

STATE BOARD OF REGENTS MEETING  
SALT LAKE COMMUNITY COLLEGE, MILLER CAMPUS, SANDY, UTAH  
MILLER FREE ENTERPRISE CENTER (MFEC)  
MARCH 30, 2012

AMENDED AGENDA

**7:00 – 7:01 a.m.                    Committee of the Whole**

**7:01 – 7:30 a.m.                    EXECUTIVE SESSION (CLOSED MEETING – STATE BOARD OF REGENTS)**  
(Culinary Arts Building (CART) 116AB)

**7:30 – 8:50 a.m.                    BREAKFAST MEETING – STATE BOARD OF REGENTS, SLCC BOARD OF TRUSTEES,  
PRESIDENT BIOTEAU, COMMISSIONER SEDERBURG**  
(Culinary Arts Building (CART) 116AB)

**8:30 a.m.                              Continental Breakfast (MFEC 203)**

**9:00 – 10:30 a.m.                   COMMITTEE OF THE WHOLE (MFEC 203)**

- |   |       |
|---|-------|
| 1. Commissioner's Report  |       |
| 2. Report of the 2012 Legislative Session                                     | TAB A |
| 3. Policy Revision of R120, Bylaws of the State Board of Regents              | TAB B |
| 4. Policy Revision of R141, Functions of the Commissioner of Higher Education | TAB C |
| 5. Annual 2011 Faculty Discipline Majors' Meetings – Report                   | TAB D |
| 6. University of Utah – Campus Technology Plan                                | TAB E |

**10:30 a.m.                              Refreshment Break (MFEC 203)**

**10:30 a.m. – 12:15 p.m.    MEETINGS OF BOARD COMMITTEES**

**PROGRAMS/PLANNING COMMITTEE**

**Regent John H. Zenger, Chair**

**Location: MFEC 206**

**ACTION:**

- |  |       |
|--|-------|
| 1. University of Utah – Bachelor of Arts/Bachelor of Science in Peace and Conflict Studies                                   | TAB F |
| 2. University of Utah – Doctor of Philosophy in Occupational and Environmental Health with Emphases                          | TAB G |
| 3. Utah State University – Bachelor of Arts in Art History   | TAB H |
| 4. Utah State University – Bachelor of Science in Environmental and Natural Resource Economics                               | TAB I |
| 5. Utah State University – Master of Science in International Food and Agribusiness  | TAB J |
| 6. Snow College – Associate of Applied Science in Natural Resources  | TAB K |
| 7. Salt Lake Community College – Associate of Applied Science Degree in American Sign Language<br>(ASL)/English Interpreting | TAB L |
| 8. Salt Lake Community College – Associate of Applied Science in Media Music   | TAB M |
| 9. Salt Lake Community College – Associate of Applied Science in Music Recording Technology                                  | TAB N |
| 10. Award Amounts for New Century and Regents' Scholarship Awards 2012-13  | TAB O |
| 11. Policy Revisions to Policy R604, New Century Scholarship   | TAB P |
| 12. 2011 Report of the HigherEdUtah2020 Plan   | TAB Q |

**INFORMATION:**

1. Symposium: Jobs for Utah's Future

TAB R

**FINANCE/FACILITIES COMMITTEE**

**Regent Nolan E. Karras, Chair**

**Location: MFEC 223**

**ACTION:**

1. UHEAA – Gateway Office Building Refinance TAB S
2. Proposed Revisions to Policy R512, Determination of Resident Status TAB T
3. Utah State University – Tooele Regional Campus (TRC) Property Purchases and Ground Lease Approval TAB U
4. Utah State University – Property Transfer TAB V
5. Presidential Commitments TAB W

**INFORMATION:**

1. Salt Lake Community College – Campus Master Plan Progress Report TAB X
2. USHE – Capital Facilities Update TAB Y
3. S.B. 153 S2 State Procurement Code Amendments TAB Z
4. USHE – Annual Money Management Report for Fiscal Year Ending June 30, 2011 TAB AA
5. USHE – Spring Enrollment Report TAB BB
6. Update of Institutional Audit Reports to the Regents' Audit Committee TAB CC
7. USHE – Report of Auxiliary Funds TAB DD
8. USHE – Annual Report of Institutional Revenue Bonded Indebtedness TAB EE
9. USHE – Annual Contract and Grant Report TAB FF

**12:15 – 1:00 p.m. Lunch (MFEC Showroom)**

**1:00 – 1:30 p.m. State of the College – President Bioteau (MFEC 203)**

**1:30 – 3:00 p.m. COMMITTEE OF THE WHOLE (MFEC 203)**

1. Reports of Board Committees
2. General Consent Calendar TAB GG
3. Legislative Update: Budget Summary TAB HH
4. USHE – Tuition Increases for 2012-2013 (1<sup>st</sup>- and 2<sup>nd</sup>- tier) TAB II
5. USHE – Proposed Fee Increases for 2012-2013 TAB JJ
6. Resolution
7. Report of the Chair

**3:00 – 4:00 p.m. EXECUTIVE SESSION (CLOSED MEETING – STATE BOARD OF REGENTS)  
(MFEC 206)**

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.

March 21, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Report of the 2012 Legislative Session

Issue

The 2012 Legislative Session concluded on March 8, 2012. Overall, it was a very positive session for higher education. The legislature provided the first new funding for USHE since 2008, with an on-going increase of \$21.3 million and one-time increases of \$3.6 million. In addition, \$22 million was appropriated toward addressing infrastructure issues at the University of Utah, and \$2.2 in design money for a UVU classroom building. USTAR also received new funding of \$6 million, and Capital Improvement Funding was increased by \$18.1 million. Particularly noteworthy during the session was the defeat of a number of bills that would have been very detrimental to higher education in Utah.

Throughout the session, Associate Commissioner David Buhler provided a weekly report on issues important to higher education. He has prepared a final report of the session, which is attached.

Commissioner's Recommendation

This is an information item only, no action is required.

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William A. Sederburg,  
Commissioner of Higher Education

WAS/DB

***USHE Final Report on the  
2012 Legislative General Session***  
**Prepared by David Buhler**  
**Associate Commissioner for Public Affairs**  
March 21, 2012

**2012-13 Budget.** For the first time since 2008 the State Legislature had significant new revenue available to spend with a 6 percent increase in discretionary state revenue. Of course legislators were met with a myriad of state needs that have accumulated during the past four years. In the end they funded meaningful increases in higher education budgets, a total of \$21,348,600 in on-going funding, representing an increase of 3.2%. This compares to an increase for public education of 3.9%. The legislature also provided \$3.6 million in one-time funding.

The legislature provided partial funding for the Regents' top two budget priorities—employee compensation (\$6.7 million) and Mission Based Funding (\$8 million with half for institutional initiatives and half for equity). Also funded was \$2.5 million in on-going money for the Engineering Initiative, \$1 million on-going for the Regents' Scholarship and \$1 million for USU regional campuses. Of interest, the USTAR program which leverages research at higher education institutions for the economic growth of the state, also received \$6 million in new funding--\$3 million on-going and \$3 million one-time.

Using one-time funds, \$1 million was provided for additional Technology Intensive Concurrent Enrollment (TICE, listed under Educational Excellence), \$950,000 for the Higher Education Technology Initiative (HETI), \$750,000 for Success Stipends (need based financial aid), \$500,000 for an on-line college readiness assessment, and \$100,000 for the Governor's Women's College Task Force.

The overall tone of this Legislative Session was much more positive for higher education than it was in 2011. This was due in a significant way to the leadership of Senator Steve Urquhart, Higher Education Appropriations Co-Chair, who made considerable personal effort during the interim to meet with the higher education community at every USHE institution. There was also substantial unity within the Utah System of Higher Education on funding priorities, which helped us realize our top priorities.

**Capital Facilities.** The State Legislature faced concerns about reaching the state's bonding limit due mostly to the amount previously committed for transportation projects, leading to a commitment early in the session to not bond for additional capital projects. However, using one-time funds, money was provided for two higher education projects as follows:

<b>SBR Priority</b>	<b>Institution/Project</b>	<b>Amount Funded</b>
<b>#1</b>	U of U Infrastructure	\$22 million
<b>#4</b>	UVU Classroom Building Design	\$2.2 million

This compares with \$48.5 million in 2011 and \$109 million for USHE buildings in 2010. Eight non-state funded projects at three institutions (University of Utah, Utah State University, Weber State University) worth \$191.2 million were also authorized. Finally, the legislature approved \$71.7 million for capital improvements, compared to \$53.6 million last year, much of which will go toward infrastructure on higher education campuses.



Detailed information on appropriations and capital facilities, prepared by Associate Commissioner Greg Stauffer and his staff, is attached to this report.

**Legislation.** This year we faced several bills which, if passed, would have been very detrimental to higher education, including one to radically restructure the governance of USHE, another attempt to eliminate faculty tenure, and one that would have created significant regulatory burdens in an attempt to limit competition with the private sector. Each of these, along with other bills that were troubling, was defeated.

The Commissioner's staff and legislative liaisons of USHE institutions tracked and monitored over fifty bills this year. As needed, we spoke to legislators individually and testified at committee hearings. This year, the system had only one legislative priority that it asked a legislator to sponsor, HB 285, to repeal a duplicative and underfunded financial aid program, which passed. Key legislation important to USHE are listed below, starting with those which passed, followed by those which failed.

#### **Key Legislation—Passed**

- **HB 12, Corrections Education Amendments\*** by Rep. Bill Wright clarifies that the Board of Regents has a collaborative role but not responsibility for education of prison inmates. It passed the House 65-0 and the Senate 29-0.
- **HB 15, Statewide Adaptive Testing** by Rep. Greg Hughes, modifies the U-PASS test in K-12 to require school districts and charter schools to administer computer adaptive tests aligned with the state's core curriculum. It included a \$6.7 million on-going appropriation and passed the House 72-0 and the Senate 24-0.
- **HB 19S1, State Issued Identification Numbers** by Rep. Wayne Harper asks agencies to voluntarily abandon the use of nine-digit identification numbers except under certain circumstances. It passed the House 71-0, and the Senate 26-0.
- **HB 53S1, Utah Education Network Amendments\*** by Rep. Ronda Menlove, modifies the governance of the Utah Education Network (UEN) by establishing a new steering committee with new authority and representatives from Higher Education, Public Education and the Governor. It passed the House 71-0, and the Senate 26-0.
- **HB 124, In-state Tuition for Veterans** by Rep. Curt Oda, makes it somewhat easier for recently discharged members of the military to obtain Utah residency. It is estimated that higher education institutions may lose a total of \$1.6 million in tuition from granting residency more quickly to qualifying students. It passed the House 69-0 and the Senate 27-0.
- **HB 197, Grants for Math Teacher Training** by Rep. Becky Edwards, appropriates \$500,000 in one-time funds to the State Office of Education to award grants to institutions of higher education (including non-profits) for math teacher training. It passed the House 54-17 and the Senate 24-2.
- **HB 285, Repeal of Higher Education Tuition Assistance Program\*** by Rep. Steve Eliason, was requested by the Commissioner's Office to repeal the "UTAP" program established by the Legislature years ago but never adequately funded. It passed the House 67-0 and the Senate 26-0.
- **HB 514S1, Public and Higher Education Technology Amendments** by Rep. Merlynn Newbold, directs Public Education, Salt Lake Community College and UCAT to provide on-line instruction on the use of information technology. As amended it provides an



appropriation of \$250,000 to the State Office of Education, \$25,000 to Salt Lake Community College and \$25,000 to UCAT. It passed the House 60-12 and the Senate 25-1.

- **SB 39, Gubernatorial Authority over Higher Education Officials** by Sen. Stuart Reid leaves appointment of the Commissioner of Higher Education to the Board of Regents but adds the requirements of concurrence by the Governor and Senate Confirmation. It also gives the Governor the power to terminate the Commissioner after consultation with the Board of Regents (the Board retains that power unilaterally). Similar changes are made for the UCAT President. The Governor's office expressed support for the bill. It passed the Senate 23-2 and the House 39-34.
- **SB 114, Contesting Public Procurements** by Sen. Wayne Niederhauser amends procedures for contesting procurements by state agencies and USHE. It passed the Senate 25-0 and the House 69-0.
- **SB 153S2, Procurement Amendments** by Sen. Wayne Niederhauser makes numerous changes to the state procurement code and applies them to higher education. The Commissioners Office and Institutions were involved in numerous meetings and discussions to ensure that the bill is not harmful to higher education. It has an effective date of 2014 leaving time to suggest amendments if some are needed. It passed the Senate 29-0, and the House 67-1.
- **SB 284S1, Concurrent Enrollment Amendments\*** by Sen. Steve Urquhart codifies certain Regent policies and provides, as amended, that higher education institutions may charge students obtaining college credit up to between \$5 and \$30 per credit-hour depending on the type of delivery. It passed the Senate 25-4 and the House 51-21.
- **SB 286, College Readiness Assessment\*** by Sen. Steve Urquhart requires the State Board of Regents to provide an on-line assessment tool that may be used by high school students or adults to help determine their academic college readiness. It includes a one-time appropriation of \$500,000. It passed the Senate 29-0 and the House 70-0.
- **SB 290S1, Utah Futures Program** by Sen. Howard Stephenson specifies certain features that should be included in an improved website. It includes \$500,000 in one-time money to support this project. It passed the Senate 29-0 and the House 57-12.

#### **Key Legislation—Failed**

- **HB 49S1, Firearms Revisions** by Rep Paul Ray would have modified laws related to the open carry of firearms. The bill died without a Senate vote. It had previously passed the House (50-21).
- **HB 65, College and Career Counseling for High School Students** by Rep. Patrice Arent, would have created a pilot program to provide internships for graduate students to augment high school counselors. It was approved by the House Education Committee but was rejected in the House by a vote of 31-42.
- **HB 94, Government Competition with Private Enterprise\*\*** by Rep. Johnny Anderson was sweeping in scope and would have required a study before any new activity, service, or program could be offered by any state or local government entity including higher education, to see if it is being provided in the private sector. The bill was sent by the Political Subdivisions Committee to the House Rules Committee and recommended for interim study.
- **HB 123, Education Savings Account** by Rep. John Dougall originally would have taken the per-pupil high school funding (similar to a voucher) and provided it to the student to spend at any public high school or charter high school with any unexpended balance remaining in a savings account for college. As amended it would have been limited to a pilot program



available to 250 students. It was approved by the House Education Committee but did not receive a vote in the House.

- **HB 284, Higher Education Governance\*\*** by Rep. John Dougall would have been the most sweeping change in higher education governance since 1969, changing the Board of Regents to a coordinating board. This would have resulted in a variety of negative consequences for students and taxpayers. After several weeks of awaiting a committee hearing, the sponsor made a motion to return the bill to rules where it could be substituted with a bill of a different topic (see HB284S1).
- **HB 284S1, Regents' Scholarship Program Amendments** by Rep. John Dougall, would have significantly broadened student eligibility in the program by allowing students to take one concurrent enrollment course for each of the five required subject areas (rather than up to four high school courses depending on the subject matter). The Legislative Fiscal Analyst estimated this would have cost \$12.6 million to implement the first year. It was approved by the House by a vote of 58-13 but died for lack of consideration by the Senate.
- **HB 299S1, Tax Revisions** by Rep. John Dougall, as originally introduced would have cut taxes by \$600 million and equal 90% of the total tax funding of higher education. As substituted, the bill would have provided a tax credit for tuition at a higher education institution up to \$1,000. It was estimated the credit would cost the state \$7.7 million the first year and \$16 million the second. It died in the House Rules Committee without a floor vote.
- **HB 322S1, Higher Education Tenure\*\*** by Rep. Chris Herrod was similar to the bill he introduced last year. It would have eliminated new tenure at all USHE institutions but allowed for ten-year contracts at the University of Utah and Utah State University. The House Education Committee rejected the bill by 10-4.
- **SB 44 S1, GI Bill Tuition Gap Coverage** by Sen. Luz Robles would have established a new grant program to be administered by the Board of Regents for students who have received Post 9-11 GI Bill benefits but have not completed their bachelor's degree. The bill appropriated \$250,000 for this purpose. It failed in the Senate on a vote of 11-4.
- **SJR 22, Joint Resolution on State Spending Limitations\*\*** by Sen. Stuart Reid, would have amended the Utah Constitution to severely restrict new state spending, requiring a 60% majority vote in both houses to appropriate more money than the current year (adjusted for inflation/deflation and population growth). This could have seriously hampered higher education, public education and other state programs. It received a preliminary vote in the Senate of 16-13, which was short of the 2/3 majority required for constitutional amendments (20 votes).

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\* USHE had taken an official position in support; \*\*USHE had taken an official position in opposition.

**Advocacy.** We began preparing for the 2012 session not long after the 2011 session ended. Throughout the year, the legislative liaison team held monthly meetings to coordinate message and strategy. The Board adopted policies to address legislative concerns on post-tenure review and textbook affordability. During the interim the Commissioner's Office responded to several audits by the Legislative Auditor General as well as numerous legislative requests for information, monitored agendas and presented at legislative interim committees; personal meetings were held with many key legislators. Prior to the session we held regional legislative preview meetings in Logan, Ogden, Salt Lake City, Orem, and St. George with participation from nearly half of all members of the legislature. Higher education supporters in the community, including Prosperity 2020 and Education First intensified their efforts. Board leadership and the Commissioner and staff worked closely with the Governor's Commission on Educational Excellence. And during the session, Regents made strategic contacts with key

legislators to help stop legislation of greatest concern. On February 10, the annual higher education luncheon was held in the Capitol Rotunda which brought together members of the Board of Regents, presidents, trustee chairs and vice chairs, with legislators. Over 70 legislators participated.

The eight institutional presidents redoubled their efforts this year, meeting at least weekly with key legislators. During the legislative session meetings were held twice-weekly with the legislative liaisons representing the Commissioner's Office and the eight institutions. All of these efforts were vital to our successes

**Personal Observations.** This was my twelfth session working in behalf of the Utah System of Higher Education. And while in many ways the Legislative Session of 2012 was one of the most challenging and intense I've experienced, it also demonstrated how much can be accomplished when we work together with a coordinated and consistent message. I very much appreciate the support and assistance received from the Commissioner, Chair, Vice Chair and Vice Chair-elect of the Board, other board members who were either present at the legislature or willing to make strategic calls or visits as needed, the Associate and Assistant Commissioners, our legislative intern, Director of Communications, the Executive Directors of UHEAA and UESP and support and help from every member of the Commissioner's Office staff. All of this was vital to me being able to respond and function effectively, as were good relationships with many legislators, legislative staff, and the Governor's Office.

I have not experienced a year with better cooperation and coordination among the institutional legislative liaisons and their system office. We are becoming a tight-knit group with considerable esprit de corps. Together we fought back every harmful bill while advancing our common agenda for legislative funding.



**Summary of Appropriations, 2012 General Session (Tax Funds Only)**

(Includes 8 Two- &amp; Four-year Institutions, SBR Statewide Programs, and SBR Administration)

	<u>Appropriations</u>	<u>% Change From Base</u>
<b>2011-12 On-going Operating Appropriations Base Budget</b>	<b>\$661,290,000</b>	
2012-13 On-going Adjustments		
Program Increases <sup>(2)</sup>	21,348,600	3.2%
Subtotal - On-going Adjustments	\$21,348,600	3.2%
<b>2012-13 On-going Budget</b>	<b>\$682,638,600</b>	<b>3.2%</b>
2012-13 One-time Adjustments		
Program Increases <sup>(3)</sup>	1,182,300	0.2%
Subtotal - One-time Adjustments	\$1,182,300	0.2%
<b>2012-13 Appropriation (Base plus 2012-13 Adjustments)</b>	<b>\$683,820,900</b>	<b>3.4%</b>

**(1) Supplemental Adjustments****(2) Program Increases - Ongoing**

HB 9 (Compensation)	6,667,200
HB 2 O&M Projects/Transfers	1,660,700
HB 2 ISF Rates:	(2,100)
HB 2 (MBF Equity)	4,000,000
HB 2 (MBF Priorities)	4,000,000
HB 2 (Regional Campus Funding)	1,000,000
HB 2 (CTE Waiting List)	119,000
HB 2 (Regents' Scholarship)	1,000,000
HB 2 (Prison Recidivism Correction)	20,000
HB 2 (Engineering Initiative)	2,500,000
HB 3 (DSC - Registration Assistance)	250,000
HB 3 (USU - Sound Beginnings)	35,000
HB 3 (UU - Commission on Aging)	100,000
HB 285 (Repeal of UTAP)	(36,200)
HB 2 (USU - ASSERT)	35,000

Total Program Increases - Ongoing

\$21,348,600**(3) Program Increases - One-Time**

HB 2 (O&M One-Time Cut)	(\$2,417,700)
HB 2 (DSC Crime Lab)	200,000
HB 2 (Success Stipend)	\$750,000
HB 2 (HETI)	\$950,000
HB 2 (Education Excellence)	1,000,000
SB 286 (Education Excellence) College Ready	500,000
HB 3 (Women's College Task Force)	\$100,000
HB 3 (USU-CEU Drafting for Arts & Builds.)	75,000
HB 514 (Pub & Higher Ed Technology)	25,000

Total Program Increases - One-time

\$1,182,300

# Utah System of Higher Education

Legislative Action on Capital Facilities for 2012-13

## STATE-FUNDED CAPITAL IMPROVEMENTS

S.B. 6	State-Funded Capital Improvements	\$	41,989,100
H.B. 2	State-Funded Capital Improvements		30,000,000
	Total	\$	71,989,100

Capital Improvement Funds are appropriated to the State Building Board which allocates funds to projects of up to \$2.5 million. USHE typically receives 55-60 percent of these funds. Statutory language specifies that the Legislature intends that these funds "be primarily used for infrastructure needs, including HVAC, heating, air conditioning, plumbing, electrical, storm water, parking lots, and roofing." Further intent specifies that DFCM report back on any funds not used for infrastructure needs to the IGG Appropriations Subcommittee during the 2012 Interim."

## STATE FUNDED CAPITAL DEVELOPMENT PROJECTS

	Project	Phase	Legislative Action		Future State O&M
			Cash	GO Bond	
H.B. 2	UU - Utility Distribution Infrastructure		\$ 22,000,000		\$ -
H.B. 2	UVU - Classroom Building Design		2,175,000		24,175,000
	TOTAL - STATE-FUNDED CAPITAL DEVELOPMENT PROJECTS		\$ -	\$ -	\$ -

## OTHER FUNDS PROJECTS

	Project	Funding Source	Legislative Action		
			Project Approval	State O&M Requested	State O&M Authorized
H.B. 8	UU - Orthopaedic Center Expansion	Bonding	\$ 9,580,000	n/a	n/a
H.B. 8	UU - HPER Parking Terrace	Bonding	21,702,000	n/a	n/a
H.B. 8	UU - Health Sciences Center Parking Terrace	Bonding	19,980,000	n/a	n/a
H.B. 8	UU - Dental School Building	Donations/Inst. Funds	37,400,000	not requested	not authorized
H.B. 8	UU - S.J. Quinney College of Law Building	Bonding	60,500,000	\$1.1 million	*
H.B. 8	UU - Dee Glen Smith Athletic Center Expansion**	Bonding	30,000,000	n/a	n/a
H.B. 8	USU - San Juan Campus Student Housing	Bonding	4,000,000	n/a	n/a
H.B. 8	Weber State University - Stromberg Center Addition	Bonding	8,000,000	n/a	n/a
	TOTAL - OTHER FUNDS PROJECTS		\$ 191,162,000	\$ -	0

\* Requested O&M funding was not authorized. Statute specifies use of "previously authorized state funds for this purpose"

\*\* Bonding authorization increased to \$30 million from \$20 million authorized in 2011

March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Policy Revision of R120, Bylaws of the State Board of Regents

Issue

The passing of SB 39 *Gubernatorial Authority over Higher Education Officials* during the 2012 legislative session necessitated a revision to R120 *Bylaws of the State Board of Regents*. SB 39 requires the Board to gain the Governor's approval and the Senate's consent of any appointee nominated to be Commissioner. Additionally, the Governor, after consultation with the Board, has the authority to terminate the Commissioner. Additional edits have been made to R120 to update its content and to reflect current practice of the Board.

Policy Issues

The proposed amendments to R120 reflect the language used in SB 39, which will be codified in Utah Code §53B-1-105 *Appointment of Commissioner of Higher Education – Qualifications – Duties* effective May 8, 2012.

Commissioner's Recommendation

The Commissioner recommends the Regents' approve the amendments to R120 *Bylaws of the State Board of Regents*, effective May 8, 2012.

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William A. Sederburg  
Commissioner of Higher Education

WAS/CKM  
Attachment



## R120, Bylaws of the State Board of Regents<sup>1</sup>

**R120-1. Purpose:** To provide bylaws for the government of the State Board of Regents.

### R120-2. References

- 2.1. Policy and Procedure **R110**, Utah Code Title 53B (State System of Higher Education)
- 2.2. Utah Code **§53B-1-104(8)** (State Board of Regents: Enact Bylaws)

### R120-3. Bylaws

#### 3.1. The State Board of Regents

**3.1.1. Powers:** The State Board of Regents consisting of sixteen voting members and ~~two four non-non~~-voting members of the Utah State Board of Education, is vested with the power to govern the state system of higher education. (Utah Code **§53B-1-101**) As such, the Board is vested with the control, management and supervision of the institutions composing the state system of higher education in the State of Utah, as set forth in Utah Code Title 53B in a manner consistent with the policy and purpose of that title and the specific powers and responsibilities granted to it. The State Board of Regents succeeds to the powers, duties, authority and responsibilities heretofore held and exercised by the governing boards of the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie College, ~~the College of Eastern Utah, the Utah Valley University State College, the and~~ Salt Lake Community College, ~~and by the Coordinating Council of Higher Education. Except for the Utah College of Applied Technology,~~ ~~the~~The board may modify the name of an institution under its control and management, as designated in Section 53B-1-102, to reflect the role and general course of study of the institution. (Utah Code **§53B-1-103**) Utah Code Title 53B is made a part hereof by reference.

**3.1.2. Governing Board for System; Commissioner is Chief Executive Officer:** The State Board of Regents is the governing board for the state system of higher education. In such capacity the Commissioner of Higher Education serves as its chief executive officer, and communications to and from the State Board of Regents and member institutions shall be made through the Commissioner.

**3.1.3. Governing Board for Institutions; Presidents are Chief Executive Officers:** The State Board of Regents also is the governing board of the institutions in the system. In such capacity the President of each institution serves under the direction of the State Board of Regents as the chief executive officer for her or his institution, and shall have such duties, powers and functions as are provided in these bylaws.

**3.1.4. Commissioner's Office a Channel of Communication:** Committee Chairmen, Regents and Presidents shall use the Commissioner's Office as the channel of communication for placing items on the State Board of Regents' agenda. Official contacts with other state agencies, such as the Governor's office, legislative officials, Building Board, Attorney General's office, State Auditor,

<sup>1</sup> Adopted June 17, 1970; amended July 28, 1970, September 11, 1970, January 20, 1971, July 27, 1971, December 20, 1973, July 22, 1975, July 14, 1980, August 31, 1981, October 11, 1985, September 12, 1986, August 6, 1987, December 16, 1988 and Bylaws February 24, 1989, June 18, 1993, May 31, 2002, and September 11, 2003.

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State Treasurer and others should flow through the Commissioner's Office if the subject matter involves State Board of Regents actions, policies, programs, or issues relating to matters reserved to the jurisdiction of the State Board of Regents by law or by State Board of Regents action pursuant to Utah Code [§53B-2-106](#).

### 3.2. Officers of the State Board of Regents

**3.2.1. Chair:** The Chair shall be elected by the State Board of Regents at its May/June meeting in each even numbered year and shall serve for a term of two years, or until his or her successor is elected and qualified. No State Board of Regents member shall be eligible to serve more than two terms as Chair. The Chair shall preside at all meetings of the State Board of Regents and, as directed by the Board, shall have such other duties, powers and responsibilities as are assigned to him or her by the Board, provided that the Board may also authorize its executive and other officers to execute such business, including contracts and other documents, as the Board may from time to time authorize and direct.

**3.2.2. Vice chair:** The Vice chair shall be elected by the State Board of Regents at its May/June meeting in each even numbered year and shall serve for a term of two years or until her or his successor is elected and qualified. The Vice chair shall act as Chair in the absence or disability of the Chair and shall have such other duties, powers and responsibilities as may be assigned to him or her by the Chair and the State Board of Regents. In the event the office of Chair becomes vacant during the term for which he or she was elected, the Vice chair shall act as temporary Chair until the next regular meeting, at which time a new Chair shall be elected to fill the vacancy and serve the balance of the unexpired term. If the office of Vice chair is similarly vacated, the vacancy shall be filled by election at the next regular meeting.

**3.2.3. Secretary:** The State Board of Regents shall appoint from the staff of its executive officer a secretary to serve at the pleasure of the State Board of Regents. The secretary shall be a full-time employee at such salary as the State Board of Regents may fix. She or he shall be charged with the responsibility of recording and maintaining a record of all State Board of Regents meetings and shall perform such other duties as the State Board of Regents may direct. (Utah Code [§53B-1-104\(5\)](#))

**3.2.4. Treasurer:** The State Board of Regents shall appoint a Treasurer to serve at the pleasure of the Board. The Treasurer shall perform such duties as the State Board of Regents may prescribe. (Utah Code [§53B-1-104\(6\)](#).) The Treasurer shall file a bond with the State Treasurer in such amount as the State Board of Regents may deem appropriate. All checks drawn on account of the State Board of Regents shall bear the signature of either the Chair, the Vice chair, the Treasurer, or such officers as may be approved by the Board, such as the Commissioner or Associate Commissioners when so authorized.

### 3.3. The Utah State System of Higher Education and Its Governance

**3.3.1. Composition:** The Utah State System of Higher Education, established by the Higher Education Act of 1969, consists of the State Board of Regents, its officers and staff, the University of Utah, ~~the Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College of Utah, the College of Eastern Utah, Utah Valley University~~ ~~State College~~, Salt Lake Community College, ~~the Utah College of Applied Technology~~ and such other public post high school education institutions as the Legislature may from time to time create. (Utah Code [§53B-1-102](#))

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### 3.3.2. Governance and Administration of the System

**3.3.2.1. Institutions:** Member institutions, as specified by law, are governed by the State Board of Regents, under law, these bylaws, and such policies, rules and regulations as the State Board of Regents shall establish or authorize to be established.

**3.3.2.2. Commissioner:** The State Board of Regents, upon approval from the governor and with the consent of the Senate for each appointee nominated, shall ~~select and~~ appoint a Commissioner of Higher Education to serve at its pleasure as ~~the its~~ chief executive officer ~~of the Board.~~ The Commissioner may be terminated by the Board of Regents or the Governor, after consultation with the board. The Board of Regents shall set the salary of the commissioner, prescribe the duties and functions of the commissioner (see R141, Functions of the Commissioner of Higher Education), and select a commissioner on the basis of outstanding professional qualifications. The Commissioner shall be responsible to the State Board of Regents ~~to~~ (1) ~~to ensure~~ that ~~its the~~ policies and programs ~~of the Board~~ are properly executed, (2) ~~to~~ advise the Board with regard to recommendations from the institutions governed by the Board, (3) ~~to~~ furnish information about the state system of higher education and make recommendations ~~regarding that information~~ to the Board ~~with respect thereto~~, (4) ~~to~~ provide state level leadership in ~~all activities~~ any activity affecting ~~an~~ institutions in the state system of higher education, and (5) perform other duties assigned by the Board in carrying out its duties and responsibilities to do such other things as may be directed by the Board in carrying out its duties and responsibilities under the law. (Utah Code §53B-1-105)

**3.3.2.3. Commissioner Interprets Board Policy:** The Commissioner shall be responsible for interpretation of State Board of Regents policy to the Presidents of the institutions in the Utah System of Higher Education and to interpret policy to all others who may seek further clarification of Board policy. The President of any institution may appeal to the State Board of Regents any interpretation of Board policy if he or she feels that the Commissioner's interpretation is in error.

**3.3.2.4. Selection of Presidents:** The State Board of Regents after consulting with the Institutional Board of Trustees shall appoint and hire a President for each state research and teaching university, state metropolitan/regional university, state college, state community college, ~~the Utah College of Applied Technology,~~ and other institutions in the state system of higher education, each to serve at the pleasure of the State Board of Regents and at such salary as it may determine and fix. (Utah Code §53B-1-103, §53B-2-106 and §53B-2a-102) Presidents of member institutions are responsible to the State Board of Regents. Presidents have the assistance of an Institutional Board of Trustees, as provided by law (Utah Code §53B-2-103 and §53B-2a-103), and such internal organs as constituted and authorized under law, by this State Board of Regents from time to time (Utah Code §53B-2-106), unless the State Board of Regents shall reserve to itself any of the institutional powers set forth in Utah Code §53B-2-106. ~~The President of the Utah College of Applied Technology is also an associate commissioner of higher education.~~ (Utah Code §53B-2a-102).

**3.3.2.5. Professional Staff:** Upon the recommendation of the Commissioner as its chief executive officer, the State Board of Regents shall appoint and hire a staff of professional and administrative personnel to serve at the pleasure of the Board at such salaries, retirement provisions and other benefits, and in such capacities as the Board may from time to time determine and direct. The State Board of Regents may also develop

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arrangements for any transfers of function, personnel, or other cooperative arrangements with member institutions, for the benefit of the work of the Board and the effective performance of its duties (See Utah Code [§53B-1-106](#); also Section 3.3.3. of these bylaws.)

**3.3.2.6. Commissioner Represents Board:** In order to ensure that there is effective follow through in implementing State Board of Regents action, the Commissioner shall represent the Board (when it is not in session) in giving guidance and assistance to institutions that will lead to timely and effective implementation of actions of the Board.

**3.3.2.7. Information, Reports, Audits:** The Commissioner is empowered to require information and reports from the institutions in the System that will be of use to her or him in seeing that State Board of Regents actions are implemented. The Commissioner has the authority, after giving due notice to the President, to assign his or her staff to audit records of institutions, to verify data, and to make sure that the same are uniformly reported. Such audits shall be closely connected to matters germane to recommendations that the Commissioner must make to the State Board of Regents for its action. Audits by the Commissioner's staff shall be done under the priorities set by the Regents. The Commissioner shall be responsible for harmonizing the work of her or his audit staff with the actions and priorities set by the Regents.

**3.3.2.8. Response to Inquiries, Explanations and Advocacy:** The Commissioner shall respond to inquiries and also take the initiative to see that actions of the State Board of Regents (such as budget adoptions, new roles and curriculum actions, building project priorities, etc.) are clearly explained and advocated before the Governor and his or her staff, legislative bodies, the State Building Board, and other officials and governmental entities.

**3.3.2.9. Board Policies Properly Executed:** After the State Board of Regents has adopted a new policy, program, or taken an action, the Commissioner shall have the responsibility to see that it is properly carried out. This responsibility shall entail: follow-up conversation with Presidents, interpretation of the intent of the State Board of Regents' action, facilitating communication back to the Board on problems encountered, and making such progress reports as the Board may require. In carrying out these responsibilities, the Commissioner should be cognizant of the fact that responsibility for the internal operations of each institution has been delegated both by law and by State Board of Regents action to each President, with the approval of the institutional Board of Trustees. Presidents shall be mindful of the fact that the Commissioner has the responsibility by law and by State Board of Regents action to see that policies, programs and actions of the Board are properly executed and that her or his actions in this regard are being taken for and on behalf of the Board as she or he functions as chief executive officer of the Board. The Commissioner shall function in close harmony with State Board of Regents policies and shall be in constant touch with the Chair and Executive Committee on matters about which he or she may have questions between regular Board meetings.

### **3.3.3. Institutional Governance and Administration**

**3.3.3.1. Responsibility of Presidents:** The Presidents are responsible to the State Board of Regents for the governance and administration of their respective institutions. Presidents with the assistance of their institutional Boards of Trustees are responsible (1)

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for the property, both personal and real, established at their respective institutions, together with such additions thereto as the State Board of Regents may from time to time approve (See Utah Code [§53B-20-101](#)); and (2) for the education, safety and welfare, for the good of education in the state and their respective institutions, of all persons admitted and enrolled, employed, or otherwise entering their premises, under such rules and regulations as the institution shall establish.

**3.3.3.2. Required Information:** The President of each institution, through the Commissioner, shall provide the State Board of Regents with such information relating to the operation of each institution and in such form as may be required from time to time by regulation or order of the Board.

**3.3.3.3. Institutional Employees:** The Presidents, with the approval of their institutional Boards of Trustees, under paragraph (2)(a) of Utah Code [§53B-2-106](#), are authorized to appoint, prescribe the duties, provide and under general State Board of Regents policies fix the salaries of the faculties, staffs, officers and employees of their respective institutions, reporting periodically their actions on personnel as may be required by the State Board of Regents.

**3.3.3.4. Institutional Rules and Regulations:** The President of each institution, with the approval of the institutional Board of Trustees, shall have the authority to and shall issue institutional rules and regulations governing the well-being of persons and the security of property at their institutions, consistent with law and the policies of the State Board of Regents, and to implement paragraphs (2)(b), (c), and (d) of Utah Code [§53B-2-106](#). And, until or unless the State Board of Regents shall reserve to itself any of the provisions of Utah Code [§53B-2-106](#) the President of each institution, acting with the approval of the Institutional Board of Trustees, shall be responsible to the State Board of Regents for the enactment and the execution of rules for regulating and safeguarding the health, welfare, and the rights of all persons at, in, or using the property, facilities and resources existent at each institution and pertaining to its various operations and property. Each President shall be responsible for filing a copy of the minutes of each institutional Board of Trustees meeting with the State Board of Regents.

**3.3.3.5. Institutional Members; Government:** The President, faculties, staff, students, alumni, and institutional Board of Trustees of each institution, when duly appointed, or admitted and qualified, are members of their respective universities, colleges and institutions, and, with the exception of the President (who serves at the pleasure of the State Board of Regents), may be suspended, removed from, or otherwise subjected to discipline in their respective categories of membership in accordance with law and the various rules and regulations governing the institutions of which they are members. Presidents, with the approval of the institutional Boards of Trustees, are encouraged to consult with, provide and develop such arrangements for institutional government, involving appropriate participation in institutional affairs of these classes of institutional membership, as may serve the interest of each institution and promote the good of education thereat.

**3.3.3.6. Advocacy Consistent with Board Actions:** Except as expressly required by Title 53B, Chapter 2a, under no circumstances shall the Commissioner, any President, or other officer of an institution present or advocate budget items, capital facilities priorities, or other legislation to legislators, legislative committees, the Legislature, the Governor, or any other state agency that are inconsistent with actions or policies of the Board of

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Regents on such matters. The Commissioner and such other persons as may be designated by the State Board of Regents shall be the spokespersons for the Board at all official hearings before the legislators, legislative committees, the Legislature, the Governor, or any other state agency. Nothing herein shall preclude a President or other officer of an institution from appearing at hearings involving his or her institution.

#### **3.3.4. Institutional Boards of Trustees**

**3.3.4.1. Responsibilities:** In addition to authority delegated to Presidents in Section 3.3.3. of this Section, to be exercised by them with the approval of the institutional Board of Trustees, each institutional Board of Trustees shall act in behalf of its institution in facilitating communication between the institution and the community, in assisting in planning, implementing and executing fund raising and development projects aimed at supplementing institutional appropriations, in perpetuating and strengthening alumni and community identification with the institution's tradition and goals, and in selecting those persons to be recipients of honorary degrees to be granted by the institution. (Utah Code [§53B-2-103](#))

**3.3.4.2. Honorary Degrees:** Each university and college of the system is authorized to award honorary degrees in recognition of outstanding achievement or distinctive public service, as selected for such consideration by the institutional Board of Trustees. (Utah Code [§53B-2-103\(2\)\(d\)](#))

**3.3.4.3. Degrees, Diplomas and Certificates:** Each Institutional Board of Trustees is authorized to approve all candidates for earned degrees and diplomas authorized by law and the Board of Regents, conferred by the institution. (Utah Code [§53B-16-103](#)) Such candidates shall be recommended to the institutional Board of Trustees by the President and faculties in accordance with institutional rules, provided that no degree or diploma shall be conferred except as authorized by law and the Board of Regents. Upon approval, all degrees and certificates shall be conferred in each institution by the President thereof. The general style for conferring degrees shall be: "As authorized by law and the Utah State Board of Regents." Diplomas attesting thereto shall bear the signature of the President of the institution, the Chair of the institutional Board of Trustees, the Chair of the State Board of Regents, and the Commissioner of Higher Education. Non degree certificates signifying completion of short, correspondence, or extension courses may be distributed and awarded by each institution, provided that the State Board of Regents may direct the termination of any such when inconsistent with the institutional role prescribed by law or the Board. New or additional degrees, diplomas, or certificates shall be subject to the approval of the State Board of Regents.

**3.3.4.4. Trustees Bylaws:** Each institutional Board of Trustees may enact such bylaws for its own government as it deems necessary, provided such bylaws are not in conflict with these bylaws, including provision for regular meetings of the institutional Board of Trustees. Copies of the institutional Board of Trustees' bylaws shall be submitted to the State Board of Regents. (Utah Code [§53B-2-104\(5\)](#) and [§53B-2a-103](#))

**3.3.4.5. Bylaws, Institutional Rules, and Other Reports Submitted to State Board of Regents:** The President of each institution is responsible for submitting to the State Board of Regents or making available electronically copies of both (1) the institutional Board of Trustees' bylaws for its own government, and (2) copies of the institutional rules and regulations governing the institution, to be issued by the President with the approval of the

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Institutional Board of Trustees, as set forth and delegated in Sections 3.3.3.1. and 3.3.3.4. of these bylaws above, and any other reports of institutional business required by the State Board of Regents.

**3.3.4.6. Questions of Institutional Role, Authority and Operations:** Questions regarding the scope of institutional role and authority and operations of institutional Boards of Trustees under these bylaws and the State Board of Regents' authority, shall be referred initially by the President of each institution to the Commissioner of Higher Education for transmittal, examination, review and necessary consideration by the Board of Regents.

### **3.3.5. The State Board of Regents and its Professional Staff**

**3.3.5.1. Participation in Academic Life:** The Commissioner and members of the professional staff of the Board of Regents may qualify and hold positions as members of the faculties of the member institutions of the system, in accordance, in each individual case, with institutional rules, regulations, and practices. The extent of participation of a State Board of Regents staff member in the academic life of any member institution shall be in harmony with the practices and regulations of the member institution, and must be approved by the Commissioner as not inconsistent with the efficient and timely discharge of the individual's duties as a staff employee of the Board.

**3.3.5.2. Compensation Through Institutional Payroll System:** The State Board of Regents' staff, professional or otherwise, may, with the joint approval of the Commissioner and the President of the concerned institution, be paid his or her approved compensation, for service as a member of the Board's staff, through the payroll system of a member institution. In connection therewith, the staff member shall be eligible for and enjoy, in accordance with institutional policies, all benefits provided by the institution to its equivalent faculty and staff personnel, including but not limited to retirement and insurance programs, vacation, sick leave, and other leaves; provided, however, that the Board of Regents shall advance funds to, or reimburse, the institution for the full amount of any compensation paid and for the institutional share of the cost of any benefits provided under this provision.

**3.3.5.3. Transfer of Staff Functions and Funds:** This section is subject to, and does not impair or otherwise affect, the power of the Board of Regents to transfer staff functions, and funds for the performance of such functions, from member institutions to the staff of the State Board of Regents pursuant to law. (Utah Code [§53B-1-106](#))

### **3.4. Offices**

**3.4.1. Location of Offices:** The principal office of the State Board of Regents shall be located in Salt Lake City, State of Utah. The State Board of Regents may have such other offices within the State of Utah and at member institutions as its duties may require.

### **3.5. Meetings**

#### **3.5.1. Regular Meetings**

**3.5.1.1. Scheduled, as Called, or by Request:** The State Board of Regents shall meet regularly as it shall determine, and when specifically called to convene, in full or executive

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session, by the Chair of the Board, by the executive officer of the Board, or by request of five members of the Board. (Utah Code §53B-1-104(9)) The regular meetings of the Board shall be held at locations, dates and time of day as may be determined by the Board.

**3.5.1.2. Communication to the Board:** With the exception of the Commissioner and staff, Presidents of institutions or their designated alternate, the executive or legislative officers of the State, communications or representations from persons other than the foregoing, not members of the State Board of Regents, shall be submitted to the Board in writing. Communications received less than fourteen days preceding any State Board of Regents meeting may be deferred by the Board to a later meeting at its discretion, or, referred by the Chair to a committee, Commissioner, or other officer of the System. Persons other than members, or those listed for business on the regular agenda, or their designated alternates, may address the State Board of Regents while in session only on the recognition of the Chair or by consent of a quorum of members present.

**3.5.2. Special Meetings:** The State Board of Regents may be called to convene in a special meeting, in full or executive session, by the Chair of the Board, by request or call of any five members, or by the executive officer of the Board. (Utah Code §53B-1-104(9).)

**3.5.3. Notice of Meetings:** Notice of the time and place of each regular and special meeting of the State Board of Regents shall be mailed by the Commissioner, or staff member directed by him or her, to each member of the Board and institutional President, to her or his last known address, at least seven days before each regular meeting, together with an agenda showing, with particularity, the nature of the business to be acted upon at such meeting. Less notice may be given in case of special or emergency meetings.

**3.5.4. Agenda and Regular Order of Business:** The official agenda shall constitute the principal business at regular meetings of the State Board of Regents. The regular order of business on the ~~Debate Calendar~~ Board's agenda shall be determined by the Chair and the Commissioner.

#### **3.5.5. Categories of Agenda Items**

**3.5.5.1. Agenda Categories:** The several items of State Board of Regents business shall be listed upon the agenda by the Commissioner within the following categories to serve the interests of the Board: (A) ~~Debate Action~~ Calendar: Items, recommended for action, that involve the determination of basic planning or policy questions, program changes of more than routine nature, or issues with substantial financial or budgetary implications. (B) Consent Calendar: Items, recommended for action, that are routine in character or of relatively minor importance and do not require full discussion by the Board. (C) Information Calendar: Presentation of institutional reports by heads of institutions and other items for informational purposes.

**3.5.5.2. Consent Calendar:** Any item listed upon the Consent Calendar may, by majority vote of the State Board of Regents, be transferred to the ~~Debate Action~~ Calendar at the same or a subsequent meeting and made subject to full discussion and deliberation prior to the taking of action thereon. Items on the Consent Calendar that are not so transferred shall be acted upon, without debate, either as a group or individually, as the State Board of Regents may elect.

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**3.5.6. Agenda Preparation Procedures:** All matters submitted by member institutions to the State Board of Regents for its approval shall be directed to the Commissioner and be referred by her or him to the appropriate standing committees of the Board unless the Commissioner or the Board, by majority vote, decides to consider a particular matter initially as a committee of the whole. Items submitted to the State Board of Regents by the institutions shall be placed on the agenda of the Board committees by the Commissioner or his or her designee, and the President of each institution submitting an item which is on the agenda of a Board committee shall be given notice of committee meetings in the manner provided in these bylaws.

**3.5.6.1. Commissioner's Recommendations:** On all items on the agenda, the Commissioner shall make a recommendation as to what action should be taken. Since the Commissioner is required to make a recommendation on all State Board of Regents action items on the agenda, it is incumbent upon committee Chairpersons and Presidents to keep the Commissioner fully informed and involved in discussions and deliberations that may have implications for Board action.

**3.5.7. Recording of Votes:** Any member so requesting shall have her or his vote recorded in the minutes, or on request of any member the vote of each member shall be recorded.

~~3.5.8. — Executive Sessions: The State Board of Regents may go into executive session as provided by law as set forth in Section 3.5.10. below.~~

~~3.5.88. Meeting Rules:~~ Robert's Rules of Order shall be followed in conducting all meetings of the State Board of Regents, and of the meetings of the committees of the Board.

~~3.5.109. Open and Public Meetings:~~ The State Board of Regents, under the laws of Utah, exists to serve the public interest and govern the state system of higher education. As provided by law, "all matters requiring Board determination shall be presented to and deliberated upon by the Board as a whole or as an executive committee properly convened." (Utah Code §53B-1-104(7))

~~3.5.10.1. Executive sessions:~~ Meetings of the State Board of Regents shall be open and public, except that the Board may meet in executive session under the conditions and for the purposes authorized by the Utah Open and Public Meeting Act (Utah Code Title 52, Chapter 4); provided that all resolutions, rules, regulations, contracts, appropriations, and other actions shall be taken in open session.

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### 3.6. Committees

#### 3.6.1. Enumeration of Committees and Selection of Members

**3.6.1.1. Committee Appointments:** There shall be five standing committees of the State Board of Regents and such other special committees as the Board or the Chair may determine from time to time to be necessary or appropriate. With the exception of the Executive Committee, the members of all standing and special committees and their Chair shall be appointed by the Chair of the State Board of Regents. The members and Chair of any subcommittee of a standing committee shall be appointed by the Chair of the standing committee. Each standing committee shall serve concurrent two-year terms with the Chair who appointed them, immediately following his or her election in each even numbered year.

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**3.6.1.2. Staff Support:** The Commissioner shall provide such staff and support services as may be necessary to each standing and special committee and any subcommittee thereof.

**3.6.1.3. Standing Committees:** The standing committees of the State Board of Regents are:

(1) Executive Committee (see Section 3.6.2, below);

(2) ~~Programs and Planning Committee Academic, Applied Technology, and Student Success Committee; and~~

(3) ~~Finance and Facilities Committee Program Proposal Review Subcommittee;~~

(4) ~~Finance, Facilities, and Accountability Committee;~~

(5) ~~Public Affairs Committee~~

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**3.6.1.4. Budget hearings:** The Finance and Facilities Committee shall convene as a Committee of the Whole Board during budget hearings with the institutions on budget matters.

**3.6.1.5. Definition of Committee Role:** The Chair may, from time to time, define or redefine the role and responsibilities of, and may make specific assignments to, a standing committee.

**3.6.1.6. Committee Membership and Voting of Chair and Vice Chair:** The Chair and Vice chair of the State Board of Regents may be appointed to and serve as regular members of one or more standing committees, with full power to vote. The Chair and Vice chair of the State Board of Regents shall also be ex officio members of each standing committee to which they are not appointed on a regular basis, but in such ex officio capacity shall be without power to vote.

### **3.6.2. Executive Committee**

**3.6.2.1. Composition:** The Executive Committee shall be composed of the Chair of the State Board of Regents, Vice chair of the Board, the immediate past Chair of the Board if still serving on the Board, the chairs of the standing committees of the Board, and one committee member at large appointed by the Board Chair.

**3.6.2.2. Authority:** The Executive Committee shall have the full authority of the State Board of Regents to act upon routine matters during the interim between Board meetings, but shall act upon non routine matters only under extraordinary and emergency circumstances. Actions of the Executive Committee shall be reported to the State Board of Regents at its next regular meeting following such action. (Utah Code §53B-1-104(7))

**3.6.3. Committee Meetings:** Meetings of all committees of the State Board of Regents may be held upon the call of the Chair of the committee, the Chair of the Board, or at the request of the Commissioner. The State Board of Regents may also meet as a committee of the whole on the call of the Chair. Notice of the time and place of every committee meeting and of the business to be

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acted upon shall be given to the members of the committee and the Commissioner and institutional Presidents by the person calling such meeting, by mail or other personal communications.

### 3.7. Quorum

**3.7.1. State Board of Regents and Committees:** A quorum of the State Board of Regents necessary to conduct and transact its business shall consist of nine members of the Board. (Utah Code ~~§53B-1-104~~(10)) A quorum of any committee of the State Board of Regents shall consist of a majority of its members. If less than a quorum are present at the time and place for any such meeting called, the State Board of Regents or committee meeting may be adjourned from time to time without further notice.

**3.7.2. Proxy Voting:** Proxy voting shall not be permitted at meetings of the State Board of Regents or the meetings of its committees.

**3.7.3. Participation by Telecommunications:** Members may participate in a meeting of the State Board of Regents, the Executive Committee, or other committee of the Board by means of telecommunications. Members who participate by telecommunications may be counted in the quorum necessary to conduct and transact State Board of Regents or committee business. Such participation does not alter the requirements of notice, open and public meetings, and other applicable rules of the State Board of Regents. To hold an electronic meeting, the Board must establish one or more "anchor locations," at least one of which is in the building and city where the Board would normally meet, and where there is adequate space and facilities for interested persons and the public to attend and monitor the open portions of the meeting. (Utah Code ~~§52-4-7.8~~)

### 3.8. Public Information

**3.8.1. Official Pronouncements:** The Chair of the State Board of Regents is the only member of the Board authorized to make official pronouncements for the Board, and then as instructed by the Board. The Commissioner as executive officer of the State Board of Regents is ex officio authorized to speak for the Board and the state system of higher education with respect to any policy matters that have received the approval of the Board, and on administrative matters which have been entrusted to him or her by law or by the Board.

**3.8.2. Releases and General Information:** The Commissioner of Higher Education, as executive officer of the State Board of Regents, or in her or his absence a designated deputy, may issue such news releases, general information and other communications regarding administration of the system of higher education, as will serve its interests, such releases to be consistent with Board policies and practices.

**3.8.3. Institutional Releases:** The Presidents of each institution, as chief executive officers of their respective institutions, are responsible for all releases and information issued from their institutions.

### 3.9. Pecuniary Interest

**3.9.1. State Board of Regents Members:** No State Board of Regents member shall be pecuniarily interested directly, or indirectly, in any contracts made in behalf of any institutions of higher education in the state of Utah.

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### 3.10. Amendments

**3.10.1. Method:** These bylaws may be amended or repealed at any regular meeting of the State Board of Regents, by an affirmative vote of nine or more members, provided that copies of any proposed amendments shall be submitted in writing to each member and to the Commissioner at least seven days before the meeting at which they are to be proposed.

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March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Policy Revision of R141, Functions of the Commissioner of Higher Education

Issue

R141 *Functions of the Commissioner of Higher Education* is being updated to reflect the findings pursuant to the Board's facilitated retreat by AGB consultants on February 16, 2012 and in preparation for the forthcoming search for the next Commissioner.

Background

During its February 16, 2012 retreat, the Board evaluated the responsibilities, duties and functions of the Commissioner as well as the Board and its leadership structure. Consultants from the Association of Governing Boards of Universities and Colleges (AGB) facilitated the retreat. The suggested amendments to R141 are consistent with the AGB recommendations to the Board to provide greater clarity regarding the functions and duties of the Commissioner as the Board's chief executive officer.

Policy Issues

The proposed amendments to R141 are consistent with the recommended amendments to R120 *Bylaws of the State Board of Regents* also being made in this agenda packet and are therefore in harmony with legislative changes made during the 2012 session to Utah Code §53B-1-105 *Appointment of Commissioner of Higher Education – Qualifications – Duties* (effective May 8, 2012).

Commissioner's Recommendation

The Commissioner recommends the Regents' approve the amendments to R141 *Functions of the Commissioner of Higher Education* (effective upon approval).

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William A. Sederburg  
Commissioner of Higher Education



# R141, Functions of the Commissioner of Higher Education<sup>1</sup>

**R141-1. Purpose:** To describe the duties and responsibilities of the Commissioner of Higher Education.

## R141-2. References

- 2.1. Utah Code [§53B-1-105](#) (Duties of the Commissioner of Higher Education)
- 2.2. [Policy and Procedure R120, Bylaws of the State Board of Regents](#)
- 2.3. [Policy and Procedure R203, Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions](#)
- 2.4. [Policy and Procedure R205, Presidential Appointment, Term of Office, and Compensation and Benefits](#)
- 2.5. [Policy and Procedure R209, Evaluation of Presidents](#)

**R141-3. Functions:** The Commissioner of Higher Education serves as the Chief Executive Officer of the Board [of Regents \(Board\)](#) and performs the following functions:

- 3.1. **Policy Coordination:** Facilitates and coordinates the execution of all Board policies and procedures.
- 3.2. **Leadership:** Provides state level leadership in [all-any](#) activities affecting the [Utah](#) System of Higher Education [in support of the best interests of the state and the policies of the Board of Regents, taking a collaborative approach that enhances the ability of member institutions to contribute to state and Board of Regents goals.](#)
- 3.3. **Master Planning:** Coordinates the master planning efforts of the [Utah](#) System of Higher Education (USHE) [through developing and implementing, jointly with leadership from the Board of Regents, a strategic planning process for USHE that collectively marshals institutional resources to address the educational needs of the state.](#)
- 3.4. **Public Information:** Serves as the spokesman for the [Utah](#) System of Higher Education [subject consistent with to the provisions of 3.8 of the Bylaws of direction established by](#) the Board.
- 3.5. **Council of Presidents:** Serves as Chairman of the Council of Presidents [in a collegial and collaborative manner, including coordination of meeting agendas and reports-Council deliberations\\_ and makes-recommendations to the Board; facilitating communication among the presidents.](#)
- 3.6. **Presidential Hiring:** Oversees the presidential hiring processes on behalf of the Board and provides the Board with recommendations regarding the finalists recommended by the search committee.
- 3.7. **Presidential Review:** Facilitates presidential review processes and provides the Board with his or her recommendation regarding presidential performance and compensation.

<sup>1</sup> Adopted September 21, 1976; amended May 22, 1978.



**3.68. Consultation:** Provides leadership, advice and consultation as may be sought by institutional Presidents or directed by the Board.

**3.79. Support Programs:** Administers approved statewide support programs, subject to applicable Board policies.

**3.810. Board Agenda:** Prepares and presents the agenda for all Board meetings after consultation with the Council of Presidents and the Board.

**3.911. Policy Considerations:** ~~Identifies policy considerations, specifies the significance thereof, and makes recommendations thereon to the Board~~ Provides sound professional advice and recommendations independent of any one group's or interest's perspective to the Board of Regents on all board and committee action agenda items, and all matters that do or should come to the attention of the Board of Regents, including advice on institutional and system budget requests, new programs, policy proposals, and an overall legislative agenda.

**3.102. Communications:** Supports the work of individual presidents and serves as a liaison between presidents and the Board of Regents; D~~irects~~ continuous communication between the colleges and universities ~~and between them~~, the State Board of Regents, and the Office of the Commissioner, related to problems and issues of common interest to the Utah System of Higher Education; establishes and maintains positive, productive relationships with the Board of Regents, the institutional presidents, the boards of trustees, and the legislative and executive branches of state government;.

**3.113. Reporting Relationship of the Commissioner's Staff:** Leads the staff of the Office of the Commissioner of Higher Education (OCHE) so that it fulfills its statutory responsibilities and duties to the Board of Regents.

**3.113.1.** All members of the Commissioner's staff shall be hired upon recommendation of the Commissioner and shall report directly to him or her. The standing and special committees of the Board shall work with the Commissioner's staff through the Commissioner.

**3.113.2.** Associate Commissioners and other staff members involved in committee work and other assignments shall report to the Commissioner, who shall then report to the Board, unless the Commissioner on a case by case basis specifically requires an Associate Commissioner or staff member to report directly to the Board.

**3.113.3.** Members of the Board in fulfilling committee assignments should be cognizant of lines of authority and should obtain the Commissioner's authorization in dealing with Associate Commissioners or other staff members.



March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Annual 2011 Faculty Discipline Majors' Meetings – Report

Introduction

On September 30, 2011, faculty from the Utah System of Higher Education (USHE), Brigham Young University, Westminster College and Western Governor's University representing 37 academic disciplines, convened in 29 meetings at the Salt Lake Community College Larry Miller Center for the annual Faculty Discipline Majors' Meetings. During the individual academic discipline meetings faculty discussed issues related to transfer, articulation, common course numbers, Essential Learning Outcomes and assessment. Over 400 faculty and academic advisors participated. Since 1997, Faculty Discipline Majors' Meetings have been held annually in Utah. For the meetings, an agenda is developed by the Regents General Education Task Force and the faculty chairs of each academic major's group. To comply with state law and Regents' Policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credit, and Credit by Examination, every year's agenda includes transfer, common course numbers, and new and discontinued courses along with issues of concern to the faculty.

Student Learning Outcomes

Also on the agenda were the Essential Learning Outcomes (ELOs) expected of students taking General Education courses. The ELOs include: Knowledge of Culture and the Physical and Natural World; Intellectual and Practical Skills; Personal and Social Responsibility, and Integrative Learning. The Essential Learning Outcomes were developed by employers throughout the nation and the Association of American Colleges and Universities (AAC&U). AAC&U's LEAP initiative (Liberal Education and America's Promise) continues to explore the Essential Learning Outcomes by engaging USHE faculty and the Salt Lake Chamber to discuss what employers need from college and university graduates. In this year's Faculty Discipline Majors' meetings, faculty were asked to determine how they would assess these learning outcomes, specific to their disciplines, and in what ways the Essential Learning Outcomes fit with their departments' learning outcomes. National leaders in higher education believe there is more coherence in departmental curricula and that student learning outcomes will be more enduring if they tie to departmental and institutional learning outcomes.

### Issues of Faculty Concern

During the September 30, 2011 meetings, faculty discussions covered a wide range of topics including: student demonstration of ELO competencies through e-portfolios and capstones; acceptability of online labs; tying the ELOS to national professional associations' learning outcomes; students' competence demonstrated in AP course grades; need for more faculty in some of the sciences; shelf life of courses; ethics; plagiarism; effective learning models; the move away from standardized examinations; Common Core State Standards; advising issues; accreditation and the ELOs; delivery models and supervision for concurrent enrollment courses; using rubrics for assessment; assessing value added learning; the need for student internships; employer focus groups; effective content strategies for elementary education students; online compared with traditional classroom learning; and concern for quality when classes are too large.

In addition, faculty discussed the Tuning projects funded by the Lumina Foundation for Education in history and secondary education in history, physics and secondary education in physics, elementary education and general education mathematics. Faculty not involved in Tuning have expressed interest in doing their own discipline Tuning. This means that faculty work collaboratively to identify competencies at greater levels of depth and which support student learning outcomes expected of all students within a discipline and at the appropriate degree level – associate, bachelor, and master. The learning outcomes and competencies are transparent so that students, parents, educators and policy makers know what students are expected to know, understand and are able to do at each degree level. The competencies provide a more detailed framework for student assessment.

### 2012 Annual Faculty Discipline Majors' Meetings

The next set of majors meetings will be held during the Fall of 2012 over IP Video to eliminate travel. Each group will address outstanding issues and discuss the Degree Qualifications Profile (DQP) which demonstrates in a transparent fashion what students must know and be able to do along five areas of learning: Applied Learning; Intellectual Skills; Specialized Knowledge; Broad, Integrative Knowledge; and Civic Learning. Faculty determine learning outcome benchmarks at each degree level. Also, high impact learning practices which have been shown to be effective in increasing student learning will be addressed.

### Online Meeting Notes

Reports from the 2011 Annual Faculty Discipline Majors' Meetings are now displayed on the USHE website: <http://higheredutah.org> under "Academics." The notes from each meeting are works in progress, meaning that questions are raised and will continue to be addressed before, during and after the next majors' meetings. The notes reflect the dynamics of the issues faced by faculty.

We offer our thanks to Salt Lake Community College for the use of its space at the Larry Miller Center and to the academic advisors who freely gave of their time to act as scribes. In addition, we thank the faculty who chaired each group and the faculty who continue to participate. Their names appear on each set of academic discipline notes.



Commissioners Recommendation

The Commissioner requests the Regents to receive the report on the 2011 annual Faculty Discipline Majors' Meetings. No action is required.

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William A. Sederburg  
Commissioner of Higher Education

WAS/PCS

March 21, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: University of Utah - Technology Strategy

Issue

With the growing expectation that technology will play an increasingly important role in the academic and administrative work of the Utah System of Higher Education (USHE) institutions, the question has been raised as to what the technology strategy is for each institution.

Background

At an earlier meeting of the Board of Regents, the assignment was given to each of the USHE member institutions to present their technology strategy to the Regents. This presentation is the second of the USHE schools to do so.

In an effort to respond, each of the USHE schools has embarked on answering the following sets of questions relative to their respective information technology organization:

1. Whom do we serve and what do they need to do?
2. What services do we provide so that they can do what they need to do?
3. How do we know we are doing a great job?
4. How do we provide the service?
5. How do we organize?

As the "do" form of these questions are answered, the focus turns to answering the "should" form of the questions. Ideally, answering these questions is done with the institution as a whole having answered the five questions in the form of a strategic plan. When such a plan is not available it is challenging to answer the five questions for the IT organization.



For USHE institutions this will be an iterative process given the dynamic nature of higher education and technology. We are eager to receive feedback from the Regents in anticipation of all the other USHE institutions presenting their respective plans.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Technology Strategy Plan for University of Utah.

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/EMD

March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Bachelor of Arts/Bachelor of Science in Peace and Conflict Studies

Issue

This proposal requests the establishment of an undergraduate interdisciplinary major in Peace and Conflict Studies (P&CS) to be administered within the College of Humanities in collaboration with the College of Social and Behavioral Science, and through initial financial support from and programmatic linkages to the Barbara L. and Norman C. Tanner Center for Nonviolent Human Rights Advocacy, starting upon approval by the Board of Regents. The Board of Trustees approved the proposal on Tuesday, December 13, 2011.

Background

The Peace and Conflict Studies undergraduate major, built upon the current Peace and Conflict Studies minor, is one of many interdisciplinary programs offered at the UofU. The Peace and Conflict Studies proposal will prepare students to understand the sources of conflict, how to analyze conflict, whether personal or global, and possibly find solutions that arrive at peace. The proposed major encourages students to: analyze critically the multiple origins and causes of conflict at local and global levels; examine the varied ways in which the lives of individuals and groups are affected by conflict, including its productive forms; and investigate diverse approaches and interventions for moving dysfunctional conflict toward functional conflict and, when appropriate and possible, resolution.

The Peace and Conflict Studies undergraduate major will provide the context and structure for students to understand the dynamics of peace and conflict and to contribute to the creation of more just and peaceful conditions in the world. The Peace and Conflict Studies major aims to facilitate the discovery of ways to eradicate violence and work towards peace, including the study of seemingly intractable conflicts on all levels. Through critical thinking and interdisciplinary approaches, conflict and peace will be examined at levels ranging from interpersonal to international. The major is multi-disciplinary with respect to its core courses and in terms of the inclusion of a wide range of courses. Work in this arena can include studies in cognate areas such as global justice, human rights, security, and sustainability. Because peacemaking involves the appreciation of diversity, students will be encouraged to study matters of difference related to class, ethnicity, race, gender, environment and religion. By building knowledge and developing related practices of responsible citizenship, the Peace and Conflict Studies major seeks to prepare students who can help transform society in ways that honor democracy, justice, and diversity. Summary documents



describing the program and its objectives, a sample program schedule, and the University of Utah faculty involved in the major are provided at the end of this document.

The exit surveys of Peace and Conflict Studies (P&CS) minors indicate strong interest in a Peace and Conflict Studies major. No additional funding is needed to begin this program.

#### Policy Issues

USHE institutions expressed support for this proposal. No policy issues were raised.

#### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by the University of Utah to offer the Bachelor of Arts/Bachelor of Science in Peace and Conflict Studies, effective Fall Semester 2012

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William A. Sederburg  
Commissioner of Higher Education

WAS/PCS  
Attachment

Programs and Planning Committee

Action Item

Request to Offer a BA/BS in Peace and Conflict Studies

University of Utah

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

March 21, 2012



**Program Description  
University of Utah  
BA/BS in Peace and Conflict Studies**

**Section I: Request**

This proposal requests the establishment of an undergraduate interdisciplinary major in Peace and Conflict Studies (P&CS), to be administered within the College of Humanities, in collaboration with the College of Social and Behavioral Science, and through initial financial support from and programmatic linkages to the Barbara L. and Norman C. Tanner Center for Nonviolent Human Rights Advocacy, starting upon approval by the Board of Regents. The Board of Trustees approved the proposal on Tuesday, December 13, 2011.

**Section II: Program Description**

**Complete Program Description**

The Peace and Conflict Studies undergraduate major will provide the context and structure for students to understand the dynamics of peace and conflict and to contribute to the creation of more just and peaceable conditions in the world. The Peace and Conflict Studies major aims to facilitate the discovery of ways to eradicate violence and work towards peace, including the study of seemingly intractable conflicts on all levels. Through critical thinking and interdisciplinary approaches, conflict and peace will be examined at levels ranging from interpersonal to international. The major is multi-disciplinary with respect to its core courses and in terms of the inclusion of a wide range of courses. Work in this arena can include studies in cognate areas such as global justice, human rights, security, and sustainability. Because peacemaking involves the appreciation of diversity, students will be encouraged to study matters of difference related to class, ethnicity, race, gender, environment and religion. By building knowledge and developing related practices of responsible citizenship, the Peace and Conflict Studies major seeks to prepare students who can help transform society in ways that honor democracy, justice, and diversity. Summary documents describing the program and its objectives, a sample program schedule, and University of Utah faculty involved in the major are provided at the end of this document.

**Purpose of Degree**

Three primary purposes of the Peace and Conflict Studies major are: to encourage students to: (a) analyze critically the multiple origins and causes of conflict at local and global levels; (b) examine the varied ways in which the lives of individuals and groups are affected by conflict, including its productive forms; and (c) investigate diverse approaches and interventions for moving dysfunctional conflict toward functional conflict and, when appropriate and possible, resolution. Through ongoing participation in campus and community forums as well as a semester-long internship, the Peace and Conflict Studies major also aims to encourage students to bring their scholarly knowledge to bear directly on practical problems and conditions, and assist in formulating solutions. Toward this end, relationships with relevant local, national, and international organizations and institutions which provide University of Utah Peace and Conflict students with internship opportunities have been and continue to be developed.

**Institutional Readiness**

The Peace and Conflict Studies undergraduate major can be seen as an outgrowth of the existing Peace and Conflict Studies undergraduate minor. Student interest in this program has steadily increased over the course of the past five years. Currently (as of August 29, 2011), there are 30 undergraduate students enrolled in the minor, and 30 students have been cleared to graduate with the minor. The number of minors

has been stable, ranging from 25 to 30 students each year for the past five academic years. Some graduates are now studying or working in areas such as community mediation, diplomacy, non-profit management, and international human rights. Existing infrastructure for the program includes the Peace and Conflict Studies Steering Committee; the Barbara L. and Norman C. Tanner Center for Non-Violent Human Rights Advocacy and its faculty board members; an informative website (<http://www.hum.utah.edu/peace/>); internship partners; a growing library that includes academic and children's books and videos (visit [www.humanrights.utah.edu](http://www.humanrights.utah.edu)); a program assistant and support from the Undergraduate Student Academic Advisor in Communication<sup>1</sup>; and a diverse and growing list of faculty across campus with scholarly and teaching interests in the areas of conflict resolution, peace studies, human rights, and security. Finally, students in the minor have expressed interest in the development of a major. In fact, exit interviews indicate that the majority of student respondents in the Peace and Conflict Studies minor would have chosen it as a major if it had been an option during their undergraduate studies at the UofU. In addition, relevant courses are now being offered in more than 25 departments across campus.

## Faculty

Most courses that will constitute the Peace and Conflict Studies major already are being taught by qualified professors in departments across the University, many of whom are pursuing research in these areas. In fact, in the past four years, owing in part to the intellectual energy surrounding the annual human rights conference, more faculty have shifted significant parts of their research toward areas such as conflict resolution, human rights, peace studies, and security studies. Therefore, no new faculty members need to be hired; nor will current faculty members need to undertake additional training in order to support the proposed degree. The following tenured or tenure-track professors can support the P&CS Major (and this list is not exhaustive):

- Günseli Berik, PhD (Economics)
- Mark Bergstrom, PhD (Communication)
- Martha Bradley, PhD (Honors College)
- Ed Buendia, PhD (Ethnic Studies)
- Nilufer Çagatay, PhD (Economics)
- Caitlin Cahill, PhD (College of Architecture and Planning)
- Dave Carrier, PhD (Biology)
- Elizabeth Cashdan, PhD (Anthropology)
- Deen Chatterjee, PhD (Philosophy)
- George Cheney, PhD (Communication, Auxiliary Professor/Advisory Role)
- Elaine Clark, PhD (Educational Psychology)
- Ben Cohen, PhD (History)
- David Derezote, PhD (Social Work)
- Lisa Diamond, PhD (Psychology)
- Steve Downes, PhD (Philosophy)
- Danielle Endres, PhD (Communication)
- Leslie Francis, PhD, J.D. (Philosophy and Law School)
- Erika George, J.D. (Law School)
- Rick Green, PhD (Public Administration)

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<sup>1</sup> Note: The College of Humanities may assume student advising responsibilities in the future.



- Marouf Hasian, PhD (Communication)
- Len Hawes, PhD (Communication)
- Laurie Holland, PhD (Political Science)
- Tom Huckin, PhD (English and Linguistics)
- Dave Huebner, PhD (Psychology)
- Ken Jameson, PhD (Economics)
- Janet Kaufman, PhD (English)
- Jeff Kentor, PhD (Sociology)
- Kim Korinek, PhD (Sociology)
- Bruce Landesman, PhD (Philosophy)
- Sean Lawson, PhD (Communication)
- Jim Lehning, PhD (History)
- Theresa Martinez, PhD (Sociology)
- Harvey Miller, PhD (Geology)
- Bob Nelson, PhD (Theatre)
- Erin O'Connell, PhD (Languages and Literature)
- Monisha Pasupathi, PhD (Psychology)
- Steve Reynolds, PhD (Economics)
- Rick Rieke, PhD (Communication)
- Tom Sanchez, PhD (Urban Planning)
- Kathryn Stockton, PhD (Gender Studies)
- Julie Stewart, PhD (Sociology)
- Cecilia Wainryb, PhD (Psychology)
- Don Wardell, PhD (Management)
- Polly Weissner, PhD (Anthropology)

The list of course electives currently being offered to Peace and Conflict minor students has been subject to annual review by the P&CS director, staff, and steering committee and is based on feedback and recommendations from all of the relevant departmental chairs/instructors surveyed in 2008 and 2009. A list of approximately 125 courses using the criteria of relevance, frequency of offering, and rigor with respect to the seven thematic options offered within the minor are maintained. The requirements for the major, as mentioned above, will build on this foundation of courses.

### **Staff**

Administration will be conducted by existing staff, including a director, a program assistant, and a student advisor.

### **Library and Information Resources**

Extensive holdings for the Peace and Conflict Studies major, beyond those found in the J. Willard Marriott Library are already in existence. No university or state funds will be needed for library acquisitions; however, the Barbara L. and Norman C. Tanner Center for Non-Violent Human Rights Advocacy will continue to provide funds to purchase books, journals, and videos in support of the P&CS programs. Additionally, key staff members at the J. Willard Marriott Library indicate that they are interested in working with the P&CS faculty to acquire additional holdings for courses associated with the P&CS undergraduate

major, as well as with the P&CS undergraduate major students to ensure that these holdings are accessible.

### **Admission Requirements**

Students must be in good standing at the UofU. Students must complete relevant admission and advising forms, including a brief explanation of their interest in the major or minor.

### **Student Advisement**

Student advising is divided into four components: these are course-related, internship-related, graduation-related, and career-related. Detailed and user-friendly program documents now facilitate the first two types of advising. The Hinckley Institute of Politics will handle the logistics for some internships at the local, national and international levels. While advising for the minor has been housed in the Department of Communication and conducted by that department's undergraduate advisor, advising for the major will be conducted in the College of Humanities beginning in fall 2011. For career-related advising, students will continue to meet with the director and program assistant/academic advisor as needed. As the major develops, students will also be referred to an array of participating faculty (for specializations such as community mediation, nonprofit management, diplomacy, international negotiations, human rights advocacy and security).

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

The major will consist of 33 total credit hours. In addition, students will be required to fulfill all University of Utah graduation requirements, and a total of 126 credit hours.

### **External Review and Accreditation**

The P&CS undergraduate major will be part of regular internal and external reviews for interdisciplinary programs housed in the College of Humanities.

### **Projected Enrollment**

Experience with the P&CS minor and conversations with students, coupled with results from the research on the growth in this "interdiscipline" in recent years suggests a projected number of 35 during the initial two years of the major, following an anticipated launch in fall semester 2012. It is anticipated that there will be an increase to approximately 50 majors by fall 2013 based on the results of exit surveys of P&CS minors from the past three years.

Year	Student Headcount	# of Faculty	Ratio*
2011	35	47	74
2012	35	47	74
2013	50	47	106
2014	50	47	106
2015	50	47	106

*\*Ratio is extremely low due to the interdisciplinary nature of the major and the large number of faculty participating in the program.*

### **Expansion of Existing Program**

This proposal for the interdisciplinary P&CS major stems from experience with the P&CS minor program. It is a model that works and the students want more options. Based on this history and experience with the minor program, the steering committee and associated staff recommend expanding the options for undergraduates from the existing P&CS minor to include the option to major in P&CS.



## **Section III: Need**

### **Program Need**

There has been a recent trend among leading academic institutions in North America to establish undergraduate programs in Peace Studies/Conflict Resolution. The interim executive director of the Peace and Justice Studies Association (PJSA) reports that as of spring 2008 there were 169 BA programs and 8 BS programs, including both national and international programs, with new programs continuing to emerge. The P&CS director and program assistant researched the majority of these programs during the winter of 2007 and continue to survey the development of such programs at institutions across North America and the globe. While most institutions emphasize undergraduate or graduate programs in Peace and Conflict Studies and related fields (Conflict Resolution, Peace Studies, Global Justice, Social Justice, or Security Studies), relatively few major public institutions integrate these programs across undergraduate, graduate, and community outreach programs through a center that supports related activities such as conferences, public dialogues/forums, and public education initiatives. It is noted that very few programs span micro and macro contexts for conflict or involve as many disciplines on a campus as does the already existing P&CS minor at the UofU. The University of Utah is well positioned to meet the growing needs of students, faculty members and the larger community with more positive, peaceful, and responsive theoretically grounded and practical approaches for dealing with conflicts that inevitably exist in increasingly diverse student, faculty, community, regional, national and global populations. With the addition of the major the University of Utah will have a reasonably comprehensive undergraduate program, supported by a center that coordinates on-going related activities and a Peace and Conflict Studies Certificate, approved in 1990 and based in Communication. For more information regarding the Center, see:

<http://www.humanrights.utah.edu>. For more information regarding the Conflict Resolution Certificate Program, please visit: <http://www.hum.utah.edu/communication/?pageId=122>.

### **Labor Market Demand**

Peace and conflict-related issues are prominent at every level of society today. Along with other interdisciplinary majors/minors at the University of Utah, the Peace and Conflict Studies major will encourage students to think beyond disciplinary boundaries and to gain the knowledge and skills that diverse disciplines can bring to bear on critical social problems. As one example, many of today's conflicts often have multiple dimensions, including environmental as well as social concerns. The Peace and Conflict Studies major will help students examine their own assumptions about conflict, justice, identity, democracy, and international engagement. It will stress the pursuit of nonviolent solutions whenever possible. The major will also include a required internship or field component, placing the student in the midst of a local, national or international context in which the two-way interaction between theory and practice can be fully explored. In all these ways, the Peace and Conflict Studies major provides the relevant background and training for careers in such fields as human resources management, counseling, community mediation, labor negotiation, politics, non-profit management, law, diplomacy, social movements, international human rights, and socially engaged applications of the arts. Student interest mirrors these social and market trends as discussed below.

### **Student Demand**

The exit surveys of Peace and Conflict Studies minors indicate strong interest in a Peace and Conflict Studies major. Recent UofU baccalaureate graduates with the Peace and Conflict Studies minor have majored in such fields as political science, communication, anthropology, English, history, psychology, philosophy, and sociology. Some P&CS minors have majored in the growing program in International

Studies at the University. A clear majority of P&CS minor graduates from the past three and a half years (85% of respondents) report that they would have declared a Peace and Conflict Studies major if the option had existed. Their reasons range from interest in international conflict to cross-cultural studies, to the desire to apply conflict management skills to diverse contexts.

### **Similar Programs**

BA and BS programs in Peace and Conflict Studies exist at various top-tier research universities:

- Harvard University
- U.C. Berkeley
- U.C. Santa Barbara
- University of Colorado at Boulder
- University of Minnesota

As well as in major public institutions:

- Arizona State University
- California State University
- City University of New York
- Kent State University
- Portland State University

Private universities:

- American University
- Columbia University
- Cornell University
- George Mason University
- University of Notre Dame

And small private/religious colleges:

- Bethel College
- Earlham College
- Eastern Mennonite University
- Leslie College
- Manchester College
- Prescott College

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

The only academic program at all comparable within Utah is the Peace and Justice Studies program at Utah Valley University (UVU). This program includes an undergraduate minor, and UVU plans to expand it to a major by 2012 or 2013. The two proposed majors have some overlapping and some complementary elements. Collaborative work with the UVU program in terms of the scheduling of events and the selection of topics is already in place; and additionally, efforts to foster community contacts, especially for student internship, have begun. The development of the two programs as beneficial to the state, especially in light of the growth of peace and conflict programs on national and global levels (in that they now number over 800).



**Benefits**

The Peace and Conflict Studies major will promote diversity and equal opportunity and respect individual beliefs; it will advance rigorous interdisciplinary inquiry, international involvement, and social responsibility. The major will commit itself to providing challenging instruction for all its students, from Utah and beyond. The program will highlight the integration of instruction, research, and practical opportunities, and the program will encourage faculty, staff and students to contribute to community and professional service, to national and international affairs and governance, and to matters of civic dialogue."<sup>2</sup>

**Consistency with Institutional Mission**

Creation of the proposed major is concordant with the University's stated mission as "a preeminent research and teaching university with national and global reach" as other BA and BS programs in Peace and Conflict Studies already exist at various top-tier research universities, and major public institutions. The proposed major advances rigorous interdisciplinary inquiry at the undergraduate level through interdisciplinary teaching and collaborative research, international involvement through internships and research collaboration, and furthers social responsibility through the study of difference related to class, ethnicity, race, gender, environment and religion. By building knowledge and developing related practices of responsible citizenship, the Peace and Conflict Studies major seeks to prepare students who can help transform society in ways that honor democracy, justice, and diversity.

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

The Peace and Conflict Studies major can be used to complement and support studies in a variety of majors and minors, including other interdisciplinary programs in Asian Studies, Environmental Studies, Ethnic Studies, Gender Studies, International Studies, Latin American Studies, Leadership Studies, and Middle East Studies.

Program and student assessment will follow the guidelines established for other major/minor programs in the College of Humanities and the College of Social and Behavioral Science, which are the two main colleges from which the P&CS program draws minors and will be expected to draw majors (although students come from at least four other colleges: Business, Education, Science, and Social Work).

The students will assess the viability and development of their respective programs in required meetings with the program advisor.

1. Student achievements in completing course requirements will indicate their overall progress.
2. Each P&CS student's comprehensive knowledge and skills will be assessed through participation in the capstone course. This will include a final project that demonstrates the student's ability to synthesize relevant bodies of knowledge and experiences.
3. Overall program assessment will consider student progress in the areas outlined above, and through student course evaluations and exit surveys, which include student self-evaluation of their learning process in the program.
4. Finally, student awards, scholarships, paper prizes, graduate school acceptances, and job placements will aid in the assessment of long-term program success.

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<sup>2</sup> Some of this language is taken from the University of Utah Mission Statement accessed 11/14/08 from <http://www.admin.utah.edu/president/mission.html>

### **Expected Standards of Performance**

The student will:

1. Analyze the etiology (origins) and current dynamics of peace and conflict issues from multiple disciplinary perspectives, including those of anthropology, communication, economics, history, philosophy, literature (English), political science, psychology, social work, sociology, and theatre.
2. Suggest creative approaches and interventions to contemporary peace and conflict issues. For example, students will be encouraged to make connections between the processes used at the interpersonal, group and community levels to discuss, debate, and resolve issues and the types of issues faced at broader levels of society.
3. Critically assess and synthesize the approaches to peace and conflict studies that are presented in different disciplines. Ultimately, students are encouraged to formulate personal approaches to dealing with peace and conflict, bringing together their scholarly investigations, discussions with peers, and practical experiences (for example, those obtained in community-based, national, and international internships).
4. Be invited to participate in a variety of campus and community forums.



## Section V: Finance

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>					
Projected FTE Enrollment	35	35	50	50	50
Cost Per FTE	n/a	n/a	n/a	n/a	n/a
Student/Faculty/Ratio	.74	.74	1.06	1.06	1.06
Projected Headcount	35	35	50	50	50
Projected Tuition	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Tuition*	\$210 K	\$216K	\$318K	\$327K	\$338K
Tuition to Program**	\$60K	\$60K	\$85K	\$85K	\$85K
<b>5 Year Budget Projection</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense</b>					
Salaries and Wages	See foot note below***				
Benefits					
Total Personnel					
Current Expense					
Travel					
Capital					
Library Expense					
<b>Total Expense</b>	\$	\$	\$	\$	\$
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Revenue</b>					
Legislative Appropriation					
Grants and Contracts	16,000				
Donations					
Reallocation					
Tuition to Program					
Fees					
<b>Total Revenue</b>	\$	\$	\$	\$	\$
<b>Difference</b>					
Revenue-Expense	\$	\$	\$	\$	\$

\* Gross Tuition is based on a 3% increase per year.

\*\* Tuition to Program is based on SCH funding at \$85 per SCH.

\*\*\* No additional expenses or revenue will be incurred or generated given the statement below.

No additional funding will be needed to launch the major other than the private funds from the Barbara L. and Norman C. Tanner family (\$16,000) and the existing resources of the two primary supporting colleges, Humanities, where the P&CS minor is housed and where the major will be as well, and Social and Behavioral Science, which is the principal partner in this effort.

## Section VI: Program Curriculum

The major will consist of 33 total credit hours, to be distributed as follows:

- One introductory course (3 hours)
- One capstone course (3 hours)
- Three core interdisciplinary courses (9 hours)
- Three elective courses (9 hours)
- One 5000-level course (3 hours)
- One experiential/performance requirement (3 hours)
- One internship requirement (3 hours)

The introductory class will be coordinated each year by a single instructor of record, and will include multiple speakers with interdisciplinary perspectives on peace and conflict. The capstone course will be an integrative course on rotating special topics, such as "Conflict and Reconciliation". The experiential/performance requirement will apply conflict-related theories within practical contexts. This requirement will regularly be met through the "Dialogue Models" course. However, other courses such as "Group Dynamics, Division, and Facilitation" deemed appropriate and approved by the major advisor may also satisfy this requirement. The internship may be local, national, or international and will include an integrative term paper requirement.

The following are existing courses taught at the university which, given the breadth and substance of their content, are proposed as core interdisciplinary courses for the P&CS major:

- COMM 5150: Dialogue and Cultural Studies
- ECON 5180: Poverty and Inequality
- ECON 5560: Gender and Economic Development in the Third World
- ETHNC 5020: Contemporary Theories of Social Justice
- PHIL 3730: Justice and International Affairs
- PHIL 5710: International Human Rights
- POLS 3680: IR, Globalization and Resistance
- POLS 5440: Nationalism and Ethnic Conflict
- PADM 5820: Art of Negotiation (open to 10 undergrads)
- PADM 5830: Crisis Management and Conflict Resolution (open to 10 undergrads)
- PSYCH 4450: Intergroup Relations: Our Prejudices and Stereotypes
- SW 3550: Social Diversity and Cultural Understanding

Listed below are *potential* core interdisciplinary courses under discussion for the P&CS major. These courses represent adaptations of existing courses or are courses under discussion that could be created and cross-listed between the proposed major and relevant departments. Related discipline/departments are listed after each course label.

- Conflict Resolution across Social Contexts (P&CS, COMM, POLS)
- Dialogue Models in Intergroup Contexts: Theory and Practice (P&CS, SOCWK)
- Economic Justice, Labor and Human Rights (P&CS, ECON, SOC, POLS, COMM)
- Economic Causes of War (ECON, COMM, ENGL, PHIL)
- Environment, Human Rights and Conditions of Peace (P&CS, COMM, EVST, PHIL, POLS)
- Group Dynamics, Division and Facilitation (P&CS, COMM, PSY, SOC, SOCWK)
- Globalization, Fragmentation and Peace (P&CS, ECON, SOC)



- Human Development and Conflict (P&CS, ANTH, PSY)
- Human Rights in Multidisciplinary Perspectives (P&CS, HIST, PHIL, with support from LAW)
- Issues in Global Justice Today (P&CS, PHIL, with support from LAW)
- Narrative, Identity and Conflict (P&CS, COMM, ENGL, LING)
- Negotiation (P&CS, COMM, MGMT)
- Peacemakers and Peace Movements (P&CS, COMM, HIST, PHIL, SOC)
- Perspectives on National and Global Security (P&CS, HIST, PHIL, POLS)
- Reconciliation and Conflict (P&CS, PSY)
- Symbols, Messages and Representations of Conflicts (P&CS, COMM, DANCE, ENGL, FILM, LING, PSY, THEATRE)
- War, Its Antecedents, and Its Consequences (P&CS, ANTH, ECON, HIST, POLS, SOC)

The courses from which P&CS major students will choose their electives address at least one, if not more, of the following dimensions of conflict:

1. The Causes and Conditions of Conflict,
2. The Experiences and Expressions of Conflict, and
3. Responses and Solutions to Conflict.

These three broad dimensions help students to see the process-oriented nature of many conflicts: that is how they arise, develop, and may be productive, managed, contained or ultimately resolved. In addition, and consistent with the structure of the P&CS minor, students will be asked to select elective courses that concentrate along one or two of the following themes: Conflict and Collaboration in Multiple Contexts (CC), Dialogue and Diversity (DD), Global Justice Issues (GJ), Human Rights (HR), Process Skills (PS), Social Activism (SA), and Global Security (GS).

The Conflict and Collaboration in Multiple Contexts (CC) theme addresses the multiple ways in which conflicts arise, develop, and are resolved, in settings from interpersonal to global. The Dialogue and Diversity (DD) theme focuses on matters of difference and the nature and origin of conflicts between different expressions of identity, at all levels. The Global Justice Issues (GJ) theme treats a variety of questions of international justice, including the sources and dimensions of conflict around such matters as intervention, war, trade, humanitarianism, development, environmental sustainability, and cultural preservation. The Human Rights (HR) theme stresses human rights issues and advocacy, especially as they are discussed in legal, social, and political contexts. The Process Skills (PS) theme emphasizes the development of skill capacities related to conflict resolution, dialogue, facilitation, mediation, and peacemaking. The Social Activism (SA) theme is oriented specifically toward social movements and agents of social change, including those geared toward organizing and problem-solving at community, national and international levels. Finally, the Global Security (GS) theme explores national and international approaches to human security concerns; attention is also focused on the legal, human rights, and global justice ramifications of security-related events and policies.

By selecting electives that cluster within one or two of these thematic areas, students can pursue emphases that have not only intellectual significance but also practical relevance for specific careers.

## Program Schedule

Freshman Year Fall Semester	Freshman Year Spring Semester
<b>Sophomore Year Fall Semester</b> <ul style="list-style-type: none"> <li>• Introduction to Peace &amp; Conflict Studies (3)</li> <li>• (Cross listed with relevant departments)</li> </ul>	<b>Sophomore Year Spring Semester</b> <ul style="list-style-type: none"> <li>• Dialogue Models (3)</li> <li>• (Cross-listed: COMM 5810-001, HONOR 4474-004, SW 5830-003) – e.g. of Experiential Requirement</li> </ul>
<b>Junior Year Fall Semester</b> <ul style="list-style-type: none"> <li>• Political Economy of Race, Ethnicity, Class and Gender (3)</li> <li>• ECON 1060 – P&amp;CS Elective</li> <li>• Global Social Structure (3)</li> <li>• SOC 3436 – P&amp;CS Elective</li> </ul>	<b>Junior Year Spring Semester</b> <ul style="list-style-type: none"> <li>• Conflict &amp; Reconciliation: A Multidisciplinary Perspective (3)</li> <li>• PSYCH 4230 – e.g. of Capstone Requirement</li> <li>• Gender, Ethics &amp; Public Policy (3)</li> <li>• POLS 3250 – Core Requirement</li> </ul>
<b>Senior Year Fall Semester</b> <ul style="list-style-type: none"> <li>• Dialogue and Cultural Studies (3)</li> <li>• COMM 5150 – Core Requirement</li> <li>• Justice &amp; International Affairs (3)</li> <li>• PHIL 3730 – Core Requirement</li> </ul>	<b>Senior Year Spring Semester</b> <ul style="list-style-type: none"> <li>• Racial and Ethnic Politics (3)</li> <li>• ETHNC 3190 – P&amp;CS Elective</li> <li>• Anthropology of Violence &amp; Nonviolence (3)</li> <li>• ANTHRO 4138 – P&amp;CS Elective</li> <li>• Required Internship (3)</li> <li>• e.g., Chamade: A Call to Parley</li> </ul>

## Section VII: Faculty

- Günseli Berik, PhD (Economics)
- Mark Bergstrom, PhD (Communication)
- Martha Bradley, PhD (Honors College)
- Ed Buendia, PhD (Ethnic Studies)
- Nilufer Çagatay, PhD (Economics)
- Caitlin Cahill, PhD (College of Architecture & Planning)
- Dave Carrier, PhD (Biology)
- Elizabeth Cashdan, PhD (Anthropology)
- Deen Chatterjee, PhD (Philosophy)
- George Cheney, PhD (Communication, Auxiliary Professor/Advisory Role)
- Elaine Clark, PhD (Educational Psychology)
- Ben Cohen, PhD (History)
- David Derezote, PhD (Social Work)
- Lisa Diamond, Ph. D. (Psychology)
- Steve Downes, PhD (Philosophy)
- Danielle Endres, PhD (Communication)
- Leslie Francis, PhD, J.D. (Philosophy and Law School)
- Erika George, J.D. (Law School)
- Rick Green, PhD (Public Administration)
- Marouf Hasian, PhD (Communication)



- Len Hawes, PhD (Communication)
- Laurie Holland, PhD (Political Science)
- Tom Huckin, PhD (English and Linguistics)
- Dave Huebner, PhD (Psychology)
- Ken Jameson, PhD (Economics)
- Janet Kaufman, PhD (English)
- Jeff Kentor, PhD (Sociology)
- Kim Korinek, PhD (Sociology)
- Bruce Landesman, PhD (Philosophy)
- Sean Lawson , PhD (Communication)
- Jim Lehning, PhD (History)
- Theresa Martinez, PhD (Sociology)
- Harvey Miller, PhD (Geology)
- Bob Nelson, PhD (Theatre)
- Erin O'Connell, PhD (Languages and Literature)
- Monisha Pasupathi, PhD (Psychology)
- Steve Reynolds, PhD (Economics)
- Rick Rieke, PhD (Communication)
- Tom Sanchez, PhD (Urban Planning)
- Kathryn Stockton, PhD (Gender Studies)
- Julie Stewart, PhD (Sociology)
- Cecilia Wainryb, PhD (Psychology)
- Don Wardell, PhD (Management)
- Polly Weissner, PhD (Anthropology)
- Lt. Col. Wendel, M.S. (Naval Sciences)
- Cheryl Wright, PhD (Family & Consumer Studies)

March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Doctor of Philosophy in Occupational and Environmental Health with Emphases

Issue

The University of Utah School of Medicine requests approval to offer the Doctor of Philosophy in Occupational and Environmental Health, with emphases in Industrial Hygiene, Occupational Injury Prevention, and General Occupational and Environmental Health, effective Fall 2012. This program has been approved by the Institutional Board of Trustees on Wednesday, December 13, 2011.

Background

The University of Utah PhD in Occupational and Environmental Health (OEH) program will fill an unmet need at the University of Utah and in the state of Utah. Though occupational health training has been available for 34 years, changes in external accreditation standards no longer allow for quality education experiences for some Occupational Injury Prevention students, and doctoral training has been unavailable for the Industrial Hygiene students. These programs target previously identified areas for the Utah System of Higher Education (USHE) development involving health, engineering and the environment through: enhancing and preserving programs; retaining access for students to such programs in Utah; providing businesses in Utah with access to a supply of diverse, well-trained occupational and environmental health professionals; developing faculty to teach these disciplines; and continuing to improve the business climate in the state. The improved competitiveness for business is provided through programs that prevent occupational injuries and illnesses, lower workers' compensation costs, and make Utah more competitive than other states as businesses seek expansion sites.

Faculty from the University of Utah's Departments of Family and Preventive Medicine (OEH, Public Health), Mechanical Engineering, and Internal Medicine will provide a broad, trans-disciplinary background (across multiple specialties) for state-of-the-art education of students in OEH. As OEH problems in industry tend to be complex and solved by interdisciplinary (between two specialties) or trans-disciplinary teams, a trans-disciplinary background is important for producing well-trained graduates that can fill the need for this type of employment demand and capability.



The proposed degree would have three closely-related emphases: Industrial Hygiene (IH), Occupational Injury Prevention (OIP), and General Occupational and Environmental Health (OEH). Select students from the University's Master of Science in Occupational Health (MSOH) degree program will be the typical source of students for this program.

The program will be supported through a combination of sources: the Rocky Mountain Center for Occupational and Environmental Health (RMCOEH), National Institute for Occupational Safety and Health (NIOSH) training grants, tuition revenues, a state appropriation and a worker's compensation premium tax credit mechanism, renewed for ten years in 2010. It is important to note that all funds necessary to support doctoral instruction have already been developed for this purpose, consistent with the RMCOEH and the Department of Family and Preventive Medicine (DFPM) strategic plans.

#### Policy Issues

USHE institutions are supportive of this program. No policy issues were raised.

#### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by the University of Utah to offer the PhD in Occupational and Environmental Health with Emphases in Industrial Hygiene, Occupational injury Prevention, and General Occupational and Environmental Health, effective Fall Semester 2012.

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William A. Sederburg  
Commissioner of Higher Education

WAS/PCS  
Attachment

Programs and Planning Committee

Action Item

Request to Offer a PhD in Occupational and Environmental Health

University of Utah

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

March 21, 2012



**Program Description  
University of Utah  
PhD in Occupational and Environmental Health**

**Section I: The Request**

The University of Utah School of Medicine requests approval to offer the Doctor of Philosophy in Occupational and Environmental Health (OEH), with emphases in Industrial Hygiene, Occupational Injury Prevention, and General Occupational and Environmental Health, effective Fall 2012. This program has been approved by the Institutional Board of Trustees on Wednesday, December 13, 2011.

**Section II: Program Description**

**Complete Program Description**

Faculty from the University of Utah's Departments of Family and Preventive Medicine (OEH, Public Health), Mechanical Engineering, and Internal Medicine will provide a broad, trans-disciplinary background for state-of-the-art education of students in OEH. As OEH problems in industry tend to be complex and solved by interdisciplinary or trans-disciplinary teams, a trans-disciplinary background is important for producing well-trained graduates that can fill the need for this type of employment demand and capability.

The OEH PhD addresses the needs of all three types of OEH students with three emphases: 1) industrial hygiene, 2) occupational injury prevention, and 3) general occupational and environmental health. This program also addresses two major needs for: 1) future, highly trained faculty in OEH, and (2) highly trained professionals placed in prominent businesses, insurers and government positions which require doctoral level skills.

1. Industrial Hygiene includes education in the sciences associated with recognition of potential risks to: human health; development and/or use of measurement methods to evaluate the hazards to which people are or may be exposed; providing guidance for setting acceptable exposure limits; and implementation of exposure controls (e.g., personal protection, and/or engineering or administrative controls) when needed. This program has been heavily involved in the inception of the National Children's Study (Ed Clark, MD, PI) to establish criteria for an agent to be monitored and monitoring methods to be used, and to provide guidance on the performance of collecting measurements that will be used to ascertain environmental and occupational exposures.
2. Occupational Injury Prevention Research Training is a more recent discipline that involves studying injuries and working to prevent them (it is analogous to the Injury Center at the University of Utah, but this discipline is particularly focused on the unique exposures of workplaces and needs of workers). This trans-disciplinary program at the University has utilized students from both engineering and health sciences backgrounds.
3. The General Occupational and Environmental Health emphasis is designed to give students a broad background without concentration in one area. This emphasis is particularly valuable for advanced level programmatic administration in large employers, government and academia.

The diploma granted to graduates includes the student's emphasis. Those emphases would be: (i) "Industrial Hygiene," (ii) "Occupational Injury Prevention," and (iii) "General Occupational and Environmental Health."

To help provide a high-quality educational experience, the OEH PhD program will selectively enroll students who share faculty member(s)' research interests. The program will be primarily designed for full-time students who are the RMCOEH's primary educational target; however, part-time students will be accommodated on a selective basis after development of a clear plan to attempt to assure successful completion.

The PhD in OEH degree program consists of: 1) a core curriculum that is emphasis-specific, 2) elective courses, and a 3) doctoral dissertation. As part of a master's degree, or doctoral degree if not master's degree prepared, all students will also have completed the Occupational Safety and Health (OSH) Solutions class and a practicum. The 'Solutions class' takes Occupational Safety and Health problems in businesses, analyzes them in the classroom and returns solutions to the workplaces, providing practical, problem-solving experiences.

The PhD in OEH degree program's core curriculum for each program emphasis is depicted in Section VI. Electives will be selected from a list of options with guidance from the student's assigned faculty advisor. The electives will generally focus on those needed for the student's area of emphasis (industrial hygiene, chemistry and toxicology for the Industrial Hygiene emphasis). All PhD in OEH students will additionally complete a doctoral dissertation. All PhD in OEH emphases will be a minimum 40 credit hours for those with an appropriate prior master's degree and 64 for those without a prior master's degree.

The Industrial Hygiene emphasis is designed to meet the American Board of Engineering Technologies (ABET) Applied Science Accreditation Commission (ASAC) requirements for those programs (as discussed below).

The following are the current credit requirements for the proposed PhD in OEH programs:

	PhD in OEH (with a prior Master's* degree, usually MSOH that included the core OEH courses)	PhD in OEH (either without an appropriate prior Master's degree or lacking the core OEH courses)
Current (or proposed) Credit Requirements	40	64

Requirements for completing the PhD in OEH are as follows:

- PhD Supervisory Committee

Upon admission, all students will be assigned a primary faculty mentor from among the program's core faculty. That mentor will be matched to the student based on the projected area of research interest. It is anticipated the primary faculty mentor will also serve as the Supervisory Committee chair.

During the first semester, a PhD Supervisory Committee will be formed consisting of five faculty members, the majority of whom will be regular doctoral faculty in the program, one of whom will be the primary faculty mentor. The primary criteria for Supervisory Committee selection are interest and expertise in a topic relevant to the student's projected dissertation research. The committee will be drawn with close input and advice from the primary faculty mentor who will assume the role of Supervisory Committee chair. One member of the committee may be from another department at the University. Another member may be external to the University whose expertise is relevant to the student's anticipated dissertation topic. The Supervisory Committee will be responsible for approving the student's academic program, preparing and



judging the qualifying examination, approving the dissertation subject, and administering the final oral examination (dissertation defense).

- Program of Study

Doctoral students will complete a minimum of approximately three semesters (six semesters if no prior appropriate master's degree) of full time course work as approved by the Supervisory Committee and reflected in an approved program of study. Part-time study plans are possible for highly selected students, but will be carefully evaluated on a case-by-case basis for detailed plans to enhance successful completion and will require prior approval from the Supervisory Committee.

- Graduate OEH PhD Core Coursework

For students with an accredited Master of Science in Occupational Health (MSOH) that included the prior core coursework, evidence of successful course completion will result in waiving this requirement. For those with a comparable master's degree from Utah or elsewhere, the graduate OEH core may be waived based on review of the comparable course for content and successful completion. For those without this degree, the graduate core is required although individual courses may be waived by the advisory committee based on comparable graduate work at Utah or elsewhere. For most students without an accredited MSOH degree, completing the core courses will require the equivalent of approximately three semesters of full academic year of study.

Core Courses		Credits
FP MD 6100 (6190)	Biostatistics I (Online)	3
FP MD 6370	Intro to Occupational Epidemiology	3
FP MD 6750	Fundamentals of Industrial Hygiene	2
MEEN 6100	Ergonomics	3
FP MD 6760	Admin and Management of Health and Safety Programs	3
FP MD 7100	Biostatistics II	3
FP MD 6715	Occupational and Health Solutions	3
<u>Varies (one of:)</u>	Ethics Course (choose one:) MDCRC 6430 Bioethical Issues in Clinical Research Phil 7550 Research Ethics	1-3
Varies (choose 3 credits total:)	Adv. Epidemiology (choose one:) FPMD 7300 Epidemiology II FPMD 7720 Occupational Injury Epidemiology MDCRC 6260 Behav. Community Intervention MDCRC 6160 Pharmacoepidemiology MDCRC 6110 Intermediate Epidemiology FPMD 7xxx Adv Occupational Epidemiology	3
<b>Total Core Credits</b>		<b>24</b>

- Coursework: Emphasis of Study

Students will take required coursework for the emphasis of study (industrial hygiene, occupational injury prevention). Students will work with the primary faculty mentor/Supervisory Committee chair and Supervisory Committee to select additional electives to complete their formal coursework requirements.

- Minimum credits with Master's = 40



- Minimum credits without Master's = 64

- Language Requirement

English language proficiency is required. Unless determined as necessary by the Supervisory Committee based on the nature of the dissertation work anticipated, there will be no other language requirement (Spanish language proficiency may be required for highly select research topics addressing workplace injuries in immigrant populations).

- OEH Qualifying Examination

The OEH Qualifying (preliminary) Examination will be a combined oral and written examination that includes ascertainment of mastery of both the core OEH coursework, as well as the emphasis-specific coursework. The MSOH and MOH (Master of Occupational Health) programs have a high quality examination that includes both standardized examination questions as well as short answer/essay. That examination will be the template for the written part of the qualifying examination, although with doctoral level material.

- Dissertation Research Proposal

Candidates will prepare and defend their proposal for a dissertation. They will first prepare a 3-page structured proposal of the proposed topic and methods which must be approved by the Supervisory Committee. After 1) approval of the proposal, 2) successful completion of core coursework (if applicable), and 3) successful passage of the qualifying examination, the candidate may commence the research project.

- Dissertation

The candidate will develop and execute a quality, scientific research project. They must prepare, submit and defend a dissertation embodying the results of their scientific research. The dissertation will provide evidence of originality and the ability to do independent investigation and it must contribute to knowledge. The style will be either: 1) traditional dissertation format or 2) publishable paper format (with at least 3 papers). The style and format will be based on the plan negotiated with the Supervisory Committee, which will incorporate the candidate's career goals.

A minimum of 14 credits in dissertation research will be required. Timing of those credits may be negotiated with the Supervisory Committee.

- Minimum Dissertation credits = 14

## **Purpose of Degree**

The University of Utah's PhD in OEH will address needs for well-trained graduates in OEH for multiple diverse settings that include businesses, academia, workers compensation insurers and governmental agencies. Expected outcomes include furthering the research mission of the University, departments and the RMCOEH. The program will also help improve the probability of successful upcoming competitive renewal of the University of Utah's largest training grant, the RMCOEH's National Institute for Occupational Safety and Health (NIOSH) training grant (RMCOEH NIOSH ERC Training Grant), with a site visit expected Fall 2012.

Until the proposal for the MSOH programs was approved by the Board of Regents in January 2008, students graduating from the occupational medicine, industrial hygiene, and hazardous substances academic training programs did so in the context of receiving master's-level public health degrees [Master of Public Health (Occupational Medicine) or Master of Science in Public Health (Industrial Hygiene)] from the Department of Family and Preventive Medicine's Public Health (DFPH) program. Since approval of the MSOH program, student enrollment has increased substantially (now over 30 in the MSOH and MOH). The

quality of this more focused training has also increased for these students through its more occupationally-relevant curriculum. A survey of the University of Utah RMCOEH's graduates (n=151 returned surveys) this past year found a lofty "9 out of 10" rating on preparedness for their jobs, with a higher rating for those graduating with MSOH degrees more recently compared with other degrees.

The RMCOEH students currently have access to two existing doctoral programs, a PhD in Mechanical Engineering, or PhD in Public Health. The PhD in Mechanical Engineering addresses the needs for doctoral training in Ergonomics and Safety, although it requires calculus and other engineering courses more relevant to a career in engineering. Similarly, the PhD in Public Health has required coursework that only partially addresses the needs of the Occupational Injury Prevention doctoral students through its more broadly encompassing curriculum. Most importantly, however, there is no PhD program currently available in Utah or in this region that is able to provide relevant advanced training for the Industrial Hygiene students.

While, as noted, the University's exceptional PhD in Public Health has helped address the doctoral training needs of some students in the Occupational Injury Prevention Program, the academic accrediting body for public health (the Council on Education for Public Health - "CEPH") has been understandably increasing its emphasis on the five core disciplines of public health, thereby making the number of credit hours needed for a focus on occupational health prohibitive. As an added complication, CEPH prohibits noting areas of tracks, emphasis, or other designation of area of training without meeting stringent criteria that are currently impractical at the UofU. The RMCOEH's NIOSH grant requires specific occupational health training, which the emphases in the PhD in OEH provide.

Lastly, there is no degree program currently available at the UofU to train General Occupational and Environmental Health doctoral students. This emphasis is desirable for those who need to supervise advanced programs in large industries that include research, governmental entities and academia. Students who wish doctoral level training are left to pursue a PhD in some related field.

In view of these factors, this proposal addresses the needs of these three types of students and several industry sectors that are critical to Utah's business climate.

### **Institutional Readiness**

The Department of Family and Preventive Medicine (DFPM) contains four divisions (Family Medicine, Occupational and Environmental Health (OEH), Physician Assistant Studies and Public Health). These DFPM divisions are the University of Utah's main concentration of 'population sciences,' which are a major thrust of this proposal. The Department has the largest graduate programs in the University's Health Sciences Center. These graduate programs have produced quality graduates for over 35 years. There are no new organizational or administrative structures required for implementation or delivery of this program.

The OEH division also houses the Rocky Mountain Center for Occupational and Environmental Health (RMCOEH), which was established in 1977. In 1980 the Center was designated as a National Institute for Occupational Safety and Health (NIOSH) Education and Research Center (ERC). The RMCOEH has a major component in the College of Engineering's Department of Mechanical Engineering. It has continued as a NIOSH Center to the present, being one of only 17 such NIOSH Centers in the nation. This Center was founded and continues to operate with the largest training grant at the University of Utah. Trainees obtain a variety of well-established degrees (Master of Occupational Health, Master of Science in

Occupational Health, Master of Science in Mechanical Engineering, PhD in Mechanical Engineering, and PhD in Public Health).

At the most recent NIOSH site visit in February 2007, the Center received a score of 140 (scale: 100= no concerns to 500=not fundable), one of the best scores any ERC has obtained and the best of the seven centers competing head-to-head that year (Johns Hopkins, UAB, UC Berkeley/UCSF, U Colorado, U South Florida, U Minnesota). The score has meant continued funding support for the past five years with a 17% increase (in the context of a tight funding environment) which has recently been extended for a sixth year. The Center faculty members are currently planning the next competitive renewal submission to NIOSH. The Center currently receives approximately \$1.5 million per year in NIOSH support, with 60% of individual academic program funding restricted to student support. This represents the largest educational grant in the School of Medicine.

As a NIOSH Center, the RMCOEH is required to provide graduate programs in the diverse aspects of occupational health (OH). These aspects/emphases include industrial hygiene (IH), hazardous substances academic training (HSAT, considered a subset of IH), ergonomics and safety (E&S, located in Mechanical Engineering), and Occupational Injury Prevention Research Training (OIPRT, located in both School of Medicine and College of Engineering). It is also required to provide training for occupational medicine residents. Because they are already trained at the doctoral level, OM residents are not a major part of this proposal, although an occasional resident could be a prospective student for this PhD program. The Center also has an extensive continuing education (CE) program providing over 120 courses a year to over 5,000 registrants. Each of the above emphases is separately supported by NIOSH under the umbrella of the ERC grant.

Thus, as the educational structures are already in place in the OEH Division and DFPM, this proposal does not require the development of new organizational structures. Additionally, the development of a PhD program is expected to provide classes with a broader background of students which will further enhance training of the master's students as well as baccalaureate students.

#### Faculty

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	19	0	19
Full-time Tenured	8	0	8
Full-time Non-Tenured	8	0	8
Part-time Tenured	0	0	0
Part-time Non-Tenured	3	0	3
With Master's Degrees	2	0	2
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	2	0	2
With Bachelor's Degrees	0	0	0



Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Other	0	0	0
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
<b>Total Headcount Faculty</b>	<b>21</b>	<b>0</b>	<b>21</b>
Full-time Tenured	8	0	8
Full-time Non-Tenured	8	0	8
Part-time Tenured	0	0	0
Part-time Non-Tenured	2	0	2
<b>Total Department Faculty FTE</b> (As reported in the most recent A-1/S-11 Institutional Cost Study for “prior to program implementation” and using the A-1/S-11 Cost Study Definition for the projected “at full program implementation.”)	<b>23</b>	<b>0</b>	<b>23</b>

The Department of Family and Preventive Medicine has approximately 50 full time faculty. However, this section includes only those who are directly involved in this proposed program, rather than also including family medicine physicians practicing clinical medicine. However, it does include faculty involved in this program from the Departments of Mechanical Engineering (n=3) and Internal Medicine (n=1). This section also does not include approximately 75 additional adjunct faculty (PhD, MD/DO, MSPH) who are occasionally involved in the MSOH/MOH programs and are anticipated to be occasionally involved in this proposed PhD in OEH Program.

### Staff

No additional professional staff will be needed to support the doctoral degree. The program coordinator and secretarial support will derive from existing positions that have the time to devote to this program. Because all doctoral student advising is provided by the major professors and because advising for the small number of anticipated enrollments in the PhD will be spread among the faculty members, no one faculty member will be over-burdened. The RMCOEH has a research team including approximately 9 research assistants; thus additional research staff are not required. Most doctoral students will be supported by the RMCOEH's NIOSH training grant.

### Library and Information Resources

University and RMCOEH library resources necessary for supporting doctoral studies are currently in place. No new library resources are needed. OEH students primarily utilize electronic resources and these resources must be of national caliber. These are highly satisfactory as they currently exist as demonstrated

by the OEH program's successful efforts to collect and analyze 15,000 studies for production of evidence-based guidelines.

### **Admission Requirements**

PhD in OEH students will typically have completed master's training in occupational and environmental health or public health (MSOH or MSPH). Occasional, exceptional students may matriculate with extensive, sciences and math-based baccalaureate backgrounds and outstanding Graduate Record Examinations (GRE) scores. Typical Industrial Hygiene students will have backgrounds in chemistry or biology.

Application materials will be screened for suitability for doctoral work. These materials will include the curriculum vitae, GRE scores, transcripts, reference letters, personal statement and where applicable, writing samples. Prospective student's projected dissertation topic and suitability will be evaluated during the application process.

The Doctoral Admissions Committee will screen applications for preliminary suitability for consideration to extend an interview as all prospective students will also be interviewed by the Doctoral Admissions Committee. A faculty member must be identified to mentor and supervise the student prior to being extended an offer of admission. Faculty consensus is required prior to admission.

### **Student Advisement**

All students will have focused, detailed and individualized advising. Student advisement will be consistent with the established advising practices within the Department of Family and Preventive Medicine's Occupational and Environmental Health. The advising will begin during the interview processes. Each doctoral student will be advised by at least one faculty member. The Student Policies and Procedures Handbook will be updated to reflect the doctoral degree.

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

Students must successfully complete all requirements for graduation. There will be no exceptions. These requirements include a minimum of 40 graduate credits for a PhD in OEH in addition to a master's degree that included the core courses. Those without an appropriate master's degree and lacking OEH core courses will be required to complete a minimum of 64 graduate credits. All students must have successfully passed the qualifying examination. All must successfully defend a doctoral dissertation.

### **External Review and Accreditation**

Extensive advisory committee activities were utilized to optimize the proposed PhD in OEH program. All three emphases are currently funded and have been developed under the 34-year old Rocky Mountain Center for Occupational and Environmental Health (RMCOEH). The Center is sponsored by a federal grant from the National Institute for Occupational Safety and Health of over \$1,530,000/year (competitive renewal scheduled for late 2012).

Doctoral curriculum development is guided by one external advisory board and three active advisory committees, including the statutorily mandated Rocky Mountain Center for Occupational and Environmental Health Advisory Board. The board and committees are composed of members external to the program and meet approximately every six months. The board's role is to address overall center support, funding, and interactions with the businesses, trade organizations and labor.



The advisory committees (Industrial Hygiene and Hazardous Substances Academic Training Advisory Committee, Ergonomics and Safety and Occupational Injury Prevention Advisory Committee and the Occupational Medicine Residency Advisory Committee) advise the program directors regarding more intimate details of curricular design, implementation and evaluation.

Additionally, the Industrial Hygiene and Ergonomics and Safety program directors annually meet with the other directors nationally and NIOSH to share information on training and research. This proposal incorporates important discussion points from these groups.

Accreditation of the masters level degrees through the American Board of Engineering Technologies (ABET) Applied Science Accreditation Commission (ASAC), which currently accredits the University of Utah's Industrial Hygiene, Hazardous Substances Academic Training, and Ergonomics and Safety programs will be maintained. The University's Master of Science in Occupational Health is currently accredited by ABET-ASAC and was recently reaccruited for a maximum allowable term of 6-years through 2017. The University's Mechanical Engineering degrees used by the RMCOEH's academic programs are also fully accredited by ABET. There is no national accreditation body for the Occupational Injury Prevention and General OEH emphases. (The nationally renowned Occupational Medicine residency program is also accredited for a maximum 5-year term, without any citations, through the Accreditation Council for Graduate Medical Education (ACGME)'s Preventive Medicine Residency Review Committee.) Thus all courses in the PhD program undergo external accreditation.

It is unclear if ABET accreditation of a masters degree is necessary as major programs nationally have dropped their ABET accreditation due to cost concerns. Estimated costs will be \$17,000 in fees per accreditation cycle (6 years) plus hours spent in preparation for annual reports and site-visits for purposes of program evaluation by an ABET team once every 6 years. All ABET requirements and standards will be met.

**Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:**

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	X	3-5	6-10	6-10	6-10	6-10
Total # of Declared Majors in Proposed Program	X	3-5	6-10	6-10	6-10	6-10
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as reported in Faculty table above)	23	23	23	23	23	23
Total Department Student FTE (Based on Fall Third Week)		4	8	8	8	8
Student FTE per Faculty		0.17	0.34	0.34	0.34	0.34



FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)						
<b>Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: N/A)</b>	\$14,711 and \$19,200*	N/A	N/A	N/A	N/A	N/A

\*For FY10 (which is the most recent published report), the cost Study report shows the direct cost of instruction per FTE for advanced graduated programs is \$14,711 and the full cost of instruction per FTE is \$19,200.

### Expansion of Existing Program

Not Applicable.

## Section III: Need

### Program Need

The importance of occupational health and safety (OHS) is supported by the Bureau of Labor Statistics (2009) which states that the number of new cases of occupational illness and injury were 3,277,700, with lost time from work at 965,000 and 4,551 injury fatalities. The economic costs in 1997 were \$26 billion related to illness, and \$145 billion related to injury. Thus, the tangible benefits of occupational health professionals reducing those injuries are considerable.

Traditionally, masters' level training in these fields has been sufficient for practicing professionals. However, the need for doctoral training at the University of Utah is based on at least 4 major factors:

1. Occupational and environmental health challenges have become increasingly complex (combinations of ergonomic, cardiovascular and behavioral risks producing disease/injury), necessitating doctoral training to effectively solve problems in the private sector (industrial sectors, trade organizations, labor organizations) as well as government (departments of labor, health).
2. Complexity of research findings and publications has increased markedly (design, implementation, statistical analyses). Proper interpretation of findings to ascertain whether costly changes should be implemented increasingly requires doctoral training.
3. Growth in the Intermountain West is producing the need for more highly trained faculty at other institutions, and
4. There is a need to replace senior faculty at the University of Utah as they retire.

This proposed doctoral program has demonstrable market demand. National and regional demand for industrial hygiene trainees has not been quantified. However, the demand for the RMCOEH's industrial hygiene trainees is such that, despite a recessionary-like environment, all master's students were placed in job positions before completing their training program in both 2010 and 2011. Requests for RMCOEH Industrial Hygiene students continue to be so high that it is not possible to provide sufficient students for the summer externship positions that local, regional and national industry would like the RMCOEH to fill each summer. The need for future quality faculty is intense. The need for PhD's in industry has also been confirmed locally, regionally and nationally.



Occupational Injury Prevention research is a relatively new field involving interdisciplinary solutions to workplace injury problems. The RMCOEH has successfully received PhD funding for this program. Job demand is flourishing and all graduates have received excellent job positions in both industry and academia. Similarly, occupational injury graduates are promptly placed prior to graduation. One position remains unfilled locally, another is unfilled at a prominent national company that is seeking a graduate from the University's programs, and others are open regionally and nationally.

The numbers of master's and doctoral students placed per year average:

Program	Ave. number of students placed/year
Industrial Hygiene	7
Hazardous Substances Academic Training	1.5
Occupational Medicine*	6
Ergonomics and Safety**	6
Occupational Injury Prevention Research Training (PhD)	1

*\*The Occupational Medicine Residency Program is currently expanding based on a newly received HRSA training grant after receiving the best score of any Occupational Medicine Residency Program in the United States (scores were released nationally, May 2010).*

*\*\*Ergonomics and Safety is combined in the engineering department. They are different yet related fields.*

The numbers of positions available for graduates are very difficult to quantify. All students who graduate are placed in positions. The program is routinely contacted for additional graduates and has none available. This is despite the increase in size of the programs since the new MSOH and MOH degree programs were approved by the Board of Regents in January 2008. High demand is further supported by the lack of sufficient students for summer externships. An additional factor is that many of the initial graduates from the RMCOEH in the 1970s are now at retirement age, and the new challenge of attrition has already begun to appear in the RMCOEH Graduate Surveys. With retirements of former graduates already beginning, it is a near certainty that a coming wave of retirements is likely to exacerbate these shortfalls of occupational health and safety professionals.

The numbers of students interested in the RMCOEH's programs have been rising. Currently, there are 7 new IH and HSAT students entering this fall and another two are interested in entering January 2012. There is an average of approximately 20 applications for five occupational medicine positions each year. Each year, multiple telephone calls are received from students without engineering backgrounds who seek graduate training in ergonomics and/or safety. Currently, training cannot be provided to them, a need which this proposed degree program will fill. Six aerospace medicine residents have been sent to the MOH program by the US Air Force for training over the past three years after the MOH degree program was approved. This strengthens ties with Hill Air Force Base for mutually beneficial educational activities. While not a primary focus, a few occupational medicine residency program graduates may take the PhD in OEH curriculum in preparation for advanced academic or other research careers and would most likely utilize the General OEH emphasis.

### **Labor Market Demand**

There are no quality data from the Department of Workforce Services. Demand for graduates is from corporations, trade and industry sectors, workers compensation insurers, academia, state departments of health and labor. Some additional demand occurs from non-profit sectors.

Demand for graduates is from corporations, trade and industry sectors, workers compensation insurers, academia, state departments of health and labor. Some additional demand occurs from non-profit sectors. There is anticipated to be no programmatic impact based on market changes as this proposal is anticipated to be able to only partially meet demand.

- Academic Demand

Quantification of academic demand is difficult as there are no quality data. Many academic positions nationally have difficulty being filled. The University of Utah has conducted several searches in recent years and the qualified candidate pool is typically about one to three, suggesting scarce graduates. Programs locally have attempted to hire some OEH doctoral graduates to supplement their public health faculty, yet they too have found difficulties. Faculty at the University of Utah are concerned about the sparse supply of future doctoral graduates to fill needs at the University as well as neighboring and regional institutions. Overall regional academic demand is estimated at approximately eight positions. With projected retirements, there are another ten positions expected over the coming ten years.

- Private Sector Demand

Most of the demand for graduates from RMCOEH's funded programs is from the private sector. There are approximately nine open IH positions currently. There are approximately eight open OIP positions. The challenges in the private sector also include retirements that are surging (training in OSH began in earnest in the 1970s).

- Demand in the Public and Non-Profit Sectors

Public sector jobs are primarily in three to four agencies: 1) the National Institute for Occupational Safety and Health, 2) U.S. Dept. of Labor, 3) Centers for Disease Control and 4) State/local departments of health. Demand is strong and positions are difficult to fill in the government sector, as there are insufficient graduates for the private sector where remuneration is more lucrative.

Non-Profit demand is somewhat difficult to quantify. However, there is increasing interest internationally for doctoral training in OEH. As an example, received was one serious inquiry from Ghana. The non-profit sector is not incorporated in the conservative student headcount projections where demand is anticipated.

Currently, there are approximately 20 universities that altogether offer comparable doctorates and none of them is large. Numbers of doctoral graduates nationally have not been quantified but are estimated at 10-12/year in industrial hygiene and 9-11/per year in occupational injury prevention. Thus, there is a sparse supply for the U.S.

The RMCOEH has graduated over 465 graduate students from its programs since the founding of the Center at the University of Utah in 1977. There is continuing, strong student demand for RMCOEH programs, as has been the case for over 34 years. This source of supply of mostly master's level students has been constant, and if anything, higher in recessionary environments where attention appears to shift to cost/expense reduction.

### **Student Demand**

Over 20 students in the past three years have now inquired about the beginning of the PhD in OEH. Those students continue to inquire and this includes many current and former masters' students. Queries include the University of Utah's current Endowed Chair in Mine Safety who has authored a letter of support (Tom Hethman). All of these inquiries noted above are from fully qualified students. There are many additional inquiries each year that are from those whose preparedness have not been fully assessed, usually international applicants. Student demand thus appears robust and will outstrip available funded positions.



### **Similar Programs**

There are no similar programs in Utah or the Intermountain Region.

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

The proposed program is offered only at the University of Utah. Thus, no other USHE institution is involved.

### **Benefits**

There are many projected benefits of the PhD in OEH that are likely to be realized. These include: Improved educational experiences for all occupational health students (including MSOH, MOH; MS and PhD in Mechanical Engineering; MSPH, MPH, and PhD in Public Health) through enrichment of the student bodies,

1. Increased breadth and depth of research opportunities in OEH at the University of Utah through having more advanced graduate student capabilities,
2. Enrichment of trans-disciplinary activities across the University campus
3. Better abilities to solve businesses OEH problems with a more advanced capable student population given directions by faculty.
4. Improved business climate in the State of Utah, and
5. Increased probability of a successful competitive NIOSH renewal grant

Thus, the PhD in Occupational and Environmental Health has numerous benefits for the students, faculty, University, businesses, labor organizations, workers compensation insurers, governmental units, and trade organizations.

### **Consistency with Institutional Mission**

The University of Utah PhD in Occupational and Environmental Health program will fill an unmet need at the University and in Utah. Though occupational health training has been available for 34 years, changes in external accreditation standards no longer allow for quality education experiences for some of these Occupational Injury Prevention students, and doctoral training has been unavailable for the Industrial Hygiene students. The improved competitiveness for business is provided through programs that prevent occupational injuries and illnesses, lower workers compensation costs, and make Utah more competitive than other states as businesses seek expansion sites. Thus, the proposed program meets the UofU's mission to serve the community.

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

### **Program Assessment**

Goals and measures of achievement for the PhD in Occupational and Environmental Health are adapted from the Master of Science in Occupational Health degree with expansion to address needs of doctoral graduates in essentially all prospective OEH employment settings.

To demonstrate seamlessness between the goals, objectives, and assessment measures, these have been incorporated within the goals and objectives below. They have been summarized in text that follows this outline. Standards and competencies for the PhD in OEH program have been chosen to assure the program's graduates are able to effectively function in high-level positions whether in businesses, academia or the public sector. Successful completion of the PhD in Occupational and Environmental Health will provide demonstrable evidence the student has advanced doctoral level capabilities.

GOAL 1: Master Occupational and Environmental Health Core Knowledge

- OBJECTIVE 1: Successfully complete Core Courses
  - MEASURE 1: Complete all Core Courses with a grade of “B” or better
- OBJECTIVE 2: Demonstrate ability to perform high level analyses of published, peer-reviewed OEH literature
  - MEASURE 1: Participate in the Journal Club
  - MEASURE 2: Present, evaluate and provide a detailed critique of at least three articles per year
  - MEASURE 3: Apply grading methods to score peer-reviewed publications and compare with faculty scores
- OBJECTIVE 3: Pass the Qualifying Examination that includes Core Knowledge
  - MEASURE 1: Successfully complete the Qualifying Examination

GOAL 2: Successfully Complete a Program of Study in a Doctoral Occupational and Environmental Health Emphasis (IH, OIP, General OEH)

- OBJECTIVE 1: Propose a Program of Study to the Supervisory Committee
  - MEASURE 1: Agreement of the Supervisory Committee on proposed Program of Study
- OBJECTIVE 2: Successfully complete the Program of Study
  - MEASURE 1: Achieve grade of “B” or better in all courses
- OBJECTIVE 3: Pass the Qualifying Examination that includes Core Knowledge
  - MEASURE 1: Successfully complete the Qualifying Examination

GOAL 3: Properly analyze and interpret complex research data and reports.

- OBJECTIVE 1: Demonstrate ability to perform high level analyses of published, peer-reviewed OEH literature
  - MEASURE 1: Participate and lead discussion in the Journal Club
  - MEASURE 2: Present, evaluate and provide a detailed critique of at least 3 articles per year
  - MEASURE 3: Apply grading methods to score peer-reviewed publications and compare with faculty scores
  - MEASURE 4: Provide a dissertation proposal with a comprehensive background section (see below)

GOAL 4: Develop quality teaching skills

- OBJECTIVE 1: With guidance from the course director, act as lead instructor for at least one graduate level class
  - MEASURE 1: Plan, implement, deliver and evaluate teaching methods under senior faculty guidance
  - MEASURE 2: Complete at least one semester as course director
  - MEASURE 3: Review course evaluations with the Primary Mentor for areas of improvement
- OBJECTIVE 2: Mentor at least one Occupational Safety and Health Solutions project for graduate students
  - MEASURE 1: Participate and mentor one OSH Solutions project with graduate students

- MEASURE 2: Review course evaluations with the Primary Mentor for areas of improvement
- OBJECTIVE 3: Plan and conduct at least four Outreach teaching activities to the broader Occupational and Environmental Health communities
  - MEASURE 1: Identify 4 outreach activities with the Primary Mentor
  - MEASURE 2: Deliver these activities
  - MEASURE 3: Review lecture evaluations with the Primary Mentor (if applicable)

**GOAL 5: Solve complex OEH problems**

- OBJECTIVE 1: Mentor at least one Occupational Safety and Health Solutions project for graduate students
  - MEASURE 1: Participate and mentor one OSH Solutions project with graduate students
  - MEASURE 2: Review outcomes data for success of the OSH solution (if applicable)
  - MEASURE 3: Supervise at least one graduate student team in preparation of a written report and presentation of project outcomes.

**GOAL 6: Incept, conduct and report original research in a dissertation in Occupational and Environmental Health**

- OBJECTIVE 1: Successfully complete and present a Dissertation Proposal
  - MEASURE 1: The Supervisory Committee determines the proposal and presentation are successful and gives approval to proceed
- OBJECTIVE 2: Author at least one PHS 398 application or equivalent (i.e., research proposal).
  - MEASURE 1: The Supervisory Committee or course director reviews at least one PHS 398 proposal (01, R03, R21) and, likely after revision(s), determines it is at least satisfactory.
- OBJECTIVE 3: Research is conducted successfully according to the Proposal plan
  - MEASURE 1: The Supervisory Committee determines the dissertation defense was successful
- OBJECTIVE 4: A high-quality systematic review of the background is conducted as determined by the Supervisory Committee
  - MEASURE 1: The search for the specific dissertation topic is comprehensive
  - MEASURE 2: The background incorporates studies. for high quality systematic reviews
  - MEASURE 3: The Supervisory Committee determines the background is of high quality
- OBJECTIVE 5: The dissertation reporting incorporates a high quality that achieves peer-review status as determined by the Supervisory Committee
  - MEASURE 1: The dissertation writing style adheres to the recommendations of both the Graduate Programs in Occupational and Environmental Health Policies and Procedures, the University of Utah's Graduate School, as well as the peer-reviewed journal targeted for publication
  - MEASURE 2: The Supervisory Committee determines the background is high quality
  - MEASURE 3: The research is presented in at least one (inter)national meeting
  - MEASURE 4: The research is accepted and/or reported in peer-reviewed publications (generally three or more unique papers).

**Expected Standards of Performance**

Successful completion of the PhD in Occupational and Environmental Health will provide demonstrable evidence the student as advanced, doctoral level capabilities. These metrics have been chosen to meet



demands of employers and provide a highly skilled workforce that meets or exceeds all expectations and anticipated job demands of the program's graduates. The doctoral graduates will have abilities to:

1. Master OEH core knowledge,
2. Develop state-of-the art knowledge in a specific area of OEH science,
3. Incept, conduct and report original research in OEH,
4. Properly analyze and interpret complex research data and reports,
5. Solve complex OEH industrial problems, and
6. Have skills to manage OEH programs.

Critical benchmarks include:

1. Developing and successfully completing a program of study approved by the Supervisory Committee
2. Successfully completing all coursework
3. Successfully complete the qualifying examination which will test the broad field of Occupational and Environmental Health, as well as the emphasis-specific area
4. Preparing a dissertation proposal approved by the Supervisory Committee
5. Preparing and successfully defending a dissertation submitted to the Supervisory Committee

The successful student will accomplish all of the following to demonstrate competencies:

1. Complete all graduate coursework successfully
2. Successfully pass the qualifying examination
3. Act as course director for at least one graduate level class, with supervision and mentorship by an experienced faculty member to include all basic curricular functions (planning, implementation, delivery, evaluative methods).
4. Mentor at least one Occupational Safety and Health solutions project for graduate students.
5. Complete and defend a research project to address an important OEH issue
6. Submit three peer-reviewed publications, generally on the basis of the dissertation work
7. Present at least one abstract or conference proceedings at a relevant national or international meeting
8. Write at least one PHS 398 application (a research proposal). This may include a draft K01 application or an R03/R21 application.
9. Plan and conduct at least four outreach activities

## Section V: Finance

### Budget

This budget table includes changes in programmatic funding. Greater details on finances are provided in two subsequent tables.

5-Year Budget Projection						
Departmental Data	Current Budget— Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Personnel Expense</b>						
Salaries and Wages	0	0	0	0	0	0
Benefits	0	0	0	0	0	0
Total Personnel Expense	0	0	0	0	0	0
<b>Non-personnel Expense</b>						
Capital	0	0	0	0	0	0
Library	0	0	0	0	0	0
Current Expense	0	0	0	0	0	0
Total Non-personnel Expense	0	0	0	0	0	0
<b>Total Expense (Personnel + Current)</b>	0	0	0	0	0	0
<b>Departmental Funding</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Appropriated Fund	0	0	0	0	0	0
Other:	0	0	0	0	0	0
Special Legislative Appropriation	0	0	0	0	0	0
Grants and Contracts	0	0	0	0	0	0
Special Fees/Differential Tuition	0	6,980	13,959	13,959	13,959	13,959
<b>Total Revenue</b>	<b>\$</b>	<b>\$6,980</b>	<b>\$13,959</b>	<b>\$13,959</b>	<b>\$13,959</b>	<b>\$13,959</b>
<b>Difference</b>						
Revenue - Expense	\$0	\$6,979	\$13,959	\$13,959	\$13,959	\$13,959
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")		\$	\$	\$	\$	\$
* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.						

### Budget

Below are budgetary figures that may help understand the programmatic funding.

Table 1. Five year revenue and expense projections for the RMCOEH

<b>RMCOEH - Five-Year Projected Revenue and Expense</b>					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Revenue</b>					
NIOSH ERC Training Grant	\$1,532,793	\$1,532,793	\$1,532,793	\$1,532,793	\$1,532,793
Other Training Grants	\$494,425	\$494,425	\$494,425	\$494,425	\$494,425
Research Grants	\$35,000	\$125,000	\$130,000	\$135,000	\$140,000
Contracts	\$440,000	\$445,000	\$450,000	\$460,000	\$470,000
Continuing Education	\$740,000	\$745,000	\$750,000	\$755,000	\$760,000
PhD MBM Formula			\$17,000	\$34,000	\$54,000
MOH/MSOH MBM Formula**	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000
Student Tuition Differential	\$75,000	\$80,000	\$85,000	\$90,000	\$95,000
E Mayne OEH Appropriation	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
Tax Credit Donations***	\$180,000	\$185,000	\$190,000	\$195,000	\$200,000
<b>Income</b>	<b>\$3,732,218</b>	<b>\$3,842,218</b>	<b>\$3,884,218</b>	<b>\$3,931,218</b>	<b>\$3,981,218</b>
<b>Expenses</b>					
Faculty Salaries/Benefits*	\$1,580,346	\$1,625,696	\$1,674,467	\$1,724,701	\$1,776,442
Staff Salaries/Benefits*	\$720,263	\$741,871	\$764,127	\$807,051	\$810,662
Tuition and Stipends paid from NIOSH ERC Grant	\$474,014	\$488,234	\$523,881	\$539,598	\$555,806
PhD/MOH/MSOH Operations	\$30,000	\$32,000	\$34,000	\$36,000	\$38,000
Operations	\$929,595	\$954,416	\$887,742	\$843,868	\$800,327
<b>Expenses</b>	<b>\$3,732,218</b>	<b>\$3,842,218</b>	<b>\$3,884,218</b>	<b>\$3,931,218</b>	<b>\$3,981,218</b>
<b>Net (loss)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$0)</b>	<b>\$0</b>

\*Includes E&S faculty/staff salary and benefits budgeted on ERC grant

\*\*MBM formula (\$170 per student x 20 credit hours x # students)

\*\*\* Primarily dollar for dollar tax credits against workers compensation premiums paid by qualified donors under S.B. 159, 2005 General Legislative Session; extended maximum 10-year duration 2010 General Legislative Session.



Table 2. Five year revenue and expense projections, PhD in OEH Program

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Revenue</b>					
NIOSH ERC Training Grant	\$57,214	\$58,930	\$64,879	\$50,335	\$57,900
PhD MBM formula*			\$17,000	\$34,000	\$54,000
Tuition Differential	\$10,200	\$13,600	\$20,400	\$27,200	\$34,000
Tax Credit Donations	\$6,000	\$6,400	\$6,800	\$7,200	\$0
E Mayne OEH Appropriation	\$7,400	\$7,500	\$7,600	\$7,700	\$0
<b>Income</b>	<b>\$80,814</b>	<b>\$86,430</b>	<b>\$116,679</b>	<b>\$126,435</b>	<b>\$145,900</b>
<b>Expenses</b>					
Faculty Salaries / Benefits	\$40,000	\$43,000	\$50,366	\$54,308	\$69,519
Staff Program Support	\$3,000	\$3,090	\$3,183	\$3,280	\$3,377
PhD Student stipends paid from NIOSH ERC Grant	\$21,180	\$21,180	\$42,360	\$42,360	\$42,360
PhD tuition /fees	\$14,634	\$16,660	\$17,770	\$22,989	\$26,644
PhD Operational Expense	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
<b>Expenses</b>	<b>\$80,814</b>	<b>\$86,430</b>	<b>\$116,679</b>	<b>\$126,435</b>	<b>\$145,900</b>
<b>Net (loss)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$0)</b>	<b>\$0</b>

\* MBM formula: \$170.00per student x 20 credit hours x # students Yr 2015 = \$170.00 per student x 20 cr hrs x # students plus # PhD graduates x \$4000

### Funding Sources

The budget table above illustrates how the program will be funded. The program will be supported through a combination of the RMCOEH's NIOSH training grants, tuition revenues, a state appropriation (1SSB15, 2009 GS) and a worker's compensation premium tax credit mechanism (SB159, 2007 GS), renewed for maximum possible 10 years in 2010 (1SHB221, 2010 GS). It is important to note that all funds necessary to support doctoral instruction have already been developed for this purpose, consistent with the RMCOEH and DFPM strategic plans.

### Reallocation

Numbers of doctoral and master's students will be adjusted based on stipends and other sources of funding from training grants, especially the RMCOEH's NIOSH training grant. Substantial reallocation is not anticipated.

### Impact on Existing Budgets

There will be no substantial impact on existing budgets, either of the RMCOEH, DFPM, Public Health, Mechanical Engineering or other programs or entities.

- Finance Discussion

From the beginning, the doctoral program will be financially feasible.

- Budgets Combined for MOH/MSOH and PhD in OEH Program

For budget purposes, the MOH/MSOH and PhD in OEH degree programs are inseparable. Students will be taking many of the same courses taught by the same instructors at the same times, and the programs share the same administrative support structure. The sole significant difference between the MOH/MSOH and PhD in OEH for budget purposes is the added time, student credit hours and ultimately the expense involved in the dissertation component of the PhD in OEH student curriculum. The MOH/MSOH and PhD in OEH are therefore presented together in the following program revenue and expense projections.

- Required PhD in OEH Courses Are Currently Taught

With few exceptions, the PhD in OEH curriculum is already taught as courses through either: 1) the MSOH/MOH degree programs, 2) DFPM Graduate Program in Public Health, 3) Dept. of Mechanical Engineering's Ergonomics and Safety Program and/or 4) Masters in Clinical Investigation. Implementation of the PhD in OEH curriculum does not require extensive preparation or teaching of new courses. The budgetary impact on the RMCOEH of teaching costs of implementing the new degrees is relatively minimal.

- No Additional State Funds Requested

The RMCOEH receives no direct allocation of state funds and no additional state funds are requested to fund the PhD in OEH programs.

- Mission Based Management (MBM) Educational Funds (SCH Support)

Host departments of educational activities and programs within the University Health Sciences Center (HSC) receive educational funds (state, tuition, and other) through a formula developed and administered by the HSC Mission Based Management Advisory Committee (MBMAC). The relevant funding formula for allocations associated with the PhD in OEH program would be derived from student contact hours (SCH's) and from a PhD student head count. Currently, the Department of Family and Preventive Medicine already receives the SCH related funds for the existing RMCOEH-based courses destined for the PhD in OEH degree programs.

- Calculation of MBM Student Contact Hour Support

Student contact hours for the PhD in OEH are estimated to be at an average of 18.4 credit hours per student, per year. For budget purposes, MBM educational funding projections are based on current dollar per SCH figures. This formula is \$327 per credit hour X student contact hours X number of students per year, with \$327 being the balance of \$460 per student contact hours minus a departmental overhead of 29%). The differential tuition will also apply. For budgeting purposes, it is projected that there will initially be 3-5 students entering the PhD in OEH program each year for two years, with an annual total active student headcount of 6-10.

- ERC Grant Support for RMCOEH and the PhD in OEH Program

As a NIOSH Education and Research Center, faculty time (in FTE's), including time spent teaching courses, is supported in part by the ERC grant. It is difficult to separate ERC supported teaching time, as would be associated with the PhD in OEH program and the MOH/MSOH programs, from other faculty activities. It is the faculty FTE (up to 40%) that is supported by the grant and not their specific activities. The relationship between the ERC grant funding and support of the PhD in OEH programs is therefore substantial, but difficult to separate as a specific PhD in OEH revenue source.

- Program Budgets are Part of the Overall RMCOEH Budget

Because of these overlaps in funding sources for the whole of RMCOEH and of the PhD in OEH degrees, Table 1 represents the entire RMCOEH budget with the PhD in OEH *specific* portion highlighted with bold/italics. Table 2 is an estimated stand-alone budget for the PhD in OEH programs, applying



approximate portions of the ERC grant and other RMCOEH funding that would be relevant to these programs.

- **Financial Analysis**

The budget in Table 1 above is spread across all the programs. There are no adverse budgetary impacts anticipated from the PhD in OEH program. It is anticipated that the PhD in OEH program will modestly enhance RMCOEH-related revenues. Those revenues will be needed to offset the higher faculty and staff costs for increased student headcounts and programmatic operations.

Tuition courses/fees are directly related to conservative projections of enrollments in the PhD in OEH program, budgeting at in-state tuition rates. It is anticipated that many of the students in the Industrial Hygiene and Occupational Injury Prevention emphases would have tuition paid by the NIOSH grant.

The tax credit donation has been footnoted in the tables. It is a dollar for dollar tax credit against the tax on state workers compensation premiums paid by qualified donors that are then routed to the RMCOEH in support of occupational and environmental health programs at the Center. Potential donors include workers compensation insurers and self-insured companies. This tax credit was enacted in the 2005 General Legislative Session (S.B. 159) and was further extended by statute by unanimous votes to the maximum extent (10-years) allowable under law in the 2010 General Legislative Session (H.B. 221) which underscores the major legislative support for the RMCOEH, DFPM, University of Utah and its OEH programs.

The Mission Based Management (MBM) formula for funding allocations is a student contact hours driven formula in the University of Utah's Health Sciences Center that is routed to the generating Department chair for purposes of budgeting with HSC. These figures are the estimates of revenues for the PhD in OEH program that would devolve to the RMCOEH's budget based on these conservative projections.

## Section VI: Program Curriculum

### All Program Courses

Course Prefix and Numbers	Title	Credit Hours
Required Core Courses	Biostatistics I (Online)	3
FP MD 6100 (6190)	Intro to Occupational Epidemiology	3
FP MD 6370	Fundamentals of Industrial Hygiene	2
FP MD 6750		
MEEN 6100	Ergonomics	3
FP MD 6760	Admin and Management of Health and Safety Programs	3
FP MD 7100	Biostatistics II*	3
FP MD 6715	Occupational Health and Safety Solutions	3
<u>Varies (one of)</u>	Ethics Course (choose one:)* MDCRC 6430 Bioethical issues in Clinical Research Phill 7550 Research Ethics	1-3
Varies (choose three credits total)	Adv. Epidemiology (choose one+):* FPMD 7300 Epidemiology II FPMD 7720 Occup. Injury Epidemiol. MDCRC 6260 Behav. Community Intervention	3



Course Prefix and Numbers	Title	Credit Hours
	MDCRC 6160 Pharmacoepidemiology MDCRC 6110 Intermediate Epidemiol. FPMD 7xxx Adv Occup. Epidemiol	
	<b>Sub-Total</b>	24
Emphasis Specific Requirements: IH		
FP MD 6752	Introduction to Toxicology**	3
FP MD 6751	Advanced Industrial Hygiene**	3
FP MD 6753	Industrial Ventilation**	2
	<b>Sub-Total</b>	8
Emphasis Specific Requirements: OIP		
FP MD 7720	Occupational Injury Epidemiology+	3
FP MD 7xxx	Advanced Occupational Epidemiology+	3
	<b>Subtotal (OIP only)</b>	6
<b>ELECTIVES</b>		
FP MD 7300	Epidemiology II	3
FCS 6120	Demographic Methods	3
MDCRC 6240	Community Intervention Studies	2
MDCRC 6160	Pharmacoepidemiology	1
MDCRC 6040	Design and Implementation of Clinical Trials	2
MDCRC 6120	Cost-Effectiveness Analysis	1
FP MD 6311	Research Design	2
FP MD 7310	Advanced Research Design	3
<b>Biostatistics</b>		
MDCRC 6210	Regression Models	1
MDCRC 6130	Introduction to Decision Analysis	1
MDCRC 6140	Intermediate Decision Analysis Modeling	1
MDCRC 6200	Meta Analysis	1
FP MD 6730	Quantitative risk assess	3
FP MD 6106	Categorical Data Analysis	3
MATH 5040	Stochastic Processes and Simulation I	3
MDCRC 6020	Data Management	3
FP MD 6101	Data Analysis using SAS	3
<b>Ergonomics and Safety</b>		
MEEN 6120	Human Factors Engineering	3
MEEN 6110	Industrial Safety	3
MEEN 7100	Advanced Ergonomics	3
MEEN 7105	Advanced Ergonomics Lab	3
MEEN 7110	Systems Safety	3
MEEN 7120	Functional Musculoskeletal Anatomy for Engineers	3
MEEN 6960	Work Physiology and Occupational Heat Stress	2
<b>Management</b>		
FP MD 6400	Public Health Policy and Administration	3
MGT 6051	Managing and Leading in Organizations	1.5-3.0

Course Prefix and Numbers	Title	Credit Hours
<b>Toxicology</b>		
FP MD 6752	Introduction to Toxicology**	3
PHTX 7114	Principles of Toxicology	2
PHTX 7620	Analytical Toxicology	2
PHTX 7630	Mechanism of Toxicology	2
<b>Finance</b>		
ECON 7320	Advanced Health Economics	3
ACCTG 5110	Financial Accounting I	3
MDCRC 6230	Health Services Research	3
FINAN 5270	Business Risk Management	3
<b>Hazardous Substance Course</b>		
FP MD 6756	Hazardous Substances	3
<b>Evidence Based Practice Course</b>		
PHIL 7570	Case Studies and Research Ethics	1
PHIL 6540	Engineering, Ethics, and Society	3
FP MD 6504	Clinical Behavioral Aspects of Preventive Medicine	3
<b>Industrial Hygiene, Occupational Injury and Disease Course</b>		
FP MD 6751	Advanced Industrial Hygiene**	3
FP MD 6730	Quantitative Risk Assessment	3
FP MD 6753	Industrial Ventilation**	2
FP MD 6754	Noise and other Physical Agents	2
FP MD 6703	Clinical and Behavioral Aspects of Occupational Injuries and Disease	3
<b>Ventilation</b>		
ME EN 6700	Intermediate Fluid Dynamics	3
ME EN 6710	Aerodynamics	3
<b>Subtotal Electives</b>		24
<b>Dissertation</b>		
FP MD	Dissertation	14
<b>Total Number Credits</b>		40+ to 64+‡

\*Course generally not taken during MSOH curriculum, but a Core Course for PhD in OEH. Thus, these credits must be added in to the subtotals to account for credit requirements for those with a prior MSOH.

\*\*Required for PhD in OEH (IH emphasis, 8 credits)

+Required for PhD in OEH (OIP emphasis, 6 credits)

‡ At least 40 credits with appropriate master degree and all core courses completed. At least 64 credits without appropriate master degree and no core courses completed.

#### New Courses to Be Added in the Next Five Years

Credits	Course Prefix and Number	Course Title
<b>Semester 1</b>		
None New		None new
<b>Semesters 2-4</b>		



Credits	Course Prefix and Number	Course Title
None New		None new for semesters 2-4
<b>Semesters 5+</b>		
1-9 credits	FP MD XXXX	OEH Doctoral Dissertation
3 credits	FP MD 7XXX	Advanced Occupational Epidemiology
1-3 credits	FP MD 7XXX	Independent Studies: Doctoral
3 credits	FP MD 7XXX	Faculty Consultation: Doctoral
0 credits	FP MD 7XXX	Continuing Registration: Doctoral

### Program Schedule

*Students with Accredited Master of Science in Occupational Health Degree*

*PhD in OEH with MSOH* [This is for a typical student in the PhD in OEH in the IH emphasis without having previously had three Core OEH courses (Biostatistics II, Ethics and an Advanced Epidemiology course). This includes eight IH emphasis required course credits, 18 elective/dissertation field credits and 14 dissertation credits.]\*

Course Prefix and Number	Title	Credit Hours
<b>First Fall Semester</b>		
Varies	Advanced Epidemiology Course	3
FP MD 7100	Biostatistics II	3
	Elective/ Dissertation Field	3
<b>Subtotal</b>		<b>9</b>
<b>First Spring Semester</b>		
FP MD 6752	Introduction to Toxicology	3
FP MD 6751	Advanced Industrial Hygiene	3
	Elective/ Dissertation Field	3
<b>Subtotal</b>		<b>9</b>
<b>Second Fall Semester</b>		
FP MD 6753	Industrial Ventilation	2
	Electives/Dissertation Field	3
MDCRC 6430	Ethics Course	1
FP MD 7XXX	Dissertation	2
<b>Subtotal</b>		<b>8</b>
<b>Second Spring Semester***</b>		
FP MD 7xxx	Electives/Dissertation Field	6
FP MD 7XXX	Dissertation	3
<b>Subtotal</b>		<b>9</b>
<b>Third Fall Semester€</b>		
FP MD 7XXX	Dissertation	6
<b>Subtotal</b>		<b>6</b>
<b>Third Spring Semester***</b>		



Course Prefix and Number	Title	Credit Hours
FP MD 7xxx	Electives/Dissertation Field	3
FP MD 7XXX	Dissertation	3
<b>Subtotal</b>		6
<b>TOTAL HOURS</b>		47**

\*The OIP emphasis merely substitutes the OIP emphasis required courses plus one elective/dissertation field for FPMD 6751, 6752 and 6753. The General emphasis substitutes electives/dissertation field for those courses.

\*\* Please note 47 credits is for a typical student in the PhD in OEH in the IH emphasis without having previously had 3 Core OEH courses (Biostatistics II, Ethics and an Advanced Epidemiology course.) This could be reduced to a minimum 40 credits if the Core Courses had been previously completed.

\*\*\*Mentoring an OSH Solutions project would occur in either of the two final Spring Semesters.

€Serving as a Graduate-level course's Course Director would typically occur in one of the final semesters.

Doctoral students in all emphases are also expected to participate in successful, biweekly Journal Club (no credit) for purposes of developing and refining critical skills for faculty-guided critical methodological analysis and grading of literature in an interdisciplinary forum. Four Outreach activities are also to be accomplished over the duration of the curriculum to obtain experiences teaching and interacting with diverse audiences.

Additional educational experiences are possible. These include CTLE courses for new Teaching Assistants, as well as courses in Cyber Pedagogy that may be particularly helpful for select students depending on career goals.

#### **Students without Accredited Master of Science in Occupational Health Degree**

(This is for a typical student in the PhD in OEH in the IH emphasis without having had any of the Core OEH courses. This includes eight IH emphasis required course credits, 18 elective/dissertation field credits and 14 dissertation credits.)\*

Course Number	Course Title	Credit Hours
<b>First Fall Semester</b>		
FP MD 6370	Intro to Occupational Epidemiology	3
FP MD 6750	Fundamentals of IH	2
MEEN 6100	Ergonomics	3
<b>Subtotal</b>		8
<b>First Spring Semester</b>		
FP MD 6760	Admin and Management of Health and Safety Programs	3
	Elective/ Dissertation Field	3
FP MD 6100 (6190)	Biostatistics I (Online)	3
<b>Subtotal</b>		9
<b>Second Fall Semester</b>		
Varies	Advanced Epidemiology Course	3
	Electives/ Dissertation Field	6
<b>Subtotal</b>		9
<b>Second Spring Semester</b>		

Course Number	Course Title	Credit Hours
FP MD 6752	Introduction to Toxicology	3
FP MD 6751	Advanced Industrial Hygiene	3
FP MD 6715	Occupational Safety and Health Solutions	3
FP MD 7100	Biostatistics II	3
<b>Subtotal</b>		12
<b>Third Fall Semester</b>		
	Electives/Dissertation Field	6
FP MD 7XXX	Dissertation	3
<b>Subtotal</b>		9
<b>Third Spring Semester*</b>		
FP MD 6753	Industrial Ventilation	2
FP MD 7xxx	Electives/Dissertation Field	3
FP MD 7XXX	Dissertation	3
<b>Subtotal</b>		8
<b>Fourth Fall Semester€</b>		
MDCRC 6430	Ethics Course	1
FP MD 7XXX	Dissertation	5
<b>Subtotal</b>		6
<b>Fourth Spring Semester*</b>		
FP MD 7XXX	Dissertation	3
<b>Subtotal</b>		6
<b>TOTAL HOURS</b>		64**

\*The OIP emphasis merely substitutes the OIP emphasis required courses plus one elective/dissertation field for FPMD 6751, 6752 and 6753. The General emphasis substitutes electives/dissertation field for those courses.

\*\*This could be reduced if some Core Courses had been previously completed.

\*\*\*Mentoring an OSH Solutions project would occur in either of the two final Spring Semesters.

€Serving as a Graduate-level course's Course Director would typically occur in one of the final semesters.

Doctoral students in all emphases are also expected to participate in a bi-weekly Journal Club (no credit) for purposes of developing and refining critical skills for faculty-guided critical methodological analysis and grading of literature in an interdisciplinary forum. Four Outreach activities are also to be accomplished over the duration of the curriculum to obtain experiences teaching and interacting with diverse audiences.

Additional educational experiences are possible. These include CTLE courses for new Teaching Assistants, as well as courses in Cyber Pedagogy that may be particularly helpful for select students depending on career goals.

## Section VII: Faculty

### Core Departmental (DFPM and MEEN) Doctoral Faculty

- Kurt T. Hegmann, MD, MPH

Dr. Hegmann is Professor and Center Director of the Rocky Mountain Center for Occupational and Environmental Health (RMCOEH) and Dr. Paul S. Richards Endowed Chair in Occupational Safety and Health. Dr. Hegmann will head the PhD in Occupational and Environmental Health Degree Program. He directs the successful Master of Science in Occupational Health and Master of Occupational Health degree programs. He developed several courses including the required Occupational Epidemiology core course. He is the course director for the Occupational Injury Epidemiology course. He now guest lectures for the core Introduction to Occupational Epidemiology (FPMD 6370, 3 credits), Occupational Injuries and Diseases (FPMD 6703, 3 credits), Clinical Prevention and Behavioral Aspects of Occupational Medicine (FPMD 6504, 3 credits). He has experience teaching graduate courses at introductory and advanced levels. Dr. Hegmann has had extensive experience in accreditation site visits including at two institutions, involving approximately seven programs and five different accreditation organizations. Dr. Hegmann chairs the American Board of Preventive Medicine (primary responsibility to administer standardized examinations to determine "board certification") and has recently been appointed to the Preventive Medicine Residency Review Committee (the accrediting body for occupational medicine). He has completed a Medical Education Fellowship program. Dr. Hegmann's research interests include musculoskeletal disorders and transportation safety.

- Stephen Alder, PhD

Dr. Alder is Associate Professor in the Department of Family and Preventive Medicine. He is Chief of the Division of Public Health, which includes directing the graduate programs in public health. He also teaches the Research and Evaluation of Health Behavior course (FPMD 7640). His expertise also includes broad areas of biostatistics.

- Jeremy Biggs, MD, MSPH

Dr. Biggs is Clinical Instructor in the Occupational Medicine Program. He is responsible for teaching Behavioral Aspects of Occupational Injury and Disease (FPMD 6703) and assists with the Advanced OEM Topics course. Dr. Biggs is actively engaged in several research projects and heads the development of resident education in functional capacity evaluations.

- Stacy Bamberg, PhD

Dr. Bamberg is tenure-track Assistant Professor in Mechanical Engineering. She teaches extensively in the ergonomics and safety as well as occupational injury prevention programs. She also teaches industrial safety.

- Donald Bloswick, PhD, CPE

Dr. Bloswick is Professor in the Department of Mechanical Engineering at the University of Utah where he teaches and directs research in the areas of ergonomics, safety, occupational biomechanics, and rehabilitation engineering. He is Director of the Ergonomics and Safety Program as well as the Occupational Injury Prevention Research Training (OIPRT) Program at The Rocky Mountain Center for Occupational and Environmental Health. The OIPRT program is the target program for this proposal's OIP emphasis. Don is a registered Professional Engineer and Certified Professional Ergonomist with 10 years of industrial experience. For the past 20 years he has served as an ergonomic and safety trainer and consultant to industry, OSHA, and the legal community throughout the United States. Dr. Bloswick's research interests include biomechanics and ergonomics of the spine and upper extremity.

- Melissa Cheng, MD, MHS, MOH

Dr. Cheng is Instructor in Family and Preventive Medicine. She has been hired as of January 2012. Her roles will primarily be clinical. She has research experiences that include opioid-related deaths among Utah workers.

- Hannah Edwards, MD, MPH



Dr. Edwards is an Assistant Professor in the Occupational Medicine program. She is Director of the University's OccMed Clinic. She is responsible for teaching Clinical and Behavioral Aspects of Preventive Medicine (FPMD 6504, 3 credits) and Advanced Topics in Occupational and Environmental Health I and II (FPMD 6702, 4 credits total). Dr. Edwards is also leading efforts to transition the MSOH/MOH courses to distance-based formats that is funded in part through a University of Utah educational grant.

- Matthew Hughes, MD, MPH

Dr. Hughes is an Adjunct Assistant Professor and former Center Deputy Director of the Rocky Mountain Center for Occupational and Environmental Health (RMCOEH). Dr. Hughes has extensive medical director experience as an executive program director in industry. He has led major programs to improve employee health and safety, international public health, product stewardship and health related human resources programming. He co-teaches the Occupational Safety and Health Administration course (FPMD 6760, 3 credits), and lectures in Occupational Injuries and Diseases (FPMD 6703, 3 credits), Clinical Prevention (FPMD 6504, 3 credits), and Advanced OEM Topics courses.

- Rod Larson, PhD, MS, CIH

Dr. Larson is Associate Professor and Director of the Industrial Hygiene Program. Dr. Larson has extensive prior, real world experience as a lead Industrial Hygienist for Exxon. Dr. Larson teaches the Occupational and Environmental Toxicology and Physiology course (FPMD 6752, 3 credits) with assist from Dr. Eric Wood, MD, MPH; and the Quantitative Risk Assessment course (FPMD 6730, 3 credits). Dr. Larson has had experience with multiple accreditation site visits.

- Andrew Merryweather, PhD

Dr. Merryweather is an Assistant Research Professor in the department of Mechanical Engineering where he teaches and directs research in the areas of ergonomics, occupational biomechanics, and 3D motion analysis. Dr. Merryweather is a registered member of the American Society of Safety Engineers and the American Society of Biomechanics. He has worked as a safety and ergonomic consultant to private industry and is involved with research investigating musculoskeletal injuries in the workplace, assistive technologies for persons with disabilities and a host of projects in the topics of computer simulation modeling and 3D movement analysis.

- Maureen Murtaugh, PhD

Dr. Murtaugh is a nutrition epidemiologist and associate professor in the Division of Clinical Epidemiology, Department of Internal Medicine. Dr. Murtaugh holds an adjunct appointment in the Division of Nutrition, College of Health. Dr. Murtaugh earned her PhD in Nutritional Sciences from the University of Connecticut. She joined the faculty and staff at Rush-Presbyterian-St. Luke's Medical Center and Rush University where clinical practice, research and teaching. In 1999 she decided to retool her career with a post-doctoral fellowship in Epidemiology at the University of Minnesota working with investigators in Cardiovascular Disease Epidemiology and Prevention. She conducts research on the role of nutrition in development of chronic disease. She is currently principal investigator of a study to establish norms of bone health for Navajo people and is a co-investigator in studies of health status of commercial truck drivers and protein status of patients with end-stage kidney disease. She leads the RMCOEH's Statistical and Economic Evaluation Unit.

- Leon Pahler, PhD, MPH, CAIH

Dr. Pahler is a Research Assistant Professor in the Industrial Hygiene Program. He has a PhD in Organic and Heterocyclic Chemistry and a Master's degree in Public Health with an emphasis in industrial hygiene. Dr. Pahler is the Director of the Hazardous Substance Academic Training (HSAT) Program at the Rocky Mountain Center for Occupational and Environmental Health (RMCOEH). His prior experience includes eighteen years as a Senior Environmental Specialist with UNOCAL, a major petroleum company at the Parachute Creek Shale Oil Facility in Colorado, and three years with the Oklahoma State University as a

faculty/post doctorate where he taught chemistry and conducted research. Dr. Pahler developed, implemented, and teaches the Hazardous Substance Management course (FPMD 6756, 3 credits) in the fall semester and the Advanced Industrial Hygiene course (FPMD 6751, 3 credits) in the spring semester. Dr. Pahler's research is primarily in the industrial hygiene area with an emphasis in occupational and environmental applications.

- Darrah Sleeth, PhD, MPH

Dr. Sleeth is an Assistant Professor in the Industrial Hygiene program. She has a PhD in Industrial Health and an MPH in Industrial Hygiene and Hazardous Substances. She is active on the Aerosol Technology Committee of the American Industrial Hygiene Association (AIHA) and with international standards organizations in the development and improvement of sampling strategies for workplace air quality. She is responsible for teaching the Fundamentals of Industrial Hygiene (FPMD 6750, 2 credits), Noise & Other Physical Agents (FPMD 6754, 2 credits) and co-teaches Occupational Health & Safety Solutions (FPMD 6715, 3 credits) with Dr. Wood and Dr. Merryweather.

- Matthew S. Thiese, PhD, MSPH

Dr. Thiese is an Assistant Professor at the Rocky Mountain Center for Occupational and Environmental Health in the Department of Family and Preventive Medicine at the University of Utah, where he currently directs the Introduction to Occupational Epidemiology course and directs research in the areas of musculoskeletal disorders and commercial truck driver health and safety. Dr. Thiese has extensive experience conducting occupational epidemiological studies in the areas of musculoskeletal disorders and commercial trucking and has been a committee member on many Master and Doctoral committees.

- James VanDerslice, PhD

Dr. VanDerslice is Assistant Professor in the Department of Family and Preventive Medicine. He teaches the Environmental Public Health course (FPMD 6700, 3 credits) which is the core environmental health course in the Public Health Programs. He also teaches the Data Analysis using SAS course (FPMD 7101, 3 credits). Dr. VanDerslice's has extensive environmental health experiences that include a state department of health.

- Eric Wood, MD, MPH

Dr. Wood is an Assistant Professor and Director of the Occupational Medicine Program. He is Board Certified in both Preventive Medicine (Occupational Medicine) and Family Medicine. He also trained as an industrial hygienist and worked as a professional industrial hygienist in government and industry. He is co-course director of Introduction to Occupational and Environmental Toxicology and Physiology (FPMD 6752, 3 credits) with Dr. Larson. He teaches Occupational Health and Safety Solutions (FPMD 6715, 3 credits) with Drs. Merryweather and Sleeth. He also teaches the Occupational and Environmental Health Clinic course (FPMD 6758, 1 credit). Dr. Wood has had experience with multiple accreditation site visits.

### **Supporting Faculty**

- Jeff Burton, MS, PE, CIH

Mr. Burton is a part-time instructor for the Industrial Hygiene Program. He is a past president of the American Industrial Hygiene Association. He is also internationally recognized for his expertise in ventilation design and evaluation, having written a number of books on the subject. He teaches the ventilation course (FPMD 6753).

- Frank D. DeRosso, MSPH, CIH

Mr. DeRosso is an Adjunct Instructor and co-teaches the Advanced Industrial Hygiene course (FPMD 6751). Mr. DeRosso has twenty years of professional IH experience including a strong background in safety and environmental compliance. He is board certified in the comprehensive practice of IH.

- Dean R. Lillquist, PhD, MSPH, CIH

Dr. Lillquist is a Visiting Lecturer for the Fundamentals of Industrial Hygiene course (FPMD 6750) and Introduction to Industrial Toxicology course (FPMD 6752). He is the past IH Program Director for the Rocky Mountain Center, and is now the Director of the (federal) OSHA Technical Center that is located in Salt Lake City, Utah.

- Royce Moser, Jr., MD, MPH

Dr. Moser is Professor and former Center Director for the RMCOEH. Dr. Moser has world-wide expertise in terrorism and disaster response. He also has administrative acumen derived from years of experience and his textbook serves as the primary instructional source for his course. He co-teaches the Occupational Safety and Health Administration course (FPMD 6760, 3 credits).

- James Nelson, PhD, CIH

Dr. Nelson was a part-time RMCOEH faculty member in previous years, starting when the IH Program was first established. Now as an adjunct, he teaches the chemistry portion of the Advanced Industrial Hygiene course (FPMD 6751). Dr. Nelson is the Past-President of DataChem Laboratory, which is one of the largest occupational and environmental hygiene laboratories in the world. He is certified in chemical aspects by ABIH and has served as Chairman of the AIHA Laboratory Accreditation Committee.



March 21, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Utah State University – Bachelor of Arts in Art History

Issue

The Department of Art and Design in the Caine College of the Arts at Utah State University requests approval to offer the Bachelor's of Art in Art History, effective Fall 2012. This proposal was approved by the Board of Trustees on Friday, January 6, 2012.

Background

Art History has a long and important tradition within American higher education. Its institutional presence invariably signals a very public commitment to, and recognition of, the importance of culture in its broadest sense. In view of the formation of the Caine College of the Arts, the validation of Art History as a distinct major at Utah State University now takes on much greater and added significance. Art History at USU has long been a part of the Bachelor of Fine Arts (BFA), BA, and Bachelor of Science (BS) programs in fine arts and design. The Department has consistently produced between 12 and 24 graduates with an emphasis in art history who have gone on to distinguished careers in curating, architecture, and a variety of other fields in which the art history training they received at USU has played a critical role. The BA in Art History, along with the already existing minor in art history, will continue to support fine arts and design programs, and will offer more opportunities for undergraduates to build a strong, interdisciplinary foundation for careers in art-related fields and other fields in which in-depth critical understanding of visual communication plays a central role.

There is strong interest and demand among the student body for this major. At annual informational meetings on the art history emphasis that are held each fall, average attendance has been around 20 students.

The proposed program will be supported through existing funds.

Policy Issues

USHE institutions were supportive of this program which is offered in two other institutions: the University of Utah and Southern Utah University. No policy issues were raised.

The Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah State University to offer the Bachelor of Arts in Art History, effective Fall Semester 2012.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/PCS  
Attachment

Programs and Planning Committee

Action Item

Request to Offer a BA in Art History

Utah State University

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

March 21, 2012



**Program Description  
Utah State University  
BA in Art History**

**Section I: The Request**

The Department of Art and Design in the Caine College of the Arts at Utah State University requests approval to offer the Bachelor's of Art in Art History, effective Fall 2012. This proposal was approved by the Board of Trustees on Friday, January 6, 2012.

**Section II: Program Description**

**Complete Program Description**

Art History at USU is an existing program that not only has a long history of supporting the BFA, BA, and BS degrees in fine arts and design, but also has consistently produced a small number of graduates with the emphasis in art history who have gone on to distinguished careers in curating, architecture, and a variety of other fields in which the art history training they received at USU has played a critical role. The BA in Art History, along with the already existing minor in art history, will continue to support fine arts and design programs, and will offer additional opportunities for undergraduates to build a strong, interdisciplinary foundation for careers in art-related fields and other fields in which in-depth critical understanding of visual communication plays a central role.

The Bachelor of Arts in Art History, as defined by NASAD (the National Association of Schools of Art and Design), "requires a thorough grounding in the liberal arts with a concentration of coursework in art and art history," including "a general knowledge of the monuments and principal artists of all major art periods of the past... augmented by study in greater depth and precision of several cultures and periods... [and] study at the advanced level... including theory, analysis and criticism." As the following outline of the proposed program's requirements makes clear, Art History at USU already meets and exceeds these standards. The Foundations segment assures students of the "general knowledge" and introduces a hands-on familiarity with the methods and technologies of art. The two major tracks allow students to augment their learning with in-depth study of a period, culture, or theme within art history, providing ample opportunity to build research and communication skills fundamental to the discipline and engaging students in theoretical, analytical, and critical issues central to art history and visual culture studies. The language requirement supports this by enabling students to read source texts, scholarly literature, and criticism outside English-language publications, thus preparing students for graduate study in the field where second-language proficiency is always a requirement. The capstone course gives students the chance to conduct original research and produce a paper suitable for publication or public presentation. Upon completion of the program, students are asked to assemble a portfolio of their work documenting their progress and demonstrating the development of their research and writing skills.

**Minimum Departmental Requirements**

**Total Credits and Minimum Departmental Requirements**

- Art History major requires 36 credit hours
- Grade point average to declare Art History major: 2.75 Career GPA
- Grade point average required to graduate with major: 3.0 GPA within courses for the major
- Courses for the Art History major require minimum grades of B- or better.

- Courses for the Art History major may not be taken on a Pass/Fail Basis.

## Art History Major Requirements

### A. Foundations (15 hours)

- ARTH 2710 Survey of Western Art: Ancient to Medieval
- ARTH 2720 Survey of Western Art: Renaissance to Modern
- HIST 1100 Ancient Western Civilization
- HIST 1110 Modern Western Civilization
- ART STUDIO COURSE (any with ART prefix other than ART1010)

### B. Major Tracks (18 hours)

#### a. TRACK ONE: ART HISTORY INTENSIVE

Six (6) courses (18 hours) from the ARTH offerings at the 3000, 4000, or 5000 level, of which, three must be interrelated by period or theme and three distributed widely across the body of art historical scholarship. Approval of Art History Major advisor is required for the plan of study.

#### b. TRACK TWO: INTERDISCIPLINARY

Six (6) courses (18 hours), of which three (3) are from the ARTH offerings at the 3000, 4000, or 5000 level, and are interrelated by period or theme, two (2) are from fields closely linked to the area of concentration (American Studies) and are at the 3000 level or above, and one (1) is from the ARTH offerings at the 3000, 4000, or 5000 level and represents an area outside the concentration. Approval of Art History Major advisor is required for the plan of study.

#### c. LANGUAGES (16 hours)

Four semesters (16 hours) of ONE foreign language relevant to the student's area of concentration. German or French preferred. Approval of Art History Major advisor required for substitution of other languages.

#### d. CAPSTONE (3 hours)

ARTH 4900 Capstone seminar/thesis.

## Purpose of Degree

Art History has a long and important tradition within American higher education. Its institutional presence invariably signals a very public commitment to, and recognition of, the importance of culture in its broadest sense. In view of the formation of the Caine College of the Arts, the validation of Art History as a distinct major at Utah State University now takes on much greater and added significance. Though often seen as an esoteric subject, Art History in fact allows for a highly relevant and deeply critical engagement with the most profound ideas and events that have shaped, and continue to shape, the world. Dependent by definition on an understanding of the relationship between text and context, it embodies that famous exhortation of E. M. Forster's that to truly understand the world and our place within it, we must "only connect!" Art History offers students a unique way of making those profound connections by demanding an understanding not only of images and objects themselves but also the cultural and historical moments from which they emerge. In also demanding skills of critical thinking, interpretation, and command of language, it teaches those fundamental elements of a liberal arts tradition that are seamlessly transferable both across, and beyond, the academy. Further, as the linguistic turn of the 19<sup>th</sup> century is increasingly challenged by what art historian W. J. T. Mitchell refers to as a "pictorial turn," whereby the image has an increasing cultural dominance over the word, the development of visual literacy becomes equally increasingly important. As Art History opens itself up to the broader fields encompassed within its cognate discipline of

visual studies it finds itself at the center of the critical engagement with – and anticipation of – developments in the visual world as well as in related academic disciplines such as film, popular culture, and media studies. Through its hiring of three new faculty in Art History/Visual Studies to complement the extant provision, the university has clearly signaled its commitment to the mission of educating students across the range of the “visual disciplines.” The major in Art History would formally and publicly institutionalize this process and, in doing so, situate the program at the center of national and international conversations about the nature and function of Art History and Visual Studies. In so doing it would not only satisfy an already identified desire for current students to be able to major in Art History but also immediately make of Utah State University an even more attractive recruitment proposition for any potential students considering a field of study in the visual arts. The initiative to create the BA degree in Art History as distinct from the BA in art responds to a clearly expressed need by students and the fact that Utah and the Intermountain region offer relatively few opportunities for students interested in this burgeoning field. The expected outcomes are a robust BA degree program producing graduates who will go on to prestigious graduate programs or be qualified to enter the workforce directly.

### **Institutional Readiness**

Effectively, the art history major already exists in all but name. As an emphasis area within the art department, it has had an independent identity at least since 2004, when the ARTH designation was given to all art history courses. A variety of new courses and course-number changes are being proposed concurrently with this application, so that if approved USU will be positioned to immediately implement the new degree program in the fall of 2012.

No new support staff or organizational units will be needed to make this into a BA in History degree program. Art history will continue to make essential contributions to the USU general education program through ART 1010, ARTH 2710 and 2720, and USU 1330, as well as through upper-division Depth Humanities (DHA) and Communications Intensive (CI) offerings, which are open to all students at USU with no prerequisites. Studio art, graphic design and interior design majors will continue to enroll in the required foundation courses (2710/2720) and will benefit from the addition of new art history course offerings in non-western art. Finally, there is a significant group of students who are eager for the opportunity to double major in Art and Art History

### **Faculty**

The new BA in Art History will be taught by current faculty and will not require any new faculty hires. At present, there are four tenured or tenure-track faculty in the department with Ph.D.s in art history or a closely related field, and one tenured member of the history department with a Ph.D. and a part-time appointment in the museum whose expertise is also in the visual arts. Ph.D. faculty in Classics, History, and Anthropology are also currently teaching courses for which art history students frequently receive credit toward the emphasis. A part-time adjunct with an MA in art history currently teaches some lower-division courses when demand warrants, and a curator at the Nora Eccles Harrison Museum (NEHMA) who holds an MFA has often taught Art 1010, which is not a course for the major, but which is clearly related to art history in its methods. A faculty member at USU Eastern-San Juan teaches a broadcast course on Native American Art that is also accepted for credit towards the major. In addition, faculty in Anthropology, English, Languages, Classics, and History frequently offer courses that complement students' areas of concentration in the interdisciplinary track. With these resources, the department can already offer a variety of courses and independent-study opportunities to majors.



In the future, the department will enrich course offerings, including more courses in non-western art history; a recent hire in Visual and Media Studies is qualified to teach art of the African Diaspora and he will develop a course with that focus. This will augment existing offerings in Islamic and Native American Art. Furthermore, faculty are in discussions with the NEHMA curator about redeveloping an existing museum-practices course, and new faculty have proposed several upper-division courses that correspond to their areas of research specialization.

### **Staff**

The Department of Art and Design does not foresee the need for additional staff to support the BA in Art History.

### **Library and Information Resources**

USU's Merrill-Cazier Library has an extensive collection of art books, thanks to the generosity of donors who have endowed the Art Book Room and empowered the art librarian to keep the collection current through an assertive program of acquisitions. The current census of the collections is as follows:

- Art Book Room 8,496 volumes
- Art Book Room Case 1,361 volumes
- Design Collection 2,265 volumes
- Fine Arts Books in Stacks and BARN: 34,918 volumes

Access to journals is adequate: those journals to which there is not electronic access can almost always be attained through interlibrary loan services.

USU's early membership in ARTstor, the online database of images, has allowed faculty and students to access the same quality and breadth of materials as are available to the leading research institutions in the US.

No further funds or resources are required to support the BA in Art History.

### **Admission Requirements**

1. New freshmen admitted to USU in good standing qualify for admission to this major. A complete application includes a one to two page letter explaining the student's interest in this program, a copy of the student's transcript, a GPA of 2.5.
2. Transfer students from other institutions need a 2.5 total GPA for admission to be in good standing.
3. Students transferring from other USU majors need a total GPA of 2.5 for admission to this major to be in good standing.

### **Student Advisement**

Students in the major will have two levels of advisement, faculty and college staff. When students first declare the major they may either request a specific faculty advisor or they will be assigned one. The faculty involved in this advising will be those whose primary teaching responsibilities are in art history (departmental faculty with the Ph.D. in art history or a closely related field). Specific course choices and long term career planning will be done in consultation with the faculty member. The department also relies on the fine arts advisor for the Caine College of the Arts, who helps all majors as they navigate basic major requirements and general education expectations. The students in this major will also have access to this person.

### Justification for Graduation Standards and Number of Credits

The proposed major aligns with the standards and number of credits of other degree programs granting the baccalaureate at USU. A graduating senior who has followed the four-year plan will have earned a minimum of 121 credits including general education, University Studies, and courses in the major. The senior will also have demonstrated proficiency in one foreign language by successful completion of one course at the 2020-level or higher (or its equivalent), thus fulfilling the university-wide requirement for all BA degrees.

### External Review and Accreditation

No external consultants, either in- or out-of-state, were involved in the development of the proposed program. The Art History major will be assessed in the spring of 2013 by outside reviewers during the anticipated NASAD accreditation process that the Department of Art and Design has initiated. The program as described above conforms to and exceeds the program standards for the BA in Art History as described in the NASAD Handbook (2009-10 edition).

### Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	20	4	5:1	n/a
2	24	4	6:1	
3	28	4	7:1	
4	28	4	7:1	
5	28	4	7:1	

### Expansion of Existing Program

The proposed program is not so much an expansion as a formal recognition of an existing program, the "emphasis" in Art History. Because many of the students who fulfill the requirements for the minor and/or "emphasis" in Art History are excluded from having this officially indicated on their transcripts as they are already Art Majors (in the BS, BA, or BFA track), it is difficult to give actual numbers of students. However, the following numbers represent students who self-identified as art history majors or minors at an annual fall meeting for students in the emphasis area, regardless of their actual transcript status, between 2006-07 and 2010-11. It should be noted, however, that a significant proportion of these students are under the current system unable to actually declare the emphasis or minor:

Year	Majors (BA in Art w/ AH emphasis)	Minors	Graduating with BA in Art/AH emphasis
2006-07	20	8	3
2007-08	20	9	4
2008-09	17	10	3
2009-10	19	9	2
2010-11	21	6	3*

\* All three are projected to graduate F'11, pending completion of GE requirements.

### Section III: Need



### **Program Need**

Responding to student requests, changes in the labor market, and faculty analysis of current trends, this major will prepare students with the knowledge, motivation, and skills necessary to thrive while engaging in work in arts-related and visually intensive fields. In keeping with USU's mission statement, this major will cultivate diversity of thought and culture by encouraging and facilitating student learning, discovery, and engagement with a wide array of cultural communities. It will also help prepare USU students to participate meaningfully and critically in the increasingly visually-oriented world of global communications.

The current status of art history as an emphasis area is confusing to students, advisors, employers, and graduate admissions officers. Unlike other emphasis areas in the art department, this emphasis alone does not lead to the BFA, making it impossible for students to do a double-emphasis in art history and a studio area (equivalent to a double major) even if they have fulfilled all the requirements for both degrees (BA and BFA). The program's vitality is fundamentally damaged by this organizational obstruction. Other regional public universities and most of USU's peer institutions offer the BA in art history and it is a mark of a well-rounded liberal arts curriculum. USU can raise the profile of the entire art department through this step, with virtually no financial costs and great potential benefits for the department, college, and university.

### **Labor Market Demand**

According to the U.S. Bureau of Labor Statistics, "Employment of archivists, curators, and museum technicians is expected to increase 20 percent over the 2008-2018 decade, which is much faster than the average for all occupations" (U.S. Bureau of Labor Statistics, "Occupational Outlook Handbook, 2010-2011 Edition: <http://www.bls.gov/oco/ocos065.htm>). This growth is attributed to many factors, including public interest in art and high museum attendance rates. Employment in postsecondary education is also expected to grow faster than average: 15% for 2008-2018. Currently, the BLS reports about 26,000 jobs in these fields across the public and private sector, with the mean annual wage slightly above the national average. The art history undergraduate major would provide an essential step towards attaining jobs in these growing fields. Employers include museums, commercial galleries, auction houses, libraries, state and local arts organizations, publishing firms, archives, federal and state parks, restoration firms, art appraisal firms, advertising agencies, antique dealers, colleges and universities.

An undergraduate major in art history would not only educate students for entry-level jobs from such employers but also prepare them for graduate programs that would help them attain advanced positions. Art history majors typically pursue graduate degrees in such areas as art history, art, arts administration, museum studies, architecture, historic preservation, American studies, visual studies, art therapy, art law, library science, conservation, and public arts administration.

The art history major will provide students with a range of skills that are transferable to careers outside of the arts and highly desirable to corporations. These include: communication skills, critical analysis, writing skills, visual analysis, comparative analysis, historical analysis, research skills, foreign language skills, presentation/public speaking skills, attention to detail, interpretive skills, creativity, and organization skills.

### **Student Demand**

There is strong interest and demand among the student body for this major: at annual informational meetings on the art history emphasis that are held each fall, typical turn out for the last few years has been around 20 students. Several students now at the junior or senior level in the BFA program have completed most or all of the requirements for the proposed degree, and would declare the major given the opportunity. Furthermore, students from a variety of other departments, ranging from accounting to civil and



environmental engineering have minored in art history in recent years, and they consistently expressed the wish that the BA in Art History were available. With increasing numbers of art history students involved in museum internships, independent research projects, and gallery-based projects in the community, visibility for the program is up, and with it the number of students inquiring about the major.

### **Similar Programs**

Within the state of Utah, only three institutions currently offer the BA in Art History: the University of Utah, Brigham Young University, and Southern Utah University. Weber State University offers a minor in art history. In the region, among public schools, Boise State, University of Colorado-Boulder, University of Nevada-Reno and University of Nevada-Las Vegas also offer the major. As at U of U and SUU, art history at USU has access to unique resources that include the particular strengths of USU's studio program, the faculty's active research programs, and the cultural resources in and around Cache Valley. This program will also draw on the strengths of the Nora Eccles Harrison Museum, the USU Special Collections, and the Certificate in Museum Studies administered through the Department of Anthropology, Sociology and Social Work. The strong interdepartmental ties to degree and certificate programs in Religious Studies, Women and Gender Studies, Medieval and Renaissance Studies, and American Studies also make USU's program unique. By approving a third undergraduate program in art history within the USHE, the Regents will support and increase opportunities for Utah students to pursue a field of study that develops not only the usual range of competencies associated with a strong liberal-arts education, but also a specific set of skills in working with visual materials and archives, skills which prepare them well for a range of careers as discussed above under "Labor Market Demand."

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

The department has communicated with faculty at the U of U and SUU of the intent to change the status of USU's art history program from an emphasis area to a major and received strongly positive feedback. Faculty at both institutions feel that the move will increase the visibility and positive public perception of art history as a discipline in the state of Utah, and view the BA in Art History at USU as beneficial to their own programs, particularly to the existing MA and planned Ph.D. programs at the U of U.

Preliminary discussion of a proposed Utah Undergraduate Research in Art History symposium has taken place, and faculty at all three USHE institutions (U of U, SUU, and USU) are eager to go ahead with the project, as it will give students opportunities to develop professional-level experience, and it will help facilitate intellectual exchange between faculty and students at all the campuses that send representatives to the symposium.

Meanwhile, there is already collaboration with an USHE-wide effort to collaborate to improve standards and the curriculum for ART 1010, a key offering in general education.

### **Benefits**

In keeping with USU's mission statement this major will help advance the following goals as outlined in the statement on the president's website (<http://www.usu.edu/president/missionstatement/>)

- Enhance the reputation of the University for learning, discovery, and engagement by offering increased opportunities for students to participate in a program that focuses intensely on research even at the undergraduate level
- Strengthen the recruitment, retention, graduation, and placement of students and, as part of that goal, reduce the student-faculty ratio: the option to major in Art History will increase the overall

appeal of Art and Design majors to students interested in pursuing visual-arts related careers and will help graduates with employment. By diverting some students from over-enrolled areas of the department, it will equalize the advising load and reduce student-faculty ratios in those areas.

- Build a socially and intellectually vibrant campus community: art history, with its strong interdisciplinary ties and its critical investment in a common human experience – the visual – will contribute to learning and discussions on a variety of issues through its scholarly commitment to investigating the full diversity of human visual culture.
- Infuse new energy into graduate programs: although an undergraduate major, the presence of a BA in art history will provide learning and teaching opportunities for graduate students in the MFA program.
- Foster new partnerships, both internally and externally: the BA in Art History will encourage cross-disciplinary work by faculty in the Caine College of Art and College of Humanities and Social Sciences as well as other colleges by giving visibility to an already existing program and by inculcating student-exchange between programs. Students majoring in Art History will also make stronger candidates for internships in Utah and national museums and archives, building a network of relationships with a variety of cultural institutions.
- Communicate the success of the University to the world: accomplishments by BA students will be easier to recognize and publicize when the status and nature of their degree program is clarified.

### **Consistency with Institutional Mission**

“The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.” The BA degree in Art History fulfills USU's institutional mission in fundamental ways. Art History is a writing intensive discipline through which students develop essential skills in critical thinking through study of a diverse range of past and present cultures. Study of the material and visual culture of different peoples is a profoundly engaged form of learning that creates well-rounded graduates who are prepared to contribute to society in diverse and significant ways.

The first goal of USU is to “Enhance the reputation of the University for learning, discovery, and engagement.” The BA in Art History will place USU among peer institutions and enhance the reputation of the art department, the Caine College of the Arts and the University.

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

### **Program Assessment**

The objective of the BA in Art History is to familiarize students with the broad scope of human artistic endeavor in its political, social, and religious contexts through history, and to train students in methods of critical inquiry, research, and scholarly writing. The specific outcomes are as follows:

- A general knowledge of the history of human visual expression, including a broad understanding of the art of the twentieth century and acquaintance with the visual arts of non-Western cultures.
- Deeper knowledge of at least one more specific area within the discipline of art history and visual studies as defined either by period, culture, theme, or geographic region.
- A comprehensive understanding of the larger picture of world history and the role of the arts in human societies.

- Knowledge of the tools and techniques of scholarship including independent research and the writing of critical and analytical essays.
- Familiarity with a range of cultural institutions and agencies that promote or publicize the visual arts, and a critical understanding of their social, political, and ethical dimensions.
- Functional knowledge of the creative process gained through at least one studio art course and scholarly study of art methods.
- Acquisition of at least one foreign language relevant to the discipline to a level suitable to reading the scholarly literature.

To this end, an annual assessment meeting will be held in which faculty will discuss student portfolios, course offerings, syllabi, recruitment, and any other general problems or concerns about the program. The primary purpose of the meeting will be to evaluate how the program is or is not helping students achieve the stated objective. The meeting will provide an opportunity to share ideas about effective teaching practices as faculty discuss course goals and approaches, course design, writing assignments, and classroom management.

During this meeting, faculty will discuss student portfolios and other material from the capstone course in order to evaluate the extent to which the program is helping students reach program goals. Working level by level, faculty will also review their own syllabi and writing assignments against curricular objectives, analyze program offerings for the previous year, and discuss pedagogical approaches, course goals, and ways to improve the program.

In addition, in concert with the department-wide initiative to move toward NASAD accreditation, the Art History major will undergo a series of internal and external reviews over the next five years focusing on a degree to which the offerings meet and exceed the national standards for the liberal-arts degree in Art History.

### **Expected Standards of Performance**

The standards and competencies listed in the previous section should be attained by all students in the BA in Art History by the time of graduation. They are largely drawn from the NASAD accreditation standards, but they also reflect the current state of the discipline in art history and visual culture studies departments nationwide. Assessment of student learning has the following components:

- Review and grading of student work on a semester-by-semester basis by course professors.
- Review of student work with the academic advisor in the major.
- Presentation of a senior student portfolio in the semester of graduation and assessment of portfolios in an annual faculty meeting resulting in a report on student learning outcomes.



## Section V: Finance

### Budget

5-Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>					
Projected FTE Enrollment	20	24	28	28	28
Cost per FTE	5,371	5,283	5,198	5,198	5,198
Student / Faculty Ratio	15	15	15	15	15
Projected Headcount	20	24	28	28	28
<b>Projected Tuition</b>					
Gross Tuition	147,321	183,856	223,079	232,002	241,282
Tuition to Program	0	0	0	0	0
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense</b>					
Salaries and Wages					
Benefits					
Total Personnel Current Expense and Travel	N/A - All costs are currently covered in existing programs. There are no additional faculty or staff FTE, library, or other operational funds required.				
Capital					
Library Expense					
<b>Total Expense</b>					
<b>Revenue</b>					
Legislative Appropriation					
Grants and Contracts					
Donations	N/A - funded through existing resources				
Reallocation					
Tuition to Program					
Fees					
<b>Total Revenue</b>					
<b>Difference</b>					
Revenue - Expenses	0	0	0	0	0

1 - Represents the 2009-10 E&G cost of Undergraduate instruction in the department of Art and Design divided by the 2009-10 AY Undergraduate student FTE in Art plus the projected enrollment noted. Source: 2010 Department Profiles

2 - Represents the 2009-10 AY Undergraduate student FTE in the department of Art and Design plus the projected enrollment noted divided by the 2009-10 AY E&G Art FTE faculty. Source: 2010 Department Profiles.

3 - The projected number of students in the program each year.

4 - The gross tuition generated by the projected headcount enrollment at 15 Undergraduate credit hours per semester for an academic year. Used the 2011-12 tuition schedule and assumed 75% resident and 25% non-resident. Increased tuition rates 4% each year for projected tuition increases

### Funding Sources

The program will be supported using already appropriated E&G funds.

### Reallocation

No reallocation is necessary.

**Impact on Existing Budgets**

There is no foreseeable impact on existing program, departmental, college, or university budgets.

**Section VI: Program Curriculum****All Program Courses**

Prefix/Number	Title	Hours
ARTH 2710	Survey of Western Art: Prehistoric to Medieval BHA	3
ARTH 2720	Survey of Western Art: Renaissance to Modern BHA	3
ARTH 2730*	Art of the African Diaspora (proposed as BHA)	3
ARTH 4900*	Capstone seminar/thesis	3
<b>Sub-Total Credits</b>		12
ARTH Electives	<i>Selected with advisor to meet criteria for track 1 or track 2</i>	
ARTH 3210	Experiential Learning: Study Abroad	1-3
ARTH 3510**	Islamic Visual Cultures (formerly ARTH 4510) DHA	3
ARTH 3610**	Greek and Roman Art (formerly ARTH 4610) CI	3
ARTH 3620**	Byzantine Art (formerly ARTH 4620) DHA	3
ARTH 3630**	Medieval Art (formerly ARTH 4630) DHA	3
ARTH 3720**	Renaissance Art (formerly ARTH 4720) CI	3
ARTH 3730**	Baroque and Rococo Art (formerly ARTH 4730)	3
ARTH 3740†	Modern Art (formerly ARTH 4740 Nineteenth-Century Art)	3
ARTH 3750†	Contemporary Art (formerly ARTH 4750 Twentieth Century Art)	3
ARTH 3760**	American Art (formerly ARTH 4760)	3
ARTH 3820	History of Early Photography	3
ARTH 3830	History of Contemporary Photography	3
ARTH 3840*	Race and Visual Culture (proposed as CI)	3
ARTH 4520	Discourses of Empire and Nation (proposed as CI)	3
ARTH 4620**	Art and Religion (formerly ARTH 5740) x-list as RELS 5740	3
ARTH 4710†	Feminist Art (formerly ARTH 5710: Gender Issues in Art) (proposed as CI)	3
ARTH 4720*	Land Art	3
ARTH 4730**	The Art Museum	3
ARTH 4790	Art History Seminar and Special Problems	3
ARTH 4800	Directed Reading and Research in Art History	1-3
ARTH 4810	Museum Internship	1-3
ARTH 6900	Graduate Seminar: Issues in Contemporary Art	3
<b>Sub-Total Credits</b>		60-66
<b>Non-ARTH Electives (cross-listed or commonly accepted)</b>		
ANTH 3110	Introduction to Museum Studies	3
HIST 3110	Ancient Near East (cross-listed as ARTH 3110) DHA/CI	3
CLAS 3210	Classical Mythology (cross-listed as ARTH 3210)	3
ART 1270	Native American Art (CEU San Juan and Receiving Campuses)	3
<b>Sub-Total Credits</b>		12



<b>TOTAL CREDITS</b>	<b>72-78</b>
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\* New course

\*\*Course number change for existing course

†Title change, course number change for existing course

Semester 1				Semester 2			
Course	Req	Credit	Grade	Course	Req	Credit	Grade
Hist 1100 West Civ: Ancient/Medieval	X	3		Hist 1110 West Civ: Modern	X	3	
ARTH 2710 Survey of Western Art (part I) (BHU)	X	3		ARTH 2720 Survey of Western Art (part II) (BHU)	X	3	
Art 1140 Drawing I	X	3		**USU 1330 or BCA	X	3	
English 1010 Intro to Writing	X	3		Anth 1010 Cultural Anthropology (BSS)	X	3	
Math 1050 or Stat 1040***	X	3 or 4		Elective	X	3	
<b>TOTAL</b>		<b>15 or 16</b>		<b>TOTAL</b>		<b>15</b>	

**Track One: A minimum of 18 credits required. Approval of advisor required.**

Six Upper Level courses in Art History, consisting of three interrelated courses (by period, e.g.) and three distributed widely (ie. A concentrator in a modern period of art history would select courses from the ancient or medieval, renaissance and Baroque periods to achieve the wide distribution.

Semester 3				Semester 4			
Course	Req	Credit	Grade	Course	Req	Credit	Grade
ARTH 3610 Greek and Roman Art (CI)		3		ARTH 3620 Byzantine Art	X	3	
DSS (ex. FCHD 3350)	X	3		ARTH 3750 Contemporary Art	X	3	
**USU 1350 or BLS		3		ARTH 3830 History of Contemporary Photo	X	3	
**USU 1360 or BPS		3		English 2010 Intermediate Writing	X	3	
German 1010 German First YR	X	4		German 1020 German 2 <sup>nd</sup> YR	X	4	
<b>TOTAL</b>		<b>16</b>		<b>TOTAL</b>		<b>16</b>	

Semester 5				Semester 6			
Course	Req	Credit	Grade	Course	Req	Credit	Grade
ARTH 3110 Ancient Near East	X	3		German 2020 Second YR II	X	4	
ARTH 4790 Special topics in Art History: History of Ceramics	X	3		Elective	X	3	
Phy 3010 Space	X	3		**USU 1300 or BAI	X	3	



Exploration (DLS) (DPS) (QI) or Pys 3150 Energy in 21 <sup>st</sup> Century (DLS) (DPS) (QI)							
German 2010 Second Yr II	X	4		Elective	X	3	
<b>TOTAL</b>		<b>13</b>		<b>TOTAL</b>		<b>13</b>	

Semester 7				Semester 8			
Course	Req	Credit	Grade	Course	Req	Credit	Grade
German 3880 Individual Readings	X	4		ARTH 4900 Art History Capstone	X	3	
Anth 3310 Intro to Museum Studies (CI)	X	3		ARTH 3720 Renaissance Art (CI)	X	3	
ARTH 5740 Art and Religion	X	3		Elective	X	3	
Elective (upper division)	X	3		Elective	X	3	
ARTH 4800 Independent Research in Art History	X	3		ARTH 4810 Museum Internship	X	3	
<b>TOTAL</b>		<b>16</b>		<b>TOTAL</b>		<b>15</b>	

OR

**Track Two (Interdisciplinary track): A minimum of 18 credits required. Approval of advisor required.**

Three Upper Level courses in Art History and two Upper Level courses outside the department that make up a special field (these may be combined from area studies such as the British Commonwealth, French Studies, American Studies, Folklore, Anthropology, or a selection of courses that deal with Post-colonialism, Women and Gender Studies, the intersections between art and the history of science, for example, or courses that deal with a certain period). The student must apply formally in consultation with the advisor to determine the concentration and special area. One additional course in art history outside the specialization field.

Semester 1				Semester 2			
Course	Req	Credit	Grade	Course	Req	Credit	Grade
Hist 1100 West Civ: Ancient/Medieval	X	3		Hist 1110 West Civ: Modern	X	3	
ARTH 2710 Survey of Western Art (part I)(BHU)	X	3		ARTH 2720 Survey of Western Art (part II)(BHU)	X	3	
Art 1140 Drawing I	X	3		**USU 1330 or BCA	X	3	
English 1010	X	3		Anth 1010 Cultural Anthropology (BSS)	X	3	
Math 1050 or Stat 1040	X	3 or 4		Elective	X	3	
<b>TOTAL</b>		<b>15 or 16</b>		<b>TOTAL</b>		<b>15</b>	

Semester 3				Semester 4			
Course	Req	Credit	Grade	Course	Req	Credit	Grade
ARTH 3610 Greek and Roman Art (CI)	X	3		Elective	X	3	
ARTH 3740 Modern Art	X	3		Psy 4230 Psychology of Gender (DSS)	X	3	
**USU 1350 or BLS	X	3		English 2010 Intermediate Writing	X	3	
**USU 1360 or BPS	X	3		ARTH 3840 Race and Visual Culture	X	3	
German 1010 First YR I	X	4		German 1020 First YR II	X	4	
<b>TOTAL</b>		<b>16</b>		<b>TOTAL</b>		<b>16</b>	

Semester 5				Semester 6			
Course	Req	Credit	Grade	Course	Req	Credit	Grade
Art 3750 Contemporary Art	X	3		Engl 3300 Period Studies in American Literature	X	3	
German 2010 Second YR I	X	4		CI	X	3	
Phy 3010 Space Exploration (DLS)(DPS)(QI) or Pys 3150 Energy in 21 <sup>st</sup> Century (DLS)(DPS)(QI)	X	3		**USU 1300 or BAI	X	3	
ARTH 3820 History of Early Photography	X	3		German 2020 Second Yr II	X	4	
Elective (upper division)	X	3		ARTH 4710 Feminist Art	X	3	
<b>TOTAL</b>		<b>16</b>		<b>TOTAL</b>		<b>16</b>	

Semester 7				Semester 8			
Course	Req	Credit	Grade	Course	Req	Credit	Grade
German 3880 Individual Readings	X	4		ARTH 4900 Art History Capstone	X	3	
Anth 3310 Intro to Museum Studies (CI)	X	3		ARTH 4810 Museum Internship	X	3	
ARTH 4800 Independent Study/Research	X	3		ARTH 3510 Islamic Visual Cultures	X	3	
WGS 4900 Directed Study in Women and Gender Studies	X	3		Elective (upper division)	X	3	
Elective (upper division)		3		Elective (upper division)	X	3	

<b>TOTAL</b>		<b>16</b>		<b>TOTAL</b>		<b>15</b>	
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\*\*At least 2 Breadth classes must have the USU prefix.

\*\*\*If Stat 1040 instead of Math 1050, must find 1 more credit elsewhere.

## **Section VII: Faculty**

### **PhD: Art Department**

- Gelfand, Laura (Professor of Art History, Department Head Art and Design, PhD Art History)
- Middleman, Rachel (Assistant Professor of Art History, PhD Art History)
- Sand, Alexa (Associate Professor of Art History, PhD Art History)
- Wall, David (Assistant Professor of Visual and Media Studies, PhD American Studies)

### **MFA: Art Department (contributing to art history offerings)**

- Brooks, Darrin (Associate Professor of Interior Design – MFA Set and Costume Design)
- Hashimoto, Alan (Associate Professor of Graphic Design, MFA Graphic Design)
- Gauthier, Christopher (Assistant Professor of Photography, MFA Photography)
- Lott, Anthony (Arts and Humanities Instructor, CEU San Juan Campus, MFA Painting and Drawing)
- Neely, John (Professor of Art – Ceramics, MFA Ceramics)
- Terry, Christopher (Professor of Art – Painting and Drawing, Associate Dean, CCA, MFA Painting)
- Winward, Robert (Associate Professor of Graphic Design – MFA Graphic Design)

### **PhD: extra-departmental contributors to program**

- Damen, Mark (Professor of History and Classics, PhD Classics)
- Grieve, Victoria (Associate Professor of History, Curator – NEHMA, PhD American History)
- Pitblado, Bonnie (Associate Professor of Anthropology, Certificate Advisor for Museum Studies, PhD Anthropology)
- Shapiro, Susan (Associate Professor of History and Classics, PhD Classics)

### **MA/MFA lecturers and contributors**

- Banerjee, Deborah (Curator – NEHMA, adjunct lecturer, Art Appreciation, MFA New Media)
- LaBarge, Maria (Adjunct lecturer, Art History, MA Art History)



March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Bachelor of Science in Environmental and Natural Resource Economics

Issue

Officials at Utah State University (USU) request approval to offer a Bachelor of Science in Environmental and Natural Resource Economics, effective Fall Semester 2012. The proposed degree was approved by the USU Board of Trustees on January 6, 2012. The proposed program was approved by the Regents' Program Review Committee on February 15, 2012, and recommended to move forward to the full board.

Background

The Bachelor of Science in Environmental and Natural Resource Economics (ENRE) is an undergraduate degree to be administered by the Department of Applied Economics (APEC). The degree focuses on the application of economic principles to the efficient allocation of natural resources such as minerals, oil and natural gas, the management of public lands, and pollution of public goods such as air and water. The curriculum requirements will consist of 61 credit hours and includes seven APEC courses. An important feature of this degree is that ENRE majors will be required to complete a 15-20 credit "track" or a minor in the College of Natural Resources. Students may choose from one of three required tracks/minors: Environmental Policy and Management, Ecology, and Watershed Science.

According to the USDA (Goecker et al., 2010), significant job opportunities in occupations associated with the ENRE degree are expected in the 2010-2015 period. These jobs result from shifts in employment as opportunities associated with climate change, renewable energy, and environmental restoration become more important in the future. Potential careers include environmental consulting, natural resource and environmental policy analysis, environmental law, and resource management.

Policy Issues

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

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah State University to offer the BS in Environmental and Natural Resource Economics, effective Fall Semester, 2012.

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William A. Sederburg  
Commissioner of Higher Education

WAS/GSW  
Attachment

Programs and Planning Committee

Action Item

Request to Offer a BS in Environmental and Natural Resource Economics

Utah State University

Prepared for:  
William A. Sederburg  
by  
Gary S. Wixom

March 21, 2012



**Program Description**  
**Utah State University**  
**BS in Environmental and Natural Resource Economics**

**Section I: The Request**

Utah State University requests approval to offer a Bachelor of Science in Environmental and Natural Resource Economics, effective Fall Semester 2012.

**Section II: Program Description**

**Complete Program Description**

The Bachelor of Science in Environmental and Natural Resource Economics (ENRE) is an undergraduate degree to be administered by the Department of Applied Economics (APEC) using courses that are all currently offered at USU. The degree focuses on the application of economic principles to the efficient allocation of natural resources such as minerals, oil and natural gas, the management of public lands, and pollution of public goods such as air and water. A defining curricular component in the degree program is the required minor or track in disciplines currently housed in the College of Natural Resources. A solid grounding in either environmental policy and management (a track offered by the Department of Environment and Society) or a natural science (Watershed Sciences minor offered by the Department of Watershed Sciences or the Ecology Track offered by the Department of Wildland Resources) assures that an ENRE graduate will learn economic principles in the context of natural resources and the environment.

**Purpose of Degree**

With increasing competition for limited land, water and other natural resources in the U.S. and throughout the world, as well as growing concern about environmental degradation, there is a growing need for professionals who can assist in the process of balancing economic and environmental tradeoffs. Private firms face serious challenges in meeting stricter environmental regulations and achieving self-imposed environmental goals. Public agencies continually seek to design policies so that society's resource conservation or environmental quality goals are achieved in a cost-effective manner. ENRE graduates will be well-prepared to contribute to the goals of organizations and agencies in both the private and public sectors.

**Institutional Readiness**

APEC currently offers three undergraduate degrees: the BS in Agribusiness, BS in International Agribusiness, and the BS in Agricultural Economics. In addition, the department offers three graduate degrees: an MS in Applied Economics, an MS in Economics and Statistics (jointly administered with the Department of Mathematics and Statistics), and a PhD in Economics. A third MS degree, International Food and Agribusiness, is currently in the review process. The ENRE major will require no new courses.

**Faculty**

The Department of Applied Economics includes 11 faculty members holding the rank of Assistant Professor or higher, and one Extension Specialist holding an MS degree. Four faculty members have been hired since 2009. All faculty members holding the PhD degree may supervise Senior Projects for ENRE majors. Seven faculty members will be responsible for handling the core curriculum of the proposed degree.

**Staff**

Based on the study by Park (2010), an additional 20-22 students are anticipated, who will be advised by APEC personnel. The program requires no lab technicians, additional secretarial support, or teaching assistants. The College of Agriculture Advising Center has assured APEC that sufficient advising capacity exists for ENRE majors. Thus, no additional staff will be required.

**Library and Information Resources**

No additional library resources are necessary to support the degree. USU's undergraduate computing facilities will be adequate to serve ENRE majors, and no specialized software will be needed. In the case of a senior project requiring specialized econometric software, APEC will provide access to its graduate computing lab to be located in the College of Agriculture building currently under construction.

**Admission Requirements**

The admission requirements will be consistent with the existing USU admission requirements. Admission will require a minimum high school grade point average of 2.5 (4.0 = A) accompanied by a score of 18 on the ACT, and 860 on the SAT (not including the writing component), or a 90 index score. Provisional admission may be made following USU admissions policies.

**Student Advisement**

APEC has a designated advisor housed in the College of Agriculture's Advising Center. The advisor and Associate Dean in the College of Agriculture have assured APEC that the COA Advising Center has capacity to handle the additional students in the ENRE major.

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

The ENRE degree will require 61 credits in its core curriculum, with an additional 14-20 credits for the required natural resources/environment minor or track, summing to 75-81 required credits, with 121 total credits needed for graduation. The core curriculum requirements are very similar to those of APEC's other undergraduate degrees, which require between 68 and 71 credits.

**External Review and Accreditation**

The discipline of Economics (and its fields) has no accrediting body. Instead, the former Department of Economics has been periodically reviewed by the USDA. APEC plans to maintain these regular external institutional reviews. According to the USDA, the agency conducts reviews:

...at the request of cooperating institutions, facilitates reviews of institutions, departments, programs, or issues...Institutions identify the purpose, objectives, and scope of the review activity based on their own needs and internal planning processes. Preparation of a forward looking planning document by the reviewed entity is an integral part of the review activity. Generally, the internal review process is followed by an in depth on-site visit by an external team of well qualified peers lasting two or more days, depending on the scope and complexity of the activity as determined by the institution. The external team of reviewers can help the institution project future needs and directions for the reviewed entity for some definitive time frame into the future based on the self-study document and the site visit.<sup>1</sup>

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<sup>1</sup> [http://www.nifa.usda.gov/about/prog\\_reviews.html](http://www.nifa.usda.gov/about/prog_reviews.html)



### **Projected Enrollment**

Year	Student Headcount	Student-Faculty Ratio*
2012-13	3	25
2013-14	7	30
2014-15	12	36
2015-16	18	40
2016-17	20	42

*\* Note: The proposed degree will be offered using existing courses. The student:faculty ratio was calculated using numbers from the USU Basic Undergraduate Instruction plus the expected enrollment from the 2010 Department Profile.*

### **Expansion of Existing Program**

The proposed degree will require no new courses and thus does not represent an expansion of current programs.

## **Section III: Need**

### **Program Need**

The proposed Bachelor of Science in Environmental and Natural Resource Economics is an undergraduate degree that prepares the student for placement in the workforce or further training in graduate school. The proposed program aims to help improve the quality of life for citizens of Utah and the U.S. with respect to sustainable use of natural resources and protection of environmental quality by making human capital investments necessary to prepare graduates for leadership positions within the private, public and nonprofit sectors.

### **Labor Market Demand**

Evidence of employer need for graduates of the proposed program can be found in a report by Gloecker, et al. (2010) entitled "Employment Opportunities for College Graduates in the U. S. Food, Agricultural, and Natural Resources System: 2010-2015". The report projects 54,400 annual job openings for the foreseeable future. Of the four major factors affecting employment opportunities for graduates of Colleges of Agriculture, two are within the purview of ENRE graduates: "Food, energy, and environment public policy choices" and "Global market shifts in population, income, food, and energy." Nearly half of the total projected job openings are in management and business occupations, a category that includes environmental and natural resource economists. A substantial shortfall of qualified agricultural and natural resource graduates is expected. The report specifically notes that, "A growing number of managerial jobs will be found in environmental compliance and restoration ecology." The ENRE curriculum, with its required policy and management or natural sciences minor/track, ensures that graduates will be well-trained as contributors to the pressing needs of the future.

Students graduating with this major may find employment in private firms with environmental compliance and restoration activities or conservation initiatives directed toward energy or other natural resources. Opportunities also exist with consulting firms that assist clients in meeting environmental objectives. Many nonprofit environmental organizations seek to employ staff with economic training. Several federal government agencies, including the Environmental Protection Agency and the departments of Agriculture, Interior and Energy, employ natural resource and environmental economists. State and local government agencies also provide opportunities for employment. The major provides a strong background for graduate studies in natural resource and environmental economics, leading to career opportunities in teaching and/or



research, as well as high-level policy positions. Students would also be well prepared to pursue a professional program in environmental law.

### **Student Demand**

Park (2010) conducted a survey of over 25 economics departments housed in Colleges of Agriculture at land grant institutions. The two departments with the longest-lived ENRE-like programs (University of Georgia and Michigan State University) reported 56 and 41 majors, respectively, in 2009. Park's survey shows generally growing enrollment trends in the late 2000s across surveyed institutions. The program director at the University of Georgia (UGA) has provided time-series data that shows some mild oscillations in student demand over the years, with oscillations loosely pegged to waxing and waning interest in environmental issues (Bergstrom, 2010).

### **Similar Programs**

There are no similar programs in Utah. In the mountain west, only the University of Arizona offers a similar undergraduate degree (BS in Environmental and Water Resource Economics). Colorado State University offers a concentration within its BS-Agricultural Economics degree. No Land Grant institution in the states of Idaho, Nevada, New Mexico, or Montana offers a similar degree. Land Grants institutions in Washington, Oregon, and California each offer a similar degree.

### **Collaboration With and Impact on other USHE Institutions**

No other program similar to proposed degree ENRE is offered at any USHE institution.

### **Benefits**

Given the importance of public lands, renewable and non-renewable natural resources, and environmental amenities to Utah's economy, the state will benefit from training its undergraduates in the tools and techniques of efficient management of these resources. A little over half of the U.S. Land Grant institutions already offer a degree or concentration in environmental and natural resource economics, but the proposed degree at USU distinguishes itself from those of its land grant peers because of the required policy or natural sciences minor/track. Not only will ENRE graduates be well-versed in how economists approach management of environmental and natural resources, but also in how state and federal policies or natural scientists approach natural resource management decisions.

### **Consistency with Institutional Mission**

As the state's land grant institution, Utah State University has a mission in research, teaching, and extension. The goal of the proposed program is to contribute to improving the quality of life for citizens of Utah and the U.S. with respect to sustainable use of natural resources and protection of environmental quality by making human capital investments necessary to prepare graduates for leadership positions within the private, public and nonprofit sectors. This goal is consistent with the mission of Utah State University, the College of Agriculture, and the Department of Applied Economics. The teaching goal of COA and APEC is to prepare students in the natural and social sciences-based academic programs for careers in agriculture, natural resources and other arenas.

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

### **Program Assessment**

The specific objectives of the proposed program are (1) to challenge students intellectually in their study of natural resource management and environmental policy, (2) to prepare professionals who can apply

economic analysis within a multidisciplinary perspective, and (3) to prepare graduates to successfully pursue advanced study in the areas of economics, law and public policy if desired.

Evaluation of the proposed program with regard to the three objectives stated above will be multifaceted and ongoing and will be the responsibility of the APEC Department Head. The degree program will be evaluated as part of the regular external Academic Program Review as designated by the USU Provost's Office. Student feedback will be solicited in three ways: 1) through evaluations of each departmental course required in the program; 2) through a group senior exit interview held at the end of the spring semester; and 3) through a survey of alumni every five years. Finally, APEC will use the COA Advising Center to track the employment of graduates in the private, public and nonprofit sectors.

### **Student Performance Standards**

Consistent with departmental standards in its other majors, ENRE majors will be required to have an overall major GPA of 2.5 or higher, with a C or better in every required course.

## Section V: Finances

### Budget

The current request represents a program that requires no new courses. Thus, the APEC Department has already allocated the teaching FTE necessary to meet student numbers associated with the ENRE degree. All figures and footnotes in the Financial Analysis Form presented below have been calculated and written by the USU Budget and Planning Office.

5-Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>					
Projected FTE Enrollment	3	7	12	18	20
Cost per FTE <sup>1</sup>	7,202	6,089	5,104	4,274	4,054
Student/Faculty Ratio <sup>2</sup>	25	30	36	42	45
Projected Headcount <sup>3</sup>	3	7	12	18	20
<b>Projected Tuition</b>					
Gross Tuition <sup>4</sup>	22,098	53,625	95,605	149,144	172,345
Tuition to Program					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense</b>					
Salaries and Wages					
Benefits					
Total Personnel	N/A - All costs are currently covered in existing programs. There are no additional faculty or staff FTE, library, or other operational funds				
Current Expenses					
Travel					
Capital	Required				
Library Expense					
<b>Total Expense</b>					
<b>Revenue</b>					
Legislative Appropriation					
Grants and Contracts					
Donations	N/A – funded through existing				
Reallocation	Resources				
Tuition to Program					
Fees					
<b>Total Revenue</b>	0	0	0	0	0
<b>Difference</b>					
Revenue - Expenses	0	0	0	0	0

### Budget Comments

Represents the 2009-10 E&G cost of Basic Undergraduate Instruction in the Department of Applied Economics divided by the 2009-10 AY undergraduate student FTE in Applied Economics plus projected enrollment. Source: 2010 USU Department Profiles.

1. Represents the 2009-10 AY Basic Undergraduate Student FTE in the Department of Applied Economics plus the projected enrollment noted divided by the 2009-10 AY E&G Applied Economics FTE faculty. Source: 2010 USU Department Profiles.



2. The projected number of students in the program each year.
3. The gross tuition generated by the projected headcount enrollment at 15 undergraduate credit hours per semester for an academic year. The figures use the 2011-12 tuition schedule and assume 75% resident and 25% non-resident. Assumed 4% growth in tuition rate each year.

### **Funding Sources**

The proposal requires no new courses, and will rely upon already allocated E&G funding resources.

### **Reallocation**

The proposal does not require any reallocation of existing resources within the department.

### **Impact on Existing Budgets**

All courses required by this program are currently offered and taught at USU. Therefore, there will be no incremental cost to the APEC Department.

## **Section VI: Program Curriculum**

<b>Course Prefix/Number</b>	<b>Title</b>	<b>Credit Hours</b>
ACCT 2010	Financial Accounting Principles	3
ACCT 2020	Managerial Accounting Principles	3
APEC/ECN 201	Intro to Microeconomics	3
APEC 3010	Intro to Agric Economics and Agribusiness	3
APEC 3012	Intro to Natural Resource and Regional Economics	3
APEC 3310	Mathematics in Agricultural and Resource Economics	3
APEC/ECN 4010	Intermediate Microeconomics	3
APEC 5000	Macroeconomics and Trade	3
APEC 5330	Applied Econometrics	3
APEC 5560	Natural Resource and Environmental Economics	3
APEC 5850	Regional and Community Economic Development	3
ECN 1500	Intro to Economic institutions, History, and Principles	3
ENVS 3010	Fundamentals of Natural Resource and Environmental Policy	3
ENVS 3330	Environment and Society	3
MATH 1050	College Algebra	3
MATH 1100	Calculus Techniques	3
MIS 2100	Principles of Management Information Systems	3
MIS 2200 <i>or</i> ASTE 3050	Business Communication <i>or</i> Technical and Professional Communication Principles in Agriculture	3
STAT 2300	Business Statistics	4
SOC 4620	Sociology of the Environment and Natural Resources	3
<b>Total</b>		<b>61</b>

The policy or natural sciences minor or track will require an additional 14-20 credits. No new courses will be required or are planned for the next five years.

### Section VII: Faculty

Name	Degree/Institution	Field(s) of Expertise
Ryan Bosworth	PhD, University of Oregon	Environmental Economics, Econometrics
Arthur Caplan	PhD, University of Oregon	Environmental Economics
Paul Jakus	PhD, North Carolina State University	Environmental Economics
Man-Keun Kim	PhD, Texas A&M University	Natural Resource Economics, Regional Economics
Reza Oladi	PhD, McGill University	International Trade and Environment
Charles Sims	PhD, University of Wyoming	Natural Resource Economics
Don Snyder	PhD, Utah State University	Natural Resource Economics, Agricultural Production



March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Master of Science in International Food and Agribusiness

Issue

Utah State University (USU) requests approval to offer a Master of Science Degree in International Food and Agribusiness (MS-IFAB) effective Fall Semester, 2012. The program was approved by the institutional Board of Trustees on January 6, 2012.

Background

Utah State University developed a graduate student exchange relationship with the Royal Agricultural College in 1999 as part of a joint U.S. Department of Education and European Union program funded through a Fund for the Improvement of Post-Secondary Education (FIPSE) grant. Participating students were to spend the fall semester at a United States institution then relocate to the United Kingdom for the spring semester at the Royal Agricultural College (RAC), returning to their home institution afterwards to write a thesis. According to the FIPSE guidelines, students completing the program were to receive a degree called "International Food and Agribusiness MBA" (commonly called the IMBA). Due to accreditation requirements of the Association to Advance Collegiate Schools of Business (AACSB) and perceived competition with the MBA degree offered by the USU School of Business, USU never granted the IMBA degree. Instead, participating students—both domestic and international—received the IMBA from the RAC. This program and its proposed structure will enable students to receive a graduate degree in international agriculture from USU.

The IMBA is a terminal degree. The program will be administered by the Department of Applied Economics (APEC) and will use existing courses. Faculty in the APEC department collaborated with faculty in the USU business school to offer the program through the USU College of Agriculture. The degree focuses on the global competitive environment in food production and agribusiness. The program is designed to give students an understanding of U.S. agricultural policy, production, pricing and supply chain distribution, and statistical methods of analyses. The program includes a semester at the RAC where students have an opportunity to interact with agribusiness students from every continent of the world. While at the RAC, students will study financial management, strategic decision-making, and the agricultural supply chain within the context of the Common Agricultural Policy of the European Union.



Policy Issues

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

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request to offer a Master of Science in International Food and Agribusiness, effective Fall Semester 2012.

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William A. Sederburg  
Commissioner of Higher Education

WAS/BKC  
Attachment

Programs and Planning Committee

Action Item

Request to Offer a Master of Science in International Food and Agribusiness

Utah State University

Prepared for  
William A. Sederburg  
By  
Blair K. Carruth

March 21, 2012

**Program Description  
Utah State University  
MS in International Food and Agribusiness**

**Section I: The Request**

Utah State University (USU) requests approval to offer a Master of Science Degree in International Food and Agribusiness (MS-IFAB) effective Fall Semester, 2012. The program was approved by the institutional Board of Trustees on January 6, 2012.

**Section II: Program Description**

**Complete Program Description**

The Master of Science in International Food and Agribusiness is a terminal degree. The program will be administered by the Department of Applied Economics (APEC) and will use existing courses. The degree focuses on the global competitive environment in food production and agribusiness. The program is designed to give students an understanding of U.S. agricultural policy, production, pricing and supply chain distribution, and statistical methods of analyses. The program includes a semester at the Royal Agricultural College (RAC) located at Cirencester, U.K., where students interact with agribusiness students from every continent of the world. While at the RAC, students will study financial management, strategic decision-making, and the agricultural supply chain within the context of the Common Agricultural Policy of the European Union.

**Role and Mission Fit**

As the state's Land Grant institution, Utah State University's mission includes research and graduate education in areas including agriculture, engineering, and the sciences. The proposed MS in International Food and Agribusiness degree advances the core values of the institution by providing students opportunities for learning and discovery in world food production and markets, as well as individual development. The degree complements APEC's undergraduate degree programs in Agribusiness, International Agribusiness, and Agricultural Economics, as well as APEC's on-going student exchange program with the RAC. The proposed degree fits well within USU's historical teaching, research, and outreach mission to those in the agricultural industry. The MS-IFAB degree is also consistent with the research mission of APEC and the USU College of Agriculture.

**Purpose of Degree**

USU's graduate student exchange relationship with the Royal Agricultural College began in 1999 as part of a joint U.S. Department of Education-European Union program entitled Fund for the Improvement of Post-Secondary Education (FIPSE). Four U.S. institutions were involved (the others were Arizona State, Clemson, and the University of Kentucky). Participating students were to spend the fall semester at a US institution and then relocate to the U.K. for the spring semester at the RAC, returning to a home institution to write a thesis. According to the FIPSE guidelines, students completing the program were to receive a degree called International Food and Agribusiness MBA (commonly called the IMBA). Due to accreditation requirements of the Association to Advance Collegiate Schools of Business (AACSB) and perceived competition for USU's College of Business MBA, USU never granted the IMBA degree. Instead, participating students—both domestic and international—received the IMBA from the RAC.



Since the beginning of its exchange program with USU in 1999, over 60 students have participated in the USU portion of the program, about half from the United States and half from Europe, South America, and Africa. The popularity of the program has been sustained despite the fact that the initial FIPSE grant expired several years ago. Whereas the other U.S. institutions no longer participate in the exchange program in any meaningful way, USU has enjoyed a steady stream of students from Utah, other western states, and abroad.

Perhaps the most important factor for continued participation in the program has been the subsequent professional success of students. Domestic graduates from the program have gone on to successful careers with organizations such as the Iowa Farm Bureau, Western Ag Credit, Innovar, Pfizer, Glanbia, and Zion's Bank; at least two have gone to law school. The very first student from USU to participate as an exchange student at the RAC is now Vice-President for Rabo Agrifinance and Rabobank International.

This proposal has been vetted by the USU Huntsman School of Business which is supportive of the program.

### **Institutional Readiness**

APEC currently offers three graduate degrees: an MS in Applied Economics; an MS in Economics and Statistics (jointly administered with the Department of Mathematics and Statistics); and a PhD in Economics. The proposed MS in International Food and Agribusiness will require no new courses. Of the five core (required) courses in the new degree, APEC will staff four courses, the Department of Management will offer one, and nine credits will come from courses taken at the Royal Agricultural College. Because the degree has run successfully through the joint partnership with the RAC, USU has everything in place to implement the program.

### **Faculty**

The Department of Applied Economics includes 11 faculty members who are tenured or on tenure-track, and one extension specialist holding an MS degree. Four faculty members have been hired since 2009. All faculty members holding the PhD degree teach one or more graduate level courses and/or supervise theses or dissertations. Five faculty members will be responsible for handling the core curriculum of the proposed degree. Other faculty members in the APEC Department may choose to be involved in the supervision of theses and projects.

### **Staff**

A slight increase in the number of students in the MS-IFAB degree is anticipated. Students will be advised and mentored by existing APEC faculty and therefore, no additional staff will be required.

### **Library and Information Resources**

No additional library resources are necessary to support the degree. APEC will continue to operate a small computer lab for the benefit of graduate students in APEC. Graduate students and faculty may also use Utah State University's High Performance Computing facility for computationally intensive projects.

### **Admission Requirements**

The admission requirements will be consistent with the existing requirements of the School of Graduate Studies (SGS). Students who have a posted IMBA from RAC, earned under USU's partnership program, will not be eligible for the MS-IFAB. Admission will require a minimum grade point average (GPA) of 3.0 (4.0 = A) for the last 60 semester credits earned prior to applying for the program. The Graduate Record

Examination (GRE) will be required, and the School of Graduate Studies requirements will be applied for the GRE to include scores at or above the 40<sup>th</sup> percentile in the quantitative and verbal sections of the exam. Per USU admissions policy, a minimum TOEFL score will be required of all students whose native language is not English.

Specific educational attainment will be required, including bachelors level (or above) courses in an economics or business related discipline. A student whose prior academic performance warrants admission, although some prerequisite courses have not been taken, may be admitted provisionally, or be required to complete all or some of the Huntsman School of Business Accelerated Business Curriculum to gain admission. As stated on the Huntsman School webpage:

The Accelerated Business Core (ABC) at Utah State University is an intensive, one-semester (summer) course of study specially designed for non-business undergraduate degree holders who wish to pursue graduate degrees in business. The ABC provides an exposure to the core business functional areas to build an understanding of the context in which business decisions are made. Passing the ABC will satisfy most prerequisite business course requirements to begin advanced study in various graduate business programs (MBA, MSHR, IMBA, etc.)

APEC plans to continue its graduate student exchange relationship with the RAC. Students who wish to receive a degree from USU must apply directly to the Utah State University School of Graduate Studies. Students wishing to receive a degree from the RAC will be directed to apply through that institution and come to USU as an exchange student.

### **Student Advisement**

APEC has a designated Graduate Program Director, elected according to faculty bylaws. In recent years the compensation for this departmental service has been a one course reduction in assigned teaching load. The graduate director will chair a Graduate Education and Research Committee composed of members appointed by the APEC department head. The committee will be responsible for admissions decisions. The Graduate Program Director, in consultation with a student's major professor, will be responsible for student advising. If a major professor has not yet been selected at the time of admission, advisement responsibility for the student will be assigned to the Director. The proposed degree will require no additional resources for student advisement.

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

The MS-IFAB will be offered as a Plan A (24 credit hours of academic course work and six credit hours of research credits) or a Plan B (27 hours coursework and three hours research) program. Demonstration of analytical thinking and effective communication is essential in a globally competitive market, thus Plan C degrees (coursework only) will not be awarded. Appendix A provides the curricula of the current and proposed master's degrees. Per SGS standards, the minimum overall GPA for successful completion of the degree will be 3.0.

### **External Review and Accreditation**

The discipline of Economics and its fields, including Agribusiness, has no accrediting body.

Modules offered at the RAC are subject to validation by the Quality Assurance Agency for Higher Education in the U.K.. The RAC benchmarks are assessed according to Type 2 Master's degrees for Business and Management. Such programs are:

... designed to develop master's level knowledge and skills in business and management subjects to enhance the utility and employability of the first discipline. They aim to prepare individuals for employment either related to their first degree discipline or in a management role and may be linked to professional institute qualifications. In both cases, graduates will develop a sound understanding of business/organisational contexts and thus should be able to make an early and significant contribution to their employer.<sup>1</sup>

### Projected Enrollment

	Student Headcount	Student-Faculty Ratio*
2011-12	6	10
2012-13	Year	10
2013-14	6	10
2014-15	6	10
2015-16	6	10

\* Note: The proposed degree will be offered using existing courses in the MS-Applied Economics curriculum. The average student faculty ratio for the Department of Applied Economics for basic graduate instruction is 10:1.

### Expansion of Existing Program

The proposed degree does not represent an expansion of current programs.

## Section III: Need

### Program Need

The proposed Master of Science in International Food and Agribusiness will serve as a terminal degree. According to a recent survey of food production and global food needs by the Economist (February 24, 2011), the world's population is expected to grow by 2 billion, to 9 billion people by the year 2050. The survey expresses great confidence that while technically possible to produce enough food to serve 9 billion people, improvements cannot be solely technological in nature. "[A] big part of the answer...is to shift agricultural policy from inefficient subsidies and perverse price distortions to improved pricing, distribution and management of food that minimizes waste and eliminates trade barriers." The policy, pricing, and logistical solutions outlined in the Economist fall within the purview of the future graduates of this program.

### Labor Market Demand

Graduates from the proposed MS-IFAB are expected to have similar employment prospects as those from the existing IMBA. These prospects include employment in sales positions with large pharmaceutical firms, positions in agricultural finance, agricultural product sales and logistics for large international companies, and other related employment. The *Utah Occupational Projections 2008 - 2018* published by the Utah Department of Workforce Services does not distinguish agricultural positions with program-related occupational categories but the following statewide information from that source is helpful in gaining a sense of employment prospects for program graduates.

<sup>1</sup> <http://www.gaa.ac.uk/Publications/InformationAndGuidance/Documents/BusinessManagementMasters.pdf>



SOC Code	Occupation	Average Annual Growth Rate (Percent)	Total Annual Openings	Median Hourly Wage
11-3031	Financial Managers	1.7	160	\$41.90
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	2.0	220	\$31.50
13-2072	Loan Officer	2.3	190	\$23.30

### **Student Demand**

Since the beginning of its exchange program with USU in 1999, over 60 students have participated in the USU portion of the program, about half from the United States and half from Europe, South America, and Africa. The popularity of the program has been sustained since the FIPSE grant expired several years ago with USU receiving a steady stream of students from Utah, other western states, and abroad.

A small but steady student demand is anticipated for the proposed program. In recent years the RAC exchange program has averaged about 5-6 students per year. The MS-IFAB degree from USU may result in a modest increase in these numbers. All of the required USU courses in the MS-IFAB degree are required in other degree programs of APEC or within the Huntsman School of Business, so students from the MS-IFAB will take courses already offered to students pursuing other USU degrees.

### **Similar Programs**

The only institution in the Intermountain Region with a similar program is Arizona State University, an original signatory to the FIPSE grant in the late 1990s. ASU no longer supports this program and, in recent years, has sent interested students to USU.

### **Benefits**

The proposed degree allows APEC and USU to graduate students for whom it is already expending faculty resources, while maintaining a close collaborative relationship with an important European partner. Students who have graduated from the current exchange program with the RAC have been highly successful and remain loyal to USU, yet have no official connection to USU. The proposed degree appropriately acknowledges faculty effort and student success.

### **Collaboration With and Impact on other USHE Institutions**

No other program is similar to the MS-IFAB is offered at any USHE institution.

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

### **Program Assessment**

The proposed master's program is designed as a terminal degree. Students who successfully complete the degree will be prepared to assume management and sales positions at various levels of the agricultural production, processing, and distribution chain. Per current departmental standards records will be kept of all graduates and first employment. To the degree possible, departmental and College of Agriculture personnel will track the career success of program graduates.

**Expected Standards of Performance**

Students will be expected to satisfy standards set by the School of Graduate Studies. The minimum overall GPA will be 3.0.

## Section V: Finance

### Budget

The current request represents a program that requires no new courses. Thus, the APEC Department has already allocated the teaching FTE necessary to meet student numbers associated with the MS-IFAB. Selected students will be funded through research assistantships using research allocations from the Utah Agricultural Experiment Station and external grant funding. Total Utah Agricultural Experiment Station funding for APEC graduate students in AY 2010-11 was just under \$150,000; MS-IFAB affiliated faculty (Appendix C) generated over \$750,000 in new grants and contract during calendar year 2010.

All figures and footnotes in the financial analysis form have been calculated and written by the Utah State University Budget and Planning Office. One graduate student FTE is ten credit hours per semester.

Five-Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>					
Projected FTE Enrollment	9	9	9	9	9
Cost per FTE <sup>1</sup>	17,392	17,392	17,392	17,392	17,392
Student/Faculty Ratio <sup>2</sup>	10	10	10	10	10
Projected Headcount <sup>3</sup>	6	6	6	6	6
<b>Projected Tuition</b>					
Gross Tuition <sup>4</sup>	27,249	28,339	29,472	30,651	31,877
Tuition to Program					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense</b>					
Salaries and Wages					
Benefits					
Total Personnel	N/A - All costs are currently covered in existing programs. There are no additional faculty or staff FTE, Library, or other operational funds required.				
Current Expense					
Travel					
Capital					
Library Expense					
<b>Total Expense</b>					
<b>Revenue</b>					
Legislative Appropriation					
Grants and Contracts					
Donations	N/A - funded through existing resources				
Reallocation					
Tuition to Program					
Fees					
<b>Total Revenue</b>	0	0	0	0	0
<b>Difference</b>					
Revenue – Expenses	0	0	0	0	0



### Budget Comments

1. Represents the 2009-10 E&G cost of Basic Graduate instruction in the Department of Applied Economics divided by the 2009-10 AY Basic Graduate Student FTE in Applied Economics plus projected enrollment noted. Source: 2010 Department Profiles.
2. Represents the 2009-10 AY Basic Graduate Student FTE in the Department of Applied Economics plus the projected enrollment noted divided by the 2009-10 AY E&G Applied Economics FTE faculty. Source: 2010 Department Profiles.
3. The projected number of students in the program each year.
4. The gross tuition generated by the projected headcount enrollment at 15 graduate credit hours for one semester. The figures use the 2011-12 tuition schedule and assume 75% resident and 25% non-resident. Assumed 4% growth in tuition rate each year.

### Funding Sources

The proposal requires no new courses, and will rely upon already allocated E&G funding resources, as well as resources associated with the Utah Agricultural Experiment Station, grants, and contracts.

### Reallocation

The proposal does not require any reallocation of existing resources within the department.

### Impact on Existing Budgets

All courses required by this program are currently offered and taught at USU. Therefore, there is no anticipated impact on existing budgets.

## Section VI: Program Curriculum

### All Program Courses

Curriculum for Masters of Science in International Food and Agribusiness

Course Prefix and Number	Title	Credit Hours
<i>Core Courses at USU</i>		
MGT 4590	Global Market Strategy	3
APEC 5015	Firm Mgmt, Planning and Organization.	3
APEC 6030	Agricultural Marketing	3
APEC 6040	Agribusiness Production & Supply Chain Mgmt	3
APEC 6330	Econometrics	3
<i>Courses at the Royal Agricultural College</i>		
Module 4061	Business Economics	1.5
Module 4066	Financial Mgmt	2
Module 4067	Business Strategy	2
Module 4079	Food Chain	1.5
Module 4092	Personal and Organizational Change	2
<b>Total</b>		<b>24</b>

- Plan A (30 credits total)
  - Six thesis credits, 24 hours required coursework
- Plan B (30 hours total)
  - Three thesis credits, 24 hours required coursework, three hours elective coursework

**Potential elective courses**

APEC 6300	Quantitative Analysis for Business and Policy Decisions
APEC 6500	Intro to Natural Resource Economics
APEC 6510	Intro to Environmental Economics
APEC 6700	Regional and Community Economic Development
APEC 6710	Community Planning and Impact Analysis

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

No new courses will be required or are planned for the next five years.

**Program Schedule***Required Courses*

<b>Fall Semester (15 credits)</b>		
MGT 4590	Global Market Strategy	3
APEC 5015	Firm Mgmt, Planning and Organization.	3
APEC 6030	Agricultural Marketing	3
APEC 6040	Agribusiness Production & Supply Chain Mgmt	3
APEC 6330	Econometrics	3
<b>Spring Term at Royal Agricultural College (9 credits)</b>		
Module 4061	Business Economics	1.5
Module 4066	Financial Mgmt	2
Module 4067	Business Strategy	2
Module 4079	Food Chain	1.5
Module 4092	Personal and Organizational Change	2
<b>Elective Courses</b>		
APEC 6300	Quantitative Analysis for Business and Policy Decisions	
APEC 6500	Intro to Natural Resource Economics	
APEC 6510	Intro to Environmental Economics	
APEC 6700	Regional and Community Economic Development	
APEC 6710	Community Planning and Impact Analysis	

**Section VII: Faculty**

<b>Name</b>	<b>Degree/Institution</b>	<b>Field(s) of Expertise</b>
<i>Applied Economics Faculty - MS-IFAB Program</i>		
DeeVon Bailey	PhD, Texas A&M University	Agricultural Marketing
Kynda Curtis	PhD, Washington State University	Agricultural Marketing and Consumer Economics
Dillon Feuz	PhD, Colorado State University	Agricultural Marketing and Production
Don Snyder	PhD, Utah State University	Agricultural Production
Ruby Ward	PhD, Texas A&M University	Value-added Agriculture, Community Development



March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Snow College – Associate of Applied Science in Natural Resources

Issue

Snow College requests approval to offer an Associate of Applied Science Degree in Natural Resources effective Fall Semester, 2012. This program was approved by the institutional Board of Trustees on January 18, 2012.

Background

The Associate of Applied Science Degree in Natural Resources is a field-based program designed to prepare students for employment or transfer to baccalaureate degree institutions. The program is designed to involve students in fieldwork early in the program and prepare students for employment through internships with public and private organizations such as the Forest Service, BLM, state agencies, and industrial organizations. The program will be organized so that students can obtain degrees on both the Ephraim and Richfield campuses.

The curriculum follows the format of a typical AAS degree but includes additional general education courses. The additional general education provides students with an easier transfer capacity if they later decide to transfer to a four-year program.

Due to the large amount of federal, state and local lands within Snow College's service area, there is a need to educate and prepare students to administer and work in the natural resources field. A large portion of jobs in Snow College's service area is funded by federal and state agencies. A major component of commerce and revenue is based on local communities' relationships with state and federal governments that pertain to governmentally controlled lands.

Policy Issues

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



Commissioner's Recommendation

The Commissioner recommends the Regents approve the request to offer an Associate of Applied Science Degree in Natural Resources, effective Fall Semester 2012.

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William A. Sederburg  
Commissioner of Higher Education

WAS/BKC  
Attachment

Programs and Planning Committee

Action Item

Request to Offer an Associate of Applied Science Degree in Natural Resources

Snow College

Prepared for  
William A. Sederburg  
By  
Blair K. Carruth

March 21, 2012

**Program Description  
Snow College  
AAS in Natural Resources**

**Section I: The Request**

Snow College requests approval to offer an Associate of Applied Science Degree in Natural Resources, effective Fall Semester 2012. The program was approved by the institutional Board of Trustees on January 18, 2012.

**Section II: Program Description**

**Complete Program Description**

The Associate of Applied Science Degree in Natural Resources is a field-based program designed to prepare students for employment or transfer to baccalaureate degree institutions. The program is designed to involve students in fieldwork early in the program and to prepare students for employment through internships with public and private organizations such as the Forest Service, BLM, state agencies, and industrial organizations. The program will be organized so that students can obtain degrees on both the Ephraim and Richfield campuses.

The curriculum follows the format of a typical AAS degree with an emphasis on extended general education courses. The extended general education provides students with an easier transfer capacity if they later decide to transfer to a four-year program.

**Role and Mission Fit**

The program supports Snow College's mission by providing a workforce training program needed in industry as well as providing students an opportunity for additional educational attainment. The program will have industry linkages through partnerships, internships, and student opportunities with public and private entities.

**Purpose of Degree**

The program will fill an educational need in Snow College's six-county service area. A large percent of the jobs in the institution's service area are funded by federal and state agencies.

The program provides training for students to be workforce-ready and also provides the basis for transfer to baccalaureate degrees. The institution is working with Utah State University on transfer agreements.

**Institutional Readiness**

This program will leverage current programs and services. For example, Snow College's Agri-business program has demonstrated success in educating and helping students find both employment and transfer to four-year schools. The institution will use its connections in industry to provide additional opportunities for students. Discussions have commenced with federal, state, and private agencies and organizations to improve relationships and secure internships and job opportunities for students.

**Faculty**

Many courses required for this degree are currently offered and taught by current faculty. Some shifting of workload to accommodate new courses and the enhancement of current courses will take place. Enhancements include making the courses more field-based and focused toward natural resources. The



program will require one new full-time faculty member.

The new faculty member will serve as the program director. Instructional and administrative duties will include teaching courses, securing internship opportunities, building relationships with external organizations, recruiting students, job placement, and maintaining laboratories and field equipment. Current faculty demographics and proposed changes are shown in the table below.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	8		8
Full-time Non-Tenured	4		4
Part-time Tenured			
Part-time Non-Tenured	2		2
With Master's Degrees			
Full-time Tenured	6		6
Full-time Non-Tenured	8	1	9
Part-time Tenured			
Part-time Non-Tenured	13		13
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured	2		2
Part-time Tenured			
Part-time Non-Tenured	3		3
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Headcount Faculty</b>			
Full-time Tenured	14		14
Full-time Non-Tenured	14	1	15
Part-time Tenured			
Part-time Non-Tenured	18		18
<b>Total Department Faculty FTE</b> (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	40.40	.60	41.00 (estimate)

### Staff

It is anticipated that a current staff member will support laboratories and assist in organizing internships. As the number of agency projects change, staffing needs will be evaluated and workload assignments will be adjusted as resources permit.

### Library and Information Resources

Natural resource and science materials are currently housed in the Huntsman Library on the Ephraim Campus, the Snow College Richfield Library, and on-line via the library's connections with various resource subscriptions. Library staff regularly solicits faculty input to improve and update collections.

### Admission Requirements

Any matriculated Snow College student will be eligible to enter the program.

### Student Advisement

Snow College full-time advisors will assist students with a general interest in natural resources. These advisors will refer interested students to program faculty who will provide specific program information and link students to internship opportunities. Advisors will assist students in developing individualized plans to include transfer options for those wishing to pursue a baccalaureate degree.

### Justification for Graduation Standards and Number of Credits

The program requires 63 credits and is in line with current policy for Associate of Applied Science degrees.

### External Review and Accreditation

Development of the program was done in collaboration with professionals from academia, government, and business natural resource entities. These individuals provided feedback pertaining to the skills, abilities and experiences that new hires should possess in order to make them productive in the field. The group consisted of representatives from Southern Utah University, Utah State University, U.S. Bureau of Land Management, USDA Natural Resource Conservation Service, Utah Division of Natural Resources, Utah Department of Agriculture and Food Grazing Improvement Program, Office of Commissioner of the Utah Department of Agriculture and Food, and private natural resource consultants.

The Natural Resource program will have an advisory board composed of several representatives from the above list or other appropriate areas. The advisory board will serve as external reviewers and give direction to the program during its implementation.

### Projected Enrollment

The Associate of Applied Science Natural Resources Program is being developed to accommodate twenty-five initial students with a five-year projection of fifty students in the fifth year.

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	X	0	20	35	40	50
Total # of Declared Majors in Proposed Program	X	25	30	35	40	50
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as	40.40	41	41	41	41	41



reported in Faculty table above)						
Total Department Student FTE (Based on Fall Third Week)	24.94	25	25	25	25	25
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	1.62	1.64	1.64	1.64	1.64	1.64
<b>Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: )</b>	N/A	N/A	N/A	N/A	N/A	N/A

### Section III: Need

#### Program Need

Due to the large amount of federal, state and local lands within Snow College's service area, there is a need to educate and prepare students to administer and work in the natural resources field. A large portion of jobs in Snow College's service area are funded by federal and state agencies. A major component of commerce and revenue is based on local communities' relationships with state and federal governments that pertain to governmentally controlled lands.

#### Labor Market Demand

According to a recent study by researchers at Purdue University there is indication that agricultural, food, and renewable natural resources sectors of the U.S. economy will generate an estimated 54,400 annual openings for individuals with baccalaureate or higher degrees in food, renewable energy, and environmental specialties between 2010 and 2015. During 2010–15, five percent more college graduates with expertise in agricultural and food systems, renewable energy, and the environment will be needed when compared to 2005-10 (information taken from *Employment Opportunities for College Graduates in the U.S. Food, Agricultural, and Natural Science System 2010 – 2015* available on-line at <http://www.agriculture.purdue.edu/usda/USDAEmployOp2010.pdf>).

The *Utah Occupational Projections 2008 - 2018* published by the Utah Department of Workforce Services provides the following program-related labor market information.

SOC Code	Occupation	Average Annual Growth Rate (Percent)	Annual Openings	Median Hourly Wage
19-4091	Environmental Science and Protection Technicians, Including Health	4.0	30	\$19.50
19-4099	Life, Physical, and Social Science Technicians, All Other	1.6	20	\$18.30
11-9121	Natural Sciences Managers	2.5	20	\$42.20



SOC Code	Occupation	Average Annual Growth Rate (Percent)	Annual Openings	Median Hourly Wage
45-1011	First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers	0.8	20	\$21.90

While there appears to be some demand for employment at the associate's degree level, labor market data suggests that continued education beyond the associate's degree would be required for many occupations in the natural resources field. This program is designed to facilitate transfer to four-year programs.

#### **Student Demand**

The institution reports current enrollments in Career Explorations in Agribusiness and Biological Careers classes to be 37 and 78, respectively. These enrollments indicate the number of students that might consider a natural resource degree.

As of fall semester 2011, Snow College has 30 students who have declared to be natural resource majors and 20 who have declared to be agriculture majors. These students represent the current demand for natural resources and agriculture programs. It is expected that these numbers will increase with the introduction of the AAS in natural resources.

#### **Similar Programs**

There are no similar associate of applied science degree programs in the state specifically designed to prepare students to be workforce and transfer-ready.

#### **Collaboration With and Impact on other USHE Institutions**

Other Utah System of Higher Education institutions have reviewed this proposal, have given input, and are supportive of Dixie State College of Utah offering this degree. Snow College is working with Utah State University on transfer pathways for the proposed degree.

#### **Benefits**

It is anticipated the program will benefit the state of Utah by preparing job-ready and transfer-ready individuals. The program will help increase the number of students in Utah with employable skills in an industry where a documented need exists.

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

#### **Program Assessment**

Program assessment will be accomplished by examining the number of successful transfer students, job placement rates, and by input from the advisory board committee.

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

Students will:

1. Write coherent reports and documents.

2. Explain the history and policies associated with land use.
3. Advocate for multiple and sustainable use of our natural resources.
4. Evaluate range resource health through proper monitoring techniques.
5. Demonstrate accurate monitoring procedures.
6. Apply economic management principles to natural resource use.
7. Assess present conditions and determine the action needed to obtain desired result based on a critical analysis of situations.
8. Demonstrate an understanding of how natural resources provide our food, fiber, standard of living and recreation.
9. Demonstrate an understanding of the economic value that natural resources provide central Utah.
10. Demonstrate an understanding of how resources are interconnected and that management of some resources without consideration of other resources can lead to unexpected results.
11. Work effectively both individually and with others through class projects and through internship experiences.
12. Communicate in electronic, verbal, and written formats.
13. Deal professionally and ethically with clients, the public, and agency personnel.
14. Demonstrate hands-on experience in natural resource sampling, inventory, and measurement techniques.
15. Demonstrate competency in utilizing geospatial technologies (Global Positioning System -- GPS, Geographic Information System -- GIS, and remote sensing).
16. Practice a collaborative spirit in team efforts and project coordination.
17. Demonstrate the ability to reason scientifically.

## Section V: Finance

### Budget

5-Year Budget Projection						
Departmental Data	Current Budget— Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Personnel Expense</b>						
Salaries and Wages	0	50,000.	50,000.	50,000.	50,000.	55,000.
Benefits	0	30,000.	30,000.	30,000.	30,000.	32,000.
Total Personnel Expense	0	80,000.	80,000.	80,000.	80,000.	87,000.
<b>Non-personnel Expense</b>						
Travel	0	2,000.	2,000.	2,000.	2,000.	2,000.
Capital	0	0	0	0	0	0
Library	0	200.	200.	200.	200.	200.
Current Expense	0	0	0	0	0	0
Total Non-personnel Expense	0	0	0	0	0	0
<b>Total Expense (Personnel + Current)</b>	\$0	\$82,200.	\$82,200.	\$82,200.	\$82,200.	\$82,200.
<b>Departmental Funding</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Appropriated Fund	0	7,000.	7,000.	7,000.	7,000.	7,000.
Other:	0	0	0	0	0	0
Special Legislative Appropriation	0	0	0	0	0	0
Grants and Contracts (Estimates)	0	1,500.	2,500.	3,000.	4,000.	5,000.
Special Fees/Differential Tuition	0					
<b>Total Revenue</b>	\$0	\$8,500.	\$9,500.	\$10,000.	\$11,000.	\$12,000.
<b>Difference</b>						
Revenue – Expense	\$0	\$73,700.	\$72,700.	\$72,200.	\$71,200.	\$70,200.
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for “current” and using the same Cost Study Definition for “projected”)	\$108.00 (09/10)	\$110.00	\$110.00	\$110.00	\$110.00	\$110.00

### Budget Comments

Internal reallocations will occur to support the program. No new funding is being requested. Most faculty who will teach in the program currently teach in other programs. The budget above assumes incremental costs incurred with program implementation including hiring one new full-time faculty member to support the program.

### Funding Sources

Program funding will come from reallocated institutional funds as well as student fees and revenue from paid public and private natural resource projects.



### Reallocation

There has recently been a change in the defined role and mission of Snow College. These changes have provided an opportunity to shift resources from programs that have been suspended. A portion of these resources will be used to implement and support this proposed program to create field-based laboratories and adding more sections of needed courses that support the program. In addition, some instructors will change course offerings to better match program objectives.

### Impact on Existing Budgets

Funds needed to support this program will come from the budgets of recently suspended programs. The Vice President of Academic Affairs with permission of the President will fund the faculty member position, the new program budget, and needed start-up costs. These funds have been factored into future budgets at Snow College and are available upon program approval.

## Section VI: Program Curriculum

### All Program Courses

Core Courses	
Course	Credits
*Survey of Natural Resources, Agriculture and Careers (field/lab/classroom)	2
*Environmental Sampling and Analysis (soil water and air)	2
*Environmental Policy, Regulation, and Report Writing	2
*Fundamentals of Food Production	2
Ecology or Environmental Geology / Lab	3 / 1
Plant Taxonomy / Lab	3 / 1
GEO 1800 (GIS – Global Information Systems)	4
Internship	1 to 3
Math 1050 or Math 1040 (College Algebra or Statistics)	4 or 3
ENGL 1010	3
COMM 1020 Public Speaking (Human Relations)	3
<b>Total minimum core course credits</b>	<b>28 / 2</b>

*\* indicates new courses that are not yet available for these degrees*

In addition to the courses that fulfill the core requirements students will take at least 31 credits from the following clusters with at least one course from each cluster and four short-term training courses.

Wildlife and Ecology Cluster	
*Wildlife Ecology and Management	3
General Biology (BIOL 1010/1015)	3 / 1
Biology I / Lab (BIOL 1610 / 1615)	4 / 1
Biology II / Lab (BIOL 1620 / 1625)	4 / 1
Ecology / Lab (BIOL 2220 / 2225)	3 / 1
Soil Science / Lab ((BIOL 2580 / 2585)	3 / 1
Agriculture – Range Cluster	
*Intro to Range	3
*Range Management and Monitoring	4
Agricultural Business Management (AGBU 2020)	3

Fundamentals of Animal Science (AGRI 1010)	4
Livestock Feeds and Feeding (AGRI 2400)	4
Managerial Analysis and Decision Making (AGBU 2030)	3
Anatomy and Physiology of Farm Animals / Lab (AGRI 2200/2205)	4 / 1
<b>Hydrology – Geology Cluster</b>	
Survey of Geology / Lab (GEO 1010 / 1015) OR	3 / 1
Physical Geology / Lab (GEO 1110 / 111)	4 / 1
Environmental Geology / Lab (GEO 1060 / 1065)	3 / 1
Physical Geography / Lab (GEOG 1000 / 1005)	3 / 1
*Introduction to Hydrology / Lab	3 / 1
<b>Chemistry Cluster</b>	
Introductory Chemistry (CHEM 1010 / 1015)	3 / 1
Elementary Chemistry (CHEM 1110 / 1115)	4 / 1
Elementary Organic / Biochemistry (CHEM 1120 / 1125)	4 / 1
Principles of Chemistry I (CHEM 1210 / 1215)	4 / 1
Principles of Chemistry II (CHEM 1220 / 1225)	4 / 1
<b>Short-Term Training (examples)</b>	<b>2</b>
<i>Fire-Safety Training</i>	
<i>Chain-Saw Training</i>	
<i>CERT-Training</i>	
<i>Tree-Climbing Training</i>	
<i>Conflict-Management Training</i>	
<i>Time-Management Training</i>	
<i>HazMat-Training</i>	
<i>Weed-Management Training</i>	
<i>Pesticide-Applicator Training</i>	
<i>Seed-Collection Training</i>	
<i>Plant-Population Training</i>	

#### **New Courses to Be Added in the Next Five Years**

- NR 1010 Survey of Natural Resources, Agriculture and Careers
- NR 1015 Environmental Sampling and Analysis (soil, water, and air)
- NR 1020 Environmental Policy, Regulation, and Report writing
- NR 1030 Fundamentals of Food Production
- NR 1040 Introduction to Range Management
- NR 1050 Range Management and Monitoring
- NR 1060 Wildlife Ecology and Management
- NR 1070 Introduction to Hydrology
- NR 1075 Introduction to Hydrology Lab

#### **Program Schedule**

<b>Course</b>	<b>Credits</b>
<b>First Year Fall Semester</b>	
*Introduction to Science in the Environment	3
*Environmental Sampling and Analysis (soil, water, and air)	2



Course	Credits
Math 1050 or 1040	4
Ecology / Lab or Environmental Geology / Lab	3 / 1
<b>Course from clusters</b>	
Environmental Geology / Lab	3 / 1
<b>First Year Spring Semester</b>	
*Fundamentals of Food Production	2
GEO 1080 GIS	4
<b>Course from clusters</b>	
Chemistry / Lab (CHEM 1110 / 1115 or 1210 / 1215)	4 / 1
Introduction to Soil Science / Lab (BIOL 2580 / 2585)	3 / 1
Short-Term Training	1
<b>Second Year Fall Semester</b>	
Plant Taxonomy / Lab	3 / 1
<b>Course from cluster</b>	
Environmental Geology / Lab (GEO 1060 / 1065)	3 / 1
ENGL 1010	3
COMM 1020 Public Speaking	4
<b>Second Year Spring Semester</b>	
*Environmental Policy, Regulation, and Report writing	2
<b>Course from cluster</b>	
*Range Management	3
Biolog I / Lab (BIOL 1610 / 1615)	4 / 1
Agricultural Business Management (AGBU 2020)	3
Short-Term Training	1
Internship	1
<b>Total Credits</b>	<b>63</b>

## Section VI: Faculty

### Agriculture-Business

#### Current Full-Time Tenure/Professional-Track Faculty

- Jay Olsen – Professional Track – MS, Brigham Young University
- Kip Larsen – BS, Utah State University

### Biology Department

#### Current Full-Time Tenure-Track Faculty

- Lamar Cook – Associate Professor (Tenured) – DPM, California College of Podiatric Medicine
- Gregory S. Edwards – Instructor – MS, University of Maryland
- Paul A. Gardner – Professor (Tenured) – PhD, Northern Arizona University
- Luis Gordillo – Assistant Professor – PhD, Brigham Young University
- Heidi K. Johnson – Instructor – MS, Brigham Young University
- Joseph M. Papenfuss – Professor (Tenured) – PhD, Purdue University
- Kevin Sorensen – Associate Professor (Tenured) – PhD, Utah State University
- Allan R. Stevens – Professor (Tenured) – PhD, Brigham Young University



### *Current Adjunct Faculty*

- Scott Brady – Adjunct – MS, Washington State University
- Nathan Blackner – Adjunct – MS, University of Maryland
- Chris Larsen – Adjunct –DVM, Colorado State University
- Michael Moon – Adjunct – MS, Utah State University
- Melinda Ostraff – Adjunct – PhD, University of Victoria
- Kathrine Parnell – MEd, Utah State University, M.T., ASCP
- James Tatton – Adjunct – MD, University of Utah

### **Chemistry Department**

#### *Current Full-Time Tenure-Track Faculty*

- Dan Black - Associate Professor (Tenured) - EdD, Utah State
- Clinton King - Assistant Professor - MS, University of Illinois
- Mark Wathen - Assistant Professor - PhD, University of Northern Colorado
- Doug Wendel - Associate Professor (Tenured) - MS, University of Utah

#### *Current Adjunct Faculty*

- Lars Johnson - Adjunct - MS - Emily Platt - Adjunct
- Steven Rowley - Adjunct - MS

### **Engineering and Computer Science**

#### *Current Full-Time Tenure-Track Faculty*

- Brian Newbold - Assistant Professor - PhD,
- Garth Sorenson - Associate Professor (Tenured) - MS,
- Douglas Wendel - Associate Professor (Tenured) - MS, University of Utah
- Ted Olson - Professor (Tenured) - MS,
- Larry Smith - Professor (Tenured) - PhD, University of Texas at Austin

### **Geology**

#### *Current Full-Time Tenure-Track Faculty*

- Renee Faatz - Associate Professor - MS Ohio State University

#### *Current Adjunct Faculty*

- Chris Kravits - Adjunct - MS
- Jon Ostler - Adjunct - MS

### **Mathematics Department**

#### *Current Full-Time Faculty*

- Cindy Alder - Instructor - MEd, Utah State University
- Kari Arnoldsen - Professor (Tenured) - PhD, Brigham Young University
- Jonathan Bodrero - Assistant Professor (Tenured) - MS, Brigham Young University
- Omel Contreras - Instructor - MA, Brigham Young University
- Ron Dalley - Instructor - MA, Brigham Young University
- Mel Jacobsen - Professional Track
- Janalee Jeffery - Instructor - MS, University of Utah
- Ted Olson - Professor (Tenured) - MS, University of Utah
- Kenyon Platt - Assistant Professor - PhD, University of Georgia

- Larry Smith - Professor (Tenured) - PhD, University of Texas at Austin
- Steven Zollinger - MS

*Current Adjunct Faculty*

- Nathan Costa - Adjunct - MA
- Renae Everitt - Adjunct - BA
- Tammy German - MEd
- Beckie Hermansen - EdD
- Spencer Hill - Adjunct - MBA
- Lorie Hughes - Adjunct - BA (MA in progress)
- Charity Hyer - Adjunct - MA
- Phillip Johnson - Adjunct - MA
- Kent Runolfson - Adjunct - MA
- Orval Skousen - Adjunct - MS

**Physics**

*Current Full-Time Tenure-Track Faculty*

- Brian Newbold - Assistant Professor - PhD,
- Ted Olson - Professor (Tenured) - MS,
- Larry Smith - Professor (Tenured) - PhD, University of Texas at Austin
- Garth Sorenson - Associate Professor (Tenured) - MS,
- Doug Wendel - Associate Professor (Tenured) - MS, University of Utah

*Current Adjunct Faculty*

- Lars Johnson - Adjunct - MS
- Steven Rowley - Adjunct - MS

March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Salt Lake Community College – Associate of Applied Science Degree in American Sign Language (ASL)/English Interpreting

Issue

Salt Lake Community College requests approval to offer an Associate of Applied Science Degree in ASL/English Interpreting, effective Summer Term 2012. This program was approved by the institutional Board of Trustees on October 5, 2011.

Background

Salt Lake Community College (SLCC) has offered an Associate of Arts degree focused on American Sign Language (ASL) interpreting for over 15 years and has been a significant provider of ASL/English interpreter education in the state. Interpreter education standards have been changed across the nation, as have requirements to sit for certification exams. For instance, effective June 30, 2012 examinees for the National Interpreter Certificate (NIC) will be required to hold the baccalaureate degree in order to sit for the NIC examination. Further, the NIC, a bachelor's degree, and an acceptable score on the Educational Interpreter Performance Assessment (EIPA) are recommended qualification sets to qualify as a classroom interpreter in an educational environment. To work as an interpreter in Utah, however, an associate's or bachelor's degree is not required. The changes made to the SLCC program are designed to continue to provide students with the caliber of workforce preparation needed to successfully enter a career in ASL/English interpreting and to provide transfer opportunities to pursue baccalaureate programs so that students may qualify for the NIC exam.

The proposed SLCC program is designed primarily for people who currently possess ASL competency. This competency is often acquired in high school or from life experience. A student's ASL ability will be assessed by the SLCC faculty prior to entering the program. Students who have not developed a sufficient ASL ability level will be required to complete up to 18 credit hours of ASL language courses prior to enrolling in interpreting courses or, depending on circumstances, may be counseled into another degree at SLCC that will prepare them for transfer to a four-year interpreting program at a USHE institution. SLCC reported that typically 17 – 20 students per year enter its current interpreting program with the required ASL competency level.



### Policy Issues

The proposed program is 70 credit hours in length. As such, it exceeds the maximum hours allowed for an AAS degree by one credit hour. Credit hour requirements have been reduced from the original proposal submitted by SLCC to this more manageable program length. Upon extensive conversation with SLCC officials, review of a consultant's report commissioned from the OCHE, and consideration of national trends in the industry, the need for a proper mix of general education and interpreting competencies was apparent. This mix accounts for the extra credit hour. Students who desire to complete a baccalaureate degree in one of a number of majors relevant to this program are able to do so within the normal required time using existing transfer procedures. For these reasons, the OCHE staff members believe it is reasonable to grant a one credit hour exception for this program.

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

### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request to offer an Associate of Applied Science Degree in American Sign Language (ASL)/English Interpreting to include a one-credit hour exception to the maximum credits hours required for an AAS degree, effective Summer Term, 2012.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/BKC  
Attachment

Programs and Planning Committee

Action Item

Request to Offer an Associate of Applied Science Degree in  
American Sign Language (ASL)/English Interpreting

Salt Lake Community College

Prepared for  
William A. Sederburg  
By  
Blair K. Carruth

March 21, 2012

**Program Description  
Salt Lake Community College  
AAS in ASL/English Interpreting**

**Section I: The Request**

Salt Lake Community College requests approval to offer an Associate of Applied Science Degree in ASL/English Interpreting, effective Summer Term 2012. This program was approved by the institutional Board of Trustees on October 5, 2011.

**Section II: Program Description**

**Complete Program Description**

The proposed ASL/English Interpreting AAS degree is designed to prepare students for state certification testing or, with additional education, to qualify for national certification testing in interpreting. Obtaining state certification can lead to employment in ASL/English Interpreting in Utah. To work as an interpreter in Utah, an individual must apply for and pass the Utah State Interpreter Certification exam or the National Interpreter Certification (NIC) exam.

**Role and Mission Fit**

Part of SLCC's mission calls upon the institution to provide programs for workforce preparation and for transfer. This program meets both of these needs. The ASL/English Interpreting program is a comprehensive program committed to serving the broader community, including deaf and hard of hearing individuals. Students who successfully complete the program will leave prepared to serve the interpreting needs of the community, government agencies, businesses, and education and will have a solid foundation to pursue a baccalaureate degree should they desire to earn NIC certification.

**Purpose of Degree**

Salt Lake Community College (SLCC) has offered an Associate of Arts degree focused on American Sign Language (ASL) interpreting for over 15 years and has been a significant provider of ASL/English interpreter education in the state. While Utah interpreter certification does not currently require a degree, interpreter education standards have been elevated across the nation as have requirements to sit for certification exams. For instance, currently applicants for the NIC must hold an associate's degree. Effective June 30, 2012 examinees for the NIC will be required to hold baccalaureate degrees. Further, national standards recommend the NIC, a bachelor's degree, and an acceptable score on the Educational Interpreter Performance Assessment (EIPA) to qualify as a classroom interpreter in an educational environment. To work as an interpreter in Utah, however, an associate's or bachelor's degree is not required. The changes made to the SLCC program are designed to continue to provide students with the caliber of workforce preparation needed to successfully enter a career in ASL/English interpreting and to provide transfer opportunities to pursue baccalaureate programs so that students may qualify for the NIC exam.

The program is designed primarily for people who currently possess ASL competency. This competency is often acquired in high school or from life experience. Prior to entering the program, SLCC faculty will assess a student's ASL ability. Students who have not developed a sufficient ASL ability level will be required to complete up to 18 credit hours of ASL language courses. SLCC reported that typically 17 – 20 students per year come to them with the required ASL competency level.



**Institutional Readiness**

This program is a restructuring of an existing program, thus the faculty, staff, and resources to provide the program are in place.

**Faculty**

The program can be implemented for the first few years with the existing two full-time faculty supported by several adjunct faculty. A third full-time faculty member will be required at year four to accommodate anticipated enrollment.

**Staff**

The program can be implemented and initially supported by current faculty and administrative support within the School of Humanities and Social Sciences.

**Library and Information Resources**

Library resources were recently purchased with funds from a donor and are available for student use. There is no anticipated need for additional resources in the near future.

**Admission Requirements**

In accordance with SLCC admissions requirements, students must possess a high school diploma or equivalent before matriculating into the ASL/English Interpreting program. In addition, students must demonstrate ASL proficiency at the ASL 2020 level or higher before enrolling in INTR 1100 and beyond. Students who successfully pass ASL 2020 or demonstrate ASL proficiency at the 2020 level using standard department procedures will be awarded credit for ASL 1010-2020.

**Student Advisement**

Students will work with SLCC Academic Advisors and ASL faculty. Departmental advising will consist of assisting with course sequencing and recommendations for skill development activities required for program completion.

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

The proposed program is 70 credit hours in length. As such, it exceeds the maximum hours allowed for an AAS degree by one credit hour. Credit hour requirements have been reduced from the original proposal submitted by SLCC to this more manageable program length. Upon extensive conversation with SLCC officials, review of a consultant's report commissioned from OCHE, and consideration of national trends in the industry the need for a proper mix of general education and interpreting competencies was apparent. This mix accounts for the extra credit hour. Students who desire to complete a baccalaureate degree in one of a number of majors relevant to this program are able to do so within the normal required time using existing transfer procedures. For these reasons, OCHE staff members believe it is reasonable to grant a one credit hour exception for this program.

**External Review and Accreditation**

Sorenson Communications provided two external consultants to work with Salt Lake Community College's Interpreter Training Program to review courses, course sequencing, pre-requisites, staffing, and alignment with national standards. It was recommended that the program be redesigned primarily to require fluent ASL skills prior to acceptance. Additionally, courses were renamed and redesigned to satisfy the accreditation guidelines of the Collegiate Council on Interpreter Education (CCIE). SLCC is currently

seeking accreditation from this body. It is anticipated accreditation will enable additional funding opportunities as well as international recognition of the program. An outside consultant was hired by OCHE to provide program development guidance. Input from the consultant has helped in providing final adjustments to the program.

#### **Projected Enrollment**

<b>Year</b>	<b>Student Headcount</b>	<b># of Faculty</b>	<b>Student-to-Faculty Ratio</b>	<b>Accreditation Req'd Ratio</b>
1	20	2	10/1	8-12/1
2	20	2	10/1	8-12/1
3	30	2	10/1	8-12/1
4	40	3	10/1	8-12/1
5	40	3	10/1	8-12/1

#### **Expansion of Existing Program**

The Interpreter Training Program at SLCC has always run at or near capacity. Over the past several years, new students have been accepted each semester. With the restructure, the program will have a single start date each year and run in cohorts. After years one and two, if supported by a sufficient number of applicants, a second cohort will be added. With the current two full-time faculty members, the program can run as proposed. A third full-time faculty member will be needed at the end of year three should the program grow as currently projected.

### **Section III: Need**

#### **Program Need**

This program is being revised to improve the quality of interpreting education students receive from SLCC and to accommodate changing needs for workplace preparation. The revised program will support skill development in such a way that state certification and employment qualification in Utah can be obtained at the completion of the program and so that students can pursue a baccalaureate degree to qualify for national certification.

#### **Labor Market Demand**

According to the Bureau of Labor Statistics (BLS) *Occupational Outlook Handbook* (2010-2011), ASL interpreters are employed in a variety of settings. About 28% work in public and private educational institutions, 13% in healthcare and social assistance, and another 9% in other areas of governments and courts. The BLS also projects a greater than average employment growth for interpreters and translators and estimates an increase in available jobs of 22% over the next ten years.

Estimated interpreter job growth along the Wasatch Front is 29% over the next ten years according to EMSI (Economic Modeling Specialists, Inc.). The Utah Department of Workforce Services reports a median hourly wage of \$20.31 for interpreters in the Salt Lake City MSA. Local employers such as Sorenson Communications, a national provider of video relay services, provide employment for SLCC graduates and are supportive of SLCC's proposal. From information gathered from the Utah Division of Services for the Deaf and Hard of Hearing, the institution reported 253 ASL interpreters in Utah who hold a state certification (146 at the professional level and 107 at the novice level), 101 who hold the National Interpreter Certification, and 71 who are certified through the Educational Interpreter Performance

Assessment. ASL/English Interpreters work in K-12 and postsecondary educational settings, government and vocational rehabilitation settings, video relay, and community/freelance settings.

### **Student Demand**

The ASL/English Interpreting Certificate of Completion is sought by high school ASL students as well as other individuals who wish to prepare for the state certification exam in interpreting and have developed and can demonstrate fluency in ASL. Most students who enroll in the program desire to enter the workforce as ASL/English Interpreters. Over the last four years, program FTEs have ranged from 87-118 with increases each year over the last three years.

### **Similar Programs**

No other USHE institution offers an Associate of Applied Science in American Sign Language/English Interpreting. Utah Valley University offers an interpreting emphasis as one of the options within its Bachelor of Arts in Deaf Studies. Utah State University offers bachelor's and graduate degrees in Deaf Education.

### **Collaboration With and Impact on other USHE Institutions**

In addition to collaborative efforts with UVU's Deaf Studies department, SLCC has been investigating a variety of transfer options within the Utah System of Higher Education. Graduates of SLCC's ASL/English Interpreting program will have completed all general education courses and thus may continue their studies at a four-year institution by completing that institution's residency, upper-division, and major requirements. Students who come to the program with ASL competency will be able to complete a baccalaureate degree within normal credit hour requirements. Since national interpreter certification does not specify the field of the baccalaureate degree, SLCC has identified a number of transfer options within USHE and will advise students accordingly.

### **Benefits**

Students in the Salt Lake area will continue to have an option for a quality interpreting program that will prepare them for employment locally and with options to advance their careers through further education.

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

### **Program Assessment**

Program outcomes will be measured throughout the program using established interpreting benchmarks, interviews, and assessments developed to meet the Commission on Collegiate Interpreter Education accreditation standards as well as to measure performance as it will be required on state and national certification exams. Information on students' success on state and national testing measurements will be compiled and used for program review and revision.

### **Expected Standards of Performance**

Program standards were developed from Commission on Collegiate Interpreter Education Standards as well as from content and skills required for state and national certification exams:

- **STANDARD:** Demonstrate broad general knowledge in diverse areas in order to interpret in varied work environments.
  - **ASSESSMENT:** Written quizzes, teacher-student interviews, class and group discussions and debates, presentations, papers and portfolio of interpreted work.



- STANDARD: Students will sufficiently master program-specific, professional knowledge and education competencies and demonstrate proficiency by discussing historical, linguistic and cultural issues as well as professional standards and roles for an ASL/English Interpreter and proficiency in interpreting from ASL to English and English to ASL.
  - ASSESSMENT: Written quizzes, teacher-student interviews, class and group discussions and debates, presentations, papers, journal activities, audio and video recorded assignments and interpretations and portfolio of interpreted work.
- STANDARD: Students will have completed in-depth internship experiences.
  - ASSESSMENT: Teacher-student interviews, papers, reflection papers, journaling activities, audio and video recordings of interpreted work, self analyses, and peer/consumer/supervisor evaluations.
- STANDARD: Students will obtain state and/or national certification (Utah Certification, EIPA, NIC).
  - ASSESSMENT: The department will track certification statistics of all students completing the program.

## Section V: Finance

### Budget

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>					
Projected FTE Enrollment	15	15	21	29	29
Cost Per FTE	\$30,975	\$24,375	\$18,473	\$17,390	\$17,390
Student/Faculty Ratio	10/1	10/1	10/1	10/1	10/1
Projected Headcount	20	20	30	40	40
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Tuition</b>					
Gross Tuition	\$34,020	\$35,721	\$52,510	\$76,139	\$79,946
Tuition to Program	\$34,020	\$35,721	\$52,510	\$76,139	\$79,946
<b>5 Year Budget Projection</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense</b>					
Salaries and Wages	110,653	110,653	120,733	158,213	158,213
Benefits	61,807	61,807	62,887	82,563	82,563
Total Personnel	172,460	172,460	183,620	240,776	240,776
Current Expense	16,700	16,700	16,700	17,050	17,050
Travel	4,000	4,000	4,000	5,700	5,700
Capital	99,000	0	0	0	0
Library Expense	0	0	0	0	0
<b>Total Expense</b>	\$464,620	\$365,620	\$387,940	\$504,302	\$504,302
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Revenue</b>					
Legislative Appropriation	0	0	0	0	0
Grants and Contracts	99,000	0	0	0	0
Donations	0	0	0	0	0
Reallocation	331,400	329,699	335,130	427,763	423,956
Tuition to Program	34,020	35,721	52,510	76,139	79,946
Fees	200	200	300	400	400
<b>Total Revenue</b>	\$464,620	\$365,620	\$387,940	\$504,302	\$504,302
<b>Difference</b>					
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

### Budget Comments

It is projected that annual revenues will at least equal annual program expenditures over the next five years. Resources to support the program will come from a combination of internal reallocations and student tuition. Currently two full-time faculty members and a few adjunct faculty members serve the program. The institution anticipates that current faculty will be able to accommodate projected enrollment increases until year four when a third full-time faculty will likely need to be hired. Training in this field requires small class sizes with considerable attention given to students by faculty members. Thus, cost per student credit hour is higher than many programs that rely on more traditional lecture formats.

**Funding Sources**

The program will be funded with tuition and reallocation of funds, including a new faculty member expected to be hired at the end of the third year.

**Reallocation**

The program is currently funded through the School of Professional and Economic Development and operates within budgetary means. Upon SBR approval the program will move to the School of Humanities and Social Sciences. Reallocation of budgets will occur to support the administrative change.

**Impact on Existing Budgets**

No other impact is anticipated.

**Section VI: Program Curriculum****All Program Courses**

Course Prefix and Number	Title	Credit Hours
<b>General Education</b>		
ENGL 1010	Introduction to Writing (EN)	3
ENGL 2010 or 2100	Intermediate or Technical Writing (EN)	3
(QL)	Math 1030 or higher	3-4
(AI)	ECON 1740, HIST 1700, or POLS 1100	3
(LW)	Any Lifelong Wellness course	1
(BS)	Any Biological Science course	3-4
(FA)	Any Fine Arts course	3-4
(HU)	Any Humanities course	3
(PS)	Any Physical Sciences course	3
(SS)	Any Social Science course	3
COMM 1020	Principles of Public Speaking (CM,IN)	3
COMM 2150	Intercultural Communication (ID,DV)	3
<b>Sub-Total</b>		<b>34</b>
<b>Core Courses</b>		
INTR 1000	Introduction to Interpreting	1
INTR 1100	Connections to Community I	1
INTR 1110	Connections to Community II	1
INTR 1200	Interpreting I	5
INTR 1300	Ethics/Professional Standards	3
INTR 1400	Interpreting II	5
INTR 1500	Comparative Linguistics	3
INTR 1600	Internship I	2
INTR 2000	Research	1
INTR 2100	Connections to Community III	1
INTR 2200	Interpreting III	5
INTR 2400	Interpreting IV	2
INTR 2600	Internship II	2



Course Prefix and Number	Title	Credit Hours
<b>Sub-Total</b>		<b>32</b>
<b>Elective Courses</b> <b>(four credits required from the following)</b>		
INTR 1900	Individual Studies/Special Projects	1-2
INTR 2900	Special Studies	1-2
INTR 2910	Educational Interpreting	2
INTR 2920	VRS Interpreting	2
INTR 2930	Community Interpreting	2
<b>Sub-Total</b>		<b>4</b>
<b>Total Number of Credits</b>		<b>70</b>

### New Courses to Be Added in the Next Five Years

All courses for the program have been developed.

### Program Schedule

Sample Schedule			
1. Summer Semester		2. Fall Semester	
INTR 1000 Introduction to Interpreting	1	INTR 1100 Connections to Community I	1
COMM 1020 Principles of Public Speaking (CM,IN)	3	INTR 1200 Interpreting I	5
COMM 2150 Intercultural Comm. (ID, DV)	3	INTR 1300 Ethics/Professional Standards	3
General Education (SS)	3	ENGL 1010 Intro to Writing (EN)	3
<b>Total</b>	<b>10</b>	General Education (QL)	3-4
		<b>Total</b>	<b>15</b>
3. Spring Semester		4. Fall Semester	
INTR 1110 Connections to Community II	1	INTR 2100 Connections to Community III	1
INTR 1400 Interpreting II	5	INTR 2200 Interpreting III	5
INTR 1500 Comparative Linguistics	3	INTR 1600 Internship I	2
ENGL 2010 Intermediate Writing (EN)	3	INTR 2000 Research	1
General Education (PS)	3	General Education (AI)	3
<b>Total</b>	<b>15</b>	General Education (BS)	3-4
		<b>Total</b>	<b>15</b>
5. Fall Semester			
INTR 2400 Interpreting IV	2		
INTR 2600 Internship II	2		
INTR 2900/10/20/30 Elective	2		
INTR 2900/10/20/30 Elective	2		
General Education (HU)	3		
General Education (FA)	3		
General Education (LW)	1		
<b>Total</b>	<b>15</b>		

## **Section VII: Faculty**

### **Faculty**

- Connie Spanton-Jex

Full-time- Connie has a master's degree in Deaf Education and is a tenured assistant professor. She has been educating interpreters at SLCC since 2001 and has experience with mentoring interpreters and course development. Prior to this, Connie's focus was on interpreting in a wide variety of settings. She holds national certification and works as a professional in the field.

- Duane Kinner

Full-time- Duane has a bachelor's degree and has been teaching American Sign Language since 2001 at SLCC and is a tenured instructor. He is a native user of ASL and has experience working as a language mentor and trainer for interpreters. Duane also has experience as a Deaf-Blind/tactile interpreter.

- Holly Nelson

Adjunct- Holly has a master's degree and has been educating interpreters for over 10 years. She has experience not only in the classroom, but as a mentor and national workshop presenter and trainer as well. She is an experienced content developer and has worked to revise and update the current curriculum, bringing it in line with national standards in interpreter education. She holds state and national certification and works as a professional in the field.

- Emily Beech

Adjunct- Emily has a master's degree in Instructional Technology and has been working as an instructor in postsecondary settings since 2004. Prior to this, Emily was formally trained and taught in K-12 education. Emily has experience mentoring, presenting workshops and in course development. Emily holds state and national certification and works as a professional in the field.

- Katie Maxwell

Adjunct- Katie has two bachelor's degrees and is currently working on her master's degree. She has worked as a lab instructor, mentor and adjunct instructor since 2008. Katie has worked to revise and implement new technologies and activities that supplement and compliment traditional curriculum. Katie holds both national and state certification.

- Keith Gamache, Jr.

Adjunct- Keith has a master's degree and is adjunct instructor. He has taught courses in ASL, Deaf Studies, and Interpreting since 1997. He has given numerous workshops and presentations all over the country. He is currently employed full-time as a linguist translating materials from English to ASL. He maintains national-level certifications in teaching and interpreting.

March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Salt Lake Community College – Associate of Applied Science in Media Music

Issue

Salt Lake Community College requests approval to offer an Associate of Applied Science in Media Music, effective Summer 2012. This program was approved by the institutional Board of Trustees on December 14, 2011.

Background

The proposed degree program is to help students develop the requisite skills to create effective music for a variety of media (including, but not limited to: film, television, radio, commercial recordings, computer games and multimedia) and the entrepreneurship skills to help them monetize their creative works. The program strives to combine a solid foundation in traditional musical and technical instruction with opportunities to gain experience working on projects modeled after those regularly encountered by professionals in the music production industry.

This degree program is designed to prepare students to work professionally as music producers, composers, songwriters and/or arrangers in the music and multimedia industries. In addition to a basic core of musical skills, students receive training and gain experience creating music using electronic and acoustic instruments for use in a variety of professional and commercial settings from film scores and commercial music productions to music for video games and other multimedia projects. They also receive training in business and entrepreneurship as it applies to the music industry, and the opportunity to build a portfolio of projects to apply the entrepreneurship skills toward pursuing work in the industry.

There appears to be strong student interest in the proposed degree program. Four full-time, tenure track faculty will be involved with various aspects of the program. SLCC has studio facilities to adequately train interested students for this degree.

The College has received a Community Based Job Training grant from the U.S. Department of Labor to fund the creation of the curriculum for this degree and forthcoming certificates in sound design and music technology. Most of the courses required for this degree are currently being offered, and the remainder will be developed over the next two years.



Policy Issues

No policy issues were raised by the USHE faculty.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Salt Lake Community College to offer the AAS in Music Media, effective Summer Semester 2012.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/PCS  
Attachment

Programs and Planning Committee

Action Item

Request to Offer an AAS in Media Music

Salt Lake Community College

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

March 21, 2012

**Program Description  
Salt Lake Community College  
AAS in Media Music**

**Section I: The Request**

Salt Lake Community College requests approval to offer an Associate of Applied Science in Media Music, effective Summer 2012. This program was approved by the institutional Board of Trustees on 14 December 2011.

**Section II: Program Description**

**Complete Program Description**

The AAS in Media Music is designed to prepare students to work professionally as music producers, composers, songwriters and/or arrangers in the music and multimedia industries. In addition to a basic core of musical skills, students receive training and gain experience creating music using electronic and acoustic instruments for use in a variety of professional and commercial settings from film scores and commercial music productions to music for video games and other multimedia projects. They also receive training in business and entrepreneurship as it applies to the music industry and build a portfolio of projects that they can use to demonstrate those entrepreneurship skills in pursuing work in the industry.

**Purpose of Degree**

The purpose of this degree program is to help students develop the requisite skills to create effective music for a variety of media (including but not limited to film, television, radio, commercial recordings, computer games and multimedia) and the entrepreneurship skills to help them to monetize their creative works. The program strives to combine a solid foundation in traditional musical and technical instruction with opportunities to gain experience working on projects modeled after those regularly encountered by professionals in the music production industry.

**Institutional Readiness**

The College has received a Community Based Job Training grant from the U.S. Department of Labor to fund the creation of the curriculum for this degree and forthcoming certificates in sound design and music technology. Most of the courses required for this degree are currently being offered, and the remainder will be developed over the next two years.

The College already has many of the resources to be used in this program (e.g., a MIDI computer lab located currently in AD 337 at the Redwood Campus). These resources will be further improved within the next year by the completion of the Center for New Media at the South City Campus, which will house a dedicated MIDI computer lab, recording studio, three MIDI mixing studios and 15 general purpose edit bays. Most of the resources used by this program can also be leveraged across other programs that have similar requirements.

**Faculty**

Faculty currently teaching at SLCC have the credentials and expertise necessary to support all aspects of the program. Four full-time, tenure track faculty will be involved with various aspects of the program, one of whom is a full-time faculty member from the theater program with a background in digital audio production who regularly teaches music and audio technology courses. One additional full-time contract faculty



member from the Music Department will also teach program courses. Private music instruction and additional program electives will be taught by appropriately qualified adjunct faculty as needed.

### **Staff**

This program will be supported by current staff within the Division of Fine Arts and Communication. Future staffing needs to support programs within the division will be addressed through reallocation as they arise.

### **Library and Information Resources**

This program will not add any additional requirements for library resources beyond those already in place for other fine arts and communication courses.

### **Admission Requirements**

Salt Lake Community College is an open enrollment institution, and there are no program-specific admission requirements. However, a musical background with performance experience, including basic piano/keyboard skills and the ability to read music notation, is desirable and will benefit students entering the program.

### **Student Advisement**

The Division of Fine Arts and Communication has two full-time academic advisors. Full-time music faculty also are actively involved in advising students.

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

Graduation requires the successful completion of 66 credits of coursework, including 19 credits of general education courses, 37 credits of core courses, and 10 credits of elective courses as specified in Section VI. Students must also pass a proficiency exam of basic piano/keyboard skills in order to graduate.

### **External Review and Accreditation**

The School of Arts, Communications and New Media has a school-wide advisory board that convenes regularly. Cristy Coobatis, an Emmy award-winning composer and music department chair at Mira Costa College, sits on this board and provided specific input into curriculum development for this program.

Professionals from the music industry acted as consultants in the design of the Center for New Media currently being constructed at the South City Campus. As a result, there were occasions for these consultants to offer insight and suggestions which were included in the design process for this program.

SLCC music faculty are involved professionally in the music community and have consulted with their colleagues in the industry both formally and informally on numerous occasions regarding the development of this program.

The music program has a goal of achieving accreditation from the National Association of Schools of Music (NASM) within the next five years. This accreditation will include the existing AS pre-major in music as well as the proposed AAS degrees in Media Music and Music Recording Technology. Currently, the music faculty are in the process of gathering information regarding the accreditation requirements and what the costs will be to achieve them. Three tenure-track music faculty members are members of NASM.

### Projected Enrollment

Projected enrollment for this program is based on historical enrollment in introductory music technology courses that are already being taught and survey information from these students indicating interest in pursuing such a degree if it were offered at SLCC. Since these surveys did not distinguish between the Music Recording Technology and Media Music degrees, estimates for program enrollments are divided equally between the two programs.

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio*	Accreditation Req'd Ratio
1	3	5	25/1	N/A
2	12	5	25/1	N/A
3	14	5	25/1	N/A
4	16	5	25/1	N/A
5	18	5	25/1	N/A

*\*Note: Because Media Music students will be taking courses with students in other music programs, the student-to-faculty ratios listed above reflect the actual ratios in the program courses, not the ratio of Media Music students to music faculty.*

### Expansion of Existing Program

This program includes both new courses and existing pre-major and general education courses in the Music Department. Enrollment in this department has shown strong increases in the past few years.

	06-07	07-08	08-09	09-10	10-11
Declared Music Pre-majors	75	83	96	107	130
Annualized FTE (all MUSC classes)	169.2	156.8	158.3	195.8	262.7

## Section III: Need

### Program Need

- Many of the students who take music courses at SLCC are interested in producing media and commercial music, not in the more performance based music programs that are generally taught at universities and colleges throughout Utah. Students often do not have the background and training to be successful in a traditional music program. Many, however, do have the talent and motivation to succeed both financially and artistically in the music industry if their training is geared to their preparation, needs, and goals.
- Music creation is a pervasive and expanding field with a wide range of specialized commercial applications. Students pursuing careers in media music not only need to be trained on how to create music for many of these diverse applications, but how to recognize, seek out and take advantage of the career-building opportunities that are available to them. These skills have not typically been taught in the traditional music programs that can be found throughout the Intermountain region because traditional music programs tend to focus more on training future music educators and on the creation and study of music that falls under the category of fine art rather than commercial art.
- Students have already shown interest in this program. Even though they are not currently required for any degree and do not fulfill General Education requirements, sections of the existing introductory classes for this program are consistently filled to capacity.

- The creation of a degree in Media Music composition will recognize student achievement in this area and provide an outline of courses and skills that they must develop to prepare them to be successful in a competitive industry.
- No similar program currently exists among USHE institutions.

### **Labor Market Demand**

National data from the United States Department of Labor, Bureau of Labor Statistics Occupational Employment statistics website suggest that self-employment is the most lucrative option for students completing a media music degree (see <http://www.bls.gov/oes/current/oes272041.htm>). While listing several industries, the report describes "Independent Artists, Writers, and Performers" as having the highest levels of employment for music directors and composers and by far the highest hourly mean wage (\$45.30/hr) and annual mean wage (\$94,220/yr).

According to an Analyst Report from Economic Modeling Specialists, Inc., job growth for music directors and composers in Utah is expected at a rate of 11.8% over the next decade, which is slightly above the expected national rate of job growth for that field of 11.4%. This same report indicates that 41% of those working in this very competitive field have no college degree, suggesting that 1) a bachelor's degree or graduate degree in music is not necessary for success in the field, and 2) students receiving even two years of quality training in music composition and production might have a competitive advantage over many in the industry because of the skills attained through their studies, when many others entering the industry attempt do so without the advantage of such training.

### **Student Demand**

The Performing Arts area of the School of Arts, Communication and New Media (SACNM) has shown a strong increase in enrollments over the past few years; FTEs grew from 456 in 2007-08 to 693 in 2011-12. A portion of this increase can be attributed to students enrolling in the newly created music technology courses that were designed to be the core of this degree program. Introductory courses in this area have been filled to capacity. A recent survey of students revealed that 78% of students enrolled in the Basic Audio Production class (MUSC 1515) are not currently declared music majors; however, 80% of students in introductory-level music technology classes expressed an interest in pursuing a music recording technology or media music AAS degree if it were offered.

### **Similar Programs**

While there are numerous commercial music production programs in the East and along the West Coast, there are very few options for students wishing to study media music in the Intermountain area. The only similar program that is offered in Utah is a Bachelor of Music in Media Music offered at Brigham Young University. Many students looking for a media music program must go out-of state, usually to California or to schools like the Berklee School of Music in Boston. The proposed program fills a need for music students that is currently not being met in the Intermountain region.

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

No other USHE institutions currently offer programs in media music. The impact on other USHE institutions should be minimal.



**Benefits**

This program meets an unmet student need. It is the kind of program many students are looking for and hoping to participate in when they begin taking music classes at the College. It strengthens Salt Lake Community College's position as a premiere comprehensive community college in the West by providing a program in a field for which there is much interest among students but which has not been easily accessible to many in the Intermountain region. A program of this kind, because of its vocational nature, fits well within the mission and role of the community college.

One of the highly desirable skills in the music industry, especially in media production, is the ability to collaborate in a team environment with people from a variety of fields to create a professional-quality multimedia product. Students in this program will be given opportunities to collaborate on projects with students from other programs, including film, communication, and multimedia production programs. As a result, students from all of these programs will benefit.

Many of the projects these students work on will also put them in a position as ambassadors for the school as their work is heard and enjoyed throughout the community. For example, students in a recent music production class composed and recorded musical themes in various formats and lengths for use by SLCCtv, and those themes are now being heard as underscore for the various station ID and public service announcements that are broadcast regularly on the station.

**Consistency with Institutional Mission**

This program aligns with SLCC's mission to prepare students for local business and industry and to provide lifelong learning opportunities to community members.

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

This program strives to combine a solid foundation in traditional musical and technical instruction with opportunities to gain experience working on projects modeled after those regularly encountered by professionals in the music production industry.

To assess whether these stated goals are being met, student digital portfolios, which they will have been creating throughout the duration of their time in the program, will be assessed from a randomly selected group of graduating students each year using a departmentally approved rubric that reflects industry standards of professional quality, musicality, and marketability.

**Expected Standards of Performance**

The following table outlines the student learning outcomes that represent competencies that graduating students are expected to have achieved, along with the method for assessing each learning outcome to determine if these competencies are being successfully taught and learned. Students' digital portfolios play a prominent role in assessment of their work and the effectiveness of the program. In this type of creative field, actual student work is the most authentic demonstration of competency.

<b>Program Objectives/Student Outcomes</b>	<b>Program Assessments</b>
Students demonstrate proficiency in music composition for both acoustic and electronic instruments.	Digital portfolio of work as evaluated by a departmentally approved rubric reflecting industry standards.
Students demonstrate the ability to work in a collaborative team environment on professional-quality music projects for both musical and non-musical clients.	Digital portfolio of work as evaluated by a departmentally approved rubric reflecting industry standards.
Specialization - Students demonstrate the development of professional-quality specialization within the field of music composition and production.	Digital portfolio of work as evaluated by a departmentally approved rubric reflecting industry standards.
Students demonstrate the appropriate entrepreneurial skills necessary for a freelance artist including but not limited to portfolio development, networking, promotion/marketing and basic business accounting.	Digital portfolio of work as evaluated by a departmentally approved rubric reflecting industry standards.
Students demonstrate proficiency in academic understanding of the basic structures of music including the ability to compose and analyze music according to common theoretical practices generally accepted in the music industry.	Performance on cumulative final exams given at the end of MUSC 1110, MUSC 1120, MUSC 2110 and MUSC 2120 as evaluated by a departmentally-approved rubric based on industry standards.
Students demonstrate proficiency in the ability to fluently read and write music notation in accordance with practices generally accepted in the music industry.	Performance on cumulative final exams given at the end of MUSC 1130, MUSC 1140, MUSC 2130 and MUSC 2140 as evaluated by a departmentally-approved rubric based on industry standards.
Students demonstrate proficiency in musical performance with appropriate expression, accuracy and artistic value.	Digital portfolio of work as evaluated by a departmentally approved rubric reflecting industry standards.

## Section V: Finance

### Budget

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>					
Projected FTE Enrollment	1.9	10.6	20.9	24.1	27.4
Cost Per FTE	\$0	\$500	\$259	\$457	\$411
Student/Faculty Ratio	25/1	25/1	25/1	25/1	25/1
Projected Headcount	3	12	14	16	18
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Tuition</b>					
Gross Tuition	\$5,016	\$29,383	\$60,743	\$73,776	\$87,954
Tuition to Program	\$4,000	\$10,302	\$10,408	\$16,031	\$16,252
<b>5 Year Budget Projection</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense</b>					
Salaries and Wages	\$0	\$4,820	\$4,916	\$10,028	\$10,229
Benefits	\$0	\$482	\$492	\$1,003	\$1,023
Total Personnel	\$0	\$5,302	\$5,408	\$11,031	\$11,252
Current Expense	\$12,000	\$7,000	\$5,000	\$5,000	\$5,000
Travel					
Capital	\$18,000	\$0	\$0	\$0	\$0
Library Expense					
<b>Total Expense</b>	\$30,000	\$12,302	\$10,408	\$16,031	\$16,252
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Revenue</b>					
Legislative Appropriation					
Grants and Contracts	\$26,000	\$2,000	\$0	\$0	\$0
Donations					
Reallocation					
Tuition to Program	\$4,000	\$10,302	\$10,408	\$16,031	\$16,252
Fees					
<b>Total Revenue</b>	\$30,000	\$12,302	\$10,408	\$16,031	\$16,252
<b>Difference</b>					
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

*\*Note: This program builds upon existing programs and courses. Only the incremental cost of new sections is included in this budget. Curriculum development and capital costs are shared with the Music Recording Technology program.*

### Funding Sources

This program will be funded by grants and tuition dedicated to the program. Proceeds from the Community Based Job Training (CBJT) grant will support new course development and capital expenditures for new equipment to support electronic music recording and editing. As many of the courses required for this



degree are already being taught under existing budgets, additional costs generated by new Media Music students will be offset by tuition revenue.

#### **Reallocation**

Not applicable.

#### **Impact on Existing Budgets**

Not applicable. The effect on existing budgets will be minimal as many of the courses required for this degree are already being taught under existing budgets.

### **Section VI: Program Curriculum**

#### **All Program Courses**

<b>Course Prefix and Number</b>	<b>Title</b>	<b>Credit Hours</b>
<b>General Education</b>		
ENGL 1010	Introduction to Writing (EN)	3
MATH 1010	Intermediate Algebra (QS) -or- Any other QS or QL course	4
COMM 1010	Elements of Effective Comm. (CM, IN) -or- Any other CM course	3
COMM 2110	Interpersonal Communication (HR,ID) -or- Any other HR course	3
Distribution Courses	Recommended: (FA) - MUSC 1010, MUSC 1030, or MUSC 1040 (ID) - MUSC 1500	6
<b>Sub-total</b>		<b>19</b>
<b>Core Courses</b>		
MUSC 0990 (must take 4X)	Recital Attendance	0
MUSC 1110	Music Theory I	3
MUSC 1120	Music Theory II	3
MUSC 1130	Sight Singing/Ear Training I	1
MUSC 1140	Sight Singing/Ear Training II	1
MUSC 1300	Money and Creative Professionals	1
MUSC 1520	Introduction to MIDI/Electronic Music Composition	3
MUSC 1540	MIDI II/Media Music Composition	3
MUSC 2110	Music Theory III	3
MUSC 2120	Music Theory IV	3
MUSC 2130	Sight Singing/Ear Training III	1
MUSC 2140	Sight Singing/Ear Training IV	1
MUSC 2350	Conducting Fundamentals	2
MUSC 2500 (must take 2X)	Music Production Group	8
MUSC xxxx (must take 4X)	Performance Ensemble	4

Course Prefix and Number	Title	Credit Hours
<b>Sub-Total</b>		<b>37</b>
<b>Elective Courses</b>		
MUSC 1050	Songwriting I	2
MUSC 1060	Songwriting II	2
MUSC 1510	Desktop Music Publishing	3
MUSC 1515	Basic Audio Production	3
MUSC 1530	Music Recording Techniques	3
MUSC 1550	Musical Acoustics	3
MUSC 2520	Music Scoring for Film	3
MUSC xxxx (up to 4 sem.)	Private Vocal or Instrumental Lessons (Music Major Level)	4
<b>Sub-Total</b>		<b>10</b>
<b>Total Number of Credits</b>		<b>66</b>

### New Courses to Be Added in the Next Five Years

Each of the courses listed below is expected to be an elective course in the program.

- MUSC 1560 Music Mixing Techniques 3 Credit Hours

Music Mixing Techniques is designed to teach intermediate to advanced concepts in editing and mixing of digital multitrack audio. Students will be given the opportunity to work in a commercial style recording facility and learn to use equipment and methods that are consistent with current recording industry practices.

- MUSC 2540 Music Composition for Games and Multimedia 3 Credit Hours

Instruction and practice in composing music for use in computer games and multimedia applications. Students will study existing music created for computer programs, will learn about the process of working with programmers to produce music for computer applications, and will compose and record their own music and sound effects package to meet the specs of a computer game design.

- MUSC 2550 Music Internship 1-3 Credit Hours  
(variable)

The Music Internship is an opportunity for students to gain college credit for participating in an internship with a professional recording studio or related business such as an audio post facility or pro-audio dealer under the guidance of an SLCC faculty member.

### Program Schedule

#### Semester 1 - Fall Year 1

- MUSC 990 - Recital Attendance (0 credits)
- Performance Ensemble (1 credit)
- MUSC 1110 - Music Theory I (3 credits)
- MUSC 1130 - Sight Singing/Ear Training I (1 credit)
- MUSC 1150 - Group Piano I (1 credit) - only if needed for the piano proficiency requirement
- MUSC 1520 - Introduction to MIDI/Electronic Music Composition (3 credits)
- MUSC 1300 - Money and Creative Professionals (1 credit)
- Quantitative Studies (QS) GE course (4 credits)
- Distribution GE course (3 credits)

**17 credits total**

#### Semester 2 - Spring Year 1

- MUSC 990 - Recital Attendance (0 credits)
- Performance Ensemble (1 credit)
- MUSC 1120 - Music Theory II (3 credits)
- MUSC 1140 - Sight Singing/Ear Training II (1 credit)
- MUSC 1160 - Group Piano II (1 credit) - only if needed for the piano proficiency requirement
- MUSC 1540 - MIDI II/Media Music Composition (3 credits)
- Composition (EN) GE course (3 credits)
- Human Relations (HR) GE course (3 credits)
- Distribution GE course (3 credits)

**18 credits total**

#### Semester 3 - Fall Year 2

- MUSC 990 - Recital Attendance (0 credits)
- Performance Ensemble (1 credit)
- MUSC 2110 - Music Theory III (3 credits)
- MUSC 2130 - Sight Singing/Ear Training III (1 credit)
- MUSC 2500 - Music Production Group (4 credits)
- Music Elective Course (2 or 3 credits)
- Music Elective Course (2 or 3 credits)
- Communication (CM) GE course (3 credits)

**16 to 18 credits total**

#### Semester 4 - Spring Year 2

- MUSC 990 - Recital Attendance (0 credits)
- Performance Ensemble (1 credit)
- MUSC 2120 - Music Theory IV (3 credits)
- MUSC 2140 - Sight Singing/Ear Training IV (1 credit)
- MUSC 2350 - Conducting Fundamentals (2 credits)
- MUSC 2500 - Music Production Group (4 credits)
- Music Elective Course (2 or 3 credits)
- Music Elective Course (2 or 3 credits)

**15 to 17 credits total**

### **Section VII: Faculty**

#### **Assistant Professors:**

- Thomas C. Baggaley, MA Music, BM Composition – Music theory, sight singing/ear training, MIDI, musical acoustics, music production, musical scoring for film, desktop music publishing, money and creative professionals.
- Craig Ferrin, PhD Music Education, MA, BM – Instrumental music performance, recital attendance.
- Lyle Archibald, DMA, MM, BA – Vocal music performance and conducting.
- Jon Clark, MFA – Basic audio production and music recording techniques.

#### **Instructor:**

- Stephen Sue, MA, BA in Music Technology – Basic audio production, MIDI, electronic music composition, music recording techniques, musical acoustics, music production.



March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Salt Lake Community College – Associate of Applied Science in Music Recording Technology

Issue

Salt Lake Community College requests approval to offer an Associate of Applied Science Degree in Music Recording Technology, effective Summer 2012. This program was approved by the institutional Board of Trustees on December 14, 2011.

Background

The Music Recording Technology AAS degree program will provide students with the required skills to perform entry-level tasks in the music recording industry, the business skills to be successful entrepreneurs and the opportunity to build a portfolio of projects that will demonstrate their skill levels and technical abilities. Broadcast and sound engineering technicians and radio operators perform a wide variety of tasks. Their duties include setting up and maintaining the electrical equipment used in nearly all radio and television broadcasts, concerts, plays, sound recordings, and movies. There are many specialized occupations in this field. The proposed program is expected to help students develop the requisite skills and technical knowledge to make professional quality audio recordings for a variety of media (including, but not limited to, film, television, radio, commercial recordings, computer games and multimedia) and the entrepreneurship to help them to monetize these skills. The program strives to combine a solid foundation in traditional musical and technical instruction with opportunities to gain experience working on projects modeled after those regularly encountered by professionals in the music and multimedia production industries.

Student demand for this program is strong and growing. The Performing Arts area of the School of Arts, Communication and New Media (SACNM) has shown a strong increase in enrollments over the past few years; student FTEs grew from 456 in 2007-08 to 693 in 2011-12. A portion of this increase can be attributed to students enrolling in the newly created music technology courses that were designed to be the core of this degree program.

The music program's budget is not separated from the budget for the Performing Arts Department, and most of the courses required for this degree are already being taught and funded as part of that budget. In

addition, the proposed program is partially funded by a Department of Labor grant. Facilities appear to be adequate to support this program.

#### Policy Issues

USHE institutions are supportive of this program. No policy issues were raised.

#### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Salt Lake Community College to offer the Associate of Applied Science in Music Recording Technology, effective Summer Semester 2012.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/PCS  
Attachment

Programs and Planning Committee

Action Item

Request to Offer an AAS in Music Recording Technology

Salt Lake Community College

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

March 21, 2012



**Program Description  
Salt Lake Community College  
AAS in Music Recording Technology**

**Section I: The Request**

Salt Lake Community College requests approval to offer an Associate of Applied Science Degree in Music Recording Technology, effective Summer 2012. This program was approved by the institutional Board of Trustees on 14 December 2011.

**Section II: Program Description**

**Complete Program Description**

The Music Recording Technology AAS degree program will provide students with the required skills to perform high-level tasks in the music recording industry, the business skills to be successful entrepreneurs, and the opportunity to build a portfolio of projects that will demonstrate their skills and technical abilities. Broadcast and sound engineering technicians and radio operators perform a wide variety of tasks. Their duties include setting up, operating, and maintaining the electronic equipment used in nearly all radio and television broadcasts, concerts, plays, sound recordings, and movies. They also install and maintain audiovisual equipment in businesses, schools, homes, performance venues, and other settings. There are many specialized occupations in this field.

**Purpose of Degree**

This degree will help students develop the requisite skills and technical knowledge to install and maintain audiovisual equipment and to make professional quality audio recordings for a variety of media (film, television, radio, commercial recordings, computer games, etc.); it will also help students develop the entrepreneurial ability to help them to monetize these skills. The program strives to combine a solid foundation in traditional musical and technical instruction with opportunities to gain experience working on projects modeled after those regularly encountered by professionals in the music and multimedia production industries. Music Recording Technology students will collaborate with students from other programs, such as film or animation students, as a part of their education and training.

**Institutional Readiness**

The College has received a Community Based Job Training grant from the U.S. Department of Labor to fund the creation of the curriculum for this degree and forthcoming certificates in sound design and music technology. Most of the courses required for this degree are currently being offered, and the remainder will be developed over the next two years.

The College already has many of the resources to be used in this program (e.g., a MIDI computer lab located currently in AD 337 at the Redwood Campus). These resources will be further improved within the next year by the completion of the Center for New Media at the South City Campus, which will house a dedicated MIDI computer lab, recording studio, three MIDI mixing studios and 15 general purpose edit bays. Most of the resources used by this program can also be leveraged across other programs that have similar requirements.

**Faculty**

Faculty currently teaching at SLCC have the credentials and expertise necessary to support all aspects of the program. Four full-time, tenure track faculty will be involved with various aspects of the program, one of whom is a full-time faculty member from the Theater program with a background in digital audio production who regularly teaches music and audio technology courses. One additional full-time contract faculty member from the Music Department will also teach program courses. Private music instruction and additional program electives will be taught by appropriately qualified adjunct faculty as needed.

**Staff**

This program will be supported by current staff within the Division of Fine Arts and Communication. Future staffing needs to support programs within the division will be addressed as they arise through reallocation.

**Library and Information Resources**

This program will not add any additional requirements for library resources beyond those already in place for other fine arts and communication courses.

**Admission Requirements**

Salt Lake Community College is an open enrollment institution, and there are no program-specific admission requirements. However, a musical background with performance experience including basic piano/keyboard skills and the ability to read music notation are desirable and will benefit students entering the program.

**Student Advisement**

The Division of Fine Arts and Communication has two full-time academic advisors. Full-time music faculty also are actively involved in advising students.

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

Graduation requires the successful completion of 63 credits of coursework, including 19 credits of general education courses, 34 credits of core courses, and 10 credits of elective courses as specified in Section VI. Students must also pass a proficiency exam of basic piano/keyboard skills in order to graduate.

**External Review and Accreditation**

The School of Arts, Communications and New Media has a school-wide advisory board that convenes regularly. Cristy Coobatis, an Emmy award-winning composer and music department chair at Mira Costa College, sits on this board and provided specific input into curriculum development for this program.

Professionals from the music industry acted as consultants in the design of the Center for New Media currently being constructed at the South City Campus. As a result, there were occasions for these consultants to offer insight and suggestions which were included in the design process for this program.

SLCC music faculty are involved professionally in the music community and have consulted with their colleagues in the industry both formally and informally on numerous occasions regarding the development of this program.

The Music program has a goal of achieving accreditation from the National Association of Schools of Music (NASM) within the next five years. This accreditation will include the existing AS pre-major in Music as well as the proposed AAS degrees in Media Music and Music Recording Technology. Currently, the music

faculty are in the process of gathering information regarding the accreditation requirements and what the costs will be to achieve them. All three tenure-track music faculty members are members of NASM.

### Projected Enrollment

Projected enrollment for this program is based on historical enrollment in introductory music recording courses that are already being taught and survey information from these students indicating interest in pursuing such a degree if it were offered at SLCC. Since these surveys did not distinguish between the Music Recording Technology and Media Music degrees, estimates for program enrollments are divided equally between the two programs.

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio*	Accreditation Req'd Ratio
1	3	5	25/1	N/A
2	12	5	25/1	N/A
3	14	5	25/1	N/A
4	16	5	25/1	N/A
5	18	5	25/1	N/A

*\*Note: Because Music Recording Technology students will be taking courses with students in other music programs, the student-to-faculty ratios listed above reflect the actual ratios in the program courses, not the ratio of Music Recording Technology students to music faculty.*

### Expansion of Existing Program

This program includes both new courses and existing pre-major and general education courses in the Music Department. Enrollment in this department has shown strong increases in the past few years.

	06-07	07-08	08-09	09-10	10-11
Declared Music Pre-majors	75	83	96	107	130
Annualized FTE (all MUSC classes)	169.2	156.8	158.3	195.8	262.7

## Section III: Need

### Program Need

- Many of the students who take music technology classes at SLCC are interested in learning digital audio recording and the production of commercial music, which does not require the more rigorous academic and classical performance-based training generally provided at universities and 4-year colleges throughout Utah. Often these students do not even have the background and training to be successful in a traditional music program. Many, however, do have the talent and motivation to succeed both financially and artistically in the music industry if their training is geared to their needs and goals.
- A program that meets the needs of these students gives them the requisite skills to perform the tasks required in the music recording industry, the business skills to be able to be successful as self-employed entrepreneurs, and the opportunities to build a portfolio of projects that they can use to further their careers in the music industry.
- Students have already shown interest in this program. Sections of the existing introductory classes for this program are consistently filled to capacity.



- The creation of a degree in music recording technology will recognize student achievement in this area and provide an outline of courses and skills that they must develop to prepare them to be successful in a competitive industry.
- No other degree program in music recording technology currently exists among the state's institutions of higher education.

### **Labor Market Demand**

According to the Utah Occupational Report available through the Utah Department of Workforce Services, overall employment of broadcast and sound engineering technicians and radio operators is expected to grow by 8% over the 2008–18 decade, which is about as fast as the average of all occupations. Projected job growth varies among detailed occupations in this field. Employment of audio and video equipment technicians over this same period is expected to grow by 13%. Audio and video equipment is in heavy demand in both new and existing facilities, and many new technicians will be needed to install, maintain, and repair this equipment. A growing number of companies are employing permanent audiovisual technicians. An increase in the use of digital signage and digital theater equipment will also lead to higher demand for audio and video equipment technicians.

Median annual wages of audio and video equipment technicians in May 2008 were \$38,050. The middle 50% earned between \$28,130 and \$51,780. The lowest 10% earned less than \$21,500, and the highest 10% earned more than \$66,030. Median annual wages in motion picture and video industries, which employed the largest number of audio and video equipment technicians, were \$39,410.

Median annual wages of broadcast technicians in May 2008 were \$32,900. The middle 50% earned between \$22,900 and \$49,340. The lowest 10% earned less than \$17,510, and the highest 10% earned more than \$66,550. Median annual wages in radio and television broadcasting, which employed the largest number of broadcast technicians, were \$29,220. Median annual wages of sound engineering technicians in May 2008 were \$47,490. The middle 50% earned between \$32,770 and \$69,700. The lowest 10% earned less than \$23,790, and the highest 10% earned more than \$92,700.

In Utah this occupation is expected to experience average growth with a median annual salary of \$34,490 with a median hourly rate of \$18.

### **Student Demand**

The Performing Arts area of the School of Arts, Communication and New Media (SACNM) has shown a strong increase in enrollments over the past few years; FTEs grew from 456 in 2007-08 to 693 in 2011-12. A portion of this increase can be attributed to students enrolling in the newly created music technology courses that were designed to be the core of this degree program. Introductory courses in this area have been filled to capacity. A recent survey of students revealed that 78% of students enrolled in the Basic Audio Production class (MUSC 1515) are not currently declared music majors; however, 80% of students in introductory-level music technology classes expressed an interest in pursuing a music recording technology or media music AAS degree if it were offered.

### **Similar Programs**

While there are numerous commercial music production programs in the East and along the West Coast, there are very few options from accredited schools for students wishing to study music recording technology in the Intermountain area. The only similar program that is offered in Utah is a Bachelor of

Music in Sound Recording Technology that is offered at Brigham Young University. Many students looking for a music-focused audio recording program must leave the state, usually to California or to schools like the Berklee School of Music in Boston. The Bachelor of Music in Audio Production at the University of Denver is another recently developed option, but all of these choices are far from the Wasatch Front, making them difficult to access for many students.

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

No other USHE institutions currently offer programs in music recording technology. The impact on other USHE institutions should be minimal.

### **Benefits**

The Music Recording Technology AAS degree will position the College to make better use of the facilities being constructed in the Center for New Media. This not only includes the recording studio, MIDI classroom, and mixing studios, but also other facilities such as the film and television sound stages, the editing bays, animation labs, and other multimedia facilities. Nearly every kind of multimedia project in the Center will have some kind of audio component, and the quality of recording - whether it be music tracks, voice-over, or dialog - will have a tremendous impact on the perceived overall quality and value of every project produced in the Center.

One of the highly desirable skills in the recording industry, especially in media production, is the ability to collaborate in a team environment with people from a variety of fields to create a professional-quality multimedia product. Students in this program will be given opportunities to collaborate on projects with students from other programs, including film, communication, and multimedia production programs. As a result, students from all of these programs will benefit.

Many of the projects these students work on will also put them in a position as ambassadors for the school as their work is heard and enjoyed throughout the community. For example, students in a recent music production class composed and recorded musical themes in various formats and lengths for use by SLCCtv, and those themes are now being heard as underscore for the various station ID and public service announcements that are broadcast regularly on the station.

### **Consistency with Institutional Mission**

This program aligns with SLCC's mission to prepare students for local business and industry and to provide lifelong learning opportunities to community members. It strengthens Salt Lake Community College's position as a premiere comprehensive community college in the West by providing a program in a field for which there is a great deal of interest among students but which has not been easily accessible to many in the Intermountain region. A program of this kind, because of its vocational nature, fits well within the mission and role of the community college.

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

### **Program Assessment**

This program strives to combine a solid foundation in traditional musical and technical instruction with opportunities to gain experience working on projects modeled after those regularly encountered by professionals in the music and multimedia production industries.

To assess whether these stated goals are being met, student digital portfolios created throughout the program will be assessed from a randomly selected group of graduating students each year using a departmentally approved rubric that reflects industry standards.

### **Expected Standards of Performance**

The following table outlines the student learning outcomes that represent competencies that graduating students are expected to have achieved, along with the method for assessing each learning outcome to determine if these competencies are being successfully taught and learned. Students' digital portfolios play a prominent role in assessment of their work and the effectiveness of the program. In this type of creative field, actual student work is the most authentic demonstration of competency.

<b>Program Objectives/Student Outcomes</b>	<b>Program Assessments</b>
Students demonstrate the ability to work on all aspects of a music recording project, both recorded in a live performance setting and recorded in a controlled studio setting. These aspects include but are not limited to microphone placement, live sound mixing, tracking and final recording mixing and mastering.	Digital portfolio of work as evaluated by a departmentally approved rubric reflecting industry standards.
Students demonstrate an understanding of the mathematics and science associated with basic electronics and instrumentation technology.	In-class assessments in PHYS 1010 and MUSC 1515; digital portfolio of work as evaluated by a departmentally approved rubric reflecting industry standards.
Students demonstrate an understanding of the mathematics and science associated with musical acoustics, especially as they relate to recording situations including but not limited to studio design, the acoustics of instruments and sound production and performance space acoustics that might affect live audio production.	In-class assessments in MUSC 1530 and 1550; digital portfolio of work as evaluated by a departmentally approved rubric reflecting industry standards.
Students demonstrate the ability to work in a collaborative team environment on professional-quality music projects for both musical and non-musical clients.	Digital portfolio of work as evaluated by a departmentally approved rubric reflecting industry standards.
Students demonstrate the appropriate entrepreneurial skills necessary for a freelance artist including but not limited to portfolio development, networking, promotion/marketing and basic business accounting.	Digital portfolio of work as evaluated by a departmentally approved rubric reflecting industry standards.
Students demonstrate intermediate-level proficiency in academic understanding of the basic structures of music including the ability to compose and analyze music according to common theoretical practices generally accepted in the music industry.	Performance on cumulative final exams given at the end of MUSC 1110 and MUSC 1120 as evaluated by a departmentally-approved rubric based on industry standards.
Students demonstrate intermediate-level proficiency in the ability to fluently read and write music notation in accordance with practices generally accepted in	Performance on cumulative final exams given at the end of MUSC 1130, MUSC 1140 as evaluated by a departmentally-approved rubric based on industry



Program Objectives/Student Outcomes	Program Assessments
the music industry.	standards.
Students demonstrate proficiency in musical performance with appropriate expression, accuracy and artistic value.	In-class performance evaluation in performance ensembles and private lessons; digital portfolio of work as evaluated by a departmentally approved rubric reflecting industry standards.

## Section V: Finance

### Budget

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>					
Projected FTE Enrollment	2.0	10.3	18.5	21.4	24.3
Cost Per FTE	\$0	\$515	\$292	\$515	\$464
Student/Faculty Ratio	25/1	25/1	25/1	25/1	25/1
Projected Headcount	3	12	14	16	18
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Tuition</b>					
Gross Tuition	\$5,280	\$28,552	\$53,951	\$65,420	\$77,896
Tuition to Program	\$4,000	\$10,302	\$10,408	\$16,031	\$16,252
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense</b>					
Salaries and Wages	\$0	\$4,820	\$4,916	\$10,028	\$10,229
Benefits	\$0	\$482	\$492	\$1,003	\$1,023
Total Personnel	\$0	\$5,302	\$5,408	\$11,031	\$11,252
Current Expense	\$12,000	\$7,000	\$5,000	\$5,000	\$5,000
Travel					
Capital	\$18,000	\$0	\$0	\$0	\$0
Library Expense					
<b>Total Expense</b>	\$30,000	\$12,302	\$10,408	\$16,031	\$16,252
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Revenue</b>					
Legislative Appropriation					
Grants and Contracts	\$26,000	\$2,000	\$0	\$0	\$0
Donations					
Reallocation					
Tuition to Program	\$4,000	\$10,302	\$10,408	\$16,031	\$16,252
Fees					
<b>Total Revenue</b>	\$30,000	\$12,302	\$10,408	\$16,031	\$16,252
<b>Difference</b>					
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

*\*Note: This program builds upon existing programs and courses. Only the incremental cost of new sections is included in this budget. Curriculum development and capital costs are shared with the Media Music program.*

### **Funding Sources**

This program will be funded by grants and tuition dedicated to the program. Proceeds from the Community Based Job Training (CBJT) grant will support new course development and capital expenditures for new equipment to support electronic music recording and editing equipment. As many of the courses required for this degree are already being taught under existing budgets, additional costs generated by new Music Recording Technology students will be offset by tuition revenue.

### **Reallocation**

Not applicable.

### **Impact on Existing Budgets**

Not applicable. The effect on existing budgets will be minimal as many of the courses required for this degree are already being taught under existing budgets.

## **Section VI: Program Curriculum**

### **All Program Courses**

<b>Course Prefix and Number</b>	<b>Title</b>	<b>Credit Hours</b>
<b>General Education</b>		
ENGL 1010	Introduction to Writing (EN)	3
MATH 1010	Intermediate Algebra (QS) -or- Any other QS or QL course	4
COMM 1010	Elements of Effective Comm. (CM, IN) -or- Any other CM course	3
COMM 2110	Interpersonal Communication (HR,ID) -or- Any other HR course	3
Distribution Courses	Recommended: (FA) - MUSC 1010, MUSC 1030, or MUSC 1040 (ID) - MUSC 1500	6
<b>Sub-total</b>		<b>19</b>
<b>Core Courses</b>		
PHYS 1010	Elementary Physics (PS)	3
MUSC 0990 (must take 4X)	Recital Attendance	0
MUSC 1110	Music Theory I	3
MUSC 1120	Music Theory II	3
MUSC 1130	Sight Singing/Ear Training I	1
MUSC 1140	Sight Singing/Ear Training II	1
MUSC 1300	Money and Creative Professionals	1
MUSC 1515	Basic Audio Production	3



Course Prefix and Number	Title	Credit Hours
MUSC 1520	Introduction to MIDI/Electronic Music Composition	3
MUSC 1530	Music Recording Techniques	3
MUSC 1550	Musical Acoustics	3
MUSC 2500 (must take 2X)	Music Production Group	8
Various course numbers (must take 2X)	Performance Ensemble	2
<b>Sub-Total</b>		<b>34</b>
<b>Elective Courses</b>		
MUSC 1050	Songwriting I	2
MUSC 1060	Songwriting II	2
MUSC 1510	Desktop Music Publishing	3
MUSC 1540	MIDI II/Media Music Composition	3
MUSC 2110	Music Theory III	3
MUSC 2120	Music Theory IV	3
MUSC 2130	Sight Singing/Ear Training III	1
MUSC 2140	Sight Singing/Ear Training IV	1
MUSC 2520	Music Scoring for Film	3
MUSC xxxx (up to 4X)	Private Vocal or Instrumental Lessons (Music Major Level)	4
MUSC xxxx	Performance Ensemble (additional semesters)	1 each sem.
<b>Sub-Total</b>		<b>10</b>
<b>Total Number of Credits</b>		<b>63</b>

### New Courses to Be Added in the Next Five Years

- MUSC 1560 Music Mixing Techniques 3 Credit Hours

Music Mixing Techniques is designed to teach intermediate to advanced concepts in editing and mixing of digital multitrack audio. Students will be given the opportunity to work in a commercial style recording facility and learn to use equipment and methods that are consistent with current recording industry practices.

- MUSC 2540 Music Composition for Games and Multimedia 3 Credit Hours

Instruction and practice in composing music for use in computer games and multimedia applications. Students will study existing music created for computer programs, will learn about the process of working with programmers to produce music for computer applications, and will compose and record their own music and sound effects package to meet the specs of a computer game design.

- MUSC 2550 Music Internship 1-3 Credit Hours (variable)

The Music Internship is an opportunity for students to gain college credit for participating in an internship with a professional recording studio or related business such as an audio post facility or pro-audio dealer under the guidance of an SLCC faculty member.

- MUSC 2590 Ear Training for Audio Engineers 1 Credit Hour

Ear Training for Audio Engineers gives music recording technology students additional field-specific training in hearing and analyzing audio signals.



## **Program Schedule**

### **Semester 1 - Fall Year 1**

- MUSC 990 - Recital Attendance (0 credits)
- MUSC 1110 - Music Theory I (3 credits)
- MUSC 1130 - Sight Singing/Ear Training I (1 credit)
- MUSC 1150 - Group Piano I (1 credit) - only if needed for the piano proficiency requirement
- MUSC 1300 - Money and Creative Professionals (1 credit)
- MUSC 1515 - Basic Audio Production (3 credits)
- MUSC 1520 - Introduction to MIDI/Electronic Music Composition (3 credits)
- Quantative Studies (QS) GE Course (4 credits)

**16 credits total**

### **Semester 2 - Spring Year 1**

- PHYS 1010 Elementary Physics (PS) (3 credits)
- MUSC 990 - Recital Attendance (0 credits)
- MUSC 1120 - Music Theory II (3 credits)
- MUSC 1140 - Sight Singing/Ear Training II (1 credit)
- MUSC 1160 - Group Piano II (1 credit) - only if needed for the piano proficiency requirement
- MUSC 1530 - Music Recording Techniques (3 credits)
- Distribution GE course (3 credits)
- Composition (EN) GE course (3 credits)

**17 credits total**

### **Semester 3 - Fall Year 2**

- MUSC 990 - Recital Attendance (0 credits)
- MUSC 1550 - Musical Acoustics (3 credits)
- MUSC 2500 - Music Production Group (4 credits)
- Performance Ensemble (1 credit)
- Music Elective Course (2 or 3 credits)
- Music Elective Course (2 or 3 credits)
- Distribution GE course (3 credits)

**15 to 17 credits total**

### **Semester 4 - Spring Year 2**

- MUSC 990 - Recital Attendance (0 credits)
- MUSC 2500 - Music Production Group (4 credits)
- Performance Ensemble (1 credit)
- Music Elective Course (2 or 3 credits)
- Music Elective Course (2 or 3 credits)
- Human relations (HR) GE course (3 credits)
- Communication (CM) GE course (3 credits)

**15 to 17 credits total**

## **Section VI: Faculty**

### **Assistant Professors:**

- Thomas C. Baggaley, MA Music, BM Composition – Music theory, sight singing/ear training, MIDI, musical acoustics, music production, musical scoring for film, desktop music publishing, money and creative professionals.
- Craig Ferrin, PhD Music Education, MA, BM – Instrumental music performance, recital attendance.
- Lyle Archibald, DMA, MM, BA – Vocal music performance and conducting.
- Jon Clark, MFA – Basic audio production and music recording techniques.

**Instructor:**

- Stephen Sue, MA, BA Music Technology – Basic audio production, MIDI, electronic music composition, music recording techniques, musical acoustics, music production.

March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Award Amounts for New Century and Regents' Scholarship Awards 2012-13

Background

The New Century Scholarship was established by the Utah Legislature in 1999 to encourage students to accelerate their education by earning an Associate's degree in high school from an institution within the Utah System of Higher Education. The Utah Legislature created the Regents' Scholarship in 2008 to encourage Utah high school students to prepare for college academically and financially by taking a core course of study during grades 9-12, while also saving for college. The Board of Regents is authorized to set the award amounts based on legislative appropriation and number of qualified applicants. Since 2010, the Commissioner's Office, in behalf of the Board of Regents, has also been required by law to advise scholarship applicants and potential applicants that the level of awards are subject to legislative appropriation and may be reduced and vary from year to year.

For the Regents' Scholarship, the Base Award is a one-time payment of up to \$1,000 for students who complete a core course of study, earn a minimum GPA, meet minimum grades on specific courses, and ACT requirements. Students qualify for the Exemplary Achievement Award by having no grade lower than a "B" in the required classes, at least a 3.5 cumulative GPA, and a composite ACT score of 26. The Exemplary Award is a flat dollar amount and the maximum amount a recipient may receive is \$1250 per semester, renewable for up to 65 credits or four semesters (whichever is first). The Utah Educational Savings Plan (UESP) Supplemental Award is available for students who earn the Base Award and who have contributed to a UESP account during ages 14-17 (a maximum of \$100 per year for each \$100 contributed to their account). The scholarship may be used at any public college or university within the Utah System of Higher Education, as well as at Brigham Young University, LDS Business College and Westminster College.

Issue

The application deadline for both scholarships is February 1, in time to advise the Legislature so they can take into account demand for the scholarships as they make budget decisions. On February 8, 2012, a



memo was provided to the co-chairs of the Higher Education Appropriations Subcommittee advising them that the New Century Scholarship is expected to see the number of awards drop by 30% in 2012-13, and thus no additional appropriation was needed this year. In contrast, applications for the Regents' Scholarship has increased by 22%, and it is also apparent that compliance with scholarship requirements has substantially increased, meaning an overall increase in awards estimated to grow by 50-60%. They were advised that without an increase in funding, the Regents' Exemplary Award would need to be reduced from \$1,250 per semester to \$460. To fully fund the award, \$1.7 million in additional appropriations is needed for 2012-13. Subsequently, the Higher Education Appropriations Subcommittee recommended to the Executive Appropriations Committee a \$1.7 million increase in funding.

As the Executive Appropriations Committee considered all of the requests from the various subcommittees, decisions were made in order to balance the budget that resulted in reducing many of these recommendations. As a result, the increased amount for the Regents' Scholarship was reduced from \$1.7 million to \$1 million. Subsequently, the co-chairs of the Executive Appropriations Committee and other legislative leaders were advised by the Commissioner's Office that funding at this level would require reducing the Regents' Exemplary awards from \$1,250 to \$900 per semester; however, the amount of new money appropriated remained at \$1 million.

#### Commissioner's Recommendation

The Commissioner recommends that, pursuant to Utah Code Annotated 53B-8-108(8)(b), the Board approve the following amounts for the New Century and Regents' Scholarships for the academic year 2012-13:

<u>New Century Scholarship:</u>	<u>\$1,250 per semester</u>
<u>Regents' Base Award:</u>	<u>\$1,000 one-time (100% of full amount)</u>
<u>Regents' Exemplary Award:</u>	<u>\$ 900 per semester (71% of full amount)</u>
<u>Regents' UESP Savings Match</u>	<u>Up to \$400 one-time (100% of full amount)</u>

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William A. Sederburg  
Commissioner of Higher Education

WAS/DB

March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revisions to Policy R604, New Century Scholarship

Issue

The New Century Scholarship is currently in its 13<sup>th</sup> year of operation. Attached are modifications to Regents' policy to provide greater clarity and to conform it to match administrative practices pertaining to probation status, remaining eligibility and forfeiture. In summary the changes are:

- If the recipient fails to maintain a 3.0 GPA or higher in a single semester the recipient is placed on probation and shall earn a 3.0 GPA or higher the following semester to maintain eligibility.
- If the recipient at any time fails to maintain a 3.0 GPA or higher following probation the scholarship will be revoked.

These changes are tracked and are found on page six of the enclosed copy of the policy

Commissioner's Recommendation

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

---

William A. Sederburg  
Commissioner of Higher Education

WAS/MMK  
Attachment



**R604-1. Purpose:** The New Century Scholarship encourages students to accelerate their education by earning an Associate's degree I in high school from an institution within the Utah System of Higher Education.

### R604-2. References

- 2.1. Utah Code [§53B-8-105](#) (2010).
- 2.2. Policy and Procedures [R609](#), Regents' Scholarship.

### R604-3. Definitions

- 3.1. "Applicant": is a student who is in their last term in high school and on track to complete the high school graduation requirements of a public school established by the State Board of Education and the student's school district or charter school or a private high school in the state that is accredited by a regional accrediting body approved by the Utah State Board of Regents, or a Home school student.
- 3.2. "Associate's Degree": An Associate of Arts, Associate of Science, or Associate of Applied Science degree received from or verified by a regionally accredited institution within the Utah System of Higher Education. If the institution does not offer the above listed degrees, equivalent academic requirements will suffice under subsection 3.4.2. of this policy.
- 3.3. "Awards": New Century Scholarship funds.
- 3.3. "Board": The Utah State Board of Regents.
- 3.4. "Completes the requirements for an Associate's degree": Means that an applicant completes either of the following:
  - 3.4.1. all the required courses for an Associate's degree from a institution within the Utah System of Higher Education that offers Associate's degrees; and applies for the Associate's degree from the institution; or
  - 3.4.2. all the required courses for an equivalency to the Associate's degree from a higher education institution within the Utah System of Higher Education that offers Baccalaureate degrees but does not offer Associate's degrees.<sup>2</sup>
- 3.5. "Full-time": a minimum of twelve credit hours.
- 3.6. "High school": a public high school established by the Utah State Board of Education or private high school within the boundaries of the State of Utah. If a private high school, it shall be accredited by a regional accrediting body approved by the Board.

<sup>1</sup> Adopted June 4, 1999, amended July 12, 1999, April 20, 2001, May 31, 2002, September 15, 2006. Amended and approved by the Board of Regents October 16, 2009, April 1, 2010, and March 25, 2011.

<sup>2</sup> Please note the requirement to have the coursework certified by the campus registrar under subsection 5.3 of this policy.



**3.7. "High school graduation date":** the day on which the recipient's class graduates from high school. For home-schooled student refer to subsection 4.2.1 of this policy.

**3.8. "Home-schooled":** refers to a student who has not graduated from a Utah high school and received a high school grade point average.

**3.9. "Math and science curriculum":** the rigorous math and science curriculum developed and approved by the Board which, if completed, qualifies a high school student for an award. Curriculum requirements can be found at the website of the Utah System of Higher Education.

**3.10. "New Century Scholarship":** a renewable scholarship to be awarded to applicants who complete the eligibility requirements of section 4.4 of this policy.

**3.11. "Reasonable progress":** enrolling and completing at least twelve credit hours during Fall and Spring semesters and earning a 3.0 GPA or higher each semester. If applicable, students attending summer must enroll full-time according to their institution and or program policy regarding full-time status.

**3.12. "Recipient":** An applicant -who receives an award under the requirements set forth in this policy.

**3.13. "Renewal Documents":** a college transcript demonstrating that the recipient has met the required semester GPA and a detailed schedule providing proof of full-time enrollment for the semester which the recipient is seeking award payment.

**3.14. "Scholarship Review Committee":** the committee to review New Century Scholarship applications and make final decisions regarding awards.

**3.15. "Two years of full-time equivalent enrollment":** is equal to four semesters of full-time enrollment (minimum of twelve credit hours per semester).

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

**R604-4. Recipient Requirements:** This section enumerates the requirements to qualify as a recipient. Subsection 4.1. creates the general academic requirements. Subsections 4.2 and 4.3 clarify the exceptions and requirements specific for home-schooled students and students whose graduation date occurs in 2010 or before. Subsections 4.4. through 4.7. establish other generally applicable requirements.

**4.1 General Academic Requirements:** Unless an exception applies, to qualify as a recipient a student shall:

**4.1.1.** complete the requirements for an Associate's degree<sup>3</sup> or the math and science curriculum at a regionally accredited institution within the Utah State System of Higher Education

**4.1.1.1.** with at least a 3.0 grade point average

**4.1.1.2.** by student's high school graduation date; and

---

<sup>3</sup> Please refer to section 3.4 for clarification.

- 4.1.2. complete the high school graduation requirements of a Utah high school with at least a 3.5 cumulative grade point average.

4.2. **Utah Home-schooled Students:** For Utah home-schooled students the following exceptions and requirements apply:

4.2.1. **High School Graduation Date for Home-schooled Students:**

4.2.1.1. **Completes High School in 2011 and After:** If a home-schooled applicant would have completed high school in 2011 or after, the high school graduation date (under subsection 4.1.1.2.) is June 15 of the year the student would have completed high school;

4.2.1.2. **Completes High School in 2010 and Before:** If a home-schooled applicant would have completed high school in 2010 or before, the high school graduation date (under subsection 4.1.1.2) is September 1 of the year the student would have completed high school.

4.2.2. **ACT Composite Score Requirement:** A composite ACT score of 26 or higher is required in place of the high school grade point average requirement (under subsection 4.1.2).

4.3. **Mandatory Fall Term Enrollment:** A recipient shall enroll full-time at an eligible institution by Fall semester immediately following the student's high school graduation date or receive an approved Deferral or Leave of Absence from the Board under subsection 8.7 of this policy.

4.4. **Citizenship Requirement:** A recipient shall be a citizen of the United States or a noncitizen who is eligible to receive federal student aid.

4.5. **No Criminal Record Requirement:** A recipient shall not have a criminal record, with the exception of a misdemeanor traffic citation.

4.6. **Regents Scholarship:** A recipient shall not receive both an award and the Regents' Scholarship established in Utah Code §53B-8-108 and administered in R609.

**R604-5 Application Procedures:** This section establishes the basic application procedures for an award.

5.1 **Application Contact:** Qualifying students will apply for the award through the Board.

5.2 **General Procedure:** An application for an award shall contain the following:

5.2.1 **Application Form:** the official application will become available on New Century website each November prior to the February 1 deadline.

5.2.2. **College Transcript:** an official college transcript showing college courses, AP and transfer work an applicant has completed to meet the requirements for the Associate's degree and verification the date the award was earned; and

5.2.3. **High School Transcript:** an official high school transcript with high school graduation dated posted (if applicable).

5.2.4. **ACT Score:** a copy of the student's verified ACT score (if applicable).



**5.3. Registrar Verification:** If an applicant is enrolled at an institution which does not offer an Associate's degree or an institution that will not award the Associate's degree until the academic on-campus residency requirement has been met, the registrar must verify that the applicant has completed the equivalent academic requirements under 4.1.1.

**5.4. Application Deadline:** Students shall meet the following deadlines:

**5.4.1. Application Submission:** Applicants must submit a scholarship application to the scholarship review committee no later than February 1 of the year of their high school graduation date or the year they would have graduated from high school.

**5.4.2. Support Documentation Submission:** All necessary support documentation shall be submitted on or before September -1 following the student's high school graduation date. In some cases exceptions may be made as advanced placement and transfer work verification may be delayed at an institutional level and no fault of the applicant. Scholarship awards may be denied if all documentation is not complete and submitted by the specified deadlines. And if any documentation demonstrates that the applicant did not satisfactorily fulfill all coursework and GPA requirements, or if any information, including the attestation of criminal record and citizenship status, proves to be falsified.

**5.4.3. Priority Deadline:** A priority deadline may be established each year. Applicants who meet the priority deadline may be given first priority of consideration for awards.

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

**R604-6 Awards:** This section establishes the total value of an award, the power of the Board to change that value, and the eligible institutions where the award may be used.

**6.1 Value of the Award:** The award is up to the amount provided by the law and determined each Spring by the Board based on legislative funding and number of applicants. The total value may change in accordance with subsection 6.3. The award shall be disbursed semester-by-semester over the shortest of the following time periods:

**6.1.1.** Four semesters of full-time enrollment (minimum of twelve credit hours per semester.)

**6.1.2.** Sixty credit hours;

**6.1.3** Until the student meets the requirements for a Baccalaureate degree.

**6.3. Changes in Award Amount:** This subsection details the instances when award amounts may be changed by the Board.

**6.3.2. The Board May Decrease Award:** If the appropriation from the Utah Legislature for the scholarship is insufficient to cover the costs associated with the scholarship, the Board may reduce or limit the award under both subsections 6.1.

**6.4. Eligible Institutions:** An award may be used at either



**6.4.1. Public Institution:** a four-year institution within the Utah System of Higher Education that offers Baccalaureate programs; or

**6.4.2. Private Nonprofit Institution:** a private not-for-profit higher education four-year institution in the state of Utah accredited by the Northwest Association of Schools and Colleges that offers Baccalaureate programs.

**6.5. Enrollment at Multiple Institutions:** The award may be used at more than one of the eligible institutions within the same semester for the academic year 2010-11. However, starting in 2011 when the award goes to a flat rate the award may only be used at the institution from which the students is earning a Baccalaureate degree.

**6.6. Student Transfer:** The award may be transferred to a different eligible institution upon the request of the recipient.

**6.7. Financial Aid and other Scholarships:** With the exception of the Regents' Scholarship (as detailed in subsection 4.7 of this policy) tuition waivers, financial aid, or other scholarships will not affect a recipient's total award amount.

**R604-7 Disbursement of Award:** This section details the disbursement of the award amounts.

**7.1. Disbursement Schedule of Award:** The award shall be disbursed semester-by-semester over the shortest of the following time periods:

**7.1.1.** Four semesters of full-time enrollment;

**7.1.2.** ~~S~~sixty credit hours; or

**7.1.3.** ~~U~~ntil the recipient meets the requirements for a baccalaureate degree.

**7.2. Enrollment Documentation:** The recipient shall submit to the Scholarship Review Committee a detailed copy of a class schedule verifying that the recipient is enrolled full-time (twelve or more credits) at an eligible institution. Documentation must include the student's name, the semester the recipient will attend, institution that they are attending and the number of credits the recipient is enrolled.

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

**7.4. Dropped Hours after Award:** If a recipient drops credit hours after having received the award which results in enrollment below full-time the scholarship will be revoked (see 8.1) unless the student needs fewer than twelve hours for completion of a degree. -.

**R604-8. Continuing Eligibility:** This section establishes the expectations of recipients to renew their award.

**8.1 Reasonable Progress Toward Degree Completion:** The Board may cancel a recipients scholarship if the student fails to:

**8.1.1. Maintain 3.0 GPA:** to maintain a 3.0 grade point average or higher for each semester for which he or she has received awards. If the recipient fails to maintain a 3.0 GPA or higher in a single semester the recipient is placed on probation and shall earn a 3.0 GPA or better the following semester to maintain eligibility; or

**8.1.2. Reasonable Progress:** to make reasonable progress (twelve credit hours) toward the completion of a Baccalaureate degree and submit the documentation by the deadline as described in subsection 8.2. A recipient must apply and receive an approved deferral or leave of absence under subsection 8.7 if he or she will not enroll full-time in continuous Fall and Spring semesters.

**8.2. Duty of Student to Report Reasonable Progress:** Each semester, the recipient must submit to the Board a copy of his or her grades to verify that he or she is meeting the required grade point average and is completing a minimum of twelve semester hours. Students will not be paid for the coming semester until the requested documentation has been received. If the recipient at any time fails to maintain a 3.0 GPA or higher following probation for two consecutive semesters or fails to enroll and complete twelve credit hours, the scholarship will be revoked. These documents must be submitted by the following dates:

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

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

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

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

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

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

**8.3. Probation:** If a recipient earns less than a 3.0 GPA in any single semester, the recipient must earn a 3.0 GPA or better the following semester to maintain eligibility for the scholarship. If the recipient again at anytime earns less than a 3.0 GPA the scholarship will be revoked.

**8.4. Final Semester:** A recipient will not be required to enroll full-time if the recipient can complete the degree program with fewer credits.

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

**8.6. No Guarantee of Degree Completion:** An award does not guarantee that the recipient will complete his or her Baccalaureate program within the recipient's scholarship eligibility period.

**8.7. Deferral or Leave of Absence:**



**8.7.1.** A recipient shall -apply to the Board for a deferral of award or a leave of absence if they do not continuously enroll- full-time.

**8.7.2.** A deferral or leave of absence will not extend the time limits of the scholarship under subsection 8.5.

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

## **R604-9 Appeals**

**9.1 Scholarship Determinations:** Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions are made, at the discretion of a Scholarship Review Committee. Awards are based on available funding, applicant pool, and applicants' completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his/her application..

**9.2. Appeals:** Applicants and recipients have the right to appeal an adverse decision.

**9.2.1** Appeals shall be(postmarked) within 30 days of date of notification by submitting a completed Appeal Application found on the program website.

**9.2.2** An appeal filed before the applicant/recipient receives official notification from the Regents' Scholarship Review Committee regarding their application, will not be considered.

**9.2.3.** The appeal shall provide evidence that an adverse decision was made in error, such as that in fact, the applicant/recipient met all scholarship requirements and submitted all requested documentation by the deadline.

**9.2.4** Appeals are not accepted for late document submission.

**9.2.5** A submission of an appeal does not guarantee a reversal of the original decision.

**9.2.6** It is the applicant/recipient's responsibility to file the appeal, including all supplementary documentation. All documents shall be mailed to the New Century Scholarship address.

**9.2.7** Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education



March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: 2011 Report of the HigherEdUtah2020 Plan

Issue

The 2011 Report is the inaugural annual report of the HigherEdUtah2020 Plan, which the Board approved December 9, 2010 with an expectation of receiving an annual report of the immediate past year's progress towards attaining Board approved strategic goals. The reporting period for the 2011 Report was the calendar year 2011. However, going forward it is proposed that the reporting period shift to the academic and fiscal year July 1 – June 30 to better coincide with the natural reporting, planning and budgeting cycles of our USHE institutions. This change in the reporting period and cycle of the annual USHE planning reports is supported by the institutional planners who help compile the annual report and the Council of Presidents. With Board approval for this change, the reporting period and cycle would become effective for the next annual planning report, which would cover the period of July 1, 2011 – June 30, 2012.

Background

The 2011 Report provides an update on the various initiatives—current and future—that are helping Utah and the Board of Regents attain the current “big goal” to have 66% of Utahns—men and women age 25 to 64—with a postsecondary degree or certificate by the year 2020. The report also contains institutional updates from the eight USHE institutions regarding their prioritized initiatives aimed at doing their part towards attaining the “big goal” and relative to their distinctive institutional mission and role within Utah's system and network of higher education institutions.

The composition for the annual planning report will begin in July of each year with the Board reviewing its general outline and identifying its strategic priorities for the next reporting period during the Board's September board meeting. A final draft copy of the annual planning report would then come before the Board during its November board meeting for final approval before the report is printed and distributed broadly. This change in the reporting cycle will ensure the annual planning report is “in hand” and ready to use prior to and during each legislative session.

### Policy Issues

The HigherEdUtah2020 Plan is the "master strategic plan" for the Utah System of Higher Education and is posted under the "Master Planning" Regents' Policy and Procedures web page under R302. It is proposed that the annual planning reports—thus, the 2011 Report for this next year—be posted as R303, rotating annually with each updated and Board approved report.

### Commissioner's Recommendation

The Commissioner recommends the Regents' receive the 2011 Report of the HigherEdUtah2020 Plan, approve the annual planning reporting period and cycle be from July 1 – June 30, and post each annual planning report under Regents' policy R303.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/CKM  
Attachment



# HigherEdUtah2020

2011 Report



# Utah Educational Savings Plan

Helping Utah families reach their college savings goals

When Salt Lake City resident Duane Hill and his late wife, Corrine, heard about the just-launched Utah Educational Savings Plan (UESP) in 1996, they opened UESP college savings accounts for their two granddaughters. The accounts turned out to be the first two opened with UESP.

UESP helped Duane and Corrine save for their granddaughters' future higher education expenses through its low fees, flexibility, and family-friendly investment options. Duane and Corrine also enjoyed the federal and Utah state income tax benefits UESP offers plan participants. Eligible account owners today enjoy:

- A 5 percent Utah state income tax credit on qualified contributions up to \$1,780 (single filers) or \$3,560 (joint filers) *per qualified beneficiary*. (To qualify for the credit, the beneficiary on the account must have been designated as such before age 19.)
- Tax-deferred growth on earnings
- Withdrawals that are exempt from federal and Utah state income taxes when used for qualified higher education expenses of the beneficiary at an eligible educational institution

It's been 15 years since those first accounts were opened. Today, nearly 193,000 UESP accounts owned by both Utah and non-Utah residents hold more than \$4 billion in college savings.

Utah families are committed to providing their children the opportunity for post-high school education, as evidenced by the thousands of UESP accounts owned by Utah residents. That commitment is good news for Utah's 2020 Plan, as a child with a college savings account is seven times more likely to pursue a higher education.<sup>1</sup>

Last fall, Duane and Corrine's eldest granddaughter, Marley Rose Hill-Filben, started her first semester of college. Even as a scholarship recipient who works part-time, Marley says she would be struggling to cover the costs of higher education without the savings in her UESP account. "It takes a weight off my shoulders," says Marley. "It's just so smart to start a college savings plan."

Visit [uesp.org](http://uesp.org) or call 800.418.2551 to learn how top-rated UESP can benefit you and your family.

<sup>1</sup>William Elliott III and Sondra Beverly, "The Role of Savings and Wealth in Reducing 'Wilt' between Expectations and College Attendance," Washington University in St. Louis, George Warren Brown School of Social Work, Center for Social Development, January 2010, CSD Publication No. 10-04, 2; <http://csd.wustl.edu/Publications/Documents/RB10-04.pdf>



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**Utah Educational Savings Plan®**

Utah's Official Nonprofit 529 College Savings Program

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*"The Utah Educational Savings Plan raises the bar. . . . The plan's 'Top' rating reflects the straightforward, low-cost investment options and strong management."*

Morningstar, Inc., October 2011

Read the Program Description for more information and consider all investment objectives, risks, charges and expenses before investing. Call 800.418.2551 for a copy of the Program Description or visit [uesp.org](http://uesp.org).

Investments in UESP are not guaranteed by UESP, the Utah State Board of Regents, the Utah Higher Education Assistance Authority (UHEAA) or any other state or federal agency. However, Federal Deposit Insurance Corporation (FDIC)

insurance is provided for the FDIC-insured savings account. Please read the Program Description to learn about the FDIC-insured savings account. Your investment could lose value.

Non-Utah taxpayers and residents: You should determine whether the state in which you or your beneficiary pay taxes or live offers a 529 plan that provides state tax or other benefits not otherwise available to you by investing in UESP. You should consider such state tax treatment and benefits, if any, before investing in UESP.

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# THE BIG GOAL



## Utah's Goal for Higher Education

**E**xcellence in education is part of the bedrock that underlies Utah's success, well-being, and prosperity. Education lays a foundation for growth, and—specifically—higher education provides opportunities for employment, service, leadership, and personal enrichment. Yet this bedrock is under stress from societal and economic forces, including complex social issues that require informed, creative leadership and the demands of a global economy that necessitate innovation and skill. To succeed and excel under these pressures, higher education in Utah must achieve a new level of excellence. Higher education must be strengthened and empowered to increase the educational attainment of Utahns, supporting the state's quality of life and economic prosperity.

Last year the Board of Regents and Commissioner of Higher Education

established a **big goal** for Utah: to have 66% of Utahns—men and women ages 25-64—with a postsecondary degree or certificate by the year 2020. This **big goal** was also adopted in 2010 by the Governor's Education Excellence Commission;<sup>1</sup> a panel of educators, elected officials, and business leaders. Central to Utah's **big goal** are strategies to increase higher education participation and completion rates across the state—public and private institutions alike.

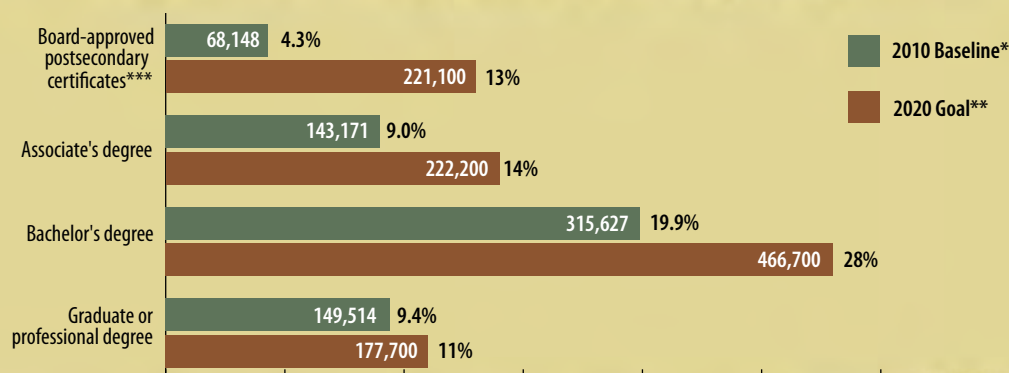
Current levels of educational attainment are insufficient to meet projected workforce demands. According to 2010 Census data and estimates on postsecondary certificate

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<sup>1</sup> The Governor's Education Excellence Commission expanded its 66% goal statement to include the population of Utahns 20-64. The Board of Regents 66% goal targets Utahns 25-64 because national higher education data reporting sources and databases begin tracking and reporting levels of educational attainment at age 25.



Figure 1: Utah's Big Goal: Postsecondary Educational Attainment Levels by 2020 • Ages 25-64



\* 2010 Census  
 \*\* Goal based on 66% completion rate  
 \*\*\* 2010 estimate of 4.3% holding a certificate as highest postsecondary award

attainment, only 43% of Utah's adult population has a postsecondary credential. Yet, a notable report from the Georgetown Center on Education and Workforce and other sources indicate that 66% of jobs in Utah within the next ten years will require some form of postsecondary education.<sup>2</sup> A more educated workforce will be needed to compete in the current knowledge-based and global economy; specifically, to meet real workforce demands, attract strong business, and create new opportunities, as well as to promote a healthy, vital society.

Specific degree attainment goals have been crafted for Utah, based on an analysis of the Georgetown study, a Utah survey by the

Cicero Group, and data from the U.S. Census Bureau. By 2020, Utah aims to have at least the following percentages of degrees held by its workforce population:

- 13% Board-approved Certificates
- 14% Associate's degrees
- 28% Bachelor's degrees
- 11% Graduate or professional degrees.

Figure 1 shows the current level of educational attainment compared to Utah's goals for higher educational attainment by the year 2020. Goals for specific credentials are dynamic and will continue to change along with the economic demands of the state. Notably, growth is needed in all areas of postsecondary attainment. Achieving the **big goal** requires the cooperation of all levels of postsecondary education, both public and private.

<sup>2</sup> The Georgetown University Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements through 2018*, June 2010, by Anthony P. Carnevale, Nicole Smith, Jeff Strohl.

## The Benefits of Higher Education

Education, particularly well-focused higher education, benefits both the individual and the community through economic stability and a deeper, richer quality of life.

Higher education undeniably has an economic benefit. Research clearly shows that economic prosperity is directly linked to individual and collective educational achievement. As education levels increases, individual earning potential also increases, unemployment decreases, and contribution to the tax base increases (see Figure 2). According to estimates from the Utah Taxpayers Association and the U.S. Census Bureau, 88% of

Utah's taxes are paid by people with a postsecondary education (see Figure 3). Much evidence also shows that in a knowledge-based economy, a higher level of education among the population stimulates economic growth as a whole, while educational mediocrity places the state's economy and way of life in serious jeopardy.<sup>3</sup> These factors point to higher education as key to the health of the economy in Utah.

In addition, there are social benefits directly tied to education that have impact on both the economy and other aspects of the quality of life in Utah. The Education Pays 2010 report documents the returns

<sup>3</sup> See *A Nation at Risk: The Report of the National Commission on Excellence in Education*, 1983.

## When a Promise is a Promise

*First-generation Aggie, next-generation veterinarian*



For as long as she can remember, LaDonya Jackson has held in absolute clarity the dream she is now eagerly pursuing as a beneficiary of the Aggie Promise Endowment at Utah State University. Every elementary school report, every pie-in-the-sky discussion of her future expressed the same dream: her being a veterinarian.

Jackson's natural gifts for math and science led one teacher to encourage her to medical school instead. And while, for a second, the option seemed logical, until Jackson realized that she wanted to wake up every morning and do what she loves.

The fact that Jackson could even recognize such an epiphany, that she could visualize herself as the first-ever college graduate in her family, speaks volumes of the urgent "escape away from everything" her mother was able to orchestrate several years earlier. Jackson's mother moved her family from a gang-ridden, drug-infested neighborhood in Stockton, California, to San Jose, California. The move was not without its challenges, but it eventually facilitated Jackson taking advanced placement classes in high school, working tirelessly at her mother's day care facility, and, more importantly, determining a plan that widened her perspective and became the "beginning of getting everything together."

Jackson first envisioned a future at Utah State University when she heard a speech by former Aggie

football player Raymond Farris ('87). During his remarks, Farris mentioned the Aggie Promise Endowment designed by USU President Stan Albrecht to provide a financial vote of confidence to first-generation students who might not otherwise get the chance to chase dreams of a college education.

"I heard him talk about it and I looked USU right up and saw that it had vet science programs," Jackson says. "I was scared at first because I wasn't sure what I was doing, but it seemed like doors were opening, and I felt like I needed to get up and go. So I got up and went." Without knowing how things will play out exactly, Jackson accepted her Aggie Promise on a Thursday and left for Logan the following Wednesday. No pause or wait, just get up and go. "I think that's mostly from watching my mom," she says. "Life isn't always a straight plot. There are many avenues to try, but you have to get up and try."





that both individuals and society as a whole receive from investments in higher education.<sup>4</sup> A synopsis of these benefits includes:

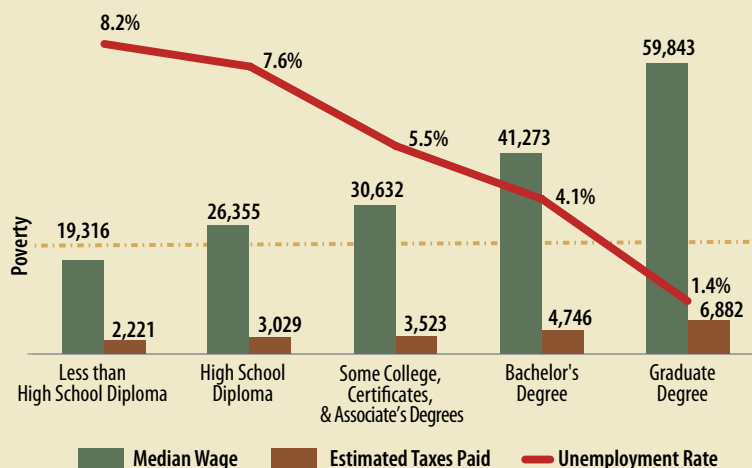
- College education leads to healthier lifestyles, reducing health care costs for individuals, families, and society.
- College-educated parents engage in more educational activities with their children, who are better prepared for school than other children.
- College-educated adults are more likely than others to receive health insurance and pension benefits from their employers and be satisfied with their jobs.
- Adults with higher levels of education are more active citizens than others, including donating their time to organizations, voting, and civic involvement.

These benefits apply equally to educated individuals who are engaged in the workforce and those who are not, for instance, those who direct their time to nurturing children or caring for elderly parents. In other words, stay-at-home parents are better equipped to handle the demands of managing a household having earned a formal college degree or credential.

A well-educated society contributes to a thriving middle class—individuals and families

<sup>4</sup> College Board, *Education Pays: The Benefits of Higher Education for Individuals and Society*, 2010.

Figure 2: Median Wages, Taxes & Unemployment by Education Level



Source: U.S. Census Bureau, American Communities Survey 2009  
 Utah Taxpayers Association (11.5% tax rate)  
 \*Utah Dept. of Workforce Services (Food stamp qualification for family of four, \$26,856)

Figure 3: Utah Population 25 and Over by Education Level and State Tax Contribution

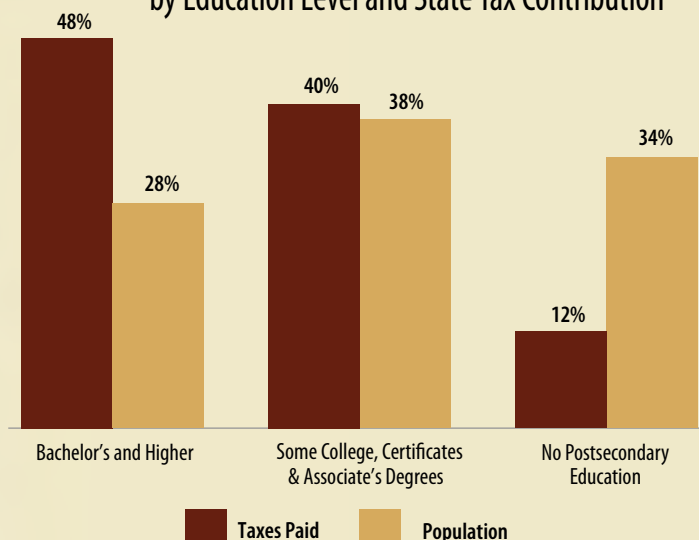
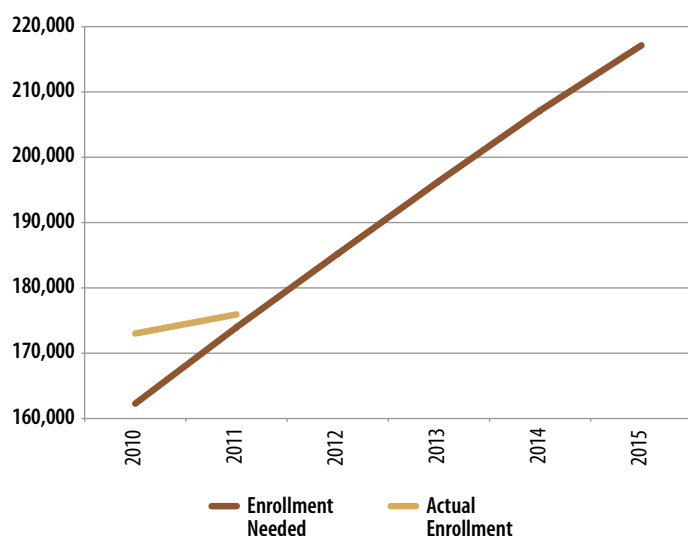






Figure 4: USHE Enrollment Projections for 55% of Utahns 25-64 to Achieve an Associate's Degree or Higher



Students should not just  
“go to college,” students  
should also “finish college.”  
—Commissioner William A. Sederburg

with a comfortable standard of living and significant economic security. As the middle class is the largest contributor to the tax base, its strength is significant to the future of the state and nation. Unfortunately, Utah has not been immune to the documented erosion of the middle class.<sup>5</sup> The last decade (full business cycle) saw a 6% decline in the median household income. According to research by the Lumina Foundation, a person can no longer expect to enter or remain part of the middle class with only a high school diploma or less. The gap in earnings between those with postsecondary degrees and those without will continue to grow.<sup>6</sup>

## Strategic Priorities for Achieving Utah's Big Goal

In order to achieve Utah's **big goal**, the state must address three strategic priorities:

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 study or training.
3. Increase the level of economic innovation.

This document serves as an update of the progress that the state is making in these three areas.

### 1. Participation

To achieve Utah's **big goal**, more students must enroll in postsecondary education. The 2020 Plan projected how the college enrollment rates needs to grow over the next decade (see Figure 4). While the fall 2010 enrollment at USHE significantly exceeded this projection, the fall 2011 enrollment of 175,940 only slightly exceeds the projection. A concerted effort will be needed to sustain the necessary growth. Higher education needs to both increase and broaden participation while expanding capacity through technology, facilities efficiency, and expanded infrastructure.

Utah's **big goal** emphasizes participation in both degrees and certificate programs. It includes educational programs at research universities, regional

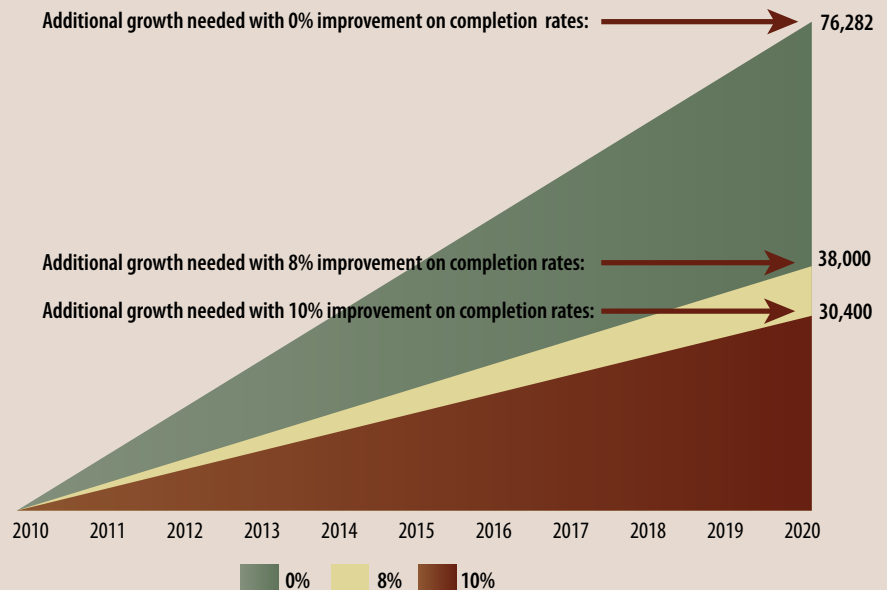
<sup>5</sup> See Don Peck, “Can the Middle Class be Saved?” *The Atlantic Magazine*, September 2011.

<sup>6</sup> Lumina Foundation for Education, *A Stronger Nation through Higher Education: How and why Americans must achieve a 'Big Goal' for College Attainment*, September 2010.

Figure 5: Impact of Increased Completion Rates on Need for New Students by 2020 (excluding inflationary growth of 33,000)

Completion rates are based on 150% completion time for a degree, meaning that a 4-year degree is based on 6 years and a 2-year degree is based on 3 years.

—National Center for Education Statistics



universities, community colleges, and technical colleges, with an emphasis on degrees that can produce a livable wage. It includes multiple entry points, so that a student can begin with a certificate or two-year degree, and move on to a higher degree program if desired. This emphasis should broaden the base of participation, extending higher education to those who may not have considered it before, opening doors to those who desire to return, and setting Utahns on the path to consider education a life-long activity.

## 2. Completion

Utah's institutions of higher education need to retain and graduate more of the students who enroll. Admittedly, not every student who begins college will complete a degree, but many more students could than do. Completion rates among USHE institutions have grown slightly, but not sufficiently, over the past five years.

The majority of Utah students are not completing their degrees within 150% of expected time, which is the national standard for time to degree completion reported through the federal government's Integrated Postsecondary Education Data System (IPEDS). Utah's completion rate for four-year degrees is currently about 40%, which means that 60% of students who have declared a major in a baccalaureate program have not completed that degree within a six-year period, or at all.

Longer time to completion results in increased costs for the student and decreases the likelihood that the student will complete the degree.

In order to reach the **big goal**, postsecondary institutions will need to improve student completion rates. The forecasted number of students needed to enroll is dependent on the completion rate of institutions (see Figure 5). By improving the completion rate, fewer new students will need to enroll since more students will be completing their degree.

By 2020, Utah expects to enroll 33,000 new students. This growth is normal inflationary growth but does not move Utah closer to its **big goal**. With no improvement in completion rates, enrollment at Utah institutions will need to grow to more than 76,000 students above the normal inflationary growth of 33,000 students. This means that 109,000 total new students are needed by 2020 to enroll in order to reach the **big goal**. However, through improving the completion rate at each institution, the growth required above the normal inflationary growth will not be as high since a greater percentage of those enrolled students will be completing their degree. For example, if completion rates are improved by 8%, the number of students needed to achieve the needed growth rate drops by half, to 38,000 (71,000 students including inflationary growth).



Utah's economic resurgence has been driven in part by the colleges and universities.

Together, completion and enrollment goals will help drive the attainment of the **big goal**. Having more students complete their degrees on time will relieve the pressure at the individual campuses to accommodate extraordinary growth. Figure 5 indicates the additional growth needed if completion rates are not improved or are improved at 8%, or 10%. The improvement of completion rates plays a vital part in achieving the **big goal**.

### 3. Economic Innovation

Utah's recent economic resurgence has been driven, in part, by the state's innovative colleges and universities. For Utah to keep this trajectory it must reaffirm its commitment to the **big goal** and the role higher education plays in economic innovation and development strategies. Many former manufacturing and industrial-focused states have recently suffered economically despite being home to excellent higher education institutions. The reality is that the fabric of the nation's economy is being rewoven with a knowledge-based focus necessitating the connectedness of higher education with local challenges and opportunities.

As Utah transitions to a knowledge-based economy, its colleges and universities are becoming more attuned to industry trends and opportunities to grow the state's economic clusters and regional economies. With this alignment of resources comes synergistic growth that increases the number of jobs and wages. As higher education continues to leverage its resources to address local challenges, to accelerate existing businesses, and to seed entrepreneurial opportunities, the state's economy will grow and diversify to ensure a prosperous future.

A key variable to this prosperity is the state's talent pipeline—college and university student interns and graduates appropriately skilled and credentialed to be competitive and competent in a global knowledge-based economy. Educational attainment is the single greatest factor in determining wealth disparities between states and countries.<sup>7</sup> As Utah's colleges and universities credential more students in pursuit its **big goal**, Utahns will see a corresponding rise in personal wealth.

The **big goal** is an investment in Utah's human capital. A common strength cited by companies who relocate or expand in Utah is its young, motivated, and educated workforce—its talent pipeline. As the programs and offerings of Utah's colleges and universities better align with workforce needs and opportunities, businesses can better and more quickly overcome obstacles to growth. This alignment results in more Utah jobs by attracting businesses to the state and sustaining a talent pipeline for Utah-based companies to expand and thrive.

Utah's research institutions also create high-paying jobs through spin-off companies. For example, Figure 6 demonstrates the recent emergence of the University of Utah as the national leader for startup companies.<sup>8</sup> According

<sup>7</sup> Alliance for Regional Stewardship, American Association of State Colleges and Universities, and National Center for Higher Education Management Systems, *Tools and Insights—For Universities Called to Regional Stewardship: Making Place Matter*, 2006, p. 15.

<sup>8</sup> Association of University Technology Managers (AUTM), Annual Survey, 2010, in *U of Utah Repeats as No. 1 University for Startups* at [http://unews.utah.edu/news\\_releases/u-of-utah-repeats-as-no-1-university-for-startups/](http://unews.utah.edu/news_releases/u-of-utah-repeats-as-no-1-university-for-startups/)



to the Utah Economic and Business Review, these companies account for thousands of jobs, millions of wages, and a stronger tax base.<sup>9</sup>

All of Utah's colleges and universities support economic innovation through partnerships and initiatives. Each USHE institution is home to a business resource center that provides resources to small and medium-sized businesses. These centers serve thousands of business every year and are on the front line of the state's economic prosperity movement.

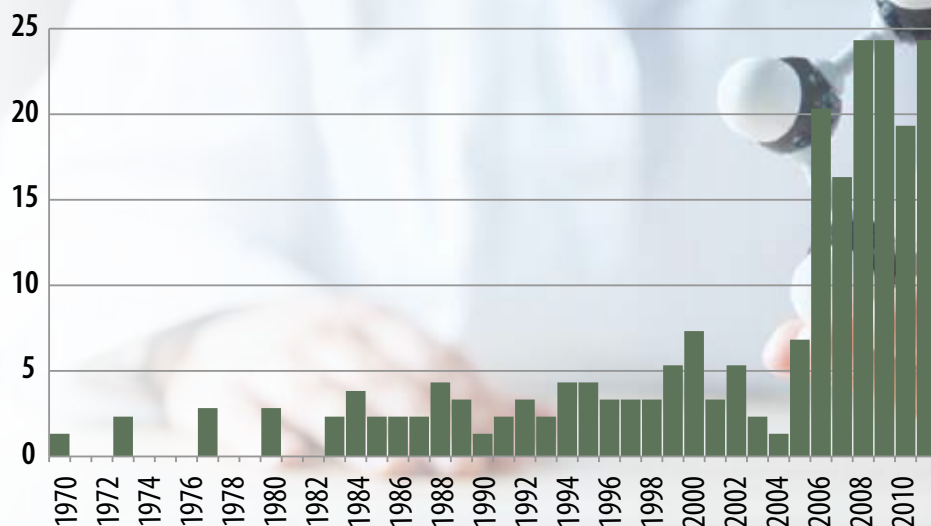
Governor Gary R. Herbert recently set the ambitious goal of accelerating the creation of 100,000 jobs in 1,000 days. This goal will return Utah to pre-recession employment levels and greatly accelerate wealth creation. Utah's higher education community is committed to play an important role in accomplishing this goal. Whether through business creation with technology transfer and entrepreneurial training, business expansion led by local business resource centers, or business attraction through delivering world-class research and workforce support, Utah's colleges and universities are actively responding to the governor's call and doing their part to ensure a prosperous Utah now and in the future.

Utah's college and universities play an instrumental role in supporting a successful economic innovation and development strategy. In addition to meeting the **big goal**, higher education must help ensure that increased education translates into good jobs with family-sustaining wages. Holding higher education accountable to help grow the wealth of Utah will lead to long-term prosperity.

The University of  
Utah is the national  
leader for startup  
companies.


9 Utah Economic and Business Review Vol. 70, No. 4; 2010.

Figure 6: University of Utah Startup Companies • 1970-2011



Source: Utah Technology Venture Development, The University of Utah, 2011 Annual Report; available at <http://www.techventures.utah.edu/news/publications/>

# Action Plan

This 2011 Report serves as both a progress report and an action plan for continued work and new initiatives championed by the Board of Regents and the Utah System of Higher Education (USHE) in aim of attaining Utah's **big goal**. Each section of this Action Plan—Participation, Completion, and Economic Innovation—describes both *current initiatives* and *future initiatives*. Initiatives that have been determined by the Board of Regents to be a *higher priority* for 2012 are marked with the  symbol.

This *Action Plan* melds the 52 recommendations identified in last year's *HigherEdUtah2020* plan into specific and actionable initiatives (see Appendix A). With limited means, the need to prioritize resources to make the greatest impact is imperative if Utah is to reach its **big goal**. Thus, Appendix B lists the initiatives of highest priority as identified by the State Board of Regents during its January 11, 2012 board meeting.

## 1. Participation

In order to reach the **big goal**, more students will need to enroll in a postsecondary institution. USHE and UCAT are committed to increasing the participation of

### SLCC Student Selected to Design Robotic Rovers

*Local Scholar to Participate in Training at NASA Flight Center*

Salt Lake  
Community  
College 



Christopher F. Thompson, a student at Salt Lake Community College, was selected to participate in NASA's National Community College Aerospace Scholars (NCAS) program. He was one of 48 students from 25 states to travel to the Marshall Space Flight Center in Huntsville, Alabama for three-day experience in November 2011.

Participants collaborated to design robotic rovers for NASA. Alongside his peers, Thompson established a team and formed a fictitious company pursuing Mars exploration.

The team created a company infrastructure to design and develop a prototype rover. The experience included a tour of NASA facilities and briefings from agency scientists and engineers.

Thompson and other participants were selected based on completion of web-based assignments and activities during the school year centered on science, technology, engineering and mathematics (STEM)

content. NCAS is an interactive online learning opportunity highlighted by a three-day experience at NASA (either the Johnson Space Center, the Marshall Space Flight Center, or the Jet Propulsion Laboratory). Selected students are encouraged to study STEM fields by interacting with engineers at different NASA centers. The program is designed to encourage community and junior college students to enter STEM programs and ultimately join the nation's highly technical workforce.

"Community colleges are a tremendous source of talented problem solvers and will help feed skilled scientists and engineers into the nation's workforce," said Susan White, Director of Education at Johnson Space Center in Houston, where the program is coordinated. "This program helps inspire students to pursue STEM careers in the future." In acknowledging the honor afforded to Thompson, SLCC President Cynthia A. Bioteau wrote: "How great this news and what an affirmation for the teaching and learning that takes place in our classrooms, virtual highways, and among the campuses."

students for postsecondary education. This action item is broken into four areas in which USHE is working to increase participation:

- College Readiness
- Underrepresented Groups
- Student Enrollment Capacity
- Funding

Focusing on these areas will drive an increase in participate rates which will move the state toward the **big goal**.

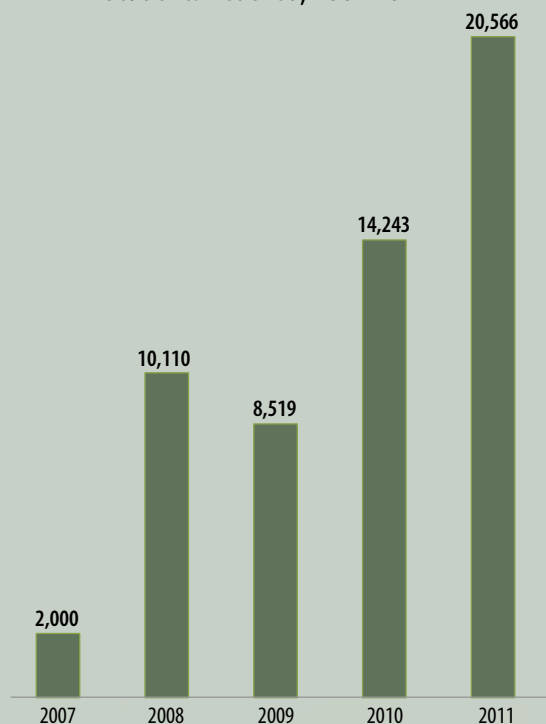
## COLLEGE READINESS

In partnership, the K-12 and higher education communities continue to find ways to improve incoming students' preparedness. Collaboratively, they are finding ways to better align curriculum and learning outcomes as well as enhance academic standards, admissions policies, and advising efforts. USHE has expanded its outreach efforts to public education students in order to encourage a more rigorous course of study in high school while providing information about opportunities to finance college for students who may have thought that the lack of funding precluded them from attending.

### Current Initiatives

**Utah Scholars (USI)**—The Utah Scholars Initiative is a high impact program intended to motivate students to complete a defined course of study in high school. As one of its key goals, the USI helps students, particularly minority and disadvantaged students, understand the academic preparation needed for success in postsecondary education and the workforce. The USI brings volunteer leaders from business, the community, and higher education into middle and junior high school classrooms. They discuss with students the benefits of working hard in school and continuing their educational training beyond high school graduation. Since the program began in 2007, the USI has reached over 55,400 students, with that number growing each year (see Figure 7).

Figure 7: Utah Scholars Initiative—  
Students Reached, 2007-2011





**Regents' Scholarship**—The Regents' Scholarship is designed to incentivize high school students to take a rigorous course of study during high school in order to be better prepared for college-level academics. The Regents' Scholarship is comprised of three awards: the Base award, the Exemplary Academic Achievement (EAA) award, and the Utah Educational Savings Plan (UESP) supplemental award. A student must first meet the requirements for the Base award in order to be considered for either the EAA or the UESP award. Students' qualifications are based on their grades in core courses, GPA, and ACT scores, as well their participation in the UESP program. Figure 8 shows the increase in the number of awards granted from 2008 to 2011.

#### **Admissions Practices and Standards: K-16 Alliance**

The Utah State Board of Education (USOE) has adopted the K-12 Common Core State Standards (see Appendix C) advocated by many national business, civic, and educational groups. The Common Core eliminates the dual track approach of vocational versus college-bound education in the K-16 system. The Common Core will enhance the transfer of students between educational systems and provide clear understanding of a student's progression from high school to college and beyond. The

State Board of Regents is strongly supportive of implementation of the Common Core. Higher education's task now is to provide a seamless alignment of the new standards with higher education's first-year mathematics and English composition curricula within General Education.

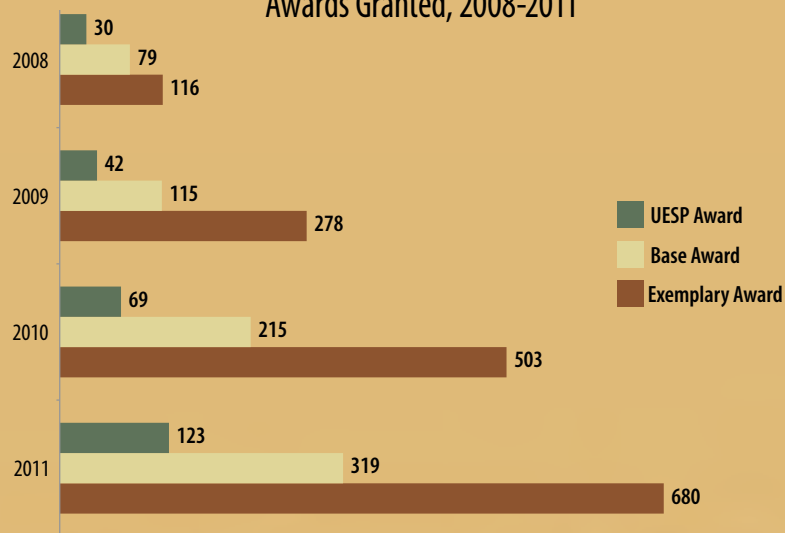
The K-12 Common Core State Standards lead to changes in expectations. With full implementation of the Common Core, students will enter higher education prepared to succeed in college-level mathematics and English composition. The most significant change is that the standards rely on learning outcomes and competencies and as the basis for assessing student mastery in

new ways, specifically artifacts (examples of student learning) that demonstrate competence. In addition, the SMARTER Balanced Assessment Consortium (of which Utah is a part) has received federal funding to develop new methods of assessment of student achievement under the Common Core.

**UtahFutures.org**  
Career Information System

**UtahFutures.org**—UtahFutures.org, the state's education and career planning website, celebrated its second birthday this year. Some 400,000 students and job seekers are using UtahFutures.org as a one-stop shop to organize training, education and

Figure 8: Regents' Scholarship—  
Awards Granted, 2008-2011



# From Trauma and Tragedy

*to Solace and Service*



Stephen Moore had already gone through a lot. Leukemia, twice—first at age 8 and then again at age 10. Radiation, chemotherapy, and a bone marrow transplant. But then, two years later, his father was killed in a small plane crash just outside of Malad, Idaho. Having endured so much trauma in only a few years, 12-year-old Stephen asked his mother, Carrie Moore, why God hated him.

Years later, when Moore began exploring career options, he decided on social work because it would allow him to serve people who had gone through similar difficulties and losses. “The diversity of social work—the ability to influence people in a variety of different ways—was one thing that made it stand out from the other mental health professions,” he said. Moore enrolled in the University of Utah and was accepted into the Bachelor's of Social Work program.

A few months before graduating with his BSW in 2010, his mother approached him with an idea. Carrie Moore wanted to develop a grief support center that combined clinically-sound treatment models with the faith of each client. The benefit of this approach, Stephen explains, is that it can help clients address questions that traditional counseling doesn't answer.

On Saturday, January 15, 2011, Stephen and Carrie Moore announced

the opening of the Bradley Center for Grieving Children and Families. Named for Moore's father, the Bradley Center offers low-cost, interfaith peer support groups for children and families dealing with the loss of a loved one. “The Center brings together people in similar situations all struggling with the same thing, allowing them to learn from others and better navigate their journey,” said Moore.

Moore graduated from the University of Utah with his MSW in August, 2011. He passed the state's Clinical Licensing Exam the following month and became licensed as a Certified Social Worker. The Bradley Center now has more than 60 individuals enrolled in their support groups, and plans to continue accepting new clientele and expanding services.

Moore has continued to be involved in the Bradley Center, both as a member of their Executive Board and as a facilitator for their teen groups.



career information online. In September alone, the site had more than 4 million page hits, representing more than 91,000 user sessions (see Figure 9). The site's promise to all customers is that the best way to predict the future is to plan it. Utah high school students constitute the majority of users; some 274,000 or more students are using the site regularly (see Figure 10).

UtahFutures.org is a collaboration across K-12 schools and higher education, public and private institutions, and state agencies. Partners include the Utah State Office of Education, Vocational Rehabilitation and Adult Education, the Utah State Board of Regents, Higher Education Assistance Authority, and GEAR UP, a program for disadvantaged high school students. The Utah State Library recently joined the partnership, and the Utah Department of Corrections is preparing to launch a pilot project.

On July 1, 2011, Governor Herbert created the UtahFutures.org Steering Committee to oversee the further development of the UtahFutures.org website ([www.utahfutures.org](http://www.utahfutures.org)) and related services. The legislature appropriated \$550,000 in one time funds for the project. Since the end of the legislative session, a great deal has been accomplished. The Executive

Figure 9: UtahFutures.org—Total Hits, 2011

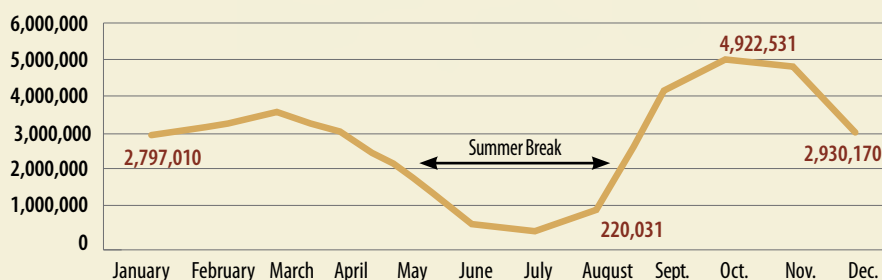
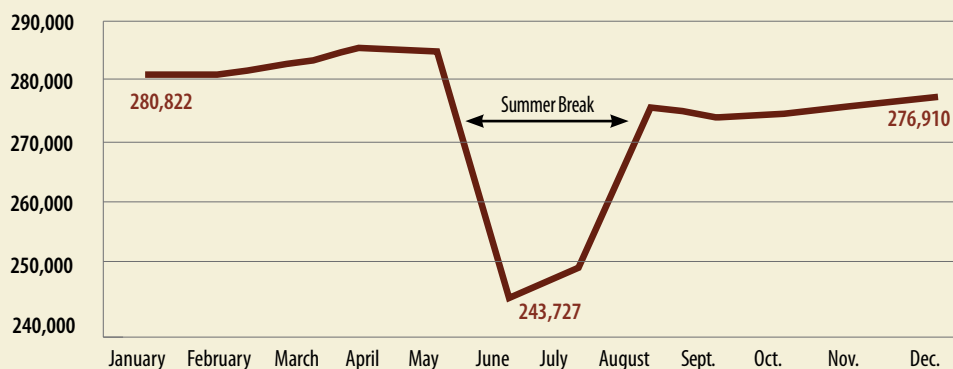


Figure 10: UtahFutures.org—Student Portfolios Accessed 2011





Steering Committee (ECS) has been appointed, staff has been hired, a work plan has been created, research contracts are ready to be signed, enhancements to the present product are being discussed, and constructive relationships have been built.

A request for information (RFI) has been issued for a research firm to analyze what other states, countries, and private firms are doing in this arena. The University of Utah will be conducting an analysis of the website from the perspective of key users. The executive steering committee and working group are collaborating with Salt Lake based market research firm, Cicero Group, to conduct an analysis of current needs and potential enhancements.

The Executive Steering Committee and Work Group share a vision that UtahFutures.org will be recognized—and utilized—by Utah residents as the source for accurate, current, and useful information regarding educational and employment data. The information will continue to be presented in an engaging, convenient, accurate and user-friendly manner, customized to individual users in a way that will help them (and their parents, when appropriate) make educational and employment decisions that will enrich and improve their lives. School counselors and state employees will use UtahFutures.org to assist students and clients in education and career planning and finding employment opportunities.



UtahFutures.org  
is the source for  
accurate, current  
and useful  
information  
regarding  
educational and  
employment data.



## Future Initiatives

**Task Force on Advising**—Students can be unaware of the expectations or preparedness needed for college. A task force on advising will be created to ease in the transition from high school to college by enhancing advising to outgoing high school students and incoming college freshmen.

**Development of Technology-Intensive General Education Courses Connected to High School**—USHE will encourage the development of more technology-intensive General Education courses to be offered through concurrent enrollment. This initiative will help high school students make better use of their senior year and, by experiencing college-level courses, be more prepared to succeed in higher education. It will also make concurrent enrollment a more effective tool in helping students complete a college degree in a timely manner, potentially reducing the overall cost of degree attainment.

## UNDERREPRESENTED GROUPS

It is incumbent upon the higher education community to better organize itself and align its resources to better support the increasing number of minorities currently enrolled in K-12 education and in need of higher education opportunities. The state is also acting to address the underrepresentation of women among college graduates.

## Current Initiatives

**Utah Women in Education (UWEP)/Utah Women's College Task Force (UWCTF)**—UWEP concluded its two-year study in 2011.<sup>10</sup> Born out of

the low college graduation rates of Utah women and the resulting statewide concern, UWEP was formed to investigate why Utah women have fallen behind the national average when it comes to college completion, and to identify ways through which women can be motivated to obtain higher educational degrees. In part, UWEP found that this trend in Utah is linked to the attitudes and aspirations of young women in the state. In response, the governor has created the Utah Women's College Task Force to work on this issue. This educational task force, co-chaired by former Gov. Olene Walker and State Board of Regents Vice Chairwoman Bonnie Jean Beesley, aims to raise the educational aspirations of Utah's female population. Other members of the 24-person Utah Women's College Task Force include state business, educational and religious leaders, as well as several elected officials and nonprofit advocates.

**College Access Challenge Grant (CACG)**—The U.S. Department of Education's College Access Challenge Grant has assisted the Utah State Board of Regents, the Office of the Commissioner of Higher Education, and the Utah System of Higher Education, in moving forward on a number of initiatives aimed at increasing the number of Utah's underserved, low-income, first-generation and historically underrepresented students who are prepared to enter and succeed in postsecondary education. (The CACG Program is a federal formula grant and was extended in 2010 through the Health Care and Education Affordability Reconciliation Act with the purpose of helping low-income students and families learn about, prepare for, and finance postsecondary education. The Office of the Commissioner was designated by the Governor to apply for and administer these funds.) Utah's proposal, which contained many of the

<sup>10</sup> For UWEP reports, see <http://www.womenandeducationproject.blogspot.com/>.

recommendations from the 2010 Participation Task Force, was approved both for fiscal year 2011 and 2012. Utah has been eligible and received \$1.5 million dollars of these federal funds each year.

CACG highlights include:

**StepUp Utah:** StepUp Utah is a new social awareness campaign, designed to reach out to underrepresented students. The campaign promotes higher education options to underrepresented populations throughout Utah, informing them that “college” can include anything from a one-year certificate to a four-year degree. It centers on a comprehensive website ([stepuputah.com](http://stepuputah.com)) that targets three key groups: children under 12, youth 12 and over, and adults (parents, educators, etc.). Other components of this campaign include social media efforts through Facebook, Twitter and Tumblr, television and radio advertising and grassroots outreach initiatives. The campaign targets the following three audiences with specific messages:



- **Encourage the Dream:** This campaign is aimed at children 12 years of age and younger and encourages them to make the things they dream about become a reality through education. The objectives are to build on dreams for a better life and to educate children on the importance of school at an early age.
- **Inspire to Act:** This campaign is aimed at youth 12 and over to inspire them to act on their dreams by taking the right courses, seeking financial assistance, and going to college. The objectives are to illustrate the importance of education and how it impacts their lives, to teach youth about the right classes to take to prepare for college, and to give them access to financial assistance resources.
- **Support the Journey:** This campaign is aimed at parents, families, and educators. It teaches parents the steps and tools necessary to help them encourage their children to continue their education through college. The objectives are to start the conversation early, educate parents and families on the importance of a college education, and provide parents with the tools to assist in the





process. It also inspires educators through professional development and increased resources.

**ImPACT Subgrants (Improving Preparation, Access, & Communities Together):** Colleges and universities are encouraged to establish, strengthen, or expand access and outreach programs to significantly increase the number of low-income and underrepresented students who are prepared to enter and succeed in postsecondary education. Grants support Utah's 66% attainment goal and CACG objectives. Twelve projects were awarded

in January 2011 totaling just under \$714,000. A similar process and timeline is currently underway to fund projects for 2012.

Applicants can apply for one of the following:

1. Planning Grant (up to \$8,000) to support the planning process for creating a college access program.
2. Expansion Grant (up to \$50,000) to support the expansion of an existing college access program.
3. Startup Grant (up to \$75,000) to support a new college access program.

## Homeless Man with Few Options

*Now Thriving as UVU Honors Student*



Before he discovered his innate knack for writing that opened a world of educational possibilities for him at Utah Valley University, Daniel Parkins' future looked bleak.

His parents divorced when he was 9 years old, and Parkins was raised in a tumultuous domestic environment of custody battles and moves around the state. When his mother's health failed, the young teen was asked to take the role of a family breadwinner. By the time he was 16, Parkins and his brother, Joe, were responsible for the lion's share of the family's income.

Preoccupied with the onus of generating income to support his mother and siblings, Parkins had little time for educational pursuits. Still, he was able to earn a high school diploma at Landmark High School, an alternative secondary school in Spanish Fork, Utah. But due to family circumstances, he soon found himself living out of his car on the street.

After completing a welding class that landed him employment with stable income at a motorcycle dealership, he began to think about long-term goals and obtaining a higher education. At UVU, Parkins found a second chance through the institution's open admission policy that emphasizes access. But it was in Laura Hamblin's creative writing class where he wrote a short story that his talent for creating dynamic, thought-provoking prose manifest itself.

"I was just so moved by the difficulty of his life and the intelligence of this young man," Hamblin said. "He wrote in such intimate detail."

With renewed confidence and determination, Parkins blossomed as a student at UVU, posting a 3.7 GPA his sophomore year, securing a spot in the University's honors program, and winning the competitive Donner-Galbraith Memorial Scholarship. A junior English major, Parkins is working as a teaching assistant for a humanities writing course and also serving as a tutor in UVU's writing center.

"Besides personal resolve, what I've found most effective in terms of pursuing my degree is the support from staff and the programs involved," Parkins said.

In the UVU English Department, he's found a place to call his own.



### **College Access Network of Utah**

**(CAN U):** Over the past year, college and university practitioners and K-12 administrators have come together to build an infrastructure in the state of Utah between the public and higher education community that supports Utah students in preparing for, accessing, and succeeding in college. CAN U believes that working together is essential to Utah's success in reaching and supporting more students. In January 2011 collaborators formalized a working group and joined the National College Access Network (NCAN) as the College Access Network of Utah (CAN U). This membership affords Utah's network the ability to participate in NCAN's programs, services, and professional development webinars and conferences.

The College Access Network of Utah's mission is: To support and strengthen programs and services that encourage the access and attainment of higher education for Utah's underserved, low-income, first-generation, and historically underrepresented student populations, supporting the goal of 66% of all Utahns to have a credential beyond high school by 2020.

CAN U's Core Action Strategies are:

1. **Advocacy:** Promote equitable access and opportunities for all Utah students.
2. **Professional Development:** Identify, share, and support successful practices and programs that meet the needs of individual students congruent with their educational goals.
3. **Partnership Development:** Encourage statewide collaboration through bringing together practitioners in settings that allow participants opportunities to dialogue and share.
4. **Resource Provider:** Leverage and connect federal and state financial and talent force resources to strengthen, support, and grow programs and services.

### **Utah Centennial Opportunity Program for Education (UCOPE) /**

**Success Stipends**—UCOPE was created in 1996 and is designed to provide financially

needy Utah residents attending Utah schools with additional grant and work assistance. The 2011 Legislature approved legislation that will transition UCOPE to the Higher Education Success Stipend Program in 2011-2012.

Success Stipends is targeted to help students who would not otherwise be able to afford postsecondary education. In order to reach the **big goal**, this program will be used to increase student participation while reducing the amount of debt these students incur.

Need-based aid is funded by the legislature and the governor and increased sharply from 2006 to 2008. During the recent budget cuts, however, the number of awards and the total amount dispersed has declined (see Figures 11 and 12 respectively). According to NASSGAP research, by all measures of awards and funding granted, Utah consistently ranked in the lowest 10% of states in the U.S. during the 2009-2010 year.<sup>11</sup> For instance, Utah ranked 48th of 52 in grant dollars per estimated state population; Utah ranked 50th of 52 in estimated number of awards per enrollment.

## **STUDENT ENROLLMENT CAPACITY**

With continued efforts to have more students participate in higher education, coupled with demographic changes and improved retention rates, the higher education community must improve its capacity to handle the increase in demand effectively without compromising quality.

### **Current Initiatives**

**Enhance Technology-Intensive Classes**—As a means of reducing the need for additional buildings, USHE institutions are aggressively seeking to use technology to reduce the load on facilities as well as enhancing learning. Better utilization of technology in education could enhance learning while reducing the need for constructing new buildings to house the students necessary to reach the 66% goal.

<sup>11</sup> NASSGAP (National Association of State Student Grant and Aid Programs), *41<sup>st</sup> Annual Survey Report on State-Sponsored Student Financial Aid, 2009-2010 Academic Year*, pp. 22 & 24.



Figure 11: Need-Based Aid—Number of Awards by Year

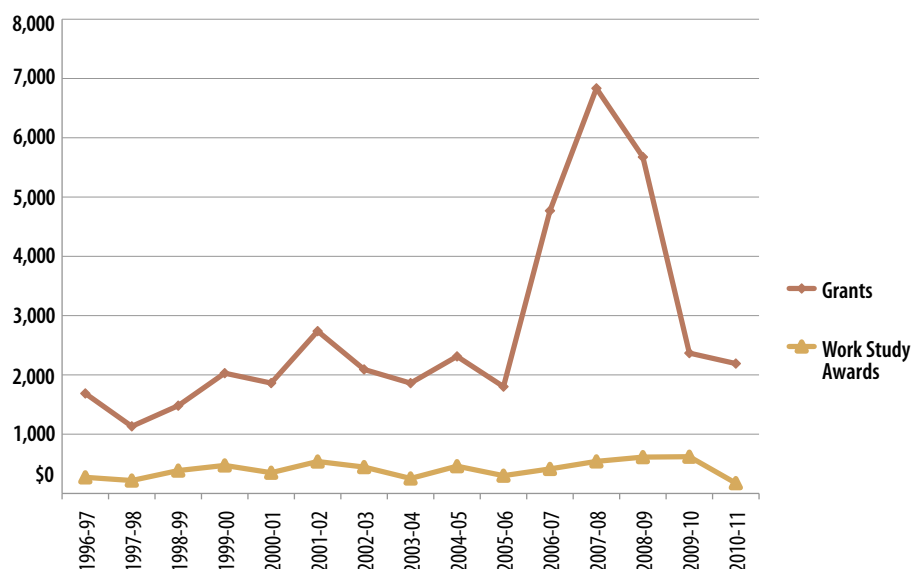
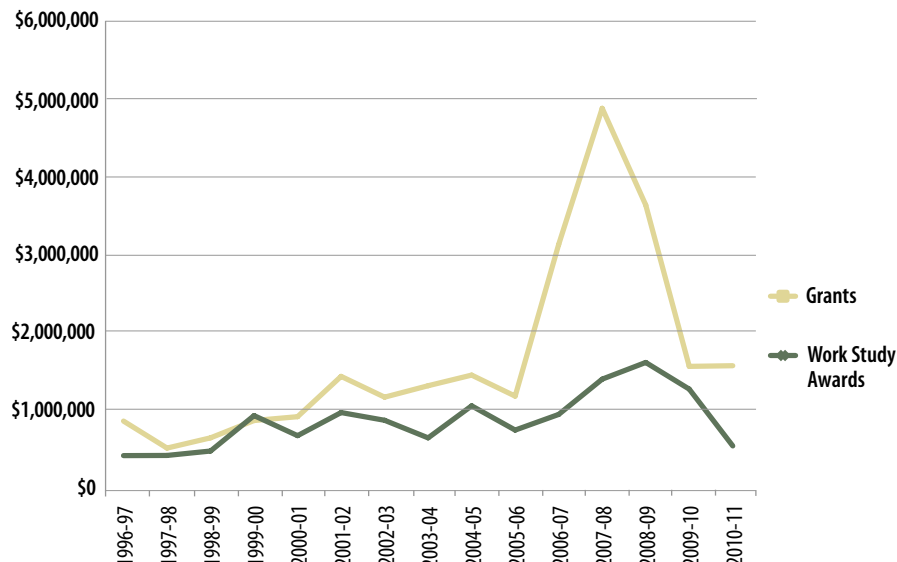


Figure 12: Need-Based Aid—Amount Disbursed by Year



## Future Initiatives

**Partnership with Non-USHE Institutions**—Non-USHE institutions, such as Western Governors University (WGU), play a role in helping Utah achieve its **big goal**. A partnership and an articulation agreement among USHE and non-USHE institutions could allow returning students to finish their education with the least amount of obstacle. This network of institutions will expand the capacity of the higher education to better serve an ever increasing number of students.

**Promote Accelerated Associate's Degrees**—Providing the online tools for students to complete an associate's degree without stepping foot on campus would allow increased access to higher education throughout the state, especially in remote areas and for working adults.

**Create Technology-Intensive CTE Courses and Programs**—For students wanting to pursue a career in a CTE-related field, online courses would allow quick access to certification and would reduce the need to travel to a CTE institution or take time away from work.

**Expand Regional Campuses**—Many of the regional campuses have space for enrollment growth. Regional campuses are among the fastest growing areas within USHE. Through additional funding, regional campuses could



provide better services and progress towards completion for students who are not able, or choose not, to attend a main campus.

## FUNDING

The State Board of Regents is committed to champion the funding of higher education and thus the state's investment in human capital. Investment today in education will yield high rewards for Utah and its people for years to come.

## Current Initiatives

**Utah Higher Education Assistance Authority (UHEAA)**—UHEAA administers Utah's student financial aid programs (see inside back cover). These programs exist to provide financial and informational assistance to Utah residents and students attending Utah postsecondary institutions in making the best decisions about and obtaining financial access to higher education.

Since FY 1998, \$171 million in savings has been realized by financial aid borrowers. UHEAA's outreach programs are informing more people about the ways to pay for college and will assist in encouraging participation in postsecondary education.

**Utah Educational Savings Plan (UESP)**—UESP is Utah's official, nonprofit, tax-advantaged 529 college savings program (see inside front cover). Dedicated to helping Utah families save for future college expenses, UESP plays a vital role in making it possible for Utah students to benefit from postsecondary education. UESP has been ranked as a top 529 plan by Morningstar, Inc., Money magazine, and CBS MoneyWatch for its low costs, flexibility, and family-friendly savings options.



WEBER STATE  
UNIVERSITY

# Student Researcher Finds Secret to Brine Fly Survival

New findings about the DNA of Great Salt Lake brine flies have taken a Weber State University student to one of the most important molecular genetics research conferences in the world.

In July 2011, senior Amanda Truong was selected to present at the annual meeting of the Society for Molecular Biology & Evolution in Kyoto, Japan. Nominated by her research advisor, zoology professor Jonathan Clark, Truong was one of only 10 undergraduate students selected by the society from universities around the world for the coveted conference scholarships.

She and Clark are investigating how brine flies might have adapted to survive in the harsh environment of the Great Salt Lake with its high salt concentrations. They have discovered that the bacteria *Wolbachia*, which has been shown previously to enhance the survival of brine flies, exists inside the host's cells and are passed along to offspring.

Truong will present a poster with findings gleaned from hundreds of hours of study during the past three years, collecting brine flies from the lake and examining them in the DNA Lab at WSU. "In order to study DNA, I have to make multiple copies of the genes—billions and billions of copies—just so I can see it," Truong said. "Because DNA is microscopic, I can't see the progression until the very end of the process. Even though I have to wait several hours, I like the suspense; it's kind of like a surprise at the end."

The flies and their survival are critical to the ecology of the Great Salt Lake, keeping it clear of growth such as algae that would overtake the lake and deplete it of oxygen.

The flies also provide food for millions of migratory birds.

"I have a totally different perspective from my childhood," said Truong. "We used to visit the lake, and when I looked at the water, I asked 'Why are there so many flies? They are annoying.' Now I look at the flies and think 'They are my research; they have an important purpose.' I am excited to share what I have learned about them."

Truong says her experience in the lab and the field will help as she pursues a career as a research physician.



**Mission-Based Performance Funding (MBF)**— During the 2011 Legislative General Session, Senator Steve Urquhart sponsored SB 97, Higher Education Mission-Based Funding (MBF). The goal of MBF is to tie funding from the state to outcomes. By aligning funding through mission and performance, MBF is evolving to Mission-Based Performance Funding. Historically, higher education has been funded through

enrollment. This change would tie higher education funding to outcomes and encourage success at the institutional level.

**NCHEMS Study on Equity and Tuition Policy**— USHE contracted with the National Center for Higher Education Management Systems (NCHEMS) to develop an equitable funding model for the USHE institutions. This funding model will help ensure that institutions are treated fairly,

## Single Mother of Two—Michelle Eaton

*More than Her Fair Share of Life's Ups and Downs*



Michelle Eaton is a student at Southern Utah University who, within the last year, has gained a new determination and focus for her future and the future of her children. In addition to managing the demands of home, family, and school, Eaton must also manage a variety of health challenges, including Lupus and heart problems that make her already difficult situation feel impossible at times.

After receiving her CNA certificate, Eaton married, joined the workforce and left school behind for many years. She had two children and later separated from her husband. These circumstances made a return to school particularly difficult.

The decision to return to school was a difficult one for Eaton, whose initial matriculation did not go exactly as planned. After having been accepted to SUU and completed orientation, health problems intervened and delayed her attendance for another several months. Refusing to let those obstacles thwart her educational progress, Eaton held firmly to her aspirations and jumped in with both feet the next semester.

Eaton found a great support system in her professors and departmental staff at SUU. “My teachers have been spectacular in working with me and accommodating me to make sure I am able to succeed” she said. “They recommended me for the National Society

of Leadership and Success as a way to help me along with my personal and school development and provide another support group for me to draw strength and ideas from”.

Eaton attributes much of her personal and academic determination to her advisors at SUU, who helped her map out a personalized course for success. “I had gotten to a point where I was just a mom and a girl who didn’t have a clue what she wanted out of life” she said. “My academic and career advisors helped me find a general direction to take for my degree and helped me rediscover who I was and what I wanted out of life.”

Eaton is now in her second semester at SUU, working toward a bachelor’s degree in political science. In the short-term, she hopes to obtain an associate’s degree in paralegal studies, enabling her to work and support her family while continuing to pursue her long-term educational goals.



yet distinctively according to their institutional mission, and have equal opportunity to educate students as they enroll at whatever institution.

**Efficiency Measures and Report**—In July 2011, the Office of the Commissioner released the *Efficiency in Utah Higher Education* report, compiled from NCHEMS and IPEDS data. The report concluded that USHE is one of the most efficient systems of higher education in the country. Utah is the third most efficient state in generating degrees for the dollars spent. Utah higher education institutions receive approximately 74% of the funding that peer institutions receive. Utah's institutions have accommodated larger enrollment increases than peer institutions while dealing with budget reductions and an increasing gap in tuition collections. The economic benefit of college degrees is clearly evident in wage differences. Expenditures for research yield positive results.

The report also concluded that further reductions in higher education funding may actually decrease the efficiency in the higher education system. Because of enrollment caps and the inability to attract high quality teachers, students will experience more difficulty in attending one of Utah's colleges or universities, more difficulty in enrolling in the needed classes for graduation, and teaching at the hands of less-qualified professors.

## Future Initiatives

**Social Awareness Campaign**—USHE will mount a social awareness campaign targeting adults who have not completed the degrees they began. A significant

number of Utahns have completed most of the requirements toward a degree, but stopped attending because of family responsibilities, finances, work, relocation, or other reasons. Some former students have credits spread across several institutions.

An example would be to promote the findings of the Utah Women's College Task Force, specifically to target women who are near completion to assist them to return and complete, through online options or campus attendance. Funding would be required for the social awareness campaign and for staff at institutions to advise potential students about the best course of action to finish a degree.

## 2. Completion

In order to reach the **big goal**, the higher education community needs to retain and graduate more of the students who enroll. USHE and each of its institutions recognize that too many Utah students leave college before completing a degree. In addition to the retention and completion initiatives under way at each institution (see Section C: Institutional Updates), a number of system-wide initiatives have begun or progressed during 2011.

## Current Initiatives

**Complete College Utah Summit**—The USHE is coordinating with each institution to develop the first ever Complete College Utah Summit. The two day summit will, to be held in spring 2012, and will bring together members of each campus to discuss strategies to improve college completion. In preliminary discussions it seems that a significant focus of the summit will





be a discussion surrounding course management systems and streamlining student success data. One anticipated outcome of the Complete College Utah Summit will be adopting specific strategies related data collection, practice, and innovations to improve college completion in Utah.

**Technology-Intensive Concurrent Enrollment**—Over the past year, USHE has made progress in the development of six general education technology-intensive concurrent enrollment courses. Courses will be designed to achieve the following outcomes:

- Strengthen the Concurrent Enrollment system, which is designed to lower the cost of a college degree for students and their families.
- Allow students in rural areas (who have fewer concurrent-enrollment opportunities) to be better prepared to pursue STEM fields. This would help meet workforce demands for engineers and technology in Utah.
- Effectively bridge K-12 curriculum to entry-level college courses in Utah Common Core (Math and English) and selected other disciplines.
- Leverage technology to increase student success and achievement in college courses.

Teams of USHE faculty, high school teachers, and Utah State Office of Education (USOE) curriculum specialists have been formed to achieve course design and implementation. The six courses that begun development in 2011 and their lead institution for each are:

- ART 1010 (Introduction to Visual Arts) – Dixie State College of Utah
- ENGL 1010 (Introduction to Writing) – Weber State University
- CHEM 1110 (Elementary Chemistry) – University of Utah
- MATH 1010 (Intermediate Algebra) – Dixie State College of Utah

- MATH 1030 (Quantitative Reasoning) – University of Utah
- PSY 1010 (Introduction to Psychology) – Utah State University

Three course demonstration sites will be up and running by January 1, 2012 to show the capacity and progress of the project and to proffer promise for future development. All courses will be available for student enrollment in fall 2012. During the initial development and piloting of courses, the procedures and funding will follow the existing concurrent enrollment processes in place at the Utah State Office of Education (USOE) and Utah System of Higher Education (USHE) institutions.

**Certification Increase: Partnership with UCAT**—A state-level agreement between USHE and UCAT signed in 2011 opened the door for individual USHE and UCAT institutions to establish articulation agreements for specific courses of study. These agreements will allow students to use their 900 clock-hour postsecondary certificates from UCAT institutions to obtain 30 semester hours at USHE institutions (where agreements exist) towards associate of applied science (AAS) degrees in General Technology. USHE and UCAT anticipate significant student interest in the fulfillment of future articulation agreements.

This new opportunity will allow Utahns to be enrolled in a practical “ladder system” where their initial employability credential is a postsecondary certificate, enabling them to seek employment in their area of technical specialty. If individuals pursue additional postsecondary credentials, the employability and earning power of their postsecondary certificates assist them to better meet the costs of additional higher education.

**Mission-Based Performance Funding**—As mentioned previously, SB 97, Higher Education Mission-Based Funding (MBF), was introduced to the 2011 Legislative General Session. The goal of MBF is to tie funding from the state to outcomes. In this way, Mission-Based Funding evolves into Mission-Based Performance Funding. One of the areas



# Dixie Student Sits at Console for NASA Delta II Launch

*Realizes the Sky is the Limit*



Dixie State College sophomore Landon Terry is finally realizing a childhood dream, but the journey that ultimately led him down the path to achieving that dream is a true testament to how hard work and perseverance can make any dream a reality. Terry, a 32-year-old St. George native, first enrolled at Dixie State out of high school, but he admits he did not take school too seriously. He then got married and worked at a number of jobs, but eventually came to realize that he wanted to do what was important to him rather than just make money.

Terry returned to Dixie to pursue his dream to go into aerospace engineering. Ever since he was a young boy he has been fascinated with the space program and interested in things that fly. Growing up he took up building gliders, a hobby that he continues to this day. However, it was in first grade when he gathered with classmates to watch the ill-fated launch of the Space Shuttle Challenger in January of 1986 that his interest in space and NASA was launched.

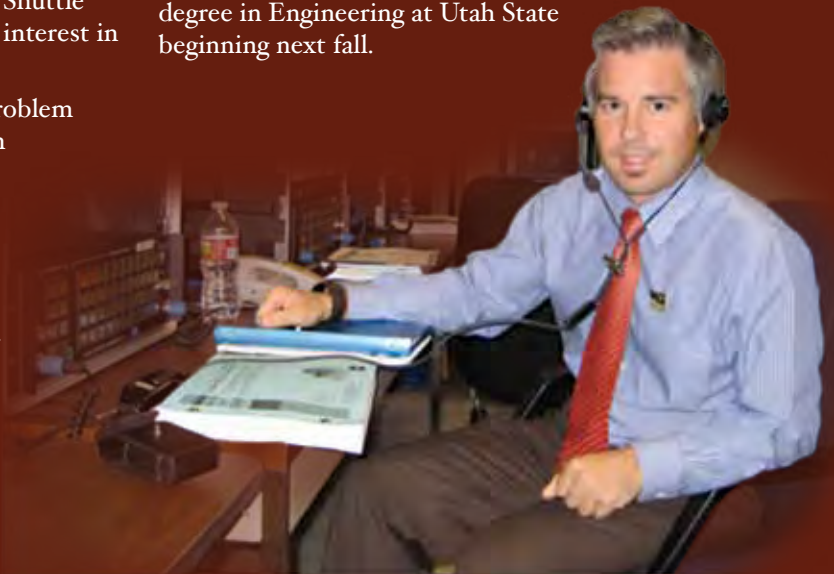
“Engineering for me is real world problem solving, and I’ve always been a problem solver,” Terry says. “[The Challenger launch] was really impactful in my young life. My whole life I have followed NASA and all their missions, what they’re doing, what they’re learning, and what science is out there. Aerospace engineering is the only type of engineering I’ve wanted to do.”

And now Terry is living his dream. Last month he joined students from the University of Michigan, Auburn

University, and Montana State University at California’s Vandenberg Air Force Base to sit at the console for an early morning launch of a NASA Delta II rocket, which carried two satellites built by Utah State University students as part of the Dynamic Ionosphere Cubesat Experiment (DICE) into space. For Terry, witnessing a space launch in person was the moment of a lifetime, as well as an opportunity to gain valuable experience, which in turn has instilled in him the confidence of knowing that he truly can do what he’s always wanted to do.

“What I learned is that I can be in this industry,” Terry said. “It really affirmed the whole reason I’m going to school, that I actually can do what I want to do with my career.”

Quite literally, the sky (or beyond) is the limit for Terry and his future. He will complete his Associate’s of Science degree in Pre-Engineering in May and plans to pursue his bachelor’s degree in Engineering at Utah State beginning next fall.





identified is completion. By tying funding to completion rates, institutions are incentivized to retain students and aid them in their progression toward completion of a degree or certificate.

## Future Initiatives

### **Policies on Attendance for “Gateway”**

**Courses**—Certain courses within the college curriculum are deemed “gateway” courses or courses that students must pass in order to make significant progress toward completion. Courses such as college algebra and college English are examples of gateway courses. If students do not complete these courses, it can significantly delay their completion. One possible solution is to create a policy regarding attendance in these courses to provide the student every possible opportunity to pass these courses.

### **Streamlining Degree Programs and**

**Establishing Student Graduation Plans**—Some degree programs require more courses than are necessary to meet workforce demands or established academic standards in specific disciplines. USHE will ask its institutions to evaluate degree programs to eliminate unnecessary requirements and streamline the route to completion without cutting academic quality.

In addition, many students graduate with more credits than needed. This can be due to changing majors or personal aspirations. Some classes, however, do not align with a particular degree and, while worthwhile, do not progress a student toward completion of a degree or certificate. USHE will ask institutions to establish policies that encourage students to create and adhere to a graduation plan (that may include purposeful electives).

## 3. Economic Innovation

Throughout 2011, Utah was a leading economy in the nation. An analysis by *Forbes* named Utah for the second straight year the “best state for business” stating that “no

state can match the consistent performance of Utah.”<sup>12</sup> While much of the nation stagnated, Utah accelerated.

Utah’s competitive advantage comes, in part, from Utah’s colleges and universities. Each institution, from our community colleges to research universities, recognizes the vital contribution each makes to Utah’s economic recovery and long-term prosperity.

In addition to the many institutional economic development initiatives, the State Board of Regents currently has three key economic development priorities: (1) expand and support the Utah Cluster Acceleration Partnership (UCAP) initiative; (2) expand and support the Utah Science Technology, and Research (USTAR) initiative; and (3) develop a Utah model for job and education projections.

## Current Initiatives

### **Utah Cluster Acceleration Partnership**

**(UCAP)**—Utah’s economic prosperity directly correlates to the success of its targeted economic clusters, which have a focus along the Wasatch Front. Clusters are groups of related business and companies within an industry whose collective excellence, collaboration, and knowledge provide a sustainable competitive advantage (see Figure 13). The synergy of clusters helps generate wealth and jobs that accelerate the state’s economy. For example, Utah’s life science cluster generates 2.65 non-life science jobs for every one life science job. This multiplier of wealth is the reason Utah’s colleges and universities must act as a catalyst to focus people, ideas and resources on the clusters as the greatest opportunities for success.

Outside of the Wasatch Front, the targeted economic clusters are more dispersed and not as impactful. In

<sup>12</sup> Kurt Badenhausen, “The Best States for Business,” *Forbes*, 11 Nov 2011 at [forbes.com](http://forbes.com).



“The Utah Cluster Acceleration Partnership is a true collaboration—with leaders from industry, state government, higher education and our research community—all working together to significantly increase the economic impact of our most important industry clusters.”

—Governor Gary R. Herbert  
State of the State Address 2010

these more regional and rural economies, Utah’s colleges and universities are among the only assets that can drive economic growth and regional prosperity. Current efforts in the areas of small business and entrepreneurial development should increase the rate and success of business ventures (see Figure 13).

The UCAP initiative seeks to accelerate growth in both the high-impact economic clusters and regional economies. This two-pronged approach aligns with Governor Herbert’s economic development goals to (1) strengthen and grow existing Utah business, both urban and rural, (2) increase innovation, entrepreneurship, and investment, and (3) prioritize education to develop the workforce of the future.<sup>13</sup>

In 2011, the UCAP initiative expanded and matured as an impactful public-private initiative. Expanding from the initial three pilot projects in aerospace, digital media, and energy, UCAP now supports projects at every USHE institution.

2011 cluster projects included life science, health care, and entrepreneurial development. Snow College, Dixie State College, Southern Utah University, and Utah State University – College of Eastern Utah also completed regional stewardship audits to determine how best to leverage the resources of higher education to accelerate economic growth within their service regions.

Through 2012, UCAP will continue to focus the efforts of Utah’s colleges and universities towards the areas of greatest opportunity for wealth generation.

#### **Utah Science Technology and Research (USTAR)—**

The Utah Science Technology and Research initiative (USTAR) focuses on leveraging the proven success of Utah’s research universities in creating and commercializing innovative technologies to generate more technology-based startup firms, higher paying jobs, and an expansion of Utah’s tax base.

The March 2006 legislation that created USTAR provides funding to:

<sup>13</sup> Utah Governor’s Office of Economic Development, *Utah’s Economic Development Plan*, 2010 at [www.business.utah.gov/econ-plan](http://www.business.utah.gov/econ-plan).





- Recruit top-level researchers
- Build state-of-the-art interdisciplinary research and development facilities
- Form science, innovation, and commercialization teams across the state.

In five years of operation, USTAR has hit significant milestones in its three program areas—Research Teams, Building Projects, and regional Technology Outreach.

**Research Teams**—As of June 30, 2011, USTAR had recruited more than 40 top researchers to the University of Utah (U of U) and Utah State University (USU). These innovators have come from Harvard, Massachusetts Institute of Technology, University of California—Los Angeles, Case Western Reserve, and other leading institutions.

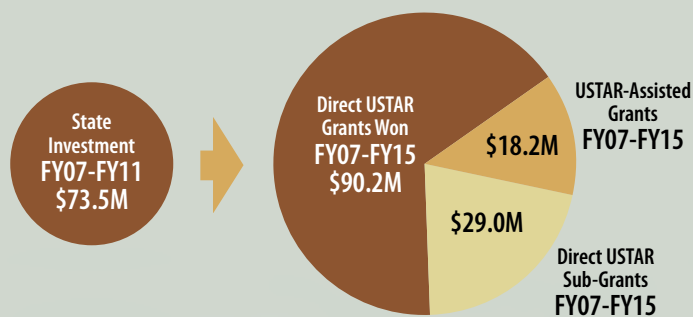
Through June 2011, USTAR researchers have won \$90.2 million of direct federal and other funding, with awards to date and through FY2015. Including USTAR-assisted research and direct sub-contract funding committed for future years, USTAR researchers account for \$137.4 million in total impact. Given the state’s \$73.5 million investment in the program to date, Utah has seen a 187% leverage of its research investment so far.

USTAR innovators have generated a portfolio of intellectual property, which will fuel economic impact far into the future. So far, 121 invention disclosures and 46 provisional patents have been filed, a highly productive performance in light of national averages. USTAR researchers have created four companies and have a commercialization pipeline of more than 20 other projects.

**Research Facility Construction**—USTAR funding supports construction of state-of-the-art interdisciplinary research and innovation facilities at the U of U and USU. Each structure will provide research teams with strategic core facilities to advance innovation and commercialization in their respective focus areas. These facilities are already proving to be “industry magnets” for collaboration.

Research teams began to move into USU’s BioInnovations Building in January 2011. The U of U building is progressing toward an early 2012 opening. Both projects significantly expand the state’s life science research and commercialization resources.

Figure 14: State's Research Investment  
Leveraged 187 Percent—  
\$73.5 Million Yields \$137.4 Million Impact



**Technology Outreach**—USTAR's Technology Outreach Innovation Program (TOIP) is the engine to drive commercialization activities. The regional program is led by industry-experienced directors deployed across Utah. Each director heads an Outreach Center located at one of the state's higher educational institutions. The directors assist in expanding the transfer of new or improved technologies from state universities to existing companies.

In FY 2011, USTAR Technology Outreach staff conducted more than 200 projects that supported companies, entrepreneurs and researchers in 16 of 29 counties in the state. The team facilitated the Technology Commercialization Grant Program, which links regional institutions of higher education with local innovators to bring unique ideas to commercialization. Through November 2011, the grant program has resulted in 82 product prototypes, 128 invention disclosures and patents filed 37 new sales agreements, 21 new companies launched, and more than \$18.9 million in follow-on investment.

The Board of Regents supports the USTAR initiative and encourages the Utah Legislature to restore \$6 million of USTAR investment cut over the past three years and increase USTAR's ongoing research allocation by \$10 million annually.

### **Jobs for Utah's Future – Data**

**Coordination**—Like any enterprise, higher education must know and project future needs. Workforce and talent development is playing an increasingly larger role in economic development strategies. The Jobs for Utah's Future project is developing a unique approach to projecting workforce and talent needs specifically tailored for Utah.

The difficulty of projections is that the “language and data” used by education officials is different from that used by workforce services and economic development professionals. The State Board of Regents, in partnership with the Utah Department of Workforce Services, the Governor's Office, Utah State Office of Education, and the Utah College of Applied Technology has committed to formulate a Utah solution to the data incompatibility.

Working under the agenda of the Governor's Excellence in Education Commission, this





coalition of workforce and talent development agencies have begun work to produce of a common report to the Governor and Utah Legislature about how state agencies will meet the workforce and talent needs of the state through education. The anticipated release of this document is mid-2012.

### Future Initiatives

**Jobs Utah**—To grow jobs and wages in Utah requires the concerted effort of education, government, and industry. The State Board of Regents supports forming of an interagency coordinating committee to oversee education and workforce economic development initiatives. The proposal to form this committee is currently before the Governor's Education Excellence

Commission and will be more fully vetted in 2012.

### **Workforce Grant Collaboration**—

Throughout 2011, discussions were conducted regarding the opportunity to develop a proactive workforce and talent-development grant strategy. Having identified Utah's economic strengths and gaps, Utah's colleges and universities should seek grants that align to these strengths and bridge these gaps. Initial meetings to develop a proactive consortium were held during 2011. The opportunities for collaboration will continue to be identified throughout 2012 to discover the best model for winning grants awards that meet Utah's greatest needs and exploits its greatest opportunities for growth.

Growing jobs  
requires the  
concerted effort  
of education,  
government, and  
industry.



# Snow College Student Accepted at Juilliard



**A**ndrew Wangemann is a drummer. He's also one of the few transfer students accepted at Juilliard—certainly the first from Snow College.

Wangemann started at Snow College in fall of 2007. “Andrew was a serious drummer from the moment he walked in the door,” said Vance Larsen, Dean of the Fine Arts Division at Snow College. As another professor put it, Wangemann had the talent to do whatever he wanted, with the right help. In his three years at Snow College, he has met with great success.

Wangemann interrupted his studies with a two-year LDS mission. During that time, his goals changed, and his sights were firmly set on transferring from Snow College to the Juilliard School of Music in New York. With help from Snow College faculty and a personal connection, he was able to meet with Carl Allen, a fellow drummer and a faculty member at Juilliard. Andrew now had a path to his dream.

“Last year, Juilliard accepted one person in his field,” said Larsen. “That person was Andrew.”

“There is no way I would have ended up at Juilliard if not for my time at Snow College,” said Wangemann. “Everyone helped me determine a path to get there.”

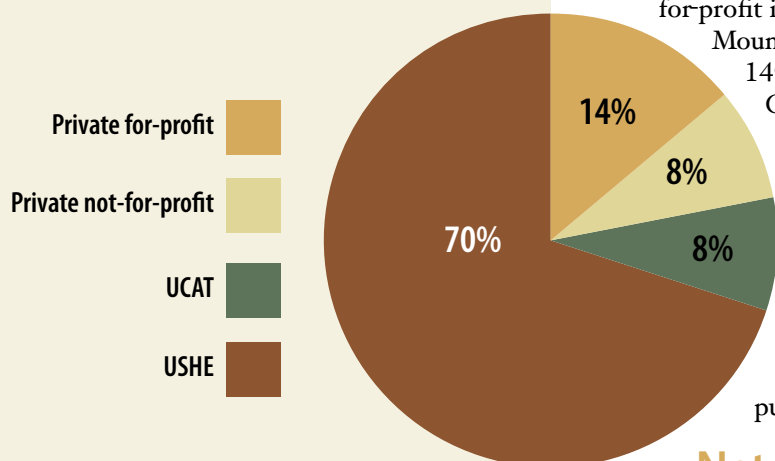
That path included a lot of practice, honing of skills, and a lot of tips from Juilliard and Snow faculty such as James Burton, the former director of Jazz Studies and a Juilliard graduate. Wangemann said his growth at Snow made the transition smoother.

Snow's Horne School of Music serves about 600 students and 140 student music majors each year, with the goal of helping them reach their educational goals. And as Wangemann the drummer demonstrates, no goal is out of reach.



# Building Utah's Higher Education Network

Figure 15: All First-Time Degree/Certificate Seeking Undergraduate Students  
(Residency at time of admission = UT)



In order to accomplish Utah's **big goal**, USHE recognizes its responsibility to provide the largest share of degree/certificate attainment. However, accomplishing the 66% goal will not be possible without a joint effort of USHE, UCAT, private for-profit, and private not-for-profit schools.

USHE educates approximately 70% of all first time degree/certificate seeking undergraduate students. Accredited private for-profit institutions, such as University of Phoenix and Rocky Mountain University of Health Professions, are educating 14%; private not-for-profit schools, like BYU and Western Governors University, educate 8%; and UCAT is educating the remaining 8% (see Figure 15).

A diverse offering of higher education institutions is a valuable component of any state's higher education system and economy. Currently, the Office of the Commissioner of Higher Education is working to develop a network of schools committed to meeting the state's goal through strengthened transferability between USHE and other institutions of higher education, and through public advocacy for the importance of higher education.

## Network Effectiveness

To continue efficient and effective practices, USHE continues to lead the state in bringing people and groups together to improve efficiency while maintaining access and quality. The following initiatives represent two of the most exciting projects currently underway in Utah.

**Utah Data Alliance (UDA)**—In June 2010, USOE received an American Recovery and Reinvestment Act (ARRA) grant to construct a statewide longitudinal data system (SLDS). The goal is to make individual student data, from early childhood into the workforce, available for research and analysis.

The Utah Data Alliance seeks to complete two significant capabilities. The first of these capabilities is linking an individual's K-12 data to pre-kindergarten, postsecondary, and workforce records. Such linking enables the analysis of student progress and outcomes over a longer period. The second capability is the exchange and access of this data by using widely recognized data standards.





Through the work proposed in this application, the fulfillment of these two capabilities extends the usefulness, quality and availability of the following required elements.

*Element 1* - A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law).

*Element 2* - Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.

*Element 3* - The capacity to communicate with higher education data systems.

*Element 4* - A state data audit system assessing data quality, validity, and reliability.

*Element 5* - Student-level college readiness test scores.

*Element 6* - Data that provides information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

*Element 7* - Data that provides other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

**WICHE Interstate Passport**—The WICHE Interstate Passport is funded by the Carnegie Foundation in collaboration with the Western Interstate Commission for Higher Education (WICHE). This initiative focuses on developing learning outcomes within the General Education core to streamline transfer pathways and improve interstate transfer and graduation. Five of the fifteen WICHE states are collaborating to introduce the Essential Learning Outcomes (ELOs) developed by the Association of American Colleges and Universities and already in use in Utah. These ELOs will be integrated into institutional General Education core courses in the other participating states: California, Hawaii, North Dakota and Oregon. Students who complete the core courses and demonstrate competency in the ELOs will receive a Passport that allows these core courses to transfer seamlessly among the participating WICHE states.

### UDA Partners Include:

- Utah State Office of Education (USOE)
- Utah System of Higher Education (USHE)
- Utah College of Applied Technology (UCAT)
- Utah Department of Workforce Services (DWS)
- Utah Education Policy Center (UEPC)
- Utah Education Network (UEN)

## Quality

A major goal in Utah is to improve college readiness and clearly define learning outcomes. Through collaboration with USOE, UCAT, WICHE, and national associations, Utah continues to align curriculum with the needs of industry and other educational institutions, thereby improving transferability within the system and throughout the WICHE region. Maintaining quality while increasing efficiency continues to be a top priority of the Utah System of Higher Education.

**Lumina-Funded Tuning Project in Math, History, Physics and Elementary Education**—Utah is leading the nation in its seamless transfer and articulation policy and practices. It is one of a small number of states receiving funding from the Lumina Foundation for its work in *Tuning*. This past summer the USHE received an additional \$390,000 to continue the Tuning project, expanding into Physics Education, History and History Education, General Education Math, and Elementary Education. The goal of the Lumina Tuning project is to develop and make transparent discipline learning outcomes and competencies for each degree level – associate's, bachelor's and master's. Faculty members from each institution around the state gather to discuss the knowledge and skills students will need upon completion of their degree. The learning outcomes and competencies are designed to align with employer needs, as determined by employer focus groups, and the Utah Common Core Standards.

**Quality Collaborative**—New transfer and articulation agreements are being established between Salt Lake Community College and the University of Utah. Not only will the Quality Collaborative improve transfer and articulation, but it will also address assessment strategies and techniques that ultimately improve learning. The Associate's of Science in Business degree, a program with a long-standing statewide articulation that is undergoing modification, is likely to be the starting point for this work.

## Future

Technology is dramatically changing students' learning styles, as well as institutions' ability to deliver education differently, while sustaining

academic quality and potentially reducing costs. The following initiatives are underway in an effort to respond to disruptive technologies and to utilize technology to improve advising and career placement.

**Leveraging Technology**—Staff members within the Office of the Commissioner of Higher Education (OCHE) are currently collaborating with the Information Technology offices from institutions around the state to develop responses and strategies to use technology more creatively. While much has already occurred on the *operational* front, the present emphasis within OCHE is to explore opportunities that exist at the core of the academic enterprise—the *instructional* front. On November 3, 2011 the OCHE hosted Henry J. Eyring, author of *The Innovative University: Changing the DNA of Higher Education*, to facilitate a discussion of potential innovation within the Utah System of Higher Education. Pursuant to last year's recommendation (2010), campuses have established an IT master plan



and are now preparing and reporting IT plans to the Board of Regents annually. Finally, a paper addressing the current disruptive technology environment and potential future directions is being drafted.

### ***Technology-Based Advising &***

***DegreeWorks***—Several campuses have purchased, or are investigating the possibility of purchasing, comprehensive web-based academic advising and degree audit software. Currently, five USHE institutions are in the beginning stages of implementing academic advising software for students and advisors called *DegreeWorks*. This software provides robust academic planning tools and real-time counseling capabilities to assist academic advisors in providing consistent and meaningful direction to students. It shows students how their courses apply toward their selected degree program without taking unnecessary courses. *DegreeWorks* also provides:

- Real-time advice and counsel to students
- Interactive “what if” scenario planning
- More transparent course and credit transfer
- More personalized advising
- More timely degree certification
- Better retention and improved transfer recruitment
- Semester-by-semester planning

Another advising tool being offered at extension campuses is advising through a video conferencing system. The product, called Movi, allows for a high definition video feed from the extension campus to the advisor located on the main campus. This is important because it allows advisors to require that a student show their picture ID for verification before any personally identifiable information is discussed. Once the connection is established, the advising session resembles a traditional face-to-face advisor-student interaction.

## **Collaborative Voice (Advocacy)**

Working with state and national organizations, USHE is attempting to align its efforts to national best practices. Through collaboration with state business leaders, USHE ensures that all advocates of

higher education speak in the same voice. Along with membership in various professional development associations, OCHE staff is working with Complete College America and the National Governors Association to improve college completion.

***Prosperity 2020***—Utah Business leaders recognize the value and importance of the role education plays in building and sustaining a strong economy. Prosperity 2020 is an organization of Utah business and community leaders that promotes investment and innovation in K12 and higher education. USHE continues to work closely with Prosperity 2020 to advocate for increased state support to ensure that higher education provides the educated workforce businesses need.

***Complete College America***—Utah continues to work with Complete College America to develop and implement high-impact, large-scale college completion strategies. Utah has embraced new thinking on improving college completion for students in Utah. As one of thirty Alliance States, Utah is committed to setting state and institutional completion goals, developing action plans, and collecting and reporting common measures of progress. As mentioned previously, USHE is currently working with Complete College America to coordinate a Complete College Utah Academy in March 2012.

***National Governors Association***—In August 2011, the Office of the Commissioner was awarded a \$30,000 Complete to Compete grant from the National Governors Association (NGA). The grant outlines that OCHE will develop an action plan for a) increasing the emphasis on performance and outcome metrics in its postsecondary education accountability system; and b) embedding those metrics in a key area of state policy.

In November, Utah sent a team of four delegates representing USHE, DWS, and UCAT to the *Policy Academy: Strengthening Postsecondary Accountability Systems* meeting in Atlanta, Georgia. The academy focused on making efficiency and effectiveness a more significant part of state-level accountability systems. Over the next year, the NGA will be working closely with Utah to provide direction on best practices from around the country in the development of performance indicators and accountability matrices.





# University of Utah



Established: 1850

Fall 2011 Headcount  
Enrollment:

**31,672**

Fall 2011 FTE  
Enrollment:

**26,441**

## 1. Progress in Achieving 2010 Report Recommendations

Last March, the University of Utah selected the following recommendations from the 2020 Plan as our highest priorities for the coming year:

- **Support Mission-Based Funding—Recommendation 20**
- **Enhance or Adopt Institutional Retention Policies—Recommendation 26**
- **Increase Use of Mixed-Delivery Courses—Recommendations 27 And 41**
- **Use Technology to Decrease Costs and Improve Services—Recommendation 44**
- **Increase Funding for the USTAR Program—Recommendation 47**

## 2. Progress in Improving Institutional Retention Rates and Practices

***The goal of increasing the rate of student completion begins with admitting a population of students that will be successful in the programs the University of Utah offers.***

The University of Utah combines its exceptional faculty, cutting-edge curricula, and institutional support to recruit outstanding student scholars. As the flagship campus, the University must remain accessible and affordable while providing the exceptional undergraduate programs that emanate from Utah's only tier-one, public research university.

Although enrollment at the University of Utah has been growing (see Figure 16), we realize that we needed to refocus our recruitment strategy to ensure that we are serving those students who can be most successful and thrive at a research intensive university. In 2010, we partnered with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to develop a new admission profile designed to better predict student success. This fall we hired a new Associate Vice President for Enrollment Management who is working with all of those involved in recruiting across campus to develop a more integrated and strategic enrollment plan.

The Strategic Enrollment Management Plan systematically focuses resources on strategies that have the strongest impact on the University's primary enrollment goals. These goals will be achieved by following the initiatives below:

- We are more clearly identifying the number and types of students needed to fulfill the institutional mission.
- We are enhancing our communication to include more targeted, personalized messages to high performing high school students to clarify what the core competencies are of a research intensive university and the value of pursuing their postsecondary education in that environment.
- The University is developing a master recruitment calendar that includes the target date for each piece of communication to be sent to prospects, applicants and admits, as

well as counselors and parents. The Office of Marketing and Communications is working with admissions and academic units to help integrate and coordinate information about our programs via television, radio, print and billboard advertisements.

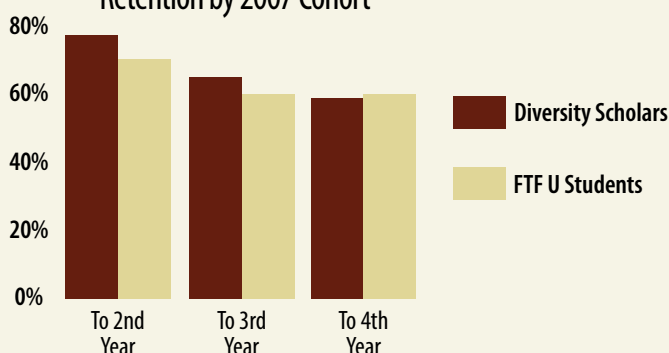
- We are determining the institution's capacity to serve students by degree program and types of students (traditional, non-traditional, graduate, veterans, etc.)
- We are currently conducting a systemic analysis of student characteristics to increase our knowledge of who is not persisting and graduating at the University.
- Through our new CRM recruitment software, the University is developing an online interest page that is designed to collect information on prospective students. As students move through the web portal, we are able not only to provide specific information tailored to the interests of the student, such as academic programs, student life, housing, and student aid, but we are also able to capture the data related to the student's information search and begin an individualized communication plan delivered through an automated process.
- We are refining our management of scholarships and financial aid by 1) Developing a campus-wide scholarship search for students that will collect all scholarship resources in one place making it easier for the students to locate; and 2) Targeting scholarships and institutional grant funding for low-income students.

***The goal of increasing the rate of student completion continues with providing the environment and tools to retain students so they can successfully graduate.*** We are working to increase the success of the following initiatives.

***Expand Opportunities for High-Engagement Experiences***—The number of assistantships awarded to undergraduate researchers working with faculty sponsors by the Undergraduate Research Opportunities Program (UROP) has increased dramatically from 107 during the 2005-2006 academic year to 317 in 2010-2011.



Figure 16: First-Time, First-Year Freshmen Retention by 2007 Cohort



***Deploy Student Orientation Leaders Year Round to Proactively Stay in Touch with First-Time Students***—The Campus Life Mentor Program is a pilot program that was started in fall of 2011 that employs past orientation leaders to serve as assigned mentors to groups of incoming students during their first year at the University. During this first year, new students have been randomly selected to participate. If successful, we plan to increase the number of mentors and decrease the size of the mentee groups to allow for more personal one-on-one contacts.

***Identify Intensive Mentoring and Support Services for Specific Subpopulations (First-Generation Students)***—The Diversity Scholars Program is central to the Office for Student Equity and Diversity’s retention focus and was created as a way to support students of color during their first year on campus via a campus orientation, regular interactions with faculty and staff of color, regular academic advising, multiple mentoring relationships, and off-campus community engagement opportunities. Most notably, the program is implemented as a cohort model that includes traditional admitted students, sponsored students, and scholarship students. Sponsored students are those students admitted under the University’s 5% policy which allows for 5% of any incoming class to be comprised of students who do not meet the initial admission criteria. The Diversity Scholars program seeks

to sponsor such students’ admissions and retain them through graduation.

***Continue Mandatory Advising for Freshmen and Sophomores and Required Declaration of a Major After 60 Hours***—U of U will continue its Mandatory Advising Program (MAP) that requires advising for first- and second-year students. Students who have accumulated 60 credits and not selected a major are required to seek advising for major exploration. Since its introduction to the campus community, the MAP committee has continued to offer training to advisors, initiated an assessment plan, and developed strategies to increase early participation.

***Push the Use of the Newly Upgraded Automated Degree Audit System***—After a consulting visit with College Source, two initiatives are under way in University College for the Degree Audit Reporting System (DARS): 1) Articulation tables from USHE schools are being adjusted so that the search for courses will work with prerequisite checking; and 2) Ways are being sought to identify repeats within transfer course work. Both of the above initiatives will help students to have a clearer picture of where they are in the progress toward their degrees.

***Use of Technology to Decrease Costs and Improve Services***—University IT is supporting management in the effort to improve and streamline admissions,





registration and financial aid awarding processes. The University has joined a higher education software development consortium called Kuali that offers a workflow automation tool. This tool will be used to automate the student related processes as they are designed. In addition, the Technology-Assisted Curriculum Center (TACC) is providing faculty grants for curriculum development of hybrid courses which leverage technology to provide an efficient and effective use of online learning and classroom learning.

***Reduce the Costs of Textbooks***—Expanding book rental opportunities, availability of e-books and e-book rentals will help reduce costs and retain students in school. Through a concerted campus effort, many programs have been implemented at the campus level to help reduce the overall cost of textbooks to students. These programs include guaranteed buyback, e-books, textbook rental, and increased availability of used textbooks.

### 3. Other Strategic Plans and Initiatives that Support the HigherEdUtah2020 Plan

***Economic Innovation***—USTAR continues to show the potential for contributing to economic innovation. To date, we have hired 35 USTAR

investigators and are planning on recruiting five new investigators within the next year. We are currently five years ahead of the benchmarks from the Bureau of Economic and Business Research study as measured by our disclosures, patents, licenses, startup companies and employment. We will be working with the USTAR Governing Authority board and Legislature to increase our funding as was outlined in the original bill (SB75) that established USTAR. Additional funding will allow us to pursue a health sciences drug research cluster and expand our current successful clusters.

Research at the University of Utah helps drive economic innovation. The Electronic Post Award Management project that is partially funded by mission-based funds is on track to help automate many of the administrative duties related to funded research. The successful completion of this project will allow research faculty, including USTAR faculty, to spend more time actively involved in research.

Research at the University of Utah helps drive economic innovation.



# Utah State University



Established: 1888

Fall 2011 Headcount  
Enrollment:

**28,994**

Fall 2011 FTE  
Enrollment:

**20,880**

The following summarizes Utah State University's (USU) continuing progress in addressing the goals of *participation, completion and economic innovation* outlined in the HigherEdUtah2020 plan. Specific recommendations from the 2020 plan, toward which USU has made a focused effort, are addressed within the text.

## Strategic Priority 1: Student Participation

The Utah State University system of campuses and education centers spans the state of Utah, offering access to quality higher education for all Utahns

(see map). Utah State University increases participation in higher education by offering course content through face-to-face, interactive video broadcast, and online delivery modes. In fall 2011, a total of 28,994 students are enrolled at USU—across all campuses and in all course modalities, representing the largest enrollment in the 123-year history of the institution. In Logan, a total of 16,857 students are enrolled, the largest number at that location in the history of the university. Similarly, enrollment at the regional campuses in Brigham City, Tooele, and the Uintah Basin are at an all-time high. Compared to fall 2000, headcount enrollments at the regional campuses have grown by 87% (from 6,727 to 12,583). In the entire USU system, compared to last year, enrollment increases were experienced in transfer students (+ 7.9%), continuing students (+ 5.0%) and new graduate students (+ 4.7%).

Utah State University continues to become more diverse. Across the entire USU system, enrollment of domestic minority students is up 11.5% compared to last year. Since fall 2005, minority student enrollment in the USU system has almost tripled from 1,079 to 3,064 this year. Utah State University now has more students of Hispanic origin in the USU system (1,439) than it had in 2005 in all categories of ethnic minorities (1,079). Students of Hispanic heritage represent 47% of the minority students in the USU system. The largest concentration of domestic minority students is on the USU-Eastern campuses (26.9%), followed by the regional campuses in Brigham City, Tooele, and the Uintah Basin (10.8%) and the Logan campus (7.9%).



### ► Mixed-Delivery Courses— Recommendation 27 & 41

Utah State University is fully engaged in assisting faculty in the development and implementation of mixed-delivery courses. In fall 2011 more than 800 traditional USU courses used some form of online delivery (i.e. learning management system). Additionally, USU broadcasted nearly 300 courses using video conferencing with faculty taking advantage of online delivery to increase teaching and learning experiences in lieu of physical seat-time. As an example,

in 2010, USU's Nutrition and Food Science (NFS) 1020 course was meeting 3 days-a-week for 50 minute lectures with over 300 students. In 2011 the department worked with professional instructional designers to develop a mixed-delivery format that requires students to meet only one-day a week for a 50 minute lecture while providing smaller group sections that meet online, facilitating discussions, sharing content and promoting greater participation.

Early data shows that student satisfaction is higher in the mixed-





delivery NFS 1020 course—with, on average, better overall student performance.

#### ► Faculty Retention Efforts—Recommendation 34

Limited financial resources continue to provide a challenge for faculty hiring. However, after experiencing a decline in faculty numbers, USU has leveraged resources from faculty retirements into new hires, and the number of tenured and tenure-track faculty has now returned to 2007 levels. The university remains committed to building the faculty in response to increasing enrollments as the necessary resources become available.

### Strategic Priority 2: Student Completion

Utah State University is continuing several programs that are anticipated to improve retention and completion rates over time. These include: new student and parent orientation, a first-year experience course, academic support that includes tutoring, supplemental instruction and an early alert program for students who are struggling, weekly e-mails and an Aggie Passport Program to engage students in campus activities, and a leave of absence program that keeps USU in touch with

students who have taken a break for a semester or longer to help reintegrate them when they are able to return to the University.

In addition to ongoing programs, several new initiatives are in planning or early stages of development, including: retention scholarships, a degree audit program to assist students in planning their path to graduation, improvements to summer course offerings and summer schedule, best-practice retention workshops for campus constituencies, and a virtual one-stop shop of tools and services to support student success and progress-to-degree (see details below).

#### ► Mission-Based Funding—Recommendation 20

Utilizing one-time, mission-based funding from the Board of Regents, the Division of Student Services at Utah State University is partnering with the Provost's Office and Regional Campuses and Distance Education (RCDE) to design and implement a comprehensive suite of web-based tools (i.e., a virtual one-stop student services shop) to support student success and timely progress toward a degree.

This innovative one-stop shop of virtual tools and services is being designed by two teams working

in tandem: a student team and a project team that includes professional staff and administrators from key areas across the university system. The one-stop shop will be available 24/7 without geographic limitations to all USU students, advisors, and other university personnel via a central web site or portal accessible only by secure password. Faculty and advisors will access the one-stop shop to monitor their advisees' academic progress and involvement, thus allowing them to provide needed support or interventions.

The prototype for the virtual one-stop shop will be delivered by the design teams at the end of fall semester 2011. During spring semester 2012, USU will implement the prototype through an in-house process or by engaging an outside vendor to develop the virtual one-stop shop. The costs for either approach should be similar. The target date for rolling out the new suite of web-based tools is August 2012.

### Strategic Priority 3: Economic Innovation

Utah State University has received over \$213 million in external research awards for 2011, making it the best year on record for USU-sponsored research, and a 47% increase over the past two years. Approximately 70% of sponsored program funds are spent in the state of Utah, and more than 2,200 jobs are created as a result of sponsored programs at USU. Commercialization of USU research discoveries continues to grow. Currently, USU is pursuing 57 active commercialization projects, 42 early-stage pipeline projects (8 in \$1B+ markets), and 70 new invention disclosures; 20 patents have been filed.

#### ► USTAR Enhancements & Entrepreneurial Education— Recommendation 47

The Utah Science, Technology and Research (USTAR) initiative is designed to build the academy, leverage research opportunities, and create new technologies that will drive economic development and provide new revenue streams to higher education. USU USTAR researchers collectively number 32 (13 USTAR professors and 19 research affiliates). USU USTAR researchers have secured \$19 million in external funding and 6 new companies have been formed since January 2011.

Utah State University has established the Center for Entrepreneurial Excellence. The Center is administered in the Jon M. Huntsman School of Business, but is inclusive in serving students across the University, including USU's Regional Campuses and USU Eastern in Price and Blanding. The Center's curriculum, combined with programs and activities, teaches students the skills of entrepreneurial leadership and prepares them for successful careers in (1) creating new ventures, (2) developing existing corporations, and (3) building community organizations. The Center was launched in November 2011, and accomplishments will be noted in future reports.

Utah State University is a public, research university committed to providing access to higher education by fulfilling its land-grant mission in state of Utah. USU is committed to the priorities of participation, completion and economic innovation, evidenced by progress in these areas outlined in this summary report.



USU USTAR researchers  
have secured \$19 million  
in external funding and 6  
new companies have been  
formed since January 2011.





# Snow College

Established: 1888

Fall 2011 Headcount Enrollment: **4,465**

Fall 2011 FTE Enrollment: **3,483**





The *DegreeWorks* academic planning software program will help facilitate educational plans.



## 1. Progress in Achieving 2010 Report Recommendations

### ► Institutional Remedial Education Reports to Public Schools—Recommendation 25

Each spring Snow College prepares annual high school profile reports that summarize key data elements regarding entering freshmen by high school. The 2012 edition of the report will include data about the number of students in the entering cohort that required developmental math and/or English courses and the number of those students who subsequently succeeded in the regular course (i.e. Math 1010, English 1010).

### ► Institutional Retention Policies—Recommendation 26

Snow College is developing a phone and e-mail survey process to enhance the data we collect about student persistence and retention. The Student Success Office and Institutional Research Office are collaborating to conduct surveys from January-February 2012 with non-returning students from fall 2011 to gather specific information about factors that resulted in students interrupting their enrollment. Data collected will be reviewed by the Deans Council and the Student Success Council in March and appropriate follow up action taken, including incorporating the findings into the Start Smart curriculum (new student orientation course) for the fall 2012 cohort.

### ► Completion—Utilize Online Student Services—Recommendation 43

Snow College is implementing the *DegreeWorks* academic planning software program for use by

students, advisors, faculty members and other academic support staff. The program will enable students to track progress toward degree completion, create an individual education plan, and make advisement conversations more focused on individual student progress toward goal completion. Initial training of our 5-person implementation team was completed in October 2011.

The team is approximately 80% complete in building the databases and files for the program. Follow-up training is scheduled for February 2012. After final entry and cleanup work, the program will be opened to a test group of students in April 2012. Our target for going live with the program is August 2012.

## 2. Progress in Improving Institutional Retention Rates and Practices

Highlights of ongoing efforts to improve Snow College's retention rates and practices this past semester include:

- Discussions with student focus groups during the fall semester on both campuses to gather feedback on student satisfaction and concerns. Data collected will be reviewed by Deans Council and Student Success Council.
- Major remodeling project on the Richfield Campus to create a Student Life space that will support and enhance the effort to build a stronger student activity and leadership program there. (Student involvement opportunities have a significant positive impact on persistence and retention.)



- Strengthening the curriculum in the Start Smart (new student orientation) course by transferring oversight to Academic Affairs.
- 22% more students participating in the Multicultural Student Center and related programs in fall 2011 than fall 2010. Initiating a campus-wide advisory committee to further strengthen and expand the efforts of the Center to support multicultural students at Snow College.
- Re-modeling a dedicated space for the Counseling and Wellness Center to allow for improved counseling services, better confidentiality, and more opportunities for student programming.
- Ongoing efforts for cooperative coordination between Student Success, Financial Aid, and Business Offices to facilitate timely awarding of financial aid so students have the resources to start and stay enrolled in school.

### 3. Other Strategic Plans and Initiatives that Support the HigherEdUtah2020 Plan

Snow College recently updated its college strategic plan and submitted it to the Office of the Commissioner under the title, *A Blueprint for the Future*. The document focuses on the college's recently revised mission statement and the three strategic priorities that underlie the **big goal** in the Board of Regents plan outlined in HigherEdUtah2020. Snow's blueprint summarizes the college's direction in connection with and in support of the plan.

The blueprint discusses Snow College's place in the Utah System of Higher Education as a residential junior college that strives to continue its tradition of excellence in preparing students to transfer for further educational training at the university level, preparing students to

Snow College is committed to helping students with the resources they need to stay enrolled.

enter the workforce, and supporting economic development in its six county primary service region of central Utah. The document goes on to address each of the three strategic priorities in the 2020 plan and discusses Snow's preparation to actively support and accomplish each priority. The blueprint concludes by reviewing Snow's five Centers for Opportunities, which

are described as clusters of dynamic and strategic focus and initiative. They are not buildings or administrative units; they identify pathways of excellence, innovation and engagement for Snow College and serve as incubators for practices and accomplishments that will empower Snow College to be an ambitious partner in moving the state toward the **big goal**.







# Weber State University

**W**eber State University (WSU) has made strong progress in addressing the three strategic priorities presented in the HigherEdUtah2020 plan, as discussed below. Progress made on specific recommendations from the 2020 plan, toward which WSU has made a focused effort, are addressed within the text.

## Strategic Priority 1: Student Participation

### ► Land Acquisition (Branch Campuses)—Recommendation 31

**Expand WSU-Davis Campus**—Groundbreaking for a new classroom building at WSU Davis took place on November 8 and construction is slated for completion in fall of 2013. House Bill 4 and Senate Bill 5, which were passed by the 2011 Legislature, authorized the issuance of general obligation and revenue bonds to fund a new classroom building at WSU-Davis. That facility will provide space for as many as 3,000 students.

### ► Success Stipends—Recommendation 10

**Expand “Dream Weber” Program**—Enrollment in the “Dream Weber” program increased by 9% in fall of 2011, up from 697 in fall of 2010 to 758. This program makes higher education significantly more accessible for

Established: 1889

Fall 2011 Headcount  
Enrollment:

**25,483**

Fall 2011 FTE  
Enrollment:

**16,068**



minority and first-generation college students who might otherwise have not opted for postsecondary education by providing up to eight semesters of free tuition to resident students who qualify for federal Pell Grant funds and have an annual household income of \$25,000 or less.

► **College Access Grant & Related Outreach Efforts—  
Recommendation 14**

***Expand Pre-college Outreach Efforts***—As a result of WSU outreach initiatives, 303 students from traditionally underserved local populations applied for admission to Weber State in fall of 2011. These outreach programs include federally funded efforts such as Educational Talent Search, Upward Bound and GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) as well as local partnerships like “Student to Student Outreach” and the annual Multicultural Youth Conference. WSU received college access grant funding (two ImPACT subgrants) for its “Connecting to College” and “Creating a Pathway to College” programs. The 2011 statistics represent a 124% increase over the 135 similar students who applied for enrollment in fall of 2010. Beginning in autumn of 2012, WSU will expand outreach efforts by participating in another GEAR UP grant that will include an additional six target schools. WSU will also host additional youth conferences and summer bridge programs for 9th- through 12th-grade students to create an expanded pipeline of college preparation to the university.

## Strategic Priority 2: Student Completion

► **Time to Graduation—Recommendation 28**

***Implement “Fast Track” Program***—As of fall 2011, Weber State has fully implemented its “Fast Track” program. Under the guidance of the WSU Student Success Center, students who participate in the “Fast Track” program have the opportunity to complete a General Studies associate's degree in as little as one year. The Goddard School of Business & Economics has also implemented a “Fast Track” program in its Master of Business Administration program to streamline the process of completing the 36 credit hours required for that degree. These programs will benefit students by helping them to achieve their educational goals faster and at less personal expense. More efficient time-to-graduation will also accommodate additional students at the university.

► **Innovate Developmental and Remedial Education—  
Recommendation 23**

***Enhance the “TERM” Program***—Enrollment in the “Technology Enhanced Remedial Math” program at Weber State increased this fall by 9%



Students who  
participate in the “Fast  
Track” program have the  
opportunity to complete  
a General Studies  
associate's degree in as  
little as one year.



in terms of headcount (from 3,503 to 3,802) and 7% in terms of full-time equivalent students (from 11,926 to 12,775). Continued expansion of this program will assist under-prepared students and accelerate their pace toward graduation.

► **Mixed-Delivery courses—Recommendation 27**

**Expand Hybrid/Online Offerings**—In fall of 2011, the number of WSU courses delivered via online technology was 281. The 456 course sections offered online this fall accommodated 2,285 full-time-equivalent students (an increase of 4% over fall of 2010) who made up 17% of Weber State's total FTE enrollment. Many of WSU's master degree programs are delivered in hybrid course formats. WSU also now offers web-enhanced courses that enrich classroom instruction as well as accelerated hybrid classes that allow undergraduates to complete classes in just seven weeks. WSU offered nearly 1,500 sections of these types of courses in fall of 2011.

► **Provide Quality Opportunities for More Students—Action Plan Focus Area 3**

**Enhance Engaged Learning Opportunities**—Engaged learning opportunities at Weber State include the chance for students to participate in undergraduate research, community-based service learning, capstone projects and internships.

- As part of its ongoing Undergraduate Research Initiative, Weber State has hosted an Undergraduate Research Symposium every year since 2004. More than 800 WSU students have used that event to highlight the results of their research efforts through either oral or poster presentations.
- The university's annual undergraduate research journal, entitled ERGO, has also published 54 feature articles and 105 abstracts highlighting student research efforts since 2007.



- Some WSU students have earned national recognition for their undergraduate research projects. Those students include Amy Friend, who was one of only 60 students nationwide to participate in the 2011 Posters on the Hill event; zoology major Amanda Truong, one of only ten undergraduates worldwide invited to present their research results at the Society of Molecular Biology and Evolution conference in Kyoto in July; and Michelle Burton and Andrew Chris, whose report on the impact of religiosity on blended families was selected by the National Council on Family Relations as its Outstanding Undergraduate Research Project of 2010-11.
- The annual conference meeting of the National Conference on Undergraduate Research will be held at WSU in March of 2012.
- Through capstone project, students demonstrate their command of academic subject matter as





well as their ability to analyze and utilize that knowledge. During the 2010-11 academic year, nearly one-third of the 4,124 students who received WSU degrees completed capstone projects.

- During the academic year that ended in June, 7,077 WSU students participating in community-based learning initiatives contributed more than 131,000 volunteer hours to worthy causes. Compared to similar efforts in 2009-10, that accomplishment represented a more than 200% increase in student participation and a more than 500% increase in volunteer hours provided.
- Nearly 1,600 WSU students completed course-related internships in surrounding communities during 2010-11. Moreover, 79% of WSU graduate in spring of 2011 reported having completed one or more years of work experience related to their academic majors as either an intern or a volunteer.

### Strategic Priority 3: Economic Innovation

#### ► Utah Cluster Acceleration Partnership (UCAP)—Recommendation 48

##### ***Expand Business Cluster Acceleration Efforts—***

In partnership with the University of Utah, Weber State is continuing its efforts under the Utah Cluster Acceleration Project to study the implications of health care reform on the workforce professions of nursing, imaging technology and medical assistance. That effort

has completed its industry analysis phase and is now moving into the next phase where industry employers, USHE, UCAT and private educators will develop a strategic plan to respond to changing employer needs.

A previous acceleration effort focused on Utah's aerospace industry, a business cluster employing more than 46,000

workers statewide. As a result of that effort, more than 100 WSU students opted to major in electronics engineering and the first graduate of that program received a bachelor's degree in December 2011. Weber State also established elective areas of emphasis in contract management and aerospace/defense in its master of business administration program.



#### ► Enhance USTAR—Recommendation 47

##### ***Expand technology commercialization capabilities—***

Since March of 2011, Weber State has expanded its ability to foster technology commercialization and is working more closely with industry partners to support local business development, job creation and entrepreneurship. As the USTAR outreach center for northern Utah, the number of business development projects facilitated by Weber State has increased by more than 25% in the past nine months, up to 89 projects from the previous 70. In the same period, private entrepreneurial funding support for those projects has increased by \$500,000 to \$5.5 million. Two additional patent applications have also been filed, bringing the total from WSU facilitated projects to 11. Building on its previous success in winning TCG funding for local projects, the university has been equally successful in securing four TCIP grants worth nearly \$200,000 in recent months. Weber State has therefore secured a combined total of \$686,000 in TCG and TCIP funding for 19 projects.



# Southern Utah University

Established: 1897

Fall 2011 Headcount  
Enrollment:

**7,750**

Fall 2011 FTE  
Enrollment:

**6,254**

## 1. Priority Recommendations from the 2020 Plan

### ► Role/Mission-Based Institutional Admission Requirements— Recommendation 2

The State Board of Regents should define specific admission requirements for each higher education institution based on its role and mission. These admission requirements should be communicated early and often to parents and students about what is expected in college so that time in high school will be used well to prepare adequately for college.

### ► Mission-Based Funding—Recommendation 20

Support a mission-based funding mechanism for USHE institutions that focuses new dollars specifically for measurable products. New accountability measures would connect funding to institutions' missions based on growth in course and degree completion, as well as research that contributes to the economy, quality and regional economic development activities, and job placement, rather than on third-week census numbers.

### ► Institutional Retention and Completion Reporting— Recommendation 22

Using data from the Utah Data Alliance, USHE should require each institution to report its retention and completion performance and goals to the Regents annually (with particular focus on prioritized degrees aligned with the areas of greatest economic opportunity in Utah). These reports would then be compiled and distributed to the Regents, Governor, and Legislature by the Commissioner's Office.



### ► Institutional Retention Policies—Recommendation 26

Regents should challenge each institution to adopt or enhance policies such as mandatory attendance for freshman-level classes, mid-term grading feedback, and first-year college experience classes, all of which are proven methods of improving traditional college student retention.

### ► Faculty Retention Efforts—Recommendation 34

Increase funding for more faculty positions and faculty salaries in order to retain key faculty and expand the number of sections and students served. This will prevent soft or hard enrollment caps and course bottlenecks, and will help open admissions to programs that supply Utah workforce needs.

“Students are more likely to persist and graduate in settings that expect them to succeed.”

—Vincent Tinto

#### Benchmarks of Successful Change at SUU

ACADEMIC YEAR	2008-09	2009-10	2010-11	2011-12
NUMBER OF PROGRAMS OFFERED				
Undergraduate	104	103	106	105
Graduate	9	9	9	8
DEGREES GRANTED				
Undergraduate (Associate's, Bachelor's, Graduate (Master's))	323/900	317/924	359/938	—
	307	352	420	—
FALL-TO-FALL RETENTION	64.4%	63.9%	65.9%	—
6-YEAR GRADUATION RATE	39.5%	43.5%	41.7%	—
ENROLLMENT IN FOREIGN LANGUAGE (HC/FTE)	764/148.7	812/153.9	887/169.2	—
GEOGRAPHIC ORIGIN OF STUDENT BODY				
Utah Enrollment (Number of Counties)				
Out-of-State Enrollment (Number of States)	29	29	29	28
	43	45	45	45
ENTERING ACT SCORES (FIRST-TIME FRESHMEN)	21.84	21.84	22.71	22.5
HIGH SCHOOL RANK IN TOP 40%	67.6%	66.1%	67.5%	68.7%
TOTAL NON-CAUCASIAN ENROLLMENT	778	874	965	1009
INTERNATIONAL STUDENTS	102	113	165	273
NUMBER OF STUDENTS STUDYING ABROAD	80	37	78	—

#### Definition of Measures

- **Program:** Program is defined as Field of Study.
- **Degrees Granted:** Number of degrees awarded between July 1 and June 30.
- **Enrollment for Foreign Language:** Total enrollment for the entire academic year based on end-of-term data. HC is unduplicated HC. FTE is annualized FTE.
- **High School Rank in Top 40%:** The percentage is based on all undergraduate students for whom SUU has received a high school rank. It should be noted that there are a good number of students for whom we do not receive high school ranks.
- **Total Non-Caucasian Enrollment:** This number is reported in HC and is based on fall 3rd week reports.
- **International Students:** This number is reported in HC and is based on fall 3rd week reports.
- **Number of Students Studying Abroad:** This is the total number of students for the entire academic year, reported as unduplicated headcount.





## 2. Progress in Improving Institutional Retention Rates and Practices

### Pre-Enrollment

- **Drop for Non-Payment**—To make room for students on waiting lists for classes, a deadline was implemented for tuition payment.
- **At-Risk Students**—Prior to classes starting, students with low math and English sub-scores on the ACT were sent an e-mail detailing resources available to help them should they need assistance.
- **Four-Year Scholarships**—Starting with the 2012-2013 school year, students will receive four-year scholarships to provide incentive to complete their schooling at SUU.

### First-Year Efforts

- **SANS (Student Assessment Notification System)**—This early alert system was created and is maintained through the mission-based funding received from the state. This funding has allowed for the hiring of one graduate student to oversee submissions and the peer mentors. Additional IT help was also hired to maintain and make improvements to SANS.
- **First-Year Student Survey**—A survey to first-year students has been completed for a second year, identifying trends associated with these students.
- **Operation Blind Spot**—Thirty staff were selected to help contact and train 60 faculty members relative to the use of SANS. The specific goal was to identify at-risk students (90-105 index). Faculty participants had 10 or more at-risk students in their classes. The goal is to decrease the number of these students (357

in total) who are on academic probation in the spring semester.

- **90-95 Range Students**—All students who were admitted with an admission index between 90-95 were assigned a peer mentor to help them find resources and provide a peer contact for help.
- **On-Campus Housing Requirement for College Connections**—Starting fall semester 2012, all College Connections students will be required to live in on-campus housing.
- **Learning Communities Enhanced**—Housing has expanded their offerings to seven different learning communities. Several have added required courses associated with the learning community.

### Second-Year+ Efforts

- **E-mail before Thanksgiving**—An e-mail was sent to students approximately one month prior to spring registration encouraging them to prepare for registration and providing them their appropriate date to register for classes.
- **Degree Works**—The Registrar's office invested in new software and has devoted many hours to provide students with this resource that identifies the courses they have completed and the courses still needed for graduation in every degree offered by SUU.
- **Quality Service Initiatives**—a) Student training was piloted within the Student Services Division to create greater teamwork and a better understanding of quality service and its role on the SUU campus. (b) Training for new faculty and staff was completed in September. Nearly 35 new faculty and staff attended the training focused on getting acclimated to Cedar City, SUU history

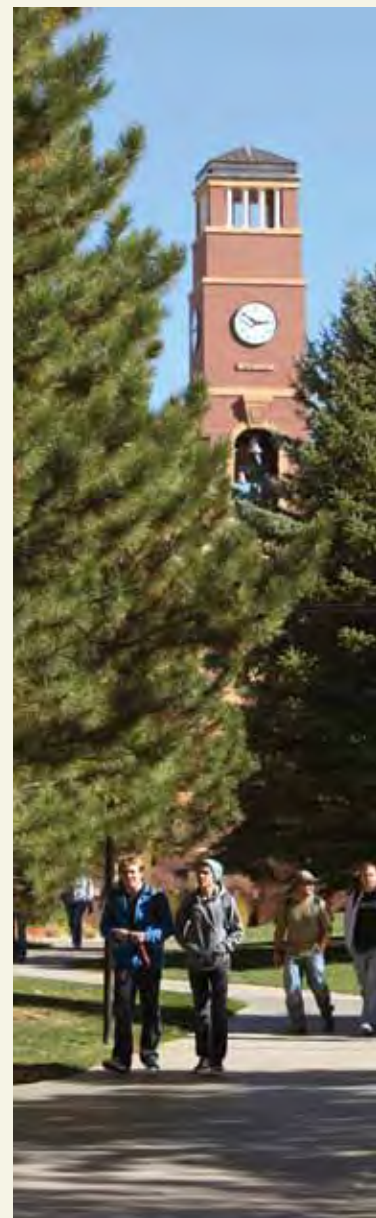


and traditions, and our culture of quality service. (c) A new relocation guide is in development to provide new SUU employees with resources prior to starting their job at SUU.

### 3. Other Strategic Plans and Initiatives that Support the HigherEdUtah2020 Plan

Below are some highlights from a range of measures SUU has taken to ensure retention rates continue to climb.

- Established an experiential education requirement for all students.
- Initiated a communication campaign to encourage earlier spring semester registration.
- Enhanced communication and interventions for students with outstanding balances, students at risk academically, and students concerned about tuition payments.
- Planned significant programming during the first six weeks of fall and spring semesters.
- Enlisted the aid of a national retention consultant.
- Implemented SUU Flight School to enhance the student transition to SUU.
- Increased advising to students taking concurrent courses to facilitate transition to SUU.
- Identified four priority initiatives that aid in retaining students: Quality Service, Learning Communities, Academic Advising, and Early Alert. Teams tasked with developing action plans for each initiative.
- Enhanced the “MySUU” portal to provide students with a dynamic checklist for admissions and to conduct research to identify at risk students.
- Increased on-campus student job offerings.
- Hired four additional academic advisors and 30 new full-time faculty members since 2009.
- Targeted faculty hiring to address bottleneck required courses to reduce time to graduation.
- Increased funding for faculty development and training by 36% since 2009.
- Developing a comprehensive plan for summer course offerings to assist students with progress toward degree completion.
- Implementing an online interactive and dynamic degree audit system allowing students to explore different degree options as well as monitor progress towards graduation.
- Continue to sponsor orientations for special populations: non-traditional, first-generation and international students.





# Dixie State College

**D**ixie State College has seen dramatic growth for eight consecutive semesters. Since 2007, student growth is up 63 percent. In order to align the institution's strategic directions and its role in advancing the **Higher Ed Utah 2020 Plan**, Dixie State College selected to focus on two areas of the Action Plan: **Access** (Student Participation) and **Retention** (Student Completion.)

## Strategic Priority 1: Student Participation

In order to expand the pipeline of college-bound and career-ready students, Dixie State College is addressing a series of recommendations found in the document. In addition to expanding its core and foundational degree options, Dixie State is specifically addressing:

### ► Access Inventory Report—Recommendation 4

*"Dixie State College will complete and present to the State Board of Regents an Access Inventory Report by June 2011. The College will participate in the statewide effort to increase and simplify access to higher education opportunities. It will modify services, procedures, and processes where needed to increase participation rates at the institution."*

As an Open Admission institution, Dixie State College remains committed to providing simple and straight-forward access to its degree offerings. To further support this goal, the college has recently implemented admissions and advisement "Outreach Days" at many of its feeder schools, where students are able to complete their admissions application and receive initial advisement without leaving the high school and with the assistance of college representatives. To increase access and support to underrepresented populations, Dixie State also recently expanded its multicultural and international student centers, providing them with additional staff and resources. For the current academic year, minority student enrollment increased by 9.8% and the international student population increased by

Established: 1911

Fall 2011 Headcount  
Enrollment:

**9,086**

Fall 2011 FTE  
Enrollment:

**6,593**





21.3% over prior year enrollments. To add to current retention initiatives and positively impact retention rates, Dixie State is creating a “new student services” office, a “student retention and success” office, and implementing a more comprehensive “Early Alert” program.

➤ **Nontraditional Student Courses and Advising—  
Recommendation 16**

*“Dixie State College will continue to focus on developing and promoting services that benefit working adults by offering general education courses and full programs during the evenings, on weekends, and with alternative delivery methods. In addition, the institution will continue to develop degree-completion opportunities targeting incumbent workers; programs that build specific skill sets and provide career-ladder pathways.”*

According to the 2010 census data, Washington County continues to lag behind the rest of the State in the percentage of adults with bachelor’s degrees (22% vs. 27%). To address this disparity, Dixie State College continues to seek to provide greater access by building evening degree programs and offering classes



at times more conducive to adult learner schedules. Recent initiatives include an evening cohort-based program to earn a fast-tracked Bachelor's of Science Degree in Communication, with an emphasis in Organization and Leadership. The courses are offered in either two or four week increments (typically one night per week), and students can complete the degree within 20 months. In addition to online, hybrid, block, and evening courses, the college also recently added weekend courses (Friday/Saturday) with the intent that students will be able to complete all of their GE requirements on weekends; this is in addition to the ability to complete all GE coursework in the afternoons or evenings. Dixie State is also in the process of developing a focused “First-Year Experience” section for non-traditional students to supplement its active support group and ongoing seminars for re-entry students.

➤ **Community and College Centers—  
Recommendation 32**

*“Dixie State College will continue to expand educational opportunities to those in need of traditional community college services. These community college functions include, but are not limited to: Open access, enhanced advising and student support services, flexible scheduling, associate's degree and certificate offerings, developmental, adult and continuing education programs, clearly defined career pathways, and articulation with applied technology programs.”*

According to the fall 2011 enrollment data, as new students complete their admissions applications, “General Education” continues to be the most popular choice for program of study (25%). This underscores the ongoing community college mission that DSC in preparing students to transfer to complete their coursework. To further support this population, the academic advisement office has increased its general education advisors from four to six advisors. Most recently, an advising position was created to reach out to such state agencies as Vocational Rehabilitation,



Department of Workforce Services, Southwest High School, etc., with the goal to support local community members with admissions, advisement, financial aid, and course selection. The advisement office also just implemented an “Education after Graduation” program to encourage low-income, underrepresented students to gain some form of postsecondary education. To continue the tradition of working closely with the local Dixie Applied Technology College (DXATC), a joint program was created (AAS in Operations Management) and DSC advisors partner with DXATC advisors in meeting with high school students to promote their certificate, AS/AAS programs. The college also recently expanded its course offerings at the Hurricane Center to include law enforcement training options (POST), and ongoing discussions are taking place with local school districts to better meet student needs through concurrent enrollment opportunities.



## Strategic Priority 2: Student Completion

In order to increase student retention and goal attainment, Dixie State College attempts to reduce key barriers to student success. With approximately 66% of its students requiring remediation in some form, it is examining ways to address:

### ► Innovative Developmental and Remedial Education—Recommendation 23

*“Dixie State College will support innovative and expanded curricular opportunities that individualizes student learning and enhances skill development.”*

Dixie State College supports innovative and expanded curricular opportunities that are geared to individualization of student learning and enhances skill development. Course redesigns are under consideration that will incorporate more technology, student support, and modularization.



### ► Mixed-Delivery Courses—Recommendation 27/41

*“Dixie State College will continue to develop and certify instructors to offer mixed-delivery courses that will increase classroom utilization and provide alternative formats that appeal to adult learners and incumbent workers.”*

DSC requires new instructors who will teach online courses to go through online faculty endorsement training. Technology expertise is now an ongoing requirement of all faculty positions. Best practices of online education are introduced and explored as well as training on the current learning management system. This requirement must be completed prior to

faculty teaching their first online section. As Dixie State completes a full transition to the Canvas LMS system for the 2012-13 school year, its goal is to have every online class taught by faculty who have been endorsed to teach online either by completing the endorsement training or by an evaluation and waiver due to prior online training.

Blended courses combine a mixture of traditional face-to-face instruction with online delivery, and Dixie State has increased its blended course offerings by more than 300% over the past year. Upper division courses count for approximately 25% online courses at Dixie State College. This is anticipated to be a rising trend.

► **Completion-Oriented Online Student Services—  
Recommendation 43**

*“Dixie State College will continue to develop and enhance its online student services to help students monitor and plan for goal completion. It will continue to increase and maintain its services (advisement, tutoring, etc.) and coordination of online courses to provide a comprehensive and supported alternative to on-site classes.”*

Recognizing the need to provide a more user-friendly and robust degree audit system, DSC is migrating from the Banner CAPP system to the *DegreeWorks* system, currently in place at the other Utah Banner schools. In addition to the capital expenditures, the college is further supporting this initiative by funding two new positions dedicated to supporting *DegreeWorks*. Along with the benefits of online degree audits, student self-advising, and the student planner, Dixie State will also take advantage of the ability to better predict future course demand. Also, the processing of graduation degree verifications and checkouts will occur in a more time-efficient manner. In addition to *DegreeWorks*, the Advisement office recently implemented a software program called “Advisor Track,” which helps to track appointments and specific advisement provided; this feature helps ensure that students are given consistently accurate information and increases office efficiency. A successful online access program was recently implemented in support of DSC’s Nursing Program, which contributed to its ability to receive a ten-year accreditation (a significant accomplishment).







# Utah Valley University

## 1. Progress in Achieving 2010 Report Recommendations

### ► Role/Mission-Based Institutional Admission Requirements—Recommendation 2

In March 2011, the President's Cabinet released a white paper outlining nine initiatives to solidify UVU's commitment to its unique educational mission. At the heart of this commitment is the implementation of a "Structured Enrollment" system. UVU is currently preparing for full implementation of this new system for the fall semester of 2012. While remaining open admissions, UVU has implemented university "enrollment standards:"

New students admitted before or at 23 years of age must have a minimum ACT composite score of 19 and a high school GPA of at least 2.5

New students admitted at or after 24 years of age will need to present Accuplacer scores at or above designated minimums.

Transfer students must present college transcripts with the equivalent of UVU Math 1010 and English 1010 and a transfer GPA of 2.0 or higher

### ► Technology Delivered Instruction—Recommendations 27 & 41

**Hybrid Teaching Initiative**—UVU hosted the first faculty Summer Hybrid Course Boot Camp (2-week intensive workshop series) for

Established: 1941

Fall 2011 Headcount  
Enrollment:

**33,395**

Fall 2011 FTE  
Enrollment:

**19,704**



Figure 17: Technology Delivered Student Headcount

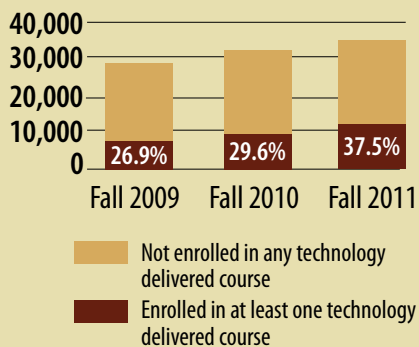
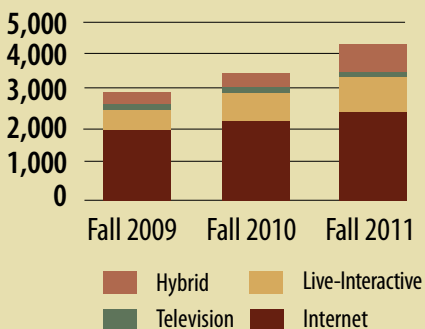


Figure 18: Technology Delivered Instruction (Student FTE)



development of new hybrid course offerings, which produced 5 courses for fall 2011. The Hybrid Teaching Seminar during spring and fall 2011 generated 60 hybrid courses.

**Target development of high demand general education and majors' courses for delivery**—through three of four delivery formats (face-to-face, online/broadcast, live-interactive, hot bunk hybrid). Twenty-five “bottleneck” courses have been targeted for development. Two were developed and offered in fall 2011 and three more for spring 2012. Seven courses are currently in development and 13 are in the queue for development.

**Utilize technology delivered instruction to respond to enrollment growth**—In 2011, technology delivered instruction at UVU increased by 2,845 unduplicated students (29.4%) over the previous year (see Figure 17). Student FTE delivered technologically increased from 16.5% to 19.6% of total UVU FTE.

**Expansion of live-interactive courses**—Compared to fall 2010, there has been a 21.2% increase in student FTE in live-interactive sections. UVU has completed on new live-interactive location and inaugurated the offering of two live-interactive courses for weekend sections (see Figure 18).

#### ► Promote More Efficient Time to Graduation— Recommendation 28

- Courses for 7 associate's degree programs and 9 bachelor's degree program courses are now available in the late afternoon, evening, or on weekends, and via distance education.
- Using mission-based funding, UVU hired new coordinator to identify and develop additional degree programs for delivery at non-traditional times and days.
- UVU is recruiting for new position to direct summer semester with a focus on adding additional courses/sections for juniors/seniors to assist in degree completion.
- In 2011, UVU conducted 6 summer bridge programs for 134 students from groups that are underrepresented in higher education and plans to expand the program.
- UVU is implementing new class scheduling software to improve the distribution of required courses by time of day and day of week.



### ► K-16 Alliance—Recommendation 9

UVU continues a strong partnership with K-12 public schools and the Mountainland Applied Technology Center through a K-16 alliance. This alliance convenes twice each semester and has made significant progress in a few areas:

- UVU has hosted and institutionalized an annual K-16 counselor conference. This conference brings together K-12 counselors and UVU advisors to discuss seamless transitions from public education to higher education.
- The alliance has collaborated on a series of concrete projects and data analysis to reduce the number of students who need remedial math upon entrance to higher education.

## 2. Progress in Improving Institutional Retention Rates and Practices

### ► Institutional Retention Policies—Recommendation 26

Five years ago, UVU launched a multi-faceted initiative to improve retention. Improved retention will lead to improved graduation. Retention rates for first-time, full-time, bachelor's degree seeking students (IPEDS definition) have improved from 46.3% in 2004 to 64.9% in 2009 (see Figure 19).

In recognition of UVU's role in providing community college programs, an additional retention measure has been established (see Figure 20). This measure is based on all first-time, full-time degree seeking students.

In March 2011, UVU identified three focus areas for improving retention—pre-college efforts, First-Year Experience, and ongoing support. *Pre-College efforts* include the summer bridge programs, JumpStart Orientation, and the GEAR-UP program, for which UVU received a \$26 million award in 2011 for seven additional years.

The *First-Year Experience* includes the Stoplight early intervention program launched (28 triggers to identify students at most risk), a restructured parent website, and retention dashboard development. UVU is also conducting an awareness campaign among faculty called *I Choose to Retain*.

Figure 19: Percent of First-time, Full-time, Bachelor's Degree Seeking Students Enrolled at UVU the Following Fall Semester

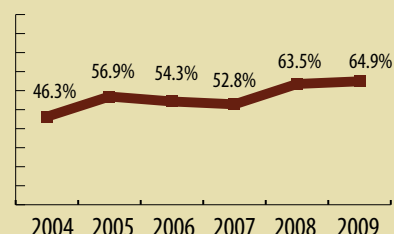
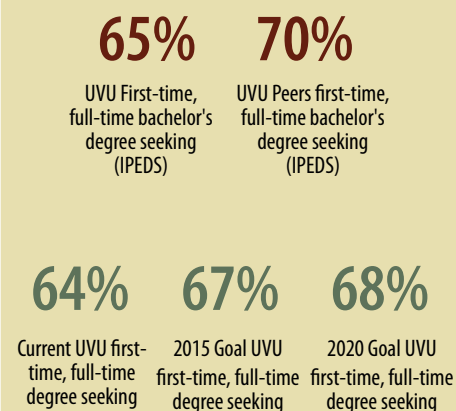


Figure 20: UVU Retention (Fall-to-Fall)





In its efforts to improve *ongoing support*, UVU has implemented “leave of absence” program for students stopping out to provide greater tracking and facilitate re-entry. Five Learning Communities were also piloted and assessed in 2011. UVU continues to expand and enhance personalized, seamless, intentional academic advising.

### 3. Other Strategic Plans and Initiatives that Support the HigherEdUtah2020 Plan

Other Unique Educational Mission initiatives include:

1. Strengthen admissions and enrollment administrative processes:
  - Established earlier and firm admissions deadlines of August 1 (fall) and December 1 (spring)
  - Revised registration payment process to require students who have registered for
2. Strategically align administrative structures:
  - Currently, UVU is hiring for a new Assistant Vice President of Community College Programs to focus on maintaining, expanding, marketing, and assessing academic programs related to UVU’s community college function.
  - Aligned structures for improved collaboration and consistency in the areas of advising and student success and retention efforts.
3. Launched a series of discussions and initiatives focused on areas of: academic program initiation and review; faculty standards and expectations for rank and tenure; scheduling alignment to maximize flexibility and flow to help students graduate in a timely manner.

classes to pay for them even if they do not attend

- Require receipt of transcripts prior to admission.





# Salt Lake Community College

## 1. Progress in Achieving 2010 Report Recommendations

- **Alignment with Common Core—Recommendation 5**
- **Institutional Developmental Education Reports to Public Schools—Recommendation 25**

### High School Feeder Report

In November 2011, SLCC Student Services staff convened a group of 20 high school principals from across the Wasatch Front to begin conversations about potential causes of the disconnect between high school curriculum and college readiness. At the meeting two documents were shared:

1. A new High School Feeder Report which shares outcomes information recent graduates and their progress at SLCC.
2. The results of an electronic survey conducted with recent high school graduates at SLCC about how to strengthen the transition between high school and college.

*Next Steps:* Follow-up conversations between SLCC faculty and high school teachers in the areas of math and English to tune curricular pathways and Common Core are being planned for spring 2012.

- **Innovative Developmental Education—Recommendation 23**
- **Data-driven Course Management—Recommendation 42**

### SLCC Math Pipeline (Dev Ed through Degree Completion)

**Developmental Math Emporium**—The Developmental Math Emporium is an innovative delivery method for developmental math curriculum that leverages technology and student-focused pedagogy to improve the overall success rates of students needing remediation. The program features faculty-facilitated, competency-based, modularized math curriculum paired with learning enhancement instruction. Students can learn at an accelerated pace and transition more quickly to college-level math courses. The following progress has been made in the past year:

- All twelve instructional modules have been created and built into the online platform. The first six modules have been piloted.
- The physical space for the Redwood Emporium is complete.

*Next Steps:* Nineteen sections of College Preparatory Math 1, our first-level redesign class, have been scheduled for spring 2012.

Established: 1948

Fall 2011 Headcount  
Enrollment:

**33,167**

Fall 2011 FTE  
Enrollment:

**15,856**



***Intermediate Algebra, Math 1010 “The Next Generation” Pilot—*** Math 1010 “The Next Generation” (TNG) is designed to help intermediate algebra students accelerate when they can and build competency when they need to. The fundamental question the Math 1010 TNG pilot is designed to address is, “If a student takes more time to successfully pass a Math 1010 course, could this ultimately result in higher completion rates and reduced time to degree completion?”

The fall 2011 Math 1010 TNG pilot consisted of 160 students in 6 sections. Delivery combined direct instruction with faculty-guided, computer-facilitated practice. The Math 1010 TNG curriculum is modularized and competency based with clear waypoints for reinforcement or acceleration. Informed by weekly student learning data and two student feedback surveys, faculty identified the most effective teaching strategies for different student groups.

*Next Steps:* For spring 2012, eight sections of Math 1010 TNG are scheduled. We will also create an acceleration pathway through Pre-Calculus and provide targeted reinforcement for students through modules in the Dev Ed Math Emporium. We will address potential financial aid and transfer concerns for students needing extended time in Math 1010.

- **Experiential Credit—Recommendation 17**
- **Student Certifications—Recommendation 45**
- **UCAT Articulation Agreements—Recommendation 35**

#### **Workforce/ Education Advancement Pathways**

SLCC has made significant progress in creating a comprehensive workforce development portal system for the integration of workforce/education advancement pathways with three components: 1) prior learning and skill gap assessment; 2) stackable credentials to meet both employment and education needs, 3) identifying workforce training needs and employment opportunities.

***Prior Learning Assessment***—SLCC implemented WorkKeys career readiness assessments for employment in the energy and composites sectors, and customized for industry partners. 242 career readiness certificates were issued to incumbent, transitioning and underemployed workers in 2011.

***CTE Curriculum Development/ Stackable Credentials***—Since July 2011, SLCC has created 7 AAS degrees and 13 certificates (approved or







Figure 21: SLCC Students Attending  
Orientation

Year	April – August Total	% Increase
2010	6,112	
2011	9,491	36%

in approval process) to support local industry needs. Job-based training curriculum development at SLCC has been supported by state and federal grants in the digital media, health information technology, and energy sectors. SLCC CTE curriculum follows a stackable credential model where students can stack technical certificates, general education, and experiential credit towards an associate's degree. The following progress has been made in SLCC's Energy Career Pathway since January 2011:

- 322 students, many referred by DWS, have completed Energy Core Certification (noncredit).
- 90 students have earned NABCEP certification.
- 30 students graduated from Energy Management Technician (AAS) with 100% job placement.

**Career Coach**—SLCC has implemented Career Coach, an easy-to-use, web-based portal for students to research employment/education pathways. Career Coach provides information aligning SLCC degrees and certificates with desired career and employment opportunities. Students can access current job openings, plus future employment and earnings projections in the Salt Lake Valley. Since the soft launch in November 2011, users have engaged in over 1300 Career Coach Sessions.

*Next Steps:* Extend our stackable credential model, including experiential credit for demonstrable competencies, to SLCC's articulation agreements with sister institutions.

## 2. Progress in Improving Institutional Retention Rates and Practices

➤ **Completion Oriented Online Student Services—Recommendation 43**

➤ **Student Portfolios—Recommendation 45**

**Mandatory Orientation**—Mandatory Orientation, available in-person and online, was first implemented for summer and fall 2011 semesters (see Figure 21). Students who attended Orientation in 2010-2011 experienced a 22% higher first-term enrollment rate and an 11% higher persistence rate compared to students who did not attend Orientation.

**Early Academic Alert**—Thirty-eight faculty members made 287 referrals during the Early Alert notification period (September 14- October 26) in fall 2011. The referred students received both an e-mail and a letter from the Academic Standards Advisor.

**ePortfolios**—Over the past year the number of SLCC student ePortfolios has grown from 1,787 to 22,883. ePortfolios are a required

component of SLCC's General Education program. ePortfolios promote student engagement, enhance learning, and support intentionality in mapping education pathways. With support from AAC&U, SLCC is incorporating ePortfolios as an integral part of our Developing a Community College Student Roadmap initiative. SLCC is also using ePortfolios as a tool for assessing essential student learning outcomes.

**Waitlists**—SLCC implemented electronic waitlists beginning summer 2011. Waitlists and revised Add policies help students better manage their initial engagement in classes which is critical for their academic success. Waitlists are especially useful for students in high demand math and English courses. In the fall 2011 Semester, of the 18,725 students who participated on the waitlist, 14,183 students were able to register for the desired class.

#### ► Time to Graduation—Recommendation 28

**Flexible Scheduling and Delivery**—Since 2009, to address increased enrollments and our students' needs for flexible class schedules, SLCC has expanded nontraditional scheduling options (summer sessions, 8 week terms and short block classes—see Figure 22). Nontraditional scheduling promotes more efficient time to completion for many community college students. SLCC has also increased its distance education offerings to be 12.6% of student credit hours earned in fall 2011.

**GenEd Step Ahead Program**—The GenEd Step Ahead (GESA) program at the Highland Center was implemented fall 2011. Through the GESA program, cohorts of students can take full sets of block-scheduled courses to finish their General Education Letter of Completion in two semesters.

*Next Steps:* Hybrid and Online student cohorts.

### 3. Other Strategic Plans and Initiatives that Support the HigherEdUtah2020 Plan

**Institutional Planning**—SLCC's Strategic Priorities and Mission Core Themes guide resource allocations and decision making at the College; they are well aligned with *HigherEdUtah2020* plan recommendations. SLCC Strategic Priorities are:

- I. Enhance Quality Higher Education
- II. Improve Student Access and Success
- III. Advance a Culture of Evidence and Accountability
- IV. Strengthen Institutional Support
- V. Advance Partnerships with the Community & Business

ePortfolios are a tool  
for assessing student  
learning outcomes  
at SLCC.

Figure 22: Students Participating in Alternate-Term Classes (<15 weeks)

Semester	Unduplicated Headcount
Summer 2010	13,124
Fall 2010	3,040
Spring 2011	2,589
Summer 2011	13,367



# Appendix A



## Crosswalk Between 2010 Recommendations and 2011 Initiatives

The following table lists the 52 Recommendations of the Action Plan from the **HigherEdUtah2020** report and their corresponding initiatives in the 2011 report. Some initiatives combine several recommendations. The initiatives will be referred to by name, as this will be more meaningful to future discussions of the plan of action to achieve Utah's **big goal**.

**Table 1: Crosswalk between 2010 Action Plan Recommendations and 2011 Initiatives**

Recommendation Number	2011 Initiative	Status
1	Adopt College/Career Readiness and Admission Standards	50% complete
2	Define and Communicate Admission Requirements Based on Institutional Role and Mission	30% complete
3	Employ Essential Learning Outcomes	future initiative
4	Complete an Access Inventory Report	50% complete
5	Align General Education (Math And English) with the Common Core State Standards	in process
6	Technology-Intensive Concurrent Enrollment	25% complete
7	Use Common Core State Standards for Assessment	in process
8	Implement the Explore, Plan, and Act Tests	future initiative
9	Strengthen and Expand the Utah K-16 Alliance	50% complete
10	Increase Funding for Success Stipends (UCOPE)	ongoing
11	Expand Outreach and Marketing for UESP	ongoing
12	Establish a Part-Time Student Loan Program	future initiative
13	Expand the Utah Council Senior Tour	100% complete
14	Implement a College Access Challenge Grant Competitive Sub-Grant Process	ongoing
15	Require an Annual Graduation Plan for Adults Through UtahFutures.org	in process
16	Increase Courses and Advising for Nontraditional Students	future initiative
17	Increase Experiential Credit for Adult Students	future initiative
18	Increase Early College High Schools	future initiative
19	Strengthen Articulation Agreements Between Public and Private Colleges	future initiative
20	Support Mission-Based Funding	50% complete
21	Create an Innovation Fund	future initiative



**Table 1: Crosswalk between 2010 Action Plan Recommendations and 2011 Initiatives**

Recommendation Number	2011 Initiative	Status
22	Require Institutional Retention and Completion Reporting	25% complete
23	Innovate Developmental/Remedial Education	25% complete
24	Establish Remedial Education Goals and Reporting	less than 25%
25	Provide Institutional Remedial/Developmental Education Reports to Public Schools	future initiative
26	Adopt Policies that Will Improve Retention	50% complete
27	Increase Use of Mixed-Delivery Courses	ongoing
28	Reduce Time to Graduation	less than 25%
29	Use 12th Grade as First Year of College	future initiative
30	Receive Goal Statements from Institutions to Meet 66% Goal	100% complete
31	Seek State Funding to Acquire Land and Buildings (Branch Campuses)	50% complete
32	Create Community College Centers	less than 25%
33	Seek Enrollment Growth Funding	ongoing
34	Seek Funding to Hire and Retain Faculty	ongoing
35	Strengthen Articulation Agreements (UCAT/USHE)	ongoing
36	Develop UCAT Affiliation Application	future initiative
37	Collaborate in Statewide Technology-Intensive Curriculum Partnership	future initiative
38	Partner With Private, Nonprofit, and For-Profit Institutions	future initiative
39	Develop New Faculty Workload and RPT Policies	future initiative
40	Provide an Online Portal (Especially Concurrent Enrollment)	future initiative
41	Increase Use of Mixed-Delivery Courses	ongoing
42	Adopt Data-Driven/Best-Practice Course Management Strategies	ongoing
43	Utilize Completion-Oriented Online Student Services	ongoing
44	Use Technology to Decrease Costs and Improve Services – Strengthen Strategic Technology Plans	25% complete
45	Utilize Student Portfolios and Certifications	less than 25%
46	Create and Market the Mountain Research Corridor Partnership	future initiative
47	Increase Funding of USTAR and Entrepreneurial Education	future initiative
48	Expand the Utah Cluster Acceleration Partnership (UCAP) and Talent Clusters	future initiative
49	Provide Tuition Assistance in Critical Degree/Career Pathways	less than 25%
50	Seek a Local Voter-Approved Tax for Two-Year Tuition	future initiative
51	Seek Funding from Foundations, Corporations, and State and Federal Grants	future initiative
52	Advocate for Higher Education	future initiative

# Appendix B



## Top Priorities for 2012

The following table presents Board of Regents priorities for USHE to address in 2012 as identified in the January 11, 2012 board meeting.

**Table 2: Top Priorities for USHE to Address in 2012**

	2011 Initiatives	2010 Recommendation Numbers	Status
<i>Participation</i>			
1	Admission Practices and Standards: K-16 Alliance	1, 2, 5, 7	50% complete
2	Mission-Based Performance Funding	20, 24, 33	in process
3	NCHEMS Equity Study on Equity and Tuition Policy	20,33	in process
4	Efficiency Measures and Report	22, 28	ongoing
5	Taskforce on Advising	9, 13, 15, 23, 32	in process
<i>Completion</i>			
1	Technology-Intensive Classes, including Concurrent Enrollment	20, 37, 41,	50% complete
2	Mission-Based Performance Funding	20, 24, 33	in process
<i>Economic Innovation</i>			
1	Utah Cluster Acceleration Partnership (UCAP)	48, 49	in process

# Appendix C



## Why do we need a Common Core?

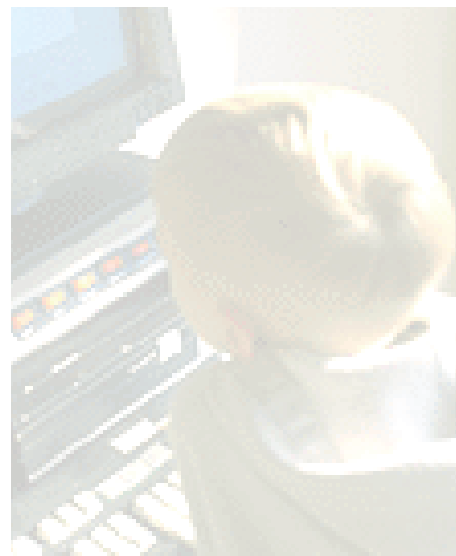
Common Core State Standards will help ensure Utah students receive a high quality education in mathematics and English/language arts consistently from school to school and from state to state. They will allow Utah students to be measured against national and state standards to ensure the highest quality education possible. Adoption of the Common Core Standards will help educators develop and provide high quality mathematics and English/language arts curricula. Data shows that students need higher level literacy and numeracy skills that will help them prepare to compete in the emerging global marketplace. This expectation is just as important for young people who enroll in occupational certificate programs after high school; success in these programs and in on-the-job training requires the skills and knowledge embedded in the Utah core standards.

## Strengths of the New Core

The Common Core State Standards:

- Are aligned with college and work expectations.
- Are clear, understandable and consistent, and include rigorous content, essential academic skills and application of knowledge through high-order skills.
- Build upon strengths of current state standards.
- Are informed by experts in K-12 and higher education across the country, so that all students are prepared to succeed in our global economy and society.
- Are evidence-based.
- Are voluntary, not federally mandated.

In June of 2009, as a critical part of its *Promises to Keep* efforts, the State Board voted to participate in the development of new Common Core State Standards in Reading/Language Arts and Mathematics. The development of Common Core State Standards was a state-led initiative, not one led by the federal government; thus, the standards are Common Core State Standards, not national standards.



## The New Common Core Standards

The Common Core State Standards initiative is a voluntary, state-led effort to establish a shared set of clear educational standards for English/Language Arts and Mathematics. They are not national or federally mandated standards! The development of the standards was coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. They were developed using research results and the highest state standards across the country and globe.



## Acknowledgements

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for their efforts in producing this report and its online presentations

Cameron Martin, Associate Commissioner for Economic Development and Planning,  
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.....

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Salt Lake Community College—

Barbara Grover, Assistant Provost for Institutional Effectiveness

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Utah Valley University—

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Weber State University—

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**Utah Higher Education  
Assistance Authority**

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Salt Lake City, UT - 84101-1284

**UHEAA on the Web:**

Website - [uheaa.org](http://uheaa.org)  
Blog - [blog.uheaa.org](http://blog.uheaa.org)  
Facebook - [Facebook.com/uheaa](https://www.facebook.com/uheaa)  
Twitter - [Twitter.com/uheaa](https://twitter.com/uheaa)  
YouTube - [YouTube.com/uheaa](https://www.youtube.com/uheaa)





This report has been produced by the Utah System of Higher Education (USHE).  
For questions or comments about this report, please contact USHE at:

**801-321-7115**

**[www.HigherEdUtah2020.org](http://www.HigherEdUtah2020.org)**



March 21, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Symposium: Jobs for Utah's Future

Issue

A coalition of educational institutions and economic development and labor agencies in the State of Utah are jointly organizing a symposium entitled Jobs for Utah's Future on May 9, 2012 from 10:00 to 3:00 mountain time at the Salt Lake Community College Jordan Campus (3491 W 9000 S West Jordan, UT 84088) to discuss how Utah can better integrate workforce and education projections with educational planning. The symposium will generate discussion on how Utah can effectively utilize the various models of job projections and the corresponding educational requirements to make a meaningful impact on its educational planning and assist in developing high-quality programs to advance the state economy.

Attached please find the draft agenda and description of this event. Your attendance and participation is welcomed. For questions or to RSVP please contact Jeff Aird at [jaird@utahsbr.edu](mailto:jaird@utahsbr.edu) or (801) 321-7126.

Commissioner's Recommendation

This item is for informational purposes only.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/PCM  
Attachments

## Symposium

**Jobs for Utah's Future: Developing and implementing  
Utah's education and workforce projections****May 9, 2012****10 a.m. – 3 p.m.**

Salt Lake Community College – Jordan Campus

**Meeting sponsored by** Department of Workforce Services, Governor's Office of Economic Development, Governor's Office of Planning and Budget, Utah System of Higher Education, Utah College of Applied Technology, Utah State Office of Education [others]:

**Please bring:** Packet of information distributed at registration

---

**10:00 a.m. – 10:15  
a.m.****Welcome and Introduction of Guest Experts***Dr. Bill Sederburg, Commissioner of Higher Education*

---

**10:15 a.m. – noon****Conversation on policy issues related to occupational  
and educational projections***Senior Utah officials discuss with the expert panel regarding policy issues concerning projections and data integration for program planning.*

---

**noon – 1:00 p.m.**

**Speaker: Dixie Sommers**, Assistant Commissioner for Occupational Statistics and Employment Projections, BLS  
(*invited*)

---

**1:00 p.m. – 2:50 p.m.****National best practices to support Utah's education and  
workforce projections***Moderator would guide expert panelists to respond to how best to develop and use occupational and educational projections. Attendees will query the panelists and/or offer their own points of view for panelist response.*

Moderator: \_\_\_\_\_

Q&A Panel *Guest experts and attendees*

---

**2:50 p.m. – 3:00 p.m.****Summary and Closure**

---

**Additional Instructions:**

Use this section for additional instructions, comments, or directions.





**State Board of Regents**  
 Board of Regents Building, The Gateway  
 60 South 400 West  
 Salt Lake City, Utah 84101-1284

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[www.utahsbr.edu](http://www.utahsbr.edu)

March 21, 2012

## MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA – Gateway Office Building Refinance

### Issue

It has been determined that the Series 2002 and 2004 Gateway Office Facility bonds, with a current outstanding balance of \$7,490,000, can be refunded at a significant net present value savings. The preliminary estimate of net present value savings on the proposed refunding is approximately \$950,000 or 13.3%.

### Background

The Regents' Gateway Office Facility was purchased in two separate transactions with the issuance of tax-exempt bonds. The first transaction, in 2002, consummated the purchase of the top three floors of the building and was financed with \$8.0 million of bonds. The second transaction, in 2004, purchased the remainder of the building with the proceeds from the issuance of \$3.7 million of bonds. Both financings were structured as fixed rate, twenty-year serial bonds with a ten-year call provision. Interest rates on these bonds ranged from 3.00% to 5.25%.

UHEAA staff has been closely monitoring the financial market over the last year in anticipation of possibly refunding the Office Facility Bonds under the ten-year call provision. With interest rates currently at historic lows and an apparent healthy investor appetite for similar bonds, it is believed that a current refunding of the Series 2002 bonds and an advance refunding of the 2004 Series bonds is in the best interest of the Board.

### Proposed Structure

Based upon the financing team's review and analysis of funds available for debt service, alternative structures, pricing, and current circumstances, the Board is best served by issuing fixed rate, twelve-year, tax-exempt bonds with level annual payments as follows:

	<u>Expected Rating</u>	<u>Proposed Amount</u>	<u>Interest Rate</u>	<u>Maturity</u>
Series 2012	AA	\$ 7,500,000	Fixed (1)	12 Years

- (1) Based on current interest rates for this type of bond, it is expected that the rates will range between 2.00% and 4.00% with a True Interest Cost (TIC) of approximately 1.95%.





It is anticipated that the refunding bonds will be a competitive bid offering, but staff will rely on our Financial Advisor for advice on what the market indicates will be the most advantageous sale method.

As in the Series 2002 and 2004 bonds, UHEAA will agree to maintain a minimum of \$2.0 million in its Short Term Note Fund in lieu of funding a debt service reserve fund in the proposed 2012 Trust.

#### Approving Resolution

The Approving Resolution provided with this report is in final draft form. Its approval by the Board of Regents authorizes the execution of the necessary documents and agreements and the issuance of revenue bonds pursuant to an Indenture of Trust between the Board of Regents and U.S. Bank, as trustee, in an aggregate principal amount not to exceed \$7.5 million.

Following are the not to exceed parameters included in the Approving Resolution:

	<u>Not To Exceed Parameter</u>	<u>Resolution Reference</u>
• Total Principal Amount	\$7,500,000	Exhibit A
• Interest Rate	5.50%	Exhibit A
• Maximum Maturity	12 Years	Exhibit A
• Purchase Discount	2 .00%	Exhibit A

Bonds may be non-callable or subject to redemption as deemed advantageous at the time of sale.

At a meeting on March 15, 2012 the Board of Regents' Student Finance Subcommittee reviewed the proposed refunding and recommended approval by the Board of Regents.

Representatives of UHEAA staff, the Attorney General's Office, the Board's Financial Advisor, and Bond Counsel will be at the meeting to review the refinancing plan and answer questions.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the attached Approving Resolution authorizing the issuance of the Series 2012 Gateway Facility Revenue Refunding Bonds.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/DAF/ROD

APPROVING RESOLUTION  
REVENUE REFUNDING BONDS, SERIES 2012  
(OFFICE FACILITY PROJECT)

Sandy, Utah

March 30, 2012

The State Board of Regents of the State of Utah (the "Board") met in regular session (including by electronic means) at the Miller Campus of Salt Lake Community College in Sandy, Utah on March 30, 2012, commencing at \_\_\_\_\_ a.m. The following members were present:

David J. Jordan	Chair
Bonnie Jean Beesley	Vice Chair
Keith Buswell*	Member
Daniel W. Campbell	Member
Wilford Clyde	Member
France A. Davis	Member
James T. Evans*	Member
Katherine B. Garff	Member
Meghan Holbrook	Member
Nolan E. Karras	Member
Thomas D. Leavitt (Student Regent)*	Member
Robert S. Marquardt	Member
Carol Murphy*	Member
Jed H. Pitcher	Member
Robert W. Prince	Member
David Smith (Student Regent)	Member
Marlon O. Snow	Member
Mark Stoddard	Member
Teresa L. Theurer	Member
John H. Zenger	Member

Absent:

Also Present:

William A. Sederburg  
Kirsten Schroeder

Commissioner of Higher Education  
Secretary

---

\* Non-voting member

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Revenue Refunding Bonds, Series 2012 (Office Facility Project).

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

AYE:

NAY:

The resolution is as follows:



## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS REVENUE REFUNDING BONDS, SERIES 2012 (OFFICE FACILITY PROJECT) IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$7,500,000 TO BE ISSUED IN ONE OR MORE SERIES; AUTHORIZING THE PUBLICATION OF A NOTICE OF BONDS TO BE ISSUED; AUTHORIZING THE EXECUTION OF AN INDENTURE OF TRUST AND AN ESCROW AGREEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH, APPROVING THE DISTRIBUTION OF AN OFFICIAL NOTICE OF BOND SALE, AN OFFICIAL STATEMENT, AND A PRELIMINARY OFFICIAL STATEMENT, 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 an Indenture of Trust dated as of February 1, 2002 and an Indenture of Trust dated as of June 1, 2004 (collectively, the "Prior Indentures"), each between the Board and Wells Fargo Bank, National Association, as trustee (the "Prior Trustee"), the Board previously issued its (i) Revenue Bonds, Series 2002 (Office Facility Project) (the "Series 2002 Bonds") and (ii) Revenue Bonds, Series 2004 (Office Facility Project) (the "Series 2004 Bonds" and collectively with the Series 2002 Bonds, the "Refunded Bonds"); and

WHEREAS, in order to benefit the Board by achieving a debt service savings due to present lower interest rates or for other purposes, the Board desires to refund all or any portion of the Refunded Bonds; and

WHEREAS, pursuant to the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended (the "Act"), the Board is authorized to issue bonds payable from certain revenues for the purpose of (i) refunding the Refunded Bonds; and (ii) paying costs of issuance related thereto; and

WHEREAS, in order to accomplish the purposes set forth in the preceding recital, the Board desires to authorize and approve the issuance and sale of the State Board of Regents of the State of Utah, Revenue Refunding Bonds, Series 2012 (Office Facility Project) (to be issued in one or more series and with such other series designations that may be determined) (the "Series 2012 Bonds") in an aggregate principal amount of not to exceed \$7,500,000, pursuant to an Indenture of Trust (the "Indenture") between the Board and U.S. Bank National Association, as trustee (the "Trustee"); and

WHEREAS, the Series 2012 Bonds shall be payable solely from revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board or the State of Utah or constitute a charge against their general credit; and

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

WHEREAS, there has been presented to the Board at this meeting a form of an Official Notice of Bond Sale, a form of a Preliminary Official Statement relating to the Series 2012 Bonds (the "Preliminary Official Statement"), a form of an Escrow Agreement and a form of the Indenture; and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to consider the debt service savings generated due to the refunding of all or a portion of the Refunded Bonds or the other objectives and to approve the bonds to be refunded and the interest rates, principal amounts, terms, maturities, redemption features, and purchase price at which the Series 2012 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the officers of the Board directed toward the issuance of the Series 2012 Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement and the Official Notice of Bond Sale substantially in the forms presented to the Board at this meeting in connection with the offering and sale of the Bonds. The Chair or Vice Chair and the Secretary of the Board are hereby authorized to execute and deliver on behalf of the Board a final Official Statement in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 4. The Indenture and the Escrow Agreement in substantially the forms presented to this meeting are in all respects authorized, approved and confirmed. The Chair or Vice Chair and the Secretary of the Board are hereby authorized to execute and deliver the Indenture and the Escrow Agreement in substantially the same forms and with substantially the same content as the forms of such documents presented to this

meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) refunding the Refunded Bonds and (ii) paying costs of issuance of the Series 2012 Bonds, the Board hereby authorizes the issuance of the Series 2012 Bonds in the aggregate principal amount of not to exceed \$7,500,000. The Series 2012 Bonds shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2012 Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2012 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair or Vice Chair and the Secretary of the Board are hereby authorized to execute and seal by manual or facsimile signature the Series 2012 Bonds and to deliver the Series 2012 Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2012 Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2012 Bonds in accordance with the provisions of the Indenture.

Section 7. The Chair or Vice Chair and the Secretary of the Board are hereby authorized to consider the debt service savings generated by or other objectives of refunding all or a portion of the Refunded Bonds and to specify and agree as to the bonds to be refunded and the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2012 Bonds for and on behalf of the Board and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Indenture.

Section 8. The appropriate officials of the Board, including without limitation the Chair or Vice Chair and the Secretary of the Board are authorized to make any alterations, changes or additions to the Indenture, the Series 2012 Bonds, the Official Notice of Bond Sale, the Escrow Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 9. The appropriate officials of the Board, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board, 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 (including any reserve instrument guaranty agreements not in conflict with the Indenture) and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10. The appropriate officers of the Board, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board, are hereby authorized to take all action necessary or reasonably required by the Indenture, the Preliminary Official Statement, the Official Statement, the Escrow Agreement or the Official Notice of Bond Sale to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 11. Upon their issuance, the Series 2012 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2012 Bonds, the Official Notice of Bond Sale, the Escrow Agreement, the Preliminary Official Statement, the Official Statement, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the State of Utah or any political subdivision thereof.

Section 12. In accordance with the provisions of the Act, the Board shall cause the following "Notice of Bonds to be Issued" to be published one (1) time in the Deseret News, a newspaper of general circulation in the State of Utah and on the [www.utahlegals.com](http://www.utahlegals.com) website (established by the collective efforts of Utah's newspapers) and shall cause a copy of this Resolution and the Indenture to be kept on file in the Board's office in Salt Lake City, Utah, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The "Notice of Bonds to be Issued" shall be in substantially the following form:

## NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on March 30, 2012, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Resolution") in which it authorized the issuance of the Board's Revenue Refunding Bonds, Series 2012 (Office Facility Project) (to be issued in one or more series and with such other or further designation as the officers of the Board may determine) (the "Series 2012 Bonds") in the aggregate principal amount of not to exceed Seven Million Five Hundred Thousand Dollars (\$7,500,000), to bear interest at a rate or rates of not to exceed five and one-half percent (5.50%) per annum, to in not more than twelve years, and to be sold at a price or prices not less than 98% of the total principal amount thereof, for the purpose of refunding certain of the Board's outstanding revenue bonds paying costs of issuance of the Series 2012 Bonds.

The Series 2012 Bonds are to be issued and sold by the Board pursuant to the Resolution, including as part of said Resolution a form of an Indenture of Trust, (the "Indenture"). The Series 2012 Bonds will be secured by a pledge of revenues from (i) funds of the Board budgeted on an annual basis (including from sources and in the amounts that the Board has previously used to pay rent for office space) and (ii) other legally available moneys of the Board, including certain revenues and reserves of the Board's Student Loan Purchase Program.

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

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the Indenture, or the Series 2012 Bonds, or any provision made for the security and payment of the Series 2012 Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this 30<sup>th</sup> day of March, 2012

---

/s/ Kirsten Schroeder  
Secretary

Section 13. After any of the Series 2012 Bonds are delivered by the Trustee to or for the account of the Purchaser thereof and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2012 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. 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 15. 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 16. This Resolution shall become effective immediately upon its adoption.



PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE  
STATE OF UTAH THIS 30TH DAY OF MARCH, 2012.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

(SEAL)

---

Chair

ATTEST:

---

Secretary

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

(SEAL)

---

Chair

ATTEST:

---

Secretary

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

I, Kirsten Schroeder, 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 March 30, 2012 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 30th day of March, 2012.

---

Secretary

(SEAL)



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

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the March 30, 2012 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 \_\_\_\_\_, 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 at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2012 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 July 18, 2011, (ii) provided on July 18, 2011 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 30th day of March, 2012.

(SEAL)

\_\_\_\_\_  
Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

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

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

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



EXHIBIT A

PARAMETERS OF THE SERIES 2012 BONDS

Principal amount not to exceed	\$7,500,000
Interest rates not to exceed	5.50%
Discount from par not to exceed	2.0%
Final Maturity not to exceed	12 years
Bonds may be non-callable or subject to redemption as deemed advantageous at the time of sale	

March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revisions to Policy R512, *Determination of Resident Status*

Issue

The proposed revision to policy R512 amends the current policy on residency by (1) requiring students who recently moved to Utah to provide a declaration of relinquished residency, (2) clarifying that the list of documentation enumerated in the policy is not necessarily all inclusive in determining residency, (3) providing system consistency in regards to identifying the waivers that do not count toward residency (time in school on certain tuition waivers does not count toward the waiting period for establishing residency), and (4) reinforcing the ability of residency officers to re-assess the residency status of students transferring from other USHE schools. This policy revision also eliminates the current R512 waiver policy sections that have been moved to R513 *Tuition Waivers and Reductions*.

Background

The proposed revision to R512 is the culmination of the efforts of the residency officers. The policy has been reviewed by the Budget Officers and Vice Presidents of Finance and their suggestions have been incorporated. In addition, legal counsel to the State Board of Regents has reviewed the policy and helped to clarify language and to ensure consistency with state statute. During the past year, the legislative auditor sampled the residency determinations of five of the institutions in the Utah System of Higher Education. Overall, the audit was favorable to the residency processes and determinations.

Policy Changes to R512

- Inclusion of language in 4.2.3 that requires a written declaration that the student who recently moved to Utah has relinquished residency in any other state as required by statute.
- Inclusion of the statement "Evidence to satisfy the requirements of Utah resident student status *may include*" in 4.3 to clarify that the list of documentation is not necessarily all inclusive.
- Removing waivers (time in school on tuition waivers) from the list in R512.7 that may count toward the waiting period for residency.

- Clarifying that the residency status of USHE transfer students can be re-evaluated under certain circumstances.

Commissioner's Recommendation

The Commissioner recommends that the Regents review revisions to Policy R512, raise issues, and, if satisfied, approve Policy R512, Determination of Resident Status.

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/PCM  
Attachment



## R512, Determination of Resident Status<sup>1</sup>

**R512-1. Purpose:** To define "resident" student for purposes of tuition in the Utah System of Higher Education (USHE).

### R512-2. References

- 2.1. Utah Code Ann. §53B-8-102, Definition of Resident Student
- 2.2. Utah Code Ann. §23-13-2, Definition of Domicile
- 2.3. Utah Code Ann. §31A-29-103, Definition of Domicile
- 2.4. Utah Code Ann. §41-1a-202, Definition of Domicile
- 2.5. Utah Code Ann. §53B-8-101 et seq., Tuition Waivers & Scholarships
- 2.6. Policy and Procedure R510, Tuition and Fee Policy
- 2.7. Policy and Procedure R513, Tuition Waivers & Reductions

### R512-3. Definitions

- 3.1. **"Domicile":** For purposes of this policy, the term "domicile" shall be defined consistent with general Utah law defining domicile, and shall mean the place
  - 3.1.1. where an individual has a fixed permanent home and principal establishment;
  - 3.1.2. to which the individual if absent, intends to return; and
  - 3.1.3. in which the individual, and the individual's family, voluntarily reside, not for a special or temporary purpose, but with the intention of making a permanent home.
- 3.2. **"Parent":** As used in this policy, the term "parent" means the biological or adoptive parent of the student, regardless of whether the parent has legal custody of the student or whether the parent claims the student as a dependent.
- 3.3. **"Resident Student":** An individual who
  - 3.3.1. can prove by substantial evidence, based on the totality of the circumstances, that, prior to the first day of classes for the term the student seeks to attend as a resident student, he or she has established domicile in Utah and satisfied relevant waiting periods and other criteria, where applicable; or
  - 3.3.2. meets one or more of the other criteria defining "resident student" set forth in this policy.

<sup>1</sup> Adopted July 22, 1975; amended April 11, 1987, April 17, 1992, May 5, 1995, January 12, 2001, October 19, 2001, July 12, 2002, April 16, 2004, December 9, 2004, April 22, 2005, April 21, 2006, June 8, 2007, and May 30, 2008. Revisions approved by the Board of Regents on May 29, 2009.



**R512-4. Resident Student Status—Waiting Period Required If Residence in Utah Was Established for Educational Reasons**

**4.1. Institutional Discretion to Set Policy for Resident Student Status**

**4.1.1. Policies for Students Enrolled in Credit-Bearing Degree Programs:** Each institution may, at its discretion, and at the recommendation of the president, implement its own policy regarding the criteria for resident student status for either undergraduate students or graduate students, or both, in credit-bearing degree programs, that deviates from the criteria set forth in this policy. Such a policy shall not be more lenient than requiring a one-year waiting period as set forth here in 1.1.1.

**4.1.2. Policies for Non-Credit Programs:** Because most non-credit applied technology programs are short-term (require less than a year to complete), USHE institutions offering non-credit courses or programs may, at their discretion, implement a policy that does not require residency classification for students enrolled in non-credit courses or programs.

**4.2. General Rule:** Unless otherwise stipulated by institutional policy, any person who has come to Utah for the purpose of attending an institution of higher education may establish resident student status prior to the first day of classes of the term the student seeks to attend as a resident student by~~A person who comes to Utah for the purpose of attending a USHE institution must satisfy one of the following criteria in order to be eligible for resident student status:~~

~~4.2.1. Establishing Utah Domicile and Maintaining Continuous Utah Residency for One Year (12 continuous months) and Declaring Financial Independence: Unless otherwise stipulated by institutional policy, any person who has come to Utah and established residency for the purpose of attending an institution of higher education may establish resident student status prior to the first day of classes of the term the student seeks to attend as a resident student by~~

~~4.2.1.~~ demonstrating by objective evidence (see R512-4.3.) that he or she has established domicile-resident student status in Utah; and

~~4.2.2.~~ maintain~~ing~~ continuous Utah residency for one year (12 continuous months prior to the term for which residency is being sought) beginning July 1, 2007 or any date thereafter; (an individual will not jeopardize his/her status as a "continuous" resident solely by absence from the state for less than 30 total days during the 12-month period the individual seeks to count as the requisite waiting period); and,

~~4.2.2.4.2.3.~~ submitting a written declaration that the student has relinquished residency in any other state; and

~~4.2.3.4.2.4.~~ submitting a declaration of financial independence to include documentation that the student is not claimed as a dependent on the tax returns of any person who is not a resident of Utah (see R512-4.5).

**4.3. Creating Establishing Utah Domicile Resident Student Status:** In determining whether an individual has established domicile in Utah, and is therefore a bona fide resident eligible for resident student status~~tion~~, USHE institutions will review all relevant documentation submitted by the student, and make the residency determination based on the totality of the evidence circumstances. Students applying for



resident student status are expected to submit as much of the following documentation as possible.  
Evidence to satisfy the requirements of Utah resident student status may include:

4.3.1. A Utah high school transcript issued in the previous year (12 months) confirming attendance at a Utah high school in the previous 12 months;

4.3.2. Utah voter registration dated ~~at least three (3) months (90 days)~~ a reasonable period prior to the first day of class of the term for which the student is seeking resident status;

4.3.3. Utah driver license or identification card with an original date of issue or renewal date ~~at least three (3) several~~ months ~~(90 days)~~ prior to the first day of class of the term for which the student is seeking resident status;

4.3.4. Utah vehicle registration dated ~~at least three (3) months (90 days)~~ reasonable period prior to the first day of class of the term for which the student is seeking resident status;

4.3.5. Evidence of employment in Utah for ~~at least three (3) months (90 days)~~ for a reasonable period prior to the first day of class of the term for which the student is seeking resident status;

4.3.6. Proof of payment of Utah state income tax for the previous year;

4.3.7. A rental agreement or mortgage document showing the student's name and Utah address for at least 12 months prior to application for resident student status; and

4.3.8. Utility bills showing the student's name and Utah address for at least 12 months prior to application for resident student status;

4.4. **Continuous Residency:** Having established domicile-resident student status in Utah as outlined in 4.3., an individual will not jeopardize his/her status as a "continuous" Utah resident solely by absence from the state. For example:

4.4.1. After establishing domicile-resident student status, a student may be absent from the state for purposes such as temporary employment, education, or religious, charitable, or military service and continue to be considered a resident for tuition purposes provided he or she has not taken action to establish domicile elsewhere during his/her absence from Utah.

4.4.2. A student with long term ties to Utah, who is 18 years of age or older, who has graduated from a Utah high school, and who has been absent from the state for a period of less than 12 months, may be considered a resident for tuition purposes if evidence can be presented showing that the student has maintained or reestablished a Utah domicile.

4.5. **Declaration of Financial Independence:** In addition to submitting objective evidence of domicile, a person seeking resident student status following 12 months of continuous residence in Utah must also submit a declaration of financial independence, which must include, at a minimum, evidence that the person is not claimed as a dependent on the most recently filed federal tax returns of any person who is not a resident of Utah. Institutional residency officers shall require such documentation at the time of initial application for resident student status.

4.6. **International Students without U.S. Residency Status:** Aliens who are present in the U.S. on visitor, student, or other visas which authorize only temporary presence in this country, do not have the capacity to intend to reside in Utah for an indefinite period and therefore must be classified as nonresident.



Aliens who have been granted immigrant or permanent resident status in the U.S. shall be classified for purposes of resident status according to the same criteria applicable to citizens.

~~4.7. Exemption of Nonresident Tuition for Certain Foreign Nationals: A student shall be exempt from paying the nonresident portion of total tuition if the student~~

~~4.7.1. is a foreign national legally admitted to the United States;~~

~~4.7.2. attended a Utah high school in Utah for three or more years; and~~

~~4.8.3. graduated from a Utah high school or received the equivalent of a high school diploma in Utah.~~

**R512-5. Resident Student Status Based on Evidence of Residence in Utah for Non-educational Reasons—No Waiting Period Required If Presumption of Nonresident Status Is Rebutted**

**5.1. Rebuttable Presumption of Nonresident Status:** A person who enrolls as a postsecondary student at a USHE institution prior to living in Utah for more than 12 continuous months, and who has therefore not met the waiting period criteria set forth in R512-4, will ordinarily be deemed a nonresident student for tuition purposes unless he or she presents evidence demonstrating that he or she moved to Utah and established domicile for non-educational reasons. A student may rebut the presumption of nonresident status and seek resident student status immediately, without satisfying the one-year continuous residency requirement, but still satisfying the financial independence and domiciliary evidence set forth in R512-4, by submitting evidence of Utah residence arising from one or more of the following circumstances.

**5.1.1. United States Armed Forces Personnel Who are Utah Residents Prior to Active Duty Assignment or Deployment Outside Utah:** Personnel of the U.S. Armed Forces who had Utah residency immediately prior to their deployment to active duty outside of Utah, and who reestablish residency in Utah no later than 90 days after the termination of active duty status, are immediately eligible, together with the immediate members of their families residing with them in Utah, to apply for resident student status for tuition purposes.

**5.1.1.1. Prior Utah Residency:** For purposes of this section, an individual will be deemed to have prior Utah residency if he or she can show, in the year immediately prior to active duty deployment, indicia of Utah domicile, such as the filing of a Utah tax return in the year prior to deployment; Utah voter registration; possession of a Utah driver's license; and establishment of Utah banking connections.

**5.1.1.2. Immediate Family Member:** For purposes of this section, the term "immediate family member" means the spouse or unmarried dependent child of the individual in the Armed Forces.

**5.1.1.3. Residing With:** For purposes of this section, an immediate family member will be considered to be "residing with" an individual in the Armed Forces so long as the family member's domicile, or permanent address, is the same as that of the individual in the Armed Forces. If an "immediate family member" meets the domiciliary requirement, he or she may attend, with resident tuition rates at, any public college or university in Utah.

**5.1.2. Children of Active Duty, United States Armed Forces Personnel:** A child of a United States military person assigned to active duty shall be granted resident student status for tuition



purposes if the child produces one of the following: the military parent's United States active duty military identification card; the child's United States active duty military identification and privilege card; or a statement from the military parent's current company commander stating that the military parent is on active duty. Also, the child must produce the military parent's state of legal residence certificate with Utah listed as the military parent's home of record.

**5.1.3. Marriage to Utah Resident:** A person who marries a Utah resident eligible to be a resident student under this policy and establishes his/her domicile in Utah as demonstrated by objective evidence as provided in 4.4 is immediately eligible to apply for resident student status.

**5.1.4. Full-time, Permanent Employment in Utah:** A person who has established domicile in Utah for full-time permanent employment may rebut the presumption of a nonresident classification ~~as provided in subsection 5.1 of this policy~~ by providing substantial evidence that the reason for the individual's move to Utah was, in good faith, based on an employer requested transfer to Utah, recruitment by a Utah employer, or a comparable work-related move for full-time permanent employment in Utah.

**5.1.4.1. ~~As with all such applications, the burden of proof is on the applicant to rebut the presumption of nonresident status.~~** All relevant evidence concerning the motivation for the move should be considered, including, but not limited to, such factors as:

**5.1.4.1.1. ~~(a)~~** the person's employment and educational history;

**5.1.4.1.2. ~~(b)~~** the dates when Utah employment was first considered, offered, and accepted;

**5.1.4.1.3. ~~(c)~~** when the person moved to Utah;

**5.1.4.1.4. ~~(d)~~** the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student;

**5.1.4.1.5. ~~(e)~~** whether the person applied for admission to a USHE institution sooner than four months from the date of moving to Utah;

**5.1.4.1.6. ~~(f)~~** evidence that the person is an independent person (at least 24 years of age, or not listed as a dependent on someone else's tax forms); and

**5.1.4.1.7. ~~(g)~~** any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an institution of higher education. ~~As with all such applications, the burden of proof is on the applicant to rebut the presumption of nonresident status.~~

**5.1.3.1.5.1.4.2.** Furthermore, if an applicant applies for admission to a USHE institution prior to the application for employment, prior to the offer of employment, prior to the commencement of employment, or within four months of moving to Utah, absent extraordinary evidence to the contrary, it shall be strongly presumed that the person came to Utah for the purpose of attending an institution of higher education, and shall be subject to the requirements of section 4 of this policy.

**5.1.4.5.1.5. Spouse's or Parent's Full-time Work:** A spouse or dependent child of an individual who moves to Utah for full-time permanent employment, and establishes Utah domicile



on that basis, is eligible to apply for resident student status. In determining the residency status of the enrolling spouse or dependent child, the institution shall consider all relevant evidence related to the individual's intent and domicile, including but not limited to, documentation set forth in section 5.1.4.9 of this policy.

**5.1.5.5.1.6. Parent Domiciled in Utah for at Least 12 Months:** A dependent student who has at least one parent who has been domiciled in Utah for least 12 months prior to the first day of class of the term for which the student is seeking resident status is eligible ~~for immediate for~~ resident student status. ~~upon submission of The student shall is responsible to submit~~ the documentation identified in section 4.34 of this policy demonstrating that the parent has established Utah domicile.

**5.1.6.5.1.7. Extenuating Circumstances:** A person who has established domicile in Utah for child care obligations or extenuating financial or health reasons related to his/her divorce, the death of a spouse, or long-term health care needs or responsibilities related to the person's own health, or the health of an immediate family member, including the person's spouse, parent, sibling, or child, may apply for immediate resident student status. ~~The student shall is responsible to upon~~ submitting evidence that the move to Utah was, in good faith, based on such extenuating circumstances. All relevant evidence concerning the motivation for the move shall be considered, including:

~~5.1.6.1.5.1.7.1.~~ the person's employment and educational history;

~~5.1.6.2.5.1.7.2.~~ the dates when the long-term health care or child care responsibilities in Utah were first considered, offered, and accepted;

~~5.1.6.3.5.1.7.3.~~ when the person moved to Utah;

~~5.1.6.4.5.1.7.4.~~ the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student;

~~5.1.6.5.5.1.7.5.~~ whether the person applied for admission to a USHE institution sooner than four (4) months from the date of moving to Utah;

~~5.1.6.6.5.1.7.6.~~ evidence that the person is an independent person who is

~~5.1.6.6.1.5.1.7.6.1.~~ at least 24 years of age; or

~~5.1.6.6.2.5.1.7.6.2.~~ not claimed as a dependent on someone else's tax returns;

~~5.1.6.7.5.1.7.7.~~ any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an USHE institution.

~~**Receipt of State Social Services Benefits:** A person who has been determined by a Utah governmental social or rehabilitation services agency to be a Utah resident for purposes of receiving state aid to attend a USHE institution and demonstrates objective evidence of domiciliary intent as provided in 4.4 is immediately eligible to register as a resident student. Upon the termination of such government agency support, the person is governed by the standards applicable to other persons. Any time spent domiciled in Utah during the time the individual~~



~~received government aid shall count towards the one-year time period for Utah residency for tuition purposes upon termination of the government aid.~~

**5.1.7.5.1.8. Immigrant Placed in Utah as Political Refugee:** An immigrant, not otherwise qualified as a resident, is immediately eligible, upon establishment of Utah domicile, to apply for resident student status, if he or she is placed involuntarily in Utah as part of a United States or Utah government relocation program for foreign refugees fleeing civil war, religious or racial persecution, political oppression, or other legitimate reason. This section does not apply to refugees who are originally placed in another state and subsequently move to Utah voluntarily.

**5.2. Documentation Required to Rebut Presumption of Nonresident Status:** The institution, through its registrar, or designated person, is authorized to require written documents, affidavits, verifications, or other evidence deemed necessary to determine why a student is in Utah. The burden of rebutting the presumption that the student is in Utah for educational reasons, and of establishing that he or she is in Utah for other than educational purposes, is upon the student. A student may be required to file any or all of the following within applicable timelines established by the institution.

5.2.1. A statement from the student describing employment and expected sources of support;

5.2.2. A statement from the student's employer;

5.2.3. Supporting statements from persons who might be familiar with the family situation;

5.2.4. Birth certificate;

5.2.5. Marriage certificate;

5.2.6. Documentation of eligibility for state social or rehabilitation services;

5.2.7. Documentation of immigration status and placement as political refugee;

5.2.8. Indicia of Utah domicile, including Utah voter registration, Utah vehicle registration, Utah driver's license or identification card, Utah state income tax return, rental contract or mortgage documents, bank records, and utility bills.

**5.3. Penalties for Giving Incorrect or Misleading Information:** A student who gives incorrect or misleading information to evade payment of nonresident fees shall be subject to serious disciplinary action and must also pay the applicable nonresident fees for each term previously attended.

#### **R512-6. Exceptions to Requirements of Domicile—Resident Student Status Based on Special Circumstances**

**6.1. Job Corps Students:** A Job Corps student is entitled to resident student status if the student: (A) is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and (B) submits verification that the student is a current Job Corps student. Upon the termination of Job Corps enrollment/participation, the individual is governed by the standards applicable to non-Job Corps persons. The time spent residing in Utah during Job Corps enrollments counts toward the one-year time period required for Utah residency for tuition purposes upon termination of Job Corp status.

**6.2. Participation in Olympic Training Program:** An athlete who ~~is in residence~~ in Utah to participate in a United States Olympic athlete training program, at a facility in Utah, approved by the governing body for the athlete's Olympic sport, shall be immediately eligible for resident status for tuition purposes. The student



shall certify his or her participation in the Olympic training program through a supporting letter from the United States Olympic Committee verifying eligibility.<sup>2</sup> Upon the termination of the athlete's participation in such training program, the athlete shall be subject to the same residency standards applicable to other persons under this policy. The time spent residing in Utah during the Olympic athlete training program in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of the athlete's participation in a Utah Olympic athlete training program.

### **6.3. Membership of an American Indian Tribe**

**6.3.1.** An American Indian, not otherwise qualified as a resident, shall be entitled to resident student status if he/she is

**6.3.1.1.** enrolled on the tribal rolls of a tribe whose reservation or trust lands lie partly or wholly within Utah or whose border is at any point contiguous with the border of Utah; or

**6.3.1.2.** a member of a federally recognized or known Utah tribe and has graduated from a Utah high school.

**6.3.2.** A list of recognized tribes will be maintained by the Office of the Commissioner of Higher Education and distributed to all campus residency officers.

**6.4. Member of Utah National Guard:** A person is entitled to resident student status if the person: (a) is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and (b) submits verification, in the form of either an enlistment contract or "orders of unit assignment," that he or she is an active member of the Utah National Guard. Upon the termination of Utah National Guard enlistment or duty, the individual is governed by the standards applicable to non-Utah National Guard persons. Any time spent residing in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of Utah National Guard status.

**6.4.1.** A member of the Utah National Guard shall be considered to maintain continuous Utah residency under this section for the length of time that he or she maintains membership in the Utah National Guard.

**6.4.2.** A member of the Utah National Guard who performs active duty service outside the state of Utah shall be considered to maintain continuous Utah residency under this section.

**6.5. Active Duty United States Armed Forces Personnel Who are Residents of Other States but Stationed in Utah:** Personnel of the U.S. Armed Forces, who are residents of another state, but who are assigned to active duty in Utah, together with the immediate members of their families residing with them in Utah, are entitled to resident student status for tuition purposes during the time they are stationed in Utah on active duty. The student shall complete the institutional certification form and provide a copy of the military orders assigning the military personnel to active duty in Utah. Upon the termination of active duty status, the military personnel and their family members are governed by the standards applicable to nonmilitary persons. Any time spent residing in Utah during the period of active duty in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of active duty status in Utah.

**6.6. Receipt of State Social Services Benefits:** A person who has been determined by a Utah governmental social or rehabilitation services agency to be a Utah resident for purposes of receiving state

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<sup>2</sup> The address for the United States Olympic Committee is as follows: Sports Performance Dept., USOC, 1 Olympic Plaza, Colorado Springs, Colorado 80909-5760.



aid to attend a USHE institution is immediately eligible to apply for resident student status. The state aid must, at a minimum, cover the full cost of resident tuition. Upon the termination of such government agency support, the person is governed by the standards applicable to other persons. Any time spent domiciled in Utah during the time the individual received government aid shall count towards the one-year time period for Utah residency for tuition purposes upon termination of the government aid

#### **R512-7. Waivers of Nonresident Tuition—Nonresident Students Exempt from Nonresident Portion of Tuition.**

The following students who attend a USHE institution may receive a waiver of nonresident tuition:<sup>3</sup> However, these students may not use time spent in Utah as a student on any of these programs toward the waiting period required for resident tuition status.

~~7.1. —Exemption of Nonresident Tuition as Athletic Scholarships: In addition to the waivers of nonresident tuition available to each institution under Utah Code Ann. § 53B-8-101 et seq., and Policy R513, each institution may, at its discretion, grant as athletic scholarships full waiver of fees and nonresident tuition, up to the maximum number allowed by the appropriate athletic conference, and as recommended by the president of each institution.~~

~~Exemption of Nonresident Tuition Under Tuition Waiver Policy: A nonresident student may be eligible for a full or partial waiver of nonresident tuition according to the applicable provisions of Policy R513 (Tuition Waivers and Scholarships).~~

~~7.2.7.1. Western Undergraduate Exchange (WUE) Students: A student attending a USHE institution under the Western Undergraduate Exchange program is considered to be domiciled in his/her home state.<sup>3</sup>~~

~~7.3.7.2. Western Regional graduate Program (WRGP): A student attending a USHE institution under the Western Regional Graduate Program is considered to be domiciled in his/her home state.~~

~~7.4.7.3. Professional Student Exchange/WICHE Students: A student attending a USHE institution under the Professional Student Exchange/WICHE Program is considered to be domiciled in his/her home state.<sup>4</sup>~~

~~7.5.7.4. Exemption for Alumni Legacy Scholarships: The president of an institution may waive an amount up to the full nonresident portion of the tuition for alumni legacy nonresident scholarships. The students attending a USHE institution under this scholarship are considered to be domiciled in his/her home state and time spent in Utah on Legacy Scholarship cannot count towards the required twelve continuous months to attain Utah residency.<sup>5</sup>~~

~~7.6.7.5. Dixie State College of Utah's Good Neighbor Students: DSC may waive an amount up to the nonresident portion of the tuition for residents of counties located within 70 miles of DSC's main campus. The students attending DSC under this scholarship are considered to be domiciled in his/her home state.<sup>6</sup>~~

#### **R512-8. General Provisions**

**8.1. Reclassification by the Institution:** If a student is classified as a resident, or granted residency by a USHE institution, the USHE institution may initiate a reclassification inquiry and in fact reclassify the student, based on any facts, error, or changes in facts or status which would justify such an inquiry, even if the error was on the part of the USHE institution.

<sup>3</sup> See Regents' Policy R513-8 for further details regarding WUE.

<sup>4</sup> See Regents' Policy R513-8 for further details regarding WICHE.

<sup>5</sup> See Regents' Policy R513-17 for further details regarding Alumni Legacy Scholarships.

<sup>6</sup> See Regents' Policy R513-4.2. for further details regarding Good Neighbor Students.



## **8.2. Reciprocity:**

**8.1.4.8.2.1.** A determination to grant residency to a student at a USHE institution shall be honored at other USHE institutions, unless:

**8.2.1.1.** the student obtained residency-resident student status under false pretenses, or

**8.2.1.2.** the facts existing at the time of the granting of residency-resident student status have significantly changed.

**8.2.2.** The USHE institution to which a resident student transfers may initiate a reclassification inquiry (see R512-8.1) and in fact reclassify the student based on any facts, error, or changes in facts or status which would justify such an inquiry, even if the error was on the part of a USHE institution.

## **R512-9. Procedures for Determining Resident Status**

**9.1. Application Deadline:** Students must meet institutional application deadlines for each term. Institutions may establish policy regarding acceptance of late residency applications for current term consideration. Unless institutional policy allows otherwise, institutions may not accept applications for resident student status or supporting documentation after the third week of the semester or term for which the student seeks resident student status. Ordinarily applications or supporting documentation received after the third week should be considered for the following semester.

**9.2. Initial Classification:** Each institution shall classify all applicants as either resident or nonresident. If there is doubt concerning resident status, the applicant shall be classified as a nonresident.

**9.3. Application for Reclassification:** Every student classified as a nonresident shall retain that status until he/she is officially reclassified to resident status.

**9.4. Informal Discussion with Responsible Officer:** If a written application for a change from nonresident to resident classification is denied, the applicant shall have the right to meet with the responsible officer for the purpose of submitting additional information and discussing the merits of his/her application.

**9.5. Appeals:** An applicant for resident status may appeal an adverse ruling in accordance with procedures approved by the institutional Board of Trustees. The appeal tribunal shall make an independent determination of the issues presented upon the basis of such oral and written proofs as may be presented, and shall finally determine the status of the applicant consistent with the law and these policies.

**9.6. Due Process:** In order to provide due process to students who may want to appeal decisions made concerning nonresident status, each institution shall be responsible for providing a means for appeals to be made. Each institution shall adopt procedures that fit the local campus situation, but the following guidelines shall be followed.

**9.6.1.** Procedures for appeal shall be set out in writing by the institution, subject to approval by the Office of the Commissioner.

**9.6.2.** The institution shall provide a hearing officer or hearing committee with appropriate clerical and other services as necessary to the effective function of the hearing process.

**9.6.3.** The student appealing the decision shall have the responsibility of providing evidence that proves that he/she has met the residency requirements. Students shall be given copies of the Regents' policies pertaining to determination of residency. The student shall also be given an explanation of the rationale of the decision-maker who previously ruled that the student was classified as a nonresident.

**9.6.4.** Both the student and the administration's representative are entitled to representation by counsel.

**9.6.5.** Oral and written evidence may be presented. It is not required that a formal, written, verbatim record of the proceedings be kept, but a written summary of the significant assertions and findings of the hearing shall be prepared.

**9.6.6.** It is not required that formal rules of evidence be followed; administrative hearing rules may be used.

**9.6.7.** Decisions of the appeals tribunal must be in writing and must give reasons for the decision.

**9.6.8. Refund:** A ruling favorable to the applicant shall be retroactive to the beginning of the academic period for which application for resident status was made, and shall require a refund of the nonresident portion of any tuition charges paid for that and subsequent academic periods.



March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Tooele Regional Campus (TRC) Property Purchases and Ground Lease Approval

Issue

Utah State University has requested approval of a ground lease with UCAT's Tooele Applied Technology College (TATC) on recently acquired property that is contiguous to the existing TRC to enable the TATC to construct a joint use building on the property.

Background

Utah State University has culminated a two-year cooperative effort with the UCAT Tooele Applied Technology College (TATC) and Tooele City with the acquisition of three parcels of land totaling 8.5 acres that are contiguous to the existing USU/TRC property. Details of the process and proposal are included in the attached letter from the University.

Please note that the acquisition of the properties was based on the provision in Regents Policy R710, Capital Facilities – Section 4.5.4.1 that enables institutions to purchase properties that meet the parameters specified in the policy with only Trustee approval. These property purchases technically did not meet all of the parameters of that policy. USU representatives will be present at the meeting to explain the necessity of proceeding with the purchases as they did.

It is also important to point out that the \$10 million of capital development funding to UCAT for construction of the building was provided by the 2011 Legislature, and as noted in the letter, the \$2 million for roads around the TRC campus to create improved access was funded by the 2012 Legislature.

A copy of the ground lease document signed by UCAT officials and awaiting USU signature pending Regents' approval is attached for your information. The document meets the conditions required by Regents Policy R712.5 – Policy on Facilities Developed and Owned by an Outside Party on Leased Institutional Lands.



Information also attached includes a map showing location of the property, as well as information showing the requested and negotiated prices paid for the properties. Members of the University administration will be in attendance to provide additional information and answer questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that after careful deliberation of this proposal for a ground lease for construction of a joint use facility by the Utah College of Applied Technology's Tooele Applied Technology College on land owned by Utah State University, the Regents approve the ground lease as they deem appropriate, subject to confirmation by the Office of the Utah Attorney General that the specific proposal is within the Regents' authority to approve under current statute.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachment



March 6, 2012

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

Dear Commissioner Sederburg:

Patterned after a very successful joint effort several years ago between Utah State University (USU), the Utah College of Applied Technology (UCAT), and the City of Vernal that resulted in a new UCAT facility on the USU campus with shared use of the space, USU, UCAT, and Tooele City (City) began a new cooperative effort over two years ago to accomplish the same result in Tooele.

This new cooperative effort resulted in a three-part plan to 1) have USU acquire 8.5 acres of property adjacent to the existing USU Tooele Regional Campus (TRC), 2) have UCAT request \$10 million of legislative Capital Development funding to help construct a new Tooele Applied Technology College (TATC) building on the USU property, and 3) if the property and legislative funding were secured, have the City bond for an additional \$5 million to provide the remaining funds needed to construct the facility which would then be shared by UCAT/TATC and USU/TRC. The specific location of the property on which the building would be built was critical to all parties involved because of its proximity to the existing TRC building which would allow USU students to attend classes in either building, thus expanding the growth potential for additional students at the USU Tooele Regional Campus.

Acquisition of the properties was approved on March 2, 2012 by the Board of Trustees. Since the specific property location was critical and the property consisted of three parcels with different owners, it became necessary for USU to negotiate the final purchase prices with two owners who had not intended to sell their property but were supportive of relocating their commercial operations to new property to allow for the expansion of educational facilities in the community. Consistent with the provisions of Board Policy R710, Capital Facilities, Section 4.5.4.1, the final amounts paid for each property were negotiated to be below the \$500,000 cap established in the policy. The third parcel was owned by Tooele City which agreed to donate the land once the other two parcels had been purchased. Purchase details have been provided as attachments. In addition, the legislature appropriated in the 2012 session an additional \$2 million to Tooele City for "roads around the Utah State University campus to create improved access to an institution of higher education".

Now that all property and funding has been secured, USU/TRC and UCAT/TATC mutually desire to enter into a long-term ground lease that will allow the new, joint-use facility to be constructed by UCAT/TATC on USU land. In consideration for the land provided by USU/TRC approximately one-third of the space, 26,500 square feet, will be designated and dedicated to USU/TRC for classroom space and offices for USU faculty and staff. The Ground Lease will comply with all of the requirements of Regents Policy R712, Nontraditional Arrangements for Development of Facilities on Campuses. Operation and maintenance of the facility will be the responsibility of UCAT/TATC.

We appreciate your support in this endeavor and ask that you present this item for Regents approval.

Sincerely,



David T. Cowley  
Vice President for  
Business and Finance

C: Stan Albrecht, President  
Greg Stauffer, Associate Commissioner for Finance and Facilities



## Drawing



# SUMMARY OF INFORMATION REGARDING PROPERTY ACQUISITION

	Lot 1 Stringham	Lot 2 CIM Holdings	Lot 3 Tooele City	Total
Acres of Commercial Property	4.99	2.34	1.17	8.5
Land Value per 2010 Tax Assessment	\$ 239,309	\$ 112,221	N/A	\$ 351,530
Approximate Land Value if Vacant @ \$39,000 per acre	\$ 195,000	\$ 91,000	\$ 46,000	\$ 335,000
"Calculated" Value of Owners Development, Improvements, etc. net of Land Value	\$ 399,000	\$ 265,408	N/A	\$ 664,408
Total "Value" of Land & Improvements	\$ 594,000	\$ 356,408	\$ 46,000	\$ 999,408
Cost Requested by Sellers	\$ 594,000	\$ 356,408	N/A	\$ 950,408
Negotiated Acquisition Prices Paid	\$ 450,000	\$ 300,000	\$ -	\$ 750,000



David Stringham  
Peachtree Development, LLC  
3182 South Main Street  
Salt Lake City, UT 84115

Dale Huffaker  
Executive Director of USU Real Estate  
Fax (435) 797-1852  
Fax (435) 797-0710

Here is an approximate cost of the development of the Tooele property located at 60 South Tooele Boulevard, Tooele, Utah.


This property contains three buildings and an outside fenced storage area which is approximately 5 acres.

1. Plans and engineering - \$24,000
2. Permits - \$5,000
3. Site work and prep: Sewer, curb & gutters, sidewalks, utilities, parking lot, approaches, etc - \$65,000
4. Office/Warehouse/Showroom Building - \$240,000
5. Storage Lot with fencing including road base and drainage - \$70,000
6. Storage Building: 30' x 100', 16ft. walls, dry storage only - \$110,000
7. Storage Building: 40' x 100' - \$80,000

594,000

All storage buildings have insulated 16' masonry walls and skylights for lighting.  
Above costs are for construction only, does not include value of land.

Sincerely,



David Stringham  
Peachtree Development, LLC  
(801)487-8631 (Office)  
(801)718-7776 (Cell)



### Summary of Land and Commercial Costs

CJM Holdings LLC (Charles "Chuck" McCown, Member/Owner) 2000 E Sunset II Lake Point, UT.

Below is the list of the expenses we have incurred for this property and the new site relocation costs.

#### Current Site Costs

Site Prep Labor	\$	9,157.55
Permit Fees		3,000.00
Transportation		1,047.69
Site Prep Expenses		552.00
Geotechnical Services		3,900.00
Rocky Mountain Power		346.00
Site Specific Engineering		<u>35,632.50</u>
Subtotal	\$	<u>55,635.74</u>

356,408.24

#### New Site Costs

Water line Extension	\$	72,000.00
Geotechnical Services		3,900.00
Surveying		2,450.00
Permitting		3,000.00
Transportation		1,000.00
Site Engineering		22,422.50
Additional Rent		<u>48,000.00</u>
Subtotal	\$	<u>132,772.50</u>

Land Subtotal \$ 150,000.00\*\*\*

Total \$ **356,408.24**

\*\*\* 2010 Land Tax "Market Value" reported by Tooele County \$ 112,221.00

## **GROUND LEASE**

This GROUND LEASE AGREEMENT ("Lease") is made and entered into effective November 22, 2011 by and between UTAH STATE UNIVERSITY (USU) and its UTAH STATE UNIVERSITY TOOELE REGIONAL CAMPUS (TRC), hereinafter referred to jointly as "USU/TRC" and the UTAH COLLEGE OF APPLIED TECHNOLOGY and its TOOELE APPLIED TECHNOLOGY COLLEGE hereinafter referred to as "UCAT/TATC" and all together herein referred to as the "Parties" or separately as a "Party".

## **WITNESSETH**

WHEREAS, The purpose of this GROUND LEASE is to provide and document this Lease pursuant to the COOPERATIVE AGREEMENT ("Agreement") attached hereto as Exhibit A and incorporated by reference herein and previously made effective November 22, 2011 ("Effective Date") between the same Parties.

NOW THEREFORE, in consideration of the mutual promises herein and of other good and valuable considerations herein mentioned, the Parties hereto covenant and agree as follows:

## **Leased Premises**

USU/TRC hereby leases to UCAT/TATC a total of Eight and Forty-Three/One Hundredths (8.43) acres of land hereinafter referred to as the "Leased Premises" located at the approximate location of 88 South Tooele Blvd, Tooele, Utah.

## **Term, Renewal, Option(s) and Termination**

USU/TRC hereby leases to UCAT/TATC the Leased Premises for a primary term of Ninety-Nine (99) years, effective as of the date stated above, subject to termination and renewal rights thereafter as hereinafter set forth.

After the expiration of the primary term, the Lease will be renewed automatically year-to-year, unless otherwise mutually agreed to in writing, provided that UCAT/TATC's use of Leased Premises continues for the purposes of higher education and training and/or the lease is not terminated within the Termination Rights stated below.

Termination is to be made only by mutual written release of USU/TRC AND UCAT/TATC, advance notification procedures for which, as appropriate, may take the form of an Amendment to this Lease, executed by both Parties and attached hereto.

### **Rental**

The planned shared/joint use of the FACILITY, as referred to and described in the COOPERATIVE AGREEMENT, i.e. the in-kind consideration to be provided to USU/TRC, will be considered sufficient rental consideration for UCAT/TATC's use of the land leased hereby.

### **Construction Plans**

UCAT/TATC agrees that in the development of plans for the proposed facility and improvements or additions thereto in the future and landscaping and signs to be erected upon the Leased Premises, in addition to any such improvements currently existing on the property, it will coordinate and review the plans with USU/TRC and obtain any applicable approvals required by government regulatory oversight bodies, namely the State of Utah Building Board and DFCM (Division of Facilities, Construction and Management).

UCAT/TATC acknowledges that before the proposed facility can be constructed on the property, USU/TRC and UCAT/TATC must obtain approvals of this Lease agreement from their respective Boards of Trustees, the Utah State Board of Regents, the State of Utah Attorney General and from the State Building Board.

USU/TRC and UCAT/TATC will cooperate in all planning, development and use of the building as above and as otherwise set forth in the COOPERATIVE AGREEMENT.

### **Construction**

UCAT/TATC shall have the right, during the existence of this Lease, to erect upon the Leased Premises, new or additional facilities as may be needed in the judgment of UCAT/TATC.

### **Maintenance and Repair**

UCAT/TATC shall, at its own expense, maintain the interior and exterior of all buildings, improvements and facilities, including the grounds, in good condition and repair, in a manner appropriate to the intended use thereof, and consistent with standards of building maintenance and repair commonly accepted for the same or similar use throughout the State of Utah.



### **Security and Inspection**

UCAT/TATC shall be responsible to provide for securing all facilities, improvements and equipment that UCAT/TATC constructs and/or locates on the Leased Premises. UCAT/TATC shall permit USU/TRC or its agents to enter into and upon the premises and all structures after reasonable notice at all reasonable times.

### **Replacement**

If, at any time during the term of this Lease, the structures and facilities erected upon the Leased Premises shall be substantially damaged or destroyed by fire or other casualty, UCAT/TATC shall have the option of (a) commencing and thereafter proceeding with reasonable diligence (subject to a reasonable time allowance for appropriation of any additional funds required and for any other unavoidable delay), at its sole cost and expense, to restore or rebuild the same as nearly as possible to its current condition prior to such damage or destruction, or (b) terminating this Lease by future mutual written Lease as stipulated above, in which case control and management of the land would revert to USU/TRC.

### **Disposal**

Any and all facilities and improvements constructed under this Lease shall be and remain the property of UCAT/TATC through the expiration or termination of this Lease, whichever comes first, and, when that time comes, if USU/TRC so desires and expresses its request clearly in writing to the UCAT/TATC before such time, within one (1) year thereafter, UCAT/TATC will remove property it owns from the Leased Premises as so requested and specified in writing by USU/TRC.

After termination of the Lease, if UCAT/TATC should decide on outright disposal of any facilities or improvements, USU/TRC shall have the option to exercise a right of first refusal to acquire the facilities and any improvements for the cost of any remaining unpaid balance of non-state funded bond obligations, such as those planned for issuance by the City of Tooele to support approximately one-third (1/3) of the construction cost, and, provided further, that if the proposed disposition of the facilities and improvements is to a party or Parties other than USU/TRC, such disposition will require the concurrence of USU/TRC.

Disposal may include, but is not limited to, conveyance of leasehold facilities and improvements to USU/TRC, upon payment to or assumption of relevant obligations of UCAT/TATC of a mutually agreed upon amount, based upon the above referenced bond obligation(s) and UCAT/TATC's non-state appropriated funding of costs incurred for the improvements and facilities as they may be depreciated and discounted to their fair market value at the agreed upon date of disposal consistent with the capital depreciation guidelines used within the USHE (Utah System of Higher Education).

If UCAT/TATC fails to remove or dispose of any or all facilities and improvements referred to in this Lease within one (1) year after the expiration or termination of this Lease, and USU/TRC has not acquired title to any UCAT/TATC owned property, UCAT/TATC shall remove all facilities and improvements not desired by USU/TRC. If such action is to occur, UCAT/TATC shall restore the Leased Premises to the same condition as before UCAT/TATC leased the property including completely removing any and all hazardous and non-hazardous waste materials. Title to any remaining leasehold property, as may be mutually agreed upon at such future time, will become vested in USU/TRC and any remaining personal property will then be owned by USU/TRC on behalf of the State of Utah.

### **Rights of Ingress/Egress**

At UCAT/TATC's request or as may be reasonably required, USU/TRC shall grant to public entities or public service corporations rights of way or easements on or over the leased premises and adjacent property owned by USU/TRC for poles or conduits or both for telephone, electricity, water, sanitary or storm sewers or both, and for other utilities and municipal or special district services. Grants made under the authority of this provision shall be consistent with existing services and the physical plan for USU/TRC's campus. USU/TRC agrees to allow UCAT/TATC during occupancy of the Leased Premises, the right of ingress and egress to the Leased Premises over and across the entrances to the Leased Premises and UCAT/TATC will maintain the same area.

### **Sublet**

UCAT/TATC shall not sublet or assign the rights of the UCAT/TATC in the Leased Premises, in whole or in part, without the advance, written consent of USU/TRC. Any sublease shall be only for uses that are consistent and compatible with furthering higher education and training within the State of Utah.

### **Liability & Indemnity**

The Parties agree to mutually indemnify and hold harmless each other from any liability arising from the acts or omissions of an employee, agent, or officer of their respective entities. Furthermore, as stated in the COOPERATIVE AGREEMENT, it is recognized by all Parties that insurance coverage of State Entities such as USU/TRC and UCAT/TATC is provided through the State Division of the Utah Risk Management Fund or its successor. Any claims of loss, damage, injury, or liability from the party's respective negligence, including claims for their employees, during the course of this Agreement shall be governed by the Utah Governmental Immunity Act. Any loss, damage, injury, or liability shall be attributed by the Utah Risk Manager to the loss experience of the party causing the same. Any changes, additions or deletions to the above will be submitted in writing and approved by both Parties.



### **Environmental Regulations**

UCAT/TATC shall not suffer any waste to be committed in or about said premises, shall keep the premises free and clear of any and all refuse and other nuisance, shall strictly adhere to applicable regulations for the use and disposal of chemicals; and observe all other applicable laws, rules, regulations, and ordinances relating to the maintenance, use and occupancy of the premises.

### **Mineral Development**

USU/TRC agrees that it shall not conduct nor shall it cause to be conducted any surface and/or subsurface drilling and/or excavation of the Leased Premises without consent of UCAT/TATC, which will not be unreasonably withheld.

### **Default and Severability**

Any omission of USU/TRC to exercise any right upon the default of UCAT/TATC shall not preclude USU/TRC from the exercise of such right upon any subsequent default of UCAT/TATC.

Should any provision or portion of such provision of this Lease be held invalid, the remainder of this Lease or the remainder of such provision shall not be affected thereby, provided the material purpose of this Lease can be achieved.

### **Dispute Resolution**

This agreement can be modified with the mutual consent of USU/TRC and UCAT/TATC. Should resolution of disputes concerning this agreement not be able to be reached by the administrations of the Parties, a Collaborative Resolution Committee consisting of two members of the USU-TRC Advisory Board and two members of TATC's Board of Directors and one neutral person agreed to by the Parties will meet and resolve the dispute.

### **Successors and Assigns**

This Lease shall be binding upon and inure to the benefit of the Parties hereto, their agents, successors and assigns.



### **Public Officials**

No appointed or elected public official shall be admitted to any share or part of this Lease, or to any benefit that may arise there from; but this provision shall not be construed to extend to this Lease if made with a corporation for its general benefit.

### **Notification**

All notices or official communications which may be required under this Lease that affect the rights provided by the Lease, given by either party to the other, shall be in writing and addressed to such party's address, unless otherwise provided herein, as follows:

#### **Notices to USU/TRC:**

Utah State University - Att: Vice President for Business and Finance - 1445 Old Main Hill - Logan, Utah 84322-1445

Tooele Regional Campus - Att: Dean, USU Tooele 1021 West Vine Street - Tooele, UT 84074-2024

**Notices to UCAT/TATC:** Utah College of Applied Technology - Att: President - P.O. Box 147900 - Salt Lake City, Utah 84114

Tooele Applied Technology College Tooele, Utah - Attn: President - 66 West Vine Street - Tooele, Utah 84074

Either party may from time to time, by written notice to the other, designate a different address to which notices shall be sent.

### **Representation**

The making, execution, and delivery of this Lease have been induced by no representations, statements, or warranties other than those herein expressed. This Lease embodies the entire understanding of the Parties, and there are no further or other Leases or understandings, written or oral, in effect between the Parties relating to the subject matter hereof. This Lease may be amended or modified only by an instrument of equal dignity and formally signed by both of the respective Parties hereto.

### **Entire Lease**

This Lease is the entire ground use Lease of the Parties and supersedes all prior leases, negotiations and undertakings between the Parties with regard to the lease of the Subject Property except as expressly provided herein.

IN WITNESS WHEREOF, both USU/TRC and UCAT/TATC have hereunto executed, signed, sealed, and delivered this Lease, the day, month, and year first above written.

The undersigned represent that he or she is respectively authorized to sign this Lease.

**UTAH STATE UNIVERSITY**

By \_\_\_\_\_  
David T. Cowley  
Vice President Business and Finance

**UTAH COLLEGE OF APPLIED  
TECHNOLOGY**

By \_\_\_\_\_  
Robert O. Brenns  
President

**TOOELE REGIONAL CAMPUS  
COLLEGE**

By \_\_\_\_\_  
Gary S. Straquadine  
Dean and Executive Director

**TOOELE APPLIED TECHNOLOGY**

By \_\_\_\_\_  
Scott J. Shelton  
President

March 21, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Utah State University - Property Transfer

Issue

Utah State University has requested approval to execute a property exchange with the Church of Jesus Christ of Latter-day Saints. The proposal is to acquire from the LDS Church the four acre property, meeting house, and associated parking located at the intersection of 1200 East and Highway 89 (property 3 on the attached map) in exchange for 9 acres of vacant land at the east end of the former USU Trailer Court (property 2 on the attached map).

Background

The University has been in on-and-off discussion with the Church over the period of several years about its interest in acquiring this property that is contiguous to the existing campus. More serious discussion has taken place over the past two years and the Church received an appraisal in February of 2010 that valued the property using two methods: Value-In-Use (Cost Approach) which valued the property at \$2,875,000; and As-Is Market Value which valued it at \$1,575,000. USU's requested appraisal of the trailer court property in May of 2010 valued the nine 9 acre portion of the 19.3 acre trailer court property at \$1,170,000 (\$2,510,000 divided by 19.3 acres multiplied by 9 acres equals \$1,170,000). Regardless of which of the Church appraisal methods is used, the value of USU's trailer court property is substantially below that of the property being received from the Church.

In exchange for the lesser value, after the property exchange, USU will leaseback to the Church the existing facility at no cost other than ongoing maintenance and repairs until such time as the Church has constructed a meetinghouse on the property received from USU. USU will also allow the Church to use a limited amount of USU's existing Aggie Terrace parking facilities during periods when excess parking capacity is available (evenings and Sundays).



Copies of USU's letter requesting approval of this item, a map showing the locations of the properties, and summaries of the two appraisals are available for your information. In addition, members of the University's administration will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

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

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachment



March 6, 2012

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

Dear Commissioner Sederburg:

Utah State University requests approval to execute a property exchange agreement. This item was approved by the USU Board of Trustees on March 2, 2012.

Over many years and on multiple occasions Utah State University (USU) has expressed to the Church of Jesus Christ of Latter-Day Saints (Church) an interest in acquiring, at some point, the property owned by the Church directly to the east and across the street from the USU Chase Fine Arts Center. However, before the Church would seriously consider giving up that location, it needed a suitable option for relocating and replacing its existing facilities. With the completion in July 2011 of a 15-year transition plan to vacate the former USU Trailer Court, a suitable option now exists for an exchange of real property that addresses both parties future expansion needs.

By mutual agreement, both parties now desire to execute an exchange agreement whereby USU would acquire from the Church approximately four (4) acres of land at the intersection of 1200 East and Hwy 89 currently used for a Church meetinghouse and associated parking in exchange for nine (9) acres of vacant land at the east end of the former USU Trailer Court (see attached drawing). In addition, USU will allow the Church to use a limited amount of space in the Aggie Terrace during periods where excess parking capacity is available.

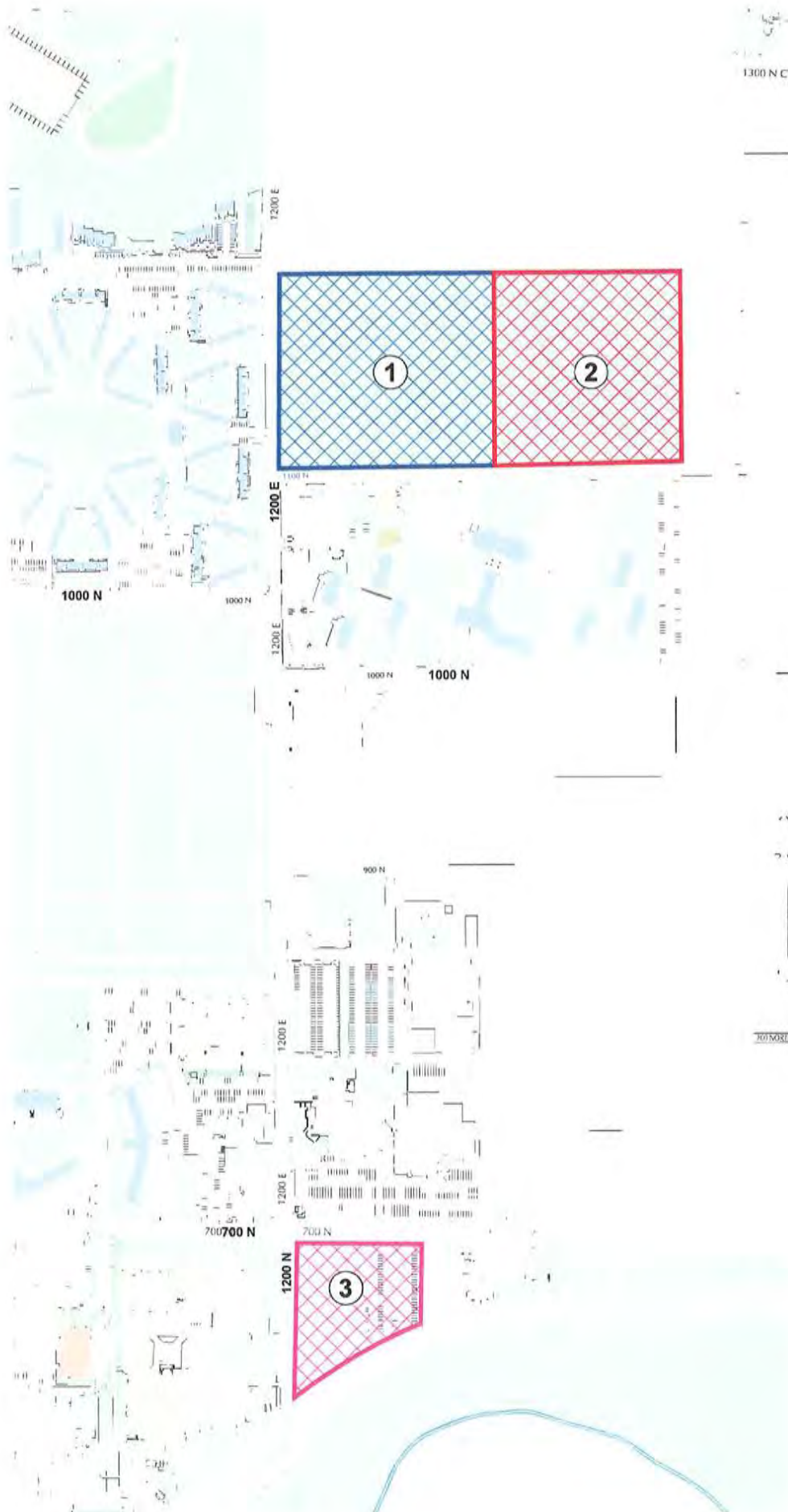
After executing the property exchange, a physical transition time will be allowed whereby USU shall leaseback to the Church the existing facility at no cost or expense other than on-going maintenance and repairs, until such time as the Church has constructed one (1) meetinghouse on the USU Property; and Logan City has issued a Certificate of Occupancy for such facility. Thereafter, USU may use the existing meetinghouse located on the Church property for a period of time before the building must be razed making way for a new USU facility.

We appreciate your support in this endeavor and ask that you present this item for Regents approval.

Sincerely,

David T. Cowley  
Vice President for  
Business and Finance

C: Stan Albrecht, President  
Greg Stauffer, Associate Commissioner for Finance and Facilities



**LEGEND**

<b>1</b>	<b>2</b>	<b>USU TRAILER PARK PROPERTY</b>
<b>2</b>		<b>LAND TO EXCHANGE WITH LDS CHURCH</b>
<b>3</b>		<b>LDS CHURCH PROPERTY TO EXCHANGE WITH USU</b>



NOT TO SCALE

# PROPERTY ACRES



**UtahStateUniversity**  
 FACILITIES PLANNING, DESIGN, & CONSTRUCTION  
 1295 EAST 700 NORTH • LOGAN, UTAH 84302  
 PH (435) 797-3737 • F (435) 797-3888



## COMMERCIAL PROPERTY APPRAISAL REVIEW

### SUMMARY OF FACTS AND CONCLUSIONS

Appraisal Review Client: Utah State University  
Property Identification: Logan Utah University 1<sup>st</sup> Stake Center  
Location: 650 North 1200 East, Logan, Utah  
Appraiser: Lenard J. Owens, MAI and Brett Robinson  
Appraiser's State Certification No.: 5451017-CG00 (Owens) and 5896614-LA00 (Robinson)  
Appraisal Addressed To: Corporation of the Presiding Bishop of the Church of Jesus Christ of Latter-day Saints  
Scope of Work and Reporting Option: Summary  
Date of Report: March 4, 2010  
Interest Appraised: Fee simple  
Date of Review: May 25, 2010  
Date Review Delivered: May 26, 2010

#### Value Conclusions:

Valuation Premise	Effective Date	Appraiser's Opinion	Reviewer's Opinion
Value in Use (Cost Approach)	02/23/10	\$2,875,000	*Concur
As-Is Market Value	02/23/10	\$1,575,000	*Concur

\*The Reviewer concurs with the Appraiser's opinions shown above, as footnoted below. Please note in this context that concurrence does not necessarily mean complete agreement with all of the Appraiser's analyses, opinions and/or conclusions; it only implies that the Appraiser's opinions are considered reasonable within an acceptable margin of error, subject to the extraordinary assumptions and/or hypothetical conditions referenced later in this review report.

**APPRAISAL RATING:** #1

#### Rating Scale

1. Conforms to USPAP or most pertinent elements of USPAP and values are reasonably supported.
2. Alternative value given, appraisal acceptable if based on alternative value estimate.
3. Report is not reasonable and supported and/or the appraisal is conceptually incorrect. No reliance can be placed in the appraisal.

### SCOPE OF WORK

- **Purpose, Intended User and Intended Use** – The purpose of this review is to evaluate the reliability of the Appraiser's value opinions and either concur or develop alternative value opinions based on information contained in the subject appraisal report and/or additional information obtained by the



## Appraisal Report

Utah State University & Johnson Family Parcels  
1150 and 1250 North 1200 East  
Logan, Utah 84341

May 28, 2010

Prepared for:

Mr. Dale C. Huffaker  
Director Real Property Administration  
Utah State University  
1445 Old Main Hill  
Logan, Utah 84322-1445

# McCoy Appraisal, Inc.



1264 North 2550 East, Layton, Utah 84040 Telephone (801) 444-0231 Facsimile (801) 444-0232

May 28, 2010

Mr. Dale C. Huffaker  
Director Real Property Administration  
Utah State University  
1445 Old Main Hill  
Logan, Utah 84322-1445

RE: Utah State University & Johnson Family Parcels  
1150 and 1250 North 1200 East  
Logan, Utah 84341

Dear Mr. Huffaker:

At your request, I have conducted an appraisal of the above referenced property. The purpose of the appraisal has been to estimate the current market value of the fee-simple estate. The intended use of the report is to assist with management decisions.

The attached report is a summary appraisal report, as defined by USPAP (please make reference to the Scope of Work section). In the body of the report are the data, analyses and opinions that were used to develop the standard Sales Comparison Approach. The final value estimates are summarized as follows. The effective date of valuation is May 26, 2010, the inspection date:

Final Value Estimate Summary	
Utah State University Property (19.30 acres)	\$2,510,000
Johnson Family Property (20.00 acres)	\$1,200,000

The above value estimates are made with a number of extraordinary assumptions and/or hypothetical conditions, the following of which are emphasized:

*No legal description or survey was furnished, so the appraiser utilized county tax records and information from the client to ascertain the physical dimensions and acreage of the property. Should a survey prove this information to be inaccurate, it may be necessary for this appraisal to be adjusted.*

KCM   
Karen D.C. McCoy



*The conclusions contained herein are based on current market conditions, anticipated short-term supply and demand factors, and generally stable long-term economic conditions. These forecasts are, therefore, subject to changes.*

*It has been brought to my attention that portions of the northern Johnson Family property have been filled in over the years (due to gravel excavation), and perhaps not properly compacted. However, a confidential source indicates that the problem may be exaggerated because the owner had been seeking a tax appeal. Due to lack of information about the potential problem, I recommend that the client retain an engineer to determine the potential cost to cure. The value estimate for the property does not reflect the potential cost to cure.*

*The value estimate for the southern Utah State University property does not reflect potential demolition costs associated with the existing trailer park.*

I consider 9 months to be a reasonable marketing period for a property of this type.

Thank you for this assignment. Please contact me if you have any questions or if I can help in any way.

Respectfully submitted,

Kenneth C.  
McCoy

Digitally signed by Kenneth C. McCoy  
DN: cn=Kenneth C. McCoy, o=KCMC, ou=KCMC  
Appraisal, Inc., email=kenneth.mccoy@protonmail.com, c=US  
Date: 2019.08.28 14:25:02 -0600

Kenneth C. McCoy, MAI

Utah State-Certified General Appraiser  
5451905-CG00 Expires 8-31-10

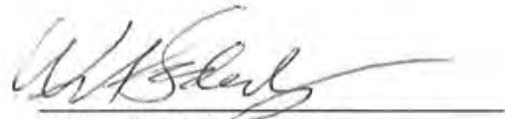
March 21, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Presidential Commitments

Summary

A commitment, made by a former chair of the Board of Regents, to an existing president needs to be reviewed and acted upon if there is support. If needed, materials will be hand carried to the Board of Regents meeting.



---

William A. Sederburg  
Commissioner of Higher Education



**State Board of Regents**  
 Board of Regents Building, The Gateway  
 60 South 400 West  
 Salt Lake City, Utah 84101-1284

Phone 801.321.7101  
 Fax 801.321.7199  
 TDD 801.321.7130  
 www.higheredutah.org

March 21, 2012

MEMORANDUM

TO: State Board of Regents  
 FROM: William A. Sederburg  
 SUBJECT: Salt Lake Community College – Campus Master Plan Progress Report

Issue

Salt Lake Community College has requested the opportunity to review the progress of several significant items in their updated Comprehensive Facilities Master Plan that was approved by the Board at its January 2011 meeting. The items to be reviewed are specified in the attached letter from the college.

Commissioner's Recommendation

This is an information item only; no action is required.

---

William A. Sederburg  
 Commissioner of Higher Education

WAS/GLS/WRH  
 Attachment



March 7, 2012

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

Dear Commissioner Sederburg:

Re: Salt Lake Community College Comprehensive Facilities Master Plan Progress Report

We appreciate the opportunity to host the March 30, 2012 Board of Regents' meeting at the Salt Lake Community College Miller Campus. At that meeting we request the opportunity to present a progress report on the implementation of significant items already approved in the Salt Lake Community College Comprehensive Facilities Master Plan.

The Board of Regents approved the update of the SLCC Comprehensive Facilities Master Plan, prepared by AJC Architects and SRG Partnership, Inc., at its January 2011 meeting. We plan to review the progress that has been made on the construction of the Center for New Media at the South City Campus, the planning and nearing construction of the Instruction and Administration Building at the Taylorsville Redwood Campus, the remodeling and planned opening of the Westpointe Center in leased space near the airport, and the creation of the Facilities Master Plan for the newly acquired Herriman Campus.

Thank you for your ongoing support.

Sincerely,



Dennis R. Klaus  
Vice President of Business Services

March 21, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: USHE - Capital Facilities Update

Issue

The recently concluded State Legislative Session resulted in funding totaling \$24,175,000 for USHE Capital Development Projects. Additionally, \$71,989,100 was appropriated for statewide Capital Improvement Funding and several USHE non-state funded projects were authorized. These project approvals are broken down into the following categories:

1. Capital Facilities Funding - The legislature funded two capital facilities projects requests as follows: UU Utility Delivery Infrastructure - \$22,000,000 and UVU Classroom Building Design - \$2,175,000. They opted not to issue any general obligation bonds primarily because outstanding bonding amounts persist at levels above their adopted "soft cap" of 85% of the constitutional bonding limit. Instead, the approved projects were funded from projected on-going tax revenues.
2. Capital Improvement Funding - The amount provided this year is \$71,989,100, an increase of \$18,340,500 over last year. This amount represents .84% of the replacement cost of existing state buildings, an amount which is still \$5,142,100 below the statutory minimum of .90% of replacement cost, or \$77,131,200. Nonetheless, USHE institutions will be well advantaged by the additional funds flowing into capital improvement projects.

The USHE portion of these funds will be determined by the State Building Board in their meeting on March 28, 2012. A preliminary estimate of the amount USHE institutions will receive is about \$40,000,000 which is about 60% of the total amount allocated statewide after subtracting a portion for statewide programs and contingencies.

3. Non-state Funded Projects - Authorization was provided to build, plan, and bond several USHE non-state funded projects as noted in the table that follows:



	Project	Amount	Building Authorization	Bonding Authorization	O&M Request	
					Amount	Authorized
UU	Orthopaedic Center Expansion	\$ 9,580,000	Yes	Yes	n/a	n/a
UU	HPER Parking Terrace	21,702,000	Yes	Yes	n/a	n/a
UU	Health Sciences Center Parking Terrace	19,980,000	Yes	Yes	n/a	n/a
UU	Dental School Building	37,400,000	Yes	n/a	0	no
UU	S.J. Quinney College of Law Building	60,500,000	Yes	Yes	\$1.2M	no
UU	Dee Glen Smith Athletic Center Expansion*	30,000,000	Yes	Yes	n/a	n/a
USU	San Juan Campus Student Housing	4,000,000	Yes	Yes	n/a	n/a
WSU	Stromberg Center Addition	8,000,000	Yes	Yes	n/a	n/a
* Bonding authorization increased to \$30 million from \$20 million authorized in 2011						

The majority of these projects were not eligible for state-funded O&M funding by Regental policy and consequently none was requested by the institutions.

The O&M needs for the Dental School Building will be met with a combination of investment earnings from a sinking fund consisting of the balance of donated and dedicated institutional funds available for the project that exceed the anticipated construction cost; and clinical revenues from the clinical spaces to be included in the building.

The University of Utah's request for authorization to seek \$1.2 million for the O&M needs of the S.J. Quinney College of Law Building was not approved. This makes 18 capital development projects that over the span of the past several years were either authorized by the Legislature to seek state-funded O&M but not subsequently funded (beginning FY09-10) or that qualified under the provisions of Regents' policy to receive state-appropriated O&M but were not authorized by the Legislature to even request the funding (Legislative Sessions 2010 – 2012).

The total amount of foregone O&M funding for these 18 facilities now totals \$5.0 million, and represents a challenge for institutions as they deal with these costs in an environment where the Legislature is not currently authorizing any funding requests for O&M related to non-state funded building projects.

#### Commissioner's Recommendation

This is an information item; no action is required.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH





State Board of Regents  
Board of Regents Building, The Gateway  
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March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: S.B.153 S2 State Procurement Code Amendments

Background

The recently completed 2012 Legislative Session witnessed a push to rewrite both the State Procurement Code (S.B.153) and the process for Contesting Public Procurements (S.B.114). Throughout the many meetings, presentations, and conversations surrounding these Code rewrites, USHE institutional Purchasing Directors were closely involved in responding to drafts and proposing alternative Code language in order to protect institutional and State needs and support the development of helpful new statutory language.

Issue

Attached you will find two summary documents as it relates to the recently passed legislation. The first document summarizes the processes that occurred on the path to new legislation, highlights a few key provisions of the statutory changes, and discusses "next steps" in the implementation process. The second document further details changes to be addressed in the months ahead.

USHE institutional members of the Utah Procurement Advisory Council (UPAC) will continue to be actively engaged in implementing new provisions, suggesting any needed clarifying language for the next Session, and drafting required rules and policies in the months ahead.

Commissioner's Recommendation

This is an information item only, provided to apprise the Board regarding the exemplary efforts of USHE's UPAC members involved in the rewrite process of Utah's Procurement Code, and to provide the Board with background regarding changes to procurement rules that will be forthcoming.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS  
Attachment

## **Utah Procurement Advisory Council (UPAC)**

### **SUMMARY OF CHANGES TO THE PROCUREMENT CODE**

This document is a summary of changes to the Utah Procurement Code included in S.B. 153 and S.B. 114. The members of UPAC have reviewed, analyzed, and discussed with State Purchasing and legal counsel the points outlined in this document. The most significant changes to current operations are also included.

#### ***S.B. 153: Procurement Amendments – Utah Procurement Code***

S.B. 153 includes a number of items that are explicitly indicated in code as needing to be addressed by the applicable rule-making authority, which, as indicated in code, is the Board of Regents. The Board may choose to adopt rules for some of the items for all institutions to follow. For other items, the Board may wish to delegate the rule-making authority to the individual institutions. UPAC has generated a list of rules needed for adoption in a separate document.

The first draft of the code was released last October. UPAC members reviewed the document and met on November 2nd to discuss the impact and draft a document outlining our issues. A meeting was arranged with State Purchasing, the Attorney General's Office, and the Legislative Counsel where we discussed our issues and possible remedies. Some of our initial concerns with the bill included: the section regarding language referring to the authority of institutions to make procurements; the section regarding the management of small-dollar purchases; the sections related to requests for proposals; and the sections related to ethical requirements.

Following the November meeting, a second draft of S.B. 153 was released. UPAC reviewed the second draft thoroughly, recorded the changes that were made, and noted the issues that still existed. Through subsequent communications, including additional meetings, UPAC negotiated acceptable revisions regarding many of our concerns with S.B. 153. Throughout this process, the members of UPAC have been thorough in their review of the bill and its effect on higher education.

The new procurement code includes a large number of procedures that are not currently found in the procurement code. This will require each institution to adjust its current procedures to comply with the new stipulations. These changes include how we evaluate bids and proposals, contract management, and managing small-dollar procurements. This bill will also require that university/college staff members will need to be trained regarding ethical behavior, unlawful conduct, and procurement processes as outlined in the new code.



### ***SB 114: Contesting Public Procurements – Utah Procurement Code***

During one of the meetings with State Purchasing, UPAC was informed that a bill would be released regarding the protesting of public procurements. That bill was released in January as S.B. 114. The members of UPAC reviewed this bill under a short time-frame and attended a legislative committee meeting that was held less than a week after the release of the bill. The Senate Government Operations and Political Subdivisions Committee determined that some adjustments needed to be made to this bill before the legislative committee was willing to recommend it. Those adjustments were made and the bill was substituted.

S.B. 114 calls for an additional individual from higher education to sit on the Procurement Policy Board. The bill also includes strict time periods in which a person may file a protest or appeal. This bill outlines the procedure required to file a protest regarding a public procurement. A protest can be filed by a person who feels that a procurement decision was made unfairly. The head of the procurement unit reviews the protest and makes a ruling. If the protestor feels that ruling is unfair, they can file an appeal with the Procurement Policy Board.

In the past, higher education had the option of sending all of their appeals to court. The new code requires that a three person appeals panel be formed, consisting of Procurement Policy Board members or their designees, to hear the appeal. The appeals panel then rules to either uphold the decision made by the head of the procurement unit or to send it back to the head of the procurement unit for further review.

The bill adds a new requirement that a bond (or similar mechanism) in the amount of 5% of the project cost or \$1000 (whichever is higher) be posted by the party appealing a decision. If the party appealing does not prevail, the bond is forfeited.

### ***Summary***

UPAC will be meeting on March 26<sup>th</sup> to begin discussing the overall impact of S.B. 153 and S.B. 114 on higher education as well as to begin to formulate strategy, rules, policy, and procedure to insure compliance with the new Utah Procurement Code. One of the main objectives of our meeting will be to provide the Board of Regents with direction on rule and policy generation/implementation.

Finally, the new code currently establishes an implementation date of May 1, 2013 allowing time to formulate appropriate rules and to address any concerns arising from a more extensive review. Since the implementation date occurs after the 2013 Legislative Session, the possibility for updates and revisions remains. UPAC continues to regard the new Utah Procurement Code as a top priority and continues to evaluate its impact on individual institutions and on higher education as a whole.



# **Utah Procurement Advisory Council (UPAC)**

## **LIST OF CHANGES TO THE PROCUREMENT CODE**

This document is a bulleted summary of the changes to the Utah Procurement Code included in S.B. 153 and S.B. 114. The members of UPAC have reviewed, analyzed, and discussed with State Purchasing and legal counsel the points outlined in this document. The most significant changes to current operations are listed below.

### ***Significant Changes***

- Increased the number of representatives from higher education on the Procurement Policy Board from one to two.
- Appeals are now heard by an appeals panel made up of three individuals selected from, or designated by, the Procurement Policy Board.
- The requirements of bond filed by a protestor.
- Prequalification of potential bidders.
- Clarification of split purchases.
- Multi-step bidding.
- Use of objective criteria in evaluating bids.
- Rules regarding requests for proposal, including cost analysis.
- Clarification of sole source procurement, including the consideration of transitional costs.
- Additional requirements for enforcing/communicating procedures for small dollar transactions.
- Multi-year contracts.
- Drug and alcohol testing for construction contracts.
- Records retention.
- Ethical requirements.
- Unlawful conduct, criminal penalties for violations.

The points listed below, as explicitly indicated in code, need to be addressed by the applicable rule-making authority, which, as indicated in code, is the Board of Regents. The Board of Regents may choose to adopt rules for some of these points for all institutions to follow. For other rules, the Board of Regents may wish to delegate the rule-making authority to the individual institutions.

### ***Rules Needed for Adoption***

- The management and control of procurements and procurement procedures.
- Regulate multiple award contracts.

- Governance of small purchases, including thresholds.
- Bid process.
- Correction or withdrawal of inadvertently erroneous bids.
- How to resolve tie bids.
- Governance of the use of a multi-stage bidding process.
- Correction or withdrawal of an inadvertently erroneous proposal.
- Individual authorized to waive, if in the best interest of the institution, the requirement to restrict evaluators' access to cost information during the evaluator-scoring phase of the proposal evaluation.
- Information included in a cost analysis.
- Increasing the ten thousand dollar limit for cost analysis.
- Publication of notice for sole source procurement, the length of time, and the amount (minimum of fifty thousand dollars).
- Cancellation and rejection of bids and proposals.
- Determination of non-responsibility of bidder.
- Waiver of a requirement of a bid, performance, or payment bond.
- Form of bonds.
- The inclusion of contract clauses providing for adjustments in price, time of performance, or other provisions.
- Rules regarding compliance with the requirement for a bid bond.
- We may make rules requiring variations be supported by written determination.
- Establish cost principles for cost-reimbursement contracts.
- Waiver of requirement for a party in a cost-based contract to submit cost data.
- Alternative methods of construction contracting management.
- Authorization to use a general contractor.
- The requirements and procedures a contractor must follow to comply with the requirement of having a drug and alcohol testing policy and the penalties that may be imposed for noncompliance.
- Architect-Engineer services contract evaluation committee.
- Required terms and conditions for contracts between public entities.
- Further define and regulate ethical requirements.



March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Annual Money Management Report for Fiscal Year Ending June 30, 2011

Issue

Pursuant to Utah Code 51-7-13(3)(a)(c), and Utah Code 51-8-303(6), and Board of Regents policy (R541), the State Board of Regents shall receive from each institution, monthly and annually, reports detailing the deposit and investment of funds in its custody or control, and submit annually to the Governor and the Legislature a summary report of all investments by institutions under its jurisdiction. This report is compiled and summarized from the investment reports submitted by the institutions, and meets the requirements of the statutes.

On a monthly and annual basis, each institution prepares investment reports which are reviewed and approved by the Treasurer of the Institution attesting to the compliance of said Institution to Uniform Prudent Management of Institutional Funds Act (UPMIFA) and the State Money Management Act, and submitted for approval to each of the Institution's Board of Trustees (responsibility for approving these reports has been delegated by the Board of Regents).

The annual report is also audited by the internal auditor(s) of each institution to verify compliance with state statutes, Regents policy, federal regulation, strength of controls, and to certify the completeness and accuracy of the reports. Complete institutional reports (monthly and annual) are on file in the Commissioner's Office. The following tables and graphs are a summary of what was approved by each institution and demonstrate the relative size of institutional investments and asset allocations in place at each school. This report is presented for the Board of Regents information prior to being submitted to the Governor and Legislature.

Background

In order to provide the required audited numbers to the Governor and the Legislature, this report cannot be prepared prior to the State Auditors completing their audit schedules with the institutions (the investment figures used in this report tie to the audited "Statement of Net Assets" found in the financial statements for each institution). While that impacts the timeliness of this annual report, please be aware that the Trustees and the Office of the Commissioner receive monthly updates on the investments made by the institutions.



Note that the report shows the total USHE investments by class, based on the specific governing regulations. These classes are: Endowments - governed by the Uniform Prudent Management of Institutional Funds Act (UPMIFA) and Regents Policy R541; Foundations - governed by a Board of Trustees/Directors and operating under the requirements of non-profit 501(c)(3)s; Other Funds - (all funds not Endowment or Foundation) operating under the guidelines and requirements of Utah Code 51-7 and the Utah Money Management Act. These Other Funds are required to be invested in a qualified depository.

The attached tables and graphs show the funds invested by class, institution, and category. Table/Graph 1 shows the Endowment Funds, Table/Graph 2 shows the Foundation Funds, and Table/Graph 3 shows investments of all Other Funds. Also attached are Table 4 and Graph 4, which show the trends in total value of all funds invested by institution over the previous three year period.

#### Additional Information

In response to Regents' questions, the Commissioner's staff has worked with the USHE controllers in providing the following information regarding the oversight and review of the investment process, including asset allocation, compliance with laws and regulations, return on assets, and risk management.

The following information has been provided by the institutions describing their processes and procedures for evaluating the performance of their respective investments, as well as the various benchmarks that are used in the evaluation process, and a note regarding the use of outside industry professionals to help in the management of the institutional investments.

#### Oversight and Review

The responsibility for oversight, management and reporting of assets invested, including the management of the portfolio, selection of investment products, and investiture/divestiture decisions have been delegated by the Board of Regents to the individual Boards of Trustees. To assist in this work, the institutions have given operational responsibility for this oversight to investment committees. These committees vary by campus, but may include trustees, investment professionals, institutional officers, designated treasurers, institution employees, and members of the business community, and, in some cases, investment professionals. The various committees evaluate their respective investments relative to returns, risk mitigation, institutional needs, reasonableness, effectiveness, overall position, prudence, and compliance with statutes, authorities, and regulations. Reports of the positions, instruments, and balances are produced on a monthly and quarterly basis, are approved by both committees (except in the case of the University of Utah, who sends their reports directly to the President and Trustees) and designated treasurer, then presented to the Institutional Presidents and Boards of Trustees for review and approval.

#### Performance Measurement

Institutional use of outside professionals varies amongst institutions. In some cases, outside vendors are utilized to directly manage pieces of investment portfolios. Some of these outside professional vendors include Commonfund, Strategic Solutions, and Wells Fargo. Other Vendors may be engaged to provide consulting or administrative services, and would not have any direct managerial responsibility over any portion of the investments of the Institutions. Some of these vendors include LCG Associates, Albourne America, and Strata Financial Services. In other cases, individuals who are recognized as investment

professionals may sit on the investment committees.

Industry standard benchmarks are used by the various institutions to measure both the return on their investments, as well as the allocation of assets. These include S&P 500, Russell 3000, Morgan Stanley (MSCI) for equity funds, UBS index, Barclays Capital Index, London Interbank Offered Rate (LIBOR), and NACUBO peer group comparisons. The University of Utah also participates in a national survey by NACUBO (which includes all major colleges and universities in the U.S.). The results of this annual study are a key indicator of how their investment results compare to other major universities. The NACUBO study results also provide insights into current investment trends and ways to improve overall results. Dixie State College has chosen to place the bulk of their investments with the University of Utah, thus getting the benefit of all the tools that the University of Utah has access to, as well as professionals on staff at the U of U.

### Foundations

The Foundations are governed in a similar manner, having a board and committee that oversee and direct the investments of each foundation. The Foundations are subject to federal regulations. In the case of Dixie State College and Utah Valley University, their Foundations are separate entities from the institutions.

Utah State University's Foundation is considered to be a "dependent foundation". It is dedicated to maximizing support from private donations for Utah State University. The Foundation is considered a part of the university. As such, foundation funds are invested as part of the university endowment according to current university guidelines, oversight protocols, and performance evaluation standards, and according to the same investment policies as all other university funds.

### Commissioner's Recommendation

This is an information item only; no action is required.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/MWM/DAM  
Attachment



# SCHEDULE OF ENDOWMENT FUNDS

TABLE 1: This table indicates the June 30, 2011 total endowment funds invested for each USHE institution, by investment Sub-Category. Endowment funds are invested according to policy guidelines of the Uniform Prudent Management of Institutional Funds Act (UPMIFA) and Regents Policy R541.

CATEGORY OF INVESTMENT	CATEGORY	U of U	USU	WSU	SUU	SNOW	DSC	UVU	SLCC
Saving/Checking/Money Mkt Accounts	A	\$ 324,448	\$ 3,908,345	\$ -	\$ 1,116,456	\$ 92,020	\$ 232,533	\$ 313,435	\$ -
Repurchase Agreements	A	\$ 25,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Certificates of Deposit	A	\$ -	\$ 22,123,048	\$ -	\$ 666,433	\$ -	\$ 101,740	\$ 643,280	\$ -
Commercial Paper	A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Utah PTIF Accounts	A	\$ 26,267,323	\$ 888,854	\$ 1,494,057	\$ 5,388,610	\$ -	\$ 609,503	\$ -	\$ 6,092,805
Obligations of US Government	B	\$ -	\$ 31,632,674	\$ -	\$ -	\$ -	\$ 495,219	\$ -	\$ -
Obligations of State / Local Government	B	\$ -	\$ 3,508,824	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Stocks	C	\$ 8,250,404	\$ 4,746,747	\$ 231,080	\$ 196,701	\$ 59,014	\$ 16,954	\$ 4,527,853	\$ -
Corporate Bonds / Notes	D	\$ -	\$ 111,585	\$ -	\$ 1,323,242	\$ 532,133	\$ -	\$ 2,764,709	\$ -
Mutual Funds	E	\$ 448,735,126	\$ 27,405,293	\$ -	\$ 5,928,698	\$ 5,312,384	\$ 11,238,325	\$ 2,687,089	\$ 337,527
Commonfund Accounts	E	\$ 2,294,935	\$ 63,051,159	\$ 73,722,884	\$ -	\$ -	\$ -	\$ -	\$ -
Alternative Investments	F	\$ 65,281,518	\$ 2,519,842	\$ -	\$ 119,375	\$ -	\$ 650,421	\$ -	\$ -
Other Investments	F	\$ -	\$ -	\$ 1,192,400	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>		<b>\$ 576,148,754</b>	<b>\$ 159,896,371</b>	<b>\$ 76,640,421</b>	<b>\$ 14,739,515</b>	<b>\$ 5,995,550</b>	<b>\$ 13,344,695</b>	<b>\$ 10,936,366</b>	<b>\$ 6,430,332</b>
<b>USHE Total</b>		<b>864,132,004</b>							
<b>Percent To Total</b>		<b>66.67%</b>	<b>18.50%</b>	<b>8.87%</b>	<b>1.71%</b>	<b>0.69%</b>	<b>1.54%</b>	<b>1.27%</b>	<b>0.74%</b>

For informational purposes, we have shown the Endowment Investments by Institution, at the Sub-Category level. These categories roll up into six classifications. See legend for detail.

TABLE LEGEND			
Category	Definition	Category	Definition
A	Cash/Cash Equivalent	D	Corp Bond/Notes
B	Government Investment	E	Pooled Investments
C	Stocks	F	Other Investments



# ENDOWMENT FUNDS BY CATEGORY AS A % OF TOTAL

GRAPH 1: This graph indicates the June 30, 2011 investment allocation of endowment funds for each USHE institution.

CATEGORY OF INVESTMENT	E N D O W M E N T I N V E S T M E N T S									
	U of U	USU	WSU	SUU	SNOW	DSC	UVU	SLCC		
Other Investments		11.33%	1.58%			1.56%	0.81%		4.87%	0.00%
Pooled Investments		78.28%	56.57%			96.19%	40.22%		84.22%	5.25%
Corporate Bonds/Notes		0.00%	0.07%			0.00%	8.98%		0.00%	0.00%
Stocks		1.43%	2.97%			0.30%	1.34%		0.13%	0.00%
Government Investments		0.00%	21.98%			0.00%	0.00%		3.71%	0.00%
Cash Equivalent (PTIF, CDs, Checking)		8.95%	16.84%			1.95%	48.66%		7.07%	8.75%
										94.7519%

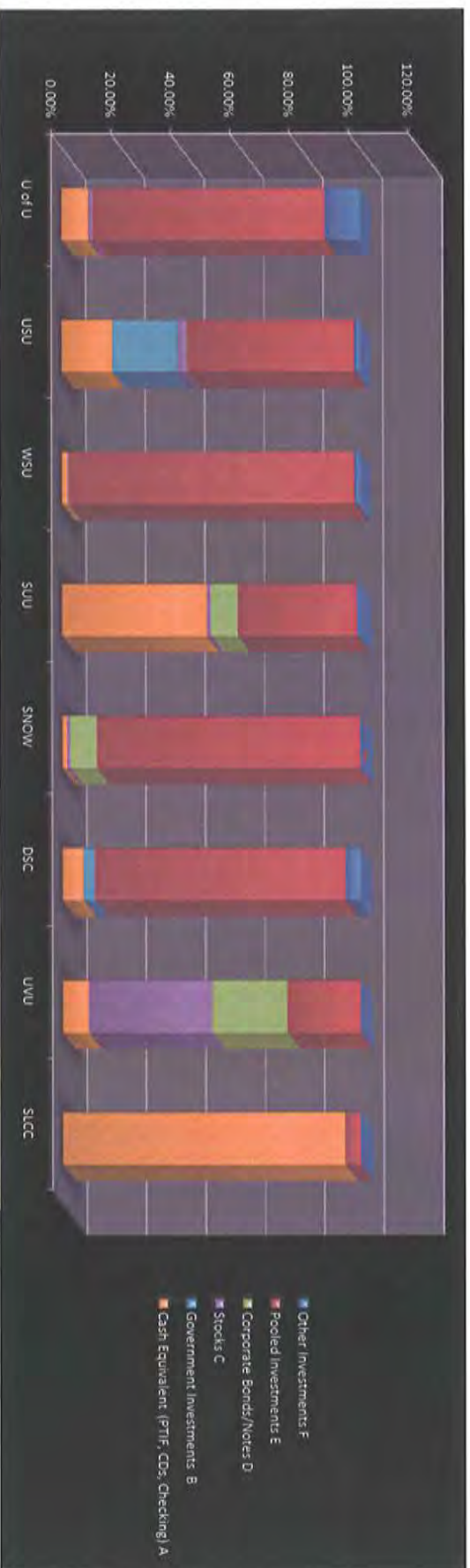


TABLE LEGEND

Classification	Definition	Classification	Definition
A	Cash/Cash Equivalent	D	Corp Bond/Notes
B	Government Investment	E	Pooled Investments
C	Stocks	F	Other Investments

## SCHEDULE OF FOUNDATION FUNDS

TABLE 2: This table indicates the June 30, 2011 total foundation funds invested for each USHE institution. Foundation investments are approved by the Foundation's Board of Trustees. They operate under requirements of nonprofit 501 (c)(3) foundations.

CATEGORY OF INVESTMENT	CATEGORY	U of U	USU	WSU	SUU	SNOW	DSC	UVU	SLCC
Saving/Checking/Money Mkt Accounts	A	\$ 4,619,111	\$ -	\$ 142,459	\$ (2,921)	\$ -	\$ -	\$ 370,312	\$ 1,892,185
Repurchase Agreements	A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Certificates of Deposit	A	\$ 8,666,066	\$ -	\$ -	\$ -	\$ 101,364	\$ -	\$ -	\$ -
Commercial Paper	A	\$ 11,151,445	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Utah PTF Accounts	A	\$ -	\$ -	\$ 50,330	\$ (141,806)	\$ -	\$ -	\$ 4,952,375	\$ -
Obligations of US Government	B	\$ 31,762,292	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Obligations of State / Local Government	B	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Stocks	C	\$ 1,056,465	\$ -	\$ 6,181,254	\$ -	\$ -	\$ -	\$ 5,360,945	\$ 360,665
Corporate Bonds / Notes	D	\$ 63,016,919	\$ -	\$ -	\$ (34,822)	\$ -	\$ -	\$ 2,220,085	\$ -
Mutual Funds	E	\$ -	\$ -	\$ -	\$ 545,191	\$ -	\$ -	\$ 1,613,147	\$ 4,575,301
Commonfund Accounts	E	\$ -	\$ -	\$ 3,992,681	\$ -	\$ -	\$ -	\$ -	\$ -
Alternative Investments	F	\$ 951,667	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Investments	F	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**Total** **USHE Total** **\$ 121,223,965** **\$ -** **\$ 10,366,724** **\$ 365,642** **\$ 101,364** **\$ -** **\$ 14,516,864** **\$ 6,828,151**

**Percent To Total** **79.02%** **0.00%** **6.76%** **0.24%** **0.07%** **0.00%** **9.46%** **4.45%**

For informational purposes, we have shown the Foundation Investments by Institution, at the sub-Category level. These Sub-Categories roll up into six Categories (see legend for detail). It should be noted that DSC's Foundation is not part of the Institution. USU reports their Foundation information as part of their Financial Statements. UVU's Foundation is separate from the Institution, though they reported the investments here as a courtesy.									
					TABLE LEGEND				
					Category	Definition	Category	Definition	
					A	Cash/Cash Equivalent	D	Corp Bond/Notes	
					B	Government Investment	E	Pooled Investments	
					C	Stocks	F	Other Investments	



# FOUNDATION FUNDS BY CATEGORY AS A % OF TOTAL

GRAPH 2: This graph indicates the June 30, 2011 investment allocation of foundation funds for each USHE institution.



For informational purposes, we have shown the Foundation Investments by Institution, at the sub-Category level. These Sub-Categories roll up into six Categories (see legend for detail). It should be noted that DSC's Foundation is not part of the Institution. USU reports their Foundation information as part of their Financial Statements. UVU's Foundation is separate from the Institution, though they reported the investments here as a courtesy.

TABLE LEGEND			
Category	Definition	Category	Definition
A	Cash/Cash Equivalent	D	Corp Bond/Notes
B	Government Investment	E	Pooled Investments
C	Stocks	F	Other Investments



# SCHEDULE OF OTHER FUNDS (NON ENDOWMENT/FOUNDATION)

TABLE 3: This table indicates the June 30, 2011 total other funds (not endowment or foundation) invested for each USHE institution. The guidelines and requirements for these investments follow Utah Code 51-7- Utah Money Management Act. These funds are required to be invested in a qualified depository.

CATEGORY OF INVESTMENT	CLASS	U of U	USU	WSU	SUU	SNOW	DSC	UVU	SLCC
Saving/Checking/Money Mkt Accounts	A	\$ 152,695,422	\$ 23,124,617	\$ 4,157,094	\$ 1,481,581	\$ 5,388,631	\$ 3,826,432	\$ 9,261,246	\$ 2,958,116
Repurchase Agreements	A	\$ -	\$ 4,312,104	\$ -	\$ -	\$ 464,211	\$ -	\$ -	\$ -
Certificates of Deposit	A	\$ 52,258,230	\$ 62,942,535	\$ 39,115,667	\$ 2,841,108	\$ 407,350	\$ -	\$ -	\$ 4,072,881
Commercial Paper	A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Utah PTIF Accounts	A	\$ 262,071,954	\$ 990,325	\$ 41,682,000	\$ 23,114,297	\$ 21,021,818	\$ 20,419,644	\$ 87,771,402	\$ 26,870,917
Obligations of US Government	B	\$ 841,670,748	\$ 89,111,640	\$ 19,917,143	\$ -	\$ 4,479,206	\$ -	\$ -	\$ -
Obligations of State / Local Government	B	\$ 3,625,281	\$ 11,610,193	\$ -	\$ -	\$ 2,802,065	\$ -	\$ -	\$ -
Stocks	C	\$ 957,793	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Corporate Bonds / Notes	D	\$ -	\$ -	\$ -	\$ 5,676,014	\$ 1,496,233	\$ -	\$ -	\$ 63,555,855
Mutual Funds	E	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1	\$ -
Commonfund Accounts	E	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alternative Investments	F	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Investments	F	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,473,100

**Total** \$ 1,313,279,428 \$ 192,096,414 \$ 104,671,904 \$ 33,113,000 \$ 36,060,213 \$ 24,246,076 \$ 97,032,649 \$ 101,930,869

**USHE Total** \$ 1,902,630,553

**Percent To Total** 69.02% 10.10% 5.51% 1.74% 1.90% 1.27% 5.10% 5.36%

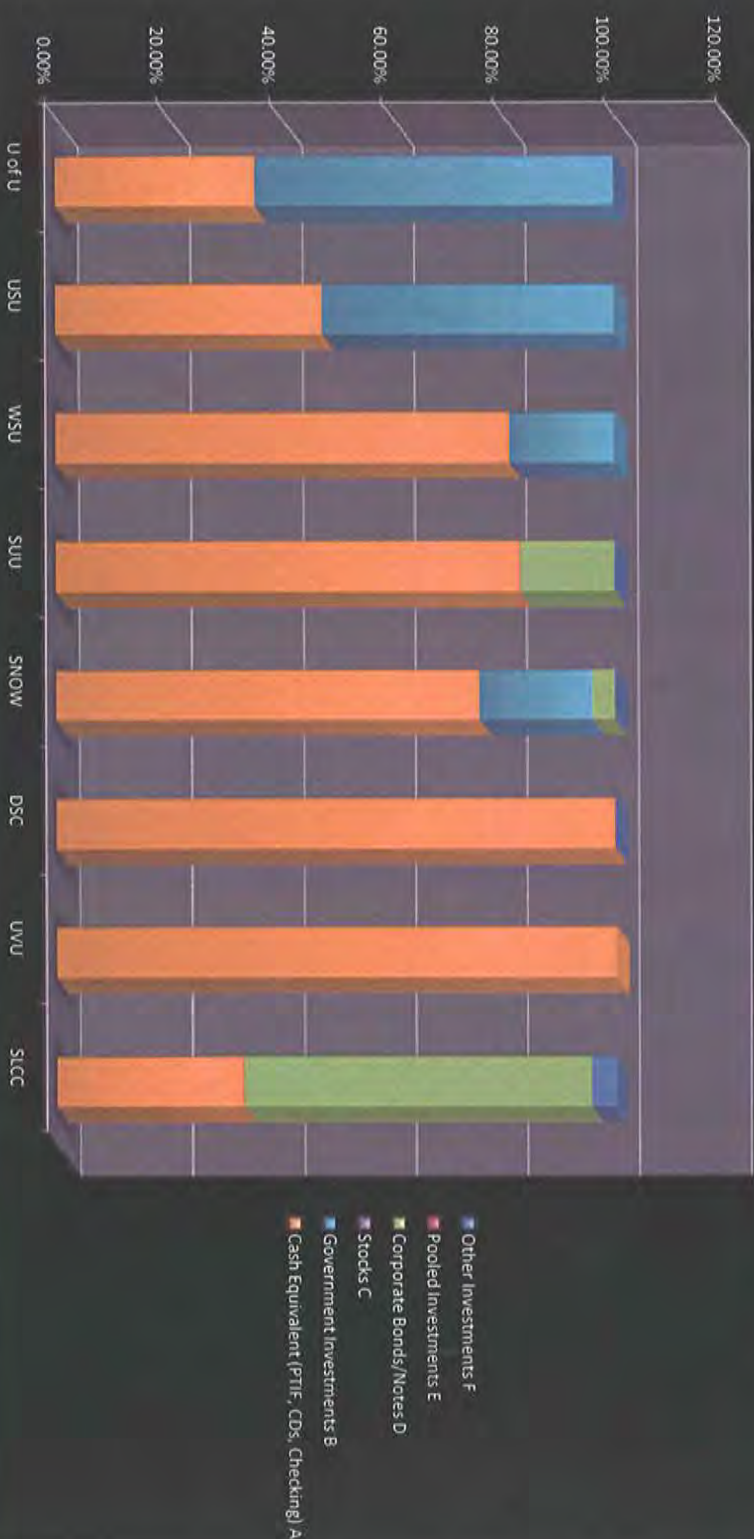
For informational purposes, we have shown the Other Investments by Institution, at the sub-Category level. These Sub-Categories roll up into six Categories (see Legend for detail).

Category	Definition	Category	Definition
A	Cash/Cash Equivalent	D	Corp Bond/Notes
B	Government Investment	E	Pooled Investments
C	Stocks	F	Other Investments

# OTHER FUNDS BY CATEGORY, ASA % OF TOTAL

GRAPH 3: This graph indicates the June 30, 2011 investments allocation of other funds (not endowment or foundation) for each USHE institution.

O T H E R I N V E S T M E N T S											
CATEGORY OF INVESTMENT	CLASS	U of U	USU	WSU	SUU	SNOW	DSC	UVU	SLCC		
Other Investments	F	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	4.39%		
Pooled Investments	E	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Corporate Bonds/Notes	D	0.00%	0.00%	0.00%	17.14%	4.15%	0.00%	0.00%	62.35%		
Stocks	C	0.07%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Government Investments	B	64.37%	52.43%	18.99%	0.00%	0.00%	0.00%	0.00%	0.00%		
Cash Equivalent (PTIF, CDs, Checking)	A	35.56%	47.57%	81.01%	82.86%	75.66%	100.00%	100.00%	33.26%		



For informational purposes, we have shown the Other Investments by Institution, at the sub-CATEGORY level. These Sub-Categories roll up into six Categories (see Legend for detail).

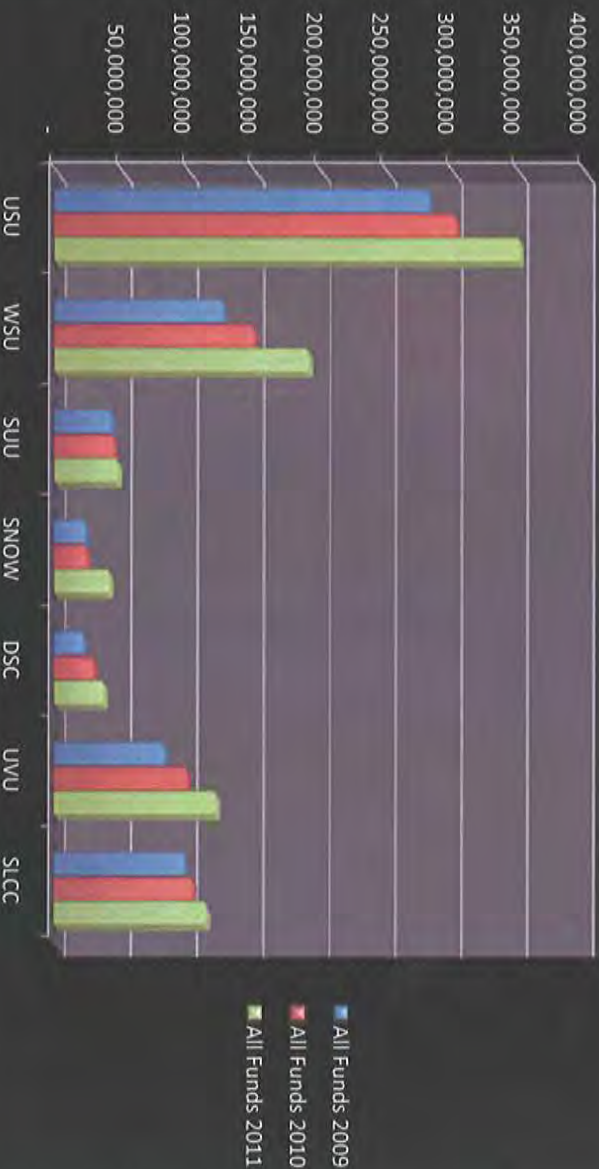
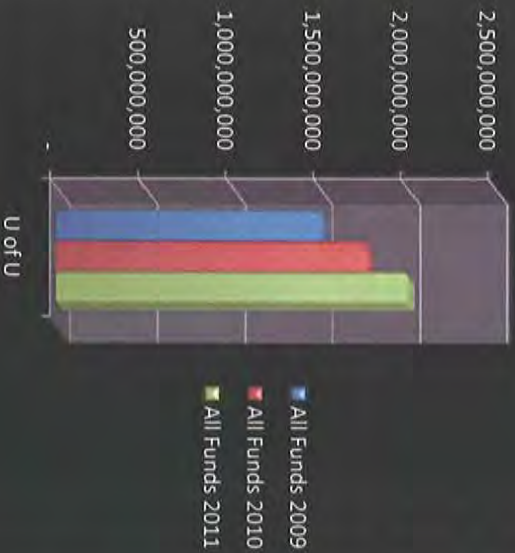
TABLE LEGEND			
Category	Definition	Category	Definition
A	Cash/Cash Equivalent	D	Corp Bond/Notes
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## SCHEDULE OF ALL FUNDS INVESTED, 3 YEAR COMPARISON

TABLE 4, GRAPH 4, show a comparison of all funds invested by institution over the previous three years. This comparison shows the trends that the institutions are seeing in the value of their respective investments. It should be noted that there is no significance to showing the University of Utah independently from the other institutions, other than the size in investment totals. In order to see the bars on the other institutions, we needed to separate out the U's total dollars invested.

CATEGORY OF INVESTMENT	ALL FUNDS INVESTED BY FISCAL YEAR									
	U of U	USU	WSU	SUU	SNOW	DSC	UVU	SLCC		
All Funds 2009	1,517,702,119	282,952,278	127,134,988	43,230,738	23,534,764	22,019,202	83,038,886	98,220,378		
All Funds 2010	1,774,244,421	303,547,883	150,489,635	45,279,102	25,041,303	30,487,039	100,532,513	104,943,008		
All Funds 2011	2,010,652,147	351,992,785	191,879,049	48,218,157	42,157,128	37,590,771	122,485,879	115,189,352		







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March 21, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: USHE – Spring 2012 Enrollment Report

Issue

The number of students attending Utah's colleges and universities continues to increase according to the Spring 2012 third week enrollment report. The Utah System of Higher Education (USHE) enrollment for the Spring 2012 semester increased by 2,222 full-time equivalent students--an increase of 2.02%. This is the third straight year enrollment has seen strong growth.

Headcount includes all students enrolled at an institution, while FTE (Full Time Equivalent) approximates the number of students enrolled full-time (15 semester hours for undergraduate students and 10 semester hours for graduate students) each semester. Additionally, the system serves several thousand students in non-traditional programs which are not budget-related and do not receive any taxpayer support.

Total and budget-related headcounts and FTE numbers are included in the following attachments (Budget-related are enrollments eligible for state funding). Also included in the attachments are USHE headcounts summarized by gender and ethnicity.

Recommendation

This is an information item only; no action is required.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/CKM /JAC  
Attachment

## Utah System of Higher Education

### Spring 2012 3rd Week Headcount Enrollment Report

TOTAL HEADCOUNT (Budget Related & Self Support)				
	PRIOR*	CURRENT*	CHANGE #	CHANGE %
UU	30,111	30,816	705	2.34%
USU	27,116	28,455	1,339	4.94%
WSU	22,002	22,479	477	2.17%
SUU	7,993	7,750	(243)	-3.04%
SNOW	3,299	3,732	433	13.13%
DSC	7,944	7,971	27	0.34%
UVU	28,417	29,584	1,167	4.11%
SLCC	29,019	30,774	1,755	6.05%
USHE	155,901	161,561	5,660	3.63%

\* Headcount can reflect multiple students attending multiple institutions

BUDGET RELATED HEADCOUNT				
	PRIOR	CURRENT	CHANGE #	CHANGE %
UU	29,784	30,452	668	2.24%
USU	24,437	24,801	364	1.49%
WSU	18,927	19,118	191	1.01%
SUU	6,691	6,618	(73)	-1.09%
SNOW	3,576	3,572	(4)	-0.11%
DSC	7,738	7,692	(46)	-0.59%
UVU	25,649	26,402	753	2.94%
SLCC	27,271	27,022	(249)	-0.91%
USHE	144,073	145,677	1,604	1.11%

Notes: Source for "Prior" year and "Current" headcount information from USHE Data Warehouse

## Utah System of Higher Education

### Spring 2012 3rd Week FTE Student Enrollment Report

TOTAL FTE (Budget Related & Self Support)	PRIOR	CURRENT	CHANGE #	CHANGE %
UU	24,981	25,577	596	2.38%
USU	19,010	19,933	923	4.85%
WSU	14,347	14,465	119	0.83%
SUU	6,352	5,980	(372)	-5.86%
SNOW	2,986	3,000	14	0.47%
DSC	5,870	5,927	58	0.98%
UVU	19,843	20,414	571	2.88%
SLCC	16,801	17,117	315	1.88%
USHE	110,190	112,412	2,222	2.02%

BUDGET RELATED FTE	PRIOR	CURRENT	CHANGE #	CHANGE %
UU	24,769	25,364	595	2.40%
USU	17,919	18,216	297	1.66%
WSU	12,759	12,932	173	1.36%
SUU	5,895	5,698	(197)	-3.34%
SNOW	2,953	2,963	10	0.33%
DSC	5,806	5,849	44	0.75%
UVU	18,200	18,714	514	2.83%
SLCC	16,052	15,815	(237)	-1.47%
USHE	104,352	105,551	1,199	1.15%

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



**Utah System of Higher Education***Spring 2012 3rd Week USHE Total Headcount by Gender*

GENDER	PRIOR	CURRENT	CHANGE #	CHANGE %
Female	76,449	80,084	3,635	4.75%
Male	79,244	81,232	1,988	2.51%
Unknown	208	245	37	17.79%
Total	155,901	161,561	5,660	3.63%

**Utah System of Higher Education***Spring 2012 3rd Week USHE Unduplicated\* Headcount by Ethnicity*

Ethnicity	PRIOR	CURRENT	CHANGE #	CHANGE %
American Indian Alaskan	1,719	1,565	(154)	-8.96%
Asian	3,898	3,827	(71)	-1.82%
Black or African American	2,000	2,130	130	6.50%
Hispanic or Latino	10,362	12,167	1,805	17.42%
Native Hawaiian or Pacific Islander	1,291	1,284	(7)	-0.54%
White	119,757	120,292	535	0.45%
Non-Resident Alien	4,243	4,581	338	7.97%
Multiple Categories	714	1,149	435	60.92%
Unspecified	11,917	14,566	2,649	22.23%
Total	155,901	161,561	5,660	3.63%



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March 21, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Update on Institutional Audit Reports to the Regents' Audit Committee

Overview

Regent Policy R-565 requires the Regents to meet as needed to review audits and financial information. As part of this responsibility, the Regent Audit Committee is charged with scheduling meetings as necessary to maintain regular, independent communication and information flow between the Regent Audit Committee and trustee audit committees. Annually the committee has met in January to review all eight USHE institutions.

The attachment to this agenda item provides some detail of the January 19, 2012 meeting which was held between the Regents' Audit Committee and the institutional trustee audit chairs, trustee chairs, and in most cases campus auditors from all eight institutions. A report summary of the meetings was provided to the Regents' Audit Sub-committee of the full Board.

Commissioner's Recommendation

This is an information item; no action is required.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/DAM  
Attachement



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March 6, 2012

## **SUMMARY OF ANNUAL REGENTS' AUDIT COMMITTEE MEETING**

The Annual Regents' Audit Committee meeting was held on January 19, 2012. Each institution's trustee audit chair reported on the audit activities for the year. In most cases, the trustee chair, trustee audit chair, and auditor were in attendance as well as many institutional presidents and vice presidents of finance.

After the meeting the Regents and staff to the Regents met and discussed several key areas of focus for the coming year several of which are as follows:

- 1) Attendees for the Annual Meeting- In most instances, the trustee audit chair and the auditor were present along with other institutional staff. When the trustee audit committees were originally organized one primary goal was to ensure the Trustee Audit Chairs were involved and reported to the Regents' Audit Committee of the risks on campus and also to give some assurance of the presence and activity of the internal audit shop on campus. The Regents Audit Committee feels it important as well as very helpful to have the trustee audit chair and the auditor present at a minimum.
- 2) Partnerships with the Community and Accompanying Risks- As institutions engage in public service and community outreach, this may also include forming partnerships with local groups or organizations. The formation of partnerships may involve fiduciary responsibility by an institution and also potential risk to an institution. The question recently arose that if there is a fraud, what level of protection is there to an institution? This issue will be looked into this year to determine various best practices to share with USHE institutions.
- 3) Risk Assessments- A risk assessment is an audit tool used to determine what areas of greatest risk should be reviewed within the budgetary and time constraints of an institution. In next year's report, the Regents would like some detail or worksheet information on how risk is evaluated at each institution included in the written reports for the coming year.
- 4) Minutes of Trustee Audit Committee meetings- Regent Clyde recommended that all institutions include the minutes of the audit committee meetings in the written reports. Those institutions that provided minutes in their report allowed the Regents to have a better idea of what items are discussed which includes the audits released.
- 5) Funding for Audit Shops- Regent Campbell expressed his desire that an adequate control framework exist at all institutions and that they are staffed accordingly. Of particular





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- concern was the growing size of institutions without new funding to increase the necessary staff for oversight, particularly at some of the smaller institutions.
- 6) Additional best practice ideas from the institutions which will be shared with all institutional auditors-
- a. Cash Handling: WSU's auditor prepared a cash handling training PowerPoint for campus employees which can be shared with other institutions' auditors
  - b. Risk Assessment: SLCC sends a questionnaire to department heads twice per year asking for their assistance in evaluating risk in their departments.
  - c. Interns: USU and SLCC have hired interns to assist with the audit function. This has provided a student with work experience, and also both institutions report a positive feedback.
  - d. Communication; Close communication of internal audit issues should be provided to the Trustee Audit Chair. Timely communication of higher profile internal audit issues should be shared with Regents' Audit Committee Chair.
  - e. Anonymous Reporting; It is important to remind the institutions to advertise the availability of this confidential service.



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March 21, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: USHE – Report of Auxiliary Funds

Background

Board of Regents Policy R550, Auxiliary Enterprises Operation and Accountability, requires an annual report of auxiliary operations within the Utah System of Higher Education (USHE). Auxiliary enterprises are business activities or other essentially self-supporting activities (as distinguished from primary programs of instruction, research, public service, and from intercollegiate athletics) the primary purpose of which is to provide specified services to students, faculty, staff, or guests of the institution. All institutional housing, food service, and college store activities are to be classified and managed as auxiliary enterprises.

Annually, USHE institutions provide reports of auxiliary enterprise activity. This information has been consolidated by OCHE staff for the purpose of Regent review and monitoring (see attachments). Auxiliary operations are examined by independent auditors during the annual financial statement audits.

In reviewing the auxiliary enterprises reports submitted by the institutions, no material financial concerns were evident. Should there be questions regarding the auxiliary enterprise reports, representatives of the institutions will be available to supply explanations.

Commissioner's Recommendation

This is an information item only; no action is required.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/DAM  
Attachment

# UTAH SYSTEM OF HIGHER EDUCATION

## Report of Auxiliary Enterprise Operations (2010-11 Actuals)

	UU	USU	WSU	SUU	SNOW	DSC	UVU	SLCC
Beg Fund Balance*	\$ 601,000	\$ 379,520	\$ 4,045,564	\$ 2,121,362	\$ 915,657	\$ 2,027,335	\$ 3,434,722	\$ 2,739,984
Revenues	82,776,000	39,459,295	18,987,819	9,079,623	2,322,634	7,308,789	18,568,043	15,955,911
Expenditures	(79,283,000)	(33,980,465)	(17,375,764)	(5,850,552)	(2,427,908)	(6,550,237)	(17,698,614)	(15,579,396)
Net Income	3,493,000	5,478,830	1,612,055	3,229,071	(105,274)	758,552	869,429	376,515
Transfers	(3,050,000)	(5,431,789)	(1,273,852)	(3,135,781)	-	(105,824)	(869,429)	(215,000)
Change in F/B	443,000	47,041	338,203	93,290	(105,274)	652,728	-	161,515
End Fund Balance	<u>\$ 1,044,000</u>	<u>\$ 426,561</u>	<u>\$ 4,383,767</u>	<u>\$ 2,214,652</u>	<u>\$ 810,383</u>	<u>\$ 2,680,063</u>	<u>\$ 3,434,722</u>	<u>\$ 2,901,499</u>
End Fund Bal to Rev	1.26%	1.08%	23.09%	24.39%	34.89%	36.67%	18.50%	18.18%
End Fund Bal to Exp	1.32%	1.26%	25.23%	37.85%	33.38%	40.92%	19.41%	18.62%

\* It should be noted that the Fund Balance includes cash, inventories, etc. related to running/maintaining Auxiliary Enterprise Operations.



# UTAH SYSTEM OF HIGHER EDUCATION

## Report of Auxiliary Enterprise Operations (2011-12 Budgets)

	UU	USU	WSU	SUU	SNOW	DSC	UVU	SLCC
Beg Fund Balance*	\$ 1,044,000	\$ 426,561	\$ 4,383,767	\$ 2,214,652	\$ 810,383	\$ 2,680,063	\$ 3,434,722	\$ 2,901,499
Revenues	82,018,000	39,915,695	18,623,000	8,694,703	2,305,000	8,010,300	19,206,347	15,182,600
Expenditures	(80,695,000)	(31,562,108)	(17,157,287)	(5,934,757)	(2,034,780)	(4,332,700)	(18,552,514)	(14,967,600)
Net Income	1,323,000	8,353,587	1,465,713	2,759,946	270,220	3,677,600	653,833	215,000
Transfers	(1,076,000)	(5,320,037)	(1,075,713)	(2,696,337)	-	(105,800)	(653,833)	(215,000)
Change in F/B	247,000	3,033,550	390,000	63,609	270,220	3,571,800	-	-
End Fund Balance	<u>\$ 1,291,000</u>	<u>\$ 3,460,111</u>	<u>\$ 4,773,767</u>	<u>\$ 2,278,261</u>	<u>\$ 1,080,603</u>	<u>\$ 6,251,863</u>	<u>\$ 3,434,722</u>	<u>\$ 2,901,499</u>
End Fund Bal to Rev	1.57%	8.67%	25.63%	26.20%	46.88%	78.05%	17.88%	19.11%
End Fund Bal to Exp	1.60%	10.96%	27.82%	38.39%	53.11%	144.29%	18.51%	19.39%

\* It should be noted that the Fund Balance includes cash, inventories, etc. related to running/maintaining Auxiliary Enterprise Operations.



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March 21, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: USHE – Annual Report of Institutional Revenue Bonded Indebtedness

Issue

In compliance with Regents Policy R590, *Issuance of Revenue Bonds for Facilities Construction or Equipment*, the annual report of USHE Institutional Revenue Bond Indebtedness is attached for your information and review. The report summarizes all USHE revenue bonds that were outstanding on June 30, 2011. All outstanding bonds have been through the process of legislative authorization and Regents' approval as required by State statutes and Regents' policies (please note that while legislative authorization is required prior to initial bond issuance, the Board of Regents is authorized to proceed with refunding of existing bonds without additional legislative action).

All bonds covered in the report are being retired on schedule with debt service requirements being met or exceeded in every case.

Commissioner's Recommendation

This is an information item only; no action is required.

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachment



# Utah System of Higher Education

## Outstanding University & College Revenue Bonds

### Fiscal Year 2011

University or College	Original Amount	Series	Purpose	Debt Service Coverage Requirement*	Debt Service Coverage as of 30-Jun-11	Maturity Date	Outstanding Balance as of 30-Jun-11
<b>University of Utah</b>							
Aux. & Campus Fac.	11,140,000	1987A	Aux & Campus Fac Revenue Refunding	1	1.94	2014	300,000
	52,590,000	1997A	Aux & Campus Fac Sys Rev (variable) - Stadium	1	1.94	2027	4,000,000
	120,240,000	1998A	Aux & Campus Fac Sys Rev Refunding - Housing	1	1.94	2029	30,365,000
	42,955,000	2005A	Aux & Campus Fac Sys Rev Refunding	1	1.94	2021	33,785,000
	23,515,000	2010A	Aux & Campus Fac Revenue Refunding	1	1.94	2024	23,000,000
	2,570,000	2010B	Aux & Campus Fac Revenue (nontaxable)	1	1.94	2015	2,570,000
	42,525,000	2010C	Aux & Campus Fac Revenue (taxable)	1	1.94	2036	42,525,000
Subtotal	295,535,000						136,545,000
Hospital Facilities	30,480,000	2005A	Hospital Revenue Refunding	1.1	6	2018	24,050,000
	77,145,000	2006A	Hospital Revenue Refunding - Hospital Expansion	1.1	6	2032	77,145,000
	9,135,000	2009A	Hospital Revenue - UNI expansion (nontaxable)	1.1	6	2017	9,135,000
	41,785,000	2009B	Hospital Revenue - UNI expansion (taxable)	1.1	6	2031	41,785,000
	36,120,000	2010	Hospital Revenue	1.1	6	2026	36,120,000
	20,145,000	2011A	Hospital Revenue Refunding	1.1	6	2026	20,145,000
Subtotal	214,810,000						208,380,000
Research Facilities	9,685,000	2004A	Research Facilities Rev. - Med. Research Renovation	2.5	3.26	2019	5,810,000
	5,515,000	2005A	Research Facilities Rev. - Moran Eye Center	2.5	3.26	2025	4,295,000
	20,130,000	2005B	Research Facilities Rev. Refunding	2.5	3.26	2020	10,110,000
	9,360,000	2008A	Research Facilities Rev. - NPS Building	2.5	3.26	2022	7,760,000
	19,080,000	2009A	Research Facilities Rev. - N. Campus Infra. (nontaxable)	2.5	3.26	2019	15,235,000
	27,730,000	2009B	Research Facilities Rev. - N Campus Infra. (taxable)	2.5	3.26	2029	27,730,000
Subtotal	91,500,000						70,940,000
Cert. of Participation	42,450,000	2007	Refund Viron Lease & Co-gen Project	N/A	N/A	2027	36,540,000
UU Total	\$ 644,295,000						\$ 452,405,000
<b>Utah State University</b>							
Student Housing	\$ 39,155,000	2007	Student Fee & Housing Sys Ref Rev	1.1	1.64	2035	39,155,000
Student Housing	8,130,000	2009	Student Fee & Housing Sys Rev Ref	1.1	1.64	2015	6,525,000
Research Facilities	23,735,000	2002A	Research and Ref Rev	2.5	7.53	2018	3,610,000
Research Facilities	705,000	2003A	Research Revenue Bonds	2.5	7.53	2016	312,000
Research Facilities	22,000,000	2009	Research Revenue Bonds	2.5	7.53	2031	21,715,000
Research Facilities	11,070,000	2010	Research Revenue Bonds	2.5	7.53	2017	10,945,000
Stadium/Fieldhouse/Wellness Cntr.	11,065,000	2004A	Student Building Fee Ref Rev	1.1	1.54	2026	8,855,000
USU Total	\$ 115,860,000						\$ 91,117,000



TABLE

<b>Weber State University</b>									
Student Housing Refinance	12,280,000	2001A	Student Facilities System Refunding	1.25	2.01	2012	300,000		
Shepherd Union Renovation	22,810,000	2005	Student Facilities System	1.25	2.01	2032	21,875,000		
Student Housing Refinance	10,155,000	2007	Student Facilities System Refunding	1.25	2.01	2031	10,035,000		
Student Housing	14,015,000	2010A	Student Facilities System	1.25	2.01	2040	14,015,000		
<b>WSU Total</b>	<b>\$ 59,260,000</b>						<b>\$ 46,225,000</b>		
<b>SUU</b>									
Living & Learning Cntr.	4,540,000	2002A	Student Building Fee/Refunding Rev	1.15	1.28	2014	1,785,000		
Student Housing	10,060,000	2003	Student Building Fee/Refunding Rev	1.15	1.28	2023	8,430,000		
Student Housing	12,025,000	2008	Auxiliary System & Student Bldg. Fee Rev	1.15	1.28	2033	11,405,000		
<b>SUU Total</b>	<b>\$ 26,625,000</b>						<b>\$ 21,620,000</b>		
<b>Snow College</b>									
Student Housing	16,810,000	2011	Student Fee and Housing System Revenue	N/A	N/A	2036	16,810,000		
<b>Snow College Total</b>	<b>\$ 16,810,000</b>						<b>\$ 16,810,000</b>		
<b>Dixie State College</b>									
Dixie Center	5,195,000	2006	Dixie Center Lease Rev Ref	N/A	N/A	2023	4,165,000		
<b>DSC Total</b>	<b>\$ 5,195,000</b>						<b>\$ 4,165,000</b>		
<b>Utah Valley University</b>									
Student Center	11,020,000	2004A	Student Ctr Build Fee/Unified Sys Rev Ref	1.1	1.86	2020	4,440,000		
Student Center	4,035,000	2004B	Student Ctr Build Fee/Unified Sys Rev Ref	1.1	1.86	2011	325,000		
Baseball Field	3,900,000	2004A	MBA Utah County/Lease Rev	1.1	1.86	2019	2,705,000		
Education Building Refinance	2,600,000	2004B	MBA Utah County/Lease Rev Taxable	1.1	1.86	2014	1,060,000		
<b>Total</b>	<b>\$ 21,555,000</b>						<b>\$ 8,530,000</b>		
<b>Salt Lake Community College</b>									
Lifetime Activities/Student Cntr.	7,925,000	2010	Auxiliary System & Student Fee Revenue Refunding Bonds	1.25	2.84	2016	5,830,000		
<b>SLOCC Total</b>	<b>\$ 7,925,000</b>						<b>\$ 5,830,000</b>		
<b>USHE Total</b>	<b>897,525,000</b>						<b>646,702,000</b>		

\*\*Rate Covenant\* and \*Additional Bonds\* Tests



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March 21, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: USHE – Annual Contract and Grant Report

Issue

The attached report is provided in compliance with Board Policy R532 pertaining to contract and grant approval and reporting that requires the institutions to submit an annual report summarizing the number and dollar amounts of awards received during the previous fiscal year.

This report again is anomalous in that, in addition to the routine reporting categories, it includes the category of American Recovery and Reinvestment Act (ARRA) contracts and grants that are separate from the "State Fiscal Stabilization Fund" Program. These funds have been made available to institutions of higher education on a competitive proposal basis through various federal agencies (NIH, NSF, etc.). The awards are decreasing as the funds set aside for this purpose are depleted, and this is most likely the last year where the amount of these awards will be substantial. As is noted, the system-wide amount of these ARRA awards decreased by 29.9% (almost \$29 million) from FY 2010 to FY 2011.

More noteworthy is the fact that, independent of the ARRA funds, contract and grant activity in USHE institutions increased 9.6% (\$53.0 million) over the prior fiscal year, and even when the decrease in ARRA contracts and grants is included in the total, the overall increase was 3.7% (\$24.0 million).

Commissioner's Recommendation

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

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachment



**Utah System of Higher Education  
Contracts and Grants Report**

TAB FF

Institution	Fiscal Year 2010		Fiscal Year 2011		% Change	
	No.	Total \$ Amount	No.	Total \$ Amount	No.	Amount
<b>University of Utah</b>						
Research	1,734	\$248,328,925	1,723	\$314,151,400	-0.6%	26.5%
Instruction	173	29,979,510	190	30,411,149	9.8%	1.4%
Clinical	176	45,988,593	175	26,565,562	-0.6%	-42.2%
Other	347	44,124,251	350	39,435,798	0.9%	-10.6%
Subtotal UU	2,430	368,421,279	2,438	410,563,909	0.3%	11.4%
ARRA Non-stabilization Funds	202	82,193,720	116	42,074,658	-42.6%	-48.8%
<b>TOTAL UU</b>	<b>2,632</b>	<b>450,614,999</b>	<b>2,554</b>	<b>452,638,567</b>	<b>-3.0%</b>	<b>0.4%</b>
<b>Utah State University</b>						
Research	839	\$110,220,591	850	\$121,423,148	1.3%	10.2%
Instruction	55	3,107,965	56	4,017,048	1.8%	29.3%
Clinical	0	0	0	0		
Other	327	28,851,921	327	26,782,164	0.0%	-7.2%
Subtotal USU	1,221	142,180,477	1,233	152,222,360	1.0%	7.1%
ARRA Non-stabilization Funds	39	12,664,869	20	22,598,744	-48.7%	78.4%
<b>TOTAL USU</b>	<b>1,260</b>	<b>154,845,346</b>	<b>1,253</b>	<b>174,821,104</b>	<b>-0.6%</b>	<b>12.9%</b>
<b>Weber State University</b>						
Research	34	\$1,543,232	30	\$1,616,199	-11.8%	4.7%
Instruction	10	1,438,743	13	2,430,048	30.0%	68.9%
Clinical			0	0		
Other	65	5,464,964	96	7,558,019	47.7%	38.3%
Subtotal WSU	109	8,446,939	139	11,604,266	27.5%	37.4%
ARRA Non-stabilization Funds	1	142,213	12	405,895	1100.0%	185.4%
<b>TOTAL WSU</b>	<b>110</b>	<b>8,589,152</b>	<b>151</b>	<b>12,010,161</b>	<b>37.3%</b>	<b>39.8%</b>
<b>Southern Utah University</b>						
Research	1	\$2,000	2	\$14,606	100.0%	630.3%
Instruction	6	282,522	4	222,318	-33.3%	-21.3%
Clinical			0	0		
Other	49	6,355,082	66	7,384,853	34.7%	16.2%
Subtotal SUU	56	6,639,604	72	7,621,777	28.6%	14.8%
ARRA Non-stabilization Funds	5	306,897	5	473,710	0.0%	54.4%
<b>TOTAL SUU</b>	<b>61</b>	<b>6,946,501</b>	<b>77</b>	<b>8,095,487</b>	<b>26.2%</b>	<b>16.5%</b>
<b>Snow College</b>						
Research						
Instruction						
Clinical						
Other	13	6,463,751	14	8,071,836	7.7%	24.9%
Subtotal Snow	13	6,463,751	14	8,071,836	7.7%	24.9%
ARRA Non-stabilization Funds						
<b>TOTAL Snow</b>	<b>13</b>	<b>6,463,751</b>	<b>14</b>	<b>8,071,836</b>	<b>7.7%</b>	<b>24.9%</b>
<b>Dixie State College</b>						
Research	3	\$123,720	1	\$56,676	-66.7%	-54.2%
Instruction						
Clinical						
Other	28	1,657,659	30	1,839,987	7.1%	11.0%
Subtotal DSC	31	1,781,379	31	1,896,663	0.0%	6.5%
ARRA Non-stabilization Funds	1	12,363			-100.0%	-100.0%
<b>TOTAL DSC</b>	<b>32</b>	<b>1,793,742</b>	<b>31</b>	<b>1,896,663</b>	<b>-3.1%</b>	<b>5.7%</b>



**Utah System of Higher Education  
Contracts and Grants Report**

TAB FF

Institution	Fiscal Year 2010		Fiscal Year 2011		% Change	
	No.	Total \$ Amount	No.	Total \$ Amount	No.	Amount
<b>College of Eastern Utah *</b>						
Research	0	-	0	-		
Instruction	0	-	0	-		
Clinical	0	-	0	-		
Other	21	2,931,782	0	-	-100.0%	-100.0%
Subtotal CEU	21	2,931,782	0	0	-100.0%	-100.0%
ARRA Non-stabilization Funds	1	39,622	0	0	-100.0%	-100.0%
TOTAL CEU	22	2,971,404	0	0	-100.0%	-100.0%
<b>Utah Valley University</b>						
Research	7	\$1,495,095	6	\$576,649	-14.3%	-61.4%
Instruction	3	1,377,542	3	1,270,368	0.0%	-7.8%
Clinical	0	0	1	28,000	#DIV/0!	#DIV/0!
Other	19	1,400,115	10	2,737,621	-47.4%	95.5%
	29	4,272,752	20	4,612,638	-31.0%	8.0%
ARRA Non-stabilization Funds	0	0	0	0	0.0%	0.0%
TOTAL UVU	29	4,272,752	20	4,612,638	-31.0%	8.0%
<b>Salt Lake Community College</b>						
Research						
Instruction	16	\$6,701,380	14	\$4,379,747	-12.5%	-34.6%
Clinical						
Other	18	\$3,722,066	15	\$3,625,880	-16.7%	-2.6%
Subtotal SLCC	34	10,423,446	29	8,005,627	-14.7%	-23.2%
ARRA Non-stabilization Funds	9	1,593,822	4	2,406,845	-55.6%	51.0%
TOTAL SLCC	43	12,017,268	33	10,412,472	-23.3%	-13.4%
<b>Total USHE</b>						
Research	2,618	361,713,563	2,612	437,838,678	-0.2%	21.0%
Instruction	263	42,887,662	280	42,730,678	6.5%	-0.4%
Clinical	176	45,988,593	176	26,593,562	0.0%	-42.2%
Other	887	100,971,591	908	97,436,158	2.4%	-3.5%
Subtotal USHE	3,944	551,561,409	3,976	604,599,076	0.8%	9.6%
ARRA Non-stabilization Funds	258	96,953,506	157	67,959,852	-39.1%	-29.9%
TOTAL USHE	4,202	648,514,915	4,133	672,558,928	-1.6%	3.7%

\* CEU data for FY 2011 is included in USU totals

March 21, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: General Consent Calendar

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

A. Minutes

1. Minutes of the Board Meeting January 11, 2012, Board of Regents Building at The Gateway, Salt Lake City, Utah.
2. Minutes of the Board Meeting via conference call January 17, 2012.
3. Minutes of the Board Meeting January 20, 2012, University of Utah, Salt Lake City, Utah.
4. Minutes of the Board Retreat February 16, 2012, Board of Regents Building at The Gateway, Salt Lake City, Utah.

B. Grant Proposals

1. Utah State University – DARPA; "A Universal Photosynthetic-Based Bioproduction System"; \$2,070,681. H. Scott Hinton, Principal Investigator; Jon Takemoto, Ronald Sims, Randolph V. Lewis, Co-Principal Investigators.
2. Utah State University – E.I. du Pont de Nemours and Company; "Endosperm Formation in Apomicts: Implications for Developing Self-reproducing Hy"; \$1,198,934. John Carman, Principal Investigator.
3. Utah State University – DARPA; "Development and Flight Testing of a Hybrid Rocket"; \$1,356,082. Stephen Whitmore, Principal Investigator; Rees Fullmer, Don Cripps, Co-Principal Investigators.
4. Utah State University – Economic Development Administration; "Box Elder Business Resource Center"; \$1,121,000. Thomas Lee, Principal Investigator.
5. Utah State University – NIFA National Institute of Food & Ag (Formerly CSREES); "A Sustainable Approach to Renewable Energy Feedstock Production on Non-Traditional Agronomic Land in"; \$3,431,123. Ralph Whitesides, Principal Investigator; Dallas Hanks, Co-Principal Investigator.
6. Utah State University – Misc Federal Sponsors; "Optimus Prime"; \$1,962,763. Doug Jewell, Program Manager.



7. Utah State University – Missile Defense Agency; "Precision Tracking and Space System (PTSS) Support; \$16,604,472. Lorin Zollinger, Principal Investigator.
8. Utah State University – National Institutes of Health (NIH); "Resurgence of Cocaine Seeking"; \$1,432,949. Tim Shahan, Principal Investigator; Gregory Madden, Amy Odum, Co-Principal Investigators.
9. Utah State University – National Science Foundation; "VM BRAIN Patterns Project: Virtual Manipulatives: Brain Research on Activation and Investigation of"; \$2,999,999. Patricia Moyer-Packenham, Principal Investigator; Cathy Maahs-Fladung, Taylor Martin, Kerry Jordan, Dicky Ng, Co-Principal Investigators.
10. Utah State University – National Institutes of Health (NIH); "Deciphering the Functions of a Novel Family of Fungal Type III Polyketide Synthases"; \$1,586,251. Jixun Zhan, Principal Investigator.
11. Utah State University – National Science Foundation; "Problem-Driven Engineering Design Thinking"; \$1,763,508. Kurt Becker, Principal Investigator.
12. Utah State University – Department of Education; "USU-College of Eastern Utah Upward Bound (Price)"; \$1,250,000. Justin Orth, Principal Investigator.
13. Utah State University – National Science Foundation; "MRI: Acquisition of a Multi-User Field-Emission Scanning Electron Microscope to Catalyze a Campus"; \$1,891,973. Leijun LI, Principal Investigator; John Shervais, David Britt, Bonnie Pitblado, Heng Ban, Co-Principal Investigators.
14. Utah State University – National Science Foundation; "Science & Technology Center: Integrative Partnerships: Center for Freshwater Aquatic Biodiversity"; \$24,705,815. Charles Hawkins, Principal Investigator.
15. Utah State University – Missile Defense Agency; "Air Force Distributed Common Ground System (DCGS) Virtualized Imagery Processing Capability (VIP-C) Support 2012"; \$9,815,603. Glen Wada, Principal Investigator.
16. Utah State University – Air Force Research Laboratory; "Innovative NanoSat Experimental Series (INXS); \$3,667,495. Chad Fish, Principal Investigator.
17. Utah State University – Metatech Corporation; "Space Control Effects Modeling and Assessment (SCHEMA) Task Order 003"; \$2,199,997. John Santacroce, Principal Investigator.
18. Utah State University – National Institutes of Health (NIH); "Impact of Couples' Shared Environment on Cognitive Decline and Dementia Risk (ICE)"; \$1,127,978. Maria Norton, Principal Investigator; Christopher Corcoran, Joann Tschanz, Heidi Wengreen, Co-Principal Investigators.



19. Utah State University – National Institutes of Health (NIH); "Transgenic Spider Silk Silkworm Silk For Medical Bio-Inspired Materials"; \$2,640,582. Randolph V. Lewis, Principal Investigator.
20. Utah State University – Huntsman Foundation; "Huntsman Armenian Scholarship Program – 2012 Cohort"; \$1,360,127. Mary Hubbard, Principal Investigator; Shelly Hernandez Co-Principal Investigator.
21. Utah State University – National Institutes of Health (NIH); "Mechanisms of Fat Chemoreception"; \$1,785,505. Timothy Gilbertson, Principal Investigator.
22. Utah State University – Johns Hopkins University; "GEOScan"; \$1,654,629. Chad Fish, Principal Investigator.
23. Utah State University – Missile Defense Agency; "Mission Planning UARC FY12-13 (Apr-12 thru Mar 14)"; \$1,775,174. Pat Patterson, Principal Investigator.
24. Utah State University – The University of Arizona; "OSIRIS-Rex"; \$2,942,953. Jed Hancock, Principal Investigator.
25. Utah State University – Sensing Strategies, Inc.; "Space Component Research (SCORE)"; \$2,721,484. Lorin Zollinger, Principal Investigator.
26. University of Utah – American Iron and Steel Institute; "Flash Ironmaking Technology"; \$2,708,000. Hong Sohn, Principal Investigator.
27. University of Utah – DOE OFC Energy Efficiency & Renew Energy; "TiO<sub>2</sub> pigment"; \$1,922,673. Zhigang Fang, Principal Investigator.
28. University of Utah – DOE OFC Energy Efficiency & Renew Energy; "H<sub>2</sub> sintering of Ti"; \$1,460,285. Zhigang Fang, Principal Investigator.
29. University of Utah – NIH National Cancer Institute; "Nutrient Sensing"; \$1,863,750. Donald E. Ayer, Principal Investigator.
30. University of Utah – NIH National Institute of Child Health & Human Development; "FASST"; \$9,160,091. Ahmad Omar Hammoud, Principal Investigator.
31. University of Utah – NIH National Institute Biomedical Imaging & Bioengineering; "19-F Imaging Agent"; \$3,238,856. Eun-Kee Jeong, Principal Investigator.
32. University of Utah – National Institutes of Health; "Telomere Length"; \$3,109,246. Steven C. Hunt, Principal Investigator.

33. University of Utah – National Institutes of Health; "Sodium Quantification With MR"; \$2,121,641. Glen Morrell, Principal Investigator.
34. University of Utah – NIH National Institute Biomedical Imaging & Bioengineering; "Model-Based Reconstruction"; \$1,940,358. Edward Victor Rebok Di Bella, Principal Investigator.
35. University of Utah – NIH National Institute of Neurological Disorders and Stroke; "Zebrafish Hypothalamus"; \$1,863,750. Richard Dorsky, Principal Investigator.
36. University of Utah – National Institutes of Health; "Cardiac MRI Perfusion"; \$1,825,159. Edward Victor Rebok Di Bella, Principal Investigator.
37. University of Utah – Agency for Healthcare Research & Quality; "Support Personal Health Inform"; \$1,139,985. Qing Treitler Zeng, Principal Investigator.
38. University of Utah – Army Medical Research Acquisition Activity; "Translation of Vac Therapies"; \$1,121,250. Kent N. Bachus, Principal Investigator.
39. University of Utah – Army Medical Research Acquisition Activity; "Insole Sensor"; \$1,057,730. Erik Kubiak, Principal Investigator.
40. University of Utah – National Science Foundation; "Uncertainty in Simulations"; \$1,798,943. Ross Whitaker, Principal Investigator.
41. University of Utah – National Science Foundation; "Large-Scale Systems"; \$1,000,000. Paul Rosen, Principal Investigator.
42. University of Utah – National Science Foundation; "K-12 Environmental Education"; \$2,389,485. Ray H. Beckett, Principal Investigator.
43. University of Utah – EGI Consortium; "Arctic Prediction-Hydrocarbon"; \$2,192,750. Raymond A. Levey, Principal Investigator.
44. University of Utah – National Institutes of Health; "MRI guided drug delivery"; \$2,132,017. Natalya Rapoport, Principal Investigator.
45. University of Utah – National Institutes of Health; "S&L Duration Delivery Systems"; \$1,937,299. Patrick F. Kiser, Principal Investigator.
46. University of Utah – National Aeronautics & Space Administration; "NASA IDS Urbanization Impacts"; \$1,348,939. Eric Pardyjak, Principal Investigator.



47. University of Utah – NIH National Heart Lung & Blood Institute; "Upstream Platelet Interactions"; \$1,193,000. Vladimir Hlady, Principal Investigator.
48. University of Utah – National Science Foundation; "MRI X-RAY NANOCT"; \$1,233,333. Jan Miller, Principal Investigator.
49. University of Utah – National Science Foundation; "2ndary Ascidian Symbiosis"; \$1,117,500. Eric W. Schmidt, Principal Investigator.
50. University of Utah – NIH National Institute on Aging; "Cancer Treatment Decisions"; \$1,662,156. Cynthia Berg, Principal Investigator.
51. University of Utah – University of California San Diego; "Enhancer Therapy"; \$1,624,524. Alana Lee Welm, Principal Investigator.
52. University of Utah – University of Kentucky; "Geographic Atrophy"; \$1,531,098. David Bearss, Principal Investigator.
53. University of Utah – Genentech Inc; "Genentech PIM4972G"; \$1,000,000. Theresa L. Werner, Principal Investigator.
54. University of Utah – NIH National Institute of General Medical Science; "CHEETAH"; \$23,228,825. Wesley Sundquist, Principal Investigator.
55. University of Utah – National Institutes of Health; "Vascular Stabiliz. AMD/DME"; \$11,157,050. Balamurali Krishna Ambati, Principal Investigator.
56. University of Utah – DHHS Centers for Medicare & Medicaid SVC; "Telehealth Initiative"; \$10,066,839. Les Lenert, Principal Investigator.
57. University of Utah - National Institutes of Health; "Man, Model of Regen/Recovery"; \$9,586,250. Dean Y. Li, Principal Investigator.
58. University of Utah – NIH National Heart Lung & Blood Institute; "Nkoy R01 NHLBI Asthma Self Man"; \$3,693,731. Flory Lumu Nkoy, Principal Investigator.
59. University of Utah – Childrens Hospital Boston; "I-CATCH subaward"; \$3,615,389. Rajendu Srivastava, Principal Investigator.
60. University of Utah – US Department of Health & Human Services; "HIV/PC Medical Home Model"; \$3,559,938. Paula K. Gibbs MD, Principal Investigator.



61. University of Utah – National Institutes of Health; "Mol Gen of Lipid Metab"; \$1,863,750. Amnon Schlegel, Principal Investigator.
62. University of Utah – National Institutes of Health; "Neurodegeneration in Drosophil"; \$1,863,750. Anthea Letsou, Principal Investigator.
63. University of Utah – National Institutes of Health; "Using Large Clinical Data"; \$1,815,733. Qing Treitler Zeng, Principal Investigator.
64. University of Utah – NIH National Cancer Institute; "Molecular Basis & Prognostics"; \$1,491,250. Curt H. Hagedorn, Principal Investigator.
65. University of Utah – National Institutes of Health; "D-Peptide Inhibitors of HIV"; \$1,491,250. Michael S. Kay, Principal Investigator.
66. University of Utah – Army Medical Research Acquisition Activity; "CDMRP"; \$1,036,848. K.C. Brennan, Principal Investigator.
67. University of Utah – National Science Foundation; "Celebrated Frogs"; \$1,265,394. Kenning Arlitsch, Principal Investigator.

C. Grant Proposals – Augmentation or Revision

1. Utah State University – Institute of Allergy and Infectious Diseases; "Animal Models of Infectious Diseases (IDIQ)"; \$1,157,062. John Morrey, Principal Investigator; Brian Gowen, Justin Julander, Co-Principal Investigators.

D. Awards

1. Utah State University – Missile Defense Agency; "Precision Tracking and Space System (PTSS) Support"; \$1,001,000. Lorin Zollinger, Program Manager.
2. Utah State University – Institute of Allergy and Infectious Diseases; "Animal Models of Infectious Diseases (IDIQ)"; \$1,157,062. John Morrey, Principal Investigator; Donald Smee, Dale Barnard, Brian Gowen, Justin Julander, Bart Tarbet, Co-Principal Investigators.
3. Utah State University – Missile Defense Agency; "Precision Tracking and Space System (PTSS) Support"; \$2,820,000. Lorin Zollinger, Principal Investigator.
4. Utah State University – Navel Research Lab; "Naval Research Laboratory (NRL) Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 6"; \$2,267,400. Darin Partridge, Program Manager.

5. University of Utah – DOE National Nuclear Security Administration; "NNSA-CO2 Tech"; \$1,472,745. Philip J. Smith, Principal Investigator.
6. University of Utah – Advanced Research Projects Agency-Energy; "Thermal Battery"; \$2,677,667. Zhigang Fang, Principal Investigator.
7. University of Utah – National Institute of Justice; "OPIOID Drug Interactions"; \$1,038,604. David E. Moody, Principal Investigator.
8. University of Utah – National Science Foundation; "Integrated Training"; \$2,187,251. James Ehleringer, Principal Investigator.
9. University of Utah – NIH National Institute of Child Health & Human Development; "CPCCRN"; \$2,518,054. J. Michael Dean, Principal Investigator.
10. University of Utah – Centers for Disease Control & Prevention; "ERC Training Grant"; \$1,447,830. Kurt Timothy Hegmann, Principal Investigator.

E. Academic Items Received and Approved

1. New Programs

- a. University of Utah – Graduate Certificate in Public Health
- b. Southern Utah University – Emphases in Bachelor of Science Human Nutrition
  - i. Emphasis in Pre-Dietetics
  - ii. Emphasis in Allied Health
- c. Utah Valley University – Minor in Chinese Language
- d. Salt Lake Community College – Certificate of Completion in Cabinetmaking and Furniture Construction
- e. Salt Lake Community College – Certificate of Completion in Health Information Technology
- f. Salt Lake Community College – Certificate of Completion in Retail Management
- g. Salt Lake Community College – Certificate of Completion in Sustainable Building Construction
- h. Salt Lake Community College – Certificate of Proficiency in Electric Power Technology
- i. Salt Lake Community College – Certificate of Proficiency in Mobile Application Development
- j. Salt Lake Community College – Certificate of Proficiency in Photovoltaic Systems
- k. Salt Lake Community College – Emphasis in Web Design in AAS Visual Art and Design

2. New Unit

Provisional Approval: University of Utah Second Language Teaching and Research Center

3. Name Change

- a. Utah State University – Master of Education in Health, Physical Education and Recreation to Master of Education in Physical and Sport Education
- b. Salt Lake Community College – Associate of Applied Science in Commercial Art to Associate of Applied Science in Visual Art and Design



4. Consolidate/Combine
  - a. University of Utah – Bachelor of Science/Master of Science in Geological Engineering
  - b. University of Utah – Bachelor of Science/Master of Science in Mining Engineering
  - c. Southern Utah University – Emphases in Bachelor of Science/Bachelor of Arts Communication
    - i. Emphases in Advertising and Public Relations to Emphasis in Strategic Communication
    - ii. Emphases in Broadcasting and Journalism to Emphasis in Media Studies
5. Reviews/Reports
  - a. 3- Year Report: Dixie State College – Bachelor of Science in Dental Hygiene
  - b. 3- Year Report: Dixie State College – Associate of Applied Science/Associate of Science in Early Childhood Education
  - c. 4- Year Report: Utah Valley University – Library
6. Restructure
  - a. Utah State University – Master of Science/Doctor of Philosophy in Geology
  - b. Utah State University – Department of Management Programs
    - i. New Minor in Entrepreneurship
    - ii. New Minor in Hospitality and Tourism Management
    - iii. Discontinue Minor in Human Resources
    - iv. Discontinue Minor in Operations Management
    - v. Discontinue Minor in Bachelor of Business
7. Discontinue
  - a. Utah State University – Emphases in Bachelor of Science Agricultural Education
    - i. Emphasis in Production and Processing
    - ii. Emphasis in Horticulture
    - iii. Emphasis in Natural Resources
    - iv. Emphasis in Agricultural Systems Technology
  - b. Utah State University – Specialization in Aquatic Ecology in Master of Science/Doctor of Philosophy Fisheries Biology
  - c. Utah State University – Doctor of Philosophy in Recreation Resource Management
  - d. Salt Lake Community College – Certificate of Proficiency in Building Construction/Cabinetmaking

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William A. Sederburg  
Commissioner of Higher Education



STATE BOARD OF REGENTS  
BOARD OF REGENTS BUILDING  
SALT LAKE CITY, UTAH  
JANUARY 11, 2012

COMMITTEE OF THE WHOLE  
MINUTES

Regents Present

David J. Jordan, Chair  
Bonnie Jean Beesley, Vice Chair  
Daniel W. Campbell  
Wilford W. Clyde  
France A. Davis  
Katharine B. Garff  
Meghan Holbrook  
Nolan E. Karras  
Thomas D. Leavitt  
Robert S. Marquardt  
Carol Murphy  
Jed H. Pitcher  
Robert W. Prince  
David E. Smith  
Marlon O. Snow  
Teresa L. Theurer  
John H. Zenger

Regents Excused

Keith M. Buswell  
James T. Evans  
Mark R. Stoddard

Office of the Commissioner

William A. Sederburg, Commissioner  
Elizabeth Hitch, Associate Commissioner for Academic Affairs  
Cameron Martin, Associate Commissioner for Economic Development and Planning  
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities  
David Buhler, Associate Commissioner for Public Affairs  
David Feitz, Associate Commissioner and Executive Director, UHEAA  
Holly Braithwaite, Director of Communications  
Andrew J. Stone, Special Assistant to the Commissioner  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
Gary S. Wixom, Assistant Commissioner for Academic Affairs  
Blair Carruth, Assistant Commissioner for Academic Affairs  
Ali Sadler, Legislative Intern  
Stephanie Simmons, Assistant Commissioner for Administrative Services  
Ralph Hardy, Special Assistant for Finance and Facilities  
Darren Marshall, Manager of Audit & Financial Services  
Mark McCain, Manager of Accounting and Finance

Jeff Aird, UCAP Program Manager for Economic Development

Institutional Presidents

A. Lorris Betz, University of Utah  
Stan L. Albrecht, Utah State University  
Michael B. Vaughn, Provost, Weber State University  
Michael T. Benson, Southern Utah University  
Scott L. Wyatt, Snow College  
Stephen D. Nadauld, Dixie State College  
Val L. Peterson, Vice President for Finance and Administration, Utah Valley University  
Christopher Picard, Provost, Salt Lake Community College

Other institutional personnel were also present. The signed role is on file in the Commissioner's Office.

The Regents began the day at **9:00 am**. **It was moved by Regent Snow and seconded by Regent Zenger to move into executive session. The motion passed.** The Regents met in executive session from **9:02 am to 10:33 am**.

Chair Jordan called the Regents to order in the Committee of the Whole at **10:43 am**.

Election of a Board Chair and Vice Chair, Effective July 1, 2012

Chair Jordan explained that the election would select a chair elect and vice chair elect who would not assume the role until his term ends and he steps down as chair this summer. The new board leadership will be invited to participate closely with the current board leadership to provide a smooth transition and be involved with the search for the new commissioner. Chair Jordan turned the floor to Regent Snow, chair of the Nominating Committee, who reported that two Regents expressed interest in the positions. **Regent Snow made a motion to elect Bonnie Jean Beesley to chair and Daniel Campbell as chair, effective July 1, 2012. Regent Davis seconded the motion which carried unanimously.**

Commissioner's Report

**See attached** for the Commissioner's report.

Snow College – A Blueprint for the Future (TAB A)

In July 2010 at Utah State University, President Wyatt presented the Regents with a music degree proposal. Snow College was asked to prepare a broader plan of how the degree would work within Snow's plan. President Wyatt presented, "Snow College - A Blueprint for the Future" which outlined the organized development of its programs in support of its mission and in response to regional and state needs for a more highly educated workforce. The blueprint included Snow's motivation derived from their current success and support of the system's strategic goal for 2020, and the development of their five Centers for Opportunities.

Chair Jordan gave the Regents context in which to view the Blueprint. He reported that the PRC is currently reviewing a proposal for a four-year music degree at Snow College. The Regent approval of the Blueprint does not mean the Regents are approving the new degree. However, if the Regents adopt the Blueprint it would imply that the music program is within the mission of the college.



Associate Commissioner Liz Hitch agreed with Chair Jordan and added that if the Blueprint is passed the music program proposal will be on the May agenda. She added that a music program is unique as it requires student interaction and that it is not possible to have an effective program using distance.

Commissioner Sederburg referred to his recommendation and commended Snow College and President Wyatt for their presentation. President Benson, Regent Davis, Regent Holbrook, Regent Prince and Regent Campbell spoke in support of their proposal.

**It was motioned by Regent Davis and seconded by Regent Holbrook to approve the visionary statement "Snow College – A Blueprint for the Future". The motion passed.**

NCHEMS Funding Equity Study – Dennis Jones (TAB B)

Associate Commissioner Gregory Stauffer shared the highlights of the Funding Equity Study on behalf of Dennis Jones and Assistant Commissioner Paul Morris who neither could make the meeting. Commissioner Sederburg explained Figure 10 on page nine of the study and then Chair Jordan gave an overview. A discussion followed between the Regents, Presidents and Commissioner's staff. This was an informational report and no action was taken.

**The Committee of the Whole broke for lunch and committee meetings at 12:36 pm reconvened at 1:34 pm.**

Reports of the Committee Chairs

Finance/Facilities Committee

Utah Valley University – Student Life & Wellness Building and Parking Facility Revenue Bond Issue (TAB H)

Utah Valley University has requested authorization to issue revenue bonds to provide financing for their new Student Life and Wellness Building and a Parking Facility. **It was moved by Regent Karras and seconded by Regent Campbell to approve this request. The motion carried.**

Revision of Policy R510 – Tuition and Fees (TAB I)

The revision of R510, the result of a recent Legislative Audit, provides standard guidance and written direction to institutions on reviewing and managing student fees. **It was moved by Regent Karras and seconded by Regent Holbrook to approve the revision of policy R510. The motion carried.**

University of Utah – Sale of Donated Property (TAB J)

The University of Utah requests authorization to sell donated property that is not under the University's mission. **It was moved to approve the request to sell the donated property by Regent Karras and seconded by Regent Holbrook. The motion carried.**

USHE Paulien Facilities Space Study (TAB K)

Regent Karras and Chair Jordan discussed an overview of the Space Study. This was an information item and no action was taken.



Regent Karras concluded his report of the Finance and Facilities Committee.

Programs/Planning Committee

Dixie State College – Bachelor of Science in Computer Science (TAB C)

Utah Valley University – Bachelor of Music in Performance (TAB D)

Utah Valley University – Minor in German (TAB E)

Regent Zenger reported that the Programs and Planning Committee approved the above three new degree proposals. **It was moved by Regent Zenger and seconded by Regent Davis for the board to approve the new degrees at Dixie State College and Utah Valley University. The motion carried.**

Regent Zenger concluded his report of the Program and Planning Committee, drawing attention to two information items, Career and Technical Education Report 2010-11 (TAB F) and USHE Community Engagement Report 2011 (TAB G).

General Consent Calendar (TAB L)

**On a motion by Regent Snow and seconded by Regent Zenger, the following items were approved on the Regents' General Consent Calendar:**

- A. Minutes – Minutes of the Board Meeting November 18, 2011 at Utah Valley University, Orem, Utah.
- B. Grant Proposals
- C. Grant Proposals – Augmentation or Revision
- D. Awards
- E. Academic Items Received and Approved

Amendments to the USHE Operating Budget Request for 2012 (TAB N)

Associate Commissioner David Buhler explained the three changes to the original budget request that was approved by the Regents on September 16, 2011. The changes in the budget request fell under Equity and Historic Unfunded Enrollment Growth of Mission Based Funding and Career and Technical Education. **It was moved by Regent Campbell and seconded by Regent Snow to approve the changes in the budget request. The motion carried.**

USHE Legislative Priorities for 2012 (TAB O)

Dave Buhler reported that revenue estimates are up and for the first time since 2008 the USHE will not face on-going base budget cuts. He reported on the legislative briefings and announced the Higher Educational Day Luncheon on February 10. He also discussed the USHE 2012 Legislative Priorities which included compensation and mission based performance funding, Capital Development and Key Legislation. **It was moved by Regent Prince and seconded to Regent Theurer to adopt the USHE Legislative Priorities for 2012 as outlined in Tab O. The motion carried.**

Chair Jordan reminded the Regents of the meeting on January 20, 2012 for the purpose of interviewing finalists and selecting a new president for the University of Utah. On behalf of the Regents, he thanked President Betz for stepping in for a second time as interim president and helping the University of Utah continue on its path.

Draft 2011 Report of the HigherEdUtah2020 Plan (TAB P)

Associate Commissioner Cameron Martin gave a quick overview of the draft 2011 report of the HigherEdUtah2020 Plan and then led the Regents, Presidents and Commissioner's Staff through an interactive discussion ranking the current initiatives. He asked for further feedback by January 20, 2012 with the intention of going to press with the report by January 26, 2012.

Utah State Board of Regents 2012-2013 Meeting Schedule (TAB M)

A meeting schedule was presented to the Board of Regents for their approval for the academic year 2012-2013. **It was moved by Regent Theurer and seconded by Regent Smith to approve the schedule as presented:**

**July 13, 2012 at Southern Utah University**

**September 14, 2012 at Utah State University**

**November 16, 2012 at Utah Valley University**

**January 25, 2013 at Salt Lake Community College**

**March 29, 2013 at Snow College**

**May 24, 2013 at Weber State University**

**The motion carried.**

Chair Jordan announced an optional Regents training session on January 19, 2012 from 3:00-5:00 pm for particularly new Regents to help them become familiar with the presidential search process. Regent Zenger asked that the Regents receive documents from the University of Utah which provide context to what the University presidential needs are. Associate Commissioner Cameron Martin will send out a document (that was created by the search committee after a series of constituent meetings) to the Regents which will address this.

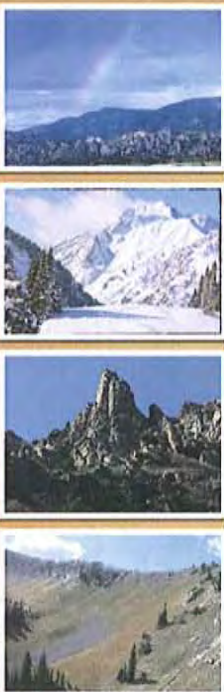
**The Committee of the Whole adjourned at 3:00 pm.**

---

Kirsten Schroeder, Executive Secretary

Date Approved:  
Attachment





# Commissioner's Report

State Board of Regents  
Board of Regents Building  
January 11, 2012

Presented by: William A. Sederburg

## Congratulations



Chair Elect, Bonnie Jean Beesley



Vice Chair Elect, Daniel W. Campbell



## America's Top 5 New Years Resolutions

- ☐ Spend More Time with Family & Friends
- ☐ Fit in Fitness
- ☐ Quit Smoking
- ☐ Enjoy Life More
- ☐ Get Out of Debt



## USHE's Top 5 New Years Resolutions

- ☐ Great New President of U. of Utah
- ☐ Great New Commissioner
- ☐ Increased Funding
- ☐ 15 Day Legislative Session
- ☐ Weekly Regent Meetings



## 2011 Year in Review- Top Ten

- ❑ Selling Big Goal
- ❑ Weathering the Budget
- ❑ Women's College Task Force
- ❑ Prosperity 2020 & Education First
- ❑ Funding Equity Based on Mission
- ❑ Regional Campuses
- ❑ Mission Based Funding
- ❑ Institutional Missions
- ❑ Technology
- ❑ Admission Practices & Standards

## Quick Issue Update

- ❑ Women's College Task Force
  - ❑ Full Report in February
- ❑ Compensation Study
  - ❑ Selection of Firm
- ❑ Legislative Session Begins January 23<sup>rd</sup>
  - ❑ Considerable membership change
  - ❑ No immediate cuts like last year



## Equity Study

- ❑ Updated State share of institutional funding using USHE FY 2011
- ❑ Reallocation is not an Option.
- ❑ Not a new Funding Formula



## Governor's Budget

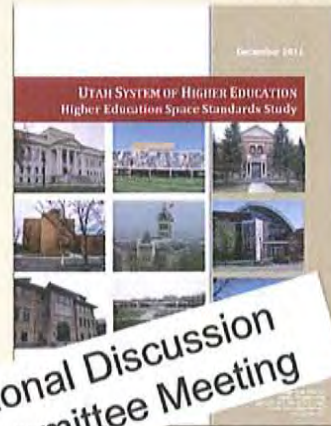
- ❑ \$16 Million in On-going Funds
  - ❑ \$3 Million Enrollment Growth
  - ❑ \$5 Million for Performance Funding
  - ❑ \$6 Million for Medical School
  - ❑ \$2 Million Maintenance Funds Transfer
- ❑ \$5.4 Million in One-time Funds
  - ❑ \$2.5 Million for T.I.C.E.
  - ❑ \$1 Million for Cluster Acceleration
  - ❑ \$500k for Utah Futures
  - ❑ \$1.3 Million for Huntsman Cancer Institute
  - ❑ \$100k for Women's College Task Force
- ❑ Did not Recommend Compensation Increase





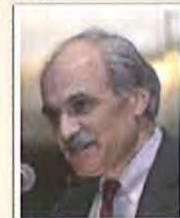
## Paulien Space Study

- ❑ Need for an Update, last study completed in 1996
- ❑ Institutional Support & Collaboration
- ❑ Space Planning Enhancement
- ❑ Macro level estimate of Space needs
- ❑ New Space Study does not Supplant the CDP Policy Process



## 2012 SBR Self-Evaluation

- ❑ Written Report has been Completed
- ❑ Offers Suggestions for Future Policy Consideration
- ❑ Discuss in Detail at a Future Retreat
- ❑ Thanks to AGB!



**AGB** ASSOCIATION OF  
GOVERNING BOARDS  
OF UNIVERSITIES AND COLLEGES

## Community Engagement Report

- ❑ In Addition to Official Degree or Certificate
- ❑ 5.8 Million Hours of Community Engagement
- ❑ 4,600 Courses & Activities

### For Example

Foreign Language  
Youth Programs  
Science Fairs  
Workforce Development



## CTE Report

Full-time Equivalents



- ❑ USHE-  
5.8% FTE Increase from 2010-2011





## UTAH EDUCATIONAL SAVINGS PLAN



**UESP income tax credit amounts for Utah residents increased for 2012. The credit amounts are now as follows:**

- \$89 per qualified beneficiary for single filers (\$1,780 max. contribution)
- \$178 per qualified beneficiary for joint filers (\$3,560 max. contribution)



## UTAH EDUCATIONAL SAVINGS PLAN

### UESP Program Participation

		Percentage Increase from 2010
Number of Accounts at Dec. 31, 2011	192,085	11.5%
Contributions During 2011	\$546.7 million	9.6%





- ❑ Federal Loan Servicing Project on Schedule
- ❑ 100,000 Student Loan Accounts to be added to UHEAA Servicing



## Challenges in 2012

- ❑ State Policy Leadership
- ❑ Leadership Change
- ❑ Funding
- ❑ Goal Alignment



## Highlights for Today

- ☐ NCHEMS Equity Study
- ☐ Paulien Space Study
- ☐ Snow College Blueprint
- ☐ 2011 Report of 2020 Plan
- ☐ Legislative Agenda



STATE BOARD OF REGENTS  
BOARD OF REGENTS BUILDING  
SALT LAKE CITY, UTAH  
CONFERENCE CALL  
JANUARY 17, 2012

COMMITTEE OF THE WHOLE  
MINUTES

Regents Present

David J. Jordan, Chair  
Bonnie Jean Beesley, Vice Chair  
Keith M. Buswell (via phone)  
Daniel W. Campbell  
Wilford W. Clyde  
James T. Evans (via phone)  
Katharine B. Garff (via phone)  
Meghan Holbrook  
Nolan E. Karras  
Robert S. Marquardt  
Carol Murphy  
Jed H. Pitcher  
Robert W. Prince (via phone)  
David E. Smith  
Marlon O. Snow (via phone)  
Mark R. Stoddard (via phone)  
Teresa L. Theurer (via phone)  
John H. Zenger (via phone)

Regents Excused

France A. Davis  
Thomas D. Leavitt

Office of the Commissioner

William A. Sederburg, Commissioner  
Cameron Martin, Associate Commissioner for Economic Development and Planning  
David Buhler, Associate Commissioner for Public Affairs

Others Present

Thomas C. Anderson, Assistant Attorney General

The Utah State Board of Regents Committee of the Whole was called to order at **11:09 am**.

The role was called.

**It was moved by Regent Campbell and seconded by Regent Zenger that the Board meet in Executive Session for the sole purpose of discussing the character, professional competence, or**



physical or mental health of individuals, pending or reasonably imminent litigation, and the possible sale of real property. The motion passed.

It was moved by Regent Holbrook and seconded by Regent Pitcher to end Executive Session. The motion carried concluding the meeting at 12:36 pm.

---

Kirsten Schroeder, Executive Secretary

Date Approved:

UTAH STATE BOARD OF REGENTS  
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH  
RICE-ECCLES STADIUM  
JANUARY 20, 2012

COMMITTEE OF THE WHOLE  
MINUTES

Regents Present

David J. Jordan, Chair  
Bonnie Jean Beesley, Vice Chair  
Keith M. Buswell  
Daniel W. Campbell  
Wilford W. Clyde  
France A. Davis  
James T. Evans  
Katharine B. Garff (Via Teleconference)  
Meghan Holbrook  
Nolan E. Karras  
Thomas D. Leavitt  
Robert S. Marquardt  
Jed H. Pitcher  
Robert W. Prince  
David E. Smith  
Marlon O. Snow  
Mark R. Stoddard  
Teresa L. Theurer  
John H. Zenger

Regents Excused

Carol Murphy

Office of the Commissioner

William A. Sederburg, Commissioner  
Cameron K. Martin, Associate Commissioner for Economic Development and Planning

The Regents began the day at **8:30 am** following an informal continental breakfast. **It was moved by Regent Snow and seconded by Regent Zenger to move into executive session for the sole purpose of interviewing candidates for the presidency of the University of Utah. The motion passed.** The Regents met in executive session from **8:35 am to 1:56 pm.**

Following the interviews and deliberations, the Board reconvened in the Committee of the Whole. Regent Robert S. Marquardt had been present during the interviews but had to leave before the Board reconvened.

Chair Jordan called the Regents to order in the Committee of the Whole at **2:19 pm** and welcomed the regents, trustees, administration, former presidents, faculty, staff and students. He reported that the

subject for the day's meeting was the appointment of the 15<sup>th</sup> president of the University of Utah. The Regents met in Executive Session and had the opportunity to meet with two candidates at the end of a lengthy and wonderfully run search process.

University of Utah Presidential Appointment

Regent Karras, chair of the Presidential Search Committee, nominated Dr. David W. Pershing as the next president of the University of Utah. The motion was seconded by Regent Davis. The motion carried unanimously. Dr. David and Dr. Sandi Pershing were escorted into the room and were received with a standing ovation.

Chair Jordan recognized President A. Lorris Betz for his service twice as Interim President and over a decade of service as Senior Vice President of Health Sciences. There was a standing ovation in appreciation of President Betz. Chair Jordan also thanked Mrs. Ann Betz for her support.

Chair Jordan and Commissioner Sederburg thanked the Presidential Search Committee members and all University and Commissioner's staff who contributed to the search.

Commissioner Sederburg congratulated Dr. Pershing on behalf of the Utah System of Higher Education and the Office of the Commissioner. Trustee Chair Clark Ivory also welcomed Dr. Pershing.

Dr. Pershing thanked the Board of Regents for their leadership and the university community for their support. He said he was honored and humbled and did not expect he would be president when he first came to the University of Utah as an Associate Professor in Chemical Engineering several years ago. He said he has come to know and love the university and knows firsthand how great the university is. He said he is excited to work with the trustees, cabinet, faculty, staff, and students to move the university aggressively forward. He announced two priorities he has as president; 1) to improve the undergraduate experience and 2) to work with the Board of Regents to achieve the 66% goal. He thanked the alumni, Governor Herbert, and the university's amazing donors and their families for their support and student athletes and coaches for their dedication. He also thanked Dr. and Mrs. Betz for their service to the university. He ended with "Go Utes"!

The meeting adjourned at **2:38 pm**.

---

Kirsten Schroeder, Executive Secretary

Date Approved:



UTAH STATE BOARD OF REGENTS  
BOARD OF REGENTS BUILDING, SALT LAKE CITY, UTAH  
FEBRUARY 16, 2012

RETREAT  
MINUTES

Regents Present

David J. Jordan, Chair  
Bonnie Jean Beesley, Vice Chair  
Daniel W. Campbell  
Wilford W. Clyde  
Katharine B. Garff  
Nolan E. Karras  
Thomas D. Leavitt  
Robert S. Marquardt  
Jed H. Pitcher  
Robert W. Prince  
David E. Smith  
Mark R. Stoddard  
Teresa L. Theurer  
John H. Zenger

Regents Excused

France A. Davis  
Keith M. Buswell  
James T. Evans  
Meghan Holbrook  
Carol Murphy  
Marlon O. Snow

Office of the Commissioner

William A. Sederburg, Commissioner  
Cameron K. Martin, Associate Commissioner for Economic Development and Planning  
Elizabeth Hitch, Associate Commissioner for Academic Affairs  
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities  
David Buhler, Associate Commissioner for Public Affairs

Institutional Presidents

David W. Pershing, President Elect, University of Utah  
Stan L. Albrecht, Utah State University  
F. Ann Millner, Weber State University  
Michael T. Benson, Southern Utah University  
Matthew S. Holland, Utah Valley University  
Cynthia A. Bioteau, Salt Lake Community College

Others Present

Ellen Chaffee, AGB Consultant  
Rich Novak, AGB Consultant

The Retreat began at **9:00 am** and concluded at **4:00 pm**. The Presidents joined the Retreat from noon – 3:00 pm.

Pursuant to Regents' Policy R123, the Regents participated in an annual board evaluation over the course of the last several months. Prior to this retreat, the board received the 2012 Self-Evaluation report prepared by the Association of Governing Boards of Universities and Colleges (AGB).

The Regents and Presidents discussed several issues surrounding the Regents annual self-evaluation including Board Organization and Board-Commissioner Relations, Board Leadership and Education, Board Meetings, and External Relations and Board Advocacy. Ellen Chaffee and Rich Novak from Association of Governing Boards of Universities and Colleges (AGB) facilitated small and large group discussions.

The Board also received a report from Commissioner Sederburg about the expectations of the next Commissioner. The Board also heard from each Associate Commissioner in discussions of the qualifications of the new Commissioner.

The Board also discussed the leadership transition as new board leadership takes the lead in July 2012 and a new Commissioner is hired.

---

Kirsten Schroeder, Executive Secretary

Date Approved:

March 21, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Legislative Update: Budget Summary

Background

The recently completed 2012 Legislative Session resulted in a modest amount of much needed funding flowing back into the Utah System of Higher Education. For the first time since the 2008 General Session, the Legislature provided funding for the equivalent of a 1% salary increase. In support of SB97 (2011 General Session), the distinctive mission initiatives (priorities) and institutional funding equity categories of Mission Based Performance Funding were partially funded at \$4 Million each. The Legislature also provided on-going funding for the Regents' Scholarship program, USU Regional Campuses and the Engineering Initiative. Overall, the Utah System of Higher Education received an average on-going tax funds increase of 3.2%.

Issue

The following six tables summarize major budget changes that occurred as a result of actions taken during the 2012 Legislative Session:

- Summary of Appropriations, 2012 General Session (Tax Funds Only)
- Legislative Action on Capital Facilities for 2012-13
- 2012-13 Tax Fund Appropriations by Institution
- Comparison of New Appropriated Ongoing Operating Budgets
- 2012-13 Appropriations Detail (4 pages)



Footnotes that apply to changes in appropriations detail that are displayed throughout these documents can be found on the bottom half of the first attached summary, labeled "Summary of Appropriations, 2011 General Session (Tax Funds Only)".

Commissioner's Recommendation

This item is an information item only; no action is required.

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/PCM  
Attachment

# Summary of Appropriations, 2012 General Session (Tax Funds Only)

(Includes 8 Two- & Four-year Institutions, SBR Statewide Programs, and SBR Administration)

	Appropriations	% Change From Base
<b>2011-12 On-going Operating Appropriations Base Budget</b>	<b>\$661,290,000</b>	
2012-13 On-going Adjustments		
Program Increases <sup>(2)</sup>	21,348,600	3.2%
Subtotal - On-going Adjustments	\$21,348,600	3.2%
<b>2012-13 On-going Budget</b>	<b>\$682,638,600</b>	<b>3.2%</b>
2012-13 One-time Adjustments		
Program Increases <sup>(3)</sup>	1,182,300	0.2%
Subtotal - One-time Adjustments	\$1,182,300	0.2%
<b>2012-13 Appropriation (Base plus 2012-13 Adjustments)</b>	<b>\$683,820,900</b>	<b>3.4%</b>

## (1) Supplemental Adjustments

### (2) Program Increases - Ongoing

HB 9 (Compensation)	6,667,200
HB 2 O&M Projects/Transfers	1,660,700
HB 2 ISF Rates:	(2,100)
HB 2 (MBF Equity)	4,000,000
HB 2 (MBF Priorities)	4,000,000
HB 2 (Regional Campus Funding)	1,000,000
HB 2 (CTE Waiting List)	119,000
HB 2 (Regents' Scholarship)	1,000,000
HB 2 (Prison Recidivism Correction)	20,000
HB 2 (Engineering Initiative)	2,500,000
HB 3 (DSC - Registration Assistance)	250,000
HB 3 (USU - Sound Beginnings)	35,000
HB 3 (UU - Commission on Aging)	100,000
HB 285 (Repeal of UTAP)	(36,200)
HB 2 (USU - ASSERT)	35,000

Total Program Increases - Ongoing

\$21,348,600

### (3) Program Increases - One-Time

HB 2 (O&M One-Time Cut)	(\$2,417,700)
HB 2 (DSC Crime Lab)	200,000
HB 2 (Success Stipend)	\$750,000
HB 2 (HETI)	\$950,000
HB 2 (Education Excellence)	1,000,000
SB 286 (Education Excellence) College Ready	500,000
HB 3 (Women's College Task Force)	\$100,000
HB 3 (USU-CEU Drafting for Arts & Builds.)	75,000
HB 514 (Pub & Higher Ed Technology)	25,000

Total Program Increases - One-time

\$1,182,300

## Utah System of Higher Education

Legislative Action on Capital Facilities for 2012-13

### STATE-FUNDED CAPITAL IMPROVEMENTS

S.B. 6	State-Funded Capital Improvements	\$	41,989,100
H.B. 2	State-Funded Capital Improvements		30,000,000
	<b>Total</b>	\$	71,989,100

Capital Improvement Funds are appropriated to the State Building Board which allocates funds to projects of up to \$2.5 million. USHE typically receives 55-60 percent of these funds. Statutory language specifies that the Legislature intends that these funds "be primarily used for infrastructure needs, including HVAC, heating, air conditioning, plumbing, electrical, storm water, parking lots, and roofing." Further intent specifies that DFCM report back on any funds not used for infrastructure needs to the IGG Appropriations Subcommittee during the 2012 Interim."

### STATE FUNDED CAPITAL DEVELOPMENT PROJECTS

Project	Phase	Legislative Action			Future State O&M
		Cash	GO Bond	Cumulative	
H.B. 2	UU - Utility Distribution Infrastructure	\$ 22,000,000		\$ 22,000,000	\$ -
H.B. 2	UVU - Classroom Building Design	2,175,000		24,175,000	-

**TOTAL - STATE-FUNDED CAPITAL DEVELOPMENT PROJECTS**

\$ -

### OTHER FUNDS PROJECTS

Project	Funding Source	Legislative Action		
		Project Approval	State O&M Requested	State O&M Authorized
H.B. 8	UU - Orthopaedic Center Expansion	Bonding \$ 9,580,000	n/a	n/a
H.B. 8	UU - HPER Parking Terrace	Bonding 21,702,000	n/a	n/a
H.B. 8	UU - Health Sciences Center Parking Terrace	Bonding 19,980,000	n/a	n/a
H.B. 8	UU - Dental School Building	Donations/Inst. Funds 37,400,000	not requested	not authorized
H.B. 8	UU - S.J. Quinney College of Law Building	Bonding 60,500,000	\$1.1 million	*
H.B. 8	UU - Dee Glen Smith Athletic Center Expansion**	Bonding 30,000,000	n/a	n/a
H.B. 8	USU - San Juan Campus Student Housing	Bonding 4,000,000	n/a	n/a
H.B. 8	Weber State University - Stromberg Center Addition	Bonding 8,000,000	n/a	n/a

**TOTAL - OTHER FUNDS PROJECTS**

\$ 191,162,000 \$ - 0

\* Requested O&M funding was not authorized. Statute specifies use of "previously authorized state funds for this purpose"

\*\* Bonding authorization increased to \$30 million from \$20 million authorized in 2011



**2012-13 Tax Fund Appropriations by Institution**

(a)	(b)		(c)		(d)		(e)
2012-13 Beginning On- Going Budget	2012-13 Ongoing Changes		2012-13 One-time Changes ***		2012-13 Total Changes		2012-13 Operating Budget
Amount	Amount	% Change	Amount	% Change	Amount	% Change	Amount

**2 & 4 Year Institutions**

University of Utah	\$228,268,200	\$3,859,800	1.7%	(\$432,100)	-0.2%	\$3,427,700	1.5%	\$231,695,900
Utah State University	156,357,800	4,572,000	2.9%	(722,000)	-0.5%	\$3,850,000	2.5%	160,207,800
Weber State University	61,442,700	2,232,700	3.6%	(725,000)	-1.2%	\$1,507,700	2.5%	62,950,400
Southern Utah University	29,426,700	762,900	2.6%	0	0.0%	\$762,900	2.6%	30,189,600
Snow College	18,807,500	233,500	1.2%	0	0.0%	\$233,500	1.2%	19,041,000
Dixie State College	20,899,000	901,300	4.3%	200,000	1.0%	\$1,101,300	5.3%	22,000,300
Utah Valley University	59,532,200	2,708,500	4.5%	0	0.0%	\$2,708,500	4.5%	62,240,700
Salt Lake Community College	62,662,500	2,424,800	3.9%	(438,600)	-0.7%	\$1,986,200	3.2%	64,648,700
SBR Statewide Programs *	21,262,400	3,495,300	16.4%	3,300,000	15.5%	\$6,795,300	32.0%	28,057,700
SBR Administration	2,631,000	157,800	6.0%	0	0.0%	\$157,800	6.0%	2,788,800
<b>Subtotal - 2 &amp; 4 year</b>	<b>\$661,290,000</b>	<b>\$21,348,600</b>	<b>3.2%</b>	<b>\$1,182,300</b>	<b>0.2%</b>	<b>\$22,530,900</b>	<b>3.4%</b>	<b>\$683,820,900</b>

**Notes:**

\*The increases for SBR Statewide Programs are a result of appropriations which will directly flow to institutions or students

\*\*Refer to Page 1 for detail regarding on-going budget changes

\*\*\*Refer to Page 1 for detail regarding one-time budget changes

# Comparison of New Appropriated Ongoing Operating Budgets Recommendations and Appropriations for Recent Years <sup>(1)</sup>

	INCREASE FROM PREVIOUS YEAR STATE TAX FUNDS		USHE Share of State Tax Funds <sup>(2)</sup>
<b>2002-03</b>			
Regents' Request	\$42,178,300	7.2%	
Gov. Leavitt's Recommendation	(\$10,058,000)	-1.7%	
Final Appropriation <i>(General Session)</i>	(\$18,267,000)	-3.1%	
Revised Appropriation <sup>(3)</sup>	(\$23,925,400)	-4.1%	16.0%
<b>2003-04</b>			
Regents' Request	\$74,073,600	13.1%	
Gov. Leavitt's Recommendation	\$18,464,500	3.3%	
Final Appropriation	(\$677,800)	-0.1%	15.8%
<b>2004-05</b>			
Regents' Request	\$89,568,000	15.8%	
Gov. Walker's Recommendation	\$22,694,500	4.0%	
Final Appropriation	\$14,565,200	2.6%	15.0%
<b>2005-06</b>			
Regents' Request	\$52,965,700	9.1%	
Gov. Huntsman's Recommendation	\$32,567,500	5.6%	
Final Appropriation	\$41,801,600	7.2%	14.9%
<b>2006-07</b>			
Regents' Request	\$69,149,700	11.1%	
Gov. Huntsman's Recommendation	\$52,354,300	8.4%	
Final Appropriation	\$31,439,300	5.0%	13.9%
<b>2007-08</b>			
Regents' Request	\$77,471,200	11.9%	
Gov. Huntsman's Recommendation	\$61,454,600	9.5%	
Final Appropriation	\$82,120,600	12.6%	12.9%
<b>2008-09</b>			
Regents' Request	\$94,432,700	12.9%	
Gov. Huntsman's Recommendation	\$61,762,900	8.4%	
Final Appropriation	\$34,822,400	4.8%	14.2%
<b>2009-10</b>			
Regents' Request	\$37,488,600	4.9%	
Gov. Huntsman's Recommendation	(\$75,792,000)	-9.9%	
Final Appropriation	(\$126,348,200)	-16.5%	14.2%
<b>2010-11</b>			
Regents' Request	\$61,478,900	9.6%	
Gov. Herbert's Recommendation	\$3,953,900	0.6%	
Final Appropriation	\$33,393,200	5.2%	13.7%
<b>2011-12</b>			
Regents' Request	\$39,950,100	5.9%	
Gov. Herbert's Recommendation	(\$289,100)	0.0%	
Final Appropriation	(\$12,713,600)	-1.9%	14.4%
<b>2012-13</b>			
Regents' Request	\$61,939,900	9.2%	
Gov. Herbert's Recommendation	\$16,064,700	2.4%	
Final Appropriation	\$21,348,600	3.2%	

(1) Includes ongoing requests, recommendations and appropriations for 8 USHE institutions and Board of Regents line items.

(2) This column includes both ongoing and one-time appropriations (Taken from USHE Data Book Tab G Table 4 calculated using Governors Budget Summary)



## 2012-13 Appropriations Detail (including 2011-12 Supplementals)

March, 2012

### Utah System of Higher Education Total

#### 2011-12 Appropriated Budget (Includes Ongoing, One-time, and Specific Appropriations -- Ties to Legislative Appropriations Acts

	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State College	Utah Valley University	Salt Lake Community College	SBR/ Statewide Programs
Total Expenditures	1,178,240,700	414,724,800	251,879,400	115,063,100	57,916,200	26,330,600	32,680,000	139,564,600	110,345,900	29,736,100
Tax Fund Expenditures	667,830,500	229,085,400	158,172,000	61,442,700	29,926,700	18,807,500	20,187,000	58,704,000	62,072,100	29,433,100
General Fund	462,718,800	194,736,900	105,639,400	60,919,500	11,526,000	2,717,800	939,300	54,683,100	11,792,500	19,764,300
Education Fund	205,111,700	34,348,500	52,532,600	523,200	18,400,700	16,089,700	19,247,700	4,020,900	50,279,500	9,668,800
Uniform School Fund	0	0	0	0	0	0	0	0	0	0
Dedicated Credits	494,582,700	176,212,500	87,609,900	53,620,400	27,989,500	7,523,100	12,493,000	80,860,600	46,273,800	(100)
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,284,500	4,284,500	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,591,800	1,142,400	449,400	0	0	0	0	0	0	0
FTE Funded Targets	94,909	22,810	16,852	12,275	5,450	2,722	4,021	14,396	14,349	0

#### 2011-12 Adjustments to Appropriated Budget (Including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)

Total Expenditures	87,809,600	32,143,200	18,223,900	7,767,100	5,568,900	766,400	2,275,500	13,377,400	7,687,100	100
Tax Fund Expenditures	0	0	0	0	0	0	0	0	0	0
Adjustments										
HB 4 (Tuition Work Program Revision)	87,809,600	32,143,200	18,223,900	7,767,100	5,568,900	766,400	2,275,500	13,377,400	7,687,100	100
Financing										
General Fund	(8,500)	0	0	0	0	0	0	0	0	(8,500)
Education Fund	8,500	0	0	0	0	0	0	0	0	8,500
Dedicated Credits	87,809,600	32,143,200	18,223,900	7,767,100	5,568,900	766,400	2,275,500	13,377,400	7,687,100	100

#### 2011-12 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUALS

Total Expenditures	1,266,050,300	446,868,000	270,103,300	122,830,200	63,485,100	27,097,000	34,955,500	152,942,000	118,033,000	29,736,200
Tax Fund Expenditures	667,830,500	229,085,400	158,172,000	61,442,700	29,926,700	18,807,500	20,187,000	58,704,000	62,072,100	29,433,100
General Fund	462,710,300	194,736,900	105,639,400	60,919,500	11,526,000	2,717,800	939,300	54,683,100	11,792,500	19,755,800
Education Fund	205,120,200	34,348,500	52,532,600	523,200	18,400,700	16,089,700	19,247,700	4,020,900	50,279,500	9,677,300
Uniform School Fund	0	0	0	0	0	0	0	0	0	0
Dedicated Credits	582,392,300	208,355,700	105,833,800	61,387,500	33,558,400	8,289,500	14,768,500	94,238,000	55,960,900	0
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,284,500	4,284,500	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,591,800	1,142,400	449,400	0	0	0	0	0	0	0
Tax Funds % Change from Ongoing Base	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

#### Back out 2011-12 One-time Appropriations from Base

Total Expenditures	(6,540,500)	(817,200)	(1,814,200)	0	(500,000)	0	712,000	828,200	590,400	(5,539,700)
General Fund	(6,540,500)	(817,200)	(1,814,200)	0	(500,000)	0	712,000	828,200	590,400	(5,539,700)



# 2012-13 Beginning Base Budget (2011-12 Appropriated less 2011-12 One-time)

Total Expenditures	1,259,509,800	446,050,800	268,289,100	122,830,200	62,985,100	27,097,000	35,667,500	153,770,200	118,623,400	24,196,500
Tax Fund Expenditures	661,290,000	228,268,200	156,357,800	61,442,700	29,426,700	18,807,500	20,899,000	59,532,200	62,662,500	23,893,400
General Fund	456,169,800	193,919,700	103,825,200	60,919,500	11,026,000	2,717,800	1,651,300	55,511,300	12,382,900	14,216,100
Education Fund	205,120,200	34,348,500	52,532,600	523,200	18,400,700	16,089,700	19,247,700	4,020,900	50,279,600	9,677,300
Uniform School Fund	0	0	0	0	0	0	0	0	0	0
Dedicated Credits	582,392,300	208,355,700	105,833,800	61,387,500	33,558,400	8,289,500	14,768,500	94,238,000	55,960,900	0
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,284,500	4,284,500	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,591,800	1,142,400	449,400	0	0	0	0	0	0	0

## 2012-13 Ongoing Increases

HB 9 (Compensation)	8,748,200	3,202,300	1,821,300	863,800	448,000	171,300	262,000	1,119,100	834,600	25,800
Tax Fund Expenditures	6,667,200	2,409,900	1,439,900	648,500	336,200	130,700	196,600	839,700	639,900	25,800
Salary & Salary Related Benefits	8,748,200	3,202,300	1,821,300	863,800	448,000	171,300	262,000	1,119,100	834,600	25,800
Financing										
General Fund	24,800	2,000	0	0	0	0	0	0	0	22,800
Education Fund	6,642,400	2,407,900	1,439,900	648,500	336,200	130,700	196,600	839,700	639,900	3,000
Dedicated Credits	2,079,700	791,100	381,400	215,300	111,800	40,600	65,400	279,400	194,700	0
Trust Funds/Other	1,300	1,300	0	0	0	0	0	0	0	0
Facilities Support										
Tax Fund Expenditures	1,658,600	205,200	753,100	719,300	(7,600)	900	700	(5,000)	(7,000)	(1,000)
HB 2 O&M Projects/Transfers	1,660,700	138,700	797,000	725,000	0	0	0	0	0	0
HB 2 ISF Rates: Risk	59,500	107,000	(17,900)	(7,900)	(3,300)	(1,800)	(1,900)	(7,300)	(6,300)	(1,100)
HB 2 ISF Rates: Fleet	(68,100)	(19,100)	(42,400)	(100)	(7,700)	3,000	2,800	(1,000)	(3,700)	100
Financing										
General Fund	1,454,800	0	753,100	719,300	(7,600)	900	700	(5,000)	(5,600)	(1,000)
Education Fund	203,800	205,200	0	0	0	0	0	0	(1,400)	0
Dedicated Credits	(6,500)	21,400	(16,400)	(2,300)	(3,400)	300	200	(3,300)	(3,000)	0
Other Ongoing Increases Expenditures	14,075,100	662,300	2,770,400	1,195,900	458,400	146,000	756,400	2,178,600	2,278,800	3,628,300
Ongoing Increases										
HB 2 (2011 HB 427 Compensation Realloc.)	0	(401,900)	52,000	47,900	36,100	(11,300)	2,000	187,200	88,000	0
HB 2 (Institutional Requested Reallocation)	0	0	0	0	0	0	0	0	0	0
HB 2 (MBF Equity)	4,000,000	344,400	413,300	404,600	209,900	3,900	296,000	1,215,700	1,112,200	0
HB 2 (MBF Priorities)	4,000,000	1,202,200	843,700	412,400	188,300	109,300	156,000	470,900	472,700	144,500
HB 2 (Regional Campus Funding)	1,000,000	0	1,000,000	0	0	0	0	0	0	0
HB 2 (CTE Waiting List)	119,000	0	0	0	0	0	0	0	119,000	0
HB 2 (Regents' Scholarship)	1,000,000	0	0	0	0	0	0	0	0	1,000,000
HB 2 (Prison Recidivism Correction)	20,000	0	0	0	0	0	0	0	0	20,000
HB 2 (Engineering Initiative)	2,500,000	0	0	0	0	0	0	0	0	2,500,000
HB 3 (DSC - Registration Assistance)	250,000	0	0	0	0	0	250,000	0	0	0
HB 3 (USU - Sound Beginnings)	35,000	0	35,000	0	0	0	0	0	0	0
HB 3 (UU - Commission on Aging)	100,000	100,000	0	0	0	0	0	0	0	0
HB 285 (Repeal of UTAP)	(36,200)	0	0	0	0	0	0	0	0	(36,200)
SB 62 (UU - Health Sciences)	515,500	515,500	0	0	0	0	0	0	0	0
HB 124 (In State Tuition for Veterans)	(1,670,000)	(1,120,000)	(50,000)	0	(20,000)	0	(80,000)	(280,000)	(120,000)	0



SB 284 (Concurrent Enrollment Amendments)	2,206,800	22,100	441,400	331,000	44,100	44,100	132,400	584,800	606,900	0
HB 2 (USU - ASSET)	35,000	0	35,000	0	0	0	0	0	0	0
Financing										
General Fund	(50,615,800)	(62,386,500)	2,389,300	865,800	435,100	101,800	703,900	1,874,600	1,791,900	3,606,300
Education Fund	63,638,600	63,631,200	(10,300)	(900)	(800)	100	100	(800)	0	20,000
Dedicated Credits	536,800	(1,097,900)	391,400	331,000	24,100	44,100	52,400	304,800	486,900	0
Cigarette Tax	515,500	515,500	0	0	0	0	0	0	0	0

### 2012-13 Ongoing Appropriated Adjustments, Reductions, and Increases

Total Expenditures	24,475,400	4,091,200	5,328,400	2,776,700	895,400	318,500	1,019,300	3,289,400	3,103,400	3,653,100
Tax Fund Expenditures	21,348,600	3,859,800	4,572,000	2,232,700	762,900	233,500	901,300	2,708,500	2,424,800	3,653,100
General Fund	(49,136,200)	(62,384,500)	3,142,400	1,585,100	427,500	102,700	704,600	1,869,600	1,786,300	3,630,100
Education Fund	70,484,800	66,244,300	1,429,600	647,600	335,400	130,800	196,700	838,900	638,500	23,000
Uniform School Fund	0	0	0	0	0	0	0	0	0	0
Dedicated Credits	2,610,000	(285,400)	756,400	544,000	132,500	85,000	118,000	580,900	678,600	0
Mineral Lease	0	0	0	0	0	0	0	0	0	0
Federal Funds	0	0	0	0	0	0	0	0	0	0
Cigarette Tax	515,500	515,500	0	0	0	0	0	0	0	0
Tobacco Settlement	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	1,300	1,300	0	0	0	0	0	0	0	0

### 2012-13 Ongoing Appropriated Budget

Total Expenditures	1,283,985,200	450,142,000	273,617,500	125,606,900	63,880,500	27,415,500	36,686,800	157,059,600	121,726,800	27,849,600
Tax Fund Expenditures	682,638,600	232,128,000	160,929,800	63,675,400	30,189,600	19,041,000	21,800,300	62,240,700	65,087,300	27,546,500
General Fund	407,033,600	131,535,200	106,967,600	62,504,600	11,453,500	2,820,500	2,355,900	57,380,900	14,169,200	17,846,200
Education Fund	275,605,000	100,592,800	53,962,200	1,170,800	18,736,100	16,220,500	19,444,400	4,859,800	50,918,100	9,700,300
Uniform School Fund	0	0	0	0	0	0	0	0	0	0
Dedicated Credits	585,002,300	208,070,300	106,590,200	61,931,500	33,690,900	8,374,500	14,886,500	94,818,900	56,639,500	0
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,593,100	1,143,700	449,400	0	0	0	0	0	0	0
Ongoing Tax Funds % Change from Adj. Beg. Base	3.2%	1.7%	2.9%	3.6%	2.6%	1.2%	4.3%	4.5%	3.9%	15.3%

One-time Increases Total Expenditures	1,182,300	(432,100)	(722,000)	(725,000)	0	0	200,000	0	(438,600)	3,300,000
Tax Fund Expenditures	1,182,300	(432,100)	(722,000)	(725,000)	0	0	200,000	0	(438,600)	3,300,000
HB 2 (O&M One-Time Cut)	(2,083,100)	(432,100)	(797,000)	(725,000)	0	0	0	0	(129,000)	0
HB 2 (O&M One-Time Cut)	(334,600)	0	0	0	0	0	0	0	(334,600)	0
HB 2 (DSC Crime Lab)	200,000	0	0	0	0	0	200,000	0	0	0
HB 2 (Success Stipend)	750,000	0	0	0	0	0	0	0	0	750,000
HB 2 (HETI)	950,000	0	0	0	0	0	0	0	0	950,000
HB 2 (Education Excellence - TICE)	1,000,000	0	0	0	0	0	0	0	0	1,000,000
SB 286 (Education Excellence) College Ready	500,000	0	0	0	0	0	0	0	0	500,000
HB 3 (Women's College Task Force)	100,000	0	0	0	0	0	0	0	0	100,000
HB 3 (USU-CEU Drafting for Arts & Builds.)	75,000	0	75,000	0	0	0	0	0	0	0
HB 514 (Pub & Higher Ed Technology)	25,000	0	0	0	0	0	0	0	25,000	0

General Fund	(15,567,700)	(15,932,100)	(722,000)	(725,000)	0	0	200,000	0	(438,600)	2,050,000
Education Fund	16,750,000	15,500,000	0	0	0	0	0	0	0	1,250,000

Total Expenditures	1,285,167,500	449,709,900	272,895,500	124,861,900	63,680,500	27,415,500	36,686,800	157,059,600	121,268,200	31,149,600
Tax Fund Expenditures										
General Fund	663,820,900	231,695,900	160,207,800	62,950,400	30,189,600	19,041,000	22,000,300	62,240,700	64,648,700	30,846,500
Education Fund	391,465,900	115,603,100	106,245,600	61,779,600	11,453,500	2,820,500	2,555,900	57,380,900	13,730,600	19,896,200
Uniform School Fund	292,355,000	116,092,800	53,962,200	1,170,800	18,736,100	16,220,500	19,444,400	4,859,800	50,918,100	10,950,300
Dedicated Credits	0	0	0	0	0	0	0	0	0	0
Mineral Lease	586,002,300	208,070,300	106,590,200	61,931,500	33,690,900	8,374,500	14,886,500	94,818,900	56,639,500	0
Federal Funds	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Cigarette Tax	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Tobacco Settlement	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Trust Funds/Other	4,000,000	4,000,000	0	0	0	0	0	0	0	0
	1,593,100	1,143,700	449,400	0	0	0	0	0	0	0



March 21, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Tuition Increases for 2012-2013 (1<sup>st</sup>- and 2<sup>nd</sup>- tier)

Issue

The Board of Regents holds statutory responsibility for setting tuition rates for Utah's public colleges and universities. Regents are asked to review and finalize first- and second-tier tuition increases for the upcoming year, 2012-2013, for all institutions.

Background

Regents are asked to consider a number of factors when setting tuition, such as state funding levels and institutional need, inflationary increases in the Consumer Price Index and Higher Education Price Index, regional tuition rate increases, and comparisons of tuition and fee levels at western higher education institutions. Over the past three years, the state budget cuts to higher education coupled with large enrollment increases have had a significant impact on institutional budgets. The first three attachments, as described below, summarize the most recent information available regarding the measurements mentioned above.

**First-tier Increases** - By Regent policy, first-tier tuition rate increases shall be uniform for all institutions, shall be implemented at the same time, shall be based on evaluations of current data on inflation and national and regional tuition increases and justified by specific increasing needs in the Utah System of Higher Education (R510-3.1).

For the upcoming year, the Utah System of Higher Education is recommending a first-tier tuition increase of 4.5%. The revenue generated from first-tier tuition will be used to fund the tuition portion of the equivalent of a 1% salary & salary related benefits increase (as funded by the legislature), merit & retention increases, health insurance premium increases, Utah Retirement System premium increases, operational expense cost increases related to inflation and the continued capacity related operational pressures of budget cuts and enrollment increases.

**Second-tier Increases** - Each institutional president, with the approval of the institutional Board of Trustees, may recommend a second-tier of tuition rate increases to meet specific institutional needs. Second-tier tuition rate increases may apply to all programs equally or they may be different for specific programs (R510-3.2). As part of second-tier increase requests, institutions are required to hold a "Truth in Tuition" hearing to provide an explanation of the reasons for the proposed tuition increase, an explanation of how the revenue generated by the increase will be used and an opportunity for public comment from students. Typically, rates of second-tier increases will vary from campus to campus. Attachment 4 is a comprehensive summary regarding the proposed second tier increase for each of the institutions and describes how the estimated revenues generated by the second-tier increase will be used.

**Differential Tuitions** - The University of Utah is requesting an increase in differential tuitions for the graduate programs in social work.

Utah State University is requesting that the State Board of Regents approve the estimated tuition rates shown in attachment 6 for the new Doctor of Veterinary Medicine Program and to give USU's President the authority to adjust the rates to mirror those of Washington State University (WSU) once WSU's rates are finalized later this spring.

**Alternative Tuition Schedules** - Regent Policy R510-4.1 allows institutions the flexibility to request Regent approval, on a case by case basis, of alternative tuition schedules for on-line courses.

Southern Utah University is requesting that the State Board of Regents approve the alternative tuition schedule as presented in attachment 7.

**Summary Attachments** - The Commissioner's staff has prepared four attachments providing benchmark and comparative data regarding tuition rates. Additionally, two attachments have been provided regarding differential tuitions at the University of Utah and Utah State University. Attachment 7 has been prepared to present an alternative on-line course tuition schedule at Southern Utah University.

- Attachment 1: benchmark inflation and regional tuition increase information
- Attachment 2: tabular tuition comparisons with WICHE and Rocky Mountain States.
- Attachment 3: charted tuition comparison with WICHE and Rocky Mountain States.
- Attachment 4: summary of second-tier increases and proposed use of revenue.
- Attachment 5: University of Utah information regarding a request for additional differential tuitions for the graduate programs in social work.
- Attachment 6: Utah State University information regarding tuition rates for the Doctor of Veterinary Medicine Program.
- Attachment 7: Southern Utah University information regarding alternative tuition rates for on-line courses.



### Commissioner's Recommendation

The Commissioner recommends that the Regents approve tuition rates for 2012-13 by:

- Finalizing the first-tier tuition increase at 4.5 percent for all USHE institutions
- Approving the second-tier tuition increase proposals for each institution as described in Attachment 4
- Approving the additional differential tuitions for graduate programs in social work at the University of Utah
- Approving the estimated tuition rates and giving USU's President the authority to adjust the rates to mirror those at WSU for the Doctor of Veterinary Medicine program at Utah State University
- Approving the tuition rates for on-line courses at Southern Utah University

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/PCM  
Attachment



USHE 2012-13 Tuition Increase

# Benchmark Inflation and Tuition Increase Information

Table 1. General Inflation Indicator

## Consumer Price Index, July 2002 to December 2011

	7/02 to 6/03	7/03 to 6/04	7/04 to 6/05	7/05 to 6/06	7/06 to 6/07	7/07 to 6/08	7/08 to 6/09	7/09 to 6/10	7/10 to 6/11	1/11 to 12/11
	180.1	183.9	189.4	195.4	203.5	208.3	220.0	215.4	218.0	220.2
	183.7	189.7	194.5	202.9	208.4	218.8	215.7	218.0	225.7	225.7
Academic Year Increase	2.0%	3.2%	2.7%	3.8%	2.4%	5.0%	-1.9%	1.2%	3.5%	
Most Recent 12-months (January to December)										2.5%

Source: Bureau of Labor Statistics. Consumer Price Index--Urban (Not Seasonally Adjusted) June to July, March 2012 (www.bls.gov).

Table 2. Higher Education Inflation Indicator

## Higher Education Price Index, July 2002 to June 2011

	7/02 to 6/03	7/03 to 6/04	7/04 to 6/05	7/05 to 6/06	7/06 to 6/07	7/07 to 6/08	7/08 to 6/09	7/09 to 6/10	7/10 to 6/11
	212.7	223.5	231.7	240.8	253.1	260.3	273.2	279.3	281.8
	223.5	231.7	240.8	253.1	260.3	273.2	279.3	281.8	288.4
Academic Year Increase	5.1%	3.7%	3.9%	5.1%	2.8%	5.0%	2.2%	0.9%	2.3%

Source: HEPI, Research Associates of Washington and Common Fund Institute. Higher Education Price Index, 2011 Update.

Table 3. Tuition Increase Rate Impact

## Impact of 1% Tuition Increase on Full-time Tuition Rates <sup>(1)</sup>

	UU	USU	WSU	SUU	Snow	Dixie	UVU	SLCC	USHE <sup>(2)</sup>
<b>Resident Undergraduate</b>									
2011-12 Full-time Rate		\$5,850	\$4,737	\$3,773	\$4,658	\$2,520	\$3,288	\$3,944	\$2,640
1% Increase		\$59	\$47	\$38	\$47		\$33	\$39	\$26
<b>Resident Graduate <sup>(3), (4)</sup></b>									
2011-12 Full-time Rate		\$5,112	\$4,437	\$3,810	\$4,738		\$4,420		\$4,503
1% Increase		\$51	\$44	\$38	\$47		\$44		\$45
<b>Nonresident Undergraduate</b>									
2011-12 Full-time Rate		\$20,476	\$15,253	\$11,484	\$15,370	\$9,196	\$12,960	\$12,300	\$9,192
1% Increase		\$205	\$153	\$115	\$154	\$92	\$130	\$123	\$92
<b>Nonresident Graduate <sup>(3), (4)</sup></b>									
2011-12 Full-time Rate		\$18,043	\$15,529	\$11,597	\$15,632		\$13,600		\$14,880
1% Increase		\$180	\$155	\$116	\$156		\$136		\$149

(1) Annual tuition amounts: 15 credit hours for two semesters for undergraduate, and 10 credit hours for two semesters for graduate.

(2) Simple Average.

(3) General graduate tuition rates only, differential graduate tuition rates not included. (Weber, SUU & UVU Masters of Education Program)

(4) Graduate tuitions may be less than undergraduate because a full-time load for a graduate student (10 credits) is less than an undergraduate (15 credits).

Table 4. Regional Tuition Indicator

## WICHE Region Tuition & Fee Increases at Public Institutions, 2002-03 to 2011-12

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Public Four-year Institutions</b>										
Resident Undergrad.	6.3%	14.9%	10.0%	8.6%	6.6%	8.4%	6.4%	12.5%	7.7%	13.7%
Resident Graduate	6.5%	15.3%	12.3%	9.7%	7.1%	6.0%	8.6%	10.8%	4.7%	12.7%
Nonresident Undergrad.	9.1%	8.4%	10.6%	5.0%	5.8%	3.2%	5.2%	6.7%	5.3%	7.5%
Nonresident Graduate	8.2%	8.6%	11.3%	4.7%	3.2%	4.4%	5.7%	4.7%	3.2%	7.3%
<b>Public Two-year Institutions</b>										
Resident	8.9%	9.6%	9.0%	8.5%	5.8%	4.1%	3.9%	6.4%	7.1%	14.7%
Nonresident	4.8%	7.8%	3.1%	9.0%	2.5%	0.9%	6.8%	2.1%	2.5%	2.8%

2002-03 through 2011-12 Sources: WICHE. Tuition and Fees in Public Higher Education in the West 2011-2012.

## USHE 2012-13 Tuition Increase

## Benchmark Inflation and Tuition Increase Information

Table 5. Tuition Increase History

## USHE Undergraduate Resident and Nonresident Tuition Increases, 2002-03 to 2011-12

	2002-03 <sup>(3)</sup>	2003-04 <sup>(3)</sup>	2004-05 <sup>(3)</sup>	2005-06 <sup>(3)</sup>	2006-07 <sup>(3)</sup>	2007-08 <sup>(3)</sup>	2008-09 <sup>(3)</sup>	2009-10 <sup>(3)</sup>	2010-11 <sup>(3)</sup>	2011-12 <sup>(3)</sup>
<b>Resident Increases</b>										
UU	9.6%	11.5%	10.0%	7.9%	9.5%	7.5%	6.0%	9.5%	9.5%	7.8%
USU	9.5%	9.5%	7.0%	9.8%	8.0%	7.0%	6.0%	5.5%	7.5%	9.0%
WSU	9.0%	9.5%	10.1%	9.8%	8.5%	7.0%	5.5%	6.5%	6.0%	6.0%
SUU	9.0%	23.5%	11.0%	9.5%	8.0%	7.0%	7.0%	6.5%	12.5%	11.0%
Snow	9.5%	9.4%	9.1%	9.5%	9.0%	5.5%	4.5%	9.5%	9.5%	7.0%
Dixie	5.0%	7.3%	7.6%	5.1%	31.1%	9.0%	6.5%	8.1%	11.4%	11.8%
UVU	19.5%	12.5%	14.5%	8.8%	9.0%	6.7%	6.3%	8.7%	6.0%	7.4%
SLCC	9.0%	8.5%	8.0%	7.4%	4.0%	6.0%	5.4%	4.0%	6.0%	5.0%
USHE Average <sup>(1)</sup>	9.8%	11.1%	9.4%	8.3%	10.6%	6.6%	5.7%	7.5%	8.7%	8.1%
USHE First-tier only <sup>(2)</sup>	4.0%	4.5%	3.0%	3.5%	4.0%	4.0%	3.5%	1.0%	1.5%	5.0%
<b>Nonresident Increases</b>										
UU	9.6%	11.5%	10.0%	7.9%	9.5%	7.5%	6.0%	9.5%	9.5%	7.8%
USU	9.0%	9.5%	7.0%	9.7%	8.0%	7.0%	6.0%	5.5%	7.5%	9.0%
WSU	7.0%	9.5%	10.0%	9.8%	8.5%	7.0%	0.0%	3.5%	3.0%	3.0%
SUU	5.5%	11.8%	11.0%	9.5%	8.0%	7.0%	7.0%	6.5%	12.5%	11.0%
Snow	5.5%	4.5%	3.0%	9.5%	4.0%	5.5%	4.5%	0.0%	9.5%	7.0%
Dixie	5.5%	7.5%	7.8%	5.1%	23.6%	4.0%	6.5%	8.1%	11.4%	11.8%
UVU	12.5%	12.5%	14.5%	8.8%	9.0%	6.7%	4.3%	3.2%	2.9%	5.8%
SLCC	5.5%	8.5%	8.0%	7.4%	4.0%	6.0%	5.4%	4.0%	6.0%	5.0%
USHE Average <sup>(1)</sup>	7.3%	9.3%	8.7%	8.3%	9.2%	6.1%	-1.1%	5.5%	8.0%	7.6%
USHE First-tier only <sup>(2)</sup>	4.0%	4.5%	3.0%	3.5%	4.0%	4.0%	3.5%	1.0%	1.5%	5.0%

(1) Simple Average.

(2) The systemwide first-tier increase is shown for 2002-03 through 2011-12. This amount applied to all institutions. Institutional amounts include both first and second-tier increases. First-tier increases included an 0.5% set aside for need-based student financial aid in 2002-03 and 2003-04.

(3) Percentages represent increases that apply to greatest number of students at the institution, and do not include differential increases for some students or programs.



## USHE 2012-13 Tuition Increase

March 2012

WICHE and Rocky Mountain State Public Tuition and Fees Comparisons for 2011-12 <sup>(5)</sup>

Table 8. Resident Undergraduate Tuition and Fees Comparisons

		WICHE State Comparisons <sup>(1)</sup>								Rocky Mountain State Comparisons <sup>(2)</sup>							
		Rank <sup>(3)</sup> in Comparison Group	USHE Institution Tuitt/Fees	Comparison Group Max. Tuitt/Fees	Comparison Group Min. Tuitt/Fees	Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank <sup>(3)</sup> in Comparison Group	USHE Institution Tuitt/Fees	Comparison Group Max. Tuitt/Fees	Comparison Group Min. Tuitt/Fees	Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees	Utah Institution % of Max.	Utah Institution % of Avg.		
USHE Institution	Comparison Group																
UofU	Doc. - Very High Research	19 of 21	6,763	13,860	5,809	10,498	49%	64%	6 of 8	6,763	10,035	5,809	7,965	67%	85%		
USU	Doc. - High Research	14 of 15	5,563	14,454	4,125	6,996	38%	80%	8 of 9	5,563	14,454	4,125	6,983	38%	80%		
WSU	Masters Medium Programs	9 of 10	4,547	9,716	4,030	6,188	47%	73%	5 of 6	4,547	9,716	4,030	5,765	47%	79%		
SUU	Masters Smaller Programs	4 of 5	5,198	7,466	4,147	5,591	70%	93%	1 of 2	5,198	5,198	4,147	4,673	100%	111%		
Snow	Two-Year	93 of 255	2,910	5,990	812	2,234	49%	130%	25 of 76	2,910	3,819	812	2,428	76%	120%		
DSC	All Bacc.	22 of 22	3,888	7,889	3,888	5,786	49%	67%	11 of 11	3,888	6,548	3,888	5,184	59%	75%		
UVU*	Masters Medium Programs	8 of 10	4,584	9,716	4,030	6,188	47%	74%	4 of 6	4,584	9,716	4,030	5,765	47%	80%		
SLCC	Two-Year	84 of 255	3,052	5,980	812	2,234	51%	137%	23 of 76	3,052	3,819	812	2,428	80%	126%		

Table 9. Resident (General) Graduate Tuition and Fees Comparisons

		WICHE State Comparisons <sup>(1)</sup>										Rocky Mountain State Comparisons <sup>(2)</sup>									
		Rank <sup>(3)</sup> in Comparison Group	USHE Institution Tuitt/Fees	Comparison Group Max. Tuitt/Fees	Comparison Group Min. Tuitt/Fees	Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank <sup>(3)</sup> in Comparison Group	USHE Institution Tuitt/Fees	Comparison Group Max. Tuitt/Fees	Comparison Group Min. Tuitt/Fees	Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees	Utah Institution % of Max.	Utah Institution % of Avg.						
USHE Institution	Comparison Group																				
UofU	Doc. - Very High Research	20 of 21	6,768	13,279	6,381	11,133	51%	61%	6 of 8	6,768	10,867	6,381	8,712	62%	78%						
USU	Doc. - High Research	14 of 15	6,007	14,454	5,853	8,071	42%	74%	8 of 9	6,007	14,454	5,853	7,490	42%	80%						
WSU	Masters Medium Programs	9 of 10	4,924	10,803	4,270	7,314	46%	67%	5 of 6	4,924	10,217	4,270	6,382	48%	77%						
SUU	Masters Smaller Programs	4 of 5	6,130	9,652	4,566	7,143	64%	86%	1 of 2	6,130	6,130	4,566	5,348	100%	115%						
UVU*	Masters Medium Programs	7 of 10	5,948	10,803	4,270	7,314	55%	81%	3 of 6	5,948	10,217	4,270	6,382	58%	93%						

Source: WICHE. Tuition and Fees in Public Higher Education in the West 2010-11

## Notes:

(1) WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, and South Dakota.

(2) Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, and Montana.

(3) USHE Institutions are ranked within the comparison group, with a ranking of "1" being the highest tuition and fee level.

(4) Simple average.

(5) Annual tuition and fee amounts for 15 credit hours for two semesters for undergraduate, and 12 credit hours for two semesters for graduate.

(\*) For purposes of this agenda item, USHE has placed UVU in the Masters Medium Programs Classification.



WICHE and Rocky Mountain State Public Tuition and Fees Comparisons for 2011-12 <sup>(5)</sup>

Attachment 2

Table 10. Nonresident Undergraduate Tuition and Fees Comparisons

		WICHE State Comparisons <sup>(1)</sup>						Rocky Mountain State Comparisons <sup>(2)</sup>							
		Rank <sup>(3)</sup> in Comparison Group	USHE Institution Tuitt/Fees	Comparison Group Max. Tuitt/Fees	Comparison Group Min. Tuitt/Fees	Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank <sup>(3)</sup> in Comparison Group	USHE Institution Tuitt/Fees	Comparison Group Max. Tuitt/Fees	Comparison Group Min. Tuitt/Fees	Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees	Utah Institution % of Max.	Utah Institution % of Avg.
USHE Institution	Comparison Group														
UofU	Doc. - Very High Research	18 of 21	21,388	38,001	19,152	29,290	56%	73%	5 of 8	21,388	30,330	19,152	23,060	71%	93%
USU	Doc. - High Research	13 of 15	16,079	29,139	8,602	18,737	55%	86%	8 of 9	16,079	29,139	12,855	19,518	55%	82%
WSU	Masters Medium Programs	9 of 10	12,258	22,315	7,046	15,658	55%	78%	6 of 6	12,258	22,315	12,258	15,970	55%	77%
SUU	Masters Smaller Programs	3 of 5	15,910	18,646	5,763	13,399	85%	119%	1 of 2	15,910	15,910	9,658	12,784	100%	124%
Snow	Two-Year	23 of 254	9,586	13,672	1,524	7,314	70%	131%	15 of 76	9,586	13,672	1,524	7,766	70%	123%
DSC	All Bacc.	18 of 22	13,560	22,212	8,271	15,025	61%	90%	11 of 11	13,560	17,626	6,545	14,503	77%	93%
UVU*	Masters Medium Programs	8 of 10	12,940	22,315	7,046	15,658	58%	83%	5 of 6	12,940	22,315	12,258	15,970	58%	81%
SLCC	Two-Year	22 of 254	9,604	13,762	1,524	7,314	70%	131%	13 of 76	9,604	13,672	1,524	7,766	70%	124%

Table 11. Nonresident (General) Graduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	Rank <sup>(3)</sup> in Comparison Group	WICHE State Comparisons <sup>(1)</sup>						Rocky Mountain State Comparisons <sup>(2)</sup>						
			USHE Institution Tuiff Fees	Comparison Group Max. Tuiff Fees	Comparison Group Min. Tuiff Fees	Comparison Group Avg. <sup>(4)</sup> Tuiff Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank <sup>(3)</sup> in Comparison Group	USHE Institution Tuiff Fees	Comparison Group Max. Tuiff Fees	Comparison Group Min. Tuiff Fees	Comparison Group Avg. <sup>(4)</sup> Tuiff Fees	Utah Institution % of Max.	Utah Institution % of Avg.
UofU	Doc. - Very High Research	17 of 21	21,647	28,381	19,012	25,268	76%	86%	5 of 8	21,647	26,743	20,168	22,773	81%	95%
USU	Doc. - High Research	8 of 15	19,020	29,139	11,567	19,178	65%	99%	6 of 9	19,020	29,139	14,829	20,335	65%	94%
WSU	Masters Medium Programs	9 of 10	13,407	24,341	10,803	16,682	55%	80%	6 of 6	13,407	24,341	13,407	17,532	55%	76%
SUU	Masters Smaller Programs	2 of 5	18,984	20,605	7,243	15,182	92%	125%	1 of 2	18,984	18,984	10,114	14,549	100%	130%
UVU*	Masters Medium Programs	4 of 10	16,964	24,341	10,803	16,682	70%	102%	3 of 6	16,964	24,341	13,407	17,532	70%	97%

Source: WICHE. Tuition and Fees in Public Higher Education in the West 2010-11

## Notes:

(1) WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, and South Dakota.

(2) Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, and Montana.

(3) USHE institutions are ranked within the comparison group, with a ranking of "1" being the highest tuition and fee level.

(4) Simple average.

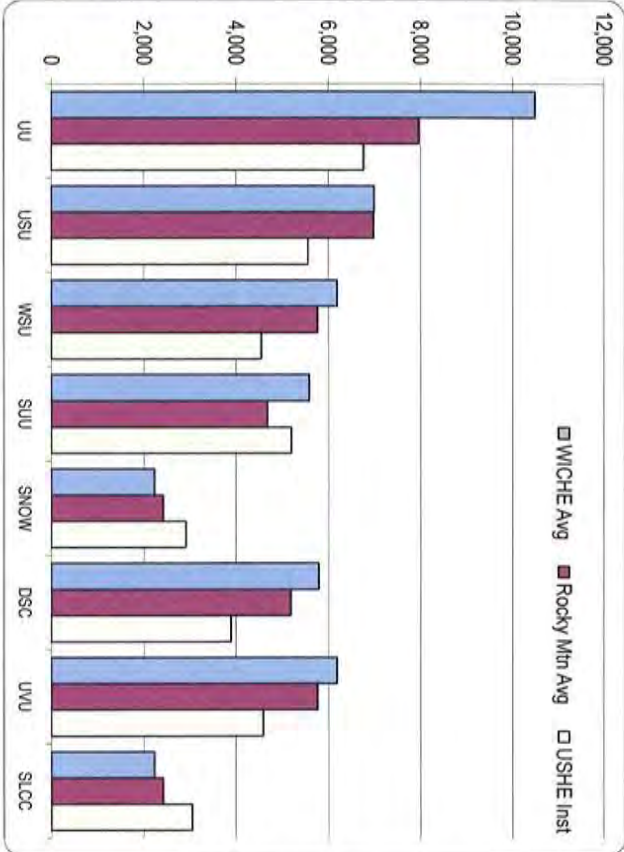
(5) Annual tuition and fee amounts for 15 credit hours for two semesters for undergraduate, and 12 credit hours for two semesters for graduate.

(7) For purposes of this agenda item, USHE has placed UVU in the Masters Medium Programs Classification.

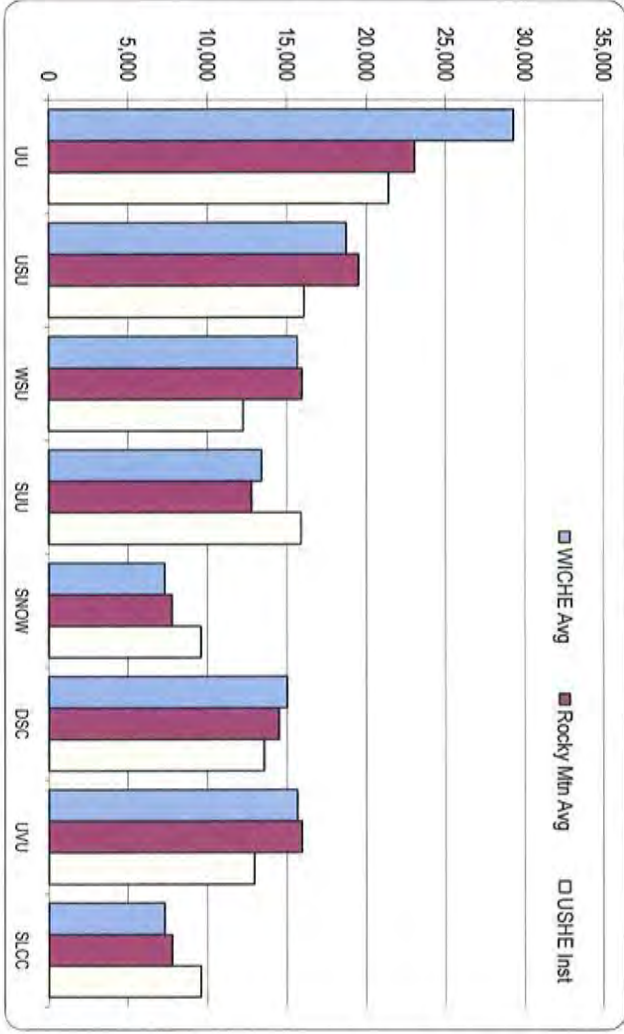
**USHE 2012-13 Tuition Increase (WICHE & Rocky Mountain State Tuition and Fees Comparisons)**

Annual tuition and fee amounts for 15 credit hours for two semesters for undergraduate, and 12 credit hours for two semesters for graduate.

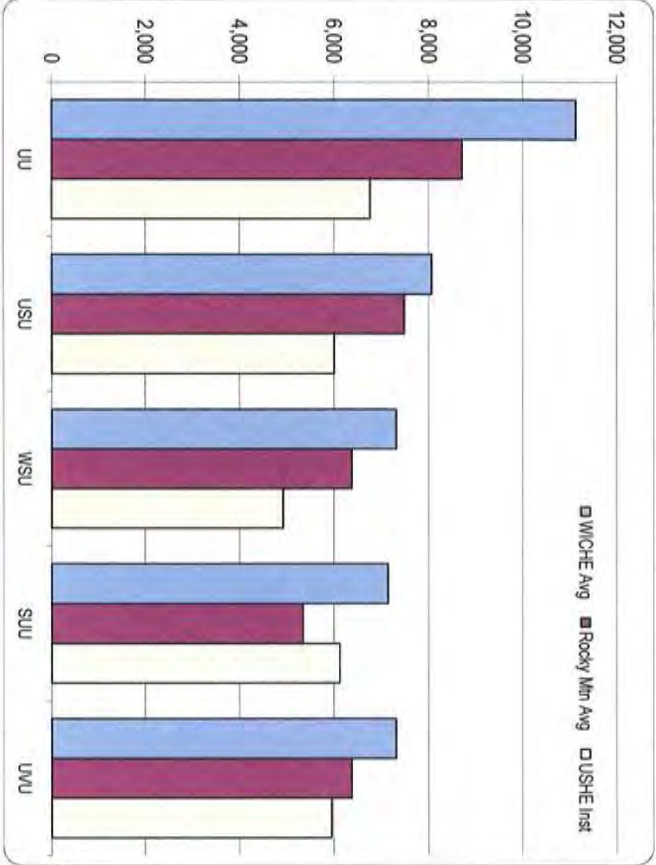
**Figure 1. Resident Undergraduate Regional Tuition & Fee Comparisons, 2011-12**



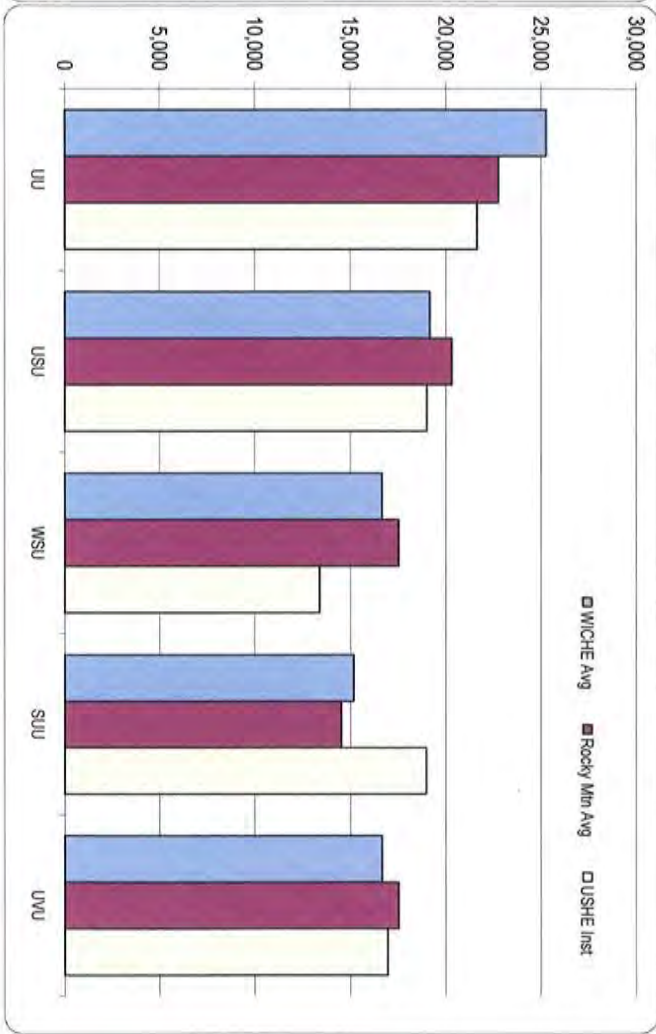
**Figure 3. Nonresident Undergraduate Regional Tuition & Fee Comparisons, 2011-12**



**Figure 2. Resident Graduate Regional Tuition & Fee Comparisons, 2011-12**



**Figure 4. Nonresident Graduate Regional Tuition & Fee Comparisons, 2011-12**





Utah System of Higher Education  
2012-13 Second-Tier Tuition Proposals

Attachment A

School (a)	Type of Student <sup>(b)</sup>	2011-12 Annual Tuition <sup>(c)</sup>	2nd-Tier Increase		Total Increase		2012-13 (est.) Annual Tuition	School (a)	\$	Use of Revenue
			\$ per year	%	\$ per year	%				
			(d)	(e)	(f)	(g)				
U of U	1. Resident - UG (Lower Division)	\$5,550	\$88	1.5%	-\$351	-6.0%	\$5,201	1.	\$2,000,000	Augment Student Support Services
	2. Non-Resident - UG (Lower Division)	\$20,475	\$307	1.5%	\$1,229	6.0%	\$21,705	2.	\$400,000	Student Aid
	3. Resident Graduate (Base Rate)	\$5,112	\$77	1.5%	\$307	6.0%	\$5,419	3.	\$465,000	Academic Support (IT network, Outreach)
	4. Non-Resident Graduate (Base Rate)	\$18,042	\$271	1.5%	\$1,053	6.0%	\$19,125	4.	\$224,452	Medical School Student Support
	5. Resident - UG (Upper Division)	\$5,918	\$89	1.5%	-\$355	-6.0%	\$5,273		\$3,090,452	TOTAL
	6. Non-Resident - UG (Upper Division)	\$20,730	\$311	1.5%	\$1,244	6.0%	\$21,974			
USU	1. Resident - UG (Logan/RDCE)	\$4,737	\$71	1.5%	-\$294	-6.0%	\$5,021	1.	\$394,900	Promotion & Tenure
	2. Non-Resident - UG (Logan/RDCE)	\$15,552	\$229	1.5%	\$915	6.0%	\$16,167	2.	\$125,000	Library
	3. International - UG (Logan/RDCE)	\$16,137	\$242	1.5%	\$988	6.0%	\$17,105	3.	\$665,600	Unfunded O&M and Health Benefit Increases
	4. All Graduate Resident Students (Logan/RDCE)	\$4,435	\$67	1.5%	-\$267	-6.0%	\$4,703	4.	\$50,000	USU Eastern Enrollment Services Initiative
	5. All Graduate Nonresident Students (Logan/RDCE)	\$15,529	\$233	1.5%	\$932	6.0%	\$16,461		\$1,435,500	TOTAL
	6. Resident - UG (Eastern Campuses)	\$2,472	\$37	1.5%	\$149	6.0%	\$2,620			
	7. Non-Resident UG (Eastern Campuses)	\$4,344	\$74	1.5%	-\$297	-6.0%	\$5,241			
WSU	1. Resident - UG	\$3,773	\$19	0.5%	-\$198	-5.0%	\$3,961	1.	\$307,000	Computing Enhancements
	2. Non-Resident - UG	\$11,464	\$57	0.5%	-\$74	-0.5%	\$12,058			
	3. Resident Graduate (MED)	\$3,610	\$19	0.5%	\$150	5.0%	\$4,000			
	4. Non-Resident Graduate (MED)	\$11,597	\$58	0.5%	\$330	5.0%	\$12,177			
	5. Resident Graduate (MCJ)	\$4,526	\$25	0.5%	-\$246	-5.0%	\$5,172			
	6. Non-Resident Graduate (MCJ)	\$12,713	\$64	0.5%	\$535	5.0%	\$13,348			
	7. Resident Graduate (MPA, MBA, MPA, MTAX)	\$7,450	\$37	0.5%	\$372	5.0%	\$7,822			
	8. Non-Resident Graduate (MPA, MBA, MPA, MTAX)	\$15,237	\$76	0.5%	\$762	5.0%	\$15,999			
	9. Res Grad (MEN, MSN, MAT, ETM, MRS, MCOM)	\$5,882	\$29	0.5%	-\$294	-5.0%	\$6,176			
	10. Non-Res Grad (MEN, MSN, MAT, ETM, MRS, MCOM)	\$13,669	\$68	0.5%	-\$933	-5.0%	\$14,352			
SOU	1. Resident - UG	\$4,659	\$93	2.0%	-\$303	-6.5%	\$4,951	1.	\$469,000	Academic Quality Initiatives (Experiential Education, Instructional Technology, Conventions)
	2. Non-Resident - UG	\$15,370	\$307	2.0%	-\$999	-6.5%	\$16,369	2.	\$331,000	New Faculty Positions
	3. Resident Graduate (MED)	\$4,738	\$95	2.0%	-\$308	-6.5%	\$5,046	3.	\$130,000	School of Business Enhancements
	4. Non-Resident Graduate (MED)	\$15,632	\$313	2.0%	\$1,016	6.5%	\$16,648		\$930,000	TOTAL
	5. Resident Graduate (MAOC, MBA)	\$6,218	\$1,107	17.8%	\$1,367	22.3%	\$7,605			
	6. Non-Resident Graduate (MAOC, MBA)	\$20,526	\$411	2.0%	\$1,334	6.5%	\$21,860			
	7. Resident Graduate (MPA, MPA)	\$9,218	\$124	2.0%	\$404	6.5%	\$9,622			
	8. Non-Resident Graduate (MPA, MPA)	\$20,526	\$404	2.0%	\$924	4.5%	\$21,450			
	9. Resident Graduate (MCOM, MNSCP)	\$5,390	\$109	2.0%	\$350	6.5%	\$5,740			
	10. Non-Resident Graduate (MCOM, MNSCP)	\$17,792	\$350	2.0%	\$801	4.5%	\$18,593			
Snow	1. Resident - UG	\$2,520	\$63	2.5%	\$175	7.0%	\$2,695	1.	\$206,585	Ministerial Brilliance in Core Curriculum Courses Resulting from Enrollment Growth
	2. Non-Resident - UG	\$9,195	\$230	2.5%	\$644	7.0%	\$9,940			
DSC	1. Resident - UG	\$3,268	\$33	1.0%	-\$181	-5.5%	\$3,459	1.	\$300,000	Faculty Growth to Meet Student Demand
	2. Non-Resident - UG	\$12,960	(\$2,443)	-18.9%	(\$1,860)	-14.4%	\$11,100			
UWU	1. Resident - UG	\$3,944	\$0	0.0%	\$178	4.5%	\$4,122	1.	\$0	No Second-Tier Tuition Increase
	2. Non-Resident - UG	\$12,303	\$0	0.0%	-\$554	-4.5%	\$12,854	2.	\$0	No Second-Tier Tuition Increase
	3. All Graduate Resident (MED)	\$4,420	\$0	0.0%	\$200	4.5%	\$4,620	3.	\$0	No Second-Tier Tuition Increase
	4. All Graduate Non-Resident (MED)	\$13,800	\$0	0.0%	-\$520	-4.5%	\$14,220	4.	\$0	No Second-Tier Tuition Increase
	5. All Graduate Resident (MSN)	\$7,080	\$0	0.0%	\$320	4.5%	\$7,400	5.	\$0	No Second-Tier Tuition Increase
	6. All Graduate Non-Resident (MSN)	\$17,780	\$0	0.0%	\$800	4.5%	\$18,580	6.	\$0	No Second-Tier Tuition Increase
	7. All Graduate Resident (MBA)	\$7,740	\$0	0.0%	\$340	4.5%	\$8,080	7.	\$0	No Second-Tier Tuition Increase
	8. All Graduate Non-Resident (MBA)	\$16,800	\$0	0.0%	\$760	4.5%	\$17,560	8.	\$0	No Second-Tier Tuition Increase
SLCC	1. Resident - UG	\$2,640	\$0	0.0%	\$119	4.5%	\$2,759	1.	\$0	No Second-Tier Tuition Increase
	2. Non-Resident - UG	\$9,192	\$0	0.0%	\$409	4.5%	\$9,601	2.	\$0	No Second-Tier Tuition Increase

Notes:

- (1) Amounts refer to undergraduate resident students unless otherwise specified.
- (2) Annual tuition amounts, 15 credit hours for two semesters for undergraduate, and 10 credit hours for two semesters for graduate.



March 20, 2012

David Jordan, Chair  
Utah State Board of Regents

Dear Regent Jordan:

The University of Utah requests approval to increase the differential tuition for the graduate degrees in Social Work. Ten years ago, the College of Social Work (CSW) requested and was granted permission to charge differential graduate tuition at the rate of \$40.00 per credit hour. Each year, as tuition increases, so does the CSW differential tuition rate. The funds generated through differential tuition have allowed the CSW to expand its programs and remain solvent. The University's Board of Trustees approved the proposal for transmittal to the Regents on March 13, 2012.

The detailed proposal for this program is attached. While the proposal is designed to provide the information needed by the Regents, I and others from the University will be present the Regents meeting on March 25, 2012 to answer questions.

Respectfully,

Cathy Anderson  
Associate Vice President for Budget and Planning  
University of Utah

**University of Utah**  
**Request to Increase Differential tuition for Social Work**

The University of Utah continues to examine tuition levels for its various programs. In prior years, differential tuition rates have been imposed in various subject matter areas. The University is requesting approval to increase the differential rate for one of those areas, the graduate programs in Social Work.

**Background Information**

Founded in 1937, the College of Social Work is one of three institutions in the state of Utah offering the Bachelor's of Social Work (BSW) degree, one of three institutions offering the Master's of Social Work (MSW) degree, and the only university in the state offering a Ph.D. degree in social work. The BSW program currently serves 182 students, and the MSW program 381 students through its regular two-year program, one-year advanced standing program, and two part-time programs (evening and distance education). There are 54 students in the Ph.D. program, with 8 of those students participating in the third cohort of the College's Technology Enhanced Doctoral (TED) Program.

Ten years ago, the College of Social Work (CSW) requested, and was granted, permission to charge differential graduate tuition, at the rate of \$40.00 per credit hour. The funds generated through differential tuition have allowed the CSW to expand its programs and remain solvent.

**Proposal**

Over the past 10 years, the College of Social Work has never asked for an increase in its differential tuition rate. We continue to grow, but so does our financial need. Consequently, we respectfully request permission to increase our differential base rate by \$20.00 per credit hour, from the current \$82.31 to \$102.31 per credit hour. This amounts to an additional \$180 in tuition for students, based on a 9 credit hour course load.

**Rationale**

The additional tuition realized from an increase in our differential base rate would support the following priority areas of need in the College of Social Work, several of which reflect recommendations in the College's most recent Graduate Council Review in 2009-2010:

**1. *Support for New Junior Faculty***

The CSW's Memorandum of Understanding (MOU) resulting from its Graduate Council Review noted the imbalance in tenured/tenure-track faculty and auxiliary/contract faculty and recommended increasing the number of tenure-track faculty with strong publication records and grants as a number of tenured faculty members are nearing retirement.

Recruitment of top quality social work faculty, i.e., those with "strong publication records," "grant writing experience," and "potential to secure funds," is competitive, and to the degree that the CSW can offer these new hires incentives (e.g., start-up research funds, summer salary to conduct research), the more likely we are to attract and retain the best candidates. Additional differential tuition funding will help support these incentives.



## **2. *Financial Aid for Recruiting Doctoral Students***

The Graduate Council Review MOU also recommended that financial aid arrangements should be reviewed and updated to enhance competitiveness in doctoral recruitment. Additional differential tuition funds would be used to supplement existing Research Assistantships and Graduate Assistantships in order to bring the CSW's doctoral financial aid packages to a more competitive level, compared to other social work Ph.D. programs.

## **3. *Hard Funding for the Undergraduate Social Work Program***

A third recommendation resulting from the College's Graduate Council Review was focused on the BSW Program and recommended that the College secure more permanent funding than the current federal grant. Additional differential tuition funds will help us move in the direction of hard funding for the undergraduate program.

## **4. *Distance MSW Program in St. George, Utah***

The College of Social Work has a 15-plus year history of educating master's level social work students in Utah's rural communities through distance technologies. In fact, the CSW's initial request for differential tuition in 2002 listed rural distance education as a priority area of need. That need continues today and is expanding: A new distance MSW program will be launched Fall Semester, 2012 in collaboration with Dixie College and the University of Utah Graduate Center at St. George, with the latter helping the CSW with marketing and travel funding, as well as a per-class subsidy. The response to the new program has been most positive, and it is anticipated that costs to implement and maintain a high quality distance program through video streaming from both locations will continue to rise. Additional differential tuition funding will be used to meet the program's anticipated growth needs.

## **5. *International Programs***

The College of Social Work seeks to expand its successful international initiatives, which include an International Social Work Emphasis in the MSW program; international student practica in India, Austria, and Botswana; study abroad programs in Costa Rica, Mongolia, the Czech Republic, and Austria; and independent study/research opportunities in Mongolia and Japan. Student interest in these programs is high, yet only 1 in 4 social work students are able to secure the limited scholarships in place for these international opportunities. Additional differential tuition funding would allow the CSW to offer more scholarships and increase student participation in these initiatives.

## **6. *Bridge Clinic in the MSW Program***

The College's new Goodwill Humanitarian Building houses a Bridge Clinic comprised of four counseling rooms fitted with one-way mirrors that allow students in adjacent classrooms to observe their instructors work with real clients. Students also use the Bridge Clinic rooms to record their own clinical role plays for later review with their instructor, and plans are underway for CSW students and faculty, in collaboration with other University and community partners, to utilize the Bridge Clinic to conduct practice research. The College would like to hire a Bridge Clinic Director to assist in expanding the clinic's client base and services, and additional differential tuition funding would help in this regard.



**Student Support**

The primary beneficiaries of an increase in the College of Social Work's differential tuition rate will be its students. The additional \$20.00 per credit hour CSW graduate students will pay can be viewed as an investment that enhances their educational experience at the University of Utah.

**Competitive Position**

The program's current tuition is very competitive. With the proposed increase, the program will still be near the bottom of costs for resident students (see Appendix 1).

## APPENDIX 1

PAC-12 Tuition Comparison

<b>PAC 12 Institution</b>	<b>Location</b>	<b>Type</b>	<b>CSWE Accredited MSW Program</b>	<b>2011 Resident Tuition and Fees</b>	<b>2011 Non Resident Tuition and Fees</b>	<b>Professional Degree Supplemental Tuition</b>
University of Utah	Salt Lake City, Utah	Public	Yes	\$2,770	\$8,749	\$921
Oregon State University	Corvallis, Oregon	Public	No	\$4,084	\$6,289	
University of Washington	Seattle, Washington	Public	Yes	\$4,300	\$8,593	\$400
University of Oregon	Eugene, Oregon	Public	No	\$4,733	\$6,866	
University of California, Los Angeles	Los Angeles, California	Public	Yes	\$4,873	\$8,954	\$1,855-\$1,991
Arizona State University	Tempe, Arizona	Public	Yes	\$5,111	\$9,193	None
University of Colorado at Boulder	Boulder, Colorado	Public	No	\$5,118	\$13,056	
University of Arizona	Tucson, Arizona	Public	No	\$5,419	\$12,901	
Washington State University	Pullman, Washington	Public	No	\$5,443	\$11,365	
University of California Berkeley	Berkeley, California	Public	Yes	\$7,492	\$13,615	\$2,000
Stanford University	Stanford, California	Private	No	\$8,680	\$8,680	
University of Southern California	Los Angeles, California	Private	Yes	\$13,080	\$13,080	

The University of Utah Professional Degree Supplemental Tuition includes the proposed \$20 per SCH increase.

2 March 2012

**ITEM FOR ACTION**

RE: A Proposal to Establish a Tuition Schedule for the Doctor of Veterinary Medicine program.

**EXECUTIVE SUMMARY**

It is necessary for the Trustees to approve the tuition schedule for the new Doctor of Veterinary Medicine program. The Board of Regents will also need to approve the schedule. This program was designed as a partnership with Washington State University (WSU). The first two years of instruction will occur at Utah State University; the final two, at WSU. When this program was first presented to the Trustees and the Regents, the planned tuition rates were tied to those at WSU. For accreditation and other reasons it is important that USU's tuition mirror WSU's. The tuition for the WSU program is established by the WSU Board of Regents, usually in mid-May. As a result, USU's rates cannot be finalized until then. However, it is requested that the Board of Trustees approve the estimated tuition rates as shown below, and give the President authority to adjust the rates to mirror those of WSU once its rates are finalized later this spring.

	Washington State University	
	Current tuition (semester)	Proposed*
Resident	\$10,201	\$10,915 (7% increase)
Nonresident	\$25,183	\$26,442 (5% increase)
<p>*To be finalized upon vote of the WSU Board of Regents later this spring. USU's rates will match WSU's.</p> <p>All students will pay the same mandatory fees that other full-time USU students pay.</p>		

**RECOMMENDATION**

Based on the above proposals and approvals as indicated, the President recommends that the Board of Trustees approve the tuition schedule for the Doctor of Veterinary Medicine program.



RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, it is necessary for the Trustees to approve the establishment of the tuition schedule for the new Doctor of Veterinary Medicine program; and

WHEREAS, this program was designed as a partnership with Washington State University (WSU); and

WHEREAS, the first two years of instruction will occur at Utah State University; the final two, at WSU; and

WHEREAS, it is necessary for the USU tuition schedule to mirror that of WSU; and

WHEREAS, the tuition for the WSU program is established by the WSU Board of Regents, usually in mid-May and USU's rates will not be finalized until then; and

WHEREAS, it is requested that the Board of Trustees approve the estimated tuition rates, and give the President authority to adjust the rates to mirror those of WSU once its rates are finalized later this spring; and

WHEREAS, students in the program will pay standard mandatory fees (approved separately),

NOW THEREFORE BE IT RESOLVED, that the Utah State Board of Trustees hereby approve the establishment of a tuition schedule for the Doctor of Veterinary Medicine program, and that this approval be forwarded to the Utah State Board of Regents of the Utah System of Higher Education for its approval.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

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DATE

Vice President for Finance & Government Relations

March 20, 2012

David Jordan, Chair  
Utah State Board of Regents  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Chair Jordan:

Pursuant to Board of Regents policy R510-4.1, Southern Utah University requests approval to implement special tuition rates for non-resident, online-only students. The proposed rate for the 2012-13 academic year is \$450 per undergraduate credit hour and \$550 per graduate credit hour. These rates are available only to non-resident students enrolled exclusively in online classes and are completely linear (i.e. not subject to a plateau). Based on this proposal, the table below illustrates comparative tuition per semester for a hypothetical 2012-13 undergraduate student at various course loads.

<u>Student Type</u>	<b>2012-13 Undergraduate Tuition per Semester</b>		
	<u>5 Credit Hours</u>	<u>10 Credit Hours</u>	<u>15 Credit Hours</u>
Resident	\$1,315	\$2,480	\$2,480
Non-Resident (On Campus)	\$4,319	\$8,184	\$8,184
Non-Resident (Online-Only)	\$2,250	\$4,500	\$6,750

SUU has developed several online programs that are ready to be offered on a regional and/or national basis. These rates will enable SUU to be competitive in the online education marketplace, while still covering required instructional and support costs.

Thank you for your consideration of this request. Representatives from SUU will be present at the March 30 Board of Regents meeting to answer questions.

Respectfully,

Dorian G. Page, MAcc, CPA  
Vice President for Finance & Government Relations  
Southern Utah University



March 21, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: USHE – Proposed Fee Increases for 2012-2013

Issue

USHE officials seek Regent approval of the general student fee schedules for 2012-13.

Background

Fees are charged to students in conjunction with the payment of tuition and go to support various campus programs or needs such as student activities/support, building bonds, building support, athletics, student health, and technology. Institutional presidents consult with student leaders to determine the level of general student fees to be assessed during the upcoming year.

As a general rule-of-thumb, the Regents have allowed institutions to increase student fees each year up to the rate at which first-tier tuition is increased. Institutions with proposed fee increases exceeding the first-tier increase must justify and provide evidence of student support for the increase. The proposed first-tier increase for 2012-13 is 4.5 percent.

Based on the proposed first-tier tuition increase, the proposed general fee increase from USU and SUU exceed the first-tier tuition increase. Therefore, letters from the student body leaders at these institutions have been included in the attachments.

The Commissioner's staff has prepared five attachments that summarize the information.

- Attachment 1 shows a summary of the proposed 2012-13 annual fee rates for a full-time student (a student taking 15 credit hours per semester for 2 semesters).
- Attachment 2 outlines, on a 2 semester basis, the General Student Fees summary for each institution for 2011-12 and the proposed fee schedules for 2012-13. In addition, attachment 2 provides the per credit hour fee schedule for one semester at the USHE institutions.
- Attachment 3 shows a summary of the proposed changes for two semesters at the 15 credit hour level for the USHE institutions.
- Attachment 4 shows a 10-year history of fee increases for the USHE institutions.



- Attachment 5 includes support letters from the student body organizations for each institution where fee increases exceed the first-tier tuition.

Commissioner's Recommendation

The Commissioner recommends approval of the fee schedules included in the attachments.

---

William A. Sederburg  
Commissioner for Higher Education

WAS/GLS/PCM  
Attachment

## UTAH SYSTEM OF HIGHER EDUCATION

**2012-13 UNDERGRADUATE STUDENT FEES**

Annual Fee Rate for a Full-Time Student (Fifteen Credit Hours for 2 Consecutive Semesters)

	UU	USU	WSU	SUU	Snow	Dixie	UVU	SLCC
<b>Fees</b>								
Student Activity/ Support Fees	\$136.82	\$205.76	\$250.70	\$128.00	\$63.90	\$282.10	\$121.68	\$119.50
Building Bond Fees	0.00	177.60	208.98	212.00	0.00	0.00	202.68	118.00
Building Support Fees	258.48	17.50	60.96	0.00	234.60	99.00	62.48	58.00
Athletic Fees	164.72	258.76	125.16	204.00	42.00	120.00	213.52	60.00
Health Fees	40.96	82.36	53.32	8.00	9.60	14.00	21.20	29.00
Technology Fees	227.04	127.72	97.60	64.00	31.90	104.90	28.68	16.50
Other Fees	110.00	40.00	10.00	0.00	8.00	0.00	13.76	10.00
<hr/>								
Total Fees	\$938.02	\$909.70	\$806.72	\$616.00	\$390.00	\$620.00	\$664.00	\$411.00

*Note: Distributions refer to Main Campuses only. Branch campuses and centers may have different fee schedules (typically lower)*

# Utah System of Higher Education

March 2012

Summary of General Student Fees 2012-13 vs. 2011-12 (for a Full-time Student 2 semesters - 15 credit hours each)

## University of Utah: Undergraduate Fees

Fee Category	Fee Description	2011-12 Fees	2012-13 Fees	Annual Change	% Change
Student Activity/ Support Fees	ASUU	\$46.24	\$46.24	\$0.00	0.00%
	Collegiate Readership Program	8.60	8.60	\$0.00	0.00%
	Fine Arts	16.00	20.00	\$4.00	25.00%
	Publications	12.00	12.36	\$0.36	3.00%
	Recreation	36.52	37.62	\$1.10	3.01%
	Money Management	6.00	6.00	\$0.00	0.00%
	Study Abroad	6.00	6.00	\$0.00	0.00%
Building Support Fees	Building	238.48	238.48	\$0.00	0.00%
	Utilities (Formerly Fuel and Power)	20.00	20.00	\$0.00	0.00%
Athletic Fees	Athletics	164.72	164.72	\$0.00	0.00%
Health Fees	Health	40.96	40.96	\$0.00	0.00%
Technology	Computer Fee	227.04	227.04	\$0.00	0.00%
Other	Transportation	65.20	84.00	\$18.80	28.83%
	Library	20.00	21.00	\$1.00	5.00%
	Sustainability	5.00	5.00	\$0.00	0.00%
<b>Total Fees</b>		<b>\$912.76</b>	<b>\$938.02</b>	<b>\$25.26</b>	<b>2.77%</b>

# Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2012-13 per Semester

## University of Utah: Undergraduate Fees

Credit Hours	\$ Amount
1	\$286.73
2	299.75
3	312.77
4	325.79
5	338.81
6	351.83
7	364.85
8	377.87
9	390.89
10	403.91
11	416.93
12	429.95
13	442.97
14	455.99
15	469.01
16	475.38
17	481.75
18	488.12
19	494.49
20	500.86
21	507.23
22	513.60
23	519.97
24	526.34
25	532.71



**Utah System of Higher Education**

March 2012

**Summary of General Student Fees 2012-13 vs. 2011-12** (for a Full-time Student 2 semesters - 15 credit hours each)

<b>Utah State University</b>		<b>2011-12</b>	<b>2012-13</b>	<b>Annual</b>	<b>%</b>
<b>Fee Category</b>	<b>Fee Description</b>	<b>Fees</b>	<b>Fees</b>	<b>Change</b>	<b>Change</b>
Student Activity/ Support Fees	Activity	\$67.06	\$67.06	\$0.00	0.00%
	Campus Recreation	49.36	55.36	\$6.00	12.16%
	Library	45.66	55.66	\$10.00	21.90%
	Music & Theater	17.18	17.18	\$0.00	0.00%
	Blue Bikes	2.50	4.50	\$2.00	80.00%
	Sustainability	6.00	6.00	\$0.00	0.00%
Building Bond Fees	Building	127.60	177.60	\$50.00	39.18%
Building Support Fees	Building	17.50	17.50	\$0.00	0.00%
Athletic Fees	Athletics	246.44	258.76	\$12.32	5.00%
Health Fees	Health Services	78.86	82.36	\$3.50	4.44%
Technology Fees	Computer Labs	127.72	127.72	\$0.00	0.00%
Other Fees	Aggie Shuttle	40.00	40.00	\$0.00	0.00%
<b>Total Fees</b>		<b>\$825.88</b>	<b>\$909.70</b>	<b>\$83.82</b>	<b>10.15%</b>

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have different fee schedules (typically lower)

USU-CEU Fee Schedule is \$450 for Two Semesters.

**Utah System of Higher Education****Per Credit Hour Charges for General Student Fees 2012-13 per Semester**

<b>Utah State University Fees</b>			
<b>Credit Hours</b>	<b>Logan</b>	<b>RCDE</b>	<b>Eastern</b>
0.5			\$13.50
1	\$298.25	\$228.42	\$27.00
2	\$311.30	\$238.38	\$45.00
3	\$324.35	\$248.34	\$63.00
4	\$337.40	\$258.30	\$81.00
5	\$350.45	\$268.26	\$99.00
6	\$363.50	\$278.22	\$117.00
7	\$376.55	\$288.18	\$135.00
8	\$389.60	\$298.14	\$153.00
9	\$402.65	\$308.10	\$171.00
10	\$415.70	\$318.06	\$189.00
11	\$428.75	\$328.02	\$207.00
12	\$441.80	\$337.98	\$225.00
13	\$454.85	\$347.94	\$225.00
14	\$454.85	\$347.94	\$225.00
15	<b>\$454.85</b>	<b>\$347.94</b>	<b>\$225.00</b>
16	\$454.85	\$347.94	\$225.00
17	\$454.85	\$347.94	\$225.00
18	\$454.85	\$347.94	\$225.00
19	\$467.90	\$357.90	\$243.00
20	\$480.95	\$367.86	\$261.00
21	\$494.00	\$377.82	\$279.00
22	\$507.05	\$387.78	\$297.00
23	\$520.10	\$397.74	\$315.00
24	\$533.15	\$407.70	\$333.00
25	\$546.20	\$417.66	\$351.00

**Utah System of Higher Education****March 2012***Summary of General Student Fees 2012-13 vs. 2011-12 (for a Full-time Student 2 semesters - 15 credit hours each)***Weber State University: Fees**

<b>Fee Category</b>	<b>Fee Description</b>	<b>2011-12 Fees</b>	<b>2012-13 Fees</b>	<b>Annual Change</b>	<b>% Change</b>
Student Activity/ Support Fees	Activity	\$184.60	\$191.30	\$6.70	3.63%
	ID Cards	7.00	7.00	0.00	0.00%
	Recreation	51.24	52.40	1.16	2.26%
Building Bond Fees	Building	194.52	208.98	14.46	7.43%
Building Support Fees	Union Building	60.28	60.96	0.68	1.13%
Athletic Fees	Athletic	118.32	125.16	6.84	5.78%
Health Fees	Medical	52.34	53.32	0.98	1.87%
Technology Fees	Student Computer Labs	24.02	24.46	0.44	1.83%
	Computer	73.52	73.14	(0.38)	-0.52%
Other Fees	Transportation	8.36	10.00	1.64	19.62%
<b>Total Fees</b>		<b>\$774.20</b>	<b>\$806.72</b>	<b>32.52</b>	<b>4.20%</b>

**Utah System of Higher Education***Per Credit Hour Charges for General Student Fees 2012-13 per Semester***Weber State University Fees**

<b>Credit Hours</b>	<b>\$ Amount</b>
1	103.16
2	133.18
3	163.20
4	193.22
5	223.24
6	253.26
7	283.28
8	313.30
9	343.32
10	373.34
11	403.36
12	403.36
13	403.36
14	403.36
15	403.36
16	403.36
17	403.36
20	403.36
19	403.36
20	403.36
21	403.36
22	403.36
23	403.36
24	403.36
25	403.36

March 2012

**Utah System of Higher Education***Summary of General Student Fees 2012-13 vs. 2011-12 (for a Full-time Student 2 semesters - 15 credit hours each)***Southern Utah University: Fees**

Fee Category	Fee Description	2011-12 Fees	2012-13 Fees	Annual Change	% Change
Student Activity/ Support Fees	Student Activity	\$98.50	\$97.00	(\$1.50)	-1.52%
	Student Union	15.50	15.00	(0.50)	-3.23%
	Service Learning	7.00	7.00	0.00	0.00%
	ID Card	3.00	3.00	0.00	0.00%
	Library	6.00	6.00	0.00	0.00%
	Student Involvement & Leadership	22.00	0.00	(22.00)	-100.00%
Building Bond Fees	Building	212.00	212.00	0.00	0.00%
Athletic Fees	Athletics	104.00	204.00	100.00	96.15%
Health Fees	Health Services	8.00	8.00	0.00	0.00%
Technology Fees	Computer	64.00	64.00	0.00	0.00%
<b>Total Fees</b>		<b>\$540.00</b>	<b>\$616.00</b>	<b>\$76.00</b>	<b>14.07%</b>

**Utah System of Higher Education***Per Credit Hour Charges for General Student Fees 2012-13 per Semester***Southern Utah University Fees**

<u>Credit Hours</u>	<u>\$ Amount</u>
1	\$38.00
2	68.00
3	98.00
4	128.00
5	158.00
6	188.00
7	218.00
8	248.00
9	278.00
10	308.00
11	308.00
12	308.00
13	308.00
14	308.00
15	308.00
16	308.00
17	308.00
18	308.00
19	308.00
20	308.00
21	308.00
22	308.00
23	308.00
24	308.00
25	308.00



**Utah System of Higher Education****March 2012***Summary of General Student Fees 2012-13 vs. 2011-12 (for a Full-time Student 2 semesters - 15 credit hours each)***Snow College: Fees**

<b>Fee Category</b>	<b>Fee Description</b>	<b>2011-12 Fees</b>	<b>2012-13 Fees</b>	<b>Annual Change</b>	<b>% Change</b>
Student Activity/ Support Fees	Activity	\$37.00	\$37.00	\$0.00	0.00%
	Intramurals	12.00	12.00	0.00	0.00%
	Music	6.00	6.00	0.00	0.00%
	Theater	8.90	8.90	0.00	0.00%
Building Support Fees	Building	234.60	234.60	0.00	0.00%
Athletic Fees	Athletics	42.00	42.00	0.00	0.00%
Health Fees	Insurance	9.60	9.60	0.00	0.00%
Technology Fees	Computer	31.90	31.90	0.00	0.00%
Other Fees	Communication	8.00	8.00	0.00	0.00%
<b>Total Fees</b>		<b>\$390.00</b>	<b>\$390.00</b>	<b>\$0.00</b>	<b>0.00%</b>

**Utah System of Higher Education***Per Credit Hour Charges for General Student Fees 2012-13 per Semester***Snow College Fees**

<b>Credit Hours</b>	<b>\$ Amount</b>
1	\$0.00
2	0.00
3	57.00
4	76.00
5	100.00
6	119.00
7	138.00
8	157.00
9	176.00
10	195.00
11	195.00
12	195.00
13	195.00
14	195.00
<b>15</b>	195.00
16	195.00
17	195.00
18	195.00
19	195.00
20	195.00
21	195.00
22	195.00
23	195.00
24	195.00
25	195.00

## Utah System of Higher Education

March 2012

Summary of General Student Fees 2012-13 vs. 2011-12 (for a Full-time Student 2 semesters - 15 credit hours each)

## Dixie State College: Fees

Fee Category	Fee Description	2011-12 Fees	2012-13 Fees	Annual Change	% Change
Student Activity/ Support Fees	Associated Students	\$69.00	\$69.00	\$0.00	0.00%
	Associated Students Director	22.00	26.00	\$4.00	18.18%
	Student ID Card	2.00	2.00	\$0.00	0.00%
	Radio & Broadcast Advertising	0.00	2.00	\$2.00	N/A
	Multicultural & Diversity	0.00	2.00	\$2.00	N/A
	Tutoring	8.00	8.00	\$0.00	0.00%
	One-time Fund	0.00	3.00	\$3.00	N/A
	Student Recreational Services	37.30	37.30	\$0.00	0.00%
	Student Center Programs	111.80	111.80	\$0.00	0.00%
	Writing Center	4.00	4.00	\$0.00	0.00%
	Dixie Sun	2.00	2.00	\$0.00	0.00%
	Testing Center	8.00	11.00	\$3.00	37.50%
	Theater	2.00	4.00	\$2.00	100.00%
Building Support Fees	Student Center Operations	40.00	40.00	\$0.00	0.00%
	Building (Future New)	50.00	50.00	\$0.00	0.00%
	Unexpended Plant	9.00	9.00	\$0.00	0.00%
Athletic Fees	Athletic Fee - General	120.00	120.00	\$0.00	0.00%
Health Fees	Student Health Services	10.00	14.00	\$4.00	40.00%
Technology Fees	Instructional Computers	34.90	34.90	\$0.00	0.00%
	Banner IT Support	70.00	70.00	\$0.00	0.00%
Total Fees		<u>\$600.00</u>	<u>\$620.00</u>	<u>\$20.00</u>	<u>3.33%</u>

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2012-13 per Semester

## Dixie State College Fees

Credit Hours	\$ Amount
1	\$10.00
2	10.00
3	10.00
4	146.45
5	173.60
6	200.75
7	228.00
8	255.10
9	282.40
10	310.00
11	310.00
12	310.00
20	310.00
14	310.00
15	310.00
16	310.00
17	310.00
18	310.00
19	310.00
20	310.00
21	310.00
22	310.00
23	310.00
24	310.00
25	310.00

## Utah System of Higher Education

Summary of General Student Fees 2012-13 vs. 2011-12 (for a Full-time Student 2 semesters - 15 credit hours each)

### Utah Valley University: Fees

Fee Category	Fee Description	2011-12 Fees	2012-13 Fees	Annual Change	% Change
Student Activity/ Support Fees	Student Programs	\$115.44	\$116.08	\$0.64	0.55%
	Issue Room	3.64	3.64	0.00	0.00%
	One Card	2.60	1.96	(0.64)	-24.62%
Building Bond Fees	Building	178.68	202.68	24.00	13.43%
Building Support Fees	Student Center	62.48	62.48	0.00	0.00%
Athletic Fees	Athletics	213.52	213.52	0.00	0.00%
Health Fees	Wellness Center	21.20	21.20	0.00	0.00%
Technology Fees	Computer	28.68	28.68	0.00	0.00%
Other Fees	Transportation UTA	13.76	13.76	0.00	0.00%
Total Fees		<b>\$640.00</b>	<b>\$664.00</b>	<b>\$24.00</b>	<b>3.75%</b>

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2012-13 per Semester

### Utah Valley University

Credit Hours	\$ Amount
1	\$50.00
2	97.00
3	144.00
4	191.00
5	238.00
6	285.00
7	332.00
8	332.00
9	332.00
10	332.00
11	332.00
12	332.00
13	332.00
14	332.00
15	332.00
16	332.00
17	332.00
18	332.00
19	332.00
20	332.00
21	332.00
22	332.00
23	332.00
24	332.00
25	332.00



## Utah System of Higher Education

March 2012

Summary of General Student Fees 2012-13 vs. 2011-12 (for a Full-time Student 2 semesters - 15 credit hours each)

Salt Lake Community College: Undergraduate Fees

Fee Category	Fee Description	2011-12 Fees	2012-13 Fees	Annual Change	% Change
Student Activity/ Support Fees	Activity Fee	\$53.50	\$53.50	\$0.00	0.00%
	Student Service Center	33.50	32.00	(\$1.50)	-4.48%
	ID Card	14.50	14.50	\$0.00	0.00%
	Fine Arts/Lecture	7.00	7.00	\$0.00	0.00%
	Publication - Student Newspaper	1.50	1.50	\$0.00	0.00%
	Media Fee	1.00	1.00	\$0.00	0.00%
	Community Service	5.50	5.50	\$0.00	0.00%
	Child Care	4.00	4.50	\$0.50	12.50%
Building Bond Fees	Building Fee	118.00	118.00	\$0.00	0.00%
Building Support Fees	Union Building	58.00	58.00	\$0.00	0.00%
Athletic Fees	Athletics	60.00	60.00	\$0.00	0.00%
Health Fees	Medical/Health Fee	27.00	29.00	\$2.00	7.41%
Technology Fees	Computer/Technology	16.50	16.50	\$0.00	0.00%
Other Fees	Transportation Fee	9.00	7.00	(\$2.00)	-22.22%
	Sustainability Fee	3.00	3.00	\$0.00	0.00%
<b>Total Fees</b>		<b>\$412.00</b>	<b>\$411.00</b>	<b>(\$1.00)</b>	<b>-0.24%</b>

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2012-13 per Semester

Salt Lake Community College Fees

Credit Hours	\$ Amount
1	\$52.50
2	69.50
3	86.50
4	103.50
5	120.50
6	137.50
7	154.50
8	171.50
9	188.50
10	205.50
11	205.50
12	205.50
13	205.50
14	205.50
15	205.50
16	205.50
17	205.50
18	205.50
20	205.50
20	205.50
21	205.50
22	205.50
23	205.50
24	205.50
25	205.50

## UTAH SYSTEM OF HIGHER EDUCATION

March 2012

Summary of Recommended 2012-13 Undergraduate Fee Changes <sup>(1)</sup>

Fifteen Credit Hour Load for 2 Semesters

Institution and Fee Type	Increase from 2011-12	
	Dollars	Percent
<b>University of Utah</b>		
<i>Student Activity/ Support Fees</i>		
Fine Arts	\$4.00	25.00%
Publications	\$0.36	3.00%
Recreation	\$1.10	3.01%
<i>Other Fees</i>		
Transportation	\$18.80	28.83%
Library	\$1.00	5.00%
<b>Total Increase</b>	<b>\$25.26</b>	<b>2.77%</b>

<b>Utah State University</b>		
<i>Student Activity/ Support Fees</i>		
Campus Recreation	\$6.00	12.16%
Library	\$10.00	21.90%
Blue Bikes	\$2.00	80.00%
<i>Building Bond Fees</i>		
Building	\$50.00	39.18%
<i>Athletic Fees</i>		
Athletics	\$12.32	5.00%
<i>Health Fees</i>		
Health Services	\$3.50	4.44%
<b>Total Increase</b>	<b>\$83.82</b>	<b>10.15%</b>

<b>Weber State University</b>		
<i>Student Activity/ Support Fees</i>		
Activity	\$6.70	3.6%
Recreation	\$1.16	2.3%
<i>Building Bond Fees</i>		
Building	\$14.46	7.4%
<i>Building Support Fees</i>		
Union Building	\$0.68	1.13%
<i>Athletic Fees</i>		
Athletic	\$6.84	5.78%
<i>Health Fees</i>		
Medical	\$0.98	1.87%
<i>Technology Fees</i>		
Student Computer Labs	\$0.44	1.83%
Computer	(\$0.38)	-52.00%
<i>Other Fees</i>		
Transportation	\$1.64	19.62%
<b>Total Increase</b>	<b>\$32.52</b>	<b>4.20%</b>

<b>Southern Utah University</b>		
<i>Student Activity/ Support Fees</i>		
Student Activity	(\$1.50)	-1.52%
Student Union	(\$0.50)	-3.23%
Student Involvement & Leadership	(\$22.00)	-100.00%
<i>Athletic Fees</i>		
Athletics	\$100.00	96.15%
<b>Total Increase</b>	<b>\$76.00</b>	<b>14.07%</b>

Institution and Fee Type	Increase from 2011-12	
	Dollars	Percent
<b>Snow College</b>		
<i>No Change</i>		
<b>Total Increase</b>	<b>\$0.00</b>	<b>0.00%</b>

<b>Dixie State College</b>		
<i>Student Activity/ Support Fees</i>		
Associated Students Director Sal	\$4.00	18.18%
Radio & Broadcast Advertising	\$2.00	N/A
Multicultural & Diversity	\$2.00	N/A
One-time Funds	\$3.00	N/A
Testing Center	\$3.00	37.50%
Theater	\$2.00	100.00%
<i>Health Fees</i>		
Student Health Services	\$4.00	40.00%
<b>Total Increase</b>	<b>\$20.00</b>	<b>3.33%</b>

<b>Utah Valley University</b>		
<i>Student Activity/ Support Fees</i>		
Student Programs	\$0.64	0.55%
One Card System	(\$0.64)	-24.62%
<i>Building Bond Fees</i>		
Building Bond	\$24.00	13.43%
<b>Total Increase</b>	<b>\$24.00</b>	<b>3.75%</b>

<b>Salt Lake Community College</b>		
<i>Student Activity/ Support Fees</i>		
Student Service Center	(\$1.50)	-4.5%
Child Care	\$0.50	12.5%
<i>Health Fees</i>		
Medical/Health Fee	\$2.00	7.41%
<i>Other Fees</i>		
Transportation Fee	(\$2.00)	-22.22%
<b>Total Increase</b>	<b>(\$1.00)</b>	<b>-0.24%</b>

## HISTORY OF GENERAL UNDERGRADUATE STUDENT FEES AND PERCENTAGE INCREASES

2003-04 through 2012-13 Proposed

Fifteen Credit Hour Load -- 2 Semesters

Ten Year History and Proposed 2012-13 Amounts by Institution

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
U of U	\$588.20	\$636.40	\$669.40	\$690.60	\$717.26	\$758.88	\$789.60	\$846.92	\$912.76	\$938.02
USU	526.00	523.50	544.00	571.00	585.00	627.12	784.62	804.36	825.88	909.70
WSU	502.00	532.00	591.80	639.40	674.58	701.56	729.62	751.62	774.20	806.72
SUU	462.00	466.00	524.00	504.50	522.00	526.00	539.00	540.00	540.00	616.00
Snow	300.00	300.00	360.00	380.00	380.00	380.00	390.00	390.00	390.00	390.00
DSC	361.60	361.60	382.00	392.00	436.00	451.20	505.20	549.20	600.00	620.00
UVU	378.00	416.00	442.00	496.00	528.00	564.00	584.00	616.00	640.00	664.00
SLCC	338.00	342.00	344.00	357.50	366.50	373.50	414.00	412.00	412.00	411.00
USHE <sup>(1)</sup>	\$431.98	\$447.19	\$482.15	\$503.88	\$526.17	\$547.78	\$592.01	\$613.76	\$636.86	\$669.43

Ten Year History and Proposed 2012-13 Percent Change from Prior Year by Institution

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
U of U	1.03%	8.19%	5.19%	3.17%	3.86%	5.80%	4.05%	7.26%	7.77%	2.77%
USU	3.14%	(0.48%)	3.92%	4.96%	2.45%	7.20%	25.11%	2.52%	2.68%	10.15%
WSU <sup>(2)</sup>	4.58%	5.98%	11.24%	8.04%	5.50%	4.00%	4.00%	3.02%	3.00%	4.20%
SUU	0.00%	0.87%	12.45%	(3.72%)	3.47%	0.77%	2.47%	0.19%	0.00%	14.07%
Snow	11.11%	0.00%	20.00%	5.56%	0.00%	0.00%	2.63%	0.00%	0.00%	0.00%
DSC	24.01%	0.00%	5.64%	2.62%	11.22%	3.49%	11.97%	8.71%	9.25%	3.33%
UVU	6.78%	10.05%	6.25%	12.22%	6.45%	6.82%	3.55%	5.48%	3.90%	3.75%
SLCC	3.68%	1.18%	0.58%	3.92%	2.52%	1.91%	10.84%	(0.48%)	0.00%	(0.24%)
USHE <sup>(1)</sup>	5.49%	3.52%	7.82%	4.51%	4.42%	4.11%	9.05%	3.39%	3.76%	5.11%

(1) Simple averages.



**Utah System of Higher Education**

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*Student Support Letters for 2012-13 General Fee Increases Greater than 4.5%*

	Fee Increase
Utah State University	10.15%
Southern Utah University	14.07%



January 30, 2012

President Stan L. Albrecht  
Utah State University  
UMC 1400

Dear President Albrecht,

The University Student Fee Board (USFB) met January 12 and 19, 2012, to hear presentations from five fee receiving areas that are requesting fee increases. Upon review of these requests, the USFB is recommending the following increase adjustments effective for FY 13:

<u>Fee Requesting Area</u>	<u>Fee Increase Requested</u>	<u>Fee Increase Recommended by USFB</u>
Aggie Blue Bikes Fee	\$ 2.20/semester	\$1.00/semester
Athletics Fee	\$ 6.16/semester	\$6.16/semester
Campus Recreation Fee	\$ 3.00/semester	\$3.00/semester
Health Fee	\$ 2.00/semester	\$1.75/semester
Library Fee	\$ 10.00/semester	\$5.00/semester
<u>Total Increase Recommended by USFB:</u>		<u>\$16.91/semester</u>

This would represent an increase of 4% in general student body fees. The USFB recognizes the need to provide the appropriate level of services in these fee receiving areas, and also to be sensitive to the rising costs of education.

The fee board also voted for the Aggie Legacy Fields & Recreation Center to be taken to a student referendum during elections on February 29 and March 1, 2012. If this fee passes, it would be an additional 6% increase, for a total fee increase of 10%.

As a fee board, we express appreciation to the five requesting areas and all other areas that are providing great services to the student body through student fees. THE USFB appreciates the opportunity of receiving and providing input regarding the use of student fees. Thank you for your consideration of the above recommendations. If you have questions, please feel free to contact me at 801-819-8088.

Sincerely,

Jason Russell  
Student Advocate Vice President & Chair of the USFB

Cc: James Morales, Vice President for Student Services  
Linda Zimmerman, Executive Secretary of USFB

# SUU SOUTHERN UTAH UNIVERSITY

TO: The President's Council  
FROM: Student Fee Committee  
DATE: February 21, 2012  
RE: Recommendations for your consideration

As required by University Policy 11.8, the Student Fee Committee met to review the use of student fees and to consider two requests for fee increases. Based on research, dialogue with those proposing the fees and much deliberation, the committee forwards the following recommendations to you for consideration.

## EXISTING STUDENT FEES

***Current fees are reviewed on a rotating basis. The following fees were subject to review this year and unanimously approved for continuation:***

- Braithwaite Gallery (\$.50)
- Building Fee (\$106.00)
- Campus Recreation (\$5.00)
- Community Engagement Center (\$3.50)
- Student ID (\$1.50)
- Student Association (\$26.50)

## FEE INCREASE

### ***Athletic Fee***

***REQUEST: \$50.00 increase***

***The Student Fee Committee spent a significant amount of time considering the fee increase submitted by Athletics and forwards to the President's Council their recommendation to implement the proposed \$50 increase for the following reasons:***

- *Athletics is a vital part of campus life.*
- *To field successful teams, athletics needs the financial resources to hire and retain quality coaches.*
- *To field successful teams, athletics needs to be able to offer competitive scholarships to student athletes.*
- *When athletic teams (and individuals, in the case of our very own Cam Levins) are successful, the publicity the University receives benefits everyone affiliated with the University.*
- *Athletic success is tied to increased alumni and donor giving, academic reputation and enrollment. All of these things benefit current and future students in that the value (real or perceived) of an SUU diploma increases.*
- *While the proposed increase is significant, our athletic fee remains lower than USU and UVU (based on their AY2011-12 data).*
- *SUU is the least funded Big Sky Conference institution by more than \$1 million.*

While the committee forwards this recommendation, the result of a vote of 7 "yeas" and 1 abstention, they do so with the expectation that E&G money will not be used to backfill a deficit in Athletics next year.



To minimize the impact this increase will have on the amount assessed to students each semester, the committee forwards the following recommendations:

**FEE DECREASE**

**Theatre Arts & Dance**

**FROM: \$3.75**

**TO: \$3.00**

***The Student Fee Committee unanimously supports this decrease.*** Student fee money has been directed to Ballroom Dance and Acclamation since their transition from Student Involvement and Leadership to the College of Performing & Visual Arts. The Committee determined that Ballroom Dance is now an academic class and therefore programmatic needs can be addressed through course fees. In addition, Acclamation no longer exists; therefore, the funding should cease.

While the Committee recommends this decrease in the student fee, it does so with a commitment to support Ballroom Dance initiatives for a period of one year in an amount not to exceed \$6,500. These funds will come from the student fee fund balance currently associated with Health Services.

**FEE DECREASE**

**Student Center Activity**

**FROM: \$7.75**

**TO: \$7.50**

***The Student Fee Committee unanimously supports this decrease.*** Funds from this account are directed at a number of initiatives associated with student life and activities – Waukeenyans, Cheerleaders, STIL operations and the like. One area of support is Counseling and Psychological Services (CAPS). Having visited with Vice President Eddleman about the additional E&G funding that has been directed to CAPS over the years, she and the committee feel confident that decreasing the CAPS portion of this allocation by .25 per student will not have a detrimental impact on the staff or the valuable services they provide.

**FEE DISCONTINUATION**

***Student Involvement [Formerly Health Services Fee]: \$11.00***

***The Student Fee Committee unanimously supports the termination of this fee.*** In AY2009-10, the University Clinic was disbanded and the health services fee was realigned to support the Director and Associate Director of Student Involvement and Leadership. This agreement was reached in response to challenging budget times and included a commitment to return the positions to E&G funding as soon as possible. The committee wishes to terminate this fee with the understanding that the positions will return to E&G funding.

While the recommendation is to terminate the fee, the committee believes the existing MOU with the Community Clinic and the financial support provided to registered students during their first visit to the clinic (annually) should continue. Therefore, the committee has designated \$20,000 of the Health Services fund balance to be used to continue the financial support provided. The committee encourages future Student Fee Committees to continue this practice should the need arise and funds allow.

# DENIED FEE INCREASE

## **Outdoor Recreation**

**Current Fee: \$5.00**

**REQUEST: \$2.50 increase**

*The Student Fee Committee unanimously denied the request to increase this fee.* The committee agreed that Outdoor Recreation needed to provide a complete business plan before the requested increase could be approved. The committee encouraged Outdoor Recreation to modify and improve the business plan and to reapply for an increase next year. In his presentation, Rob mentioned a pressing need to replace the damaged floor mats around the climbing wall to minimize the risk of injury. The committee sees this as an urgent need and will therefore immediately fund its replacement by committing \$5,000 from the Health Services fund balance.

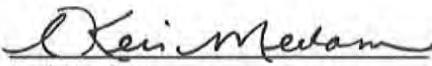
If our recommendations are approved as outlined, student fees would increase from \$270/semester to \$308/semester. This would reflect a 33% increase in student fees over a period of eleven years. We do not know the increases that will be implemented on other USHE campuses for next year, but we do know that when compared to ten years of historical data, our 33% increase in year eleven is lower than any ten-year rate among USHE schools, with the exception of Salt Lake Community College (see data below). While there is certainly some anxiety surrounding an increase to our student fees, the committee feels that the recommendations endorsed are fiscally sound and responsive to needs that are important to the student experience.


### Ten Year Percentage Increase in Student Fees

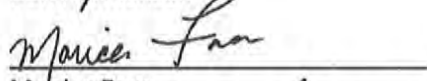
Dixie	106%
UVU	77%
USU	62%
Weber	61%
UofU	57%
Snow	44%
SLCC	26%


Thank you for your consideration and for allowing the SUU student voice to be a part of this process.

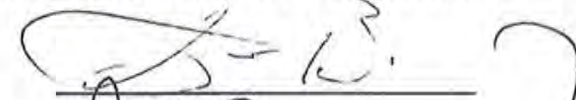
  
TJ Nelson, Chair


  
Keri Mecham

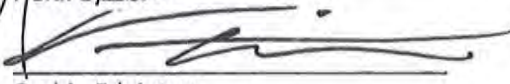
  
Dan Hermansen

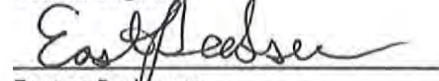
  
Monica Fava

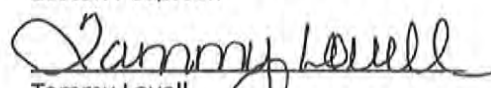
  
Dennis Allard

  
Logan Bunker

  
Heidi Eysser

  
Corbin Edginton

  
Easton Pedersen

  
Tammy Lovell