The goals and activities outlined in the grant proposal will provide our agency and partners a wonderful opportunity to build upon the work we have begun in recent years and be more intentional and collaborative in efforts over the next five years.

#### Commissioner's Recommendation

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

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William A. Sederburg  
Commissioner of Higher Education

WAS/MMK

August 18, 2010

MEMORANDUM

TO: Utah State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Utah's 2020 Plan for Higher Education

Issue

To review the feedback and direction gained from the August 26 State Board of Regents Planning Retreat pertaining to the 2020 Plan case statement and strategies documents and discuss next steps in the planning process.

Commissioner's Recommendation

Information item only.

WAS/GLS/CKM  
Attachments

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William A. Sederburg, Commissioner

# Utah's 2020 Plan for Higher Education

August 2010

**DRAFT**

August 18, 2010



This is a living document. It will remain in “draft” form until it has been formally approved by the State Board of Regents as “Utah’s 2020 Plan for Higher Education.”

The purpose of this draft is to enlist input, feedback, and support from the higher education community and its stakeholders to help shape the future of higher education in Utah. The feedback will be reflected in future drafts of this document.

The overarching purpose of this document is to serve as a compass to the State Board of Regents as well as to the higher education community and stakeholders in their implementation of strategies that will help ensure the future prosperity of Utah.

## INTRODUCTION

Will Utah fall behind or move forward? That is the heart of the question facing Utah as it contemplates its future identity. Will it be a state that values education as a foundation on which prosperity and personal fulfillment is built? Or will Utah continue to fall behind other states and nations and thereby limit the opportunities for Utahns to succeed?

Recognizing this fundamental issue, Governor Gary R. Herbert called upon the Utah State Board of Regents and the Commissioner of Higher Education to present a plan for how Utah's colleges and universities will meet the needs of students and the talent demands of employers in the twenty-first century. The purpose of this document is to answer the Governor's call and unify the state in its need to increase the level educational attainment by its citizens—from a high school diploma to an employable certificate, from that certificate to an associate's degree, from that associates degree to a bachelor's degree and so on—to better ensure Utahns can prosper in the knowledge-based economy of the twenty-first century.

**We know where the job demands will be and that they require education beyond high school.** The demands are real and significant. Will Utah be ready?

According to the Georgetown University Center on Education and the Workforce, 66 percent of all jobs in Utah by 2018 will require postsecondary education. Indeed, the jobs requiring a postsecondary credential or degree will grow over twice the rate than those only requiring a high school diploma. In total, over 1,000,000 of the jobs in Utah will require some level of college education, which ranks Utah eighth in the U.S. for highest proportion of jobs requiring postsecondary education.<sup>1</sup> Utah must

embrace the opportunity of an economy that demands college preparation and produce a talent-force prepared for twenty-first century employers.

A "talent-force" consists of able people prepared to succeed in the twenty-first century's dynamic knowledge-base economy that requires the know-how to perform essential functions, the ability to adapt to an ever changing work environment, and the skill to think critically and communicate effectively (in writing, in speech, and through various modes of technology)—skills that are typically developed and refined through a liberal arts higher educational experience. Gone are the days of a workforce trained in a particular skill that performs a particular job for a particular company. Here are the days of employee fluidity, organizational flexibility, and economic innovation to stay relevant, sustainable, and prosperous.

To succeed as a state in such a climate, the Board of Regents and Commissioner of Higher Education have set a clear goal—attainable but ambitious—to have 55 percent of Utahns ages 25 to 64 with a higher education certificate or degree by the year 2020. This will help ensure Utah's prosperity by producing the requisite twenty-first century talent-force.

To achieve this goal Utah must realize three strategic imperatives:

1. Increase the rate of student participation in higher education (postsecondary education programs).
2. Increase the rate of student completion in their chosen field of training or study.
3. Increase the level of economic innovation.

To increase the rates of participation and completion as well as the level of economic innovation, Utah's legislature, business

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<sup>1</sup> The Georgetown University Center on Education and the Workforce, "Help Wanted: Projections of Jobs and

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Education Requirements through 2018, June 2010, <http://cew.georgetown.edu/jobs2018/>

community, and general public must increase its investment in higher education now—nothing will have more impact on local communities and the state's prosperity. Additionally, Utah's higher education institutions must repurpose their resources to ensure they are providing a relevant high quality educational experience in the most efficient and effective way possible. In so doing, Utah will position itself for success by developing the talent-force required by twenty-first century employers to create competitive businesses and sustainable communities.

To address these issues and others, this document is organized into three sections:

- Background—making the case for this plan and urgency to act.
- The Plan: Utah's Big Goal—the plan to attain Utah's goal for postsecondary education levels over the next ten years.
- Conclusion—summary of key points.

## BACKGROUND

The relationship between higher education and economic prosperity has increased in our generation and will continue to increase in the future. The technology of the twenty-first century knowledge-based economy have steadily eliminated jobs of past generations—jobs filled by middle-class workers with only a high school diploma or less. At the same time, the demand for more, better-trained and educated employees has skyrocketed. Globalization has also increased the need for Utah to differentiate itself with a more highly-educated talent-force than those of emerging economies.

This relationship was recognized by Governor Gary R. Herbert in his Inaugural Address when he pointed out that Utah cannot have sustainable economic growth if it doesn't properly educate the rising generation. "In the 21<sup>st</sup> century, our competition isn't just

Idaho, Colorado, or California. It's India, Canada, Mexico, and ... China." Leaders of other states and the nation as a whole concur. From the White House<sup>2</sup> to national organizations like Lumina and the Bill and Melinda Gates foundations<sup>3</sup> there is a national urgency to ensure that all students have the opportunity to succeed in their education beyond high school and to complete a degree or certificate that leads to employability in the workplace.

Numerous data sources strongly support that economic prosperity is directly linked to an individual's level of educational achievement. Higher education has a powerful positive impact on personal earning power—the greater the level of educational attainment the more likely he or she is to earn a higher wage.<sup>4</sup> This is illustrated in figure 1: a high school graduate with no postsecondary education or training hovers on the state's annual poverty level, which is \$27,564 for a family of four,<sup>5</sup> with a median income of \$28,322;<sup>6</sup> contrasted with the median annual income for a person with a certificate or an associate's degree rising to \$31,011. More significantly, a person with a bachelor's degree increases his or her median income by 35 percent to \$41,791 and a person with a graduate degree by 97 percent to \$60,848.<sup>7</sup>

Furthermore, according to the U.S. Department of Labor and the Bureau of Labor Statistics, 56 percent of the jobs in 2008 that had a minimum median annual income of \$32,390 required a postsecondary certificate

<sup>2</sup> Restore America's Leadership in Higher Education; <http://www.whitehouse.gov/issues/education>

<sup>3</sup> [http://www.luminafoundation.org/goal\\_2025/](http://www.luminafoundation.org/goal_2025/); <http://www.gatesfoundation.org/united-states/Pages/united-states-education-strategy.aspx>

<sup>4</sup> [www.collegeboard.com/prod\\_downloads/.../ed\\_pays\\_2007.pdf](http://www.collegeboard.com/prod_downloads/.../ed_pays_2007.pdf); Lumina Foundation for Education; <http://www.luminafoundation.org/>

<sup>5</sup> Utah's annual poverty level for a family of four is \$27,564 based on Utah DWS Food stamp qualification; <http://jobs.utah.gov/customereducation/services/foodstamps/qualify.html> (downloaded 6/9/2010).

<sup>6</sup> US Communities Survey, 2008 – Utah

<sup>7</sup> US Communities Survey, 2008 – Utah

or degree. And, while 40 percent of the jobs of the same minimum median annual income required significant on-the-job training, many of these jobs—such as chemical plant and system operator, police officer, or firefighter—also required postsecondary training or certification. Only 4 percent of the jobs with a \$32,390 minimum median annual income or greater allowed for short-term training or no postsecondary education.<sup>8</sup>

The reality is that the **vast majority of jobs** in the future economy will require some level of postsecondary education. The Center on Education and the Workforce at Georgetown University reports that **two-thirds of all jobs by 2018 will require a postsecondary certificate or degree** (see figure 2).<sup>9</sup> Their analysis also indicates that occupations with high levels of non-repetitive tasks, such as managerial and professional jobs, tend to require post secondary training and education. These types of jobs are growing while jobs that require repetitive tasks that can be automated, like projection jobs, are declining.

No longer can a person expect to enter into or remain a part of the middle-class with only a high school diploma or less. The Georgetown University report emphasizes this point: “As the economy gets back on track over the next five years, 60 million Americans are at risk of being locked out of the middle class, toiling in predominantly low-wage jobs that require high school diplomas or less.” Without direct intervention and a thoughtful plan for an educated workforce, the middle-class and the tax base it represents will decline.

The potential erosion of the middle-class is significant to the future of the U.S. and the State of Utah. The middle-class is the largest contributor and therefore the foundation of the country’s and state’s tax base. For example, the middle-class supports social

services like Medicaid, Social Security, and public and higher education. Therefore, its erosion has the making of a devastating economic storm with more people falling out of the middle-class and contributing less tax revenue to sustain social and public services while growing the population that draws upon such services.

Without a solid educational foundation, a man or woman is more apt to become a drain upon the community by requiring welfare assistance including tax-supported programs such as those providing housing subsidies, food stamps, and health care to sustain their lives. They also donate less to local charities and volunteer their time in the community less because they need to work more hours to sustain their households and families.<sup>10</sup>

A significant reason men and women with lower levels of education are a drain upon the state is that they are more likely to be laid off and unemployed in tough economic times like Utah and the rest of the nation are currently experiencing. Nationally, persons with only some college or less accounted for one-third of the men and women unemployed in 2009. Twenty-five percent of those unemployed in 2009 had only a high school diploma or less. As illustrated in figure 3, there is a direct correlation between the level of educational degree attainment and the probability of being unemployed—the more education a person has the less likely he or she is to be unemployed.<sup>11</sup>

Beyond personal income, employment, and the state’s economic wellbeing, educational attainment also impacts civic engagement and personal health. The Utah Women in Education Project Task Force concludes: “The non-tangible benefits of receiving a college degree are, at minimum, equivalent to the

<sup>8</sup> Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics, 2008

<sup>9</sup> <http://cew.georgetown.edu/jobs2018/>

<sup>10</sup> Giving and Volunteering in the United States, Independent Sector, 2001, <http://www.cpanda.org/pdfs/gv/GV01Report.pdf>

<sup>11</sup> Post Secondary Education Opportunity (<http://www.postsecondary.org/archives/Posters/EducationTraining.pdf>)



monetary ones, and they extend from individuals to families and communities.”<sup>12</sup> The Lumina Foundation asserts that social and economic concerns are best addressed by “educating many more people beyond high school.”<sup>13</sup> As education levels increase, the economy improves, tax revenues rise, civic engagement is strengthened, and the costs of crime, poverty, and health care are diminished; in short, the human condition is dramatically improved.<sup>14</sup>

Despite the importance of higher education, national levels of degree attainment are lacking. According to the National Center for Educational Statistics (NCES) only 39% of Americans age 25- 64 have earned a vocational award or higher degree.<sup>15</sup> Of the G-8 Countries, The U.S. trails the Russian Federation (54%), Canada (47%), and Japan (40%).<sup>16</sup>

Sadly, our nation no longer leads the world and Utah is no longer a leading state in educational attainment or prosperity. Over the last generation the U.S. has slid from first to tenth in educational attainment of persons having earned an associate degrees or higher. Many educational experts expect the U.S. to slide even further once the 2010 Census is completed.<sup>17</sup> As for Utah, it has declined from

3<sup>rd</sup> in 1960<sup>18</sup> to 26<sup>th</sup> (including the District of Columbia) in 2006<sup>19</sup> among the states for postsecondary educational attainment.<sup>20</sup> The likelihood of a Utahn enrolling in college by age 19 has dropped by 14% since the early 1990s.<sup>21</sup>

The long term prosperity of our nation and state are at risk if appropriate actions are not taken. Thus, the National Governor's Association (NGA) has launched its *Complete to Compete* initiative challenging states to increase their college completion rates and higher education efficiency.<sup>22</sup> Even more pointedly, the Lumina Foundation (with the support of the Bill and Melinda Gates Foundation<sup>23</sup> and others) has established a goal of increasing the percentage of Americans with high-quality degrees and credentials to 60 percent by the year 2025.”<sup>24</sup>

Using these goals as a guideline, the Utah System of Higher Education (USHE) has determined to partner with the higher and public education communities and stakeholders to raise Utah's postsecondary educational attainment from 39 percent to 55 percent by 2020. To achieve this goal, the State of Utah must act with determined intentionality to improve rates of higher

<sup>12</sup> “The Value of Higher Education for Women in Utah,” Utah Women and Education Project, Utah Valley University, 2010

<sup>13</sup> Lumina Foundation for Education; <http://www.luminafoundation.org/>

<sup>14</sup> Lumina Foundation for Education; <http://www.luminafoundation.org/>

<sup>15</sup> Comparative Indicator of Education in the United States and Other G-8 Countries: 2009 , downloaded 7/14/2010 <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009039>.

<sup>16</sup> These numbers differ from those published by the Lumina Foundation/ OECD report. OECD uses a different age group (25-34 v. 25-64) and limits their degree attainment to 2 year degrees (Associate) and above. NCES numbers include Vocational Certificates.

<sup>17</sup> Mark Valenti, President & CEO, The Sextant Group, Inc., Society of College and University Planning, SCUP 45<sup>th</sup> Annual, International Conference and Idea Marketplace, Minneapolis, MN, July 10-14, 2010.

<sup>18</sup> Utah Foundation, Research Brief, Trends in Educational Attainment: U.S. Catching Up to Utah, June 21, 2006; Downloaded: July 16, 2010 [http://www.utahfoundation.org/reports/?page\\_id=307](http://www.utahfoundation.org/reports/?page_id=307)

<sup>19</sup> U.S. Census Bureau, 2006 American Community Survey (ACS)

<sup>20</sup> Organization for Economic Co-operation and Development (OECD), *Education at a Glance 2008*

<sup>21</sup> National Center for Public Policy and Higher Education, 2008 Measuring Up

<sup>22</sup> <http://www.subnet.nga.org/ci/1011/>

<sup>23</sup> <http://www.gatesfoundation.org/united-states/Pages/united-states-education-strategy.aspx>

<sup>24</sup> Lumina Foundation for Education; <http://www.luminafoundation.org/>. The mission of Lumina Foundation for Education is to expand access and success in education beyond high school, particularly among adults, first-generation college going students, low-income students and students of color. Lumina defines “high-quality degrees and credentials” as “degrees and certificates that have well-defined and transparent learning outcomes which provide clear pathways to further education and employment.”

education participation and certificate and degree completion in ways that directly build the state's economy. Utah's future prosperity depends upon it.

## THE PLAN: UTAH'S "BIG GOAL"

To meet Utah's education and workforce needs, the Board of Regents and Commissioner of Higher Education have set a "big goal" for Utah: At least 55 percent of Utahns aged 25 to 64 years of age to have earned a higher education certificate or degree by the year 2020.<sup>25</sup> This means, Utah will need to enroll an additional 71,000 students over and above the growth of 33,000 students expected due to changes in Utah population over the next ten years (figure 4). Or, stated another way, Utah will need to triple the number of its citizens earning a postsecondary credential by 2020.

To attain Utah's "big goal" and respond to the Governor's charge to produce a talent-force ready to meet the needs and demands of the global economy, the Board of Regents has identified the following three strategic priorities:

1. Increase the rate of student participation (high school graduates and returning adult learners) in postsecondary education programs,
2. Increase the rate of student completion in their chosen field of training or study; and
3. Increase the level of economic innovation.

Working collaboratively with the eight USHE institutions, UCAT, the private higher education institutions in Utah, and public education, the Board of Regents are promoting strategies and initiatives that accomplish these three strategic priorities and thereby help Utah achieve its "big goal."

<sup>25</sup> A higher education certificate or degree is defined as any quality certificate or degree that requires at least one year of postsecondary education.

## Participation

Utah colleges and universities must significantly increase the number of students enrolled (participating) and retained through completion of their chosen degree or certificate training program.

**What does this mean in numbers of students?** Assuming current rates of participation and retention, **to reach 55 percent in ten years, USHE institutions will have to enroll 104,000 more students per year** (headcount). That's roughly equal to adding another University of Utah and Utah State University (including its College of Eastern Utah campus) plus Weber State University, Southern Utah University, Dixie State College, and Snow College. This is a 60 percent increase over the total of 164,862 students enrolled in the fall of 2009.<sup>26</sup>

Will significantly more students than are naturally expected enroll without any intervention? According to latest projections, which assume current rates of participation and completion, USHE institutions are projected to enroll 33,000 more students by 2020—71,000 fewer than required by the "big goal."<sup>27</sup> This gap of 71,000 cannot be closed without the direct involvement of private higher education institutions.

Currently, 72 percent of Utah college students attend a public institution (a USHE or UCAT institution) with the rest attending a private institution (not-for-profit and for-profit institutions). Portions of this increased enrollment growth—maybe even a growing percentage—could be absorbed by private institutions. Even so, the bulk of the demand for meeting the "big goal" will need to be met by USHE institutions.

<sup>26</sup> USHE, 2009 Fall Headcount

<sup>27</sup> USHE Enrollment Projections August 2009/I.R.; Utah Population Estimates – Governor's Office of Planning and Budget; Lumina Foundation (US Communities Survey, 2008 – Utah Educational Attainment –Utah)

Capacity is a significant issue. What is the optimum capacity of public and private institutions where class sizes and frequency offerings is maximized but without compromising the quality of the learning experience? It may be easy to assume that adding another student or ten to a class is as easy as adding their names to the role, but it is not. Depending on the type of class and available technologies, jumping it from fifty to sixty or more students may impede the effectiveness of a professor to appropriately train and prepare his or her students for the job market. Quality cannot be sacrificed for the sake of capacity.

The question of optimum capacity was asked during this planning process and assuming no additional cuts and that by 2020 the level of resource support will return to the levels similar to those experienced in the last decade, the answer is: collectively Utah's public and private institutions have an optimum capacity of XXXXX (XXXX by USHE institutions and XXXX by private institutions). That is XXXX short of the estimated 104,000 to meet Utah's "big goal." Thus, to improve participation, we need to increase the capacity of USHE institutions, which may be achieved through a) increased physical capacity—additional facilities and use of available technologies; and b) increased efficiencies—repurposing of existing resources and increasing evening, weekend, and online programs. (Improved retention and completion rates will also impact capacity by decreasing the overall number of students needed in the higher education pipeline to reach the "big goal.")

In considering participation, two broad categories should be addressed: (1) the traditional student—those between the ages of 18-24 who are enrolled in college, and (2) the returning adult learner—those ages 25-49 who are enrolled in college or can be encouraged to enroll in college. Their needs vary and must be specifically addressed.

Age 18 to 24 group: In 2007, only 34 percent of Utahns within this age group enrolled in college directly out of high school. Ironically, Utah has a relatively good high school graduation rate, but struggles to successfully transition these students into college. In 2008, 88 percent of Utah students graduated<sup>28</sup> from high school; yet, only 44 percent<sup>29</sup> of those graduates went to college within one year of high school graduation.

Some assume that this gap between high school graduation and college enrollment is accounted for by the "Mormon Mission phenomena," where many young men (typically age 19-21) and young women (about age 21) of the Mormon faith serve a two year church mission. However, as the 2008 Measuring Up report indicates, the likelihood of a student enrolling in college by age 19 has dropped by 14% since the early 1990s. (This was not offset by significant increases in missionary service.)

Furthermore, looking at the 2007 high school graduating class, three years post graduation 64 percent of that cohort had enrolled in at least one semester of college. While this gives us a clearer picture, 64 percent is still a significant drop from the 88% who graduated. More longitudinal data may need to be gathered to accurately account for this significant Utah phenomenon. Nonetheless, whether the participation of recent high school graduates is 44 percent or 64 percent, this gap needs to be significantly narrowed if Utah is to be a state of prosperity, progress, and relevance.

Unfortunately, the participation numbers are even worse for women and minority populations. The number of Utah women going to college lags national trends with only 49 percent enrolled opposed to 57 percent

<sup>28</sup> <http://www.schools.utah.gov/main/DATA-STATISTICS/Other-Data---Statistics/DOCS/2009CohortGraduationRateandSingleYearDropoutRateRe.aspx>

<sup>29</sup> [http://measuringup2008.highereducation.org/print/state\\_reports/long/UT.pdf](http://measuringup2008.highereducation.org/print/state_reports/long/UT.pdf)

nationally.<sup>30</sup> According to a research and policy brief of the Utah Women and Education Project (UWEP), "Utah has the largest gap between the share of men and women with college educations of any state." Since the education of women has been clearly linked to a variety of economic and social indicators, including healthier babies and improved early childhood education,<sup>31</sup> this gap is serious. The UWEP task force is currently researching the causes and potential solutions of this problem.

Concerning minorities, the National Center for Public Policy and Higher Education reports that Utah has a 17% gap between whites and all minorities in the percentage of 18- to 24-year-olds enrolled in college, which is one of the largest gaps in the nation. The gap between whites and Hispanics is 29 percent.<sup>32</sup> The disparity begins much earlier than college. Utah's high school class of 2008 graduated 70 percent of Hispanic students compared with 91 percent of white students<sup>33</sup> – only 16 percent of which enrolled in college compared with 45 percent of whites.<sup>34</sup> While Hispanics comprise 12.3 percent of Utah's population, they comprise only 5.4 percent of its college enrollment and 3.6 percent of those who receive degrees.<sup>35</sup>

These trends must be reversed if Utah is to remain economically competitive and its residents relevant in the workplace.

Affordability and adequate advising are two significant variables in the participation equation. With the rising cost of tuition necessitated by cuts and increased demands

on public higher education institutions, affordability is an obstacle that must be addressed. Beyond merit based scholarships, which typically go to students who are already college bound and with greater access to financial resources, the need to provide need-based financial aid is essential. The correlation between lower income families and the likelihood of their children NOT participating in college is significant. Utah ranks 42<sup>nd</sup> in the U.S. for college participation rates for students from low-income families, in large part because Utah has not established any needs-based aid programs of any significance.<sup>36</sup> The state's investment in need-based financial aid is very low when compared with top performing states; families in Utah devote an average of 21 percent of the family income to keep one child in college.<sup>37</sup> Without addressing need-based aid Utah will only exacerbate the divide between the "haves" and "have-nots."

Adequate advising by school counselors to help student make difficult decisions about their educational opportunities and interests is critical. Yet, in Utah public school system the counselor to student ratio is staggering. While the national average is one counselor to 265 students, in Utah it is one counselor to 700 students (National Association for College Admission Counseling, 2009).<sup>38</sup> According to a report commissioned by the NACAC: "Within schools, no professional is more important to improving college enrollments than counselors. Research clearly shows that counselors, when consistently and frequently available and allowed to provide direct services to students and parents, can be a highly effective group of professionals who positively impact students'

<sup>30</sup> Taskforce report: Utah Women and Education Project, Utah Valley University, 2010

<sup>31</sup> Baum, S. & Ma, J. (2007). Education pays: The benefits of higher education for individuals and society [http://www.collegeboard.com/prod\\_downloads/about/news\\_info/trends?ed\\_pays\\_2007.pdf](http://www.collegeboard.com/prod_downloads/about/news_info/trends?ed_pays_2007.pdf)

<sup>32</sup> 2008 Measuring Up, National Center for Public Policy and Higher Education, 2008 Measuring Up

<sup>33</sup> Taskforce report - (Utah State Office of Education, 2010)

<sup>34</sup> 2008 Measuring Up

<sup>35</sup> 2010 USHE Data Book and U.S. Census Bureau.

<sup>36</sup> *Postsecondary Education Opportunity #188*, February 2008

<sup>37</sup> National Center for Public Policy and Higher Education, 2008 Measuring Up

<sup>38</sup> Taskforce report

aspirations, achievements, and financial aid knowledge.”<sup>39</sup>

Age 25 and over: A second strategy is to increase the participation and completion rates of returning adult learners (age 25 and older) who have never enrolled or completed a certificate or degree program. According to the U.S. Department of Education, 40 percent of today's students are aged 25 and older.<sup>40</sup> In Utah, 36% of students in USHE institutions are over 25.<sup>41</sup>

Institutions of higher education constantly face the challenges associated with providing education and services to dislocated and under-employed workers who fall outside the profile of the traditional college student. The severity of these needs fluctuates, depending on local, state, and national economic trends. In the current economy, the Utah Department of Workforce Services (DWS) reports that by 55,900 jobs had been lost.<sup>42</sup> Even though a significant number of jobs have been created, it doesn't follow that those who lost the old jobs were hired for the new ones. Frequently, retraining through further education is required.

DWS has also observed a related trend: higher skilled workers who have been laid-off are taking jobs that are beneath their normal skill and wage level. Thus, people who would normally fill these lower level jobs are frequently left either unsuccessfully searching for employment or they too are accepting employment beneath their skill and wage level, and those in some of the lowest paying jobs are unable to find employment at all. As a result there are several categories of workers who are deciding to seek higher

education to improve their chances of future employment.<sup>43</sup>

The Utah population 25-45 is estimated to grow by approximately 28 percent over the next 10 years.<sup>44</sup> By comparison, the number of Utah High school graduates is estimated to grow by only 24 percent<sup>45</sup> over the same time period. In order for Utah to meet its “big goal” the over 25 age group cannot be ignored.

These adult students have additional requirements that must be met in order to improve their success rates. A sample of changes that adult learners require include:

- Easier transfer of credit from institution to institution.
- More flexible course, certificate, and degree programs (complete programs offered in the evenings, on weekends, and online.
- More flexible financial aid policies for those studying less than half-time.<sup>46</sup>
- More flexible financial aid policies for those receiving funds from the Utah Department of Workforce Services.
- More access to flexible, affordable child care.
- Improved counseling services and access to services for non-traditional students.

Some of these issues are within the control of an institution to address and resolve, such as the credit articulation from one institution to another as well as the flexibility of course, certificate, and degree offerings. Much has already been done to improve these options with more improvements yet to come. But other issues will require partnering with other agencies—like the Utah Higher Education Assistance Authority (UHEAA) and the Utah Department of Workforce Services

<sup>39</sup> Patricia McDoughough, “Counseling and College Counseling In America's High Schools,” University of California at [http://j.b5z.net/i/u/2135872/i/McDonough\\_Report.pdf](http://j.b5z.net/i/u/2135872/i/McDonough_Report.pdf)

<sup>40</sup><http://www2.ed.gov/about/bdscomm/list/hiedfuture/reports/stokes.pdf>

<sup>41</sup> USHE 2010 Data Book.

<sup>42</sup> Utah's Employment Summary, DWS, May 2010

<sup>43</sup> Utah Economic News, DWS, July 2009.

<sup>44</sup> Utah GOPB Population Estimates

<sup>45</sup>[http://wiche.edu/info/publications/knocking\\_complete\\_book.pdf](http://wiche.edu/info/publications/knocking_complete_book.pdf)

<sup>46</sup> Et al



(DWS)—to be addressed and resolved. For example, UHEAA is currently exploring a private loan program and other financial aid options for students studying less than half-time.

One of the opportunities to partner with DWS is to enhance the process of providing tuition assistance to adults 25-45 needing to return to or enter higher education for the first time. Currently, to qualify for state educational assistance, students must seek education in an approved program, as determined by a caseworker. Approved programs are those DWS has identified as marketable and for which the training must be completed within two years or less. Each caseworker is responsible to determine whether a client qualifies for an approved educational program. However, since many students may require as much as a year or more of remedial courses in order to be able to handle college work, these individuals may not be able to complete their work in two years and would become disqualified for future services. If a client wants training in an unapproved field, if the training will take longer than two years, or if the caseworker feels that the client does not appear to be qualified to participate in an educational program, the educational program will not be supported by DWS.<sup>47</sup>

### **Completion**

Student retention and completion are tightly linked success factors. According to NCES/IPEDS Graduation Rate Survey, nationally only 60 percent of first-time, full-time, freshmen complete a Bachelor's degree within six years of starting their program of study. Additionally only 27.5 percent of first-time, full-time students pursuing an Associate's degree complete within three years of beginning their program.<sup>48</sup>

Too many students leave college before completing a degree. According to ACT, the 2007 National Collegiate First to Second Year Retention Rates for two-year colleges was 64 percent and for four-year public colleges 72 percent. USHE institutions' retention rates are 54 percent and 63 percent for two-year and four-year institutions respectively. Some are much lower than this. Given the economic consequences of foregoing higher education, this continuing exodus is concerning.

In order to keep the focus clearly on the "big goal," one idea is to shift the assessment of progress from the number of students enrolled to the number of students completing certificates and degrees.

According to projections<sup>49</sup> the total number of Utahns with an earned certificate or degree is projected to increase by more than 83,000 by the year 2020. To achieve Utah's "big goal" **an additional 119,500 Utahns will need to earn a certificate or degree by the year 2020** (see figure 5).<sup>50</sup> Such an increase equates to roughly growing 4,000 more certificate or degrees earned by Utahns per year over the next ten years.

Assuming a consistent mix of academic and career and technical programs, along with new programs reflecting changes in professional, business and industry advances, it is projected Utah will need additional graduates who earn 10,800 certificates, 34,700 associate, and 74,000 bachelor degrees by 2020.<sup>51</sup> This will total 68,000 Utahns with a certificate, 219,000 with an

<sup>49</sup> Integrated Postsecondary Education Data System (IPEDS), Lumina Foundation, and Utah's Governor's Office of Planning and Budget (GOPB),

<sup>50</sup> Utah Population Estimates – Governor's Office of Planning and Budget; Lumina Foundation (US Communities Survey, 2008 – Utah Educational Attainment – Utah); NCES/IPEDS Completions Survey 2009 – Utah

<sup>51</sup> Based on current trends, Utah would increase by 7,500 more certificates, 24,000 more associate degrees, and 51,700 more bachelor degrees by the year 2020.

<sup>47</sup> DWS; <http://jobs.utah.gov/services/training.html>

<sup>48</sup> NCHEMS, 2008 [www.higheredinfo.org](http://www.higheredinfo.org)

associate's degree, and 468,000 with a bachelor's degree.<sup>52</sup>

In addition to the certificates and degrees necessary to achieve the "big goal," Utah will also need more of its population earning graduate degrees. State-wide prosperity relies upon expertise and leadership associated with advanced degrees. For instance, many economic sectors in Utah already require a steady supply of master- and doctorate-level skilled employees. This demand will grow throughout the next decade. USHE institutions will continue to develop high-caliber, industry-driven, and research/entrepreneurial graduate programs to meet the expanding social, economic, and civic needs of the state. Utah's next generation of leaders in science, medicine, engineering, business, and civics will emerge from Utah's research and masters' universities.

In tackling the "big goal," Utah must recognize its rapidly changing demographics. Over the past decade Utah has changed from a mostly homogenous state to one that is more ethnically diverse. By the year 2020 over one-fifth (approximately 22 percent) of Utah's population will be an ethnic minority.<sup>53</sup> This is evident today in elementary schools across the state. Presently, ethnic minority populations are significantly under-represented in completion of higher education. Of the degrees awarded from USHE institutions in 2008-2009, 10.7 percent were awarded to students from minority populations, while these groups comprise approximately 18 percent of the state population.<sup>54</sup> This must change.

Unless Utah's children succeed in K-12 education, they will not enroll in higher education. Thus, Utah must help its emergent minority population advance from

elementary and intermediate schools and graduate from high school prepared for college. As discussed earlier, the gap between Hispanic and white students in higher education is one of the highest in the nation. This makes community support as well as partnerships between K-12 and higher education vitally important to close this enrollment gap and make higher education a reality for minority Utahns.

### ***Economic Innovation***

As Utah increases its participation and completion rates, it must also grow in meaningful employment opportunities for its graduates. These opportunities are created as students graduate with the requisite talent aligned with the needs of companies to grow their business. Whether it is by training the technician, improving existing operations for increased profitability, or coaching start-up companies, colleges and universities nurture individuals and companies that grow the state's economy. Additionally, they create new knowledge and by supporting research endeavors that generate technology that can be profitably transferred to the marketplace.

The alignment of employment needs and opportunities with the talent and interests of students is challenging because of two variables: 1) limited communication of workforce needs and employment opportunities between higher education and the business community; and 2) students' selection of a degree programs that may not align with these needs and opportunities. Utah higher education and workforce data could be leveraged better to educate students on career and occupational opportunities. Equipped with such information, faculty and career councilors could actively engage students in identifying the training and degree programs that lead them to meaningful and sustainable employment.

But aligning workforce needs with the talent and interests of students is just one element

<sup>52</sup> Ibid

<sup>53</sup> Pamela S. Perlich, PhD; Governor's Education Excellence Commissioner, April 21, 2010; Utah's Demographic Transformation: A View into the Future.

<sup>54</sup> 2010 USHE Data Book and U.S. Census Bureau.

of higher education's role in economic innovation. Higher education institutions also need to focus on nurturing individuals and companies and in creating new knowledge through the support of research and entrepreneurial endeavors that generate transferable technology into the market place.

Colleges and universities are by nature clusters of creative, innovative individuals engaged in a collective effort to develop new ideas and apply them to mankind's most vexing problems. At its best, higher education challenges those enrolled to apply what they are learning in the world around them—to develop approaches that can potentially become new companies that generate jobs for Utahns.

Utah's universities lead the nation in creating new businesses based on university inventions. Utah's higher education students are already succeeding in the nation's largest university business plan competition, the Utah Entrepreneur Challenge. With programs like USTAR's Technology Outreach Program (TOP) and the Utah Cluster Acceleration Partnership (UCAP) initiative, Utah's research universities, regional teaching colleges and universities, and community colleges are demonstrating a capacity to support companies in their communities. Utah is at the forefront in demonstrating higher education can be a trusted partner in a state's long term economic development endeavors.

The funding for programs like USTAR is quite modest given the scale of the overall state budget. What it has demonstrated is that economic outcomes are enhanced when funding is directly targeted and dedicated to economic development goals and initiatives. In addition, USTAR has demonstrated that the highest levels of workforce development occur naturally when graduate students' studies are integrated with translational research focused on commercialization in support of Utah's industrial clusters.

Initiatives like UCAP that unite colleges and universities with state agencies (e.g., the Department of Workforce Services and the Governor's Office of Economic Development) along with state and local business leaders are examples of how the private and public sectors best work together to grow jobs and increase wages. UCAP also helps to align career tracks in business and industry with the course offerings of higher education, which in turn grows our economy.

Higher education in Utah is a great investment. USHE is the most efficient higher education system in the U.S. It produces more college graduates per allocated state dollar than any other state.<sup>55</sup> If higher education is looked at as an economic cluster, it is a \$4 billion industry in Utah, which is a sound return on the state's estimated annual investment of \$1.3 billion.<sup>56</sup> Yet, these figures don't account for the profitability of tangential businesses that depend upon or are created from the operation of Utah's colleges and universities. The total financial impact is simply incalculable; but nonetheless, a wise economic investment that directly impacts every community and region of the state.

The Board of Regents' priority to increase the level of economic innovation will be accomplished through talent-force development, research, technology transfer, and by nurturing individuals and companies that create new knowledge, businesses, and jobs.

Governor Herbert accurately claimed, "we owe it to our students, and to the future of our state, to provide an education that prepares our youth to compete in the global marketplace. This will not happen, however, without renewed and sustained emphasis in the areas of science, technology, engineering

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<sup>55</sup> NCHEMS; Higher Education and the Future of Utah, January 28, 2010

<sup>56</sup>[http://governor.utah.gov/budget/Budget/Agency%20Summaries/FY2010/FY2010\\_SumBk.pdf](http://governor.utah.gov/budget/Budget/Agency%20Summaries/FY2010/FY2010_SumBk.pdf); p. 130.



and math. Indeed, many of the jobs available today—and those our students will seek in the future—already require these skills.”<sup>57</sup>

For example, it is expected that within the by the year 2018, there will be a 44 percent increase in job openings in computer engineering, a 10 percent increase in electric/electronic technology jobs, and a 41 percent increase in registered nursing jobs in Utah.<sup>58</sup> It is incumbent upon the higher education and technical training institutions to align course curricula and educational programs with business opportunities and industry needs. Utah must do a better job at developing a talent-force ready to take advantage of the opportunities and meet the needs of the knowledge-based economy if it is to be prosperous in the future.

The attainment of Utah’s “big goal” will require the collaborative effort of the legislature, the business community, the general public and the USHE and Utah’s private institutions. Through the planning process that generated this plan relationships between these entities have been forged and commitment gained to implement strategies that will bring to fruition Utah’s “big goal.” Specifically, the Board of Regents will work with and hold USHE institutions accountable to support and implement the strategies identified hereafter and in accordance to each institution’s distinctive mission and role to help Utah attain its “big goal.” To assist with accountability dashboards will be developed to track the state’s progress in attaining Utah’s “big goal” focused on the Regents’ three strategic priorities.

<sup>57</sup> Governor Gary R. Herbert, State of the State Address, January 26, 2010

<sup>58</sup> <http://www.occsupplydemand.org/>  
2010 Georgia Career Information Center, Georgia State University for the U. S. Department of Labor. All rights reserved.

## Strategies

The following are suggested strategies to be considered and explored in more detail through the planning process at each campus according to its distinctive mission and role. It is expected that the USHE institutions will include like strategies to increase participation, completion, and economic innovation in their institutional strategic plans. It is hoped that all higher education institutions—public and private—will have the focus of attaining Utah’s “big goal” and share the necessary data to monitor progress.

Commissioner Sederburg is developing an “action plan” that identifies specific strategies that the higher education community will need to consider pursuing to help Utah realize its “big goal.” This “action plan” will be vetted by the State Board of Regents and USHE institutional presidents during the Regents’ August board meeting. Additionally, Commissioner Sederburg has solicited feedback from other higher education constituents including representatives of the private higher education institutions in the state.

The purpose for the keeping the “action plan” and this document separate for the time being is to facilitate focused discussions on the intent of each document. This plan lays out the case statement for action and **WHY** Utah must increase the number of its certificate and degree holders if it is going to be prosperous in the twenty-first century’s knowledge-based economy. Whereas, the “action plan” proposes different strategies about **HOW** Utah may attain its “big goal” through necessary and significant changes to the state policy and the higher education infrastructure, practices, and culture.

The “action plan” document will become the “Strategies” section of this document once both plans have been adequately vetted. The “action plan” strategies are state level issues for the Board of Regents and the Commissioner to advocate for and focus on

bringing to fruition over the next ten years. USHE institutions have been directed and the private institutions invited to develop their own strategies to do their part within their designed and distinctive mission to increase their rates and levels of participation, completion, and economic innovation. These institutional strategies are expected to be a part of each institution's master plan and will be included in the appendix section of this document. Solidarity of all higher education stakeholders to the cause of ensuring 55 percent of Utah's adult population will have earned a higher education degree or certificate by 2020 is essential if this goal is to be achieved.

The following bullet-points are ideas, issues, and strategies to guide the planning process that is developing this document as well as for the higher education institutions to consider acting upon, addressing, and including as part of their strategic plans.

### ***General – Planning Process***

- Alignment with USHE institutional plans – tie to NW accreditation standards
- Align with the SL Chamber's Prosperity 2020 Plan – education is the driver of long-term prosperity
- Align with USOE and DWS ten-year plans – ensure consistent use of data and vocabulary
- Foster healthy relationships with private institutions to access more detailed data beyond the general data reported to IPEDS. Such as:
  - Number of Utah students attending – county of origin to account for student immigration
  - Student population breakdown by age and ethnicity
  - Know where graduates are placed in/out of state; in what fields; graduates by county of origin.

### ***Capacity/Technology***

- How to manage the growth/increase of students:
  - K-12 pipeline
  - Success with increased participation
- Encourage (or at least examine the benefits of) three-year degree programs (UC system model)
- Increase the number of on-line course offerings and learning opportunities
- Institutional missions; institutions dedicated to accommodate the brunt of growth

### ***Access/Preparation***

- Targeted recruiting strategies (minority populations/families)
- Enhance community college network/function (Community College Task Force recommendations)
- Funding for need-based aid (students are shouldering an increasing share of the cost of tuition and this will likely continue; thus making need-based aid more important than in the past)
- Funding for Regents/New Century scholarships
- Greater efficiencies in advisement (need more advisors; better leverage of social media forms of advising, possible use of peer advising.)
- Early college high school; differential high school diplomas
- Better leveraging of concurrent enrollment, CTE, and AP programs
- Expand Utah Scholars initiative to increase outreach to all elementary, middle/junior high, high schools
- College readiness statement; establish higher education admissions standards
- ACT suite of tests and assessments; require all in-coming freshman to take the ACT or compass test
- Use and alignment of e-SEOP and UtahFutures
- Ideas under this strategy include cohort-based programs, reducing

bottleneck courses, expanding offerings throughout hours and days (more afternoon, evening, weekend), offering programs/courses entirely online, develop/implement more blended (online/classroom) courses, expanding summer programs, and creating additional branch campuses in growing population centers.

### ***Retention/Completion***

- Help in selecting an ideal major based on vocational aptitude testing, exposure to upper division course in intended major field, information on career opportunities for various majors
- Establish degree completion strategies
- Establish incentives for students to graduate as soon as possible
- Greater flexibility in scheduling
- Institutional retention strategies per mission type
- Match SEOP with a college plan
- Completion contracts signed in freshman year
- Increase advisement services
- Program assessment to ensure a four-year program can be completed in four years
- Utilize testing with system-wide standards to identify students in need of developmental help, enforce prerequisites and academic standards, revise matriculation standards and processes, and explore competency credit (within accreditation standards). Under "Establish incentives for student to graduate", some ideas may be freezing tuition for entering students for up to four years, providing a rebate for timely graduation (within 10 percent of required program credits, for example), and offer a "successful student discount" for students making a level of progress to graduation and maintaining a high gpa. Other

completion strategies could include provide stronger counseling for concurrent enrollment students to avoid accumulations of credit not aligned with educational goals, publish academic year course schedules, and require mandatory orientation for all new students

### ***Economic/Workforce***

- Establish workforce readiness standards
- Better articulation with community colleges and UCAT campuses
- Increase internship opportunities
- Support USTAR
- UCAP initiative

### ***Funding***

- Identify new funding mechanisms and sources:
  - Mission-based funding model
  - Local taxes
  - State funds
- Multi-year commitment by Legislature and Governor to fund access and to maintain or enhance quality.
- Differential tuition for community colleges
- Differential tuition costs based on high demand, high cost programs
- Strengthen community college system efforts to decrease costs
- Commit to strong need-based aid programs for students
- Public awareness of higher education's ROI

## **CONCLUSION**

The conclusion of this document will be written once the “action plan” strategies have been vetted and are ready to be included in this document. Additionally, an executive summary and a PowerPoint will be developed to help facilitate the public movement, campaign, and dialogue pertaining to Utah’s urgency to reach its “big goal.” All of these documents will be posted on the “HigherEdUtah.org” website where public comment will be encouraged.

Figure 1

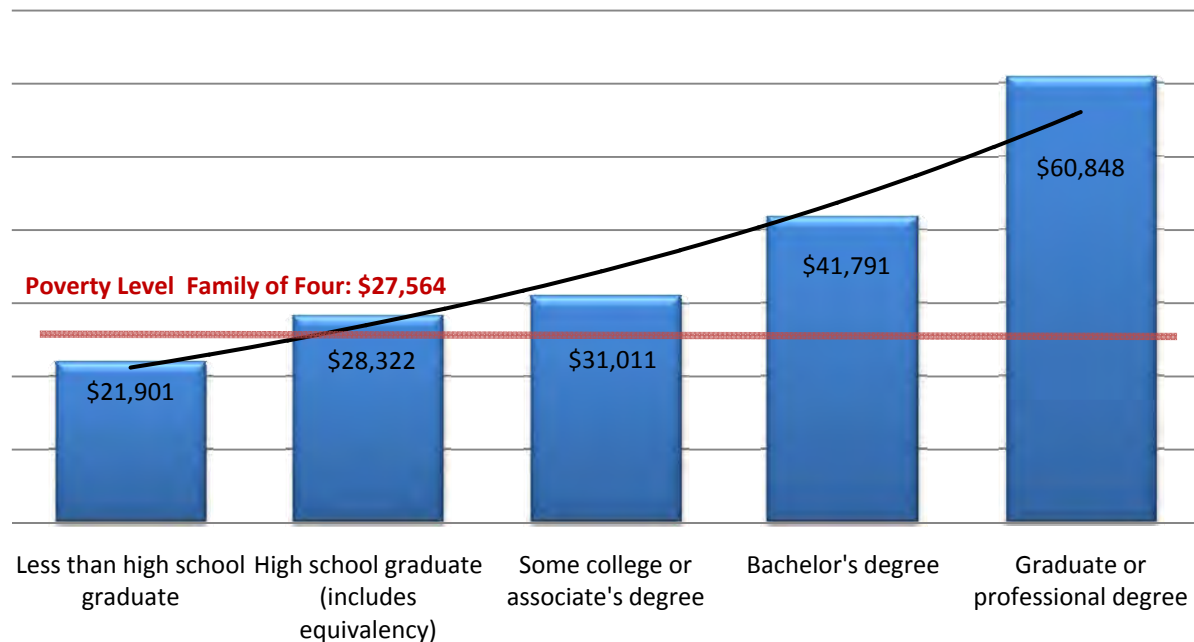
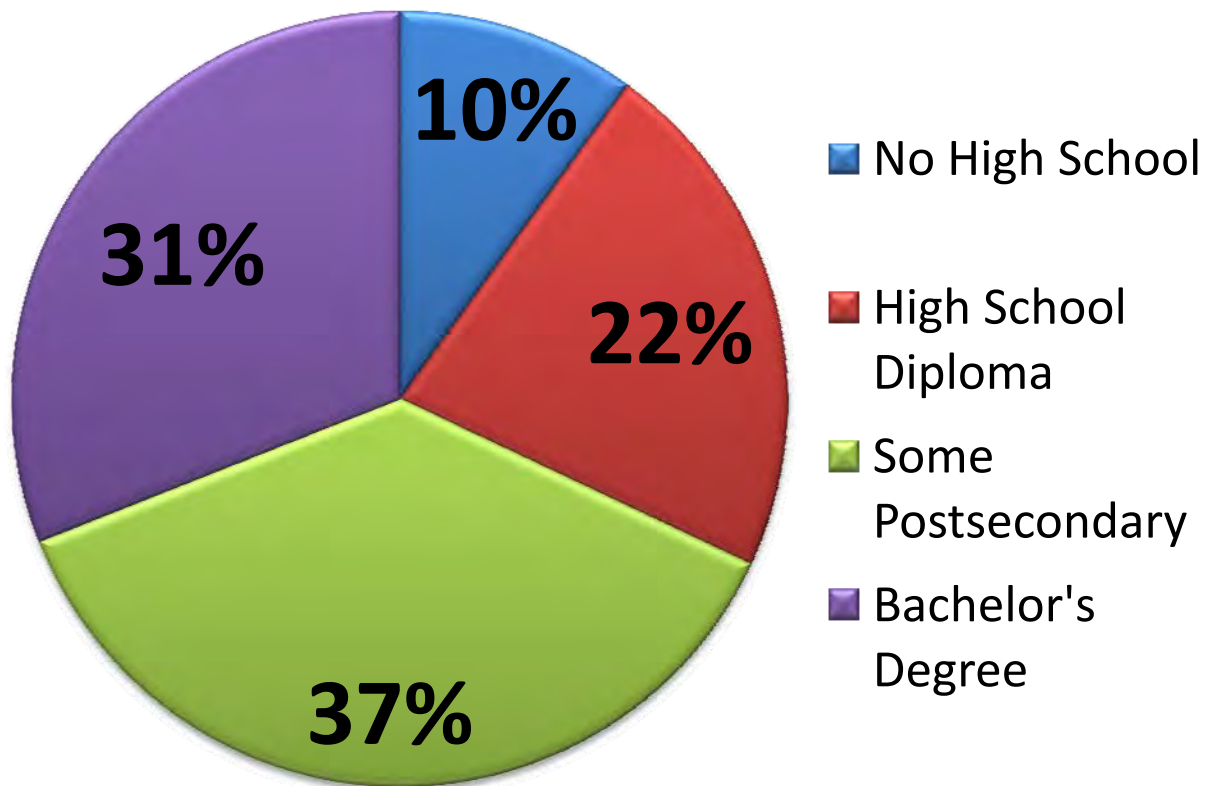
**Utah Median Annual Wages  
by Educational Level - 2008**

Figure 2

## Two-Thirds of New Jobs Require Some Postsecondary Education



Source: Carnevale, Anthony P., and Donna M Desrochers, Standards for What? The Economic Roots of K-16 Reform, Educational Testing Service, 2003.

Figure 3

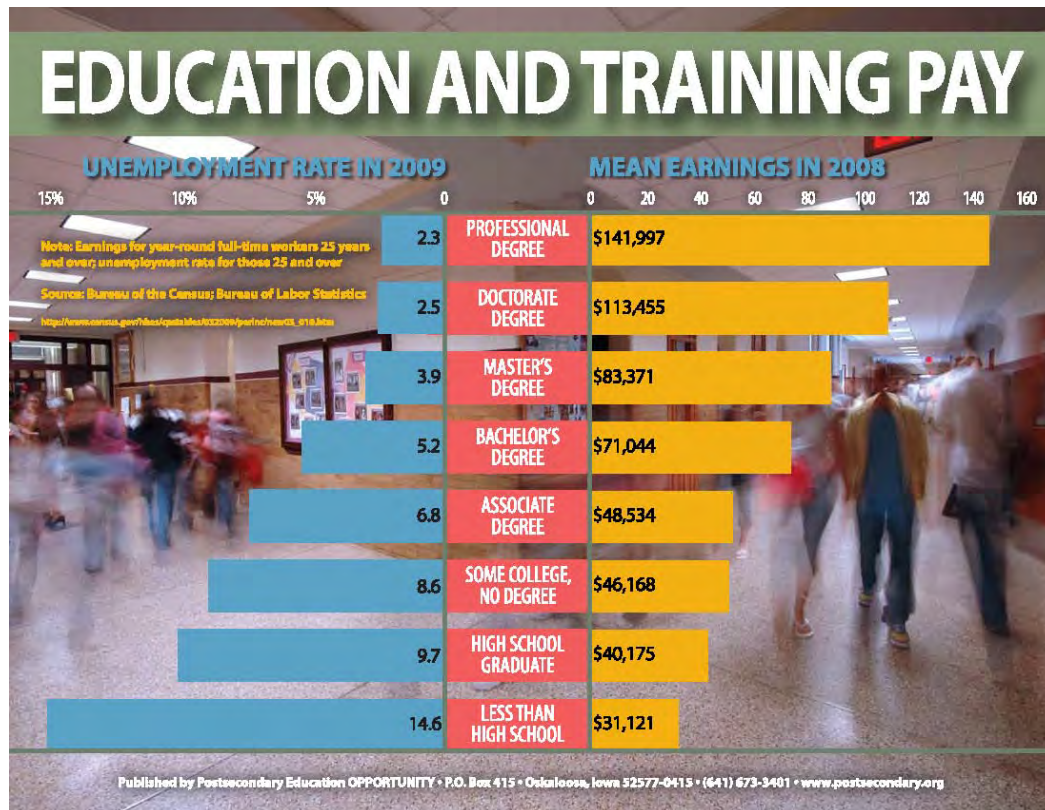
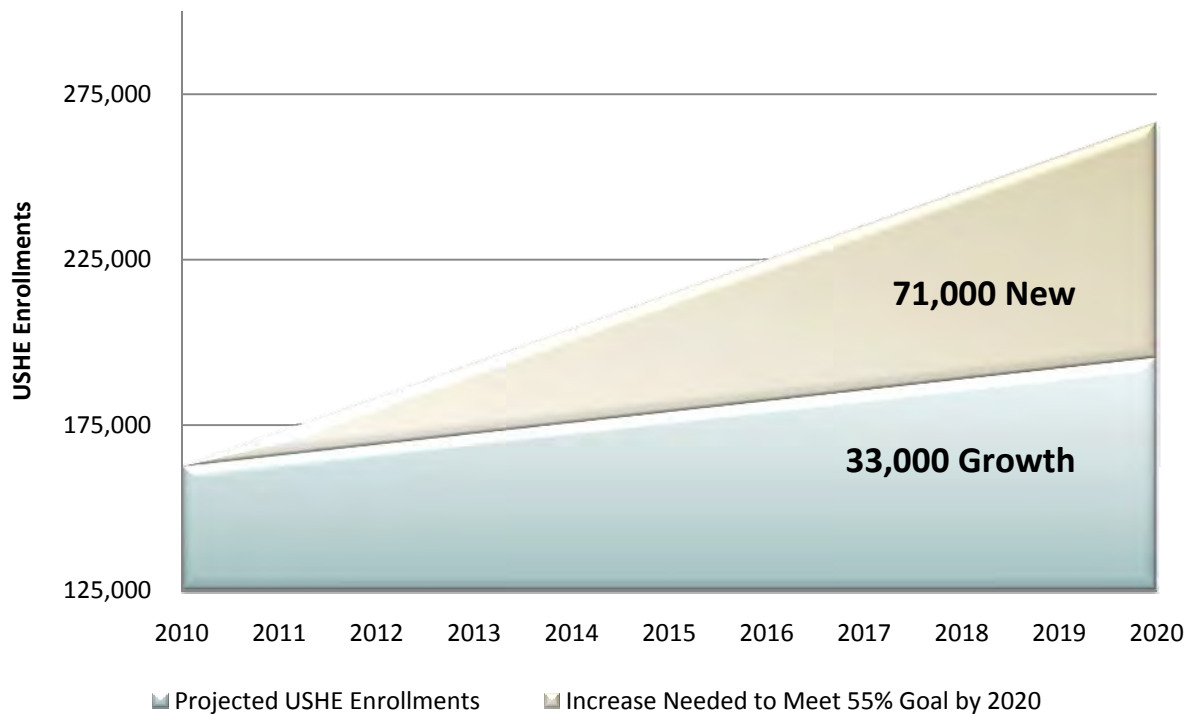
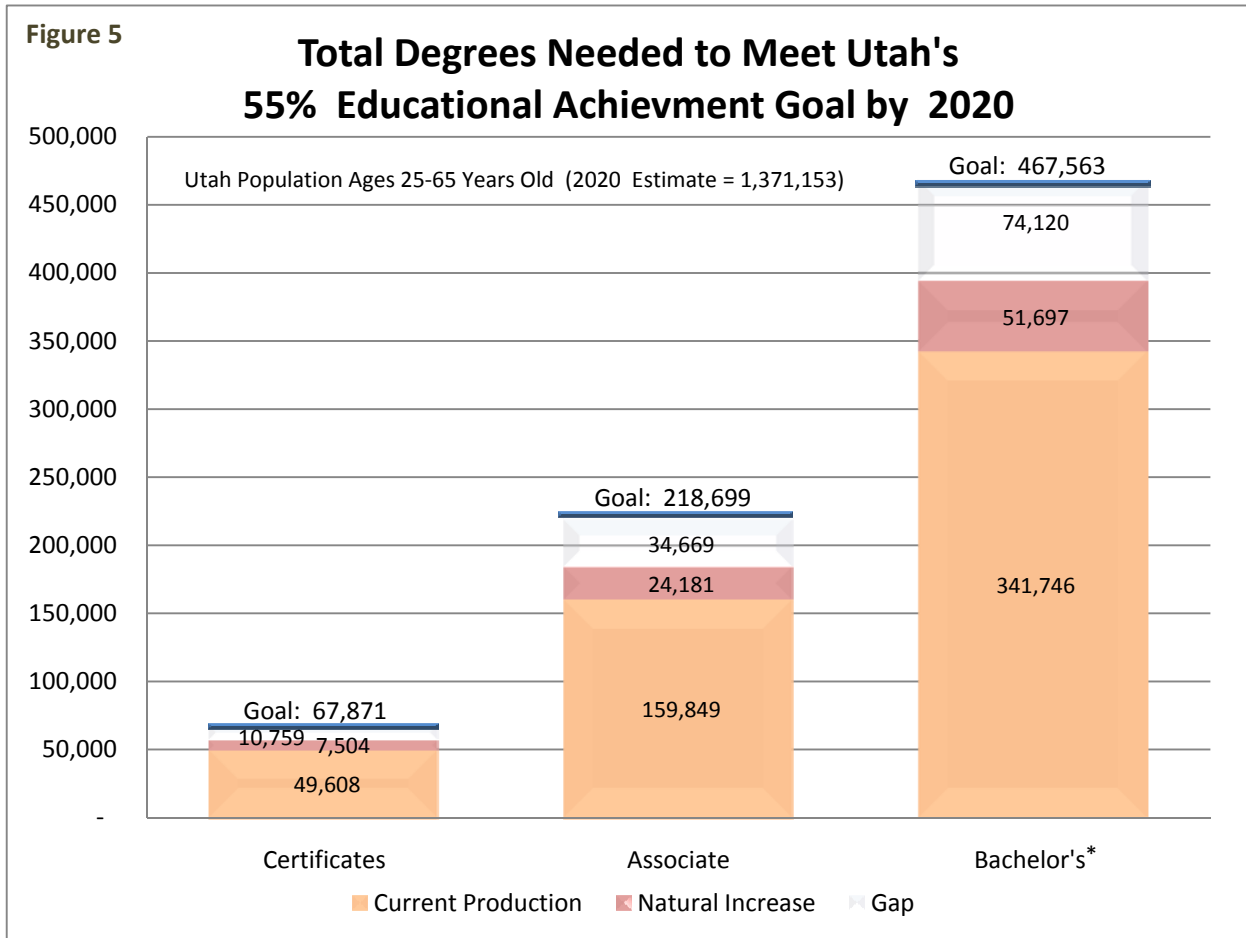




Figure 4

### USHE Enrollments Needed for 55% of Utahns 25-64 to Achieve a 1 Year Certificate or Higher





\* To control for redundancy, graduate degrees are not measured because the overwhelming majority of all graduate students have already earned a bachelor's degree.

August 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: 2010-11 High School and Junior High School College Preparation Publications

Issue

The Commissioner's Office, in coordination with UHEAA and the marketing/PR teams at USHE institutions, has prepared and printed 50,000 copies of the 2010-11 Utah Colleges and Universities Student Guide for High School Seniors and 20,000 copies of the a shorter "Are You Ready for College?" aimed at students grades 9-11. This information is provided to assist students in preparing for and applying for college, and will be distributed this fall during the Utah Council Senior Tour, UtahFutures high school-based trainings, and the USHE Counselor Conference, as well as all outreach activities throughout the year. The college guide is similar to the one published a year ago, and the junior high piece has been completely revised based on feedback from the secondary counselor advisory team. The total cost for creating, printing and distributing these guides is funded by the College Access Challenge Grant awarded to the Commissioner's Office in 2008. A copy of each guide is included for your information.

Commissioner's Recommendation

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

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William A. Sederburg  
Commissioner of Higher Education

WAS/DB/TC/MMK  
Attachment

August 18, 2010

MEMORANDUM

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

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

- A. Minutes – Minutes of the Regular Board Meeting held June 25, 2010 at Wasatch High School in Heber City, Utah
- B. Grant Proposals
  - 1. Utah State University – Maternal and Child Health Bureau; “National Resource Center for Early Hearing Detection and Intervention Programs”; \$9,500,000. Karl R. White, Principal Investigator.
  - 2. Utah State University – Department of Transportation; “Federal Funding of a Tier II University Transportation Center”; \$1,126,028. Kevin Womack, Principal Investigator.
  - 3. Utah State University – Office of Education; “EBLS Charger School Fund”; \$1,62,612. Janet Adams, Principal Investigator.
  - 4. Utah State University – University of Utah; “National Children’s Study - Cache Valley Secondary Site (Subcontract with University of Utah Medical Center)”; \$1,650,524. Mark S. Innocenti, Principal Investigator.
  - 5. Utah State University – University of Cincinnati; “STEM Transformative Professional Development”; \$1,234,187. Jamison Dunn Fargo, Principal Investigator.
  - 6. Utah State University – Waterford Research Institute; “Working with Utah School Districts to Scale Upstart: Evaluation Subcontract”; \$1,820,064. Mark S. Innocenti, Principal Investigator.
  - 7. Utah State University – Department of Education; “New Mexico K-3 Plus Extended School Year Validation Study”; \$19,103,403. Linda D. Goetze, Principal Investigator; Damon Cann and Diane D. Behl, Co-Principal Investigators.

8. Utah State University – Department of Education; “Academic Growth and Retention Consultant: Securing the Future of High-Need Students”; \$1,821,303.09. Margaret M. Lubke, Principal Investigator.
9. Utah State University – National Science Foundation; “Earth Systems Science: Enhancing K-12 Science Education and Cultivating Sense of Place”; \$2,994,794. John W. Shervais, Principal Investigator; Jeanette M. Norton, Kimberly A. Sullivan, and Nancy O. Mesner, Co-Principal Investigators.
10. Utah State University – Independent Energy Partners; “Independent Energy Partners (IEP): \$9,010,407. Paul Israelsen, Principal Investigator.
11. Utah State University – Air Force Research Laboratory; “Space Situational Awareness Environmental Monitoring (SSAEM) Sensor Risk Reduction Langmuir and Impedance Probe Sensor Suite (LIPSS) (probes)”; \$2,110,119. Chad Fish, Principal Investigator.
12. Utah State University – Air Force Research Laboratory; “Space Situational Awareness Environmental Monitoring (SSAEM) IDEA (Ion)”; \$5,366,605. Chad Fish, Principal Investigator.
13. Utah State University – Missile Defense Agency; “Characterization of the Raytheon Multi-Spectral Targeting System (MTS-B)”; \$5,171,413. Deon R. Dixon, Principal Investigator.
14. Utah State University – Air Force Research Laboratory; “Space Situational Awareness Environmental Monitoring (SSAEM) E-field, Langmuir and Impedance Probe Sensor Suite (ELIPPS)”; \$2,123,748. Chad Fish, Principal Investigator.
15. Utah State University – Missile Defense Agency; “Precision Tracking and Surveillance System (PTSS) Definition Study”; \$2,498,329. Don R. Dixon, Principal Investigator.
16. Utah State University – Hill Air Force Base; “Unmanned Aerial Vehicles (UAV) Flight Test Center - Phase 1”; \$1,419,635. Michael A. Fisher, Principal Investigator.
17. Utah State University – National Science Foundation; “Collaborative Research: Dimensions: Quantifying and Predicting the Taxonomic”; \$1,436,780.73. Charles P. Hawkins, Principal Investigator; Melvin Hooten, Co-Principal Investigator.
18. Utah State University – Economic Development Administration; “Center for Entrepreneurial Spirit business Incubator Program and Online Learning”; \$1,230,020. David H. Clark, Principal Investigator; Michael Young, Co-Principal Investigator.

19. Utah State University – National Institutes of Health; “Biomarker Prediction of Individual Responses to LDL Cholesterol Lowering Diets”; \$2,551,829. Michael LeFever, Principal Investigator; Robert E. Ward, Co-Principal Investigator.
20. Utah State University – National Science Foundation; “A Sustainable Framework to Discover, Create, Share, Connect and Integrate Data and Models in the HY”; \$2,873,645. David G. Tarboton, Principal Investigator; Jeffery S. Horsburgh, Co-Principal Investigator.
21. Utah State University – National Institutes of Health; “Experimental Manipulations of Impulsivity: Effects on Gambling and Drug Taking”; \$1,026,614. Gregory Madden, Principal Investigator; Timothy Alan Shahan, Co-Principal Investigator.
22. Utah State University – U.S. Geological Survey (USGS); “Southwest Regional Climate Science Center”; \$2,584,925.57.
23. Utah State University – National Institute of Food & Ag (National Institute of Food and Agriculture); “Project CHI-Kids: Creating Healthy Instincts with Young Children at Home and in Child Care”; \$4,789,191. Lisa K. Boyce, Principal Investigator; Gina A. Cook and Heidi J. Wengreen, CO-Principal Investigators.
24. Utah State University – National Institute of Food and Agriculture; “Healthy Master, Healthy Pet - Virtual Pets to Prevent Obesity among Young Children”; \$3,657,662.05. Siew Sun Wong, Principal Investigator; Brett E. Shelton, Martha Archuleta and Paula Scott, Co-Principal Investigators.
25. Utah State University – National Institutes of Health; “Behavioral/Metabolic Response to Amygdala Insulin and Lipid Signaling”; \$1,811,941. David A. York, Principal Investigator; Miejung Park, Co-Principal Investigator.
26. Utah State University – Sandia Laboratories; “Sandia Advanced Flight Telescope 2 (AFT2)”; \$2,353,588. Deon R. Dixon, Principal Investigator.
27. Utah State University – National Aeronautics and Space Administration; “ROSES: Auroral Spatial Structures Probe (ASSP)”; \$1,107,566. Chad Fish, Principal Investigator.
28. University of Utah – Defense Advanced Research Projects Agency; “Improving Neural Recording Dev”; \$15,723,134. Patrick Tresco, Principal Investigator.
29. University of Utah – National Institutes of Health; “Feedback Control for IFMS”; \$1,868,750. V. Mathews, Principal Investigator.

30. University of Utah – National Institutes of Health; “Wound Repair with Sabella Glue”; \$1,496,250. Russell Stewart, Principal Investigator.
31. University of Utah – NVIDIA Corporation; “UHPC”; \$1,256,000. Mary W. Hall, Principal Investigator.
32. University of Utah – National Institutes of Health; “Muscle=Focused Rehabilitation”; \$1,505,000. Paul C. Lastayo, Principal Investigator.
33. University of Utah – National Institutes of Health/National Institute for the Deaf and Other Communication Disorders; “Sound Production Treatment”; \$1,505,000. Julie L. Wambaugh, Principal Investigator.
34. University of Utah – Maximus Federal Services Inc; “Non-Covered HIPAA Entities”; \$1,053,500. Leslie Francis, Principal Investigator.
35. University of Utah – National Science Foundation; “Dimensions: INGA”; \$2,997,329. Thomas Kursar, Principal Investigator.
36. University of Utah – National Science Foundation; “Mentoring Critical Transitions”; \$2,498,634. Frederick R. Adler, Principal Investigator.
37. University of Utah – National Institutes of Health; “Regulated IRE1-Dependent Decay”; \$1,881,250. Julie Hollien, Principal Investigator.
38. University of Utah – National Science Foundation; “Dimensions: Gut Microbiome”; \$1,816,860. Maria-Denise Dearing, Principal Investigator.
30. University of Utah – National Institutes of Health; “Hippocampus and Memory”; \$1,273,250. Raymond Kessner, Principal Investigator.
40. University of Utah – Agency for Health Care Research & Quality; “Simulation Training”; \$1,048,507. Frank Drews, Principal Investigator.
41. University of Utah – Administration for Children & Families; “Pathways to Success”; \$1,038,533. Loretta Rudd, Principal Investigator.
42. University of Utah – National Institutes of Health; “The EECLIC Study”; \$3,465,865. Mia Hashibe, Principal Investigator.
43. University of Utah – National Institutes of Health; “Impact on Melanoma Testing”; \$3,184,559. Sancy A. Leachman, Principal Investigator.



44. University of Utah – HRSA Rural Health Policy; “AI Patient Navigator Outreach”; \$1,188,282. Randall W. Rupper, Principal Investigator.
45. University of Utah – National Institutes of Health; “Genetic Basis of Polycythemia”; \$3,263,988. Josef T. Prchal, Principal Investigator.
46. University of Utah – National Institutes of Health; “Drug-Resistant Genes Myeloma”; \$3,221,359. Zhan Fenghuang, Principal Investigator.
47. University of Utah – National Institutes of Health/National Institute of Diabetes and Digestive and Kidney Diseases; “Sprint-Fast”; \$3,042,298. Srinivasan Beddhu, Principal Investigator.
48. University of Utah – National Institutes of Health; “Regulation of Mirnas by HIF”; \$2,478,185. Donghoon Yoon, Principal Investigator.
49. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “Mitochondrial Fission A2”; \$2,394,314. Janet M. Shaw, Principal Investigator.
50. University of Utah – National Institutes of Health; “Cine Carotid MRI”; \$2,382,377. Dennis L. Parker, Principal Investigator.
51. University of Utah – National Institutes of Health; “Capecchi: Defective Microglia”; \$2,337,934. Mario R. Capecchi, Principal Investigator.
52. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “Newborne Duchenne/Becker Screen”; \$2,245,000. Steve Dobrowolski, Principal Investigator.
53. University of Utah – U.S. Department of Defense; “Fragile X (FX) Screening”; \$2,200,000. Elaine Lyon, Principal Investigator.
54. University of Utah – National Institutes of Health; “MRI Temp Imaging”; \$2,187,440. Dennis L. Parker, Principal Investigator.
55. University of Utah – National Institutes of Health; “Inner Volume Excitation in MRI”; \$2,104,126. Glen Morrell, Principal Investigator.
56. University of Utah – National Institutes of Health; “Codes Within the Code”; \$1,868,750. John F. Atkins, Principal Investigator.
57. University of Utah – National Institutes of Health; “Heart Failure and Afferents”; \$1,643,750. Markus Amann, Principal Investigator.

58. University of Utah – National Institutes of Health; “Human Genetics Training Grant”; \$1,619,776. Lynn B. Jorde, Principal Investigator.
59. University of Utah – Abraxis Bioscience; “Abraxis Health Collaboration”; \$1,601,200. David Bearss, Principal Investigator.
60. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; “Maternal Fetal Medicine Units”; \$1,578,599. Michael W. Varner, Principal Investigator.
61. University of Utah – National Institutes of Health/National Institute of Diabetes and Digestive and Kidney Disorders; “R01 Children Chron’s Disease”; \$1,561,307. Stephen L. Guthery, Principal Investigator.
62. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; “Neonatal Research Network”; \$1,453,110. Roger Gordon Faix, Principal Investigator.
63. University of Utah – National Institutes of Health; “Training Program in Metabolism”; \$1,249,117. E. Abel, Principal Investigator.
64. University of Utah – Education Institute of Education Sciences; “Oncologic PET Reconstruction”; \$1,204,000. Dan J. Kadmas, Principal Investigator.
65. University of Utah – National Institutes of Health/National Center for Complementary and Alternative Medicine; “Protect Patient Safety”; \$1,122,500. Qing Zeng, Principal Investigator.
66. University of Utah – National Institutes of Health/National Cancer Institute; “Ovarian Cancer Therapy”; \$8,278,503. Hamidrezas Ghandehari, Principal Investigator.
67. University of Utah – National Science Foundation; “I2-SSE”; \$1,634,444. Martin Berzins, Principal Investigator.
68. University of Utah – U.S. Department of Energy; “UV0CDAT”; \$1,050,000. Claudio T. Silva, Principal Investigator.

C. Awards

1. Utah State University – Department of Health and Human Services; “National Resource Center for Early Hearing Detection and Intervention Programs”; \$1,735,000. Karl White, Principal Investigator.

2. Utah State University – Utah Office of Education; “EBLS Charger School Fund”; \$1,612,612. Janet Adams, Principal Investigator; Susan McCormick, Co-Principal Investigator.
3. Utah State University – University of Utah/National Institutes of Health; “National Children’s Study - Cache Valley Secondary Site (Subcontract with University of Utah Medical Center)”; \$1,650,524. Mark Innocenti, Principal Investigator; Vonda Jump, Co-Principal Investigator.
4. Utah State University – Naval Research Laboratory; “Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 3”; \$4,691,035. Darin Partridge, Principal Investigator.
5. Utah State University – Air Force Space and Missiles Command; “Space and Missile Command Subcontract to Northrop Grumman”; \$1,998,396. Pat Patterson, Principal Investigator.
6. Utah State University – Missile Defense Agency; “Precision Tracking and Surveillance System (PTSS) Definition Study”; \$2,122,000. Lorin Zollinger, Principal Investigator.
7. Utah State University – Hill Air Force Base/Missile Defense Agency; “Unmanned Aerial Vehicles (UAV) Flight Test Center - Phase 1”; \$1,420,000. Mike Fisher, Principal Investigator.
8. Utah State University – Air Force Research Laboratory; “Responsive Space Technologies”; \$1,000,000. Chad Fish, Principal Investigator.
9. Utah State University – U.S. Department of Education; “To Operate a Regional Resource Center Region No. 5”; \$1,300,000. John Copenhaver, Principal Investigator.
10. Utah State University – Utah Department of Health; “Up to 3 Early Intervention”; \$1,017,870. Susan Olsen, Principal Investigator; Marla Nef, Co-Principal Investigator.
11. Utah State University – University of California at Santa Cruz; “MODIS Airborne Simulator (MAS) Thermal Ports Background Mitigation (eMAS)”; \$1,348,154. Lorin Zollinger, Principal Investigator.
- 12.. University of Utah – National Institutes of Health/National Cancer Institute; “Enhancing End of Life”; \$1,376,311. B. Kathleen Mooney, Principal Investigator.
13. University of Utah – Southwest Oncology Group; “SWOG”; \$1,545,139. John H. Ward, Principal Investigator.

14. University of Utah – Abraxis Bioscience; “Abraxis Health Collaboration”; \$1,601,200. David Bearss, Principal Investigator.
15. University of Utah – Health Resources and Services Administration (HRSA) Maternal and Child Health Bureau; “National EMSC Data Analysis Resource Center”; \$1,300,000. J. Michael Dean, Principal Investigator.

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William A. Sederburg, Commissioner

Attachment

BOARD OF REGENTS MEETING  
WASATCH HIGH SCHOOL  
HEBER CITY, UTAH  
June 25, 2010

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Master of Taxation Degree

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Utah Valley University

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Bachelor of Arts Degree in Art Education

Associate of Applied Science Degree in Wildland Fire Management

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STATE BOARD OF REGENTS MEETING  
WASATCH HIGH SCHOOL  
HEBER CITY, UTAH  
JUNE 25, 2010

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Brent Brown  
Dan Campbell  
Rosanita Cespedes  
Katharine B. Garff  
Greg W. Haws \*  
Meghan Holbrook  
David J. Jordan  
Nolan E. Karras  
Jeffrey Kinsel  
Robert S. Marquardt  
Carol Murphy \*  
William H. Prows  
Teresa Theurer  
John H. Zenger

Regents Excused

France A. Davis  
Marlon O. Snow

Commissioner's Office

William A. Sederburg, Commissioner of Higher Education  
David L. Buhler, Associate Commissioner for Public Affairs  
Joyce Cottrell, Executive Secretary  
Jeff Aird, Intern  
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### Joint Meeting with State Board of Education

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Following a short break, the third panel convened to discuss effective summative and formative assessment, which included pilot programs and college and career readiness. Chair Allen moderated the discussion; panel members included Superintendents Brent Thorne and Myron Mickelson, former State Superintendent Patti Harrison, and Associate Superintendent Judy Park. Dr. Harrington explained that the Blue Ribbon Committee was founded by the Governor and included legislators as well as education leaders. The committee reviewed UPASS for effectiveness and to see if a student was able to work beyond grade level. She defined "summative" as assessment at the end of the year or unit, "formative" as assessment during development, and explained that "adaptive testing" zeroes in on a child's ability. The committee submitted the following recommendations: (1) Formally establish a pilot program, (2) expect testing for college readiness

through ACT and Accuplacer, (3) seek permission to use computer-adaptive testing, and (4) increase access to modern technology in the classrooms.

Deputy Superintendent Menlove gave a slide show presentation on adaptive testing. Dr. Harrington thanked higher education for their help; Dr. Lucille Stoddard was a valuable asset. Superintendent Shumway commended Associate Superintendent Park for being selected vice chair of the 31-state consortium. Chair Roberts commended the schools which were involved in the pilot program (Logan, Cedar City and Richfield Districts).

Following lunch, Chair Roberts recognized Representative Powell and asked him to make a few remarks. Representative Powell spoke of the link between education and community service.

K-16 Alliance. Dr. Harrington reported that 17 percent of high school graduates require remediation in math when they enroll in college. Regent Brown said employers need people who know how to work in the workplace – personal skills, leadership, etc. **It was decided that the K-16 Alliance would meet and make recommendations to the joint group in January 2011.** Ms Cannon said assessment and communication from public education to higher education was necessary to report how new teachers were doing. Commissioner Sederburg said education's challenge would be to work together to bring the state along. Superintendent Shumway commended the K-16 Alliance for its great leadership in achieving wonderful things. We need to do better in expressing pride in our teachers, students, and administration, but we need to take credit for what we are doing well.

Commissioner Sederburg thanked the State Board of Education and the Superintendent's staff for putting together the joint meeting. Chair Roberts thanked everyone for their participation. The joint meeting was adjourned at 1:00 p.m.

#### Regular Meeting of the State Board of Regents

Following meetings of the Board committees, the Regents reconvened in Committee of the Whole. Chair Pitcher called the meeting to order at 2:30 p.m.

#### Oath of Office to Regent Campbell

Chair Pitcher administered the official oath of office to Dan Campbell, the newest member of the State Board of Regents, and asked Regent Campbell to introduce himself. Regent Campbell stated he had served on the UVU Board of Trustees for 11 years and was also member of the UVU Foundation Board. Prior experience included working with Price Waterhouse in San Francisco and Salt Lake City, which he left to become the CFO of WordPerfect. Presently he is a partner in EsNet, a private investment group. He said he looked forward to serving on the Board. Chair Pitcher announced that Regent Campbell would be a member of the Finance Committee.

#### Recognition of Regent Kinsel

Chair Pitcher thanked Regent Kinsel for his dedicated service on the Board this past year. He remarked that Jeff had perfect attendance at Board meetings and that he had enjoyed Jeff's participation. Chair Pitcher presented Regent Kinsel with a gift of appreciation on behalf of the Board of Regents. Jeff said he had graduated with a degree in communication and broadcasting and was presently looking for employment.

#### Resolution of Appreciation

**Regent Marquardt moved adoption of a Resolution of Appreciation for Mike King, who had been serving as Interim President of the College of Eastern Utah. Regent Theurer seconded the motion, which was adopted unanimously.** (A copy of the resolution is on file with the minutes in the Commissioner's Office.) Regent Jordan commented that Mike had been "a very good soldier" in working through the CEU transition. He could have been very territorial, but he always had the best interests of the institutions and the students in mind. He worked very cautiously to help the process come to a resolution.

#### Report of the Commissioner

Recognitions. Commissioner Sederburg congratulated SLCC Vice President Dennis Klaus and UUHC CEO Gordon Crabtree for being recognized by Utah Business Magazine as CEOs of the Year. He congratulated the University of Utah for its inclusion in the PAC 10 conference. President Young it was a very exciting time for the University. This will put the University in a conference where the other schools are most like it. Commissioner Sederburg announced that Dr. Liz Hitch would become Associate Commissioner for Academic Affairs, effective July 6. She will be meeting with the Chief Academic Officers (CAOs). College readiness standards will be at the top of her agenda.

Governor's Education Excellence Commission. The Commissioner reported that six clusters of initiatives had been identified which included strategic goals, standards and accountability, curriculum, and adequacy and equity of funding. The Commissioner has recommended that parents be more involved with the process, as well as the business community. The focus is mostly on K-12, rather than on higher education.

Lumina Foundation Grant. Assistant Commissioner Safman said she anticipated a \$150 million grant for math and higher education. UHEAA. Commissioner Sederburg said UHEAA was being reorganized, with 54 fewer staff members than last year. UHEAA is bidding for a service contract with the federal government. UESP continues to grow, with 160,000 accounts totaling \$3.2 billion. The LDS Church has endorsed the plan for its employees. The Economic Development staff received a \$9.6 million grant for longitudinal data research. Associate Commissioner Buhler has been meeting with key legislators in anticipation of the 2011 Session.

#### Strategic Goals

Participation Task Force. Assistant Commissioner Kincart reported the task force had been meeting regularly. Good participation has been received from the institutions and K-12 representatives. An application has been submitted for a \$7.5 million (over five years) College Access Challenge Grant. If

successful, the money will be used to get better information to the parents about the availability of financial aid and to provide some professional development for counselors.

Retention. The USHE is leading a group to compete for an CCA academic grant. The Governor has challenged the Regents to develop a goal and to develop measures to implement it, to improve funding for performance, and to reduce the time to degree and transform remediation.

Economic Development. Associate Commissioner Martin reported the Department of Workforce Services had budgeted \$500,000 toward the UCAP project, in addition to the \$60,000 already allocated and budgeted. Additional funding of another \$500,000 has been requested and approved by the Governor. The UCAP model will be used repeatedly. The three pilot programs are doing nicely and additional proposals would be welcomed. EDCUtah was also involved in the project.

#### Mission-Based Funding Task Force Report

Associate Commissioner Stauffer referred to Tab W for a conceptual model developed by the task force. Its focus was designing a funding process which would reflect the institutional missions, with allowance for institutional missions and strategic goals. It would be a funding initiative with accountability. Assistant Commissioner Morris explained how the model worked, and UVU's Linda Makin explained its implementation. The focus is on the Regents' three strategic goals (see page 3 of the report).

Commissioner Sederburg said this had been discussed at a recent Council of Presidents meeting with a broad consensus to approve. It will come to the Regents for approval when a project request has been prepared. Assistant Commissioner Morris said the model would need to be designed before the August Board meeting. Associate Commissioner Buhler reported that Senate President Waddoups and Speaker Clark had been briefed on this concept, and Senator Urquhart was interested in sponsoring a bill.

Chair Pitcher thanked Associate Commissioner Stauffer and the task force for their excellent work and said the Board was in agreement to proceed in this direction.

#### Capital Development Prioritization

Associate Commissioner Stauffer referred to Replacement Tab X, with a revised recommendation. The Q&P process has been in place since 1988, and it has worked relatively well. The proposed revisions to Policy R741, *Capital Development Prioritization (CDP)*, included many of the same quantitative components as the Q&P process, but elements have been added to the issues to be considered. He commended Assistant Commissioner Hardy for his work on the policy revision. **Regent Atkin moved preliminary approval of the revisions to Policy R741 and of the Commissioner's revised recommendation. Regent Karras seconded the motion, which was adopted.**

General Consent Calendar

On motion by Regent Atkin and second by Regent Karras, the following items were approved on the Regents' General Consent Calendar (Tab V):

- A. Minutes – Minutes of the Regular Board Meeting held May 5, 2010 at the Regents' Offices in Salt Lake City, Utah
- B. Grant Proposals (On file in the Commissioner's Office)
- C. Awards
  - 1. Utah State University – Naval Research Laboratory; "Naval Research Laboratory Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 0002"; \$2,280,000. Niel Holt, Principal Investigator.
  - 2. Utah State University – Air Force Research Laboratory; "Responsive Space Technologies"; \$1,400,000. Chad Fish, Principal Investigator.
  - 3. Utah State University – Quest Oil Corporation; "Quest Oil/UIMSSD \$1.5M Flow Through to Bill Skokos"; \$1,685,610. Paul Israelsen, Principal Investigator.
  - 4. University of Utah – National Institutes of Health/National Library of Medicine; "National Network of Libraries of Medicine (NL/LM) Service"; \$1,404,025. Jean Pugh Shipman, Principal Investigator.
  - 5. University of Utah – Synteract Inc; "Reversible Contraception"; \$1,474,338. David Turok, Principal Investigator.
  - 6. University of Utah – National Science Foundation; "Veritas Upgrade"; \$1,633,491. David Kieda, Principal Investigator.
  - 7. University of Utah – National Institutes of Health/National Cancer Institute; "Burt PPG"; \$2,600,886. Randall Walter Burt, Principal Investigator.
  - 8. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Spiromics"; \$1,729,657.

Reports of Board Committees

Chair Pitcher asked the committee chairs to report on action items only.

Finance Committee

**Chair Karras moved, seconded by Vice Chair Beesley, to approve the following items:**

1. Dixie State College – Property Purchase (Tab I)
2. Weber State University – Issuance of Auxiliary Services Revenue Bonds to Finance the Construction of Student Housing (Tab J)
3. Utah State University – Refunding of the Series 2002A Research Revenue Bonds (Tab K)
4. Proposed policy R545, *Disclosure of Foreign Donations* (Tab L)
5. College of Eastern Utah – Carbon County Land Exchange (Tab M)

The following items were discussed in committee but were not reported in Committee of the Whole:

6. Efficiencies in Higher Education Through the Use of Purchasing Consortium and Cooperative Contracts (Tab N)
7. Information Technology Efficiency Update (Tab O)
8. Health Benefits – Institutional Plan Changes (Tab P)
9. University of Utah – Summary of Series 1998A, 1999A and 2001 Auxiliary and Campus Facilities System Revenue Bonds Refunding (Tab Q)

Programs Committee

Utah State University – Graduate Route to Licensure in Science, Math or ESL within the Master of Education Degree (Tab A). Chair Jordan commended college officials for the proposal which created a mechanism for someone to come back to school after getting a baccalaureate degree to complete a master's degree, which would provide eligibility to teach. He briefly explained each item.

**On motion by Chair Jordan, seconded by Regent Garff, Utah State University's proposal, as well as the following other items, were unanimously approved:**

1. Weber State University
  - A. Master of Taxation Degree (Tab B)
  - B. Bachelor of Science Degree in Electronics Engineering (Tab C)
2. Utah Valley University
  - A. Bachelor of Science Degree in Botany (Tab D)
  - B. Bachelor of Arts Degree in Art Education (Tab E)
  - C. Associate of Applied Science Degree in Wildland Fire Management (Tab F)
3. Southern Utah University – New Emphases (Tab G)
  - A. National Resource Recreation
  - B. Outdoor Recreation Tourism
  - C. Outdoor Education
4. Fast-track Approval – Certificates of Completion (Tab H)
  - A. Salt Lake Community College
  - B. College of Eastern Utah



#### Planning Committee

Chair Zenger reported the committee had no action items on the agenda. He reported good progress on the Higher Education Plan and thanked Associate Commissioner Martin for his work. The committee discussed briefly the following items which were not reported in Committee of the Whole:

1. USHE 2020 Higher Education Plan (Tab R)
2. Strategic Planning – Follow-up to April 1 Board Meeting (Tab S)
3. Utah Data Alliance (UDA) Grant (Tab T)
4. UCAP Update (Tab U)
  - A. Pilot Projects (Aerospace, Energy, Digital Media)
  - B. 2010-2011 Projects
  - C. 2010-2011 Additional Funding Proposal
5. Residency Officers' Handbook (Tab Y)

#### Report of the Nominating Committee

**On behalf of the Nominating Committee, Regent Garff moved the nomination of Regent David Jordan as Board Chair and of Regent Bonnie Jean Beesley as Vice Chair. The motion was seconded by Regent Zenger and carried unanimously.** Chair Pitcher congratulated Regents Jordan and Beesley.

#### Report of the Chair

Chair Pitcher thanked the Regents, Vice Chair Beesley and Commissioner Sederburg for their work over the past two years, with special appreciation to Secretary Cottrell. He assured Chair Jordan he had his full support. Chair Pitcher reported that during his term as Board Chair, five presidents, six interim presidents, and two Commissioners had been appointed. In addition, the Board approved three mergers. Vice Chair Beesley said they had been remarkable, challenging years. She expressed her respect and deep appreciation for Chair Pitcher's commitment and his constant and untiring efforts. He was instrumental in procuring many of our institutional and system leaders. Commissioner Sederburg said it had been delightful to work with Chair Pitcher. He commended his professionalism, availability and willingness to go the extra mile.

#### Executive Session and Adjournment

**Regent Cespedes moved that the Board move into executive session for the purpose of discussing personnel issues. The motion was seconded by Regent Atkin and carried unanimously.** The Board moved into Executive Session at 4:00 p.m. and adjourned immediately thereafter.

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Joyce Cottrell CPS, Executive Secretary

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Date Approved

STATE BOARD OF REGENTS MEETING  
WASATCH HIGH SCHOOL  
HEBER CITY, UTAH  
JUNE 25, 2010

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Brent Brown  
Dan Campbell  
Rosanita Cespedes  
Katharine B. Garff  
Greg W. Haws \*  
Meghan Holbrook  
David J. Jordan  
Nolan E. Karras  
Jeffrey Kinsel  
Robert S. Marquardt  
Carol Murphy \*  
William H. Prows  
Teresa Theurer  
John H. Zenger

Regents Excused

France A. Davis  
Marlon O. Snow

Commissioner's Office

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Ms. Dickson pointed out Utah had always had core standards. Literacy and math skills are essential. This involves tools, resources, assessments, and the transition between assessments. The pace will depend on availability of funding.

Dr. Safman said the great challenge colleges and universities face in receiving high school graduates is math and composition skills. Higher education is encouraging math in the senior year, if not all four years, of high school. Correct grammar and composition skills are vital, and feedback should be provided daily. Research has found that many of the people teaching math and composition are not proficient in those skills. Knowledge of education must use the common core standards and make math and English arts essential for the teaching profession. Unfortunately, the federal government has eliminated funding for higher education in professional development. Dr. Hales pointed out that the work toward common core standards began with career and college readiness standards. The federal government's definition of the common core curriculum is making a student ready for the first year of community college without remediation. Ms. Shumway said she worked closely with Assistant Commissioner Gary Wixom. Students need more applied skills. The goal of the math curriculum is for a student to pass Math 1050 without remediation.

Following a short break, the third panel convened to discuss effective summative and formative assessment, which included pilot programs and college and career readiness. Chair Allen moderated the discussion; panel members included Superintendents Brent Thorne and Myron Mickelson, former State Superintendent Patti Harrison, and Associate Superintendent Judy Park. Dr. Harrington explained that the Blue Ribbon Committee was founded by the Governor and included legislators as well as education leaders. The committee reviewed UPASS for effectiveness and to see if a student was able to work beyond grade level. She defined "summative" as assessment at the end of the year or unit, "formative" as assessment during development, and explained that "adaptive testing" zeroes in on a child's ability. The committee submitted the following recommendations: (1) Formally establish a pilot program, (2) expect testing for college readiness

through ACT and Accuplacer, (3) seek permission to use computer-adaptive testing, and (4) increase access to modern technology in the classrooms.

Deputy Superintendent Menlove gave a slide show presentation on adaptive testing. Dr. Harrington thanked higher education for their help; Dr. Lucille Stoddard was a valuable asset. Superintendent Shumway commended Associate Superintendent Park for being selected vice chair of the 31-state consortium. Chair Roberts commended the schools which were involved in the pilot program (Logan, Cedar City and Richfield Districts).

Following lunch, Chair Roberts recognized Representative Powell and asked him to make a few remarks. Representative Powell spoke of the link between education and community service.

K-16 Alliance. Dr. Harrington reported that 17 percent of high school graduates require remediation in math when they enroll in college. Regent Brown said employers need people who know how to work in the workplace – personal skills, leadership, etc. **It was decided that the K-16 Alliance would meet and make recommendations to the joint group in January 2011.** Ms Cannon said assessment and communication from public education to higher education was necessary to report how new teachers were doing. Commissioner Sederburg said education's challenge would be to work together to bring the state along. Superintendent Shumway commended the K-16 Alliance for its great leadership in achieving wonderful things. We need to do better in expressing pride in our teachers, students, and administration, but we need to take credit for what we are doing well.

Commissioner Sederburg thanked the State Board of Education and the Superintendent's staff for putting together the joint meeting. Chair Roberts thanked everyone for their participation. The joint meeting was adjourned at 1:00 p.m.

#### Regular Meeting of the State Board of Regents

Following meetings of the Board committees, the Regents reconvened in Committee of the Whole. Chair Pitcher called the meeting to order at 2:30 p.m.

#### Oath of Office to Regent Campbell

Chair Pitcher administered the official oath of office to Dan Campbell, the newest member of the State Board of Regents, and asked Regent Campbell to introduce himself. Regent Campbell stated he had served on the UVU Board of Trustees for 11 years and was also member of the UVU Foundation Board. Prior experience included working with Price Waterhouse in San Francisco and Salt Lake City, which he left to become the CFO of WordPerfect. Presently he is a partner in EsNet, a private investment group. He said he looked forward to serving on the Board. Chair Pitcher announced that Regent Campbell would be a member of the Finance Committee.

#### Recognition of Regent Kinsel

Chair Pitcher thanked Regent Kinsel for his dedicated service on the Board this past year. He remarked that Jeff had perfect attendance at Board meetings and that he had enjoyed Jeff's participation. Chair Pitcher presented Regent Kinsel with a gift of appreciation on behalf of the Board of Regents. Jeff said he had graduated with a degree in communication and broadcasting and was presently looking for employment.

#### Resolution of Appreciation

**Regent Marquardt moved adoption of a Resolution of Appreciation for Mike King, who had been serving as Interim President of the College of Eastern Utah. Regent Theurer seconded the motion, which was adopted unanimously.** (A copy of the resolution is on file with the minutes in the Commissioner's Office.) Regent Jordan commented that Mike had been "a very good soldier" in working through the CEU transition. He could have been very territorial, but he always had the best interests of the institutions and the students in mind. He worked very cautiously to help the process come to a resolution.

#### Report of the Commissioner

Recognitions. Commissioner Sederburg congratulated SLCC Vice President Dennis Klaus and UUHC CEO Gordon Crabtree for being recognized by Utah Business Magazine as CEOs of the Year. He congratulated the University of Utah for its inclusion in the PAC 10 conference. President Young it was a very exciting time for the University. This will put the University in a conference where the other schools are most like it. Commissioner Sederburg announced that Dr. Liz Hitch would become Associate Commissioner for Academic Affairs, effective July 6. She will be meeting with the Chief Academic Officers (CAOs). College readiness standards will be at the top of her agenda.

Governor's Education Excellence Commission. The Commissioner reported that six clusters of initiatives had been identified which included strategic goals, standards and accountability, curriculum, and adequacy and equity of funding. The Commissioner has recommended that parents be more involved with the process, as well as the business community. The focus is mostly on K-12, rather than on higher education.

Lumina Foundation Grant. Assistant Commissioner Safman said she anticipated a \$150 million grant for math and higher education. UHEAA. Commissioner Sederburg said UHEAA was being reorganized, with 54 fewer staff members than last year. UHEAA is bidding for a service contract with the federal government. UESP continues to grow, with 160,000 accounts totaling \$3.2 billion. The LDS Church has endorsed the plan for its employees. The Economic Development staff received a \$9.6 million grant for longitudinal data research. Associate Commissioner Buhler has been meeting with key legislators in anticipation of the 2011 Session.

#### Strategic Goals

Participation Task Force. Assistant Commissioner Kincart reported the task force had been meeting regularly. Good participation has been received from the institutions and K-12 representatives. An application has been submitted for a \$7.5 million (over five years) College Access Challenge Grant. If



successful, the money will be used to get better information to the parents about the availability of financial aid and to provide some professional development for counselors.

Retention. The USHE is leading a group to compete for an CCA academic grant. The Governor has challenged the Regents to develop a goal and to develop measures to implement it, to improve funding for performance, and to reduce the time to degree and transform remediation.

Economic Development. Associate Commissioner Martin reported the Department of Workforce Services had budgeted \$500,000 toward the UCAP project, in addition to the \$60,000 already allocated and budgeted. Additional funding of another \$500,000 has been requested and approved by the Governor. The UCAP model will be used repeatedly. The three pilot programs are doing nicely and additional proposals would be welcomed. EDCUtah was also involved in the project.

#### Mission-Based Funding Task Force Report

Associate Commissioner Stauffer referred to Tab W for a conceptual model developed by the task force. Its focus was designing a funding process which would reflect the institutional missions, with allowance for institutional missions and strategic goals. It would be a funding initiative with accountability. Assistant Commissioner Morris explained how the model worked, and UVU's Linda Makin explained its implementation. The focus is on the Regents' three strategic goals (see page 3 of the report).

Commissioner Sederburg said this had been discussed at a recent Council of Presidents meeting with a broad consensus to approve. It will come to the Regents for approval when a project request has been prepared. Assistant Commissioner Morris said the model would need to be designed before the August Board meeting. Associate Commissioner Buhler reported that Senate President Waddoups and Speaker Clark had been briefed on this concept, and Senator Urquhart was interested in sponsoring a bill.

Chair Pitcher thanked Associate Commissioner Stauffer and the task force for their excellent work and said the Board was in agreement to proceed in this direction.

#### Capital Development Prioritization

Associate Commissioner Stauffer referred to Replacement Tab X, with a revised recommendation. The Q&P process has been in place since 1988, and it has worked relatively well. The proposed revisions to Policy R741, *Capital Development Prioritization (CDP)*, included many of the same quantitative components as the Q&P process, but elements have been added to the issues to be considered. He commended Assistant Commissioner Hardy for his work on the policy revision. **Regent Atkin moved preliminary approval of the revisions to Policy R741 and of the Commissioner's revised recommendation. Regent Karras seconded the motion, which was adopted.**

General Consent Calendar

On motion by Regent Atkin and second by Regent Karras, the following items were approved on the Regents' General Consent Calendar (Tab V):

- A. Minutes – Minutes of the Regular Board Meeting held May 5, 2010 at the Regents' Offices in Salt Lake City, Utah
- B. Grant Proposals (On file in the Commissioner's Office)
- C. Awards
  - 1. Utah State University – Naval Research Laboratory; "Naval Research Laboratory Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 0002"; \$2,280,000. Niel Holt, Principal Investigator.
  - 2. Utah State University – Air Force Research Laboratory; "Responsive Space Technologies"; \$1,400,000. Chad Fish, Principal Investigator.
  - 3. Utah State University – Quest Oil Corporation; "Quest Oil/UIMSSD \$1.5M Flow Through to Bill Skokos"; \$1,685,610. Paul Israelsen, Principal Investigator.
  - 4. University of Utah – National Institutes of Health/National Library of Medicine; "National Network of Libraries of Medicine (NL/LM) Service"; \$1,404,025. Jean Pugh Shipman, Principal Investigator.
  - 5. University of Utah – Synteract Inc; "Reversible Contraception"; \$1,474,338. David Turok, Principal Investigator.
  - 6. University of Utah – National Science Foundation; "Veritas Upgrade"; \$1,633,491. David Kieda, Principal Investigator.
  - 7. University of Utah – National Institutes of Health/National Cancer Institute; "Burt PPG"; \$2,600,886. Randall Walter Burt, Principal Investigator.
  - 8. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Spiromics"; \$1,729,657.

Reports of Board Committees

Chair Pitcher asked the committee chairs to report on action items only.

Finance Committee

**Chair Karras moved, seconded by Vice Chair Beesley, to approve the following items:**

1. Dixie State College – Property Purchase (Tab I)
2. Weber State University – Issuance of Auxiliary Services Revenue Bonds to Finance the Construction of Student Housing (Tab J)
3. Utah State University – Refunding of the Series 2002A Research Revenue Bonds (Tab K)
4. Proposed policy R545, *Disclosure of Foreign Donations* (Tab L)
5. College of Eastern Utah – Carbon County Land Exchange (Tab M)

The following items were discussed in committee but were not reported in Committee of the Whole:

6. Efficiencies in Higher Education Through the Use of Purchasing Consortium and Cooperative Contracts (Tab N)
7. Information Technology Efficiency Update (Tab O)
8. Health Benefits – Institutional Plan Changes (Tab P)
9. University of Utah – Summary of Series 1998A, 1999A and 2001 Auxiliary and Campus Facilities System Revenue Bonds Refunding (Tab Q)

Programs Committee

Utah State University – Graduate Route to Licensure in Science, Math or ESL within the Master of Education Degree (Tab A). Chair Jordan commended college officials for the proposal which created a mechanism for someone to come back to school after getting a baccalaureate degree to complete a master's degree, which would provide eligibility to teach. He briefly explained each item.

**On motion by Chair Jordan, seconded by Regent Garff, Utah State University's proposal, as well as the following other items, were unanimously approved:**

1. Weber State University
  - A. Master of Taxation Degree (Tab B)
  - B. Bachelor of Science Degree in Electronics Engineering (Tab C)
2. Utah Valley University
  - A. Bachelor of Science Degree in Botany (Tab D)
  - B. Bachelor of Arts Degree in Art Education (Tab E)
  - C. Associate of Applied Science Degree in Wildland Fire Management (Tab F)
3. Southern Utah University – New Emphases (Tab G)
  - A. National Resource Recreation
  - B. Outdoor Recreation Tourism
  - C. Outdoor Education
4. Fast-track Approval – Certificates of Completion (Tab H)
  - A. Salt Lake Community College
  - B. College of Eastern Utah

#### Planning Committee

Chair Zenger reported the committee had no action items on the agenda. He reported good progress on the Higher Education Plan and thanked Associate Commissioner Martin for his work. The committee discussed briefly the following items which were not reported in Committee of the Whole:

1. USHE 2020 Higher Education Plan (Tab R)
2. Strategic Planning – Follow-up to April 1 Board Meeting (Tab S)
3. Utah Data Alliance (UDA) Grant (Tab T)
4. UCAP Update (Tab U)
  - A. Pilot Projects (Aerospace, Energy, Digital Media)
  - B. 2010-2011 Projects
  - C. 2010-2011 Additional Funding Proposal
5. Residency Officers' Handbook (Tab Y)

#### Report of the Nominating Committee

**On behalf of the Nominating Committee, Regent Garff moved the nomination of Regent David Jordan as Board Chair and of Regent Bonnie Jean Beesley as Vice Chair. The motion was seconded by Regent Zenger and carried unanimously.** Chair Pitcher congratulated Regents Jordan and Beesley.

#### Report of the Chair

Chair Pitcher thanked the Regents, Vice Chair Beesley and Commissioner Sederburg for their work over the past two years, with special appreciation to Secretary Cottrell. He assured Chair Jordan he had his full support. Chair Pitcher reported that during his term as Board Chair, five presidents, six interim presidents, and two Commissioners had been appointed. In addition, the Board approved three mergers. Vice Chair Beesley said they had been remarkable, challenging years. She expressed her respect and deep appreciation for Chair Pitcher's commitment and his constant and untiring efforts. He was instrumental in procuring many of our institutional and system leaders. Commissioner Sederburg said it had been delightful to work with Chair Pitcher. He commended his professionalism, availability and willingness to go the extra mile.

#### Executive Session and Adjournment

**Regent Cespedes moved that the Board move into executive session for the purpose of discussing personnel issues. The motion was seconded by Regent Atkin and carried unanimously.** The Board moved into Executive Session at 4:00 p.m. and adjourned immediately thereafter.

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Joyce Cottrell CPS, Executive Secretary

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Date Approved



August 18, 2010

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: 2011-2012 USHE Budget Request

Issue

State statute requires the State Board of Regents to "recommend a combined appropriation for the operating budgets of higher education institutions for inclusion in the state appropriations act" with the "dual objective" of considering higher education needs yet also "consistent with the financial ability of the state" (UCA 53B-7-101(1,3)).

In formulating a recommendation for the Board of Regents for the USHE Operating Budget Request for fiscal year 2012, we have consulted with the Council of Presidents, Business Affairs Council, Budget Officers and representatives from the Office of the Commissioner of Higher Education. Earlier this year, at the request of the Board of Regents, a task force was created to investigate the concept of Mission-Based funding. As a result of the effort of the task force, a budget request mechanism was created that emphasizes the need for funding to support unprecedented enrollment increases within the USHE system and institutional initiatives to support economic development, yet also recognizes the State's financial condition. Consistent with the strategic plan of the State Board of Regents, the Regents' Priorities portion of the request focuses on the funding necessary to promote participation, completion and economic development within the state. In recognition of the current economic conditions, discussions targeted current institutional necessities consistent with a budget request plan for future years.


The attached budget recommendation focuses on four major priorities: Compensation, Enrollment Growth/Economic Development, Operational Imperatives and USHE Priorities. Additionally, the request seeks one-time funds to support higher education initiatives and supplemental appropriations to fund Operations and Maintenance.

In support of the 2011-2012 USHE Budget Request, the Commissioner and his staff have prepared two attachments.

- Attachment 1 provides the Operating Budget Request for FY2011-2012.
- Attachment 2 provides some examples of the Regents' Priorities Initiatives submitted by the campuses.

Commissioner's Recommendation

The Commissioner recommends approval of the FY 2012 budget recommendation.



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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/PCM  
Attachments

## Utah System of Higher Education

### Operating Budget Request Summary (Tax Funds Only)

FY 2011-12 and FY 2010-11 Supplemental

ESTIMATED FY 2011-12 STATE TAX FUNDS ADJUSTED BASE BUDGET \$ 674,003,600

**USHE BUDGET PRIORITIES (On-Going Increase) \$40,745,000 plus Compensation**

|                                                   |            |                          |
|---------------------------------------------------|------------|--------------------------|
| 1. Compensation                                   |            | <i>Base Compensation</i> |
| A. Base Compensation Package                      |            | TBD                      |
| (Merit/Retention Funding)                         |            |                          |
| 2. Enrollment Growth/Economic Development Funding |            | 23,000,000               |
| A. Enrollment Growth (47% of Unfunded Growth)     | 11,500,000 |                          |
| B. Regents' Priorities                            |            |                          |
| 1. Participation Initiatives                      | 3,275,500  |                          |
| 2. Completion Initiatives                         | 3,155,500  |                          |
| 3. Economic Development Initiatives               | 5,069,000  |                          |
| 3. Operational Imperatives                        |            | 3,780,300                |
| A. O & M for Non-State Funded Projects            | 3,780,300  |                          |
| 4. USHE Programs                                  |            | 13,964,700               |
| A. Regents' Scholarship                           | 2,492,000  |                          |
| B. UCOPE                                          | 5,000,000  |                          |
| C. Higher Education Technology Initiative (HETI)  | 1,366,700  |                          |
| D. Academic Library Consortium (UALC)             | 185,000    |                          |
| E. New Century Scholarship**                      | 4,921,000  |                          |

**ONE-TIME INCREASES \$1,551,700**

|                                           |           |                    |
|-------------------------------------------|-----------|--------------------|
| 1. Higher Education Technology Initiative | 1,366,700 | <u>\$1,551,700</u> |
| 2. Academic Library Consortium            | 185,000   |                    |

**SUPPLEMENTAL INCREASES \$2,473,000**

|                                        |           |                    |
|----------------------------------------|-----------|--------------------|
| 1. O & M for Non-State Funded Projects | 2,473,000 | <u>\$2,473,000</u> |
|----------------------------------------|-----------|--------------------|

### REQUEST SUMMARY

|                               |                                               |
|-------------------------------|-----------------------------------------------|
| <u>USHE Budget Priorities</u> | <u>\$40,745,000 plus Compensation</u>         |
|                               | USHE Priorities Request Percent Increase 6.0% |
| <u>One-time Increases</u>     | <u>\$1,551,700</u>                            |
| <u>Supplemental Increases</u> | <u>\$2,473,000</u>                            |

#### Notes:

\*Equitable Compensation Package with State and Public Education Employees

\*\*Replace \$3.8 million in FY10-11 one-time funding and additional \$1.1 million for program growth.

(Explore with Legislature merging New Century program into Regents' Scholarship)



## Regents' Priorities Examples of Proposed Initiatives Submitted by the Institutions

### Participation

#### **Innovative Educational Delivery Methods**

**Description** - Faced with a future of enrollment demand and space constraints, the institution must further develop and implement innovative educational delivery methods which are efficient yet maintain academic quality. Such innovation includes a variety of hybrid (classroom/technology) options.

**Rationale** - Implementation of new delivery methods requires focused attention on curriculum and assessment, instructional design, and technology with its accompanying technology support. Funding is needed to increase instructional design support and institutional effectiveness to measure the educational outcomes of these new methods.

**Assessment** - Number of courses delivered via technology (fully or hybrid); number and percent of sections delivered via technology (fully or hybrid); student course outcome comparability with traditionally delivered sections

### Completion

#### **First-Generation Student Retention**

**Description** - Create a first-generation student mentor program. The program would provide an opportunity for current student mentor to meet with the first-generation student once a week to ensure student success. An academic advising seminar would be offered the week classes for next semester are open for enrollment to help students find classes and ensure persistence. Educational programming would be sent to parents and students clarifying services offered to students.

**Rationale** – Thirty-one percent of students at the institution self-identify as first-generation students. The persistence rate of first-generation students is significantly lower than generational students. This program would offer students stability and support they otherwise wouldn't have. This also would provide a tracking mechanism whereby the institution could discern the needs of future first-generation students.

**Assessment** - The persistence rate of the first-generation students.

## **Economic Development**

### **Research Support Center**

**Description** - Funding is requested to underwrite a collaborative research support program. The program is designed to provide support, in the form of grant writers/project coordinators, for groups of five or more researchers who want to submit grants for large interdisciplinary collaborative projects resulting in revenue (to cover direct costs) of more than \$1 million per year.

**Rationale** - Increasingly, research funding is obtained through large collaborative grants involving many faculty. These interdisciplinary proposals are difficult and time consuming to prepare. Through the use of grant writers/project coordinators the University will reduce the time researchers spend on proposal development and be more effective in finding and taking advantage of collaborative research opportunities.

**Assessment** - Two primary metrics will be used for assessment: one, the amount of time traded off between researchers and less expensive grant writers/project coordinators; and two, a survey of faculty to capture their perceptions of the effectiveness of the support services provided. If deemed sufficiently effective, it may be appropriate to offer some form of support to smaller projects, or even individual faculty just getting started in their research careers.

August 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Revised Policy R741, Capital Development Prioritization (CDP)

Issue

Final approval of Policy R741, Capital Development Prioritization (CDP) was requested in compliance with instructions by the Regents in their meeting of June 25, 2010.

Background

At the meeting on June 25, 2010 the Regents gave preliminary approval to the new Capital Development Prioritization (CDP) policy with the instruction that it be brought back for final approval after discussing the changes being made with State Legislators and other interested parties. Those discussions have since taken place and the policy was further endorsed by the Executive Committee of the Board on August 9, 2010.

Also in accordance with Board action on June 25, 2010, the materials to be presented to the Board for consideration in this year's capital facilities evaluations and prioritization are being prepared using the provisions of this new policy.

Commissioner's Recommendation

The Commissioner recommends the new policy be formally adopted by the Board.

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments

## R741, Capital Development Prioritization - CDP

**R741-1. Purpose:** To provide the methodology and process for prioritization of system-wide capital facilities needs for presentation to the Governor and State Legislature for funding. The framework for deriving the integrated and prioritized list of capital projects recognizes that many considerations affect the relative priority of the projects. These considerations include: the physical condition of the facilities, determination of space needs, role and mission of the institutions, long term strategic planning, and areas of current program emphasis and priority. Consequently, the ranking methodology, while quantitative in nature, is designed to provide the opportunity to exercise discretion and judgment in the ranking of projects.

### R741-2. References

- 2.1. Utah Code §53B-6-101 (Master Planning - Board Establishes Criteria to Meet Capital Budgetary Needs)
- 2.2. Utah Code §53B-7-101 (Combined Requests for Appropriations)
- 2.3. Utah Code §53B-20-101 (Property of Institutions to Vest in State Board)
- 2.4. Utah Code § 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)
- 2.5. Policy and Procedures R710, Capital Facilities
- 2.6. Policy and Procedures R720, Capital Facilities Master Planning

**R741-3. Capital Facilities Evaluation Cycle** - The annual Capital Facilities Evaluation Cycle for analysis and prioritization of needed facilities consists of four (4) fundamental steps:

**3.1. Step 1 – Establishment of Priority Guidelines:** At the beginning of each year's capital facilities prioritization process, the Board shall adopt priority guidelines pertaining to the most pressing and critical needs for the Utah System of Higher Education. These priorities, though not binding, are designed to guide the subsequent use of Regents' Priority Points (section 3.4.1).

**3.2. Step 2 – Submission of Requests:** Institutions submit their highest priority capital development needs to the Office of the Commissioner of Higher Education for evaluation. Each institution may submit more than one project, but for scoring purposes, except for research institutions, only the top project will be scored. Each research university may have up to two projects scored each year. The capital development project categories are:

1. Mission and Role – These are projects that provide the space in which to house the primary programs and activities of the institutions and facilitate accomplishment of their approved missions and roles. This category includes projects to accommodate growth in instructional and research demand; to address program deficiencies; to strengthen academic programs within the approved missions of the institutions; and to address role and mission changes. Mission and role projects are broken down into two subcategories:
  - a. Renovation and Replacement Projects – This category includes projects to improve the condition of existing facilities, to restore building life, to update space to meet current

program requirements, and to replace failing permanent buildings. Decisions pertaining to whether an aging facility should be renovated or replaced should be made taking into consideration the historic nature and value of the facility, as well as the cost of renovation versus the cost of replacement.

- b. **New Construction Projects** – This category includes projects needed to support and enhance institutional missions for which existing levels and/or types of space are inadequate. It includes funding to accommodate: undergraduate student enrollment growth, graduate student enrollment growth, research that supports graduate degree programs and promotes economic growth and innovation, changes and enhancements in institutional missions and roles, changes in the technological infrastructure needed for evolving instruction and research programs, etc.

Before any project can be evaluated it must be included in the approved master plan of an institution and the programs to be housed therein must have been approved by the Board of Regents. If those approvals have not been received, the project will not be considered.

- 2. **Major Infrastructure Projects** – Requests for funding in this category should be limited to pressing needs that cannot be met with funding appropriated annually by the Legislature in the Capital Improvement Funding process and allocated to the institutions by the State Building Board. This category has a major focus on projects that address: critical life safety, fire and seismic deficiencies; problems that pose a real and ongoing threat to the daily operations of the institutions; and the need to preserve and repair critical infrastructure items such as utilities.

**3.3. Step 3 – Analysis and Scoring of Needs:** “Scoring” of the needs is addressed by a process structured to give appropriate consideration to the various “Mission and Role” and “Major Infrastructure” projects. It includes the important issue of access to institutions in the Utah System of Higher Education (USHE) where growth is occurring, while also providing the mechanism to give appropriate consideration to mission-based needs, remodeling and renovation of current facilities, functional obsolescence, critical infrastructure needs, etc. The components and procedures of the scoring system are as follows:

**3.3.1.1.** For each institutional mission and role project, a value of need will be calculated that reflects the gap between the calculated need (based on the “Space Standards”) and the currently available space for a specific category of space. For those institutional mission and role projects that include more than one category of space, the need gap will be calculated for each category of space in the project (again based on the “Space Standards”), and then a value for the entire project will be calculated based on the relative weight given for each of the categories of space included in the total assignable square feet of the project. The detail of the “Space Standards,” definitions and instructions pertaining to this analysis are attached to this policy as **Appendix A**.

**3.3.1.2.** The total values for each of the projects resulting from the calculations described in section 3.3.1.1 above will then be listed sequentially in point-value order from the highest to the lowest.

“Scoring Points” will be assigned as follows:

- a. 50 points will be assigned to the project with the highest calculated value.

- b. Descending points will be assigned to the remaining projects based on the difference in calculated value between a project and the immediately preceding project as follows:
  - i. Projects with a calculated value difference of less than one will be assigned the same number of points.
  - ii. A two point differential between projects with a calculated value difference up to 20.
  - iii. A three point differential between projects with a calculated value difference greater than 20.

**3.3.2. Non-appropriated Funding:** Points may be awarded based on the documented portion of the project's anticipated costs to be derived from non-appropriated sources of funds. One point will be awarded when the non-appropriated contribution reaches 5 percent. Thereafter, additional points will be awarded as follows:

- a. Research Institutions: one point for each 5 percent increase in donated funds up to a maximum total of 15 points.
- b. Baccalaureate and Masters Degree-Granting Institutions: one point for each 4 percent increase in donated funds up to a maximum total of 15 points.
- c. Community Colleges: one point for each 3 percent increase in donated funds up to a maximum total of 15 points

**3.3.2.1.** Non-appropriated funding may not create a future liability for the state: Non-appropriated funds must be given to the institution with no expectation of future payback. Any contribution from a partnering private entity or state/local government agency that creates a property right for the partner will not be considered in the calculation of points for non-appropriated funds. Student fees may not be counted as non-appropriated funds.

**3.3.2.2.** Office of the Commissioner to determine viability of non-appropriated funds: Each institution seeking points for non-appropriated funds shall provide evidence of the pending donation to the Office of the Commissioner. The Associate Commissioner for Finance and Facilities will review the gift and make a determination as to whether it is viable and should be accepted for points in the process. Institutions may appeal the Associate Commissioner's finding to the Commissioner.

**3.3.3 Institutional Priorities:** Additional points are added to each project total based on the priority given to each project by the institution. The awarding of points for institutional priority is based on the following:

**3.3.3.1.** The total number of points available to a given institution to distribute to its Capital Facilities Development projects is based on the number of projects authorized for scoring. Available points are as follows:

Research Universities – 47 Points

All Other Institutions – 25 Points

**3.3.3.2.** No project can receive more than 25 institutional priority points. This assures that the top-priority project at a smaller institution is of equal value to the top-priority project of a larger institution. The interval between the points assigned to an institution's top priority and each priority thereafter must be at least 3 points. For example: if an institution assigns 25 institutional priority points to its top project, it may assign no more than 22 points to its second priority.

**3.3.4. Facility Condition Assessment Points** – Facility condition assessment points apply to projects designed to resolve issues that pose a disruption in daily operations or that pose serious life safety threats. These points can be awarded to projects designed to resolve issues where there is substantiated legal and/or life threatening liability; where facilities are threatened with immediate loss of function due to natural disaster; where closure is imminent because of violations of legal/safety/other requirements; or similar circumstances. These Facility Condition Assessment points can be applied only under the following circumstances:

**3.3.4.1** Only if the project has been given the highest possible priority by the institution requesting support (or if all projects above it on the institution's priority list are of the same urgency due to liability or imminent closure and have met all the conditions listed).

**3.3.4.2** Associated liability and imminent loss of function - Points may be awarded where the institution has substantiated by documentation from a qualified engineer, fire marshal, attorney, or other qualified professional that a very significant legal and/or health/life safety risk is being solved by completion of the proposed project. "Very significant" is defined as, "the realistic estimate of the liability exceeds the cost of the project," as determined by the Commissioner's Office with assistance from an external consultant or the Utah Division of Facilities Construction and Management, and funded by the submitting institution. Also, these points may be awarded if there is a substantiation of the threatened, imminent loss of the function should the project not be authorized, as is the case when natural disasters have destroyed a particular academic building or code violations cause the structure to be closed. Points awarded range from zero to 15 per project based upon the severity of liability or loss of function as determined above.

**3.3.4.3** Buildings that can no longer function for the purpose designed may be considered for "Facility Condition Points" as recommended by the Office of the Commissioner. Points may be awarded in instances where aging facilities do not pose a safety hazard but lack appropriate size, mechanical/electrical capacity or technology upgrades to accommodate modern instructional resources. The Commissioner's Office should award points in this category only in exceptional circumstances and should strongly consider the impact of institutional actions that led to the existing condition. Points awarded range from zero to 15 per project based on the severity of liability or loss of function as determined above.

**3.3.5. Major Infrastructure Projects:** The Office of the Commissioner, in consultation with the Division of Facilities Construction and Management, may award points for major infrastructure projects that address critical life safety, fire and seismic deficiencies and the need to preserve and repair critical

infrastructure such as utilities. Up to 60 points can be applied based on the degree of severity of need as follows:

- a. **Imminent Nonfunctionality** – Where circumstances exist that pose imminent nonfunctionality threats to the facility or the campus, points in the range of 41-60 can be assigned. To be considered for this level of support the project must be the institution's top priority.
- b. **Operational but Seriously Deficient** – Facilities in this condition can qualify for points in the range of 21-40.
- c. **Operational but Deficient** – Facilities in this condition can qualify for points in the range of 1-20.

**3.4. Step 4 – Prioritization of Projects for Funding Consideration:** The final step in the annual Capital Facilities Evaluation process is to prioritize the projects for funding consideration. The projects have been ordered from highest to lowest through the scoring process resulting in the institutional infrastructure and mission and role projects being combined into one list.

**3.4.1. Regents' Priority Points** – In addition to the "Scoring Points" of the projects, the Regents may award up to 15 additional points per institution. **These points are designed to position institutions to further develop and enhance their assigned missions and roles**, including projects to: improve existing facilities and restore building life, update existing space to meet current and emerging program requirements, changes in role and mission, emerging needs in branch and satellite campuses, projects for which a prior year commitment has been made, projects to resolve major infrastructure problems, etc.

These points, ranging from 0-15, are to be assigned discretionarily by the Regents in the context of the approved capital facilities priority guidelines, and after careful consideration of the relative importance and/or seriousness of the need for the affected projects as determined by the Regents. These points should be used in a consistent manner that enables USHE institutions to pursue strategic and long-term capital development planning while also providing the means to respond to external time-sensitive factors such as: the existing funding climate; environmental, political, demographic, and economic development considerations; technological needs; et al.

**3.4.2. Final Priority Ranking** – After the Regents Priority Points are added to the "Scoring Points," the projects are recommended by the Regents for funding in the resulting rank order, with the project having the highest point total being the highest-ranked project.

**R741.4 Operation and Maintenance Costs (O & M):** The estimated O & M costs for each facility and the source of funding those costs will be listed for each facility on the priority list and will be approved by the Regents as part of the approval process for construction or acquisition of each facility.

**4.1.** In determining the number of facilities to be recommended for construction or acquisition, the Regents will consider the magnitude of future O & M obligations and the potential impact of approval on other components of the operating budget. The goal of the Regents is that future annual state funded O & M costs on approved new facilities should not represent a disproportionate share of new ongoing appropriated state tax funds.



**4.2.** The intent of the Regents is to encourage proper consideration of the O & M impact on future operating budgets at the time new capital facility projects are approved, since O & M costs cease to be optional after facilities are in place and will be recommended for funding under the Regents' O & M policy.

**R741.5. Projects Funded from Non-State Appropriated Funds** – Proposals from institutions for approval of capital development projects to be financed by non-state appropriated funds are subject to the approval process outlined in Policy R710, Capital Facilities. This includes determination of whether the projects qualify for state-appropriated funding for ongoing O&M needs. Consistent with provisions of this policy, before any project can be considered for approval it must be included in the approved master plan of an institution, and the programs to be housed therein must have been approved by the Board of Regents. If those approvals have not been received, the project will not be considered.

**R741.6 Land Bank Acquisition Requests** – Requests for purchase of land from funds to be appropriated by the state Legislature for future use of an institution must be reviewed and approved by the Board of Regents. Recommendations to the State Building Board, Governor and Legislature for such purchases shall be based upon approved programmatic planning and facilities master plan requirements of the institutions (Policy R710.4.5.3).

## R741, Appendix A: Analysis of Mission and Role Projects

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### R741A.1 Definitions

- 1.1. **"Assignable Area"** is the sum of the areas in all rooms that can be used by the building occupants to conduct their responsibilities.
- 1.2. **"Gross Area"** is the sum of all floor areas of a building based on exterior dimensions.
- 1.3. **"Non-assignable Area"** is the sum of the circulation, custodial, mechanical and structural areas or the difference between gross and assignable area.
- 1.4. **"Prioritization"** is the determination as to which projects are most important to do.

### R741A-2. Analysis

2.1. **Step 1: Assemble an Inventory of Institutional Space by Room Type:** Each institution annually prepares and submits a complete inventory of campus physical facilities space by room type. The relationship between types of space on institutional campuses is as follows:

2.1.1. **Types of Space:** The relationship between types of space on institutional campuses is that the gross area (the sum of all floor areas of a building based on exterior dimensions) is made up of two parts: (1) the assignable area (the sum of the areas in all rooms that can be used by the building occupants to conduct their responsibilities, such as classrooms, laboratories, offices, and certain unclassified spaces), plus the (2) non-assignable area (the sum of the circulation, custodial, mechanical and structural areas.) Note: The inventory required by this procedure will be concerned with assignable areas located in campus facilities.

2.1.2. **Categories of Space or "Room Types":** Categories of space, called "room types," for which assignable square feet inventories are submitted include those defined below. For a complete definition and description of these sorts of rooms, see the Revised 1992 Higher Education Facilities Inventory and Classification Manual, published by the National Center for Education Statistics. Institutions shall determine and report total assignable square feet at the institution using the twelve categories of room types listed below.

- a. Classroom Facilities (Room Type Codes 110 and 115):
- b. Laboratory Facilities (Room Type Codes 210, 215, 220, and 225):
- c. Research Laboratories (Room Type Codes 250 and 255):
- d. Office and Conference Space (Room Type Codes 310, 315, 350 and 355):
- e. Study Facilities (Room Type Codes 410, 420, 430, 440 and 455):
- f. Physical Education Facilities (Room Type Codes 520, 523, and 525):
- g. Special Use Facilities (Room Type Codes 510, 515, 530, 535, 540, 545, 550, 555, 560, 570, 575, 580, 585 and 590):
- h. General Use Facilities (Room Type Codes 600 to 699)
- i. Support Facilities (Room Type Codes 700 to 799)
- j. Health Care Facilities (Room Type Codes 800 to 899)

k. Residential Facilities (Room Type Codes 900 to 999)

l. All Other Room Type Codes including unclassified, non-assignable, and structural areas.

**2.2. Step 2: Determine Square Feet in Projects Already Approved for Planning or Funded for Construction but not yet Operational (and Other Changes to the Inventory Based on the Proposed Construction Projects):**

**2.2.1. Space to Be Added:** The primary purpose of this step is to incorporate into the inventory an accounting of space which will be added, remodeled or renovated in the future and for which funds have already been specifically allocated.

**2.2.2. Space to Be Demolished:** A second aspect of this step is to provide information on the assignable square feet of campus facilities which are scheduled for demolition either currently or as a part of the proposed construction projects.

**2.2.3. Complete Inventory:** Thus, in order for the Commissioner's Office to have a complete facilities inventory, each institution provides a description of each funded capital facilities project, indicating when such projects will become operational and the amount of space these projects will add to the inventory or the amount of space to be renovated or remodeled in the project. The same information is needed for those campus facilities which are slated for demolition and removal from the inventory. As is the case with the annually submitted inventory, the information is to be provided for those room types and functions specified in the previous step.

**2.3. Step 3: Develop and Adopt Space Factors and Standards:** Space factors and standards for each room type are used in combination with enrollment projections to calculate space requirements for future years, as described later in step 5. This section presents the planning standards and guidelines used in the calculation process. The space standards to be used for each room type are described as follows:

**2.3.1. Standards for Classroom Facilities (Room type codes 110 and 115):** Form of the standard: Assignable square feet (ASF) of classroom facilities per full-time equivalent (FTE) student, which consists of two components:

a. Assignable square feet (ASF) per weekly student contact hour (WSCH) in classrooms. ["Weekly student contact hours" (WSCH) are synonymous with "weekly student hours" (WSH) and "student contact hours" (SCH)];

b. Weekly student contact hours (WSCH) in classrooms per full time equivalent (FTE) student.

**2.3.1.1. Classroom Utilization Standards Table:** The following table includes classroom utilization standards adopted by the Division of Facilities, Construction and Management and the State Building Board, utilization standards considered among the most stringent in the nation to achieve. The standards call for 75 percent scheduling of all classrooms during a 45-hour week, with a two-thirds station occupancy rate. They use a WSCH/FTE factor based on institutional type developed among the nine System institutions and the Commissioner's Office.

| Type of Institution | ASF/N | RUR   | SOR  | WSCH/FTE |
|---------------------|-------|-------|------|----------|
| Research University | 18.0  | 33.75 | .667 | 12.5     |

|                                       |       |       |      |      |
|---------------------------------------|-------|-------|------|------|
| Baccalaureate/Masters Degree Granting | 18.75 | 33.75 | .667 | 13.0 |
| Community College                     | 19.5  | 33.75 | .667 | 13.5 |

**2.3.1.2. Formulas:** The factors displayed in the table are then used in the following formulas. The first equation (1) is used to determine assignable square feet per weekly student contact hour for classroom space. ASF/WSCH describes a mathematical relationship between space allowed for each station (assignable square feet per station, ASF/N), the usage of rooms (room utilization rate, RUR, defined as the number of hours per week a room is scheduled for use), and occupancy (station occupancy ratio, SOR, defined as the proportion of stations used when the room is scheduled for use). The second equation (2) converts the results of the first equation to total assignable square feet of classroom space required:

- a.  $ASF/WSCH = (ASF/N)/[(RUR)*(SOR)]$
- b.  $ASF = (ASF/WSCH) * (WSCH/FTE) * (\text{Number of FTE Students})$

Note that the equations are based on inventory and enrollment information gathered during the fall term at each institution, i.e., the third week enrollment report for fall term and an institutional space inventory reported and predicted for the same period of time.

**2.3.2. Standards for Laboratories (Room Type Codes 210, 215, 220 and 225):** Form of the Standard: Assignable Square Feet of laboratory facilities (Code 210, 215, 220, and 225) per Full Time Equivalent Student, which consists of two components:

- a. Assignable square feet (ASF) per weekly student contact hour (WSCH) in laboratory facilities, and
- b. Weekly student contact hours in laboratories per full time equivalent student.

**2.3.2.1. Space Utilization Standards:** As was the case with classroom space and for the same reasons, space utilization standards have been established for laboratories as follows:

- a. Assignable square feet per station (ASF/N).
- b. Room utilization rate (defined as the number of hours per week a class laboratory is scheduled for use - RUR).
- c. Station occupancy ratio (defined as the proportion of stations used when the class laboratory is scheduled for use - SOR).
- d. Weekly student contact hours in class and open laboratories per full time equivalent student.

**2.3.2.2. Table of Space Utilization Standards:** The standards call for 50 percent scheduling of all class labs during a 45-hour week, with a station utilization rate of 80 percent. The values of the standards and guidelines for class laboratory space are:

| Type of Institution                   | ASF/N | RUR  | SOR | WSCH/FTE |
|---------------------------------------|-------|------|-----|----------|
| Research University                   | 65    | 22.5 | .80 | 4.5      |
| Baccalaureate/Masters Degree Granting | 65    | 22.5 | .80 | 5.0      |
| Community College                     | 65    | 22.5 | .80 | 6.0      |

In addition to the above standards and coefficients, a vocational education adjustment factor was added to account for differences in institutional roles and missions, as follows: U of U, 1.10; USU and WSU, 1.25; SUU, 1.35; and community colleges, 1.5.

**2.3.2.3. Formulas:** The use of these guidelines in formulas conforms to that described for classrooms in the previous section:

- a.  $ASF/WSCH = (ASF/N)/((RUR)*(SOR))$
- b.  $ASF/FTE = (ASF/WSCH) * (WSCH/FTE)$

**2.3.3. Research Laboratories (Room Type Codes 250 and 255):** Form of the Standard: Assignable square feet per faculty member by type of institution and by broad groupings of disciplines. Note that the planning standards are based on total number of full time equivalent (FTE) faculty in the discipline group. Accordingly, some assumptions have been made about the proportions of faculty engaged in research at each of the types of institutions. These assumptions are reflected in the assignable square feet allowances per FTE faculty for each institutional type.

**2.3.3.1. Planning Standards:** The planning standards are as follows:

| Discipline Groupings                                                          | ASF/FTE FTE by Type of Institution |                                |                    |
|-------------------------------------------------------------------------------|------------------------------------|--------------------------------|--------------------|
|                                                                               | Research University                | Baccalaureate/Masters Granting | Community Colleges |
| Arts, Letters, Humanities, Behavioral Sciences, Business, Law, Communications | 0                                  | 0                              | 0                  |
| Architecture, Social Work, Education, Special Education                       | 50                                 | 5                              | 0                  |
| Agriculture, Natural Sciences                                                 | 500                                | 50                             | 0                  |
| Allied Health                                                                 | 500                                | 50                             | 0                  |
| Nursing, Health, Math, Geography, Anthropology                                | 300                                | 30                             | 0                  |
| Engineering, Natural Science, Pharmacy                                        | 1,000                              | 100                            | 0                  |
| Psychology, Computer Science                                                  | 500                                | 50                             | 0                  |
| Trades and Technology                                                         | 0                                  | 0                              | 0                  |
| DCE, Extension, Other                                                         | 0                                  | 0                              | 0                  |

The preceding standards do not suggest where such space is located. It is common, for example, that space used for theoretical research is located in the faculty member's office area.

**2.3.4. Office and Conference Facilities (Room Type Codes 310, 315, 350 and 355):** Form of the Standard: Assignable square feet of office facilities per full time equivalent (FTE) staff member or faculty requiring such space. In addition there is an allowance for additional square footage per FTE staff member or faculty for office service and conference facilities. The standard does not design individual rooms but allows for all office and conference needs on the campus.

**2.3.4.1. Space Standards:** The space standards are:

| Type of Organizational Unit | Type of Institution | ASF/FTE Staff Required Space | Service and Conference Space: ASF/FTE Staff |
|-----------------------------|---------------------|------------------------------|---------------------------------------------|
| All Units                   | All Institutions    | 130                          | 40                                          |

**2.3.5. Study Facilities (Room Type Codes 410, 420, 430, 440 and 455):** NOTE: Study facilities space needs are based on American Library Association (ALA) and American Research Library Association (ARLA) standards and guidelines, as modified and adopted in the 1988 Utah Statewide Library Study commissioned by the State Legislature and conducted by external consultants in cooperation with DFCM and USHE institutions.

**2.3.5.1. Minimum Library Holdings:** With regard to the minimum number of library holdings, the guidelines are:

1. For Universities the minimum collection size should be:

- a. 85,000 volumes.
- b. 100 volumes per FTE Faculty Member.
- c. 15 volumes per FTE Student.
- d. 6,000 volumes per Master's Field when no Doctorate in the field is offered.
- e. 3000 volumes per Master's Field when Doctorate is offered.
- f. 25,000 per Doctorate Field.
- g. 350 per Undergraduate Major or Minor Field.
- h. 6,000 volumes per Sixth Year Specialist Degree Field.

2. For Community Colleges the minimum collection size should be:

- a. 28,000 volumes.
- b. 50 volumes per FTE Faculty Member.
- c. 5 volumes per FTE Student.
- d. 165 volumes per Subject Field of Study.

**2.3.5.2. Study Space:** The standards for study space are: 26 Assignable Square Feet per Station (ASF/N) with stations for 20 percent of the FTE student enrollment and 12.5 percent of the FTE faculty.

**2.3.5.3. Holdings Storage Space:** The space required for storage of library collections decreases as the number of volumes increases, namely: .10 ASF for 0-150,000 volumes; .09 ASF for 150,000-300,000 volumes; .08 ASF for 300,000-600,000 volumes; and .07 ASF for volumes beyond 600,000.

**2.3.6. Physical Education (Room Type Codes 520, 523, and 525):** The guideline for physical education space is 35,000 ASF minimum plus 6 ASF per FTE student beyond the first 1,000 FTE students.

**2.3.7. Special use facilities (Room Type Codes 510, 515, 530, 535, 540, 545, 550, 555, 560, 570, 575, 580, 585 and 590); General use facilities (Room Type Codes 610, 615, 620, 625, 630, 635, 650, 655, 660, 665, 670, 675, 680, 685 and 690); and Support facilities (Room Type Codes 710, 715, 720, 725, 730, 735, 740, 745, 750 and 760).** Within this category are a large number of different types of space. Most of these cannot be related firmly to a readily measurable variable within the institution.

**2.3.7.1. Possible Future Comprehensive Standard for Three Categories of Space:** When grouped together, the combination of these three categories of space (Special, General, and Support) seems to reveal a generally consistent pattern from one institution

to another. However, the formula does not presently address this category of space although a common coefficient or separate coefficients may be proposed in the future.

**2.4. Step 4: Project Enrollments:** Models have been created in the Commissioner's Office to project institution-by-institution enrollments up to 10 years into the future. These projections are used to estimate facility requirements for a 10-year planning horizon.

**2.5. Step 5: Calculate the Required Assignable Square Feet Required by Type of Space:** Space required by room type is calculated using USHE enrollment projections and the space standards discussed in section 4.3.

**2.6. Step 6: Determine the Incremental Assignable Square Feet Required:** Based on space standards and enrollment projections, step 5 determines how many assignable square feet of each given room type generally are required to meet the needs of the institution. Step 6 determines the need or excess capacity for each room type at the institution when compared to the complete space inventory. The determination process compares space required as calculated by step 5 with space available as established by the inventory process, described in steps 1 and 2.

**2.7. Step 7: Assemble and Evaluate the Proposed Capital Projects:** This step gathers space and related information from each institution on the proposed capital facilities development projects for which State Board of Regents and Legislative approval is requested for construction, acquisition or operation and maintenance (O & M). Project descriptions, including a breakout of room types and the effects of renovation on room types, are submitted simultaneously to the Commissioner's Office and DFCM. Each Institution may submit more than one project, but for scoring purposes only the top project will be scored except for research institutions. Each research university may have up to two projects scored each year.

**2.8. Step 8: Conduct a Comparison of the Proposed Projects with Need and Implement the Analytical Process:** This step compares the requested capital facilities projects with the net amount of space required as determined in step 6. This comparison by type of space and by planning year identifies actual percentage needs for space. In the case of remodeling and renovation projects, the procedure is adjusted slightly. The amount of the space to be remodeled in the proposed project will be subtracted from the inventory, prior to processing step 6. Then, the proposed project will be compared with a net space requirement exclusive of the space to be remodeled. Analysis of the remodeling projects is determined in the same way: i.e., is the space to be remodeled or renovated actually needed.

**2.9. Step 9: Prioritization of the Proposed Projects:** Once the analysis has been completed the mission and role projects are ready for prioritization using the "scoring process" described in section 3.3 (Step 3 – Analysis and Prioritization of Needs) of the policy. Projects, whether involving new, remodeled or renovated space, which exceed the calculated net requirements (as determined in step 6) will not qualify for further consideration.

August 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Institutional State Funded Capital Development Projects for 2011-12

Background

Consistent with statutory mandate which assigns to the Regents the responsibility of conducting continuing studies and evaluations of the facilities, grounds, and buildings at the public higher education institutions of the state, the Regents review those needs each year for the purpose of assigning priorities to the most pressing and critical requests prior to their submission to the Office of the Governor, DFCM and the State Building Board, and the Legislature for approval and funding consideration where appropriate.

Recent funding for higher education projects has been significant in prior years, especially in the context of the declining economic climate of the state and the nation. There are seven institutions that have one or more state-funded projects that are currently under construction, funded for construction, or recently completed as follows:

- University of Utah – USTAR Neuroscience & Biomedical Technology Research Building
- Utah State University – USTAR Bio Innovations Research Institute & Agriculture Research Building Addition
- Southern Utah University – Science Building Addition
- Snow College – Karen Huntsman Library
- Dixie State College – Jeffery Holland Centennial Commons Building
- Utah Valley University – Science/Health Building Addition
- Salt Lake Community College – Instructional/Administrative Complex

The projects included in the request for 2011-12 funding are as follows:

- University of Utah – Major High Temperature Water and Electrical Infrastructure
- Utah State University – Business Building and Fine Arts Complex Additions & Renovation
- Weber State University – Professional Programs Classroom Building & Central Plant
- Southern Utah University – Business Building Replacement
- Snow College – Science Building Addition & Renovation
- USU-College of Eastern Utah – Theater, Music & Arts Complex



In future years, in accordance with the Memo of Understanding (MOU) adopted for the integration of CEU as a branch campus of USU, capital facilities needs for USU-CEU will be part of the USU request. During this transition year, the CEU request will be evaluated independent of the USU request.

Summaries of the requested projects are attached for your information. In addition, we have posted the "needs statements" from all of the institutions which contain significantly more detail about the projects and can be accessed on the web at <http://www.higheredutah.org/index.php/facilities/>.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents become knowledgeable about the attached projects and prepare to deliberate the merits of each in the context of the highest and most pressing needs in USHE, and understand the new CDP process.

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments

## USHE 2011-12 CAPITAL DEVELOPMENT PROJECTS

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### UNIVERSITY OF UTAH – INFRASTRUCTURE PHASE I:

| Project Cost Estimates |             |                    |           | Project Space - Gross Square Footage |           |            |
|------------------------|-------------|--------------------|-----------|--------------------------------------|-----------|------------|
| State Funds            | Other Funds | Total Project Cost | O&M Funds | New                                  | Renovated | Demolished |
| \$99 M                 | \$0         | \$99M              | \$500,000 | 0                                    | 0         | 0          |

Two major infrastructure projects are currently being addressed, for which additional funding of \$99 million is included in the current request: **High Temperature Water Distribution Replacement** (\$13.3 million) and **Electrical Distribution System Replacement** (\$85.7 million).

#### High Temperature Water Distribution Replacement:

The HTW system provides heating and hot water needs for building temperature and for research processes across the entire campus. The high temperature water is generated in two central plants then distributed throughout campus through the HTW distribution system. The existing distribution system is direct buried steel pipe in an insulated bed. Pipe life expectancy in this type of installation is about 20 years. It is for the most part over 30 years old. Corrosion from ground water and drainage has severely deteriorated the pipe from the outside in. This continues to result in five to ten major breaks per year, each of which requires the system, including the central plant, to be shut down during repairs. Each shut down is for a minimum of one day and typically will take several days. During that time all buildings served by the plant are affected. During the heating season there were over 20 days of no heat to some portion of campus buildings. The frequency and size of breaks has escalated. During 2009, more than \$500,000 was spent on emergency repairs to failed piping alone.

A project to replace the oldest sections of pipe on both the Main and Health Sciences areas of campus has been underway for several years. To date about \$15.7 million, of the \$29 million estimated total cost of restoring the system, has been provided from state appropriated capital improvement funds. The funding provided includes reallocation by the Legislature in 2010 of \$3.55 million that was originally allocated for other capital improvement needs on the University campus. The remaining \$13.3 million needed to complete this project is included in the current request.

The project involves abandoning existing distribution pipe in place where feasible. New distribution piping is installed in configurations known to last. Use of direct buried conveyance pipe is avoided and tunnels are used where practical. Most of the system will be replaced with a pre-insulated and multi-lined pipe system. This current funding request will replace all but about 5 percent of the remaining 17 miles of aged and deteriorated direct buried pipe.

#### Electrical Distribution Replacement:

The University electrical distribution system consists of substations to receive power feeds from Rocky Mountain Power (RMP) and a distribution network to service all of the buildings on campus. This enables the University to purchase power at a significantly discounted price because RMP has no responsibility to service the internal campus infrastructure. This on-campus infrastructure is obsolete and no longer is compatible with RMP updated feed voltages, current industry practice, and current codes. All campus

## USHE 2010-11 Capital Development Projects

electrical distribution from the source feeds at the substations to each building service entry is being evaluated for replacement. Equipment that has insufficient capacity for current loads or is past its useful life is scheduled to be replaced. Additional equipment, feeders, and components that restore original design redundancy and reliability are also included in the project.

Major outages as a result of equipment or feeder failures are occurring more frequently and lasting longer. During the first half of 2010 there have been nine unplanned outages which translate into a total of 137 hours (equivalent to 5.7 full days, which is equivalent to 18.6 hours per building). This results in significant portions of campus (multiple buildings at a time) left without electricity. Due to system loading and loss of redundancy, many buildings affected have no alternative route for electricity. Building emergency generators (if available) run and many critical and most non-critical operations are suspended until the repairs can be completed. Often parts for repairs are not available due to system obsolescence and custom part solutions have to be built. The trend is for the equipment failures to occur more frequently, affect a larger portion of campus, and last longer. \$5.275 million of capital improvement funds have been allocated during FY2009 and FY2010 to address the most critical aspects of this system.

The \$85.7 million in the current request will be used to:

- Replace all aged and failing electrical distribution including, in part, 43 miles of primary and secondary cable, four miles of duct bank, 128 high voltage switches, 62 transformers and pads, etc.
- Move all power distribution to one voltage
- Restore redundancy and reliability to the system
- Enhance operational control, monitoring, and security.

In addition, \$500,000 of increased on-going O&M funding is requested. This is based on the estimated need of \$750,000 per year of funding needed to maintain the University's complex electrical distribution system. The current budget available to address this need is \$250,000. The gap of \$500,000, if funded, would enable the University to perform proper maintenance to extend the life of electrical system replacement and also to test system components to identify and repair or replace failing components before they cause an outage.

#### UTAH STATE UNIVERSITY – BUSINESS BUILDING ADDITION & REMODEL:

| Project Cost Estimates |             |                    |           |
|------------------------|-------------|--------------------|-----------|
| State Funds            | Other Funds | Total Project Cost | O&M Funds |
| \$60M                  | \$0         | \$60M              | \$796,718 |

| Project Space - Gross Square Footage |           |            |
|--------------------------------------|-----------|------------|
| New                                  | Renovated | Demolished |
| 100,000                              | 79,646    | 22,579     |

This project is designed to alleviate the current space issues of a rapidly growing Business Department and the life safety issues that plague the current structure. The existing aging building's systems are in need of replacement. Seismic, fire, and life safety code upgrades are critical for this building, especially since it is the only high rise building on campus and additionally houses one of the largest assembly spaces.

Two phases will be used to complete this project. The first will create a new 100,000 square-foot addition to the south of the current Business building on the site where Lund Hall, which will be demolished, currently stands. It will be a five-story structure, with one level below ground. The first three floors of the two buildings will be connected with informal study areas for students. The new building will include new classrooms, faculty offices, graduate student spaces, student study spaces, a business library, and three new business centers. The spaces include a 300-seat auditorium and a 125-seat auditorium, two 80-seat

## USHE 2010-11 Capital Development Projects

tiered classrooms, six 40-seat tiered classrooms, nine team study rooms, 40-plus faculty offices, and a new dean's office suite. Three new centers will be designed to meet the three focuses of the college and the School of Accounting will be moved to the new building.

The second phase consists of renovation of the existing building. It will include replacement and/or upgrade of mechanical and electrical systems, correction of seismic weaknesses, meeting current fire and life safety codes, installation of new fire sprinklers and smoke detection equipment, replacing windows with energy efficient glass, and needed asbestos abatement.

**UTAH STATE UNIVERSITY – FINE ARTS COMPLEX ADDITION & RENOVATION:**

| Project Cost Estimates |             |                    |           | Project Space - Gross Square Footage |           |            |
|------------------------|-------------|--------------------|-----------|--------------------------------------|-----------|------------|
| State Funds            | Other Funds | Total Project Cost | O&M Funds | New                                  | Renovated | Demolished |
| \$20.3M                | \$0         | \$20.3M            | \$679,430 | 13,500                               | 264,800   | 0          |

The project consists of a renovation of the entire Fine Arts Complex, with the exception of the Museum. It also includes three small additions - a scenery shop, a black-box theater, and a lobby/restroom area - that are needed to support both theatres in the building.

The project will correct significant deficiencies in fire and life safety, seismic issues, and deteriorating building infrastructure to make the facility code compliant to minimize the risk of a catastrophic event involving students and other large assemblies of people. It will also replace the theatrical light and sound systems which are both unsafe and functionally obsolete.

The music and theatre programs will be greatly enhanced by these improvements, and the entire campus and community will be served by increasing safety and quality of the performance venues. The improvements to the theatres will not add capacity, but will allow the School of the Arts to attract high quality programs, larger audiences, and potential donors.

**WEBER STATE UNIVERSITY – PROFESSIONAL PROGRAMS CLASSROOM BLDG & CENTRAL PLANT:**

| Project Cost Estimates |             |                    |           | Project Space - Gross Square Footage |           |            |
|------------------------|-------------|--------------------|-----------|--------------------------------------|-----------|------------|
| State Funds            | Other Funds | Total Project Cost | O&M Funds | New                                  | Renovated | Demolished |
| \$30.9M                | \$8.4M      | \$39.3M            | \$725,134 | 122,556                              | 0         | 0          |

Weber State University officials are requesting a multipurpose, multifunctional building that will provide classroom and laboratory space supporting graduate programs, some undergraduate course offerings, and NUAMES charter High School. All of the classrooms and laboratories are envisioned to be usable by both NUAMES during the day and by university undergraduate and graduate programs, both day and night. The new building is envisioned to have approximately 50,000 square feet of space dedicated to classrooms, labs, faculty offices, and academic support space; 12,000 square feet of space dedicated to NUAMES charter high school use for administrative and office space, testing centers, and student services; and approximately 13,800 square feet of space dedicated to house such essential functions as food services areas, recreation areas, and areas for other student services. (No food service areas or recreation facilities exist at the Davis campus—note that no state funding will be used to build or operate the student activities or the recreational facilities elements of this project)

A central heat and chilled water plant of approximately 5,500 square feet is included in the request. This facility will be located on the south-eastern edge of the Davis campus away from the academic core area. The structure shell will be sized to support heating and cooling requirements for the existing buildings and

## USHE 2010-11 Capital Development Projects

will be expandable to accommodate anticipated growth through campus build-out. There will also be a two-cell cooling tower located coincident with the central plant. The utility plant will be connected to the main campus buildings through a utility tunnel buried underground.

To complete the project, reconfiguration of some spaces in the existing Davis campus building, additional parking and landscaping will be provided that is consistent with the campus Master Plan.

**SOUTHERN UTAH UNIVERSITY – BUSINESS BUILDING REPLACEMENT:**

| Project Cost Estimates |             |                    |           |
|------------------------|-------------|--------------------|-----------|
| State Funds            | Other Funds | Total Project Cost | O&M Funds |
| \$12M                  | \$0         | \$12M              | \$28,403  |

| Project Space - Gross Square Footage |           |            |
|--------------------------------------|-----------|------------|
| New                                  | Renovated | Demolished |
| 40,000                               | 0         | 36,292     |

Space for the School of Business has not been increased since 1980 despite increases in enrollment of 142 percent and faculty of 73 percent. In addition, educational opportunities have expanded to include a Masters in Business Administration and a Masters of Accounting. The lack of seminar style classrooms, student breakout rooms, and service learning space is not conducive to the curriculum of the undergraduate and graduate degree programs.

Because of the life safety and functional deficiencies in the building, including occupant flow and ADA issues, and the cost required to correct them, it has been determined that the existing building will be razed. In addition, the Old Facilities Building and Automotive Shop will be razed to make way for a new 40,000 square foot building. The project will provide classrooms, seminar rooms, advanced business computing labs, graduate assistant work-study areas, break-out/study rooms, an academic advising suite, additional faculty offices and ROTC classrooms and offices.

**SNOW COLLEGE – SCIENCE BUILDING RECONSTRUCTION:**

| Project Cost Estimates |             |                    |           |
|------------------------|-------------|--------------------|-----------|
| State Funds            | Other Funds | Total Project Cost | O&M Funds |
| \$11.8M                | \$0         | \$11.8M            | \$0       |

| Project Space - Gross Square Footage |           |            |
|--------------------------------------|-----------|------------|
| New                                  | Renovated | Demolished |
| 8,000                                | 39,442    | 0          |

The current building was constructed in 1972 and has many safety (including asbestos) and code compliance issues. There is also a large crack on one corner that runs the full height of the building, which while unsightly, would appear to be correctable without demolishing and rebuilding all or part of the building. (This would require validation by a new structural analysis since the last structural analysis of the building was done more than 15 years ago.)

The teaching laboratories are functionally obsolete and do not meet current standards for chemistry and biology education. There are also inherent problems with the original lines required for certain chemicals, inadequate ventilation and air movement, et al.

The prior request for this project anticipated demolition of the existing facility and replacing it with a new building. DFCM has since reevaluated that proposal and determined that the existing problems can be corrected and the space updated at a significantly reduced cost by remodeling the current building with a small addition.

**COLLEGE OF EASTERN UTAH – FINE ARTS COMPLEX ADDITION & RENOVATION:**

| Project Cost Estimates |             |                    |           | Project Space - Gross Square Footage |           |            |
|------------------------|-------------|--------------------|-----------|--------------------------------------|-----------|------------|
| State Funds            | Other Funds | Total Project Cost | O&M Funds | New                                  | Renovated | Demolished |
| \$22M                  | \$0         | \$22M              | \$393,532 | 62,000                               | 8,000     | 23,314     |

The current theater and music programs are housed in two separate buildings, the Geary Theater and the Music Building, that were built in the 60s. Both buildings are no longer code compliant and have serious life safety, structural, and ADA compliance issues. They are considered by DFCM to be among the state's most dangerous buildings.

The existing facilities are very limited in providing students with adequate opportunities to study these programs effectively. The art department is scattered across campus and has only limited space for displaying student work. The theater is also a core component of the College's community mission. The College invites the community to participate in performances throughout the year, but the building has no accommodation for a scene shop, green room or teaching space for theater.

The requested project includes demolishing the existing buildings and replacing them with a new building that will bring together the theater, music and visual arts programs into one facility. In addition, space currently occupied by the Art Department in the Career Center will be remodeled and used for expansion of the nursing program

August 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Institutional Non-state Funded Capital Development Projects and Land Bank Requests for 2011-12

Background

In addition to the state funded projects reviewed and recommended by the Regents for funding each year, the Regents also deliberate capital development needs in two other categories:

- Projects to be built entirely with non-state funds – These are proposed projects to be built using a variety of non-state funds, including private donations, revenue bonds, federal funds, et al. Nonetheless they require Regents' and Legislative approval in order to be built. In some cases, because they will house approved role and mission programs and activities, they are eligible for state-appropriated funding for all or part of the resulting ongoing O & M needs. A request for these O&M funds also requires Regents' recommendation to the Legislature for such consideration.
- Land bank purchases for future expansion – These proposals, if approved by the Regents, will be recommended to the Legislature for funding.

The non-state funded projects that have been submitted for consideration by the Regents for approval by the 2011 Legislature are summarized in the attachments. The projects that also need Legislative authorization for bonding and future state-funded O&M support are identified in the following list:

- University of Utah:
  - Dee Glen Smith Athletic Center Expansion
  - PCMC/UUHC Ambulatory Care Complex Parking Bonding
  - Health Care Medical Services Building Bonding
  - S. J. Quinney College of Law Replacement O&M
- Utah State University:
  - Art Barn Renovation & Addition O&M
  - Regional Campuses & Distance Education Building O&M
  - Brigham City Campus Addition O&M
- Snow College
  - Student Housing Bonding

- Dixie State College
  - Gardner Student Center Addition Bonding
- Utah Valley University
  - Student Life & Wellness Building Bonding

The following institutions have Land Bank Requests that are also summarized in the attachments:

- Utah State University – Four Items
- Southern Utah University – Two Items
- Dixie College – Four Items
- Salt Lake Community College – One Item

Please note that additional detail about the projects and land bank requests is available on the web at <http://www.higheredutah.org/index.php/facilities/>

#### Commissioner's Recommendation

The Commissioner recommends that the Regents review these requested project and land bank requests carefully and recommend those deemed to be appropriate for legislative authorization, and if satisfied support these needed projects.

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments



## USHE 2011-12 NON-STATE FUNDED CAPITAL PROJECTS

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### UNIVERSITY OF UTAH – DEE GLEN SMITH ATHLETIC CENTER EXPANSION:

| Total Cost Estimate | Gross Sq Feet | State Funded O&M | Source of Funding |
|---------------------|---------------|------------------|-------------------|
| \$20M               | 83,165        | \$0              | Donor & Athletics |

The Dee Glen Smith Athletic Center is housed in a building that was constructed circa 1960 and converted to a football support facility in 1990. The strength and conditioning area on the south end of the building received a modest addition of 9,320 GSF in 2009. This project will include some demolition of the existing facility but will primarily be an addition with the main goal of improving the north half of the existing facility.

The 2009 addition only addressed one area of the program's needs. There still is a significant need for expansion and additional space at the current facility. The facility lacks study and assembly space for the Sports Medicine program housed there. It also lacks space to provide meals for athletic students in a closed, controlled and safe environment. At present the Athletic Department is forced to erect a temporary tent structure cafeteria from May to September to be in compliance with NCAA rules and standards.

The addition will include:

- Multi-Purpose Dining Hall (155 seats)
- Team Classrooms and Auditorium
- Football Administration Offices
- Training – 8,493 SF
- Football Equipment Storage
- Players' Locker Room
- Sports Medicine Space
- Players' Lounge/Study

The \$20 million estimated cost of the facility will be funded in its entirety with donor and athletics funds. State-funded O&M support is not applicable.

### UNIVERSITY OF UTAH – PCMC/UUHC AMBULATORY CARE COMPLEX PARKING:

| Total Cost Estimate | Gross Sq Feet | State Funded O&M | Source of Funding  |
|---------------------|---------------|------------------|--------------------|
| \$16.3M             |               | \$0              | Hospital/Auxiliary |

This proposal is for 1,200 stalls in a parking structure to meet the needs of the Ambulatory Care Complex, which will serve as the main outpatient center for the University of Utah and Primary Children's Medical Centers. The parking needs of both of these medical centers have been analyzed in the context of minimizing vehicular traffic by encouraging more widespread use of alternative transportation, both as a way to reduce strain on the infrastructure and facilities as well as to encourage good environmental

practices. With this in mind, the parking needs for each facility have been carefully evaluated in light of promotion of mass transit as a viable patient, visitor and staff option to serve the ACC population.

The proposed structure, including both construction costs and on-going O&M funding, will be funded in its entirety with Hospital and Auxiliary revenues.

**UNIVERSITY OF UTAH – HEALTH CARE MEDICAL SERVICES BUILDING:**

| Total Cost Estimate | Gross Sq Feet | State Funded O&M | Source of Funding                     |
|---------------------|---------------|------------------|---------------------------------------|
| \$24.5M             | 70,000        | \$0              | Bonding, Donations & Clinical Revenue |

The University of Utah (UU) Health Care Medical Services Building will be a central clinical hub for three Health Sciences/School of Medicine Departments. The Departments of Dermatology, OBGyn and Ophthalmology (Moran Eye Center) will consolidate existing leased clinical space in the mid-valley area to create the UU Health Care Medical Services Building. The new UU Health Care Medical Services Building will house existing programs as well as provide space for additional growth.

The current clinical offices of these programs are in leased spaces in five separate locations from 10<sup>th</sup> Avenue to 7000 South. Expiring leases and the benefits of a central clinical presence in the mid-valley area provide a strong argument to consolidate the multiple specialty services into a single facility. Patient access is improved with a new convenient location in the central valley. Patient travel time is reduced and new programs / services augment the existing programs, thus improving the patient experience and creating a stronger University of Utah Health Care identity. A consolidated center allows for shared resources that will improve quality and reduce costs, and in the long-run, facility ownership reduces lease costs while investing in a facility that will be a University asset for many years. A central facility with multiple specialties also creates an environment where patient care can be coordinated across specialties, ultimately improving the quality of the health care delivery system.

Funding for the construction of this facility will come from:

- Bonding \$18.5 million
- Clinical Reserves 4.0 million
- Gifts 2.0 million

On-going O&M costs will be funded from clinical revenues.

**UNIVERSITY OF UTAH – S. J. QUINNEY COLLEGE OF LAW REPLACEMENT:**

| Total Cost Estimate | Gross Sq Feet | State Funded O&M | Source of Funding                        |
|---------------------|---------------|------------------|------------------------------------------|
| \$60.4M             | 155,825       | \$1,193,825      | Donations & Other Institutional Revenues |

The current S. J. Quinney College of Law building opened in 1963. The law library building opened in 1982. The existing facilities have inadequate space to meet classroom, faculty office, student program, and other needs. A recently completed Facility Plan identified an existing shortage of 62,500 GSF. Accounting for a more efficient redistribution of space and growth over the next decade, an additional 73,664 GSF will be needed.

This lack of sufficient space was noted in the college's accreditation review conducted in 2000-2001 as limiting the College of Law from reaching its full potential. A comprehensive analysis of the existing College of Law facilities was completed in May 2003. It stated that the image and condition of the current buildings are not in keeping with the quality of the programs, faculty and students of the SJ Quinney College of Law.

Long-term use of the existing facilities is neither economically viable nor sustainable. However, they could serve for a few years as surge space for a number of seriously needed renovations that cannot be accomplished without somewhere to temporarily house existing functions.

The proposed facility would be funded in its entirety with non-state appropriated funds, including donor and other institutional funds. An additional \$1,193,620 of on-going state appropriated funding would be needed since the existing facilities would be converted to serve other institutional needs.

#### UTAH STATE UNIVERSITY – ART BARN RENOVATION & ADDITION:

| Total Cost Estimate | Gross Sq Feet | State Funded O&M | Source of Funding |
|---------------------|---------------|------------------|-------------------|
| \$2.5M              | 12,500        | \$34,490         | Donations         |

The existing Art Barn was built in 1896 and is one of the oldest buildings on campus. It is in the heart of campus, is historically significant, and is in need of significant life safety upgrades. There is no fire suppression system and the heating system is inadequate. The stairways are hazardous because they are exterior and are not covered to prevent icing in the winter. The uppermost floor has only one exit through a classroom, and the restrooms in the building are inadequate. The renovation will allow the building to remain a landmark on campus and will provide safe accommodation for the functions proposed for the building.

This project proposes to renovate the Art Barn building for the Museum of Anthropology. The project includes renovation of the existing building as well as a new addition to provide adequate space for the museum. It will also house a welcome center for the University and space for curation, offices, a workroom, and an exhibit gallery.

Additional O&M funding in the amount of \$37,116 is requested for the additional and upgraded space.

#### UTAH STATE UNIVERSITY – REGIONAL CAMPUSES & DISTANCE EDUCATION BUILDING:

| Total Cost Estimate | Gross Sq Feet | State Funded O&M | Source of Funding |
|---------------------|---------------|------------------|-------------------|
| \$10M               | 25,000-30,000 | \$153,356        | Donations         |

The proposed building is proposed to house USU's Regional Campuses and Distance Education programs in partnership with other university and state affiliated units. The proposed building will be located on the USU Logan campus on the site currently occupied by a Quonset Hut across from the National Science

Foundation Building. The Quonset Hut is in very poor condition and cannot meet the technical requirements of the programs housed in the building.

The \$10 million of cost of the proposed facility will be from 25,000 to 30,000 square feet and will be funded by RCDE and Utah Public Radio (UPR), \$153,356 of on-going state-funded O&M is also requested for the project.

#### **UTAH STATE UNIVERSITY – BRIGHAM CITY CAMPUS ADDITION:**

| <b>Total Cost Estimate</b> | <b>Gross Sq Feet</b> | <b>State Funded O&amp;M</b> | <b>Source of Funding</b> |
|----------------------------|----------------------|-----------------------------|--------------------------|
| \$5M                       | 22,000               | \$168,520                   | Donations                |

The Brigham City Regional Campus has been experiencing significant growth of programs and enrollment. In addition, many students and faculty travel to the campus, and additional space is needed to develop a new student center that provides space for study, gathering and food services. The requested project includes partial renovation of the existing facility and a 22,000 square foot addition to accommodate these needs.

The request includes \$162,360 of ongoing support for the expanded facility.

#### **SNOW COLLEGE – STUDENT HOUSING:**

| <b>Total Cost Estimate</b> | <b>Gross Sq Feet</b> | <b>State Funded O&amp;M</b> | <b>Source of Funding</b> |
|----------------------------|----------------------|-----------------------------|--------------------------|
| \$15-20M                   | 100,000              | \$0                         | Bonding                  |

Since the last dormitory was constructed in 1969, enrollment at the Ephraim campus has increased from 795 students to 3293. This growth in students has been accommodated through private sector apartments and residences. Many local units have become less desirable for today's parents and students. The private sector is responding to a degree, but growth has outpaced construction. In addition, college-owned housing facilities, are more than 40 years old and do not adequately meet the expectations and requirements of today's students.

The Snow College Housing proposal includes approximately 500 beds which represent an addition of 380 beds plus razing and replacing about 120 beds. The total cost of the project is estimated to be in the range of \$15-20 million and will come from a revenue bond that will be repaid from rental income. (The college is currently debt free.) On-going O&M costs will also be paid from rental income.

#### **DIXIE STATE COLLEGE – GARDNER STUDENT CENTER ADDITION:**

| <b>Total Cost Estimate</b> | <b>Gross Sq Feet</b> | <b>State Funded O&amp;M</b> | <b>Source of Funding</b>      |
|----------------------------|----------------------|-----------------------------|-------------------------------|
| \$10M                      | 40,000               | \$0                         | Bonding & Institutional Funds |

This is an addition to the existing Gardner Student Center that will include facilities for the College Bookstore, Food Services and Dining Area, and Student Government. It will also include restroom facilities and other circulation space. This will provide a location that is more accessible to students and the general public. This access is compromised with removal of the existing Edith Whitehead Student Service Center which will be razed as part of the Jeffery R. Holland Centennial Commons Building.

The construction costs will be funded with bonding to be retired with student fee revenues and other institutional funds. No increase in state funded O&M is requested.

**UTAH VALLEY UNIVERSITY – STUDENT LIFE AND WELLNESS BUILDING:**

| Total Cost Estimate | Gross Sq Feet | State Funded O&M | Source of Funding |
|---------------------|---------------|------------------|-------------------|
| \$40M               | 160,000       | \$0              | Bonding           |

The dynamic growth of the university has made it difficult to provide adequate space for a wide range of student activities. UVU lacks an appropriate area for students to assemble, interact, and achieve other social needs with other university students rather than simply coming to classes and leaving immediately thereafter. This building will greatly enhance student retention and success efforts.

The Student Life and Wellness building will be a 160,000 square foot structure which will house Student Life and Wellness functions such as basketball courts, multipurpose area, (dance, speaker area, etc.) climbing wall, outdoor adventure center, cardio-cinemas, student health center, commons area (study, social, and food service) bowling and games area, as well as offices that would support these areas. The project will also include a 534-stall parking structure.

Students are highly supportive of this project. The UVU Student Association recently passed a five-year plan to provide the needed funding for the project. The projected cost of the building is \$40,000,000 @ \$250.00 per square foot. Funding for this building will come from a bond repaid by student fees. O & M for the building, projected to be \$1,081,600 @ \$6.76 per square foot, will also be paid from student fees.

## USHE 2011-12 LAND BANK REQUESTS

### UTAH STATE UNIVERSITY

| Proposed Purchase             | Location             | Price      | Acres | Future Use                |
|-------------------------------|----------------------|------------|-------|---------------------------|
| Undeveloped Vacant Land       | NE of Campus         | 1,200,000  | 20    | Expansion                 |
| Undeveloped Vacant Land       | NE of Campus         | 1,500,000  | 25    | Student Housing Expansion |
| Developed Land (rental units) | NW of Campus         | 11,000,000 | 5.5   | Future Expansion          |
| Developed Land                | Contiguous to Campus | 9,500,000  | 4.5   | Future Expansion          |

### SOUTHERN UTAH UNIVERSITY

| Proposed Purchase      | Location             | Price (\$\$\$) | Acres | Future Use                          |
|------------------------|----------------------|----------------|-------|-------------------------------------|
| Nine Residential Lots  | Contiguous to Campus | 1,890,000      | 2.25  | Student Housing and Related Parking |
| Three Residential Lots | Contiguous to Campus | 630,000        | 0.625 | SUMA (Fine Arts Museum) Parking     |

### DIXIE STATE COLLEGE

| Proposed Purchase     | Location           | Price     | Acres | Future Use |
|-----------------------|--------------------|-----------|-------|------------|
| University Plaza      | Adjacent to Campus | 4,200,000 | 2     | Expansion  |
| Apartment Complex     | Adjacent to Campus | 1,184,922 | 0.4   | Expansion  |
| 14 Vacant Land Tracts | Adjacent to Campus | 2,144,952 | 3+    | Expansion  |

### UTAH VALLEY UNIVERSITY

| Proposed Purchase     | Location   | Price     | Acres | Future Use                            |
|-----------------------|------------|-----------|-------|---------------------------------------|
| Geneva Steel Property | Orem, Utah | 5,000,000 | 100   | Student Intramural Program Activities |

### SALT LAKE COMMUNITY COLLEGE

| Proposed Purchase | Location       | Price      | Acres | Future Use                          |
|-------------------|----------------|------------|-------|-------------------------------------|
| Vacant Land       | Herriman, Utah | 20,250,000 | 60    | Future Southwest Valley Campus Site |