

July 3, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Bachelor of Arts in Religious Studies

Issue

This proposal requests the establishment of an undergraduate interdisciplinary major in Religious Studies, to be administered within the College of Humanities, in collaboration with other similar interdisciplinary programs. The University Board of Trustees approved the proposed program on April 10, 2012.

Background

This new undergraduate degree will prepare students to address religious issues in two different ways: (1) the degree seeks to familiarize students with other traditions in order to prepare them to live and work in a pluralistic and global society where religious identities have been at the forefront of many recent events; (2) the degree seeks to provide students with a set of analytical tools that would equip them to better interpret events and public discourse, taking into account religious references, ethical values, and cultural identities. Completion of this major will allow students to dialogue thoughtfully and respectfully with people of other traditions and to work collaboratively with representatives from various religious backgrounds. The Religious Studies major thus seeks to contribute to the broader mission of a college education.

The Religious Studies undergraduate major will allow students to explore various religious traditions as well as acquire critical tools to analyze religious phenomena in their relationship to culture, society, politics, and history. Overall, the Religious Studies major will train students to interpret the world while paying attention to the role of belief systems and religious identities. Broadly defined the study of religion falls under the category of identity studies and can be placed in the field of cultural, ethnic or gender/sexual studies. The religious component of individual and group identities has often been overlooked by other identity studies; however, in recent years a new trend has taken place that highlights more often the intricacy of religious identities and other components of one's identity. The College of Humanities, in collaboration with other colleges, has been developing several programs of this type. Religious Studies is yet to be added to the spectrum of approaches. There appears to be strong student interest in the proposed program.

No additional funding will be needed to launch the major other than existing resources of the primary supporting college, the College of the Humanities, where the religious studies minor is currently housed and where the major will be as well.

Policy Issues

No policy issues were raised and the program received the support of the Chief Academic Officers.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Bachelor of Arts degree in Religious Studies offered by the University of Utah, effective Fall 2012.

William A. Sederburg
Commissioner of Higher Education

WAS/PCS
Attachment

Programs and Planning Committee

Action Item

Request to Offer a Bachelor of Art in Religious Studies

University of Utah

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

July 3, 2012

**Program Description
University of Utah
BA in Religious Studies**

Section I: Request

This proposal requests the establishment of an undergraduate interdisciplinary major in Religious Studies (RELS), effective Fall 2012, to be administered within the College of Humanities, in collaboration with other similar interdisciplinary programs, in particular Peace and Conflict Studies. This proposal follows very closely recent proposals for interdisciplinary majors in Peace and Conflict Studies as well as the proposal for a BA in Ethnic Studies. The University Board of Trustees approved the proposed degree program on April 10, 2012.

Section II: Program Description

Complete Program Description

The Religious Studies undergraduate major will allow students to explore various religious traditions as well as acquire critical tools to analyze religious phenomena in their relationship to culture, society, politics, and history. Overall, the Religious Studies major will train students to interpret the world while paying attention to the role of belief systems and religious identities. Broadly defined the study of religion falls under the category of identity studies and can be placed in the field of cultural, ethnic or gender/sexual studies. The religious component of individual and group identities has often been overlooked by other identity studies; however, in recent years a new trend has taken place that highlight more and more often the intricacy of religious identities and other components of one's identity. The College of Humanities, in collaboration with other colleges, has been developing several programs in this type of studies. Religious Studies is yet to be added to the spectrum of approaches.

Purpose of Degree

The new undergraduate degree will prepare students to address religious issues in two different ways: (a) the degree seeks to familiarize students with other traditions in order to prepare them to live and work in a pluralistic and global society where religious identities have been at the forefront of many recent events; (b) the degree seeks to provide students with a set of analytical tools that would equip them to better interpret events and public discourse, taking into account religious references, ethical values, and cultural identities. In doing so, students will be able to dialogue thoughtfully and respectfully with other traditions and to work collaboratively with representatives from various religious backgrounds. The Religious Studies major thus seeks to contribute to the broader mission of university education.

Institutional Readiness

The Religious Studies undergraduate major can be seen as an outgrowth of the existing Religious Studies interdisciplinary undergraduate minor. Student interest in this program has steadily increased over the course of the past three years. Currently (December 2011), there were 15 undergraduate students enrolled in the minor and ten students have been cleared to graduate with the minor. The number of students in the minor has been growing each semester, going from five to 15 students in the past year.

Faculty

Most courses that constitute the Religious Studies major already are being taught by qualified professors in departments across the University, many of whom are pursuing research in these areas. The model of

using existing course offerings has been highly successful in the past two and one-half years with the development of the minor: the very existence of the minor has encouraged some faculty members and departments to develop new courses (for instance, Mormonism and American Experience taught for the first time by Prof. Paul Reeve in Spring 2011 or Introduction to Religious Studies taught for the first time by Prof. Muriel Schmid in Fall 2008) or to highlight classes that were already on the books (for instance, Sociology of Religion or World Religions). Every faculty listed below has contributed with success to the minor and will continue teaching for the program.

Anthropology:

- Bojka Milicic, Associate Professor (Lecturer)
- Eva Wasilewska, Associate Professor (Lecturer)

Art History:

- Elizabeth Peterson, Associate Professor
- Jessen Kelly, Assistant Professor
- Winston Kyan, Assistant Professor

Communication:

- Leonard Hawes, Professor, Director Peace and Conflict Studies Program

English:

- Jacqueline Osherow, Professor
- Kathryn Stockton, Professor
- Maeera Schreiber, Professor
- Mark Matheson, Associate Professor (Lecturer), Affiliated w/ Honors College
- Vincent Pecora, Gordon B. Hinckley Professor of British Literature and Culture, English Department Chair, Director British Studies Program

Health Promotion:

- Amanda Smith, Associate Instructor
- Glenn Richardson, Professor

History:

- Bradley Parker, Associate Professor, Affiliated w/Middle East Studies
- Isabel Moreira, Associate Professor
- Paul Reeve, Assistant Professor
- Peter von Sivers, Associate Professor, Affiliated w/Middle East Studies

Languages and Literature:

- Asad Al-Saleh, Assistant Professor, Arabic Section, Affiliated w/Middle East Studies
- Debernieri Torrey, Assistant Professor (Lecturer)
- Eric Laursen, Associate Professor, Russian Section and Comparative Literary and Cultural Studies Section
- Joseph Metz, Associate Professor, German Section and Comparative Literary and Cultural Studies Section
- Margaret Toscano, Assistant Professor, Classics Section, Affiliated w/ Honors College
- Muriel Schmid, Assistant Professor, Comparative Literary and Cultural Studies Section
- Nathan Devir, Assistant Professor, Hebrew Section and Comparative Literary and Cultural Studies Section
- Soheila Amirsoleimani, Associate Professor, Persian Section, Affiliated w/Middle East Studies

Philosophy:

- Benjamin Crowe, Assistant Professor (Lecturer), Affiliated w/Honors College
- Deen Chatterjee, Associate Professor
- Eric Hutton, Assistant Professor, Affiliated w/Asian Studies Program, Affiliated w/Honors College

Political Science:

- Hakan Yavuz, Professor
- Mark Button, Associate Professor and Chair

Psychology:

- Paul White, Associate Professor
- Timothy Smith, Professor

Social Work:

- David Derezotes, Professor

Sociology:

- Frank Page, Adjunct Assistant Professor
- Marcie Goodman, Adjunct Assistant Professor

Theater:

- Jerry Gardner, Associate Professor
- William Parkinson, Assistant Professor (Lecturer)

The list of electives currently offered to RELS minor students has been subject to annual review by the RELS director and steering committee members and is based on feedback and recommendations from chairs, instructors, and students. A list of approximately 40 courses is established every semester, using the criteria of relevance and rigor with respect to the four distributions offered within the minor. The approval process has followed the guidelines formulated in the proposal for the minor.

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	28	N/A	28
Full-time Non-Tenured	7	N/A	7
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1	N/A	1
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1	N/A	1
Part-time Tenured			
Part-time Non-Tenured			
Other			

Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty	37	N/A	37
Full-time Tenured	28	N/A	28
Full-time Non-Tenured	9	N/A	9
Part-time Tenured			
Part-time Non-Tenured			
Total Department Faculty FTE (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.")	N/A	X	N/A

Staff

The proposed program will be administered by existing staff, including a director and a student advisor within the Department of Languages and Literature. In addition, the steering committee assists the director in supervising the program and its performance and oversees the curriculum and the list of approved electives. The current steering committee (December 2011) represents nine departments located in four colleges (Humanities, Fine Arts, Social and Behavioral Science, and Social Work). As the program grows, more members will be added to the steering committee, proportionally representative of contributing departments.

Library and Information Resources

The J. Willard Marriott Library has extensive holdings for the study of religion and is equipped to support a Religious Studies major; in the past year or so, faculty members contributing to the minor have surveyed its holdings and have been able to submit titles to its acquisitions department in order to fill some gaps in seminal studies. As of today, the University Library system possesses a broad and rich collection in the study of religion.

Admission Requirements

Students must be in good standing at the University of Utah. Students must complete relevant admission and advising forms.

Student Advisement

Student advising is divided into three components: course-related, graduation-related, and career-related. Detailed and user-friendly program documents now facilitate the first two types of advising. The current website¹ provides clear information regarding the people to contact, the program of study, the requirements, and the list of electives. It allows students to download the necessary material. The website will be updated to serve the needs of the major and a new major sheet will be posted on the website. The list of electives is modified every semester based on the U of U catalog. For the past two and one-half years, advising for the minor has been successfully conducted in the Department of Languages and

¹ <http://www.languages.utah.edu/religious/>

Literature; the current director of the program, Professor Muriel Schmid, has been working closely with the current department's undergraduate advisor, Virginia Eaton; both names with their contact information are listed on the RELS website under "Contact and Advising." The Department of Languages and Literature has agreed to house advising for the major as well. The program's director and the members of the steering committee are responsible for individual advising regarding career-related questions.

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 for a total of 126 credit hours.

External Review and Accreditation

The RELS 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 RELS minor, conversations with students, results from research on the growth of the interests in the study of religion in recent years as well as numbers in other USHE institutions suggest a projected number of 35 during the initial two years of the major, following an anticipated launch in fall semester 2013. An increase to approximately 50 majors by fall 2015 based on the steady growth of the enrollment for the minor is anticipated.

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X					
Total # of Declared Majors in Proposed Program	X					
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	0	37	37	37	37	37
Total Department Student FTE (Based on Fall Third Week)	0	35	35	50	50	50
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	0	0.94	0.94	1.35	1.35	1.35
Program accreditation-required ratio of Student FTE/Faculty						

FTE, if applicable: (Provide ratio here: _____ _____)						
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Expansion of Existing Program

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

Section III: Need

Program Need

A few years ago, the American Academy of Religion (ARR) with the support of the Teagle Foundation conducted an 18-month national study of the state of the academic study of religion in the U.S. after 9/11. The study was published by the AAR and its results are indicative of the needs and evolution of religious studies in American colleges and universities. Religion is not dead, as many predicted during the last decade of the 20th century. On the contrary, “[a] recent study reports that the proportion of the world’s population that claims membership in the world’s four largest religions — Christianity, Islam, Buddhism, and Hinduism — actually *increased* over the past century, from 67 percent in 1900 to 73 percent in 2005. The number is predicted to reach 80 percent by 2050.” (*White Paper*, p. 2) In the post 9/11 society, 80% of Americans think that one should learn more about religion (*White Paper*, p. 3). Over the past five years American universities and colleges have reshaped their liberal arts curricula to respond to new challenges brought forth by globalization and pluralistic societies. The Association of American Colleges and Universities (AAC&U) issued a report in 2007 that gave four important directions for liberal arts. “The four essential learning outcomes embraced by the AAC&U outline themes that religious studies has been focusing on for decades: intercultural learning, engagement of big questions, critical thinking and writing, moral reasoning, and the application of all of these skills to new global contexts and lived behaviors (*White Paper*, p. 4).” Paralleling this shift in the liberal arts curriculum, religious studies majors in public institutions grew by 40% during the first decade of the 21st century, offering a wide range of courses in World Religions, Islam and Hinduism and other non-Western traditions. More than ever, religion is now considered to be a field of general inquiry that belongs to the liberal arts curriculum. “Clearly, the field of religious studies now finds itself at a pivotal moment. An unprecedented confluence of world events, public perceptions, and educational insights has created exciting possibilities for the growth and re-imagining of the field — possibilities that were unthinkable even a decade ago (*White Paper*, p. 4).” Sterling McMurrin left a visionary legacy to the University of Utah, seeking to encourage the study of religion in Utah; the creation of a RELS major is extremely timely and follows McMurrin’s call:

Considering the importance of religion for the life of the individual and the quality of culture, it is nothing less than a national scandal that it has been so severely neglected by educational institutions. It is time to give the study of religion the attention it needs—serious, reasonable, knowledgeable study—unless we are resigned to becoming victims of the irrationality and emotionalism in religion that are already so much in evidence.²

² <http://www.hum.utah.edu/humcntr/PDF/Sterlingbio.pdf>

Labor Market Demand

When Professor Steven Prothero in his provocative book, *Religious Literacy* (HarperOne: 2007) made the case for re-instituting into the liberal arts curriculum courses that would provide college students with basic foundational knowledge of various religious traditions in order to train them to be conversant in the world at large, he simply responded to the shift in liberal arts studies and the need to train students to be better global citizens, literate in terms of intercultural exchange, and furthermore, knowledgeable about religious identities and phenomena. Such qualities are in high demand today, as religious diplomacy is becoming a central element of politics, economics, and peacemaking. Along with a number of other interdisciplinary majors/minors at the University of Utah, the RELS 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 and cultural problems. Significantly, Claremont Graduate University's School of Religion has recently created two new M.A. programs: one entitled Religion for Professionals "that provides practical knowledge for those in the fields of education, media, human resources, civil government, culture, and many others. Tailor a curriculum in keeping with your interests and industry, and learn how scripture, history, theology, and spirituality affect everything from world politics to local government." And another one entitled Religion and American Politics that "offers students the opportunity to investigate one of the most vexing issues of current time: What is religion's role in the public sphere? Professionals from politicians and academics to journalists and leaders of humanitarian organizations confront the constant interplay of the two realms. The graduate program prepares students to approach these questions from the disciplinary perspectives of religious studies and political science."³ Both of these degrees indicate the need in many professional fields for religious literacy as part of a more global intercultural literacy.

Student Demand

In Fall 2007, the Comparative Literary and Cultural Studies (CLCS) program in Languages and Literature opened a new track in Religion and Culture. It prepared the Department to take charge of student advising when the Religious Studies minor was created in Fall 2009. Thus, for four years through its academic advisor, Languages and Literature has been meeting and advising students who expressed interest in the study of religion in one capacity or another (graduated with a BA in CLCS Religion and Culture or a minor in Religious Studies, took one or more classes offered through the CLCS program in Religion and Culture or the minor in Religious Studies, or sought advising for graduate school in Religious Studies.). This experience helped profile these students and their needs and allowed the Department to conduct a survey among 30 of them. Overall, the students exhibit intellectual curiosity and are attracted to the broad diversity of interdisciplinary approaches that the program offers. The survey indicates a strong interest in a RELS major. A clear majority (70%) reports that they would have declared a RELS major if the option had existed.

Similar Programs

BA programs in RELS exist at most of the top universities in the country, as well as in major large state institutions:

- University of Illinois at Urbana-Champaign and Chicago
- Georgia State University
- California State University Long Beach
- San Diego State University
- University of Alabama
- Ohio State University

³ <http://www.cgu.edu/pages/5022.asp>

- University of Oregon
- Penn State University
- Indiana University Bloomington
- University of New Mexico
- University of Texas at Austin
- University of Wisconsin at Milwaukee

In the surrounding region of the Intermountain West, a major in RELS exists in the following institutions:

- Arizona State University
 - School of Historical, Philosophical, and Religious Studies offering a BA, MA, and PhD
- University of Arizona
 - Religious Studies program in the College of Humanities offering a BA
- University of Wyoming
 - Religious Studies program in the College of Arts and Sciences offering a BA
- University of Nevada-Reno
 - Religious Studies interdisciplinary program offering a minor and housed in the College of Liberal Arts
- Denver University
 - Religious Studies department offering a BA and MA as well as a joint PhD with Ilif School of Theology
- University of Colorado-Boulder
 - Religious Studies department offering a BA and MA
- Utah State University
 - Religious Studies offering a BA

Collaboration with and Impact on Other USHE Institutions

The only academic program comparable within Utah is the Religious Studies major at Utah State University which was created in 2007. Utah Valley University (UVU) has only an emphasis in religious studies available to students through its Philosophy Department; the same exists at Westminster College. At Brigham Young University (BYU) the curriculum is significantly different and reflects the university's affiliation with the LDS Church by requiring of every student 14 credits of religious education. UVU counts approximately 30 students enrolled either in its Religious Studies minor or having an emphasis on religion in its Integrated Studies degree program. USU has witnessed a steady increase in the numbers of students enrolling in the major since 2007, from 15 the first year to 30 currently enrolled. There is potential for collaborations among USHE institutions in the development of the study of religion and far from being exclusive, each program carries its own specificity and strength and allows for complementarities and exchange of expertise. The University of Utah's initiative for a RELS major proposal has encountered very strong support among colleagues from the Valley.

Benefits

The RELS major will promote diversity and respect individual beliefs. It will advance rigorous interdisciplinary inquiry, intercultural perspective, and social responsibility.

Consistency with Institutional Mission

The creation of RELS major is concordant with the University's stated mission as "a preeminent research and teaching university with national and global reach" as other BA programs in RELS 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. By building knowledge and developing related practices of responsible citizenship, RELS major seeks to prepare students who can help transform society in ways that will honor diversity and intercultural values. Moreover, the RELS major will be at the heart of various synergies within the University of Utah, including the programs in Mormon studies and Jewish studies developed by the Tanner Humanities Center.

Section IV: Program and Student Assessment

Program Assessment

Five interrelated program areas will be assessed, including student enrollment, consumer (student) satisfaction, teaching effectiveness, student achievement in program, and post graduation student achievement. These are listed below, in Figure 1.

Figure 1: What will be assessed?*

1. Student enrollment
2. Consumer (student) satisfaction
3. Teaching effectiveness
4. Student achievement in program
5. Post graduation student achievement

**Full assessment processes are available upon request.*

Multiple assessment tools will be utilized with each of the five program areas.

Expected Standards of Performance

Overall, such an interdisciplinary program is not geared towards immediate problem-solving skills, but rather towards the acquisition of analytical and critical tools that can be applied to interpret past and current events, public discourses and/or cultural shifts and identities on an ongoing basis. In this context, students will be able to:

1. Analyze and interpret religious phenomena and identities and be able to make an informed assessment of their role in current social institutions as well as past historical events. Identify and discuss disciplinary perspectives on religion, including those of anthropology, sociology, history, art history, philosophy, literature, political science, psychology, social work, and theatre.
2. Acquire cultural and religious literacy in order to better understand world religions and their history, practices, and beliefs. Apply this knowledge to develop practices of intercultural dialogue and exchange, including in some cases, the ability to read and translate other languages.
3. Critically assess and synthesize the approaches to religion that are presented in different disciplines. Ultimately, students are encouraged to formulate personal approaches to understanding and interpreting religious phenomena and religious identities, bringing together their scholarly investigations, discussions with peers, and personal experiences.

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
Personnel Expense						
Salaries and Wages***						
Benefits						
Total Personnel Expense						
Non-personnel Expense						
Travel						
Capital						
Library						
Current Expense						
Total Non-personnel Expense						
Total Expense (Personnel + Current)	\$	\$	\$	\$	\$	\$
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Appropriated Fund						
Other: **		\$60K	\$60K	\$85K	\$85K	\$85K
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition						
Total Revenue	\$	\$	\$	\$	\$	\$
Difference						
Revenue - Expense	\$	\$	\$	\$	\$	\$
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.

**Other funding is based on SCH Funding at \$85 per SCH.

Funding Sources

No additional funding will be needed to launch the major other than existing resources of the primary supporting college, the College of the Humanities, where the RELS minor is currently housed and where the major will be as well.

Section VI: Program Curriculum

All Program Courses

Course Prefix and Number	Title	Credit Hours
Required Courses		
CLCS 3620	Intro to the Study of Religion	3
PHIL 2540	World Religions	3
Required Credits		6
Elective Courses (choose 8 for a total of 24 credits)		
ANTH 3111	First Nations E N Amer	3
ANTH 3112	First Nations W N Amer	3
ANTH 3141	Himalayan Kingdoms	3
ANTH 3328	Anthro Arch Near East	3
ANTH 3969	Death Rituals and Mummification	3
ANTH 4123	Cultural Tradition Asia	3
ANTH 4139	Native American Religion	3
ANTH 4171	Myth Magic Religion	3
ANTH 5321	The Classic Maya	3
ANTH 6329	Anth Arch Anc Egypt	3
ARTH 3200	Renaissance Europe Renaissance Europe	3
ARTH 3250	Baroque Art Europe	3
ARTH 4195	Seminar in Medieval Books	3
ARTH 4220	Ital. Ren. Art: 16th c	3
CLCS 3620	Religious Studies	3
CLCS 3670	Travels in Music	3
CLCS 3900	Greek Drama	3
CLCS 3960	Cultures in Contact	3
CLCS 4900	Saints and Sinners 19th Cent Nvl	3
CLCS 4970	Iran and the West: 1800-2000	3
CLCS 4960	New Testament Studies	3
CL CV 3570	Women Ancient Greece/Rome	3
COMM 5150	Dialogue and Cultural Studies	3
ENGL 5721	John Milton	3
ENGL 5710	Studies Renaissance Lit	3
ENGL 5950	Theories Of Culture	3
H EDU 3190	Death And Dying	3
H EDU 3850	Meditation For Health	3
H EDU 4350	Personal Resiliency	3
HIST 3005	Ancient Empires	3
HIST 3040	Early Medieval England	3
HIST 3090	Reformations: Turmoil	3
HIST 3560	Modern India	3
HIST 3910	Holocaust	3

Course Prefix and Number	Title	Credit Hours
HIST 4005	Ancient Israel and Pale	3
HIST 4490	19-20th Century Iran/Iraq	3
HIST 4040	Christianity In Anc Wor	3
HIST 4050	Christianity In Med Wor	3
HIST 4400	Introduction to Islam	3
HIST 4420	The Crusades	3
HIST 4490	Israel and Palestine: War to Peace	3
HIST 4490	Introduction to Shi'i Islam	3
HIST 4660	History Of Utah	3
HIST 4790	American Religions	3
HIST 4990	Death/Afterlife-Christian West	3
JAPAN 6900	Haiku Masters	3
MID E 3642	Islamic Fundamentalism	3
MID E 3649	Islam and Politics	3
MID E 3713	Peoples/Culture Mid E	3
MID E 4549	Comp Religion/Politics	3
MID E 5696	Islam and Democracy	3
MID E 6880	God, Love, and Mysticism	3
PHIL 3600	Phil Of Religion	3
PHIL 3610	Religions Of India	3
PHIL 3810	Existentialism	3
PHIL 4140	Classical Chinese Phil	3
PHIL 5193	The Bhagavad Gita	3
POLS 3490	Comp Religion/Politics	3
POLS 5450	Political Violence Terrorism	3
POLS 5810	Religion and Int'l Politics	3
SOC 3440	Sociology of Religion	3
SW 5830	Conflict and Reconciliation	3
SW 5830	Meditation and Stress	3
SW 5830	Dialogue Models	3
THEA 3001	Zen, Eastern Theatre	3
THEA 3210	Tai-Chi Yoga Movement	3
ANTH 3132	Trad Jewish Communities	3
HIST 3392	Islamic Spain	3
HIST 4795	Mormon and American Exper	3
ENGL 5700	Studies in Medieval Lit	3
ANTH 3141	Himalayan Kingdoms	3
ARTH 3200	Renaissance Europe	3
ARTH 4150	Early Medieval Themes	3
HIST 3400	The Mid-East since 1914	3
POLS 5440	Nation/Ethnic Conflict	3
SOC 3569	Terrorism, Violence, Aggression	3
ANTH 6131	Peoples/Culture Mid E	3

Course Prefix and Number	Title	Credit Hours
ARTH 4095	Seminar in Chinese Art	3
Total Elective Credits		24
VARIOUS COURSE NUMBERS	Senior Seminar	3
Total Number of Credits		33

PHASE I

- Two introductory courses (6 hours): World Religions and Intro to the Study of Religion

These courses will be offered on a rotation system; both of them are already required for students majoring in CLCS Religion and Culture (Information available upon request):

- 1) World Religions: this course has been taught on a regular basis in the Department of Philosophy and has encountered wide success among students studying religion at the U of U. Based on the survey conducted among students, 100% of them approve of making World Religions one of the cornerstone courses. This course offers a descriptive and historical overview of the main religious traditions (with a recommended minimum of 5). Several faculty members in Languages and Literature are willing to teach this course too if, for one reason or another, Philosophy could not offer it.
- 2) Introduction to the Study of Religion: this course has been offered on a regular basis in the Department of Languages and Literature for the past 3 years. Broadly defined, this course encompasses the history of the discipline, a succinct survey of classical theories of religion, and the presentation of the main methodological approaches to religion. The Department of Sociology who offers each semester several sections of an introductory methods course to their majors has agreed to participate in the rotation for the RELS Methods and Theories course and to design one of its sections for RELS students. Similarly, the Department of Philosophy is developing an introductory course on the Philosophy of Religion that will cover the same material and can participate in the RELS rotation for this introductory course.

PHASE II

- Eight electives (24 credits) that will be distributed into four distributions and spread across a minimum of three departments.
 - 1) A first series of four electives: needs to be at the 3000-level or higher and divided into the four distributions.
 - 2) A second series of four electives: needs to be at the 4000-level or higher and divided into two of the distributions according to the student's interests.

Based on the current RELS minor, the USU model, and other similar programs, the four distributions will be: scientific inquiry, cultural inquiry, scriptural and literary inquiry, world traditions inquiry; 3rd-year relevant languages can count as electives (similar to Asian studies and CLCS Religion and Culture track).

PHASE III

- One senior seminar (three credits).

- 1) The senior seminar will also be offered on a rotation system; as any other senior seminar, this seminar will require that students write an in-depth research paper and demonstrate the ability to apply disciplinary perspectives. Based on the survey conducted among students, there seems to be a strong desire for a practical element; Social Work has agreed to participate in the rotation of the senior seminar by offering an experiential Religion Lab (syllabus available upon request). Languages and Literature already offers a capstone for its CLCS Religion and Culture students; one section will be designed to welcome RELS students; History has also agreed to participate in the rotation with one of its senior seminars that has a strong emphasis on Christian cultural history.

Program Schedule

Freshman Year Fall Semester	Freshman Year Spring Semester
PHASE I	
Sophomore Year Fall Semester	Sophomore Year Spring Semester
Introduction to the Study of Religion (3)	World Religions (3)
PHASE II	
Junior Year Fall Semester	Junior Year Spring Semester
Two electives (6) 3000 or higher [one in each distribution]	Two electives (6) 3000 or higher [one in each distribution]
PHASE II and III	
Senior Year Fall Semester	Senior Year Spring Semester
Two electives (6) 4000 or higher [divided into two chosen distributions]	Two electives (6) 4000 or higher [divided into two chosen distributions] Senior seminar (3)

Section VII: Faculty

Faculty members whose primary field of inquiry pertains to the study of religion and religious phenomena (cultural, historical, theoretical, methodological, textual...):⁴

Professor Asaad al-Saleh

- DEGREE: PhD in comparative Literature from the University of Arkansas 2010.
- CLASSES: "Islamic Authors" and "The Qur'an and Qur'anic Studies."

Professor Deen Chatterjee

- DEGREE: PhD in Philosophy from the University of Washington 1975.
- CLASSES: "God, faith, and reason," "Religions of India," "Hindu sacred text: The Bhagavad Gita," "The Buddha Mind," and "Philosophy of Religion."

Professor Benjamin Crowe

- DEGREE: Ph.D. in philosophy from Tulane University 2004.
- CLASSES: "Introduction to Philosophy: God, Faith, and Reason," "World Religions," "Philosophy of Religion," "Existentialism," and "Nineteenth-Century Philosophy."

Professor David Derezotes:

- DEGREE: PhD in Social Welfare from the University of California, Berkeley 1989.
- CLASSES: "Dialogue Models" (cross listed in Social Work, Honors Program, Peace and Conflict Studies, and Communications, "Spirituality in Social Work" (this class was one of the first of its kind

⁴ Extensive faculty publications available upon request

taught in the country in a social work department, I first developed and taught it in 1994, and have offered it every year since then), and "The great divide: Bridging difference through dialogue"

Professor Nathan Devir

- DEGREE: PhD in Comparative Literature from Penn State University 2010.
- CLASSES: "Contemporary Cultures of the Jewish World," "Introduction to Judaism," "Holocaust and Remembrance," and "Hebrew language."

Professor Winston Kyan

- DEGREE: PhD in Art History 2006, University of Chicago
- CLASSES: "Arts of China," "Arts of Japan," "Art and Religion Along the Silk Road," and "Visual and Material Cultures of Buddhism."

Professor Isabel Moreira

- DEGREE: PhD in Ancient History from St. Andrews University (Scotland) 1992.
- CLASSES: "Early Medieval England to 1189" (because of the era covered, there is a heavy emphasis on religion and use of religious documentation), a senior Seminar "Death and the Afterlife to 900" (this course covers the earliest Christian attitudes to death and the afterlife, 'pagan' and Christian mortuary customs, patristic sources on attitudes to death and the afterlife, including exploration of the martyrdom of Perpetua and Felicity, Origen and Origenism, Augustine of Hippo, Gregory the Great, visions of the otherworld, Irish visions and penitentials, and Bede and the rise of purgatory), "Christian Traditions in Practice to 1600," "Saints and Holy People in Medieval Europe to 1600," and an Honors course "Christian Death and Afterlife to 1700."

Professor Jacqueline Osherow

- DEGREE: PhD in English, American Literature and Language from Princeton University 1990.
- CLASSES: "Hebrew Bible as literature" and "Biblical poetry and its Legacy" (the legacy includes: medieval Hebrew poetry, Dante, poems by Herbert and Donne, Hopkins, Dickinson and Eliot).

Professor Frank Page

- DEGREE: PhD in Sociology from the University of Utah 2000.
- CLASSES: "Sociology of Religion" (this classes focuses on religion as a social organization within a socio-cultural framework, as seen through various sociological, anthropological, psychological, historical, and philosophical perspectives), "Social Theory class," "Social Psychology," and "Sociology of film"

Professor Vincent Pecora

- DEGREE: PhD in English and Comparative Literature from Columbia University 1983,
- CLASSES: "Theories of Culture" (addresses the issue of religion, among various other ways of defining culture. Course readings that address the question of religion in culture include E. B. Tylor's *Primitive Culture*, Max Weber's *Protestant Ethic and the Spirit of Capitalism*, Emile Durkheim's *Elementary Forms of the Religious Life*, and Sigmund Freud's *Civilization and its Discontents*). For the past three years, he has also taught a directed readings capstone course for those students who are completing the existing minor in Religious Studies. This capstone directed readings course has generally focused on the historical transformation of Christianity (and the study of religion more generally) during the Reformation and Enlightenment. Course readings for the capstone course include: Martin Luther's *95 Theses and Smalcald Articles*, Jean Calvin's *Institutes of the Christian Religion*; Thomas Hobbes's *De Cive*, Baruch Spinoza's *Ethics*, David Hume's *Natural History of Religion*, Immanuel Kant's *Religion within the Limits of Reason*, G.W.F. Hegel's *Introduction to the Philosophy of Religion*, and Ludwig Feuerbach's *Essence of Christianity*. In addition, he is currently teaching a directed readings course for two graduate

students called "Theory of Religion." The readings for this latter course include Weber's *Protestant Ethic and the Spirit of Capitalism*, William James's *Varieties of Religious Experience*, Durkheim's *Elementary Forms of the Religious Life*, Marcel Mauss's *A General Theory of Magic*, Carl Schmitt's *Political Theology: Four Chapters on the Concept of Sovereignty*, Sigmund Freud's *Totem and Taboo*, Karl Löwith's *Meaning in History*, Claude Lévi-Strauss's *Introduction to the Work of Marcel Mauss*, Hans Blumenberg's *The Legitimacy of the Modern Age*, Clifford Geertz's "Religion as a Cultural System," and Jürgen Habermas's *Religion and Rationality: Essays on Reason, God, and Modernity*.

Professor Paul Reeve

- DEGREE: PhD in History from the University of Utah 2002.
- CLASSES: "Utah history" and "Mormonism and the American Experience".

Professor Muriel Schmid

- DEGREE: PhD in Protestant Theology/Christian Thought University of Neuchâtel (Switzerland) 1998.
- CLASSES: "French secularism 18th and 19th centuries," "Religious studies/Theories and Methods," "Early Christian Literature," and "French literature and religion, 17th to 20th century."

Professor Kathryn Stockton

- DEGREE: PhD in English from Brown University in 1989 and M.Div. from Yale University Divinity School in 1982.
- CLASSES: "Theories of Gender and Sexuality."

Professor Debernire Torrey

- DEGREE: PhD in Comparative Literature from Pennsylvania State University 2010.
- CLASSES: "Korean Culture through Literature and Film" (which has a three-week segment devoted to the philosophical and religious foundations of Korean culture: Confucianism, Buddhism, folk religion and Christianity).

Professor Margaret Toscano

- DEGREE: PhD in Comparative Literature from the University of Utah in 2002.
- CLASSES: "Crossing into Hell" (examines hell as both a religious belief and also as a cultural metaphor for judgment and suffering) and "Ancient Myth and Religion" (explores the interplay of myth, religion, and cult practices and rituals in Ancient Greece and Rome).

Professor Peter von Sivers

- DEGREE: D. Phil. from the University of Munich (Germany) 1968.
- CLASSES: "Introduction to Islam" and "Islamic Origins."

Faculty members whose interest in the study of religion and religious phenomena derives from other fields of inquiries; they address religious phenomena in specific aspects of their teaching and/or research:

Professor Soheila Amirsoleimani

- DEGREE: PhD in Near Eastern Studies from the University of Michigan 1995.
- CLASSES: "God, Love, and Mysticism (on Islamic mysticism)" and "Hyphenated Lives: Muslim-Americans in the U.S."

Professor Leonard Hawes

- DEGREE: PhD in Communication from Ohio State University 1970.
- CLASSES: courses in cultural studies, critical theory, communication theory, and conflict studies.

Professor Mark Button

- DEGREE: PhD in Political Science from Rutgers University 2001.

- CLASSES: "Foundations of Political Thought" and "American Political Thought."

Professor Jerry Gardner

- DEGREE: PhD in Buddhist Studies from Ngagyur Samten Chokhorling Institute in Manali (India) 1997.
- CLASSES: "Zen: Eastern Theatre."

Professor Marcie Goodman

- DEGREE: PhD in Sociology from the University of Utah 1997.
- CLASSES: "Terrorism, Violence, and Aggression."

Professor Eric Hutton

- DEGREE: PhD in Philosophy from Stanford University 2001.
- CLASSES: courses that cover Chinese thought, including both Confucianism and Daoism.

Professor Jessen Kelly

- DEGREE: PhD in History of Art from the University of California at Berkeley 2011.
- CLASSES: "Renaissance Europe," "The Early Modern World," (deal extensively with themes of religious patronage, devotional practices, and image controversies in the Reformation/Counter-Reformation) and developing new course on "Images in the Age of Reform and Counter-Reform," and "Art and Urban Life in Early Modern Europe."

Professor Eric Laursen

- DEGREE: PhD in Slavic Languages and Literatures University of Wisconsin-Madison 1991.
- CLASSES: "Soviet Culture" (Explores the antireligious campaigns and Godbuilding efforts of the Soviet Union, focusing on the use of Russian Orthodox imagery and ritual in the cults of Stalin and Lenin) and "Saints and Sinners: the Russian 19th Century Novel" (Students read about the traditions of Russian Orthodoxy, especially those of Saints' Lives and the tradition of the Holy Fool, and explore their uses in Gogol, Dostoevsky, and Tolstoi).

Professor Mark Matheson

- DEGREE: D.Phil. in Renaissance English Literature from Oxford University 1990.
- CLASSES: "Literary history survey," "Special topics in Renaissance literature", "Shakespeare," and "Honors Intellectual Traditions."

Professor Joseph Metz

- DEGREE: PhD in German Literature Harvard University 1999.
- CLASSES: a graduate seminar on "The Sublime" and an upper-division German class on "Prophecy and Language"

Professor Bojka Milicic

- DEGREE: PhD in Anthropology from the University of Utah 1992.
- CLASSES: "Symbolic Anthropology" and "Andean People."

Professor Bradley Parker

- DEGREE: PhD in Archaeology from the Institute of Archaeology at UCLA 1998.
- CLASSES: "Mesopotamian Civilization," "Ancient Israel and Palestine," "World History to 1500," and "Ancient Empires."

William Parkinson

- DEGREE: BA in Philosophy from the University of Utah Department of Philosophy 1972 and initiated into the Ananda Marga International Yoga Society in 1970, receiving the title Yogi Viirishwara in 1974.
- CLASSES: implemented Utah's first accredited college courses in Tai Chi and Yoga at Westminster College in Salt Lake City from 1972 to 1974. He began teaching Tai Chi for the

Modern Dance Department in 1974. He has taught Tai Chi and Yoga for the Exercise and Sports Science Department since 1979, and for the Department of Theatre since 1987. He also lectures and conducts workshops both on and off campus.

Professor Elizabeth Peterson

- DEGREE: PhD in Art History from the University of Pittsburgh 1991.
- CLASSES: "Visual cultures of Antiquity and Medieval Art" (explores principally artistic expressions in religious structures and objects), specialized courses on Greece, ancient Rome, early Christian, Byzantine, and Gothic art offering avenues to study the cultural, historical, political, social as well as religious conditions. A senior seminar in medieval book production practices, using high quality facsimiles of medieval illuminated manuscripts, is the course in which I can bring in my research on French Gothic religious manuscript illumination.

Professor Glenn E. Richardson

- DEGREE: PhD in Health Science University of Utah in 1976.
- CLASSES: "Positive Health: Psychospiritual," and "Personal Resilience."

Professor Maera Y. Shreiber

- DEGREE: PhD in English Literature from Brandeis University 1992.
- CLASSES: "Poetry of the Sacred" and "Jewish American Literature" (both graduate and undergraduate level).

Amanda Smith

- DEGREE: MS in Health Promotion and Education from the University of Utah 2003 and Certified Health Education Specialist.
- CLASSES: "Death and Dying," "Stress Management," and "Healthy Lifestyles" (including modules on health and spirituality).

Professor Timothy Smith

- DEGREE: PhD in Clinical Psychology from the University of Kansas 1982.
- CLASSES: "Psychology of Religion" (to be developed).

Professor Ewa Wasilewska

- DEGREE: PhD in Anthropology from the University of Utah 1991.
- CLASSES: "Religiosity in the Middle East and USA," "Anthropological Archaeology of Ancient Near East," "Anthropological Archaeology of Ancient Egypt," "Sacred Space in the Near East," "Anthropology of Humor and Laughter" (sections on humor on religion and within religion), "Silk Road: Past and Present," and "Death, Rituals, and Mummification."

Professor Paul White

- DEGREE: PhD in social psychology from Northeastern University 1993.
- CLASSES: on prejudice and stereotyping course that taps into some aspects of religion as an ethnicity.

Professor Hakan Yavuz

- DEGREE: PhD in Political Science from the University of Wisconsin-Madison 1998.
- CLASSES: "Nation/Ethnic conflicts" and "Islam and democracy."

July 3, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Master of Science in Geographic Information Science

Issue

The University of Utah requests approval to offer a Master of Science Degree in Geographic Information Science in the Department of Geography, effective Fall Semester 2012. The program received approval by the Institutional Board of Trustees on April 10, 2012.

Background

The proposed Master of Science Degree in Geographic Information Science (MGIS) is designed to provide students with the expertise to be successful in the geographic information science (GIS) job market at the advanced technical and managerial levels. The MGIS provides coursework that develops skills in acquiring, analyzing and managing large volumes of geospatial information to address problems across a broad range of interdisciplinary application areas such as environmental management, transportation planning, emergency management, and public health. The MGIS is intended to attract both employed professionals and full-time students who want to deepen their understanding and expertise in the application of geographic information to social and environmental problems. Students will be able to complete the program in two years or less upon completion of the required 34 semester hours (minimum). The program includes a capstone project requiring students to apply and analyze GIS concepts to a real-world problem. Due to demonstrated strong labor market demand for GIS it is anticipated graduates will enjoy excellent career prospects locally and nationally.

Policy Issues

There are no known policy issues that need to be considered relative to this proposal. Institutions within the Utah System of Higher Education have reviewed the proposal, given input, and are supportive of it moving forward.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by the University of Utah to offer the Master of Science Degree in Geographic Information Science, effective Fall Semester 2012.

William A. Sederburg
Commissioner of Higher Education

WAS/BKC
Attachment

Programs and Planning Committee

Action Item

Request to Offer a Master of Science Degree in Geographic Information Science

University of Utah

Prepared for:
William A. Sederburg
by
Blair K. Carruth

July 3, 2012

Program Description
University of Utah
MS in Geographic Information Science (MGIS)

Section I: The Request

The University of Utah requests approval to offer a Master of Science Degree in Geographic Information Science in the Department of Geography, effective Fall Semester 2012. The program received approval by the Institutional Board of Trustees on April 10, 2012.

Section II: Program Description

Complete Program Description

Geographic Information Science (GIS) is the integration of the theoretical representation of geographic space to include absolute and relative positions and their relationships with physical and human attributes on the earth's surface. Geographic information science is composed of various geographical scientific and technological areas of study, including geographic information systems (GIS), satellite remote sensing, global positioning systems (GPS), cartography and visualization, and geospatial analysis and statistics. The Master of Science Degree in Geographic Information Science (MGIS) is designed for both employed professionals and full-time students who want to deepen their understanding and expertise in the application of geographic information to social and environmental problems. The MGIS is a two-year post-baccalaureate degree program comprising a course of study that can be completed in 34 semester hours (minimum). The program includes a capstone project requiring students to apply aspects of the MGIS curriculum to the analysis of a real-world problem.

Purpose of Degree

The MGIS provides students desiring a career in the field of GIS with the skills and expertise required to be successful in the labor market. The MGIS is designed to develop skills in geographic information analysis and management. The program reflects the variety and interdisciplinary nature of practical social and environmental problems and seeks to balance technical and management approaches. There is no other master's level degree program in geographic information science in Utah.

Institutional Readiness

The MGIS will be administered by the Department of Geography within the College of Social and Behavioral Science. The MGIS program will package existing courses in GIS, analytical methods, and application areas with complementary courses in GIS Project Management, GIS Programming, GIS Applications, and the MGIS Capstone Project. This structure will allow the creation of a needed program without a large investment of resources. It is expected the MGIS program will have minimal to no negative impact on the existing graduate and certificate programs. As the proposed program is structured, it will not require reallocation of funds or new faculty lines in its first five years. Tuition resources generated from program courses will be used to support the program.

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)			
Full-time Tenured	10		10
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured		2	2
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty			
Full-time Tenured	10		10
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured		2 (.5FTE)	2
Total Department Faculty FTE (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.”)	10	1	11

Almost all of the MGIS courses are currently taught by regular faculty in the Department of Geography. Two new courses not currently offered at the University will be created to support the program. These include a course in GIS Project Management and a course in Web GIS. Staffing and funding for these two courses will be provided by the Department of Geography using adjunct faculty and tuition generated from program courses.

Staff

The MGIS program will be staffed by program faculty assisted by administrative staff from the Department of Geography for accounting and advising. If the degree is approved, a regular faculty member will serve as the initial MGIS director. S/he will report to the Chair of the Department of Geography. The director will be selected from among the tenure-track faculty whose primary assignment is in the Department of Geography.

Student admission decisions will be made by the Faculty Program Committee after reviewing each applicant's submitted materials (e.g. letters of recommendation, statement of purpose, and transcripts). The director will be responsible for all record keeping, course scheduling, and placement activities for graduates. The director will also process students for graduation. A graduate assistant and Department of Geography staff will assist the director in these activities. Once the MGIS program is operating at full capacity, it is anticipated the director will devote 25% of her/his time administering the program.

Office support, such as program accounting, information technology, clerical staff, etc. will be provided by the College of Social and Behavioral Sciences and the Department of Geography.

Library and Information Resources

The Marriott Library, as well as the University of Utah's other libraries, already have a substantial collection of GIS-related journals and book collections that would meet the needs of MGIS students. Representatives of the Marriott Library agree that current collections should be adequate for the proposed MGIS, and they pledged to pay special attention to the topics covered by the program's courses and to suggestions from faculty and students for new resources as the budget allows. The CSBS computing labs and staff, and the Department's DIGIT Lab staff will ensure sufficient computer systems and software support for the MGIS program.

Admission Requirements

Admission requirements will be at least the minimum required by the Graduate School. Undergraduate transcripts, three letters of recommendation, and a statement of purpose will be reviewed when assessing each applicant's qualifications. The TOEFL and TSE will be required of students for whom English is a second language. Due to the rigorous analytic component of the MGIS, it is assumed that applicants will have a strong quantitative background. Acceptable applicants will be required to have proficiency in mathematics, statistics, computing, mapping and introductory GIS as prerequisites to the program. In addition to the prerequisites, students will be encouraged to take coursework in computer programming prior to application.

Student Advisement

The MGIS director and staff advisor will provide academic advising and administrative support to individuals applying for the program, as well as after they are enrolled in the program. The MGIS director will coordinate the development of the MGIS program, establish program policies and procedures, and work with participating colleges, departments and faculty. The MGIS advisor will assist in operating the program including scheduling courses; coordinating teaching assignments, recruiting students into the program, and helping students resolve problems related to the program. Each fall a new student orientation will be held to ensure students understand program requirements. This orientation will also help new students network with other students.

Justification for Graduation Standards and Number of Credits

The MGIS program requires completion of 34 credit hours minimum. In the development of this program, five closely related programs from other parts of the country were surveyed. With required credit hours ranging from 30-35, the mean number of required credit hours for current programs is 32. Within the College of Social and Behavioral Science at the University of Utah, the mean number of credits required for a master’s degree is 32, so the MGIS would require approximately the current College average.

External Review and Accreditation

No external consultants or reviewers were employed to develop this program. No external accreditation will be sought.

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

Prospective MGIS students will be drawn from a variety of social science, earth science, humanities, engineering, and architecture/planning majors, as well as employed practitioners. The anticipated admission for the first year is seven students, followed by 15 in the second year. Admissions are predicted to increase to 30 by the third year and remain at that level over the next two years. These enrollment estimates are based on the queries received from students, responses to a student survey, and projected growth in the labor market. It is anticipated that ten students will graduate each year.

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	7	15	30	30
Total # of Declared Majors in Proposed Program	0	7	15	30	30	30
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	10	11	11	11	11	11
Total Department Student FTE (Based on Fall Third Week)	0	7	15	30	30	30
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)		.67	1.36	2.73	2.73	2.73
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: N/A)						

Expansion of Existing Program

The MGIS is a new degree program.

Section III: Need

Program Need

Traditionally, the bachelor's degree was the entry-level credential to many careers outside academia, while the master's degree was the stepping-stone to a Ph.D. However, in many technical fields the master's degree has become the new entry-level to professional careers in both the private and public sector. It is appropriate to include a master's program in GIS to provide students an opportunity to qualify for higher-level positions in the field.

Geographic information systems (GIS), remote sensing (RS) and related tools have become increasingly sophisticated over the past two decades, increasing the demand for acquiring competency in knowledge and skills that were previously required only for advanced software developers and spatial analysts. For example, a decade ago being a GIS Analyst meant knowing the basics of cartography, spatial statistics and information technologies along with a command of proprietary GIS software. However, GIS has moved from proprietary systems to being embedded within enterprise object-relational databases, served across intranets and the Internet using client-server architectures, and customizable through componentware systems and languages such as Python. Spurred by these technical advances as well as the continuing collapse of data capture, storage and processing costs, the underlying GIS has also advanced greatly, including revolutionary developments such as disaggregate spatial statistics, cartography and visualization, GIS/GPS/RS fusion on mobile devices and hyper-spectral and laser-based remote sensing systems. These scientific and technological advances have greatly increased the knowledge and skill requirements for entry-level GIS careers.

The proposed master's in Geographic Information Science will provide students who are seeking a career in GIS the knowledge and skills that cannot be provided in existing degree programs at the University of Utah. Building on the Department of Geography's successful Certificate Program in GIS, the MGIS will provide the additional education required for careers in GIS, while not diminishing the current certificate program or the department's research-oriented Master of Science program.

The current certificate program in GIS serves a viable market by providing appropriate education for students who seek careers that are GIS-relevant but not GIS-dominant. This includes a wide range of professions in fields such as environmental studies, urban planning, transportation planning, real estate, marketing, public health, anthropology, economics, demographics and so on. Almost any professional field that uses geographic data can benefit from GIS education, and the certificate program will remain appropriate. It is open to any major and degree program on campus (including graduate degrees) as well as to non-matriculated students.

The MGIS will build on the certificate program by providing opportunity for students who need additional technical education for GIS-centric careers, i.e. professions where GIS development, management and support will be the focus. These jobs are often labeled with titles such as Geospatial Information Scientist and Technologist, Geospatial Analyst, GIS Developer, and GIS Manager. The Department of Geography's current MS program cannot accommodate this due to its research-orientation. Students are expected to take one year of courses and spend a second year developing an original research project. In contrast, the

MGIS will substitute the second, research-oriented year for technical coursework that is increasingly essential for entering and succeeding in GIS careers.

Labor Market Demand

The demand for GIS knowledge and skills is strong and is expected to continue to be strong over the foreseeable future. The United States Department of Labor has identified the geospatial industry as one that will require additional skilled workers to meet emerging workforce needs.¹ The Bureau of Labor Statistics projects the number of people employed as geographers will increase by 35% between 2010 and 2020 with a median annual salary of \$72,800.² Employment in related fields shows similar growth trends: cartographers and photogrammetrists (22%); computer and information research scientists (19%); surveying and mapping technicians (16%); and database administrators (31%) (BLS Occupational Outlook Handbook). Two local private corporations and a national federal government center have endorsed the establishment of this program.

Student Demand

Currently, GIS courses serve as electives in the geography undergraduate and graduate programs. In the last ten years, over 620 students have completed the introductory GIS course. The institution reported that enrollments in the introductory GIS course have nearly doubled during the same ten-year period. While over half of the students in the introductory course were geography majors, a variety of other majors were also represented including environmental studies, urban planning, anthropology, physics, computer science, and political science. About 50% of these students enrolled in the second GIS course after completing the first course.

Similar Programs

There are currently no other professionally-oriented master's degree programs in GIS offered by a USHE institution or by any private college or university in Utah. However, there are similar degree programs offered by major universities in the Intermountain West and western United States:

- Arizona State University
 - Master of Advanced Study in GIS Program³
- University of Denver
 - MS in Geographic Information Sciences⁴
- University of Southern California
 - Master of Science and Graduate Certificate in Geographic Information Science and Technology⁵
- University of Washington
 - Professional Master's Program in Geographic Information Systems⁶

Collaboration with and Impact on Other USHE Institutions

There are several geography and GIS education programs in Utah. None of these other programs are targeting GIS professionals at the master's degree level. Salt Lake Community College (SLCC) offers an associate's degree that currently serves as a feeder to the University of Utah's undergraduate geography

¹ <http://dolleta.gov/BRG/Indpro/Geospatial.cfm>

² <http://www.bls.gov/oooh/life-physical-and-social-science/geographers.htm>

³ <http://geoplan.asu.edu/mas-gis>

⁴ [http://universitycollege.du.edu/gis/degree/masters/master-of-science-in-geographic-information-sciences-\(gisc\)-online/degreeid/347](http://universitycollege.du.edu/gis/degree/masters/master-of-science-in-geographic-information-sciences-(gisc)-online/degreeid/347)

⁵ <http://gis.usc.edu/>

⁶ <http://www.outreach.washington.edu/impqis/>

and certificate program in GIS. It is expected that this relationship will strengthen with the creation of the MGIS. Weber State University offers a geography degree and a GIS minor at the undergraduate level. Utah State University offers a geography master's degree program oriented towards natural resource applications, given its location in the College of Natural Resources and in the land-grant institution in the USHE. Utah Valley University has an undergraduate degree program in geomatics (land surveying). Brigham Young University offers an undergraduate degree in geography, but no graduate degrees in geography or GIS. Many of the programs in Utah utilize faculty who are graduates of the Department of Geography at the University of Utah, so there are good linkages for student transfer to the MGIS program.

Benefits

The University of Utah is an ideal home for a Utah-based master's degree program in GIS program. The university resides in a large urban setting that generates demand for GIS professionals through agencies such as UDOT, UTA, UGS and the DNR. Additionally, Salt Lake City is home to the first GIS state agency in the United States, the State of Utah Automated Geographic Reference Center (AGRC). It is also home to the Remote Sensing Applications Center (RSAC), the primary remote sensing research laboratory for the US Forest Service, as well as the United States Department of Agriculture's aerial photography and cartography center. University of Utah graduates are employed in these agencies and in private firms throughout Utah and the nation.

The University of Utah's Department of Geography has been conducting research and teaching GIS and RS since the 1960s. It is home to one of the first academic GIS development facilities in the United States, the Digitally Integrated Geographic Information Technologies (DIGIT) laboratory. This level of GIS and RS development has made the Wasatch Front a hotbed for GIS and RS professional activity. It is expected that the MGIS will help sustain Utah as a national leader in GIS and RS by elevating the educational opportunities that have helped to incubate the local professional community.

Consistency with Institutional Mission

The University of Utah's mission serves society through discovery, education, and application of knowledge. This is achieved by supporting high standards in diverse scholarly activity and by intertwining academic pursuit with educating, mentoring and training students. Within this framework, the College of Social and Behavioral Sciences aims to offer a cutting-edge and captivating environment for students that will prepare them for their professional development in a dynamic, fast-paced world.

The MGIS program has been designed with the mission of the University and the aims of the College in mind. The program will provide an accelerated growth opportunity to its students through the provision of intensive instruction and practice in geographic information systems, science, methods, and applications. The course sequencing specifically prepares them for advanced placements as GIS professionals in local and global corporations, organizations and government bodies.

Section IV: Program and Student Assessment

Program Assessment

Program assessment will be based on the ability to achieve the following goals using the provided measures:

1. Recruit and retain high quality students

- a. Measures: number of applicants, number of admitted students, average GRE of applicants and of admitted students, average undergraduate GPA of applicants and of admitted students, and students most recent degree/institution
- 2. Graduate 90% of the admitted students who meet the learning goals of MGIS
 - a. Student learning outcomes will demonstrate:
 - i. Geographic information science knowledge and technical skills in the appropriate classes with 2.75 or higher GPA
 - ii. Geographic information science specific computer programming skills as measured using course and project work
 - iii. Effective analytical and critical thinking as measured using assignments and projects in program course work
 - iv. Effective management and team work as measured using group projects in program course work
 - v. Effective written and oral communication measured using assignments, written reports, and project presentations
- 3. Assure positive student and graduates' perceptions of the quality of the MGIS program
 - a. Measures: summaries of student mid- and end-of-course evaluations, exit surveys, and alumni interviews/surveys.
- 4. Meet or exceed budget projections
 - a. Measures: student credit hours and revenues generated from MGIS

Expected Standards of Performance

In addition to the Graduate School requirements for graduation with a master's degree, MGIS students will complete a minimum of 34 credit hours and maintain at least a 3.0 overall GPA.

MGIS students are expected to meet the performance standards in the following competency areas:

- 1. Geographic information science knowledge and technical skills
 - a. Skills will be evaluated through course assessments consisting of exams, laboratory assignments, written papers, individual and group presentations, etc.
- 2. Geographic information science specific computer programming skills
 - a. Skills will be evaluated through course exams and programming assignments
- 3. Analytical and critical thinking
 - a. Skills will be assessed by assignments and projects throughout the course of study
- 4. Foundation in geographic information science project management and team work
 - a. Management and team work skills will be measured throughout the program by group projects
- 5. Effective communication (written and oral)
 - a. Performance will be evaluated through instructor and peer reviews of assignments, written reports and oral presentations

In order to maintain the quality of the program and the ability to adjust to changing industry needs, feedback from current and former students, faculty, and industry representatives will be sought on a regular basis through a capstone class project. This feedback will provide guidance on program content, curriculum modifications, and student interests and needs.

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
Personnel Expense						
Salaries and Wages*	0	19200	19200	22400	22400	22400
Benefits		4950	4950	5940	5940	5940
Total Personnel Expense		24150	24150	28340	28340	28340
Non-personnel Expense						
Travel						
Capital						
Library						
Current Expense						
Total Non-personnel Expense						
Total Expense (Personnel + Current)	\$0	\$24150	\$24150	\$28340	\$28340	\$28340
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Appropriated Fund						
Other: Tuition returned to department**	0	14280	30600	61200	61200	61200
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition		1400	3000	6000	6000	6000
Total Revenue	\$0	\$15680	\$33600	\$67200	\$67200	\$67200
Difference						
Revenue - Expense	\$	\$(8470)	\$9450	\$38860	\$38860	\$38860
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$	\$	\$	\$	\$	\$

*Salaries and Wages - .5 FTE MGIS academic advisor staff (33% benefits) plus \$4200 per year adjunct faculty.

**Tuition and tuition to program calculated on current 2011-12 amounts. Projected revenues were calculated by the institution based on an assumed resident tuition rate and an average of 12 credit hours per student per semester.

***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.

Funding Sources

Ten of the 11 FTE are regular faculty members. Cost of the .5FTE staff and the adjunct faculty will be covered by tuition returned to the program and a newly implemented program fee discussed below.

The Department of Geography has two base-funded staff, an administrative assistant and an academic coordinator. The Academic coordinator handles student records processing, instructional program administration, and advising for approximately 100 undergraduate majors and 45 graduate students. The creation of the MGIS program will require additional focused advising, program administration and career development duties that cannot be provided by existing staff. The MGIS requires the initiation of a program fee to recoup the additional costs created by the program.

A program fee of \$100 per student is proposed to be assessed each fall and spring semester for any MGIS student enrolling in three or more credits of coursework (both classroom and on-line classes). To encourage summer registrations, a fee would not be assessed during summer semesters. This should help achieve more balance in the program's enrollment pattern. At an estimated 30 students enrolling per fall and spring semesters, this would yield approximately \$6,000 per year. These funds along with funds from program tuition would be used to hire a .5 FTE advisor for the MGIS students.

Services to program students will include the following:

- Recruiting and marketing
- Coordinating the admissions process
- Managing student applications and files
- Advising students
- Managing and processing variety of forms for students and faculty
- Maintaining records and compiling basic data on students
- Assisting Program Manager with events, projects, and miscellaneous assignments
- Assisting with preparation of periodic reports
- Resolving student issues in consultation with the MGIS director
- Managing student and job list serves
- Coordinating special events for students (awards banquet, orientation sessions, etc.)

Reallocation

The MGIS director will reallocate a portion of time to program administration with no increase in compensation. The MGIS program is not expected to necessitate any reallocation of appropriated funds.

Impact on Existing Budgets

The proposed MGIS program utilizes existing courses from the department's graduate programs and will therefore have no negative budgetary impact on the Geography Department. Revenues generated by courses paid through the MGIS program will accrue to the Geography program to offset administrative costs and additional teaching costs. Two new courses are to be developed as part of the continuing upgrade of the graduate program in geographic information science. The additional cost of teaching these courses, estimated at \$4,200 per year, will be met with revenues from existing enrollments in the department's graduate degree programs combined with enrollments in the new MGIS program. Adjunct faculty will be used to meet expected instructional loads. No additional full-time faculty will be required.

Graduate Director

The Graduate Director of the Department of Geography, an assignment filled by a current faculty position, will administer the MGIS program. Salary and benefits for the director are not included in the budget because the line item currently exists within the department.

Administrative and Library Support

Additional office support, such as program accounting, IT, clerical and office equipment can be provided by the Department of Geography and the College of Social and Behavioral Sciences.

The MGIS program will not require additional library resources.

Section VI: Program Curriculum

All Program Courses

Required Core Courses	Title	Credit Hours
GEOG 6140	Methods in GIS	4
GEOG 6150	Spatial Databases	3
GEOG 6160	Spatial Modeling with GIS	3
GEOG 6000	Spatial Statistics	3
GEOG 6010	Geocomputation	3
GEOG TBD*	GIS Project Management	3
GEOG 6161	GIS Capstone Project	3
Sub-Total		22
Technical Electives (Choose two from list below)		
GEOG 6120	Environmental Optics	3
GEOG 5170	Mobile GIS	3
GEOG 6020	Advanced Spatial Data Analysis	3
GEOG 6190	GIS & Environmental Health	3
GEOG 6180	GIS & Python	3
GEOG 6110	Environmental Analysis	3
GEOG 6130	Advanced Remote Sensing	3
GEOG TBD*	Web GIS	3
Sub-Total		6
Application Electives (Choose two from list below)		
GEOG 5320	Geography of Terrorism	3
GEOG 5340	Emergency Management	3
GEOG 6530	Time Geography	3
GEOG 5210	Global Climate Change	3
GEOG 5270	Biogeography	4
GEOG 5440	Global Economic Geography	3
Sub-Total		6-7
Total Number of Credits		34-35

* indicates a new course to be added in first year of the program

New Courses to Be Added in the Next Five Years

Semester 1	Course Prefix and Number	Course Title
	TBD	GIS Project Management
Semester 2		
	TBD	Web- GIS

Program Schedule

Year I Fall Semester		
GEOG 6140	Methods in GIS	4
GEOG 6000	Spatial Statistics	3
GEOG 6180	GIS and Python	3
Year I Spring Semester		
GEOG 6010	Geocomputation	3
GEOG 6150	Spatial Databases	3
GEOG 5320	Geography of Terrorism	3
Year II Fall Semester		
GEOG TBD**	GIS Project Management	3
GEOG 5340	Emergency Management	3
GEOG 6020	Advanced Spatial Data Analysis	3
Year II Spring Semester		
GEOG 6161	GIS Capstone Project	3
GEOG 6160	Spatial Modeling with GIS	3

Section VII: Faculty

- **Simon C. Brewer**, Assistant Professor, Department of Geography
PhD Botany, Universite d'Aiz-Marseille, climate change, paleoecology, environmental modeling, data mining and analysis
- **Thomas J. Cova**, Associate Professor, Department of Geography
PhD Geography, University of California Santa Barbara, GIS, transportation, and emergency management
- **Philip E. Dennison**, Associate Professor, Department of Geography
PhD Geography, University of California Santa Barbara, hyperspectral and multispectral remote sensing of terrestrial ecosystems, wildfire and fire danger modeling
- **Steven Farber**, Assistant Professor, Department of Geography
PhD Geography, McMaster University, spatial analysis, urban transportation geography, spatial econometric modelling, integrated land-use and transportation modelling, activity and time-use analysis, GIS
- **Richard Forster**, Professor, Department of Geography
PhD Geophysics, Cornell University, microwave remote sensing of the cryosphere, application of radar interferometry to studies of glaciers and ground displacement
- **Kevin Henry**, Assistant Professor, Department of Geography

PhD Geography, McGill University, medical and health geography, public health, cancer epidemiology, applied GIS and spatial statistics for health data, health services

- **George F. Hepner**, Professor, Department of Geography

PhD, Geography, Arizona State University, land resource analysis, geographic information systems, geospatial intelligence, terrorism/security

- **Phoebe McNeally**, Director of the DIGIT Lab, Department of Geography

PhD, Geography, University of Utah, Geographic Information Science and Systems, geographic visualization, spatial decision support systems, snow science/avalanche forecasting

- **Harvey J. Miller**, Professor, Department of Geography

PhD, Geography, The Ohio State University, Transportation, mobility science, Geographic Information Systems (GIS), spatial analysis

- **Yehua Wei**, Professor, Department of Geography

PhD University of California, Los Angeles, economic/urban geography, global urban and regional development, regional science and spatial analysis

July 3, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Doctor of Dental Surgery

Issue

The University of Utah requests approval to establish a Doctor of Dental Surgery (DDS-awarding program) beginning July 2012 in order to receive the first entering class by Fall Semester 2013. The University Board of Trustees approved the proposed program on April 10, 2012.

Background

The University Health Sciences program has participated in a Regional Dental Education Program (RDEP) for more than twenty-five years. Under this American Dental Association (ADA)-accredited contractual DDS-awarding program, Utah students have received the first year of dental school at the University of Utah and the second, third, and fourth years at Creighton University School of Dentistry. The students have matriculated, graduated and received their DDS degree from Creighton University. The Utah RDEP students score above the national average and rank in the top quintile as evidenced by the results on examinations and evaluations such as National Boards.

When setting the class size for the RDEP (20 students/year; 80 students enrolled for all four years) the University attempted to strike a balance between maintaining the current supply of dentists in the state, avoiding unnecessary competition with established practitioners, and having an adequate class size to achieve fiscal and programmatic stability. Admitting 20 students per year is consistent with the number of dental students currently in the RDEP program and provides sufficient financial resources for the University of Utah to operate the program without assessing inordinately high tuition. With the approval of this program, Utah students who would have found it impossible to pursue a DDS degree through the RDEP and Creighton will now have an opportunity to be admitted to complete the DDS degree without leaving Utah.

The inaugural class of 20 Utah resident students per year will utilize the existing state line item appropriation for dental education that currently supports the RDEP (no new state appropriation). In addition, student tuition and fees, clinic income and development start-up funds will be used to operate the education program. Operation and maintenance (O&M) will be covered from endowment and development funds.

Policy Issues

No policy issues were raised by the Chief Academic Officers. However, both Utah Valley University and Salt Lake Community College asked that the new DDS program consider a collaborative relationship so their dental hygiene students may rotate through the proposed program as a training experience.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Doctor of Dental Surgery (DDS) program at the University of Utah, effective July 2012 in order to receive the first entering class by Fall Semester 2013.

William A. Sederburg
Commissioner of Higher Education

WAS/PCS
Attachment

Programs and Planning Committee

Action Item

Request to Offer a Doctor in Dental Surgery

University of Utah

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

July 3, 2012

Section I: The Request

The University of Utah requests approval to establish a Doctor of Dental Surgery (DDS-awarding program) beginning July 2012 in order to receive the first entering class by Fall Semester 2013. The University Board of Trustees approved the proposed program on April 10, 2012.

Section II: Program Description

Complete Program Description

The new School of Dentistry at the University of Utah will award the Doctor of Dental Surgery (DDS) degree to those students who successfully complete the degree program accredited by the Commission on Dental Accreditation of the American Dental Association. Courses specifically designed for the DDS program will be available only to students who have been admitted to the newly established School of Dentistry. Students receiving the DDS degree will have satisfactorily completed all prescribed courses with at least a C grade.

Purpose of Degree

The University of Utah is the only academic medical center in the state. Collaboration with other health care professions, particularly at the University, will enhance the dental student's education leading to the DDS degree. The school's mission will be to educate and train excellent, compassionate and ethical dentists who partner with other healthcare providers to serve healthcare needs and to advance understanding of the therapeutic management of oral structures and functions through research and its translation.

Institutional Readiness

The current administrative structure for the University of Utah Health Sciences is designed to accommodate the DDS degree in a new School of Dentistry that will be part of the Health Sciences along with the School of Medicine, College of Pharmacy, College of Nursing and College of Health. The dean of the School of Dentistry will report directly to the senior vice president for Health Sciences.

The DDS degree program will not impact the delivery of undergraduate education because required courses for pre-dental prerequisites are already available and adequately serve those undergraduate students intending to apply to dental school throughout the nation.

Faculty

The following table includes a headcount of faculty who will be associated with the requested dental program.

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)			
Full-time Tenured	2	30	32
Full-time Non-Tenured	3	7	10
Part-time Tenured	0	0	0
Part-time Non-Tenured	35	10	45
With Master's Degrees			
Full-time Tenured			

Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty			
Full-time Tenured			32
Full-time Non-Tenured			10
Part-time Tenured			0
Part-time Non-Tenured			45
Total Department Faculty FTE (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.")		X	64

The Regional Dental Education Program (RDEP) currently has sufficient faculty and staff to provide the first year of dental education for 20 students. This consists of: two full-time professors and two part-time (one full, one associate and two assistant professors) in clinical tracks (Note: none of the RDEP professors is currently tenured, but two tenured full professors will join the dental faculty when the School of Dentistry is approved-see Table above); two full-time staff (one secretary and one executive assistant); seven adjunct assistant professors; 35 adjunct instructors; and five contract adjunct professors for basic science instruction. With initiation of the DDS-awarding program in 2013 the entry class will be 20 students. The actual numbers in the future will depend on state needs and student demand. The number and distribution of faculty at the proposed School of Dentistry will be sufficient to achieve the dental program's stated purpose/mission, goals and objectives and make the DDS degree program fully compliant with American Dental Association standards. By the first year of the dental program (Fall 2013) there will be 22 full-time FTE faculty members with four administrators and seven in basic sciences, six in the clinical sciences and five in research. In addition, there will be 39 part-time faculty with four in basic sciences and 35 in the clinical sciences to meet the academic needs of 20 dental students. Each year thereafter faculty will be added incrementally as additional students are included until full implementation (by 2016/2017, the academic year of the first graduating class), when there will be 32 FTE tenure-eligible faculty positions. These FTE positions will be supported by student tuition and fees, clinical income, and development start-up funds. These faculty members will be evaluated, promoted and tenured according to established Retention, Promotion and Tenure (RPT) Guidelines. Faculty for the DDS program will also include 45 part-time clinicians, basic scientists and researchers to meet the academic and clinical needs throughout the 4 years of the program of 80+ students. The evaluation, retention and promotion processes for the non-tenure track faculty are also described in the RPT Guidelines referred to above. All administrators will be actively involved in clinical, basic science education or research.

Governance for the DDS program will be handled through the office of the School of Dentistry's dean, working with its executive committee and college council, and will be consistent with that of other University colleges with a college-equivalent faculty council to formulate policies and exercise primary authority to make decisions related to the DDS program. The details of this body as well as the other organizational entities and committees of the School of Dentistry are explained in the School of Dentistry (Faculty) Council Charter and the School of Dentistry Handbook.

The DDS-awarding program will employ an integrated educational strategy that efficiently utilizes full-time, part-time and adjunct faculty and residents to assist student learning and achieving of competency in all areas. The full-time faculty will, for the most part, be School of Dentistry tenure-track faculty and comprise the core of the administrative, teaching, and research responsibilities while overseeing and coordinating administrative, basic science, clinical course areas and research of the dental program.

The School of Dentistry's dean, in counsel with the executive committee, will have the authority and flexibility to recruit and hire additional faculty as needed for expansion or restructuring of resource allocation as elements of the DDS program are modified, added, or eliminated. When appropriate and practical, the School of Dentistry will identify and compensate exceptional and well-established basic science and practicing health care educators from sister colleges/schools at the University such as the School of Medicine, College of Pharmacy, College of Nursing, College of Health, College of Social and Behavioral Science and the Graduate School of Social Work for teaching responsibilities. These University colleges and schools are well-established with exceptional records for health-related education that is critical for comprehensive dental training. All of these programs have expressed a willingness to serve as a resource for basic and clinical medical science instruction as needed. Such a contractual arrangement will use faculty from these other programs as part-time employees in a cost-effective manner. This strategy often precludes the need to hire full-time faculty for all teaching in such a way that does not compromise the quality of teaching or diminish access to instructors. It also will allow pre-doctoral dental students to learn from the very best educators available at the University while helping them appreciate other health care strategies and their relevance to dentistry.

In addition, dental clinicians in the community who are highly regarded and well-established practitioners will be recruited to contribute to the clinical training of the dental students. These practicing local clinicians will provide invaluable experience and perspectives essential to proper dental training. By working with full-time clinical professionals in the DDS program, the part-time clinical faculty will understand and be guided by institutional expectations to assure the requisite quality control necessary for students to achieve expected competencies. An additional benefit of allowing local practitioners to contribute to the DDS curriculum as part-time faculty will be that the dental community develops a sense of partnership and contribution to dental education. As a result they will be more inclined to take advantage of the School of Dentistry for continuing education and other experiences that embellish their own practice and raise the quality of dental services available to the general public.

Administrative faculty positions in the DDS program often will be occupied by persons with either outstanding basic science or clinical credentials and skills. In such cases, these persons will spend roughly 10% of their time engaged in mentoring/teaching students in their area of expertise. This may provide opportunities of student-administration interaction to be able to better assess the needs and progress of pre-doctoral dental students. Some faculty with particularly valuable expertise and background will also have administrative assignments to serve as the chair of their respective clinical departments with the responsibility to organize and direct both full- and part-time faculty members and associated staff in their unit. They will not be expected to spend more than 50% of their time in this administrative role, while the other 50% will be devoted to teaching and mentoring dental students. These faculty and practitioners with dual roles will receive additional compensation commensurate with the extra responsibilities.

The DDS program will utilize an educational model and staffing plan that preserves a student-to-faculty ratio of no greater than 2.0. This ratio will be met with full-time and part-time professors from the School of Dentistry, and will be supplemented by instructors who possess the appropriate training and experience to provide the necessary mentoring for students to develop requisite competencies and assure safety to both students and patients when applicable.

Staff

The University of Utah currently provides a full complement of centralized university resources and associated staff, all of which are readily accessible on the main campus. The resources include, but are not limited to: administrative management, learning resources, research, faculty and staff management, student services and financial support.

The DDS program will establish descriptions and resources for 23 staff positions by 2013 in time for the first entering class for the DDS degree. Staff will be added incrementally in preparation for additional classes until there is a total of 52 staff positions by the time the DDS program achieves full operational status for the 2016/2017 academic year.

Library and Information Resources

The Spencer S. Eccles Health Sciences Library, provides assistance in the use of the library, the online catalog, online database services, including PubMed and Internet resources. Computer workstations, laptops and other mobile devices, laser printers, scanners, copiers and audience response systems (ARS) are available for use. The Health Sciences Library has contracts with programs that provide access to 116 dental journals including the most prestigious and frequently read dental scientific periodicals. The electronic journals may be accessed providing full text hard copies using University of Utah or personal computers through the University's Wi-Fi network. The library personnel are most helpful in providing full text hard copies and will aid in searches or facilitate interlibrary loans when necessary. Hard copies of the more frequently used dental journals collected prior to 2008 are also available. In addition, there is a thorough representation of dental textbooks in the School of Dentistry Conference Room that highlights the major progress of dental sciences in the past fifty years.

Admission Requirements

To meet the requirements of state licensing boards and to gain the necessary background for the study of dentistry, students must complete minimum educational requirements for admission to the DDS program. This process will be directed by the assistant/associate dean for Student Affairs working with the School of Dentistry's Admissions Committee.

Candidates must have completed a minimum of two years of college credits at a regionally-accredited institution of higher education. While a minimum of 64 semester hours (96 quarter hours) from a regionally accredited institution of higher education is required, most accepted candidates will have completed 120 semester hours (180 quarter hours). The minimum of 64 semester hours (96 quarter hours) must be obtained exclusive of credit in military science, physical education, and nonacademic courses. The 64 semester hours must include the following specific subjects and credit:

- Biology6 semester hours
- Chemistry, inorganic8 semester hours
- Chemistry, organic6 semester hours
- English6 semester hours

- Physics6 semester hours

The hours listed are suggested as most nearly conforming to a year's work in most colleges. The governing principle shall be that the credit presented in each subject shall represent a full academic year's course in a regionally-accredited institution of higher education

The required hours and subjects must be completed by the end of the Spring term preceding the Fall in which the applicant wishes to begin the DDS degree-awarding program. The following electives are suggested for the remainder of the required sixty-four semester hours: Modern languages, mathematics, history, social science, philosophy, speech, economics, comparative anatomy, psychology, and computer utilization. The majority of applicants enrolling in the School of Dentistry will have completed a bachelor's degree program.

Weighting of admission criteria will reflect emphasis on academic performance. This includes science GPA, non-science GPA, total GPA and Dental Admission Test (DAT) scores. The minimum total GPA and DAT score required for acceptance to the School of Dentistry will be 3.0 and 17, respectively; however, it should be noted that currently for the RDEP students the average total GPA and DAT scores are 3.6 and 20, respectively. Also, the interview evaluation will be a key factor contributing to the applicant's potential for acceptance.

Student Advisement

The offices of the School of Dentistry's assistant/associate dean for Student Affairs and Finances, working with the Curriculum, Learning and Teaching, Scholastic Standards and Assessment Committees, will provide information concerning academic and professional expectations and financial obligations to students in the DDS program. Career counseling will be coordinated through the Office of Student Affairs. Students will be informed of these services on entry to the program and throughout each year. In addition, DDS students will participate in governance through the following committees: Student Advisory, and Admissions; Curriculum; Scholastic Standards; Committee on Learning and Teaching; and Assessment..

Justification for Graduation Standards and Number of Credits

The DDS degree is not granted by the number of credit hours, but by the satisfactory completion of the prescribed courses in the four year curriculum and by having a minimum GPA of 2.0.

External Review and Accreditation

Consultants from Creighton University School of Dentistry were involved in the development of the proposed DDS program. For more than 25 years, the Creighton curriculum has successfully prepared Utah RDEP students as well-educated and qualified dentists. The new DDS curriculum at the University of Utah will mirror the successful ADA-accredited curriculum used by Creighton.

Accreditation for the University of Utah DDS program is being sought through the American Dental Association. Accreditation is important so that the University's graduates will be eligible for local and national licensing. The U of U application passed the first stage of review, and was considered by the accrediting board to be "stellar." A successful site visit occurred March 27 and 28, 2012, resulting in high marks for University of Utah resources, potential for dental-related research programs and strong fiscal support. There were no recommendations from the accreditation team for improvement. Accreditation for the proposed U of U DDS program is anticipated in August 2012. This schedule puts the process one year

ahead of the ADA requirement of having initial accreditation before the first dental students begin in August 2013. No additional costs are required beyond those included in the current and year one budgets.

Projected Program Enrollment and Graduates; Projected 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
Number of Graduates (Residents) in Proposed Program	10	10	10	10	10	10
Total # of declared majors in Proposed Program	10	20	40	60	80	80
Total School Faculty FTE (as reported in Faculty table above)	2	7	15	23	32	32
Total college Student FTE	20	30	50	70	90	90
Student FTE per Faculty FTE (ratio of total college Faculty FTE and total college student FTE)	10	4.29	3.33	3.04	2.81	2.81

Expansion of Existing Program

This is a new degree and not an expansion of an existing program. However, this will allow the University to transition a one-year contract program with Creighton University to a full University of Utah four-year DDS-granting program.

Section III: Need

Program Need

The University of Utah Health Sciences has participated in a Regional Dental Education Program (RDEP) for more than twenty-five years. Under this American Dental Association (ADA) accredited contractual DDS-awarding program, Utah students have received the first year of dental school at the University of Utah and the second, third and fourth years at Creighton University School of Dentistry. The students have matriculated, graduated and received their DDS degree from Creighton University. The first year curriculum at the University of Utah in the RDEP program is the same as that offered at Creighton University School of Dentistry, and the students take the same competency examinations. The Utah students are co-mingled with the traditional Creighton students for the remainder of their education. The University is confident the RDEP program graduates are well-educated and clinically competent dentists as evidenced by the results on examinations and evaluations such as National Boards, where the Utah students (as a group) score above the national average and generally rank in the top quintile.

The proposed program continues in serving the same number of dental students as are enrolled in the

current RDEP program (i.e., 20/year and 80/4 years) but allows students to complete their entire program at the University of Utah, rather than transferring to Creighton for years two through four. By having the proposed program available in Utah, qualified Utah students receive a dental education at lower tuition rates. In setting the annual class size for the program (initially through the RDEP and now with the full program proposed to be completed at the University of Utah), the University strikes a balance between maintaining the current supply of dentists in the state, avoiding unnecessary competition with established practitioners, and providing outstanding certified dentists to replace practitioners who are retiring, and having an adequate class size to achieve fiscal and programmatic stability. Admitting 20 Utah students per class is consistent with the number of dental students currently associated with the RDEP program, and provides sufficient financial resources to run the program without inordinately high tuition costs.

In addition, the proposed DDS program includes a strong research component which benefits student learning while at the same time improving dental practices of those already active in the profession, and, ultimately, the dental health of Utah's citizens. As part of the work of the School of Dentistry, in which the program will be administered, professional development opportunities will be made available to Utah's practicing dentists.

Labor Market Demand

An overarching objective of the University of Utah DDS degree program will be to assure that the citizens of Utah receive sufficient high quality dental care to meet their dental health-care demands and needs. This will be done in the following ways:

1. The administration of the DDS program and the dental school will work closely with the state and local dental association and practitioners to frequently and accurately assess dental needs of the community in order to adjust their student population (both the quantity and nature of their programs) to address the state's requirements. For example, to the extent that health care is reformed due to discoveries in the health sciences, changes in the patient demographics (citizens in the state become older or younger), the mode of practicing shifts (more emphasis on prevention, holistic medicine and dental implants) or payment systems are modified, the DDS program will provide the necessary training to its students and trainees to be able to adjust to the changes. In addition, as new needs are identified, the dental program will organize and implement continuing education programs to help the dental profession in the state and region to better serve the dental needs of the community.
2. The DDS program will use strategies such as scholarships and subsidized grants to incentivize dental graduates to go to state regions with unmet dental healthcare needs. In addition, through matriculated dental students and residents, the proposed School of Dentistry will staff satellite clinics in areas of unmet need.

Student Demand

The profession of dentistry provides a medical career that has special appeal to Utah students. This is due to its high professional regard, opportunities for entrepreneurial independence and satisfying professional development, potential for significant economic benefits and a desirable life-style option. The ADA has reported that Utah has the highest applicant rate for dental schools in the country: 170-200 applications are considered annually for the RDEP program at the University. The ADA also reported in 2004 that 168 first-year students who claimed Utah as their residence were matriculated in dental schools throughout the country. Although data are not available, it is probable that approximately two to three times this number actually applied as the acceptance rate for dental school is approximately 50%. Despite this historically high demand, a full four-year, state-supported dental program has not been available to Utah residents.

More recently there has been a disturbing trend that tuition and fees for DDS-awarding programs, especially those associated with expensive private institutions and those required of non-resident students at state-supported schools, have skyrocketed. Consequently, Utah dental students who currently access out-of-state or private institutions have total expenses of \$85,000 to \$115,000/year for tuition and fees and cost of living. Thus, upon graduation, these students can have debt approaching \$0.5 million, although the Utah Dental Association estimates the debt to approach \$300,000. It is expected that the prospects of such staggering and seemingly escalating debt will make a dental education inaccessible to many Utah students who will select different and more affordable careers. This appears already to be occurring based on recent reports that Utah first-year dental students declined from 168 (2004) to 134 (2008), despite the fact that the total number of graduates from Utah universities has been steadily increasing. It is proposed that the most appropriate strategy to address Utah student demand for a DDS degree is to establish a fiscally sound dental school that fully utilizes the outstanding resources of the University of Utah to offer an affordable, high-quality dental education to qualified in-state residents.

Similar Programs

The proposed School of Dentistry would be the first dental school to award the DDS degree at any of the state-assisted universities or colleges in Utah. Because of its strong history of training students to become physicians, pharmacists, and nurses, the University of Utah is the appropriate location for a DDS degree program that will have a strong research emphasis.

While there is no DDS-awarding program in the Utah System of Higher Education, there is a private dental program in South Jordan that was originally known as the University of Southern Nevada and recently changed its name to Roseman University. This Nevada-based proprietary institution only recently initiated its dental program (Fall of 2011) and significantly differs from the proposed DDS program at the University of Utah in its philosophy, resources, fiscal and business model. For example, in contrast to the University of Utah School of Dentistry, because of its private proprietary status, the Roseman dental school has no binding affiliation with the State of Utah nor is it in any way obligated to respond to the concerns of the dental community or to address the dental needs of this state.

Collaboration with and Impact on Other USHE Institutions

Because no other USHE institution has a DDS-awarding program, nor is in a position to award the DDS, or equivalent degree, collaboration is not an issue. Only the University of Utah has a medical school with clinical training that would enable it to develop a program in dentistry. The proposed program will be integrated into the clinical sciences already existing at the University and will participate in the U of U clinics already in operation in the Salt Lake Valley. Consequently, collaborative efforts in regard to a DDS program are not likely at this time.

Benefits

The proposed DDS program will provide access for qualified Utah students to train in all of the major medical professions: medicine, pharmacists, nurses, and now dentists who will learn to work collaboratively and combine their clinical services in a holistic manner as they work to provide optimal health care to the citizens of Utah. In addition, the proposed DDS degree program will bring considerable direct economic benefits to the state in the following ways:

- The millions of dollars these students currently spend annually for educational expenses, and generate due to clinical services performed in out-of-state dental schools, will now be kept in Utah.

- The dental student's tuition and fees (cost of education) will be reduced by over \$100,000-\$200,000/student due to in-state rates to Utah residents. The state/University could save \$1-1.5 million annually by not paying reimbursement to students and contract costs (It is part of the RDEP program to reimburse some of Utah students for their out-of-state tuition if they return to practice in Utah80 - 100 new, high-paying jobs created at the University will be added to the state economy.
- Fast-track construction of a new dental science-dedicated building at no expense to the state) will bring \$30 million in construction costs to Utah.

These economic benefits will result from no additional cost to the state (no increase in current base appropriation for 20 entering Utah students/year). The proposed dental program will effectively attract more dentists to practice in rural Utah and help address the need for accessible dental care to this underserved population. This will be achieved by the following strategies:

1. Selection of students: Accept a set number of students from rural areas, because they are more likely to return to rural areas to practice.
2. Scholarship: Offer specially designated scholarships to students who come from rural areas.
3. Reimbursement: Set amount of reimbursement dollars for 3-5 years of practicing in a rural area.
4. Rotate dental students through the rural community clinics with the general dentistry residents to provide exposure to the unique features and benefits of this environment.
5. Establish a mobile Dental Unit in conjunction with the State Health Department that will allow faculty and students to provide dental care to rural areas.

Other economical and health care benefits of the proposed dental school include major research opportunities in:

1. Oral pain management (partnering with the drug-development program of the Anti-seizure Drug Development program)
2. Genetics of oral diseases (using the Utah Population Data Base) (partnering with the Department of Informatics and Human Genetics)
3. Oral pathology (partnering with HCI and ARUP)
4. Dental product development (partnering with Dr. Gordon Christensen)
5. Medication development for management of oral diseases (work with the College of Pharmacy)
6. Addiction disorders (screening and brief intervention program for prescription abuse, tobacco and alcohol management and their oral consequences) (partnering with the Utah Addiction Center)
7. Development and management of hard and soft tissue diseases (partnering with the Department of Bioengineering)

From evaluations of other comparable state-associated research-related dental programs and the unique research-promoting environment of the University of Utah, it is realistically projected that a DDS degree program will generate over \$6 million/year in research dollars. These revenues will be spent in Utah and result in approximately 40 additional jobs.

A new DDS degree program will provide entrepreneurial opportunities by taking advantage of programs such as state-supported USTAR (start-up companies) related to dental services and products, likely at the same level as the College of Pharmacy, a program of comparable size. It is noteworthy that without a complete DDS degree program, the University has not contributed to any dental-related start-up company; however, establishment of a full DDS degree program at the U of U will allow development of this new untapped market.

Consistency with Institutional Mission

The University of Utah has a strong tradition of training professionals in most aspects of the biomedical field. This institution is especially noted for research and entrepreneurial spirit as evidenced by its success in competing for grants, contracts and initiating start-up companies. Despite its exceptional track record in this regard, and the high demand by Utah students to receive training in the dental field, the USHE has had minimal opportunities to be involved in dental education and, consequently, it has made few contributions and had little influence in dentistry. As discussed above, the addition of a DDS degree program will help fill these gaps and provide much needed opportunities of dental-related training for practicing dental professionals as well as for dental-related entrepreneurial development.

Section IV: Program and Student Assessment

Program Assessment

Expected Standards of Performance

(All standard definitions and evaluative criteria for each year of dental school are available upon request.)

These two sections are closely linked in that the success of the DDS program will for the most part be determined by the performance and competencies of its pre-doctoral student body. Thus, the responses for these sections have been integrated below by identifying and explaining critical standards that will serve as the foundation for the proposed DDS program. These standards, competencies, assessments and associated coursework are consistent with that of the University of Creighton School of Dentistry and reflect the accreditation requirements of the American Dental Association and are described below:

- **Standard 1:** *Individual evaluations will be performed in accordance with institutional due process policies to assess student performance and achievement of competencies. (Complete details are available upon request.)*

As part of the University of Utah DDS program, implementation of this standard will be a three-step process, the first of which will be to inform students of the didactic, behavioral and/or clinical expectations that exist for them. Three primary sources of information will exist for this purpose. As a part of the registration process at the beginning of each academic year, the Office of the Assistant/Associate Dean of Student Affairs in the School of Dentistry will distribute electronically a packet of information to each student that is year-specific regarding student academic and behavioral expectations as well as all School policies and practices that govern such activity during that academic year. This information will be more global in scope and will include the appropriate information: (Expectations for each year are available upon request.)

- **Standard 2:** *The stated goals of the DDS program will include the preparation of graduates who possess the knowledge, skills and values to begin the practice of general dentistry.*

The stated goals of the DDS degree program are consistent with the University of Creighton dental program and consistent with ADA accreditation requirements and will include the preparation of graduates who possess the knowledge, skills and values to begin the independent practice of general dentistry. This is the definition of competence. The mission of the School of Dentistry will be to award the DDS degree to those pre-doctoral students who have been properly educated and trained to become excellent, compassionate, and ethical dentists. Those students receiving the DDS degree will have been trained to partner with other healthcare providers in order to serve the University's community and the world around it

and to further the University's understanding and the therapeutic management of oral structures and function.

The achievement of competence will be measured primarily through competency examinations and, to a lesser degree, through faculty ratings. The advancement toward proficiency will be achieved by the successful completion of all academic obligations (didactic and clinical) required by the institution. All DDS graduates will have demonstrated competence in the 30 areas set forth by the School of Dentistry as measured by performance on competency examinations and faculty observation. The attainment of these 30 competencies will be a condition for graduation. At the same time, it is anticipated that as pre-doctoral students successfully complete the various stages of DDS training, they will manifest incremental progress toward competence through their curricular activities designed to improve knowledge, skills, and values.

- **Standard 3.** *The DDS program will define the competencies needed for graduation, which must be focused on educational outcomes.*

There will be 30 competency statements included in the DDS program that represent educational outcomes for which students must demonstrate the requisite knowledge, skills and values to receive their DDS degree and enter into an unsupervised general dentistry practice situation. These statements, along with their definitions, methods of measurement, and the specific academic year during which these measurements are determined are presented below.

A graduate of the DDS program at the University of Utah will be competent in:

A. Biomedical Sciences

- A.1. understanding the biomedical sciences and their relationship to oral health, oral diseases, and oral-related disorders.

B. Behavioral Sciences

- B.1. understanding and applying the principles of behavioral science as they pertain to patient-centered approaches for promoting, improving, and maintaining oral health.
- B.2. managing a diverse patient population and having the interpersonal and communication skills

C. Practice Management

- C.1. evaluating different models of oral health care management and delivery.

D. Ethics and Professionalism

- D.1. understanding and applying ethical, legal, and regulatory concepts as they pertain to patient care and practice management.
- D.2. understanding the importance of life-long learning and self-assessment relative to professional development and the maintenance of competence.

E. Critical Thinking and Information Technology

- E.1. using critical thinking and problem solving skills to guide clinical decision making during the comprehensive care of patients.
- E.2. understanding critical assessment and scientific principles as they relate to the selection of appropriate biomaterials used in dental therapy.
- E.3. using information technology resources in contemporary dental practice.

F. Clinical Sciences (includes):

- F.1. performing patient examination, assessment, and diagnosis procedures.
- F.2. developing a comprehensive plan of treatment.
- F.3. understanding the principles of health promotion and disease prevention.

The evaluation of competence will be an ongoing process that requires a variety of assessments. This process will occur throughout training for the DDS degree and involve a number of constituencies. The fact that the evaluation of the competencies will occur over time indicates that the process is ongoing. That several academic units will be involved in the evaluation process for most competencies attests to the variety of assessments that will be made as does the fact that numerous examinations will be involved. The specific evaluation methods that measure the attainment of each competency will be grouped by academic year and are presented above. As mentioned previously, this information will be presented to each student on a year-specific basis at the time of registration for each academic year.

The table that follows summarizes this information and quantifies the concept that the evaluation of competence as part of obtaining the DDS degree at University of Utah School of Dentistry will be an ongoing process that involves a variety of measurements. As a point of reference, there will eventually be eight academic units or departments at the School involved in the process of establishing competencies that will lead to the DDS.

COMPETENCY EXAMINATION DATA Competency	Years Evaluated	Number of Examinations	Number of Disciplines
A.1. Biomedical Sciences	Fr So Jr Sr	29	6
B.1. Apply Behavioral Science	Fr So Jr Sr	21	6
B.2. Manage Diverse Population	So Jr Sr	12	3
C.1. Evaluate Health Care Management	Jr Sr	4	1
C.2. Practice Management	So Jr Sr	9	3
D.1. Ethical and Legal Concepts	Fr So Jr Sr	26	6
D.2. Life Long Learning	So Jr Sr	14	6
E.1. Critical Thinking and Problem Solving	Fr So Jr Sr	47	8
E.2. Selection of Materials	Fr So Jr Sr	36	6
E.3. Information Technology	Fr So	2	1
F.1. Patient Examination and Diagnosis	Fr So Jr Sr	46	7

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
Personnel Expense						
Salaries and Wages	1,400,723	2,246,559	2,962,015	4,153,249	5,585,933	7,144,935
Benefits	462,239	741,364	977,465	1,370,572	1,843,358	2,357,829
Total Personnel Expense	1,862,961	2,987,923	3,939,480	5,523,821	7,429,291	9,502,764
Non-personnel Expense						
Travel	25,000	45,000	65,000	100,000	145,000	185,000
Capital	85,000	85,000	125,000	160,000	740,000	795,000
Library	-	30,000	30,000	30,000	30,000	30,000
Current Expense	441,924	883,448	1,386,523	2,402,043	3,314,588	4,028,380
Total Non-personnel	551,924	1,043,448	1,606,523	2,692,043	4,229,588	5,038,380
Total Expense (Personnel + Current)	\$2,414,885	\$4,031,371	\$5,546,003	\$8,215,864	\$11,658,879	\$14,581,004
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Appropriated Fund	255,989	511,978	511,978	511,978	511,978	511,978
Other: Clinic Income	2,090,466	2,144,180	2,199,506	2,632,116	3,253,297	3,949,499
Special Legislative Appropriation	-	-	-	-	-	-
Grants and Contracts	200,000	1,418,000	1,854,810	3,066,909	4,601,221	5,677,822
Special Fees/Differential	-	25,000	1,027,234	2,102,191	3,332,201	4,441,705
Total	\$2,546,455	\$4,099,158	\$5,593,528	\$8,313,194	\$11,698,697	\$14,541,004
Difference						
Revenue – Expense	\$131,570	\$67,787	\$47,525	\$97,330	\$39,818	\$39,860
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.

Funding Sources

The inaugural class will be 20 Utah resident students/year and will utilize existing state line item appropriation for dental education (no new state appropriation). In addition, student tuition and fees, clinic income and development start-up funds will be used to operate the education program.

Reallocation

No reallocation of funds is anticipated at this time.

Impact on Existing Budgets

No impact on current base budgets is anticipated at this time. The program will generate its own revenues for its operations.

Section VI: Program Curriculum**All Program Courses****SCHEDULE OF COURSES (FRESHMAN YEAR)**

Course Title	Semester	Clock Hours				Total	Faculty
		Sem. or Lect.	Lab.	Clin.	Other		
Interpersonal Relationships / Communication	I	16				16	Hammond
Preventive Dentistry	I	16	15			31	Bailey
History of Dentistry	I	8				8	Steed
Dental Material Science Lecture	I	16				16	Faddis
Dental Materials Science Laboratory	I		32			32	Faddis /Staff
Dental Anatomy Lecture	I	16				16	Woodward
Dental Anatomy Laboratory	I		112			112	Woodward/ Staff
Biochemistry Lecture	I	64				64	Sorenson
Histology Lecture and Laboratory	I	48	48			96	Ash
General Gross Anatomy	I	32	96			128	Morton
Radiology Lecture	I	16				16	Aldous
Basic Computing Skills for Dental Students	I						
Radiology Lecture	II	16				16	Aldous
Radiology Laboratory	II		12			12	Aldous
Community Dentistry Field Experience	II				20	20	Powell
Clinic Observation	II			20		20	Powell
Dental Materials Science Lecture	II	32				32	Lowder
Dental Materials Science Laboratory	II		32			32	Lowder/Staff
Occlusion Lecture	II	16				16	Lowder
Occlusion Laboratory	II		48			48	Lowder/Staff
Head and Neck Anatomy	II	32	60			92	Morton
Oral Histology and Embryology	II	40	48			88	Albertine
Physiology	II	64				64	Michel
Applied Biomedical	II						Hanson
Cardio-Pulmonary Resuscitation	II	2	4			6	Powell
Periodontal Instrumentation	II	6		9		15	Bailey

General Neuroscience	II	32				32	Morton
Nutrition Lecture	II	16				16	Packer

SCHEDULE OF COURSES (SOPHOMORE YEAR)

Course Title	Semester	Clock Hours				Total	Faculty
		Sem. Or Lect.	Lab.	Clin.	Other		
Infectious Disease Control in Dentistry	I	8				8	
Radiology Lecture	I	16				16	
Radiology Laboratory	I		12			12	
Introduction to Clinic Lecture	I	24				24	
Introduction to Clinic Laboratory	I		140			140	
Periodontic Lecture	I	16				16	
General Pathology Lecture	I	82				82	
Complete Denture Prosthodontic Lecture	I	16				16	
Complete Denture Prosthodontic Laboratory	I		112			112	
Oral Diagnosis	I	16		20		36	
Endodontic / Pulp Biology Lecture	I	16				16	
Fixed Prosthodontic Lecture	I	16				16	
Fixed Prosthodontic Laboratory	I		72			72	
Operative Dentistry Lecture	I	16				16	
Operative Dentistry Laboratory	I		112			112	
Microbiology Lecture	I	64	4			68	
Physical Growth and Development Lecture	I	16				16	
Pain Control / Anesthesia	II	32		24		56	
Pediatric Dentistry-Orthodontic Technique	II		64			64	
Oral Pathology Lecture	II	72				72	
Periodontic Lecture	II	16				16	
Basic Endodontic Techniques Lecture	II	16				16	
Endodontic Preclinical Laboratory	II		48			48	
Removable Partial Denture Lecture	II	16				16	
Removable Partial Denture Laboratory	II		48			48	
Radiology Laboratory	II		8			8	
Oral Hygiene and Recall Clinic	II			8		8	
Fixed Prosthodontic Lecture	II	16				16	
Fixed Prosthodontic Laboratory	II		96			96	

Operative Dentistry Lecture	II	16				16	
Operative Dentistry Laboratory	II		104			104	

SCHEDULE OF COURSES (JUNIOR YEAR)

Course Title	Semester	Clock Hours				Total	Faculty
		Sem. or Lect.	Lab.	Clin.	Other		
Dental Pharmacology I	I	40				40	
Radiographic Interpretation Lecture	I	16				16	
Medically Complex Patient Lecture	I	16				16	
Problem Solving in Endodontics Lecture	I	16				16	
Fixed Prosthodontic Lecture	I	16				16	
Operative Dentistry Lecture	I	16				16	
Periodontic Lecture	I	16				16	
Physical Diagnosis / Medical Emergency Lecture	I	16				16	
Removable Partial Denture Lecture	I	16				16	
Cardio-Pulmonary Resuscitation	I	1	2			3	
Orthodontic Lecture	I	16				16	
Pediatric Dentistry Lecture	I	32				32	
Patient and Cultural Sensitivity Lecture	I	16				16	
Clinic Activity Points	I			N/A			
Dental Public Health Lecture	II	16				16	
Evidence-Based Dentistry Lecture	II	16				16	
Practice Planning Lecture	II	16				16	
Fixed Prosthodontic Lecture	II	16				16	
Operative Dentistry Lecture	II	16				16	
Periodontic Lecture	II	16				16	
Complete Denture Prosthodontic Lecture	II	16				16	
Dental Pharmacology II	II	24				24	
Oral Surgery Lecture	II	24				24	
TMD / Orofacial Pain Lecture	II	16				16	
Applied Orthodontics Lecture	II	16				16	
Clinic Activity Points	II			N/A			
Periodontic Clinic	I, II			117		117	
Diagnosis and Radiology Clinic	I, II			117		117	
Removable Prosthodontic Clinic	I, II			141		141	
Endodontic Clinic	I, II			94		94	
Fixed Prosthodontic Clinic	I, II			164		164	
Oral Surgery Clinic	I, II			60	12	72	
Operative Dentistry Clinic	I, II			258		258	
Orthodontic Clinic	I, II			30		30	
Pediatric Dentistry Clinic	I, II			32		32	
Community Dentistry Field Experience	I, II				23	23	

SCHEDULE OF COURSES (SENIOR YEAR)

Course Title	Semester	Clock Hours				Total	Faculty
		Sem. or Lect.	Lab.	Clin.	Other		
Business of Practice Lecture	I	16				16	
Oral Pathology Lecture	I	16				16	
Ethics in the Practice of Dentistry I Lecture	I	24				24	
Cosmetic Dentistry	I	4	28			32	
Advanced Endodontics Lecture	I	16				16	
Fundamentals of Implantology Lecture	I	16				16	
Operative Dentistry Lecture	I	16				16	
Dental Pharmacology Update	I	16				16	
Oral Surgery Lecture	I	16				16	
Orthodontic Lecture	I	16				16	
Periodontic Lecture	I	16				16	
Topics in Prosthodontic Lecture	I	16				16	
Clinic Activity Points	I			N/A			
Pediatric Dentistry Lecture	I	8				8	
Ethics in Dentistry II	II	16				16	
Financial Planning and Jurisprudence Lecture	II	16				16	
Advanced Implantology Lecture	II	8				8	
Clinic Activity Points	II			N/A			
Community Dentistry Field Experience	I, II				25	25	
Oral Diagnosis and Treatment Planning Clinic	I, II			149		149	
Fixed Prosthodontic Clinic	I, II			198		198	
Operative Dentistry Clinic	I, II			248		248	
Removable Prosthodontic Clinic	I, II			124		124	
Endodontic Clinic	I, II			99		99	
Oral Surgery Clinic	I, II			60		60	
Orthodontic Clinic	I, II			30		30	
Pediatric Dentistry Clinic	I, II			56		56	
Periodontic Clinic	I, II			124		124	

Section VII: Faculty

The current faculty members in the existing program and their qualifications are listed below:

- Albertine, K. H.
 - BA '75 Lawrence University,
 - PhD '78 Loyola Stich School of Medicine
 - Professor Neurobiology and Anatomy,

- Aldous, J. A.
 - MS '61 Northwestern University
 - DDS '59 Northwestern University
 - Associate Professor Dental Education
- Ash, J. F.
 - BS '69 University of Illinois
 - PhD '74 Stanford University
 - Professor Neurobiology and Anatomy
- Bailey, G. M.
 - BS '71 Brigham Young University
 - DDS '75 Northwestern University
 - Cert. '77 Northwestern University (Periodontics)
 - Adjunct Asst. Professor Dental Education
- Christensen, G. J.
 - DDS '60 University of Southern California
 - MSD '63 University of Washington (Prosthodontics)
 - PhD '72 University of Denver
 - Adjunct Professor Dental Education
- Faddis, K. A.
 - BS '85 University of Utah
 - DDS '90 Creighton University
 - Adjunct Instructor Dental Education
- Hammond, D. C.
 - PhD '74 University of Utah
 - Adjunct Professor Physical Medicine and Rehabilitation
- Hanson, G.
 - DDS, '73 UCLA
 - PhD '78 University of Utah
 - Professor Pharmacology and Toxicology
- Lowder, G. W.
 - BS '72 Brigham Young University
 - DDS '76 University of Washington
 - Asst. Professor Dental Education
- Michel, W.C.
 - PhD '85 U of Cal. Santa Barbara
 - Professor Physiology
- Morton, D.
 - BS '98 Brigham Young University
 - MS '01 University of Utah
 - PhD '03 University of Utah
 - Asst. Professor Neurobiology and Anatomy
- Olsen, B. T.
 - BA '84 Utah State University
 - DDS '87 University of Texas, San Antonio
 - Cert. '89 U.T.H.S.C. S. A –(Pediatrics)
 - MS '94 University of Texas, Houston (Orthodontics)

- Adjunct Asst. Professor Dental Education
- Olson, C. J.
 - BA '72 University of Utah Asst.
 - DDS '77 West Virginia University
 - Professor Dental Education
- Packer, B.
 - BA '64 University of Utah
 - DDS '68 Northwestern
 - Adjunct Instructor Dental Education
- Powell, G. L.
 - BS '64 University of Utah
 - DDS '68 University of Washington
 - Professor Dental Education
- Sorenson, D. K.
 - BS '69 Brigham Young University
 - MS '78 University of Utah
 - PhD '75 Utah State University
 - Asst. Professor Medical Informatics
- Steed, S. J.
 - BS '70 Brigham Young University
 - DDS '74 Northwestern University
 - Adjunct Instructor Dental Education
- Woodward, R. O.
 - DDS '68 University of Washington
 - Adjunct Instructor Dental Education

July 3, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Minor in Teaching American Sign Language in Secondary Education

Issues

Utah State University proposes an academic minor in Teaching American Sign Language to become effective Fall Semester, 2012. The institutional Board of Trustees approved this on May 4, 2012.

Background

The Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services at Utah State University is proposing the implementation of a minor in teaching American Sign Language (ASL). The provision of a minor in ASL will enable students graduating from Utah State University as Secondary Education majors to teach American Sign Language to high school students. Currently there is only one program in the state (Utah Valley University) that provides this training to students at this level. Students in the Utah State University program will study American Sign Language, culture, and language teaching techniques.

Qualified American Sign Language teachers are in high demand as K-12 schools have established American Sign Language programs of study. It is necessary for higher education institutions, such as Utah State University, to produce well-trained American Sign Language teachers to serve schools. As noted in the program description, students who wish to teach in public schools in Utah need to be licensed and will need to complete both the language specific minor (21 credits) and the 30+ credits in the secondary teacher education program offered in the School of Teacher Education and Leadership.

Utah State University's Communicative Disorders and Deaf Education Department has a Deaf Education teacher training program that has been in existence at USU for twenty-five years. The program is successful in preparing teachers to meet the critical shortage of teachers of the deaf. Over the years, an increasing number of students have requested a teaching minor in American Sign Language in order to teach ASL in the high schools. Over the last five years there have been 25-40 requests per year for such an option. There is no anticipated increased cost associated with the American Sign Language Teaching minor.

Policy Issues

No policy issues were raised by the Chief Academic Officers. Salt Lake Community College will seek a collaborative arrangement that will tie to its ASL Interpreter program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Utah State University request to offer a minor in Teaching ASL in Secondary Education, effective Fall, 2012.

William A. Sederburg
Commissioner of Higher Education

WAS/PCS
Attachment

Programs and Planning Committee

Action Item

Request to Offer a Minor in Teaching ASL

Utah State University

Prepared for:

William A. Sederburg

by

Phyllis C. Safman

July 3, 2012

**Program Description
Utah State University
Minor in Teaching ASL**

Section I: The Request

Utah State University proposes an academic minor in Teaching American Sign Language to become effective Fall Semester, 2012. The institutional board of trustees approved this on May 4, 2012.

Section II: Program Description

Complete Program Description

As the number of students studying American Sign Language (ASL) is increasing, qualified ASL language instructors are in high demand. The Department of Communicative Disorder and Deaf Education will prepare students for an ASL teaching career by offering an ASL teaching minor program. Students in this program will acquire knowledge in American Sign Language, culture, and teaching approaches.

In ASL language courses, ASL language skills in expressive and receptive abilities are developed communicatively through contextualized and theme-based units. Through coursework and a practicum through the School of Teacher Education and Leadership and Communicative Disorders and Deaf Education, students will learn effective teaching techniques. In coursework and through interaction with students who are deaf in the Deaf Education Student Association, Silent Weekends, American Sign Language Winter Workshops, the Sign Language Laboratory, and interactions with members of the Deaf Community, students will learn about culture, and how to apply their ASL language knowledge in an ASL speaking environment.

The ASL teaching minor requires that a student complete 29 credits from a select group of courses with the Department of Communicative Disorders and Deaf Education. All courses in this minor require a minimum grade of C- or better and may not be taken on a Pass/Fail basis. Students must have an overall GPA of 2.75 to declare this minor as well as a 2.75 GPA within the minor classes to graduate.

The requirements listed above only specify courses offered by the Department of Communicative Disorders and Deaf Education. As with all minors and majors with a teaching emphasis, to be licensed to teach in the Utah public secondary school system students must also complete additional required courses (approximately 31 credits) offered in the School of Teacher Education and Leadership.

Purpose of Degree

The purpose of this minor is to prepare secondary education teachers who can teach American Sign Language. Utah State University is defined by its mission "...to be one of the nations' premier student-centered land and space grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture...." This program will continue to foster diversity of thought and culture by focusing on the Deaf, their language and culture, and developing professionals who will teach high school students about Deaf culture and the language of individuals who are Deaf. This minor fits well within the role and mission of Utah State University.

Qualified American Sign Language teachers are in high demand as K-12 schools have established American Sign Language programs of study. It is necessary for higher education institutions, such as Utah

State University, to produce well-trained American Sign Language teachers to serve schools. As noted in the program description, students who wish to teach in public schools in Utah need to be licensed and will need to complete both the language specific minor (21 credits) and the 30+ credits in the secondary teacher education program offered in the School of Teacher Education and Leadership.

Institutional Readiness

The Department of Communicative Disorders and Deaf Education within the Emma Eccles Jones College of Education and Human Services is ready to offer this minor in teaching American Sign Language. There has been a teacher-training program for teachers of the Deaf with the Department of Communicative Disorders and Deaf Education for twenty-five years. The program has the appropriate staff and support to be able to offer this much-needed minor with no additional cost to the state or the University. The existing structure, facility, and support are already present in the Deaf Education program. The new minor would answer a need in the state and within the program to provide an endorsement that is in high demand at the undergraduate level and would potentially provide a pool of excellent candidates to enter into the graduate program to become teachers of the deaf.

Faculty

The program in Education of the Deaf has three full-time, tenure-track, doctoral level faculty, two full-time master's level faculty who teach courses in American Sign Language, and one part-time faculty who teaches and supervises in the program.

Current faculty are sufficient to meet the staff requirements for this minor. Faculty members are well trained in American Sign Language and are skilled in teacher preparation.

Staff

The Department of Communicative Disorders and Deaf Education does not anticipate the need to hire additional staff in the administration of the proposed minor.

Library and Information Resources

Because there is a program already in place and because the offerings in ASL are already present, there is no need for additional library resources. The faculty and staff appreciate the support already available from the library in the existing program.

Admission Requirements

Students admitted to the University in good standing may minor in the Teacher Training Program in American Sign Language. Upon completion of 30 semester credits, students may apply for admission to the teacher education program through the School of Teacher Education and Leadership (TEAL). Admission criteria include a cumulative GPA of 2.75, a passing score on the Emma Eccles Jones College of Education and Human Services Writing Examination, successful performance on the ACT exam, computer skills competency, and high potential as a teacher, as judged by performance in a small-group interview. Students must also complete the following courses prior to application: ELED 1010, ENGL 1010, FCHD 1500, MATH 1050, one breadth American Institutions course, one breadth Physical Science course, and one breadth Humanities course or breadth Creative Arts course. Students who are accepted into the teacher education program may continue with the American Sign Language Teacher Education coursework if they maintain good academic standing.

Student Advisement

The Department of Communicative Disorders and Deaf Education (COMDDE) is committed to provide individual advising to students who enter departmental programs. The Department has 2.75 FTE professional academic advisors who are committed to helping students on an individual basis as they matriculate. Advisors in both COMDDE and TEAL work together to assist students in teacher training programs.

Justification for Graduation Standards and Number of Credits

The graduation standards for this program are the same for any student earning a bachelor's degree with a Secondary Education teaching major and minor. The specific requirements are to have completed a minimum of 126 credit hours and to have also completed the requirements for a selected major and minor in Teaching ASL as well as the additional requirements in Secondary Education as outlined in the General Catalog of Utah State University.

External Review and Accreditation

The proposed program was developed by: (1) examining the requirements of the State of Utah for a license to teach ASL in high school, (2) examining the curriculum in other programs in the United States that prepare teachers of ASL, and (3) reviewing the professional literature on preparing teachers of ASL. Faculty discussed the proposed program with faculty at Utah Valley University to determine if the program at that institution was similar to the one that is proposed in this document. Based on research, discussion, and exploration, USU faculty concluded that the proposed program will be an excellent training program for future teachers of ASL in the high school. The current programs in the Department of Communicative Disorders and Deaf Education are accredited by the appropriate agencies. There would not be a need for additional accreditation if this program is approved.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	19	6	25.1	<i>If applicable</i>
2	19	6	25.1	
3	22	6	25.1	
4	25	6	25.1	
5	25	6	25.1	

Expansion of Existing Program

The courses in the existing program that would be used in this new program are: COMD 3010, COMD 3910, COMD 4780, COMD 4910, COMD 4790, and COMD 5610. ASL I, 3010, has five sections with 25 students in each section; ASL II has three sections with 25 students in each section; ASL III has two sections with 25 students in each section; ASL IV is taught once a year and is nearly at full capacity at 25 students. COMD 4780, Socio-Cultural Aspects of Deafness is a formal lecture/discussion format class and could expand enrollment to meet needs. The class currently has an enrollment of 15 students each year. The course COMD 5610, Introduction to Deaf Education is also a lecture/discussion class that could expand enrollment; the class over the last five years has an average size of 15 students. Currently, the ASL classes are at full capacity (25 students) and would therefore require the addition of one new section in these courses in the first year through the third year and an addition of a third section by the fourth year and fifth years.

Section III: Need

Program Need

In 1994 American Sign Language (ASL) was accorded equal status with other linguistic systems by the Utah State Legislature. Since that time the demand for courses in ASL has increased in high schools throughout Utah (from one class in 1994 to 54 at the present time according to the State Office of Education). Most universities in Utah offer coursework that will allow interested college students to be trained to teach a specific language at the high school level; yet in Utah there is only one program in the state to prepare teachers who can teach ASL. This program, according to the director of the program at Utah Valley University, is overwhelmed with the number of students who are interested in becoming prepared to teach American Sign Language. There is a need for other programs in the state to provide this training option to students. The program in Education of the Deaf at Utah State University is in a position to meet this need.

Labor Market Demand

Over 40 states have approved the teaching of ASL in high school. The interest in this language has steadily increased over the last few years as more students see sign language as being used on television, Face Book, Twitter and in films. In Utah there are 54 high schools (35%) offering American Sign Language classes in the 2011-2012 school year, and faculty anticipate the number of schools wanting to offer this option to their students will increase. The Teaching Field Index of Criticality for Utah (2011) lists Foreign Language: Sign Language as a 3.4 level (on a scale of four). In addition to the need for skilled users of ASL in the schools, one of the primary developers of communication systems for the deaf in the United States, and located in Utah, Sorenson Communication, is seeking skilled ASL users as employees. Sorenson Corporation would offer positions to our graduates. However, the most significant barrier to meeting students' demand to learn ASL is the lack of trained and certified teachers. The ASL teaching minor is much needed considering the demand from the market. It can significantly enhance students' job prospects in the field of ASL instruction.

Student Demand

As suggested above, there has been and continues to be a growing demand for training that would allow students to become teachers of ASL in high schools. Utah State University's Communicative Disorders and Deaf Education Department has a Deaf Education teacher-training program that has been in existence at USU for twenty-five years. The program is successful in preparing teachers to meet the critical shortage of teachers of the deaf. American Sign Language is an integral part of this existing program. Many of these students graduated from high schools where ASL was offered for world language credit. Those students leave high school with a desire to continue studying ASL and to become teachers of ASL at the secondary education level. Over the years, an increasing number of students have requested a minor in American Sign Language. During the past year, 50 students have made inquiries about the possibility of teaching ASL at the high school level. Over the last five-years there have been 25 to 40 requests each year either for such a degree or where students might go to obtain this training. In addition, the faculty in the Deaf Education teacher-training program see the potential for recruiting ASL teaching minor students into the graduate program in Deaf Education, ultimately training more professionals who can meet the critical shortage of teachers in the field of Deaf Education (the index of criticality for Special Education: Deaf and Hearing Impaired is 3.7).

Similar Programs

Currently, Utah Valley University is the only university in the state that offers a teacher licensure program for ASL. The major at UVU is Deaf Studies and within that major students may choose an area of focus in Deaf studies, interpreter training, or teaching ASL. Salt Lake Community College offers an interpreter training program, but not a program that prepares students to teach ASL. The University of Utah and Weber State University offer Sign Language classes but those are not part of a program, a major or a minor. If this new minor is approved, Utah State University will be the only university in the state that prepares teachers in Deaf Education (K-12), Deaf Education Early Childhood, Deaf Education Early Intervention, and Secondary Education American Sign Language Teaching.

Collaboration with and Impact on Other USHE Institutions

Because Utah Valley University is the only program in the state offering a degree that will prepare teachers of ASL at the high school level, USU has only been in contact with this university whose faculty support the USU proposal. The new proposed program will potentially remove some of the pressure off the Utah Valley program and would benefit both programs.

Benefits

Because there is a need for a program to prepare ASL teachers at the high school level and because the Department of Communicative Disorders and Deaf Education is in a position to meet this need, the development of the proposed program benefits Utah State University and higher education in Utah. One of the needs of the program in Deaf Education is to have a more consistent pool of applicants to the graduate program in Education of the Deaf, and the development of this new program has the potential of increasing the number of students interested in pursuing a graduate degree.

Consistency with Institutional Mission

One of the primary statements in Utah State University's role is to foster diversity of thought and culture. The proposed program specifically addresses this goal as the focus is on the Deaf, their language and culture, and develops professionals who will teach high school students about the Deaf culture and the language of individuals who are deaf. This new degree program fits well within the role and mission of Utah State University.

Section IV: Program and Student Assessment

Program Assessment

The minor in ASL teaching prepares students specifically to teach at the secondary education level. The program will acquaint students with current methodologies in teaching ASL in order to help them develop pedagogical tools and skills necessary for teaching the target language and culture, and prepare them professionally for their career through hands-on experience and practical training. The program will also introduce to the students the culture of the Deaf and the Deaf Community, together with avenues for intellectual inquiry.

Expected Standards of Performance

The primary goal of the proposed program is to prepare high school teachers of American Sign Language. In order to meet this goal there are several subordinate goals:

1. To meet the requirements for certification of a high school teacher
2. To have an understanding of the Deaf culture
3. To demonstrate mastery of American Sign Language

4. To be able to explain the socio-cultural aspects of being Deaf
5. To be able to explain how Deaf individuals have been viewed historically and the changes that have taken place over the last 200 years
6. To be able to converse comfortably with individuals from the Deaf community
7. To be able to effectively teach concepts to high school students

Assessment Procedures:

1. Students must be admitted to the teacher education program. Criteria for admission include: completion of a minimum of 60 semester credits, and (1) minimum ACT scores, (2) University Studies requirement, (3) speech and hearing test, (4) successful completion of the Teacher Education writing exam, (5) recommendations from advisors in major, (6) successful completion of the Computer and Information Literacy (CIL) exams, and (7) completion of fingerprinting for a background check. Students must also successfully complete the STEP program in Secondary Education.
2. Students must be able to successfully pass oral and written examination on the culture of the Deaf.
3. Students must successfully demonstrate understanding of socio-cultural aspects of deafness and the social and cultural aspects of the Deaf Community.
4. Students must successfully complete a sequence of courses in American Sign Language, including the interactive labs, silent weekend, and associations with individuals who are Deaf who use American Sign Language.
5. Students must successfully pass an examination on the history of the Deaf.
6. Students must be able to demonstrate skill in communication with individuals who are Deaf.
7. Students must successfully complete a student teaching assignment in high school teaching ASL.
8. Students' retention and graduation from the program will be closely monitored.
9. Students' employment and employer satisfaction with graduates will also be monitored.

Section V: Finance

Funding Sources

The program will be funded within the existing budget allocation. Funding for the faculty is mainly through existing legislative appropriation and tuition.

Reallocation

The program takes advantage of courses already offered, both within the Department of Communicative Disorders and Deaf Education and within the Emma Eccles Jones College of Education and Human Services. As such, no reallocation of funds is anticipated.

Impact on Existing Budgets

There will be no impact on the Department's existing budget.

Budget

Financial Analysis					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	19	19	22	25	25
Cost Per FTE ¹	9,472	9,472	9,087	8,731	8,731
Student/Faculty Ratio ²	14	14	15	16	16
Projected Headcount	19	19	22	25	25
	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Tuition					
Gross Tuition	145,553	151,375	182,287	215,431	224,048
Tuition to Program					
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries and Wages	0	0	0	0	0
Benefits	0	0	0	0	0
Total Personnel	N/A – All costs are currently covered in existing programs.				
Current Expense	There are no additional faculty or staff FTE, library, or other operational funds required.				
Travel					
Capital	0	0	0	0	0
Library Expense	0	0	0	0	0
Total Expense	\$0	\$0	\$0	\$0	\$0
	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue					
Legislative Appropriation					
Grants and Contracts					
Donations	N/A – funded through existing resources				
Reallocation					
Tuition to Program					
Fees					
Total Revenue	\$0	\$0	\$0	\$0	\$0
Difference					
Revenue-Expense	\$	\$	\$	\$	\$

¹Represents the 2010-11 E&G of Upper Division instruction in the department of ComD (Communicative Disorders and Deaf Education) divided by the 2010-11 AY Upper Division student FTE in ComD plus the projected enrollment noted. Source: 2011 Department Profiles.

²Represents the 2010-11 AY Upper Division student FTE in the department of ComD plus the projected enrollment noted divided by the 2010-11 AY E&G Upper Division ComD FTE faculty. Source: 2011 Department Profiles.

Section VI: Program Curriculum

All Program Courses

Course Prefix & Number	Title	Credit Hours
Core Courses		
COMD 3010	American Sign Lang I	4
COMD 3910	American Sign Lang II	4
COMD 4910	American Sign Lang III	4
COMD 4920	American Sign Lang IV	4
COMD 4789	Socio-Cultural Aspects Deaf	3
COMD 3080	Practicum ASL (repeatable)	1
COMD ? (New Course)	Methods of Teaching ASL	3
TEAL 4780	Assessment of Lang Learners	3
LING 4100	The Study of Language	3
Elective Courses		
Sub-Total		
Track/Options (if applicable)		
Sub-Total		
Total Number of Credits		29

New Courses to Be Added in the Next Five Years

<i>Prefix and Number</i>	<i>Title</i>	<i>Credit Hours</i>
Course Description	Methods of Teaching ASL	3

Program Schedule

Recommended program of study

Course (First Year)	Semester	Credits
LING 4100 first year I – The Study of Language	Fall	3
TEAL 4745 first year I – Second Language Acquisition	Fall	3
TEAL 4780 first year II – Assessment for Language Learn	Spring	3
Course (Second Year)	Semester	Credits
TEAL 4730 second year I – Educational Linguistics	Fall	3
COMD 4780 second year II – Socio-Cultural Aspects Deaf	Spring	3
Com D 2910 third year II – American Sign Language I	Spring	3
Course (Third Year)	Semester	Credits
Com D 3910 third year I – American Sign Language II	Fall	4
Com D 4810 third year II – American Sign Language III	Spring	4
Course (Fourth Year)	Semester	Credits
Com D ? fourth year I - Methods of Teaching ASL	Fall	3
Com D 4920 fourth year I – American Sign Language IV	Fall	4

Secondary Education STEP Program Requirements

Secondary Education Level I Courses

SCED 3100	3	Motivation and Classroom Management
-----------	---	-------------------------------------

SCED 3210	3	Educational and Multicultural Foundations
INST 3500	1	Technology Tools for Secondary Teachers
	3	Methods course in major or minor
	1	Clinical experience in teaching major or minor

Secondary Education Level II Courses

SCED 4200	3	Reading, Writing and Technology
SCED 4210	3	Cognition and Evaluation of Student Learning
SPED 4000	2	Education of Exceptional Individuals
	3	Methods course in major or minor
	1	Clinical experience in teaching major or minor

Secondary Education Level III Courses

	2	Student Teaching Seminar (in major)
SCED 5630	10	Student Teaching

Section VII: Faculty

- **Freeman King**, EdD, Professor ., Director Education of the Deaf and Hard of Hearing, Professor; fluent in American Sign Language; Registry of Interpreters for the Deaf (NRID) certified interpreter; expertise in ASL pedagogy, curriculum, and design
- **James C. Blair**, PhD, Professor; expertise in American Sign Language curriculum design
- **Debbie Golos**, PhD, Assistant Professor; expertise in ASL pedagogy and curriculum design
- **Curtis Radford**, MEd, Instructor; native ASL user; expertise in ASL pedagogy, curriculum, and design
- **Jan Kelley King**, MEd, Instructor; fluent in ASL; ASL interpreter; expertise in ASL pedagogy, curriculum, and design
- **Felicia Dixon**, MEd, Instructor; fluent in ASL; expertise in ASL teacher supervision

July 3, 2012

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: 2012 Report of the HigherEdUtah2020 Plan Timeline

Issue

The 2012 Report is the next annual update of the HigherEdUtah2020 Plan (2020 Plan). The reporting cycle for the 2020 Plan's annual reports has changed from a calendar year to an academic and fiscal year (July 1 – June 30). The attached timeline outlines the target dates in the process of developing and completing 2012 Report. It is the intent to have the 2012 Report completed and ready for disbursement by January 7, 2013 in time for the 2013 legislative session.

Background

The Office of the Commissioner of Higher Education (OCHE) has been in contact with the eight Utah System of Higher Education (USHE) institutions to compile the 2012 Report with their institutional updates. The outline of the 2012 Report is still in development due to the transition from Commissioner Sederburg to Commissioner Buhler. The Board of Regents and Commissioner Buhler plan to host a half day retreat on September 13 at Utah State University (Logan) prior to the regularly scheduled board meeting at USU on September 14. It is anticipated that the 2012 Report outline, content and legislative priorities will be finalized at the retreat.

The 2020 Plan has provided a framework and common language among Utah's educational community and its supporting constituents. The expectation is that the 2012 Report will identify legislative priorities for the 2013 legislative session (and reasonably beyond) that will most significantly aid USHE institution in fulfilling their portion (as per each institution's mission) of the state's big goal to have 66% of Utahns with a post-secondary degree by the year 2020.

Commissioner's Recommendation

This is an information item only, no action is required by the Board.

William A. Sederburg
Commissioner of Higher Education

WAS/CKM
Attachment

DRAFT

June 28, 2012

2012 Report Timeline Proposed

1. June

- a. June 6 - Email notification to campus planning representatives
- b. June 21 - Outline review through OCHE committee
- c. June 28 - Outline to COP
- d. June 28 - Email update to campus planning representatives
- e. June 29 - Timeline to Regents Agenda Packet

2. July

- a. July 12 - Regents' Retreat - Commissioner Sederburg whitepaper discussion

3. August

- a. August 1 - First DRAFT of OCHE assigned sections
- b. August 15 - Institutional updates due
- c. August 28 - Update to COP and Regents

4. September

- a. September 7 - Submit materials for Regents' retreat agenda
- b. September 13 - Regents' half day planning retreat (USU)

5. October

- a. October 10 - Draft report to institutions
- b. October 15 - Governor's Education Excellence Commission Education Summit
- c. October TBD - Draft report to COP and Regents

6. November

- a. November 7 - Submit materials for Regents' agenda
- b. November 16 - Final report to Regents
- c. November 21 - Final report to press

7. January (2013)

- a. January 7 - Distribution of completed 2012 Report



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

July 3, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE Roles and Authority Annual Orientation

Background

Under the direction of the Board Chair and Commissioner, an annual orientation is held each August for new or interested USHE regents, trustees, presidents, president cabinet members and members of the Commissioner's staff to ensure clarity of role and function of each body and office within the Utah System of Higher Education. However, due to the commissioner transition and the new state statute (§53B-1-105) requiring the confirmation of a newly appointed commissioner by the Senate, the date and time of the 2012 USHE Roles and Authority Annual Orientation will be determined after the new USHE commissioner's Senate confirmation.

Those interested in participating in the 2012 orientation are encouraged to notify Kirsten Schroeder, Executive Assistant to the Commissioner and Executive Secretary to the Board or Regents at 801-321-7103 or kschroeder@utahsbr.edu. More information about the orientation will be sent to the Board of Regents and each USHE president in the near future.

Commissioner's Recommendation

This is an information item only; no action is required by the board.

William A. Sederburg
Commissioner of Higher Education

WAS/CKM

July 3, 2012

MEMORANDUM

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

Issue

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

Background

The Board last reviewed and approved the Southern Utah University Campus Master Plan on August 27, 2010. The minimal changes that have occurred since that time are summarized in the attached memo from the institution and identified on the attached campus map.

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

Commissioner's Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



To: Utah State Board of Regents
From: David Tanner, Vice President, Facilities Management & Planning
Date: June 22, 2012
Subject: 2012 SUU Master Plan

We request approval of the 2012 Southern Utah University Master Plan (attached):

Summary of changes made and proposed:

- Removed Hotel Legend
 - Adjusted Juniper Property to show maximum Residential Life building layout
 - Removed Business Building South Addition
 - Proposed added utility building (Burch Mann area)
 - Proposed added parking lot north of Heat Plant
-

We request approval of the 2012 SUU Master Plan.

SUU CAMPUS MASTER PLAN 2012

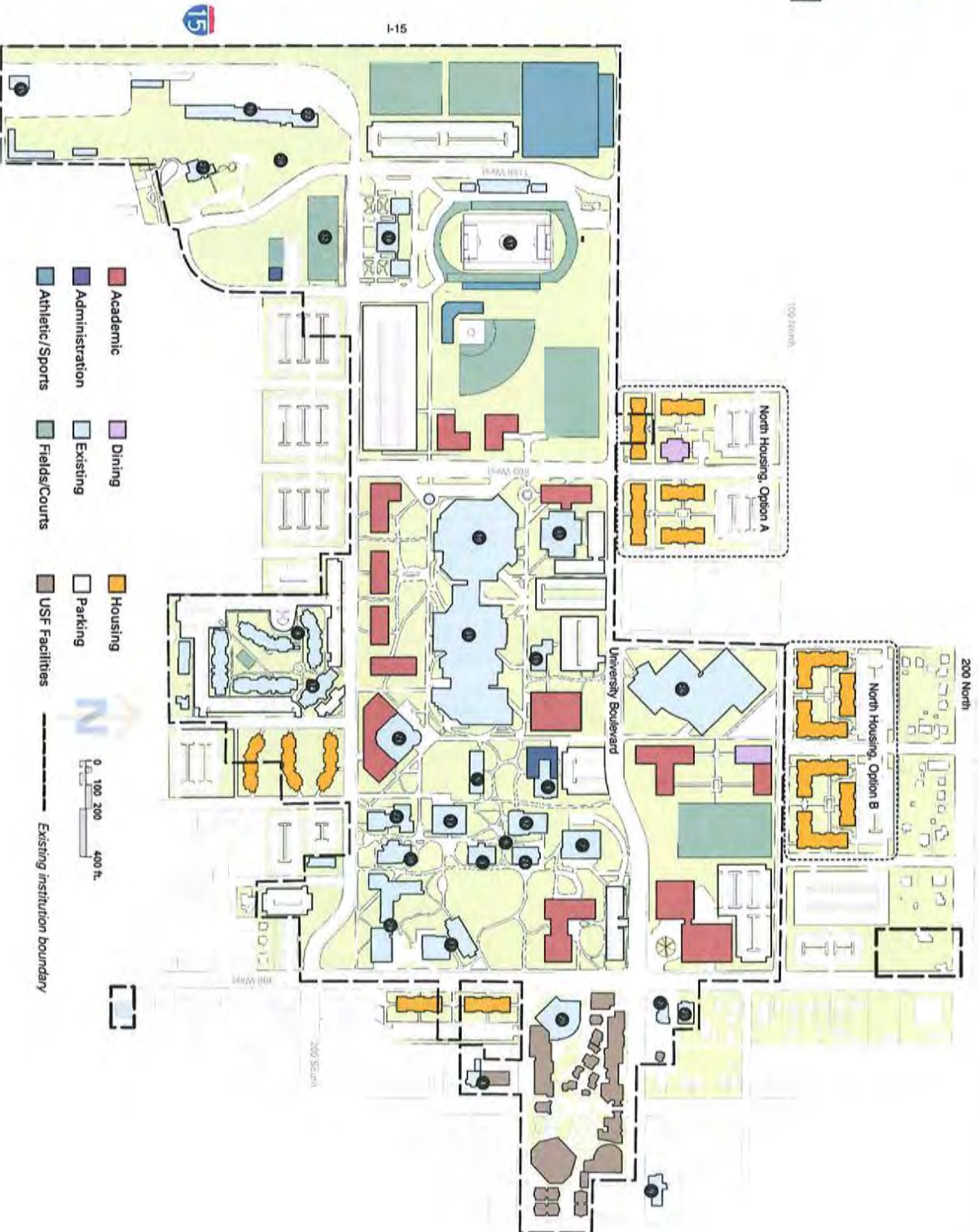
SOUTHERN UTAH UNIVERSITY

EXISTING CAMPUS BUILDINGS

1. AD Bention Administration Building
2. AL J. Reuben Clark, Jr. Alumni House
3. BC R.C. Braithwaite Liberal Arts Center & Braithwaite Fine Arts Gallery
4. BMH Burch Mann House
5. BU Dixie Leavitt Business Building
6. CA Carter Carlton
7. CC R. Haze Hunter Conference Center
8. CH Cedar Hall
9. COC Community Outreach Center
10. CN Centrum Arena
11. EC Eccles Coliseum
12. ED Emma Eccles Jones Education Building
13. ELC Electronic Learning Center
14. ELL Eccles Living and Learning Center
15. FM Facilities Management Administration
16. FMS Facilities Management Shops
17. GC General Classroom Building
18. HC J.D. & Alice C. Harris Center
19. HP Heat Plant
20. JT Randall L. Jones Theatre
21. LIB Gerald R. Sherratt Library
22. MT Motor Pool
23. MU Music Center
24. OM Old Main
25. PD SUU Police
26. PEB J. L. Sorenson Physical Education Building
27. PR President's Residence
28. RGC Rocky Mountain Power Challenge Course
29. SC Science Center
30. SH South Hall
31. ST Sharvan Smith Student Center
32. TC Tennis Courts
33. TH Engineering & Technology

"You can always amend a big plan but you can never expand a little one. I don't believe in little plans. I believe in plans big enough to meet a situation which we can't possibly foresee now."

— PRESIDENT HARRY S. THOMAS



July 3, 2012

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Weber State University – Sale of University Property in Kaysville, Utah

Issue

Weber State University has requested the consent of the Regents to sell a 4.73 acre parcel of property located at 122 North Flint Street in West Kaysville, Utah.

Background

The details of the proposal are disclosed in the attached letter from the University. The key issues are: the property is deemed to be surplus because of the development of the Davis Campus to serve central Davis County, and the bid price for the property significantly exceeds the appraised value of the property. Excerpts from the appraisal and a map showing the location of the property are also attached.

Commissioner's Recommendation

The Commissioner recommends that the Regents give their consent for the sale of this property.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



WEBER STATE UNIVERSITY

OFFICE OF THE VICE PRESIDENT
ADMINISTRATIVE SERVICES

June 20, 2012

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

Dear Commissioner Sederburg:

Weber State University seeks Regent authorization to sell 4.73 acres of university property located in Kaysville Utah for \$510,000 (\$107,822 per acre).

As background, in 1999 the Elizabeth Barnes family donated several parcels of property to WSU. With the emergence of the WSU Davis Campus, which will adequately serve central Davis County, the Barnes property was determined to be surplus and all but one parcel has since been sold. The university now seeks to sell the final Barnes parcel located at 122 North Flint Street in West Kaysville (see attached maps).

WSU commissioned an MAI appraiser who determined the value of the property to be \$70,000 per acre. (Excerpts from the appraisal are also attached). WSU then initiated a two-stage bid process which included a "best and final offer" stage. The highest bid received was \$510,000 from Matthew Real Estate Holdings. WSU has since entered into an earnest money agreement with the highest bidder that is contingent upon Regent approval.

WSU requests that the Regents approve this transaction at their July 13th meeting. Please place this item on their action agenda.

Sincerely,

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

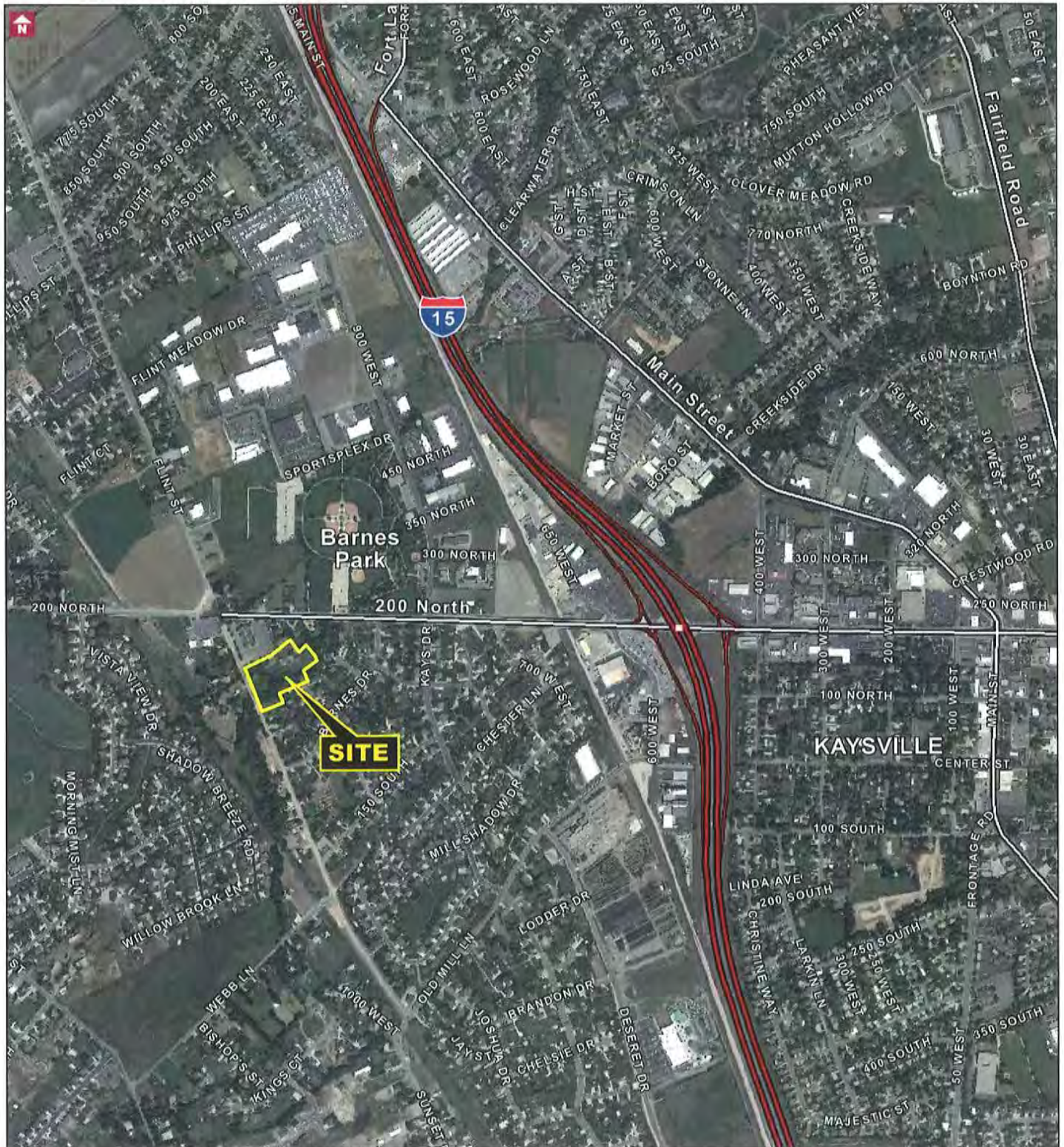
Dr. Norm Tarbox
Vice President for Administrative Services



WSU Kaysville Development Ground



Site Aerial

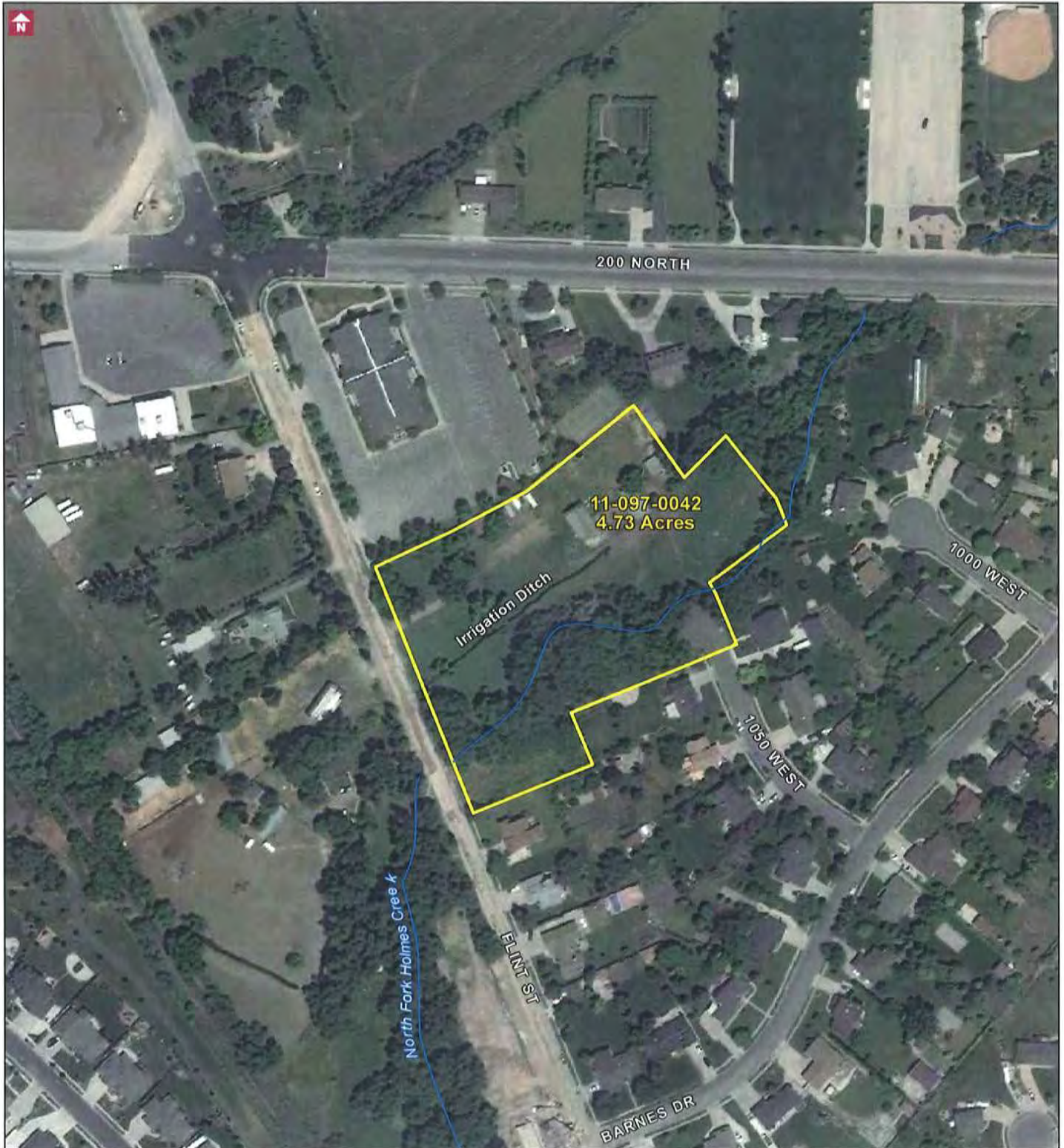




WSU Kaysville Development Ground



Site Aerial



APPRAISAL OF REAL PROPERTY

Weber State Flint Street Land

Land Property
122 North Flint Street
Kaysville, Davis County, Utah 84037
Client Reference Number: P0038745



PREPARED FOR:

Mr. Rich Sirken
Facilities Management
Weber State University
3848 Harrison Boulevard
Ogden, UT 84408

EFFECTIVE DATE OF THE APPRAISAL:

Market Value As Is: February 13, 2012

REPORT FORMAT:

Summary

IRR - SALT LAKE CITY

File Number: 160-2012-0123CW

INTEGRA Realty Resources

Local Expertise...Nationally



**Weber State Flint Street Land
122 North Flint Street
Kaysville, Utah**

DARRIN W. LIDDELL, MAI, CCIM, MRICS
TROY A. LUNT, MAI
RICK R. LIFFERTH, MAI, SRA
RICHARD F. SCHESSLER
JOHN T. BLANCK
BENJAMIN D. LEFEVRE
KAMMIE LEE LEFEVRE
DAVID L. CHILD

J. MICHAEL GLEUE
JANALYN KENNARD
BRYAN L. WONG
CORY S. WADDOUPS
LEVI WEST
STEVEN J. NICHOLS
STEVEN FLETCHER

March 5, 2012

Mr. Rich Sirken
Facilities Management
Weber State University
3848 Harrison Boulevard
Ogden, UT 84408

SUBJECT: Market Value Appraisal
Weber State Flint Street Land
122 North Flint Street
Kaysville, Davis County, Utah 84037
Integra Salt Lake City File No. 160-2012-0123CW
Client Reference Number: P0038745

Dear Mr. Sirken:

Integra Realty Resources – Salt Lake City is pleased to submit the accompanying appraisal of the referenced property. The purpose of the appraisal is to develop an opinion of the market value as is of the fee simple interest in the property. The client and intended user for the assignment is Weber State University and the intended use is for property disposition purposes.

The appraisal is intended to conform with the Uniform Standards of Professional Appraisal Practice (USPAP), and the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute.

To report the assignments results, we use the summary report option of Standards Rule 2-2(b) of USPAP. Accordingly, this report contains summary discussions of the data, reasoning, and analyses that are used in the appraisal process whereas supporting documentation is retained in our file. The depth of discussion contained in this report is specific to the needs of the client and the intended use of the appraisal.

IRR.

Mr. Rich Sirken
Weber State University
March 5, 2012
Page 2

The subject is a parcel of vacant land containing an area of 4.73 acres, or 205,865 square feet. The property is zoned R-1-20, Single Family Residential District, which permits various residential developments. It is important to note, the North Fork Holmes Creek runs through the subject property. We believe that a prospective buyer would consider the adjacent North Fork Holmes Creek an amenity for residential development. Additionally, the majority of the site is located within Flood Zone "A" which requires flood insurance. An irrigation canal also runs through the center of the property, which would require underground piping to develop the site. Although this is a vacant land appraisal, there are three barns on the subject site which do not contribute significantly to the value of the property.

Based on the valuation analysis in the accompanying report, and subject to the definitions, assumptions, and limiting conditions expressed in the report, our opinion of value is as follows:

VALUE CONCLUSION			
Appraisal Premise	Interest Appraised	Date of Value	Value Conclusion
Market Value As Is	Fee Simple	February 13, 2012	\$330,000

EXTRAORDINARY ASSUMPTIONS & HYPOTHETICAL CONDITIONS

The value conclusions are subject to the following extraordinary assumptions and hypothetical conditions that may affect the assignment results.

1. Extraordinary Assumptions include:
 - a. None
2. Hypothetical Conditions include:
 - a. None

Mr. Rich Sirken
Weber State University
March 5, 2012
Page 3

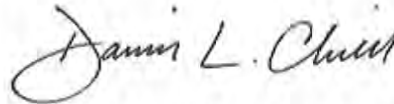
If you have any questions or comments, please contact the undersigned. Thank you for the opportunity to be of service.

Respectfully submitted,

INTEGRA REALTY RESOURCES - SALT LAKE CITY



Rick R. Lifferth, MAI SRA
Certified General Real Estate Appraiser
(801) 263-9700
rlifferth@irr.com



David L. Child, Senior Analyst
Certified General Real Estate Appraiser
(801) 263-9700 ext. 121
dchild@irr.com



Cory Waddoups, Analyst
Licensed Real Estate Appraiser
(801) 263-9700 ext. 122
cwaddoups@irr.com

July 3, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Weber State University – Purchase of 10 Acre Property in Hooper, UT for a Future Branch Campus

Issue

Weber State University (WSU) has requested authorization to purchase 10 acres of property located at 5193 West 550 South in Hooper, Utah as a land-bank property for a future branch campus to serve the needs of students in western Weber and northwest Davis Counties. The proposed purchase price is the appraised value of \$900,000 (\$90,000 per acre).

Background

WSU currently rents facilities in Roy, Utah to help meet the educational needs in western Weber and northwest Davis Counties. As a result of studies they have conducted (see the attached letter from the University for additional information) they have selected the proposed property and have entered into an earnest money agreement for its purchase at the appraised value of \$900,000 (\$90,000 per acre). Funding for the purchase will be provided from the proceeds of the proposed sale of the "Barnes" property in Kaysville, Utah and previous sales of university property.

Copies of the aforementioned letter from the University, an MAI licensed appraisal, and an aerial photograph showing the location of the property in relationship with existing campus sites are attached for your information. Members of WSU's administration will also be present to answer questions and provide additional information as needed.

Commissioner's Recommendation

The Commissioner recommends Regent approval of this proposed property purchase.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



WEBER STATE UNIVERSITY

OFFICE OF THE VICE PRESIDENT
ADMINISTRATIVE SERVICES

June 20, 2012

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

Dear Commissioner Sederburg:

Weber State University seeks Regent authorization to buy 10 acres of property located in Hooper Utah for \$900,000 (\$90,000 per acre).

As background, for several years WSU has desired a land-bank in the Roy/Hooper area for a future campus that would, in time, help meet the educational needs of residents in western Weber County and northwest Davis County. WSU currently rents facilities in Roy and hopes to have a permanent presence in the area in the future.

To this end, WSU contracted with NAI West to study the area and identify potential sites for acquisition. Over the past several months, current population distributions have been studied, forecasted population growth has been mapped, planned infrastructure investments (e.g. Legacy Highway routes and interchanges) have been identified, and available parcels of approximately 10 acres have been studied. Based on these activities, WSU has identified a preferred 10 acre site at 5193 West 5500 South in Hooper (see attached maps).

WSU commissioned an MAI appraiser who determined the value of the property to be \$90,000 per acre. (Excerpts from the appraisal are also attached). WSU then entered into an earnest money agreement to buy the property at its appraised value. Funding for the transaction will come from proceeds of the planned Barnes property sale and past property sales of the university.

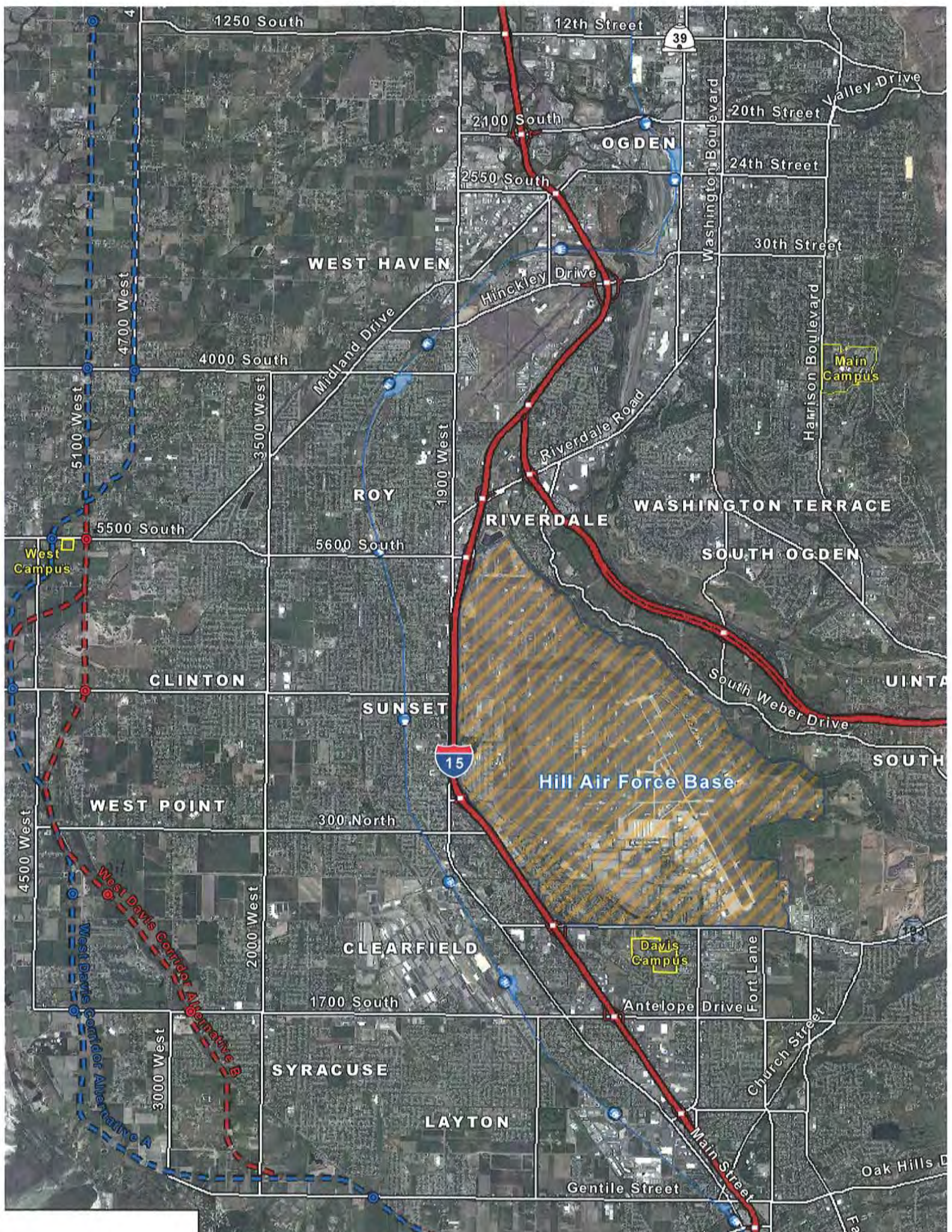
WSU requests that the Regents approve this transaction at their July 13th meeting. Please place this item on their action agenda.

Sincerely,

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

Dr. Norm Tarbox
Vice President for Administrative Services

OFFICE OF THE VICE PRESIDENT | ADMINISTRATIVE SERVICES
WEBER STATE UNIVERSITY | 1006 UNIVERSITY CIRCLE | OGDEN UT 84408-1006
(801) 626-6004 | (801) 626-7922 FAX



1250 South

12th Street



20th Street

Valley Drive

OGDEN

24th Street

30th Street

WEST HAVEN

2550 South

2100 South

Hinckley Drive

Washington Boulevard

Harrison Boulevard

Main Campus

4000 South

Midland Drive

ROY

1900 West

Riverdale Road

WASHINGTON TERRACE

RIVERDALE

SOUTH OGDEN

5500 South

5600 South

West Campus

CLINTON

SUNSET

South Weber Drive

UINTA

SOUTH



Hill Air Force Base

WEST POINT

300 North

4500 West

West Davis Corridor Alternative B

West Davis Corridor Alternative A

2000 West

CLEARFIELD

Davis Campus

1700 South

SYRACUSE

LAYTON

Fort Lane

Antelope Drive

Church Street

3000 West

Gentile Street

Main Street

Oak Hills D

Fall

APPRAISAL OF REAL PROPERTY

Ten Acres of Vacant Land

Vacant Land

5193 West 5500 South

Hooper, Weber County, Utah 84315

PREPARED FOR:

Mr. Richard Sirken

Weber State University

3848 Harrison Boulevard

Ogden, Utah 84408

EFFECTIVE DATE OF THE APPRAISAL:

Market Value As Is: April 26, 2012

REPORT FORMAT:

Summary

IRR - SALT LAKE CITY

File Number: 160-2012-0351BW



**Ten Acres of Vacant Land
5193 West 5500 South
Hooper, Utah**

DARRIN W. LIDDELL, MAI, CCIM, MRICS
TROY A. LUNT, MAI
RICK R. LIFFERTH, MAI, SRA
RICHARD F. SCHESSLER
JOHN T. BLANCK
BENJAMIN D. LEFEVRE
KAMMIE LEE LEFEVRE
DAVID L. CHILD

J. MICHAEL GLEUE
JANALYN KENNARD
BRYAN L. WONG
CORY S. WADDOUPS
LEVI WEST
STEVEN J. NICHOLS
STEVEN FLETCHER

May 30, 2012

Mr. Richard Sirken
Weber State University
3848 Harrison Boulevard
Ogden, Utah 84408

SUBJECT: Market Value Appraisal
Ten Acres of Vacant Land
5193 West 5500 South
Hooper, Weber County, Utah 84315
Integra Salt Lake City File No. 160-2012-0351BW

Dear Mr. Sirken:

Integra Realty Resources – Salt Lake City is pleased to submit the accompanying appraisal of the referenced property. The purpose of the appraisal is to develop an opinion of the market value as is of the fee simple interest in the property. The client and intended user for the assignment is Weber State University. The intended use is for property acquisition purposes.

The appraisal is intended to conform with the Uniform Standards of Professional Appraisal Practice (USPAP), and the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute.

To report the assignments results, we use the summary report option of Standards Rule 2-2(b) of USPAP. Accordingly, this report contains summary discussions of the data, reasoning, and analyses that are used in the appraisal process whereas supporting documentation is retained in our file. The depth of discussion contained in this report is specific to the needs of the client and the intended use of the appraisal.

The subject is vacant land containing an estimated area of 10.00 acres or 435,600 square feet. The property is zoned R-1, Low Density Residential, which permits low density residential and office uses, but is master planned for commercial use.

IRR.

Mr. Richard Sirken
Weber State University
May 30, 2012
Page 2

Based on the valuation analysis in the accompanying report, and subject to the definitions, assumptions, and limiting conditions expressed in the report, our opinion of value is as follows:

VALUE CONCLUSION			
Appraisal Premise	Interest Appraised	Date of Value	Value Conclusion
Market Value As Is	Fee Simple	April 26, 2012	\$900,000

EXTRAORDINARY ASSUMPTIONS & HYPOTHETICAL CONDITIONS

The value conclusions are subject to the following extraordinary assumptions that may affect the assignment results. An extraordinary assumption is uncertain information accepted as fact. If the assumption is found to be false as of the effective date of the appraisal, we reserve the right to modify our value conclusions.

1. The site is allocated at 10.00 acres. If an actual survey indicates a different area, our valuation is subject to change.
2. This appraisal assumes the potential seller provides all of the necessary water rights for development. This assumes one share of water within Hooper Irrigation Company per each area of development. A total of 10 shares are necessary.

The value conclusions are based on the following hypothetical conditions that may affect the assignment results. A hypothetical condition is a condition contrary to known fact on the effective date of the appraisal but is supposed for the purpose of analysis.

1. None

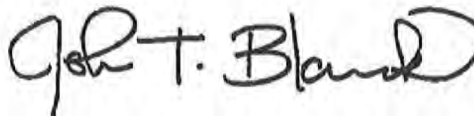
If you have any questions or comments, please contact the undersigned. Thank you for the opportunity to be of service.

Respectfully submitted,

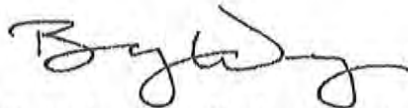
INTEGRA REALTY RESOURCES - SALT LAKE CITY



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John T. Blanck, Director
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jblanck@irr.com



Bryan L. Wong, Senior Analyst
Certified General Real Estate Appraiser
(801) 263-9700 ext. 112
bwong@irr.com

SUMMARY OF SALIENT FACTS AND CONCLUSIONS

Property Name	Ten Acres of Vacant Land	
Address	5193 West 5500 South Hooper, Utah 84315	
Property Type	Land	
Owner of Record	Mike Schultz Construction, et al.	
Tax ID	Portion of 09-078-0016	
Land Area	10.00 acres; 435,600 SF	
Zoning Designation	R-1, Low Density Residential	
Highest and Best Use	Hold for future commercial development	
Exposure Time; Marketing Period	12 to 24 months; 12 to 24 months	
Effective Date of the Appraisal	April 26, 2012	
Date of the Report	May 30, 2012	
Property Interest Appraised	Fee Simple	
Sales Comparison Approach		
Number of Sales	10	
Range of Sale Dates	Nov 09 to May 12	
Range of Prices per Acre (Unadjusted)	\$37,210 to \$278,250	
Market Value Conclusion	\$900,000	(\$90,000/Acre)

The values reported above are subject to the definitions, assumptions, and limiting conditions set forth in the accompanying report of which this summary is a part. No party other than Weber State University may use or rely on the information, opinions, and conclusions contained in the report. The summary shown above is for the convenience of Weber State University, and therefore it is assumed that the users of the report have read the entire report, including all of the definitions, assumptions, and limiting conditions contained therein.

EXTRAORDINARY ASSUMPTIONS & HYPOTHETICAL CONDITIONS

The value conclusions are subject to the following extraordinary assumptions that may affect the assignment results. An extraordinary assumption is uncertain information accepted as fact. If the assumption is found to be false as of the effective date of the appraisal, we reserve the right to modify our value conclusions.

1. The site is allocated at 10.00 acres. If an actual survey indicates a different area, our valuation is subject to change.
2. This appraisal assumes the potential seller provides all of the necessary water rights for development. This assumes one share of water within Hooper Irrigation Company per each area of development. A total of 10 shares are necessary.

The value conclusions are based on the following hypothetical conditions that may affect the assignment results. A hypothetical condition is a condition contrary to known fact on the effective date of the appraisal but is supposed for the purpose of analysis.

1. None

July 3, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Weber State University – Long-term Lease of Portions of the New Davis Campus Professional Programs and Classroom Building to the Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Issue

Weber State University (WSU) has requested authorization to execute a long-term lease of portions of the new Davis Campus Professional Programs and Classrooms Building to the Northern Utah Academy for Math, Engineering, and Science (NUAMES).

Background

Part of the capital funding for the new Davis Campus Professional Programs and Classroom Building (currently under construction) was committed in accordance with a partnership between WSU and NUAMES. The arrangement includes a long-term lease of space by NUAMES, the proceeds of which will cover the debt service for the proportional share of the bonded indebtedness on the facility and the relevant O&M costs for care of the space used by NUAMES. Additional information about the lease is found in the attached letter from WSU requesting its approval. Also attached is a copy of the actual lease document for which approval is requested.

Representatives from WSU will be in attendance to provide additional clarification and information in response to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends Regent approval of the proposed long-term lease.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



WEBER STATE UNIVERSITY

OFFICE OF THE VICE PRESIDENT
ADMINISTRATIVE SERVICES

June 21, 2012

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

Dear Commissioner Sederburg:

Weber State University seeks Regent authorization to execute the attached long-term lease (as lessor) with the Northern Utah Academy for Math Engineering and Science (NUAMES).

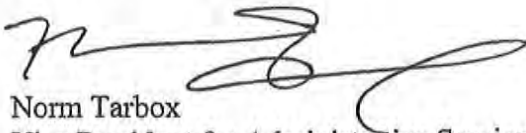
As background, WSU's Professional Programs and Classroom Building—which is currently under construction at the WSU Davis Campus—was approved and funded by the legislature in part because of the unique partnership existing between WSU and NUAMES. WSU has hosted NUAMES for several years at its Davis Campus and will now lease portions of the Professional Programs and Classroom Building to NUAMES on a long-term basis. Major terms of the lease are as follows:

- The equivalent of 13,388 square feet leased to NUAMES,
- One 10-year term, with two additional 5-year options,
- "Fully-loaded" lease with basic rent and O&M costs imbedded in the lease rate,
- Initial annual lease rate of \$16.32 per square foot for FY14,
- A 2% escalation clause for each year the lease is in effect,
- WSU's general parking, keying and facility-related policies will apply to NUAMES.

It is WSU's intention to fully operate and maintain the space as though NUAMES were an academic department of the institution. Income from the lease will go to cover O&M expenses and debt service of the Professional Programs and Classroom Building. Should NUAMES vacate the space at some future point, the space will be allocated to other WSU academic and support functions.

WSU requests that the Regents approve this transaction at their July 13th meeting. Please place this item on their action agenda.

Sincerely,



Norm Tarbox
Vice President for Administrative Services

Facility Lease Agreement

Between

**Northern Utah Academy
of Math, Engineering, and Science**

And

Weber State University

Drafted: June 26, 2012



WEBER STATE UNIVERSITY

Facilities Management



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FACILITIES LEASE AGREEMENT

This Facilities Lease Agreement (the "**Agreement**") is made as of 1 May 2012 (the "**Effective Date**") by and between WEBER STATE UNIVERSITY, ("**WSU**"), and Northern Utah Academy for Math, Engineering and Science ("**NUAMES**"). WSU and NUAMES are sometimes referred to individually as a Party ("**Party**") or collectively as the Parties ("**Parties**").

1) Background

NUAMES seeks space to help fulfill its mission to be the school of choice for those seeking a rigorous and supportive early college experience on a university campus. Weber State University has a campus in Davis County, Utah, which has space available in buildings D2 and D3 ("Buildings") which NUAMES desires to lease. WSU finds that times are available during the day when some classrooms and laboratories located in the Buildings will not be fully occupied by its students for scheduled offerings of collegiate curriculum. These times coincide with NUAMES' need for classroom and laboratory space; therefore, the Parties have negotiated and agreed upon the lease of such space for this purpose. Further, WSU and NUAMES wish to continue offering programs of concurrent enrollment where NUAMES' students can be enrolled in courses concurrently as WSU students and receive both high school and collegiate credit for successfully completing the course. The Parties agree that this jointly occupied leased space facilitates these educational endeavors. Once the term of this Agreement, and any extension agreed upon by the Parties has expired, the Parties acknowledge and agree that the Buildings and improvements on the subject property remain the property of WSU. This Agreement states the terms and conditions on which the Parties have agreed.

2) Grant of Lease

WSU grants to NUAMES a Lease ("**Agreement**") to use space described in Section 3, for the term set forth in Section 4.

3) Premises

a) Premises

The premises that are the subject of this Agreement ("Premises") are located in the Buildings on the grounds of the WSU Davis Campus and consist of designated rooms, Common Areas, and parking as set forth in **Exhibit A, 1-6**.

- 1) **Exhibit A1** designates locations for NUAMES bus loading, unloading and general parking areas.
- 2) **Exhibits A2 through A6** designate rooms comprising 2,710 square feet in Building D2 and 10,678 square feet in Building D3.
- 3) **Exhibits A2 through A5** also designate Common Areas, which are all publicly accessible unsecured areas including hallways, bathrooms, stairways, elevators, and libraries in the Buildings. The Common Areas shall be used exclusively for the purposes identified in this Agreement subject to WSU rules and regulations promulgated from time to time.

b) Shared Space

For purposes of calculating rent, the square footage of shared space areas will be reduced by the proportion of time not used by NUAMES as illustrated in **Exhibit A6**.

c) Use of Premises.

The Premises shall only be used for educational purposes consistent with NUAMES' mission while offering curriculum to secondary students. Any uses beyond normal secondary school operations and offerings will require prior written approval by WSU. In-service training for NUAMES faculty and staff is considered a part of normal secondary school operations. Upon mutual agreement, either Party shall also have the right to schedule activities during the other Party's usual operating hours when not needed by the other Party.

d) Hours of Access

NUAMES shall have access to the Premises during normal WSU operating hours and at other such times as needed with prior approval. Primary responsibility for scheduling use of the Premises will depend upon the time of day for the request. Normal operating hours are as follows:

- 1) 7:30 AM 3:30 PM NUAMES
- 2) 4:00 PM 10:00 PM WSU

e) Reallocation of Space

During March of each year, WSU and NUAMES agree to meet jointly to review space needs for the upcoming school year. Space may then be reallocated between the Parties with an appropriate adjustment in rent at the rates specified in Exhibit B. Said adjustment will be based on the proportion of use by area and time by either Party.

4) Term and Termination.

a) Commencement

The Term of this Agreement shall commence on 1 May 2012 and occupancy shall commence on 1 August 2013.

b) Term

The Term of the Agreement shall extend for ten (10) years following the date of occupancy.

c) Renewal

The Agreement may be renewed for up to two (2) additional five year periods upon mutual written agreement of both Parties. During the period ninety days (90 days) prior to expiration of the current Term or any extension thereto, either Party may request extension of this Agreement by written notice to the other Party. The requested Party must respond to the request within thirty (30) days of the date that said notice is given. If the requested Party fails to respond, then this Agreement shall not extend.

d) Early Termination

Early Termination may occur at the end of a particular Academic Term. This Agreement may be terminated early by either Party without penalty, upon sixty (60) days written notice to the other Party, prior to the end of that Academic Term. In the event of early termination, the final Rent payment will be determined on a pro rata daily calculation based upon a thirty (30) day month.

e) Holdover

In the event NUAMES continues occupying the Premises past the end of the Term or any extension thereto, NUAMES shall hold the Premises as a month-to-month tenancy subject to all other terms of this Agreement.

5) Rent.

a) Amount

NUAMES shall pay rent to WSU during the Term in the amount specified in Exhibit "B" with monthly installments due on the twentieth (20th) day of each month, commencing with date of occupancy.

b) Payment Location

Payments are to be submitted to the Accounting Manager; 1014 University Circle; Weber State University; Ogden, UT 84408-1014.

c) Partial Months

The Fee for any partial calendar month included in the Term shall be prorated on a daily basis using a thirty (30) day month.

d) Late Payments

Any portion of the monthly Fees not paid on or before the twentieth (20th) day of each month incurs a late payment interest penalty of ten percent (10%) per annum on unpaid balances until paid in full. In addition a \$50 late charge is imposed for each due payment not made in full. To avoid additional late fees and charges a request by NUAMES to submit a late Fee payment may be submitted in writing to WSU prior to the fifteenth (15th) day of the month due. The request must provide justification for the extension and date when the payment will be made. This request will be considered accepted upon signature by the Vice President for Administration.

6) Maintenance & Operation

a) As Is

NUAMES agrees that it accepts the Premises and WSU provided equipment as is, based upon its own inspection and not on representations of WSU or its agents, notwithstanding any other provision of this Agreement.

b) Waste

NUAMES agrees that it will not create waste or nuisance on the Premises, and it will maintain the Premises in good condition, and abide by any rules and regulations and WSU policies governing the Premises which may reasonably be provided time-to-time as set forth in Exhibit "C". NUAMES assumes responsibility for maintenance of installed appliances used in the course of its activity. Notwithstanding the foregoing, WSU at its sole cost and expense, shall repair, replace and maintain all structural elements of the Premises, including the roof, mechanical systems (HVAC), and human safety elements. Any extraordinary repairs, replacements and maintenance necessary due to NUAMES's breach of Agreement, negligence, or willful misconduct will be initiated and completed by WSU with cost and expenses reimbursed by NUAMES.

c) Destruction

In the event of a full or partial destruction of the Premises by WSU, NUAMES may, at its option, terminate this Agreement upon thirty (30) days written notice to WSU. In the event that such destruction occurs by NUAMES, WSU may, at its option, terminate this Agreement upon thirty (30) days written notice to NUAMES.

d) Improvements

i) Prior Agreement

NUAMES agrees that no improvements (“**Improvements**”) will be made to the Premises without WSU’s prior written approval. Written approval can be granted upon mutual agreement for improvement plans submitted by NUAMES to WSU. WSU’s consent to construct additional improvements shall not be unreasonably withheld or delayed.

ii) Architectural Standards

All Improvements undertaken shall be paid for by NUAMES and will meet the standards set forth in “*Design and Construction Standards for Architects, Engineers, and Contractors*” available from WSU Facilities Management.

iii) Restoration

WSU may at the end of the Term, at its option, require NUAMES to remove all Improvements and restore the Premises to its condition prior to commencement of the Term or, in the alternative, WSU may accept and hold title to the Improvements. If Improvements are not removed by NUAMES, WSU reserves the right to remove such improvements and invoice NUAMES for all reasonable costs related to removing any improvements that WSU undertakes. WSU shall provide NUAMES with reasonable documentation of expenses incurred upon written request of NUAMES. WSU shall invoice NUAMES within ninety (90) days of the expiration or sooner of this Agreement. If WSU fails to invoice NUAMES within ninety (90) days, NUAMES shall have no obligation to reimburse WSU for the cost of removing such improvements.

e) Utilities

Utilities to the Premises are provided by WSU and detailed in **Exhibit “E”**. Those services designated in Exhibit E as provided by WSU are charges included in the rent payment.

f) Custodial

Janitorial services to the Premises are provided by WSU and detailed in **Exhibit “D”**. Those services designated in Exhibit E are charges included in the rent payment.

g) Signage

NUAMES agrees to submit any proposed signage to the WSU sign committee for review and approval prior to placement. In the absence of suitable preexisting mounting fixtures, sign mounting will be carried out by WSU with expense borne by NUAMES.

h) Shared Use Equipment

i) Maintenance

Parties understand and acknowledge that use of shared equipment requires the following standards of maintenance:

1. Current equipment manuals and use specifications will be made available to both parties.
2. Equipment to be installed by WSU as per manufacturer’s recommendations.
3. Any attachment, modification, or extension of building features necessary to accommodate equipment will be completed by WSU. Payment for additional installations of shared use equipment will be by mutual written agreement prior to installation.
4. Periodic maintenance as recommended by the manufacturer will be the responsibility of the equipment owner.
5. Records of periodic maintenance will be kept available for either Party’s inspection.
6. Shared use equipment will be appropriately cleaned after use by the Party using the equipment.
7. Appearance of the equipment and the Premises will be maintained by both Parties in accordance with WSU standards.

i) Parking

NUAMES students and personnel shall obtain the appropriate parking permits as issued by WSU Parking Services. WSU grants NUAMES the nonexclusive right for vehicular and pedestrian access to the Buildings, and the nonexclusive right to use the parking areas on WSU property by faculty, students, guests and invitees of NUAMES. NUAMES agrees to ensure compliance with all WSU parking regulations presently in effect or modified from time to time and set forth in **Exhibit “F”**.

j) Keys & Access Codes

NUAMES or any of NUAMES’s agents and employees will be assigned keys or codes to a designated entrance as specified in WSU’s Key Policy, attached as **Exhibit “G”**. All such keys remain the property of WSU, and NUAMES agrees to return them immediately upon termination of this Agreement or upon termination or reassignment of an employee. If the keys assigned to NUAMES or any of NUAMES’s agents and employees are lost or not returned and WSU deems it necessary to change locks, NUAMES will pay WSU a reasonable fee pursuant to WSU’s Key Policy.

k) Business and Personnel Practices

NUAMES agrees to abide by and comply with the WSU Rules and Regulations outlined in Exhibit “C”.

7) Events of Default

Upon the occurrence of any of the following events, the Parties shall have the remedies set forth in Section 8:

- a) NUAMES fails to pay any installment of rent or either Party fails to pay any other sum due hereunder within fifteen (15) days after the same shall be due.
- b) Either Party fails to perform any other term, condition, or covenant pursuant to this Agreement within twenty (20) days after written notice of such default, or, if such term, condition, or covenant cannot reasonably be performed within such twenty (20) day period, if such Party does not commence cure within such period and diligently complete it.
- c) Either Party shall become bankrupt or file any debtor proceedings.
- d) NUAMES shall cease to occupy or use the Premises for the express and exclusive purpose stated in the Agreement, without WSU's prior written consent.

8) Remedies

Upon the occurrence of one or more of the events of default by NUAMES set forth above in Section 7, WSU shall have the option to take any or all of the following actions, following written notice to NUAMES:

- a) Collect by suit or otherwise each installment of rent or other sum as it becomes due hereunder, or enforce, by suit or otherwise, any other term or provision hereof on the part of NUAMES required to be kept or performed.
- b) Terminate this lease Agreement by written notice to NUAMES. In the event of such termination, NUAMES agrees to immediately surrender possession of the Premises.
- c) Elect to pursue any remedy allowed by law.

Upon the occurrence of one or more of the events of default by WSU set forth above in Section 7, NUAMES shall have the option to take any or all of the following actions, following written notice to WSU:

- a) Enforce, by suit or otherwise, any term or provision hereof on the part of WSU required to be kept or performed.
- b) Terminate this lease Agreement by written notice to WSU. In the event of such termination, NUAMES agrees to immediately surrender possession of the Premises.
- c) Elect to pursue any remedy allowed by law.

9) Indemnity

a) Hold Harmless

NUAMES agrees to indemnify and hold WSU, its trustees, officers, employees and agents, harmless from any and all claims, damages and liabilities which are caused in any way by NUAMES'S use of the Premises, including but not limited to claims, damages, and liabilities resulting from NUAMES'S violation of any federal, state, or local environmental laws or regulations or from acts of NUAMES'S employees, agents, invitees or licensees.

b) Duty to Act

NUAMES agrees to undertake actions appropriate to prevent personal injury and property damage occasioned by its use of the Premises, and to alert WSU to any unusual risk of such injury and/or damage occasioned by its activities.

c) Governmental Immunity

The Parties to this Agreement are governmental entities as defined in the Utah Governmental Immunity Act (Utah Code Ann. §§ 63G-7-101 to -904). Nothing in this Agreement shall be construed as a waiver by either or both Parties of any rights, limits, protections or defenses provided by the Act. Nor shall this Agreement be construed, with respect to third parties, as a waiver of any governmental immunity to which a Party to this Agreement is otherwise entitled

d) Hill AFB Contaminants

NUAMES acknowledges that it has undertaken its own independent assessment of potential risks, if any, associated with the proximity to known Hill AFB groundwater contaminant plumes. NUAMES further assures that it is acting based on its own knowledge and discretion and not relying on WSU for advice and counsel on the location of its programs.

10) Miscellaneous

a) Compliance with Laws

NUAMES agrees to comply with all federal, state, and local laws and regulations applicable to use of the Premises.

b) Applicable Law

This Agreement and the rights of the Parties shall be interpreted in accordance with the laws of the State of Utah. This Agreement shall be governed, interpreted and construed in accordance with the laws of the State of Utah, without regard to conflict of laws. The district courts of the State of Utah shall have exclusive jurisdiction over any proceeding or suit in law or equity arising from or incident to this Agreement. The Parties agree that venue is proper in Davis County, Utah. .

c) Amendments and Waivers

This Agreement may not be amended and compliance with any provision of this Agreement may not be waived except in a writing signed by each Party. A waiver of any one part of this Agreement shall not be constituted as a waiver of any other part of the Agreement. Failure to require remedy for a breach of any part of this Agreement shall not be construed as a waiver of any other part of this Agreement or forfeiture of remedy for such breach.

d) Severability

If one or more provisions of this Agreement are held to be unenforceable under applicable law, such provision shall be excluded from this Agreement and the balance of this Agreement shall be interpreted as if such provision were so excluded and shall be enforceable in accordance with its terms.

e) Binding Agreement.

This Agreement shall be binding upon and inure to the benefit of the successors, personal representatives, and permitted assigns of NUAMES and the successors and permitted assigns of WSU.

f) Entire Agreement

This Agreement constitutes the entire agreement of the Parties relating to the lease of the Premises. Each Party acknowledges that no representation, promise or agreement has been made, orally or otherwise, by any other Party, or anyone acting on behalf of any other Party, unless such representation, promise or agreement is included in this Agreement.

g) Assignment

This Agreement may not be assigned or sublet by NUAMES, and any attempted assignment of rights under this Agreement shall be void with cost of remedy borne solely by NUAMES.

h) No Agency

NUAMES agrees that it does not act as agent for WSU. NUAMES agrees that it will not use WSU's name or marks in representation of its services without prior permission.

i) Lease Only

An ownership interest in the Premises is not conveyed by this Agreement.

j) Third Party Beneficiaries

The obligations of each Party under this Agreement shall inure solely to the benefit of the other Party, and no other person or entity shall be a third party beneficiary of this Agreement.

k) Breach

In the event of a breach of this Agreement by either Party, the non-defaulting Party shall give written notice of such breach to the other Party. In the event the breach is not cured within thirty (30) days, the non-defaulting Party may terminate this Agreement, and shall have such other remedies as may be available at law or in equity. Notwithstanding the foregoing, WSU or NUAMES shall not be declared in default if such failure could not be reasonably cured during such thirty (30) day period, provided that WSU or NUAMES has commenced such cure within such thirty (30) day period and thereafter is diligently pursuing such cure to completion.

l) Debarment

NUAMES certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction, by any governmental department or agency.

m) Failure to Appropriate or Approve

NUAMES acknowledges that WSU is a higher education institution of the State of Utah and that WSU must obtain necessary approvals and annual legislative appropriations to provide the Premises. Accordingly, it is agreed and understood that all promises and conditions of WSU made hereby are subject to the approval of the University Board of Trustees, the Utah State Board of Regents, and such other State agencies and entities as are required by law or administrative practice or regulation. If such approvals are not obtained, then WSU will give written notice thereof to NUAMES, and both Parties shall either be released from all obligations hereunder or negotiate a mutually satisfactory alternative.

n) Headings

The headings used in this Agreement are for convenience of the parties only and shall not be considered in interpreting the meaning of any provision of this lease Agreement.

o) Force Majeure

Either Party shall be excused for a period of any delay in the performance of any non-monetary obligations hereunder when prevented from doing so by a cause beyond its control, including without limitation, strikes and labor disputes, civil commotion, war, crime, governmental restrictions or control, fire or other casualty, inability to obtain any material (or a reasonable substitute thereof), labor or services, acts of God, or failure or slowness of governmental entities to take action. Nothing herein, contained, however, shall excuse NUAMES from paying Rent and other charges when due, unless reduction or abatement of Rent is expressly provided for elsewhere in the Agreement. A Party asserting *Force majeure* must prove that it took reasonable steps to minimize delay or damage caused by foreseeable events, that it substantially fulfilled all non-excused obligations, and that the other Party was timely notified.

p) Good Faith

Each Party agrees to carry out its obligations under this lease Agreement in good faith.

q) Consent

WSU shall not unreasonably withhold or delay its decision of consent or dissent with respect to any matter for which WSU's consent is requested, required or desirable under this lease Agreement.

r) Instrument Execution

This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which shall constitute one and the same instrument. Any facsimile or copies of original signatures (including electronic medium, such as pdf, tif or other files) shall be considered and treated as if they were original signatures.

s) Notices.

Any notice or other communication required or permitted to be made or given under this Agreement, shall be in writing and shall be deemed to have been received by the Party to whom it is addressed: (i) on the date indicated on the certified mail return receipt sent by certified mail return receipt requested; (ii) three business days after such notice was deposited in the United States Mail postage prepaid; addressed, delivered or transmitted in each case as follows:

i) **If to WSU:**

Copy To:

Bruce Davis, Vice Provost
HC-101
Weber State University
Ogden, Utah 84408-6451

Office of Legal Counsel
Weber State University
1001 University Circle
Ogden, Utah 88408-1001

ii) **If to NUAMES:**

NUAMES
2750 University Park Boulevard
Layton, UT 84041

11) Witness

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives as of the date first set forth above.

a) NUAMES

By: _____
Name: _____
Title: _____

b) WSU:

Facilities Management

By: _____
Name: Norm Tarbox
Title: Vice-President for Administrative Affairs

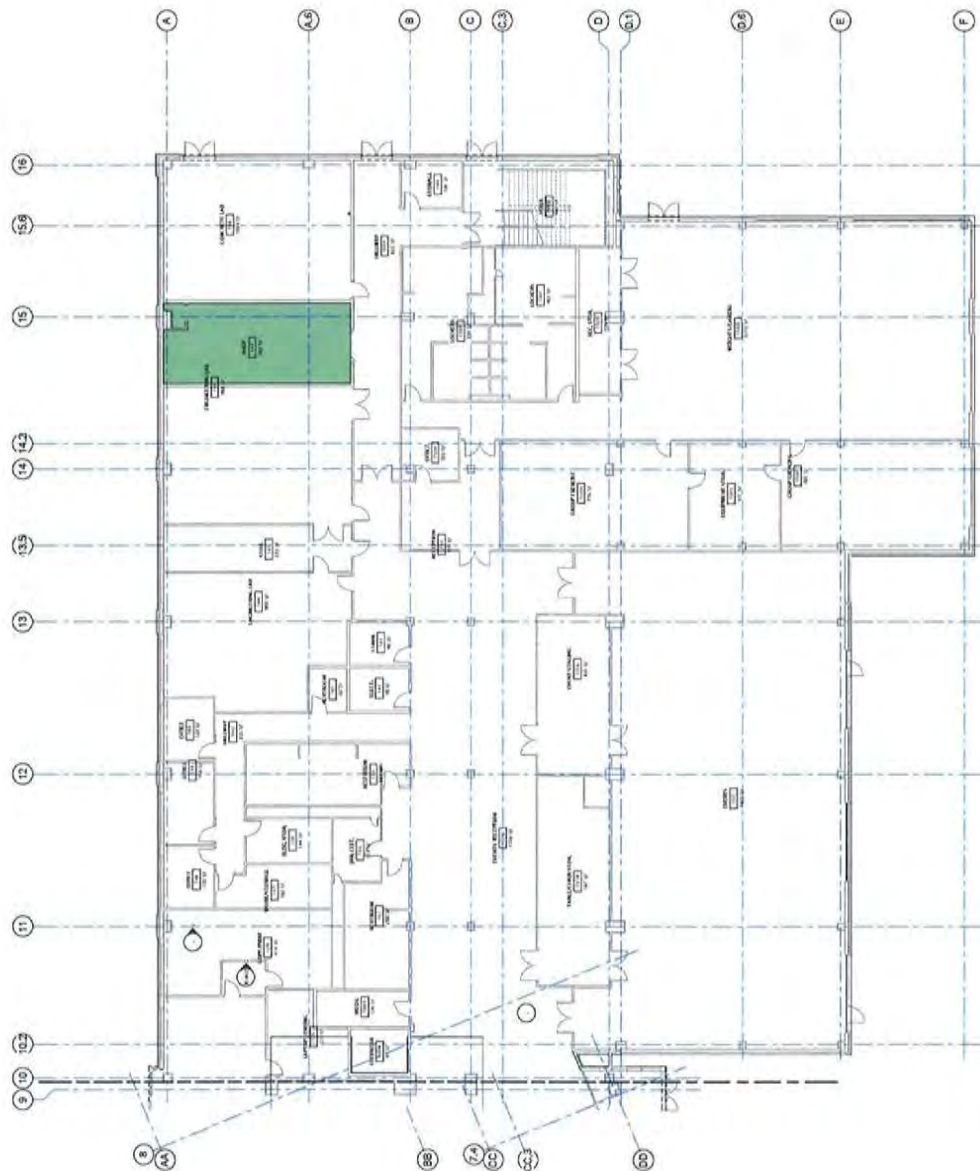
12) List of Exhibits

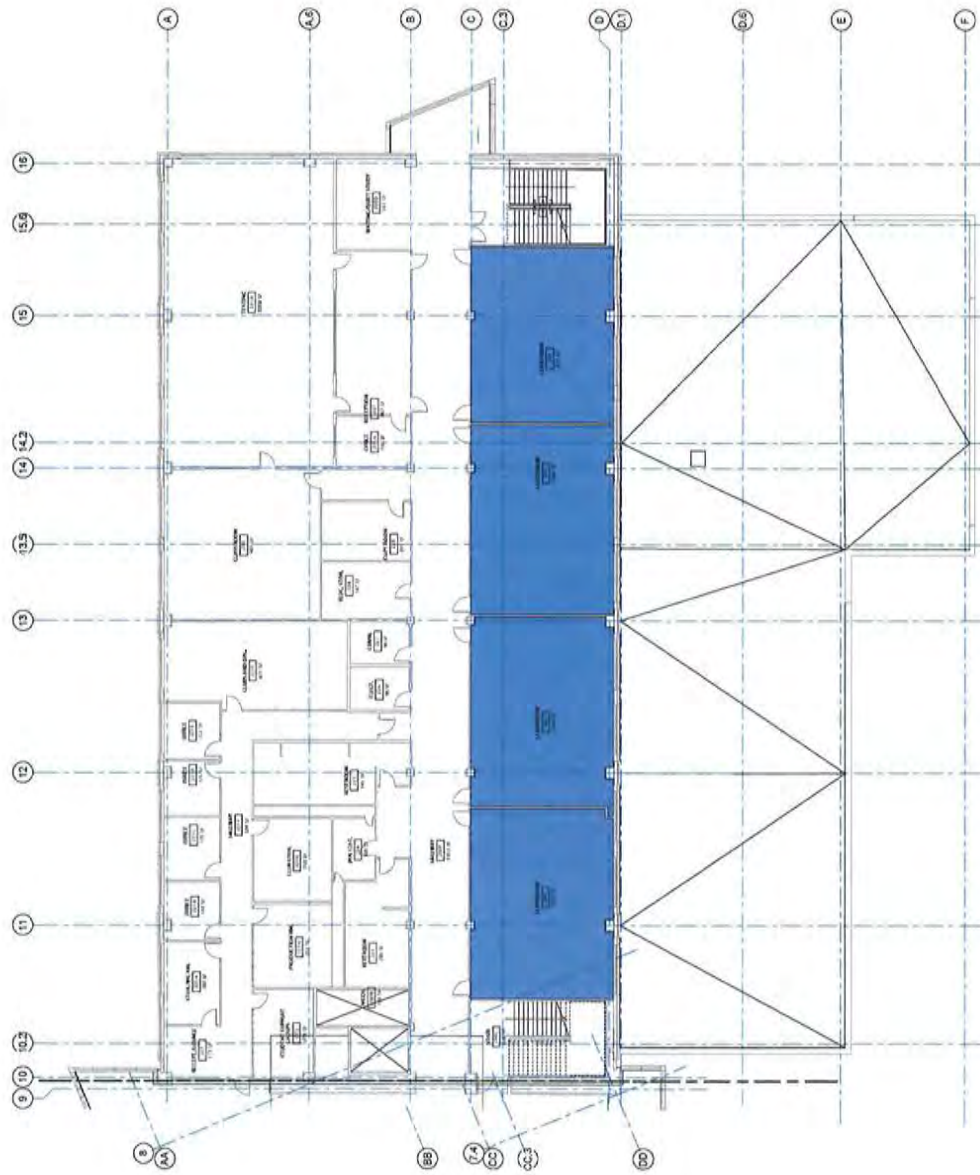
Exhibit "A"	Premises
Exhibit "B"	Development of Rent Values
Exhibit "C"	Rules & Regulations
Exhibit "D"	Janitorial Service
Exhibit "E"	Utilities, Services, Maintenance, & Repair
Exhibit "F"	Parking
Exhibit "G"	Key Policy

Exhibit "A" Premises

***NUAMES Assigned
Room Occupancy
At Lease Commencement***

Building	Room Type	Actual	NUAMES	Allocated
Room		Area	Proportion	Area
{ # }		{sq.ft}	{%}	{sq.ft}
D3 - Davis 3				
147	Shop	562	100%	562
313	Art Room	1,175	100%	1,175
314	Project Room	809	100%	809
314A	Project Storage	242	100%	242
315	Faculty Break	505	100%	505
316	Reception	216	100%	216
316B	Office	118	100%	118
316C	Storage	136	100%	136
316D	Office	136	100%	136
316E	Office	117	100%	117
316F	Office	120	100%	120
316G	Office	120	100%	120
316H	Office	111	100%	111
233	Classroom	973	55%	537
234	Classroom	1,048	55%	578
235	Classroom	1,049	55%	579
236	Classroom	1,050	55%	579
301	Classroom	891	55%	492
304	Classroom	894	55%	493
306	Classroom	898	55%	495
307	Classroom	900	55%	497
336	Classroom	502	55%	277
337	Classroom	899	55%	496
339	Classroom	899	55%	496
340	Classroom	486	55%	268
341	Classroom	455	55%	251
342	Classroom	495	55%	273
		<u>15,806</u>	<u>68%</u>	<u>10,678</u>
D2 - Davis 2				
241A	Office Suite	264	0%	-
312	Class / Lab	1,073	55%	592
314	Class / Lab	1,199	55%	662
321	Classroom	850	55%	469
322	Classroom	920	55%	508
324	Classroom	870	55%	480
		<u>4,912</u>	<u>55%</u>	<u>2,710</u>
All		<u>20,718</u>	<u>65%</u>	<u>13,388</u>









DAVIS BUILDING 2
THIRD FLOOR PLAN



Exhibit B Rent

<i>Time Period</i>		<i>Rent</i>		
<i>Year</i>	<i>Date Range</i>	<i>\$'s/sf/year</i>	<i>Annual</i>	<i>Monthly</i>
	August 2012 to July 2013	\$ 16.00	\$ 214,211.86	\$ 17,850.99
1	August 2013 to July 2014	\$ 16.32	\$ 218,496.10	\$ 18,208.01
2	August 2014 to July 2015	\$ 16.65	\$ 222,866.02	\$ 18,572.17
3	August 2015 to July 2016	\$ 16.98	\$ 227,323.34	\$ 18,943.61
4	August 2016 to July 2017	\$ 17.32	\$ 231,869.81	\$ 19,322.48
5	August 2017 to July 2018	\$ 17.67	\$ 236,507.20	\$ 19,708.93
6	August 2018 to July 2019	\$ 18.02	\$ 241,237.35	\$ 20,103.11
7	August 2019 to July 2020	\$ 18.38	\$ 246,062.10	\$ 20,505.17
8	August 2020 to July 2021	\$ 18.75	\$ 250,983.34	\$ 20,915.28
9	August 2021 to July 2022	\$ 19.12	\$ 256,003.00	\$ 21,333.58
10	August 2022 to July 2023	\$ 19.50	\$ 261,123.06	\$ 21,760.26
11	August 2023 to July 2024	\$ 19.89	\$ 266,345.53	\$ 22,195.46
12	August 2024 to July 2025	\$ 20.29	\$ 271,672.44	\$ 22,639.37
13	August 2025 to July 2026	\$ 20.70	\$ 277,105.89	\$ 23,092.16
14	August 2026 to July 2027	\$ 21.11	\$ 282,648.00	\$ 23,554.00
15	August 2027 to July 2028	\$ 21.53	\$ 288,300.96	\$ 24,025.08
16	August 2028 to July 2029	\$ 21.96	\$ 294,066.98	\$ 24,505.58
17	August 2029 to July 2030	\$ 22.40	\$ 299,948.32	\$ 24,995.69
18	August 2030 to July 2031	\$ 22.85	\$ 305,947.29	\$ 25,495.61
19	August 2031 to July 2032	\$ 23.31	\$ 312,066.23	\$ 26,005.52
20	August 2032 to July 2033	\$ 23.78	\$ 318,307.56	\$ 26,525.63
21	August 2033 to July 2034	\$ 24.25	\$ 324,673.71	\$ 27,056.14

Exhibit "C" WSU Rules & Regulations

Tenant Rules and Regulations

The University has a high standard for business practices due to the nature of our mission and responsibilities. Leases will only be made to individuals or corporations ("Tenants") that can abide by and implement the following business practices. These rules are applicable to any Tenant, including all employees, agents, volunteers, invitees or other personnel associated with Tenant use of the premises.

1.1. EEO

The University is an equal opportunity/affirmative action employer. It is expected that those conducting business in leased campus facilities will have in place policies consistent with those of the University (See PPM 3-1).

1.2. Criminal History

Due to the nature of activities conducted by the University, individuals who have criminal histories may present an unreasonable risk of harm to personnel and or property of the University. Tenants of University facilities must have in place policies and procedures to assure that Tenant's employees do not present an unreasonable risk of harm or loss, commensurate with University Policy, PPM 3-5a. For Tenant employees working at rental sites:

1.2.1. Roster

Tenant will maintain a roster of individuals employed on the rental premises who have relevant criminal histories described in PPM 3-5a.

1.2.2. Roster Documentation

The roster will contain sufficient documents, available for inspection, supporting Tenant's qualification of the individual as free from unreasonable risk of harm or property damage to University Community and property.

1.2.3. Standards

The standard for this qualification will be at least as restrictive as that for University employees.

1.3. Drug and Alcohol Policy

Operator must obey all University policies regarding alcoholic beverages and controlled substances. Generally such substances are prohibited within the leased premises and upon University property.

1.4. Smoking

Smoking is prohibited at all indoor places of public access and inside of publicly owned buildings. See Utah Code Ann. § 26-38-3(1). Outside public buildings, smokers must be at least 25 feet away from the nearest entrance to the public building and may not smoke near heating, ventilation, and air conditioning equipment. Tenants must comply with all other laws and administrative rules regarding smoking.

1.6. University Facilities

Tenants are not considered University personnel and therefore are not eligible to use University Facilities designated as accessible for University personnel, unless specifically agreed to in writing by University.

1.7. Vehicle Registration and Parking

All persons driving their personal vehicles to the campus and using University parking areas are required to comply with the campus parking rules and regulations. A copy of the rules and regulations is available at the campus police office. Tenant vehicles will be treated as personal vehicles of the Tenant and are subject to this requirement.

1.8. Solicitation of Employees

Tenant will not engage in solicitation of University community for any purpose other than those authorized by contract or as allowed under University policy.

1.9 Animals

Feeding and care of animals on University property is not allowed with the exception of service animals or unless approved by the appropriate University administrator.

1.10 University Marks

The symbols, logo and name of the University are proprietary and are not to be used by Tenant without express prior written agreement.

13) Exhibit "D" Janitorial Service

**Janitorial Service
Responsibility**

	Recurring Expenses for Service	
	Landlord	Tenant
AS NEEDED		
Change Light Bulbs	✓	
Spot Clean Carpet	✓	
Interior Glass Clean	✓	
Scrub Hard Floors	✓	
Individual recycle containers		✓
DAILY		
Hard Floors Sweep & Mop	✓	
Empty Trash Cans	✓	
Vacuum Carpet	✓	
Clean bathrooms	✓	
Empty Shredders		✓
Glass Door Clean	✓	
Weekly		
Medium recycle containers emptied	✓	
Display Glass Clean	6w	
ANNUAL		
Exterior Glass Clean	✓	
Deep Clean Carpet	✓	

14) **Exhibit "E" Utilities, Services, Maintenance & Repair**

Utilities, Services, Maintenance & Repair Recap

	Recurring Expenses for Service		Periodic Preventative Maintenance		Repair	
	WSU	NUAMES	WSU	NUAMES	WSU	NUAMES
Building Insurance	✓					
Contents Insurance		✓				
Culinary Water	✓				✓	
Custodial	✓					
Electricity	✓				✓	
Fire Alarm			✓		✓	
Fire Sprinklers			✓		✓	
Glass						✓
Hazardous Waste Disposal		✓				
Landscaping	✓				✓	
Natural Gas	✓				✓	
HVAC	✓		✓		✓	
Pest Control ¹					✓	
Pest Prevention	✓					
Plumbing					✓	
Roof			✓		✓	
Sanitary Sewer	✓				✓	
Solid Waste Disposal	✓					
Parking Area Snow Removal	✓					
Parking Areas	✓		✓		✓	
Sidewalk Snow Removal	✓					
Sidewalks	✓		✓		✓	
Walls & Structural Elements			✓		✓	

Exhibit "F" Parking Services

POLICY 5-34

A. All persons driving their personal vehicles to the campus and using University parking areas are required to comply with the campus parking rules and regulations. A copy of the rules and regulations is available at the Campus Police Office.

B. All University parking regulations and fees shall be regulated by the Campus Parking Committee subject to approval by the President's Council and the Board of Trustees.

C. Ownership of parking decals is not transferable.

D. Parking decals are required for motor vehicles parked in the "A," "B" or "C" parking areas. Motorcycles are not required to display a permit, but must park in designated motorcycle areas. Vehicles without a valid permit may park in the designated "No Permit Required" area or may park at a meter by paying the required fee.

E. Weber State police officers are empowered by state statutes to investigate and enforce all violations of criminal statutes occurring on the campus. This authorization also includes the enforcement of rules and regulations promulgated by the Board of Trustees governing parking and traffic violations.

F. All persons are required to pay for citations issued; however, all have the right to appeal citations before the Campus Parking Committee.

G. The University may deduct fines for unpaid citations from an employee's paycheck and may withhold the students' transcripts, awarding of degrees, certificates, etc. and permission to register.

H. Failure on the part of persons to comply with campus traffic regulations can result in the towing away of an automobile at the owner's expense.

15) Exhibit "G" Key Policy

State of Utah law prohibits the removal or installation of locking mechanisms or the duplication of any Weber State University key by anyone other than the University Key Office. ASSA high security cylinders and keys are used to increase security and provide excellent key control. ASSA High Security Lock Company holds utility and design patents and will initiate a lawsuit against anyone (individual or company) who duplicates its keys except for its registered agent. The WSU Lock Shop is the only registered agent to make keys used on University property. Door locks may only be removed or changed by the University locksmiths.

1. Key Issuance
 - a. Individuals wishing to have key(s) issued to them shall complete a Key Request Form.
 - b. The form must be signed by the applicant.
 - c. The form must be signed by the Department Chair.
 - d. A \$100 deposit must be paid for the first key issued.
 - e. The form and deposit, or proof of deposit must be brought to the FM Business Center.
 - f. Key(s) will be ready for pick-up at the FM Business Center within 36 hours after receipt of completed form.
 - g. Keys will be issued only after the appropriate approval of applications for keys has been verified.
 - h. Photo-ID is required at the time of issuance.
2. Key Replacement

To replace a missing or broken key, one of the appropriate actions listed below must be taken.

 - a. A broken but appropriately identifiable key must be returned to the FM Business Center before a replacement is issued.
 - b. If a key is lost, stolen or not returned, a report must be filed with the WSU Police Department.
 - c. A new Key Request Form, the case number from the WSU Police report (obtained by employee), and a replacement & lost key fee for the new key must be provided to the FM Business Center before a replacement is issued.
 - d. If a lost key is later found, it must be returned to the FM Business Center and fees paid will be refunded to the individual or department from whom the fees were collected.
3. Key Return
 - a. In the absence of a new agreement, all keys must be returned at Agreement expiration.
 - b. Deposits will be refunded when keys have been returned.

July 3, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Weber State University – Long-term Land Lease with Weber County for Weber County Ice Sheet Expansion

Issue

Weber State University (WSU) has requested Board approval to enter into a long-term land lease with Weber County to facilitate expansion of the Weber County Ice Sheet.

Background

In 1998 construction of the Weber County Ice Sheet on the WSU campus was made possible by a long-term land lease granting Weber County access rights to WSU property. A subsequent request was received in the fall of 2011 proposing to add a second NHL-sized ice sheet to the existing facility that is located northeast of the Dee Events Center. Discussions on this proposal led to an offer from Weber County to add a second story to the new ice sheet for utilization by WSU athletic teams and campus recreation as an indoor playfield.

A copy of the letter from WSU containing the specifics of the proposal is attached. Also attached is a copy of the proposed lease document that replaces the existing lease agreement and incorporates both pieces of property into the expanded footprint. The major terms are consistent with the existing lease agreement and are as follows:

- 40-year lease with two additional 20-year options
- County pays WSU \$1 per year
- At the end of the lease all improvements are property of WSU

This arrangement also requires a subsequent long-term lease in which the County will lease back to WSU the second story of the building. Although this lease-back contract is not yet finalized, the key facets have been agreed to in a formal Memo-of-Understanding and are as follows:

- 40-year lease with two additional 20 year options
- WSU pays the County \$1 per year
- Common future improvements are proportionately borne by WSU and the County

- Utilities on the leased-back space will be separately metered and paid by WSU
- O&M on the leased-back space will be performed by WSU

This lease-back contract will be brought to the Regents at their September 14, 2012 meeting for approval.

Representatives from WSU will be in attendance at the meeting to respond to any questions from the Regents.

Commissioner's Recommendation

This project has been reviewed by the Weber County Commission, WSU Board of Trustees, and the State Building Board and all have taken action for it to move forward. The Commissioner recommends approval of the attached lease document to enable WSU to proceed with the project.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



WEBER STATE UNIVERSITY

OFFICE OF THE VICE PRESIDENT
ADMINISTRATIVE SERVICES

June 21, 2012

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

Dear Commissioner Sederburg:

Weber State University seeks Regent authorization to execute the attached long-term land lease with Weber County to facilitate the expansions of the Weber County Ice Sheet.

As background, in the Fall of 2011, Weber County approached WSU proposing to add a second NHL-sized ice sheet to the existing Weber County Ice Sheet located on WSU property (Northeast of Dee Event Center). Construction of the original ice sheet (1998) was facilitated by a long-term land lease granting Weber County rights to WSU property. To facilitate the addition of this second ice sheet, WSU has been asked to expand the footprint of the existing land lease to the County (see Exhibit 1 of the attached lease).

Major terms of the attached land lease are as follows:

- 40-year lease with two additional 20-year options,
- County pays WSU \$1 per year,
- At the end of the lease all improvements are the property of WSU.

As discussions on this project proceeded, Weber County offered to add a second story to the new ice sheet with sufficient ceiling height to allow WSU athletic teams and campus recreation to utilize it as an indoor play field. The offer was contingent upon WSU covering the incremental expense of adding the second story to the project. That cost has since been fixed at \$2.25 million.

For several years, WSU has sought such an indoor play field, but has found such a project to be cost prohibitive. This proposal from the County makes such a facility financially feasible for WSU. The overall plan of financing for the \$8.25 million project (including second story) is as follows: Weber County - \$4 million, Local RAMP Funding - \$2 million, WSU - \$2.25 million. The WSU portion of the project is to be financed primarily through gift monies.

This unique arrangement—with WSU leasing land to the County on which will be built a facility that will in part be utilized by WSU—requires a second long-term lease in which the County leases back to WSU the second story of the building.

Although this "lease-back" is not yet finalized, the basic structure has been agreed to. Major terms of the second lease are as follows:

- 40-year lease with two additional 20-year options,
- WSU pays County \$1 per year,
- Common future improvements are proportionally borne by WSU and County,
- Utilities on the leased space will be separately metered and paid by WSU,
- O&M on the leased space will be performed by WSU.

The Weber County Commission, WSU Board of Trustees, and Utah State Building Board have all reviewed this project and taken action allowing it to move forward. The Regents are now asked to approved the attached land lease at their July 13th meeting, and will subsequently be asked to approve a second "lease-back" as described above at their September 14th meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "Norm Tarbox", with a stylized flourish at the end.

Norm Tarbox
Vice President for Administrative Services

Land Lease Agreement
by
Weber State University
To
Weber County
for the
Ice Sheet Expansion

2012



Weber County Government
Ogden, Utah



**WEBER STATE
UNIVERSITY**

LAND LEASE AGREEMENT (Ice Sheet Expansion)

This Land Lease Agreement ("Agreement") is made and entered into as of the First day of August, 2012, by WEBER STATE UNIVERSITY, an institution of higher education in the State of Utah ("WSU") and Weber County, State of Utah ("COUNTY"). WSU and COUNTY are sometimes individually referred to herein as a "Party," or collectively as the "Parties."

RECITALS:

- A. WSU and COUNTY have entered into an Ice Sheet Lease Operation and Maintenance Agreement dated the year of 1994 and amended in the year of 2004, setting forth their understanding of the joint operation and use of an Ice Sheet owned by Weber County constructed upon certain property owned by Weber State University. This Land Lease Agreement sets forth the agreed upon terms and conditions regarding the construction, operation and maintenance of the proposed Ice Sheet expansion upon WSU property.
- B. WSU owns certain real property located in Ogden, Utah, and more particularly described on the attached **Exhibit "A": Expansion Site./Plat**
- C. COUNTY desires to construct and operate an expansion of the existing Ice Sheet upon WSU property, the design and specifications as depicted on the attached **Exhibit "B": Ice Sheet Expansion/Building Schematic**.
- D. In consideration for its use of the Expansion Site, COUNTY agrees to allow WSU continued use of the Ice Sheet, as set forth herein.
- E. WSU is willing to allow COUNTY to use a portion of the WSU property for the uses described herein, subject to the terms and conditions of this Agreement.

NOW THEREFORE, in consideration of the above recitals, the terms and conditions set forth below and other good and valuable consideration the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

1. Lease of Premises.

WSU hereby grants to COUNTY a lease (the "Lease") to possess, occupy and use the Expansion Site for the construction, operation and maintenance of an expansion of the existing Ice Sheet. The Ice Sheet and Ice Sheet Expansion may be used by both WSU and COUNTY for mutually agreed upon activities and for no other purposes whatsoever. In addition, WSU grants COUNTY an easement to cross and recross its property adjacent to the Expansion Site for accessing approved construction. Further, WSU grants COUNTY the nonexclusive right for vehicular and pedestrian access to the Ice Sheet as more particularly set forth in this Agreement, subject, however, to compliance with all parking regulations of WSU as presently in effect or as such parking regulations may be modified from time to time. This Agreement may not be assigned by COUNTY, and any attempted assignments of rights under the Agreement shall be void. COUNTY shall be liable for all costs of remedying any unlawful assignment. COUNTY shall not undertake any action which may result in a mechanic's lien being placed on any WSU property. COUNTY agrees that the relationship created by this Agreement is a lease and that it neither acts as an

agent for WSU nor obtains any ownership interest in the Expansion Site through this Agreement.

2. **Term and Termination.**

(a) **Commencement.** The term of this Agreement (the "**Term**") shall commence on the date this Agreement is executed and shall be for a period of forty (40) years following the commencement date. Prior to expiration of the forty year period and upon mutual agreement of the Parties, the Term may be extended for two (2) optional terms of twenty (20) years each. At the expiration of the Term of this Agreement, including any extensions, all property that is subject to this Agreement, including the Expansion Site and Improvements shall become property of WSU.

(b) **Holdover.** In the event that COUNTY continues occupying the Expansion Site past the end of the Term, COUNTY shall hold the Expansion Site as a month-to-month tenancy subject to all other terms of the Agreement.

3. **Rent and Provision of Facilities to WSU.**

The COUNTY agrees to pay WSU the sum of \$1.00 per annum for rent of the Expansion Site, due in advance on the anniversary of the execution of this Agreement. COUNTY agrees to make the Ice Sheet available to WSU for certain activities as more particularly set forth in this Agreement.

The COUNTY shall allow WSU seven (7) "off-peak" hours per week of free use of the ice sheet facilities on the surface of WSU's choice.

4. **Condition and Care of Property and Premises.**

(a) **Condition.** COUNTY agrees that it takes the Expansion Site as is, based on its own inspection and not on representations of WSU or its agents. COUNTY agrees that WSU shall have no liability for the condition of the Expansion Site or for any other matter, other than for damage to the Expansion Site directly caused as a result of use of the Expansion Site or Ice Sheet Expansion by WSU, its employees, agents or invitees,

(b) **Environmental Matters.** If there is contamination of the Expansion Site by toxic or hazardous materials during the lease term, COUNTY agrees that the COUNTY will indemnify and save and hold WSU harmless from any injury or damage to persons or property caused by or resulting from contact, directly or indirectly, with the said environmental risk. In this case COUNTY shall be responsible, at its sole expense, for any remediation or cleaning required. In the event that applicable law imposes a duty to clean up or stabilize material on the Expansion Site which pose an environmental risk at the outset of execution of this lease Agreement, WSU agrees to remove, cover or repair said materials at WSU's own expense and to comply, at its own expense, with the requirements pertaining to environmental risks on the Expansion Site as law may from time to time require.

(c) **Improvements.**

(i) *Prior Agreement.* COUNTY agrees that no improvements ("Improvements") will be made to the Expansion Site without WSU's prior written approval. COUNTY agrees to submit all plans for Improvements to the address for Notice in this Agreement, at least thirty (30) days prior to the scheduled date for construction of Improvements to commence.

(ii) *Construction Standards.* All Improvements undertaken shall meet the standards set in "*Design and Construction Standards for Architects, Engineers, and Contractors*" available from WSU's Facilities Management and in accordance with all applicable federal, state and local laws and regulations. Further, COUNTY agrees to keep the Premises free from any liens arising out of any work performed, materials furnished, or obligations incurred by or on behalf of COUNTY. To the extent practicable, exterior Improvements will conform to the Ogden Weber Campus Master Plan.

(iii) *Restoration.* WSU may, at the end of the Term or upon notice of Termination, at its option, require COUNTY to remove all Improvements and restore the Expansion Site to its condition prior to commencement of the Term or, in the alternative accept and hold title to the Improvements. If Improvements are not removed by COUNTY within a reasonable time frame agreed upon by the Parties, WSU reserves the right to remove such Improvements and invoice COUNTY for all costs related to removing any improvements COUNTY undertakes. In the event that WSU leases portions of the improvements from the COUNTY, WSU will bear part of the removal costs, if incurred, proportional to the amount of square footage leased by WSU at the time of demolition divided by the total square footage of the improvements.

(iv) *Landscaping.* COUNTY will provide for all construction and/or installation of landscape and hardscape amenities on the Expansion Site at its cost.

(v) *As-built Drawings.* For any and all Improvements, as-built drawings in electronic form will be given to WSU at the conclusion of construction

(d) **Repairs and Maintenance.** COUNTY agrees to maintain any and all structures placed or erected on the Expansion Site and to keep all permanent and temporary structures safe, in good order, repaired, weather tight, and with an interior and exterior appearance that is consistent with the published standards of WSU.

(i) *Upkeep.* WSU reserves the right to require safety and appearance items to be repaired within ten (10) working days of the date of notice to COUNTY. If COUNTY does not perform such identified maintenance within such period, WSU may perform said maintenance and bill COUNTY at prevailing rates for the work so performed. If the repairs cannot reasonably be completed within such ten (10) day period, COUNTY shall commence the repairs within such period and then diligently pursue them to completion.

(ii) *Vandalism.* COUNTY shall be responsible for repair of damage to the Expansion Site and Ice Sheet Expansion by vandalism, graffiti, or similar causes, unless such damage is directly caused by gross negligence of WSU,

its agents, employees or invitees during the hours of WSU use.

(iii) **Waste.** COUNTY agrees to not create waste or nuisance on the Expansion Site, and to abide by any rules and regulations and University Policies governing the Expansion Site which WSU may from time to time establish.

(iv) **Landscaping.** COUNTY will maintain landscaping to a standard equivalent to or exceeding that provided by WSU for its' surrounding property. Alternatively, COUNTY may contract with WSU to provide landscape maintenance.

(v) **WSU Obligations.** Unless otherwise expressly stated herein, WSU's obligations to maintain the Expansion Site shall be limited to snow removal in parking areas. Said snow removal will be prioritized and scheduled in consideration of available plowing resources and events schedules at the Ice Sheet and Dee Events Center. This Agreement replaces and supersedes any prior agreements regarding snow plowing between the Parties.

(e) **Utilities.** Utilities to the Expansion Site are the responsibility of COUNTY, with the sole exception of lighted parking. WSU agrees to cooperate fully in granting access to utilities.

(f) **Destruction.** In the event of full or partial destruction of the improvements on the Expansion Site, WSU may, at its option, terminate this Agreement upon written notice to COUNTY. In the event that such destruction is through no fault of COUNTY, COUNTY, at its option, may terminate the Agreement by written notice to the WSU. In either event, County will be responsible for cleanup and restoration of the Expansion Site.

(g) **Maintenance of Water Rights.** Any changes in groundwater flow due to COUNTY'S construction must be remediated by COUNTY in a timely manner.

5. **Parking.**

COUNTY shall be provided parking in the Dee Events Center parking area to provide for the activities of the Ice Sheet and Ice Sheet Expansion. Ice Sheet patrons shall be charged on the same basis as Dee Event Center patrons. The Ice Sheet will coordinate event scheduling with Dee Event Center personnel.

6. **Indemnity.**

(a) **Hold Harmless.** COUNTY agrees to indemnify WSU, its trustees, officers, employees and agents, harmless from any and all claims, damages and liabilities which are caused in any way by COUNTY'S use of the Expansion Site, Ice Sheet, or Common Areas, including but not limited to claims, damages, and liabilities resulting from COUNTY'S violation of any federal, state, or local environmental laws or regulations or from acts of COUNTY'S employees, agents, invitees or licensees.

(b) **Duty to Act.** COUNTY agrees to undertake actions appropriate to prevent personal injury and property damage occasioned by its use of the Expansion

Site, and to alert WSU to any unusual risk of such injury and/or damage occasioned by its activities.

(c) **Governmental Immunity.** The Parties to this Agreement are governmental entities as defined in the Utah Governmental Immunity Act (Utah Code Ann. §§ 63G-7-101 to -904). Nothing in this Agreement shall be construed as a waiver by either or both Parties of any rights, limits, protections or defenses provided by the Act. Nor shall this Agreement be construed, with respect to third parties, as a waiver of any governmental immunity to which a Party to this Agreement is otherwise entitled.

7. **Events of Default**

Upon the occurrence of any of the following events, the Parties shall have the remedies set forth in Section 8:

- a) COUNTY fails to pay any installment of rent or either Party fails to pay any other sum due hereunder within fifteen (15) days after the same shall be due.
- b) Either Party fails to perform any other term, condition, or covenant pursuant to this Agreement within sixty (60) days after written notice of such default, or, if such term, condition, or covenant cannot reasonably be performed within such sixty (60) day period, if such Party does not commence cure within such period and diligently complete it.
- c) Either Party shall become bankrupt or file any debtor proceedings.
- d) COUNTY shall cease to occupy or use the Premises for the express and exclusive purpose stated in the Agreement, without WSU's prior written consent.

8. **Remedies**

Upon the occurrence of one or more of the events of default by COUNTY set forth above in Section 7, WSU shall have the option to take any or all of the following actions, following written notice to COUNTY:

- e) Collect by suit or otherwise each installment of rent or other sum as it becomes due hereunder, or enforce, by suit or otherwise, any other term or provision hereof on the part of COUNTY required to be kept or performed.
- f) Terminate this lease Agreement by written notice to COUNTY. In the event of such termination, COUNTY agrees to immediately surrender possession of the Premises.
- g) Elect to pursue any remedy allowed by law.

9. **Miscellaneous.**

- (a) **Compliance with Laws.** The parties agree to comply with all federal, state, and local laws and regulations applicable to the matters set forth in this Agreement..
- (b) **Applicable Law and Forum.** This Agreement shall be governed, interpreted and construed in accordance with the laws of the State of Utah, which shall also be the forum for any proceeding or suit in law or equity arising from or incident to this Agreement.
- (c) **Entire Agreement.** This Agreement and the attached Exhibits constitute the entire understanding between the Parties relating to the matters referenced therein. Each Party acknowledges that no representation, promise or agreement has been made, orally or otherwise, by any other Party, or anyone acting on behalf of any other Party, unless such representation, promise or agreement is included in this Agreement..
- (d) **Amendments and Waivers.** This Agreement may not be amended, nor

may compliance with any provision of the Agreement be waived except in a writing signed by the Parties. A waiver of any one part of the Agreement shall not constitute a waiver of any other part of the Agreement. Failure to require remedy for a breach of any part of the Agreement shall not be construed as a waiver of any other part of this Agreement or forfeiture of remedy for such breach.

- (e) **Third Party Beneficiaries.** The obligations of each Party under this Agreement shall inure solely to the benefit of the other Party, and no other person or entity shall be a third party beneficiary of this Agreement
- (f) **Dispute Resolution.** Each Party agrees to designate a representative who will use best efforts to meet and resolve any disputes arising from or incident to this Agreement. In the event resolution is unsuccessful, the Parties agree to participate in nonbinding mediation to resolve the dispute, with the cost of such mediation to be shared equally by the Parties.
- (g) **Notices.** Any notice or other communication required or permitted to be made or given under this Agreement, shall be in writing and shall be deemed to have been received by the Party to whom it is addressed: (i) on the date indicated on the certified mail return receipt sent by certified mail return receipt requested; (ii) on the date actually received if hand delivered or transmitted by telefax (receipt of which is confirmed to sender); (iii) three business days after such notice was deposited in the United States Mail first class postage prepaid; or (iv) one business day after such notice was delivered via Campus mail, addressed, delivered or transmitted in each case as follows:

If to WSU :

Jerry Graybeal
Office of Administrative
Services
1006 University Circle
Ogden, UT 84408

If to COUNTY:

Ice Sheet Manager
4390 Harrison Blvd
Ogden, UT 84403
And
Operations Director
444 24th Street

Exhibit "A": Expansion Site. -Plat

Exhibit "B": Ice Sheet Expansion. – Building Schematic

LEASE AGREEMENT EXHIBIT A

ICE SHEET BLDG.
PROJECT NUMBER: 1320-12
REVIEW SET

DRAWN BY: Michael Walker
CHECKED BY: Mark Halverson
WSU PROJECT NO.: 1320-12
ISSUED DATE: 8/13/2012

LEASE AGREEMENT
EXHIBIT A

SHEET NUMBER:
EX-100

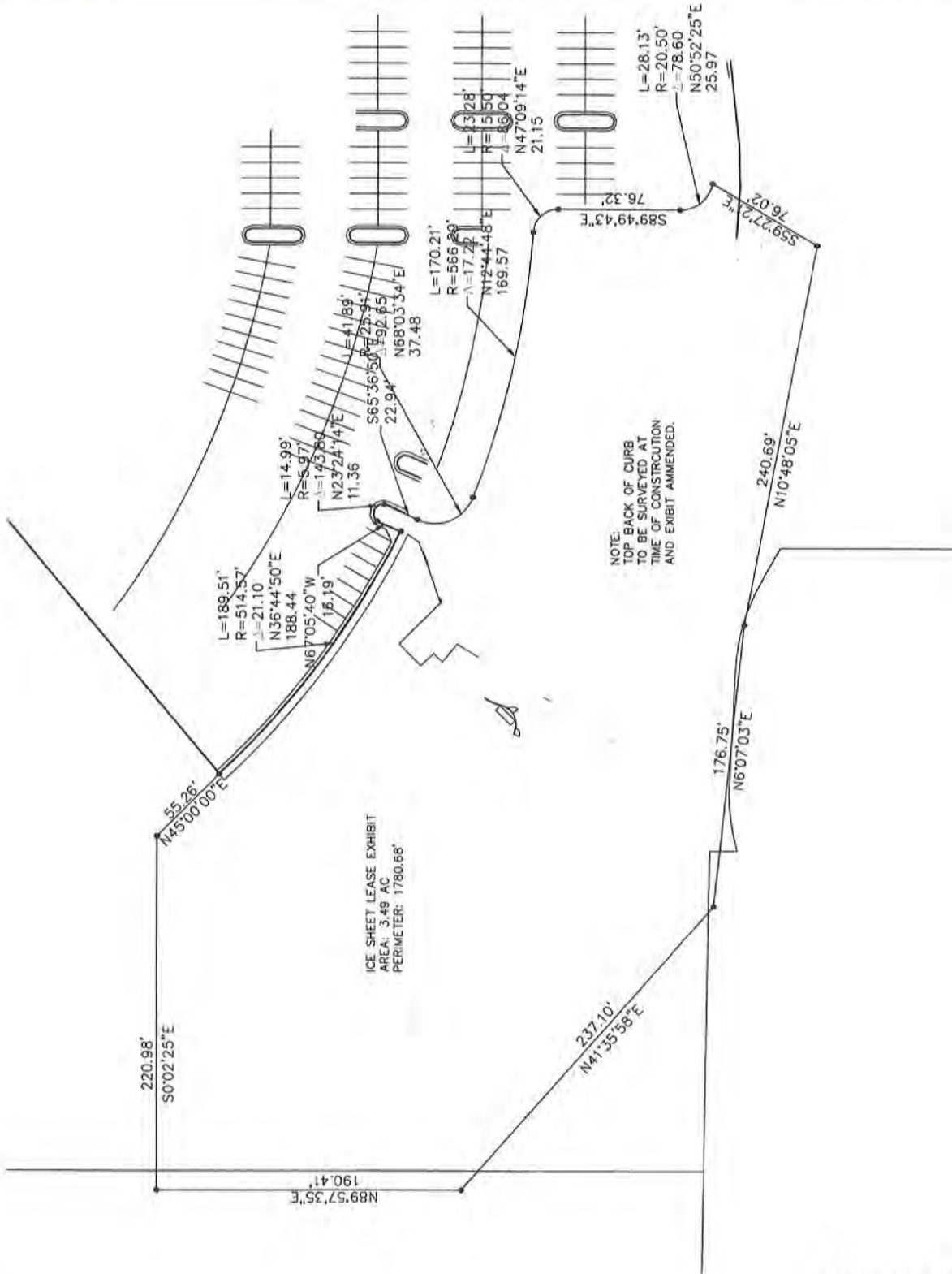


Exhibit "B": Ice Sheet Expansion. – Building Schematic

REFERENCE NOTES

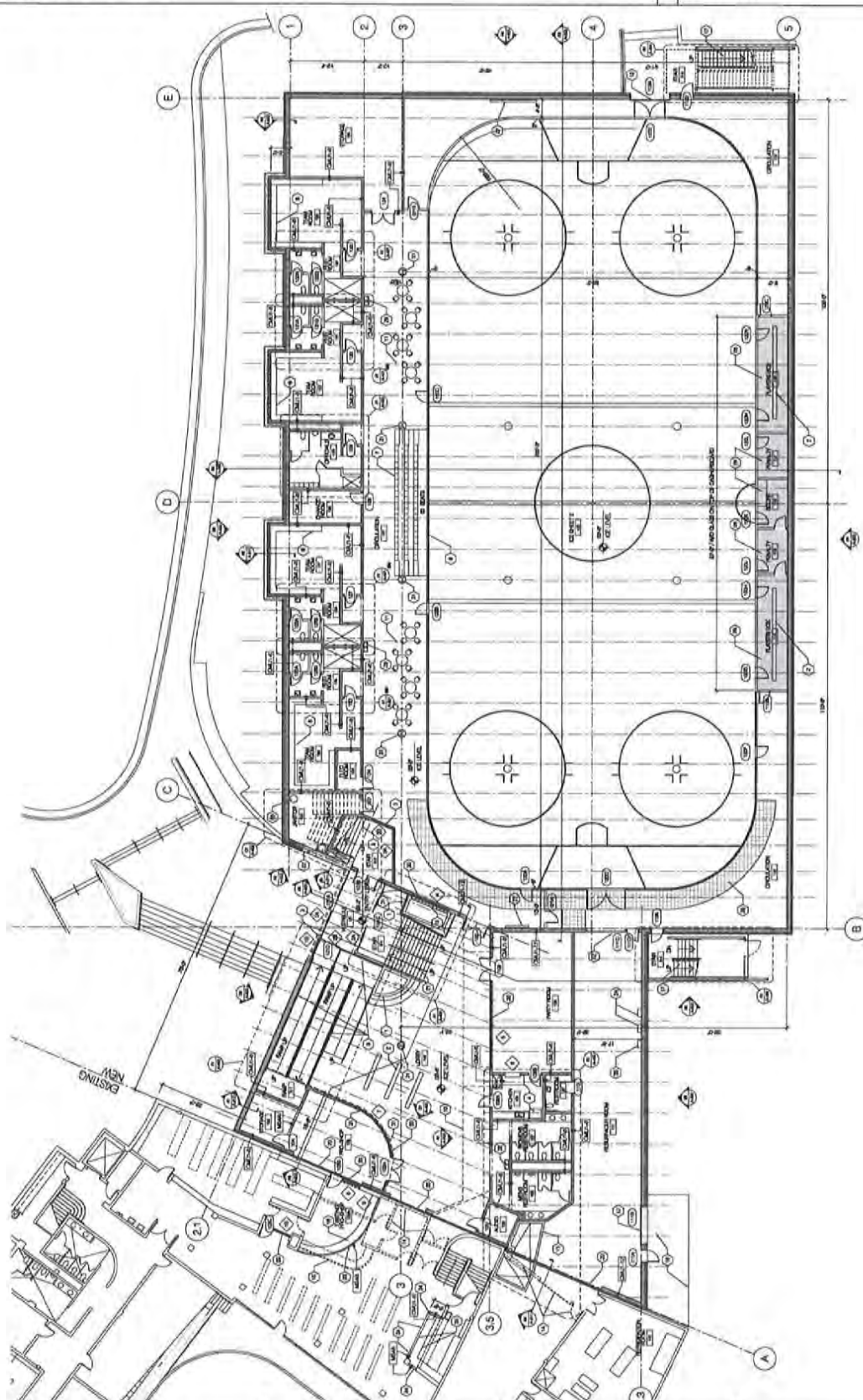
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LEVEL 1 FLOOR PLAN



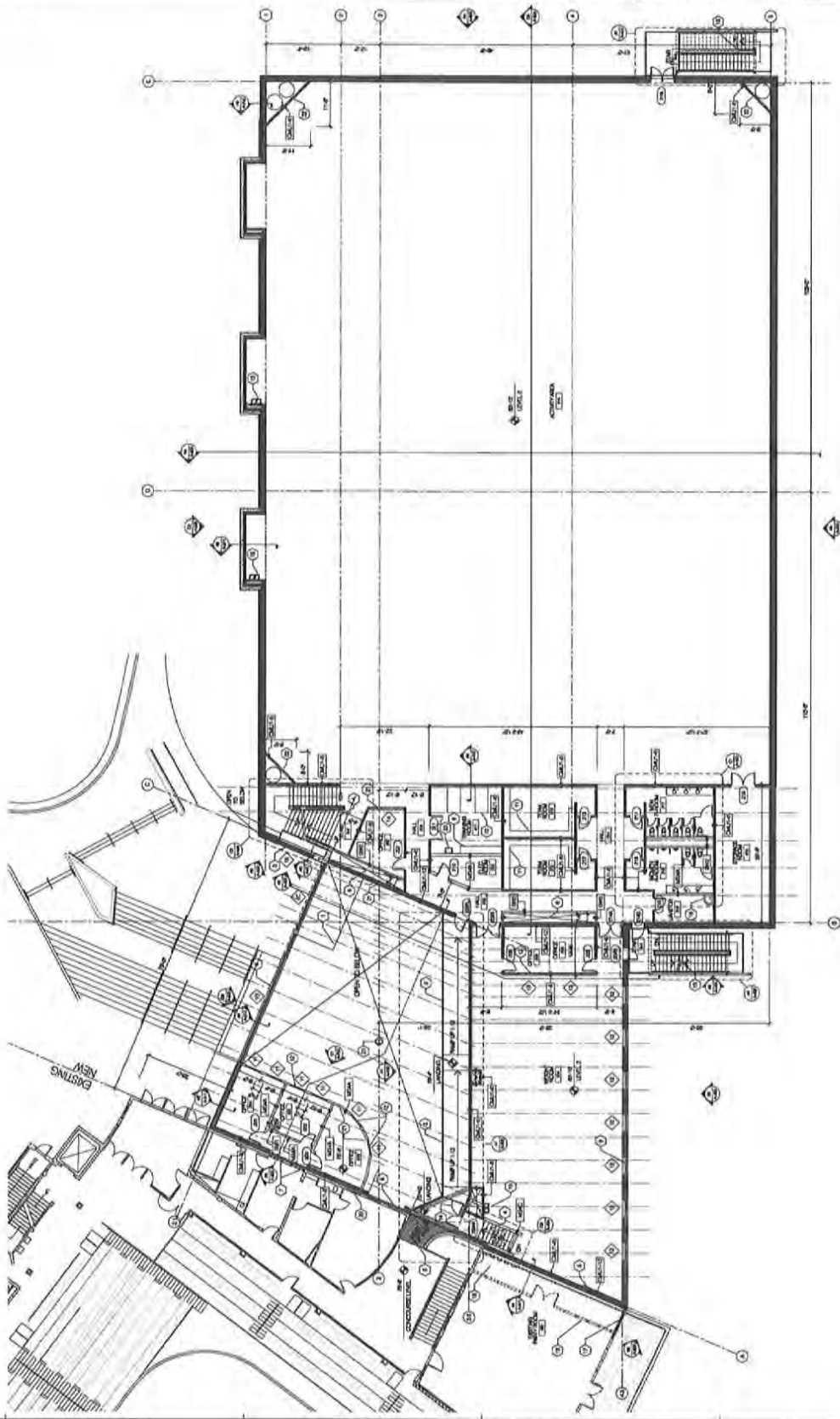
REFERENCE NOTES

1. UTILITY PLAN SHEET
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GENERAL NOTES

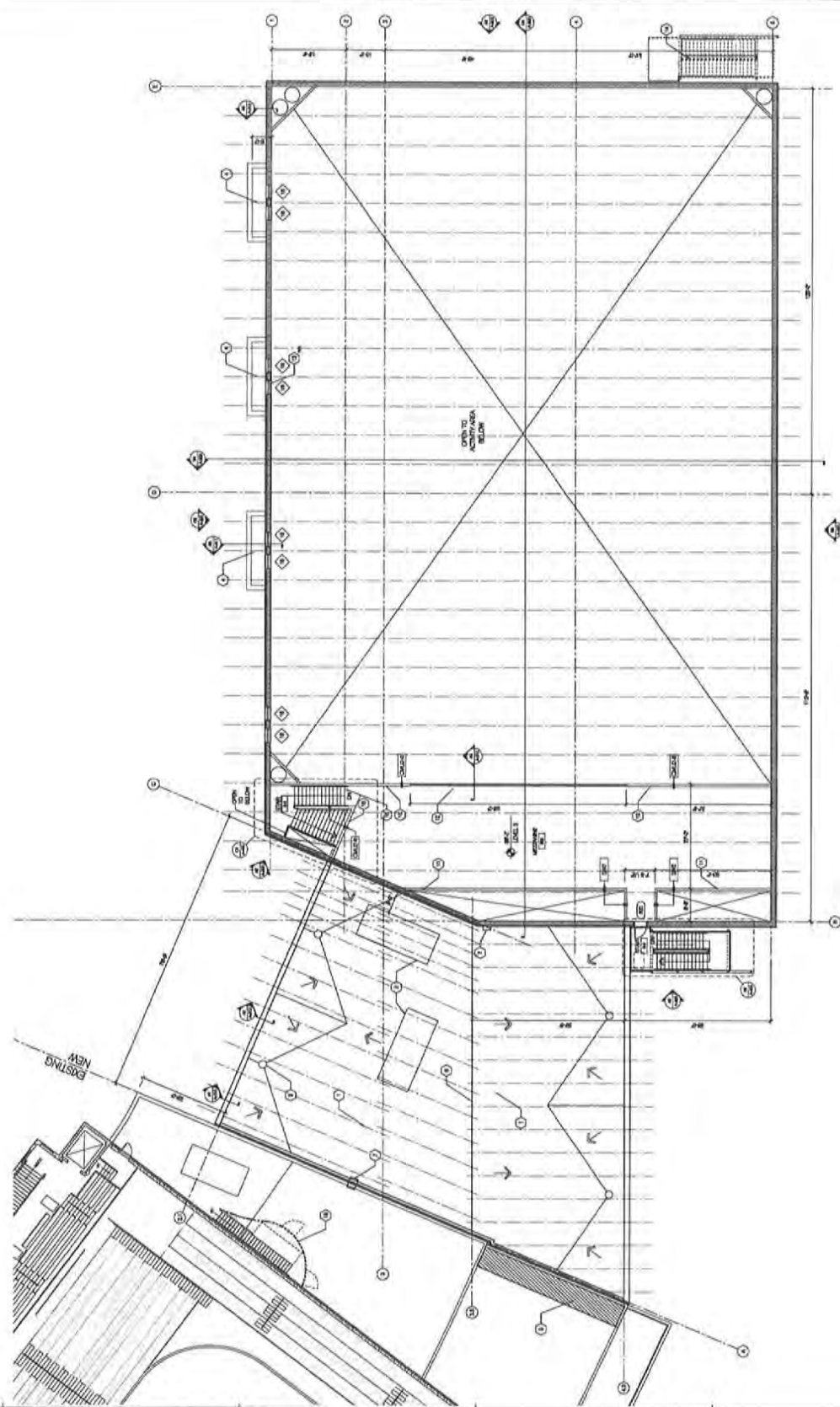
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LEVEL 2 FLOOR PLAN



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40	01/15/14	SCHEMATIC DESIGN
41	02/15/14	SCHEMATIC DESIGN
42	03/15/14	SCHEMATIC DESIGN
43	04/15/14	SCHEMATIC DESIGN
44	05/15/14	SCHEMATIC DESIGN
45	06/15/14	SCHEMATIC DESIGN
46	07/15/14	SCHEMATIC DESIGN
47	08/15/14	SCHEMATIC DESIGN
48	09/15/14	SCHEMATIC DESIGN
49	10/15/14	SCHEMATIC DESIGN
50	11/15/14	SCHEMATIC DESIGN
51	12/15/14	SCHEMATIC DESIGN
52	01/15/15	SCHEMATIC DESIGN
53	02/15/15	SCHEMATIC DESIGN
54	03/15/15	SCHEMATIC DESIGN
55	04/15/15	SCHEMATIC DESIGN
56	05/15/15	SCHEMATIC DESIGN
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59	08/15/15	SCHEMATIC DESIGN
60	09/15/15	SCHEMATIC DESIGN
61	10/15/15	SCHEMATIC DESIGN
62	11/15/15	SCHEMATIC DESIGN
63	12/15/15	SCHEMATIC DESIGN
64	01/15/16	SCHEMATIC DESIGN
65	02/15/16	SCHEMATIC DESIGN
66	03/15/16	SCHEMATIC DESIGN
67	04/15/16	SCHEMATIC DESIGN
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69	06/15/16	SCHEMATIC DESIGN
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71	08/15/16	SCHEMATIC DESIGN
72	09/15/16	SCHEMATIC DESIGN
73	10/15/16	SCHEMATIC DESIGN
74	11/15/16	SCHEMATIC DESIGN
75	12/15/16	SCHEMATIC DESIGN
76	01/15/17	SCHEMATIC DESIGN
77	02/15/17	SCHEMATIC DESIGN
78	03/15/17	SCHEMATIC DESIGN
79	04/15/17	SCHEMATIC DESIGN
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84	09/15/17	SCHEMATIC DESIGN
85	10/15/17	SCHEMATIC DESIGN
86	11/15/17	SCHEMATIC DESIGN
87	12/15/17	SCHEMATIC DESIGN
88	01/15/18	SCHEMATIC DESIGN
89	02/15/18	SCHEMATIC DESIGN
90	03/15/18	SCHEMATIC DESIGN
91	04/15/18	SCHEMATIC DESIGN
92	05/15/18	SCHEMATIC DESIGN
93	06/15/18	SCHEMATIC DESIGN
94	07/15/18	SCHEMATIC DESIGN
95	08/15/18	SCHEMATIC DESIGN
96	09/15/18	SCHEMATIC DESIGN
97	10/15/18	SCHEMATIC DESIGN
98	11/15/18	SCHEMATIC DESIGN
99	12/15/18	SCHEMATIC DESIGN
100	01/15/19	SCHEMATIC DESIGN

- REFERENCE NOTES**
1. REFER TO PROJECT SHEET FOR EXISTING CONDITIONS.
 2. REFER TO PROJECT SHEET FOR EXISTING CONDITIONS.
 3. REFER TO PROJECT SHEET FOR EXISTING CONDITIONS.
 4. REFER TO PROJECT SHEET FOR EXISTING CONDITIONS.
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 19. REFER TO PROJECT SHEET FOR EXISTING CONDITIONS.
 20. REFER TO PROJECT SHEET FOR EXISTING CONDITIONS.



MEZZANINE FLOOR PLAN
SCALE: 1/8" = 1'-0"

July 3, 2012

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Proposed Policy: R571 – Delegation of Purchasing Authority

Issue

The Utah Legislature during the 2012 General Session approved major changes to the Utah Procurement Code. With passage of this Code change, the State Board of Regents is positioned to develop an umbrella policy which delegates to individual USHE institutions, the authority to manage their procurement activities within the new statutory guidelines. This policy clarifies that delegation to the institutions.

Background

The Utah Legislature during the 2012 General Session approved major changes to the Utah Procurement Code. The SB 153 passed both houses and has been signed into law by the Governor. The legislative changes become effective on May 1, 2013. Revisions in two sections of the Code: Higher Education 63G-6a-103 (2)(f) "Definitions" and 63G-6a-106 (1)(a) "Specific Statutory Authority", reference the State Board of Regents and Title 53B, State System of Higher Education as having ultimate authority over Higher Education procurement.

Previously, the Code defined individual institutions of Higher Education as "Local Public Procurement Units" having statutory authority to adopt individual rules and policies under the Utah Procurement Code. Title 53B State System of Higher Education is silent on procurement delegation to individual institutions. In order to ensure the continued authority for each institution to adopt policies and rules in accordance with the Procurement Code, the Board of Regents will need to either create a delegation document or adopt a policy providing for such delegation.

Each institution has policies currently in place that conform to the Utah Code and provide for the unique procurement needs of each institution. The new law will require changes to institutional policies during the next year. In order to accomplish this process of policy revision in a timely manner, Utah Procurement Advisory Council (UPAC) recommends clarification from the Board of Regents to allow delegation of this authority to individual institutions of higher education. The institutional policies developed through this delegation will cover areas outlined in the Utah Code which include the following:

63G-6a-301- The Chief Procurement Officer
63G-6a-401- General Procurement Provisions

63G-6a-402- Public procurement unit required to comply with Utah Procurement Code and applicable rules—Rulemaking authority—Reporting.

63G-6a-403- Prequalification of potential bidders or offers

63G-6a-404- Approved contractor list

63G-6a-405- Multiple award contracts

63G-6a-406- Public notice of procurement process

63G-6a-408- Small Purchases

63G-6a-501- Request for Information

63G-6a-601- Bidding

63G-6a-701- Request for Proposals

63G-6a-801- Exceptions to Procurement Requirements

63G-6a-2301- Unlawful Conduct and Penalties

Commissioner's Recommendation

The Commissioner recommends the Board approve this new Delegation of Purchasing Authority policy.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/DAM
Attachment

R571, Delegation of Purchasing Authority¹

R571-1 Purpose: To provide institutions of Higher Education with the authority to individually adopt policies and rules conforming to the Utah Procurement Code.

R571-2 References

2.3 Utah Code §53B- Higher Education

2.3.1 §53B-1-102 (4)- State System of Higher Education. These institutions are empowered to sue and be sued and to contract and be contracted with Under the general supervision of the board.

2.3.2 §53B-7-101 (10)- State System of Higher Education. Each institution may do its own purchasing, issue its own payrolls, and handle its own financial affairs under the general supervision of the board.

2.4 Utah Code §63G-6A- Utah Procurement Code

2.5 Utah Code §63G-6A-106 (a)- Procurement Authority

R571-3 Definitions

3.3 Applicable Rulemaking Authority: as it relates to a state institution of higher education, the State Board of Regents.

3.4 Head of a Public Procurement Unit: as it relates to an institution of higher education of the state, the president of the institution of higher education, or the president's designee.

3.5 Procurement Officer: as it relates to a state purchasing unit, or a designee of the head of the state purchasing unit.

R571-4 Delegation of Authority: With revisions to the Utah Code Ann. §63G-6a-101, *et. seq.* effective May 1, 2013, the Utah Board of Regents is the body designated with specific statutory authority over procurement for individual institutions of Higher Education. The Board delegates to each institution the authority to adopt and administer procurement policies, rules and processes that are in conformance with the Utah Procurement Code and this general policy. Each president, or designee, is given authority over procurements at their respective institution.

R571-5 Small Purchases: Each institution shall establish policies, rules, and processes governing small purchases.

5.1 Each institution shall establish the maximum expenditure that may qualify as a small purchase.

5.2 Each institution may establish expenditure thresholds and procurement requirements related to those thresholds in relation to small purchases, including, but not limited to:

5.2.1 Purchasing Cards (P-Card)

¹ Approved Month, Day, Year.

5.2.2 Requests for Quotation (RFQ)

5.2.3 Small-dollar Purchase Orders

5.2.4 Reimbursements

5.2.5 Petty Cash

R571-6 Solicitations: Each institution shall formally solicit competition for all procurements over the maximum small dollar expenditure established by the respective institution, unless the procurement falls under R571-7, Exceptions to the Solicitation Process, as required by law. Each institution shall establish policies, rules, and processes governing solicitations, including:

6.1 Invitation for Bid (IFB): An IFB is appropriate to use when cost is the major factor in determining the award of a procurement.

6.2 Request for Proposal (RFP): An RFP is appropriate to use when cost is not the most important factor to be considered in determining the award of a procurement.

6.3 Request for Information (RFI): An RFI is appropriate to use to gather information prior to issuing an IFB or RFP.

6.4 Request for Supplier Qualification (RFSQ): An RFSQ or similar process is appropriate when supplier prequalification is needed for an IFB or RFP.

R571-7 Exceptions to the Solicitation Process: Each institution shall establish policies, rules, and processes governing exceptions to the solicitation process, as required by law, which may include, including:

7.1 Sole Source Procurement: Sole Source Procurement is appropriate when competition does not exist.

7.2 Emergency Procurement: Emergency procurement is appropriate when an emergency condition exists that limits the capability of the institution to obtain competition.

R571-8 Protests: Each institution shall establish policies, rules, and processes governing protests related to procurement in accordance with the Utah Procurement Code.

R571-9 Ethics: Individuals employed by institutions of higher education must discharge their duties impartially so as to assure fair competitive access to procurement. Employees should conduct themselves in such a manner as to foster public confidence in the integrity of the system of higher education.

July 3, 2012

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: IRS Position on Tax-Exempt Student Loan Bonds

Issue

The Internal Revenue Service (IRS) recently issued a Voluntary Closing Agreement Program (VCAP) concerning tax-exempt student loan bonds. The VCAP affects tax-exempt student loan bond issuers across the nation, including UHEAA. Board action is required to authorize entering into the VCAP and begin negotiations with the IRS.

Background

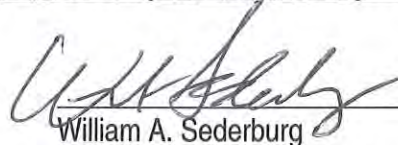
UHEAA staff has taken the following actions concerning the VCAP:

- 1. Ballard Spahr Recommendation.** UHEAA staff asked for a written recommendation from Ballard Spahr concerning the firm's advice for dealing with the IRS to either enter the VCAP or prepare for a likely IRS audit. UHEAA received Ballard Spahr's recommendation on June 20, 2012 that UHEAA enter into negotiations with the IRS in the VCAP.
- 2. Second Opinion: Brad Waterman.** To further protect the Board's interest, working with Tom Anderson through the Attorney General's office, UHEAA staff sought a second opinion from Brad Waterman, a Washington DC-based tax attorney, who specializes in these matters. UHEAA staff believed obtaining a second opinion was important to provide the Board with an independent confirmation concerning Ballard Spahr's recommendation. Brad Waterman agrees with Ballard Spahr's recommendation to enter the VCAP. Assistant Attorney General Tom Anderson concurs that entering the VCAP is the right course of action.
- 3. Joint Motion from UHEAA Board and Student Finance Subcommittee, June 28, 2012.** At the June 28, 2012 meeting, the UHEAA Board and the Student Finance Subcommittee approved a joint recommendation for Board of Regents' consideration to enter the VCAP and begin negotiations with the IRS.
- 4. Key Points.** Further background and key points to consider include the following:
 - No state tax dollars are involved.

- UHEAA has an outstanding record of compliance both financially and operationally. The IRS's current position and interpretation were not clearly delineated previously, and it is UHEAA's position that the agency has always complied with IRS guidance as it was understood at the time based upon the best available legal advice. The current IRS position in the VCAP is being retroactively applied to accounting transactions which occurred more than a decade ago.
- UHEAA is not being singled out by the IRS nor is the agency under any current review or audit by the IRS. This is an industry issue with tax-exempt student loan bond issuers throughout the nation facing an IRS VCAP decision.
- UHEAA remains current on all outstanding bond obligations. An IRS settlement would not have a material adverse effect on UHEAA's ability to perform its obligations under its various financing instruments.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve entering into the IRS Voluntary Closing Agreement Program and authorize the UHEAA staff and its advisors to negotiate the best possible resolution with the final settlement to be subsequently approved by the Board of Regents.



William A. Sederburg
Commissioner of Higher Education

WAS/DAF

July 3, 2012

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Work Program Revisions for FY 2012 & FY 2013

Utah statute 53B-7-101 8(a) states that "Money allocated to each institution by legislative appropriation may be budgeted in accordance with institutional work programs approved by the board, provided that the expenditures funded by appropriations for each institution are kept within the appropriations for the applicable period". State Board of Regents' (SBR) Policy R121-3 states that the SBR reserves to itself final authority to consider and act on "approval of institutional budget proposals for recommendation to the Governor and the Legislature, proposals for adjustment of tuition and fees, and requests for approval of work programs or modification therein" (R121-3.4). The term "Work Program" relates to the revenue and expenditure allotment schedules submitted to the State Division of Finance. Work Programs serve as a basis for disbursement of state appropriated funds to the institutions.

A) USHE – 2011-2012 Final Work Program Revisions (Attachment 1).

Regents are asked to review and finalize the final Work Programs for FY 2011-12. Typically, the final work program revisions for the conclusion of the fiscal year consist of supplemental tax funds/other appropriations and tuition revenue adjustments to more accurately reflect collections for the year.

B) USHE – 2012-2013 Initial Work Program Revisions (Attachment 2). Regents are asked to review and finalize the initial Work Programs for FY 2012-13. The initial revisions for FY 2012-13 consist of tuition revenue estimates related to second tier tuition and unallocated first tier tuition increases not appropriated by the State Legislature during the 2012 General Session.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Work Program Revisions by:

- Approving the final Work Program Revision for FY2012
- Approving the initial Work Program Revision for FY 2013

William A. Sederburg
Commissioner of Higher Education

WS/GLS/PCM
Attachment

Utah System of Higher Education 2011-12 Work Programs

June 30, 2012

Final Schedule (2010 General Session Appropriations & Post 2010 General Session Revenue Changes)

	Revenues (2011 General Session)			Revenue Changes (Post General Session)		Revised Work Program Total Revenues**
	General & Education Funds	Other Funds*	Dedicated Credits	Dedicated Credits	Supplemental Gen/Ed & Other Appropriations	
University of Utah						
Education and General	\$193,598,400	\$502,100	\$160,527,400	\$32,472,600	\$0	\$387,100,500
School of Medicine	20,476,200	0	13,845,700	1,354,300	0	\$35,676,200
Health Sciences	3,062,100	8,284,500	0	0	0	\$11,346,600
Regional Dental Education Prog.	522,100	0	265,200	20,400	0	\$807,700
Tele Health Network	450,800	0	0	0	0	\$450,800
Poison Control	0	0	1,574,200	0	0	\$1,574,200
Pub. Svc. - Seismograph Stations	682,400	0	0	0	0	\$682,400
Pub. Svc. - Museum Nat. History	2,639,500	0	0	0	0	\$2,639,500
Pub. Svc. - State Arboretum	112,600	0	0	0	0	\$112,600
KUED	2,366,900	0	0	0	0	\$2,366,900
University Hospital	4,418,000	0	0	0	0	\$4,418,000
Miners Hospital	82,400	455,800	0	0	0	\$538,200
Occupational Health	0	150,000	0	0	0	\$150,000
Educationally Disadvantaged	674,000	34,500	0	0	0	\$708,500
Total U of U	229,085,400	9,426,900	176,212,500	33,847,300	0	448,572,100
Utah State University						
Education and General	107,714,300	150,600	54,813,400	6,624,500	0	\$179,302,600
Uintah Basin Continuing Ed. Ctr.	3,871,800	0	1,802,700	358,000	0	\$6,032,500
Southeastern Utah Cont. Ed. Ctr.	676,600	0	671,000	197,800	0	\$1,545,200
Brigham City Continuing Ed Ctr.	1,967,600	0	10,922,800	8,534,800	0	\$21,425,200
Tooele/Wasatch Cont. Ed. Ctr.	2,265,600	0	5,862,400	1,991,100	0	\$10,119,100
Agricultural Experiment Station	11,949,800	1,813,800	0	0	0	\$13,763,600
Water Research Laboratory	1,711,000	2,044,600	0	0	0	\$3,755,600
Cooperative Extension	11,981,500	2,088,500	0	0	0	\$14,070,000
Educationally Disadvantaged	256,600	0	0	0	0	\$256,600
USU - CEU Education and General	11,951,100	0	2,595,200	217,400	0	\$14,763,700
USU - CEU San Juan Center	2,142,200	0	897,400	281,800	0	\$3,321,400
USU - CEU Prehistoric Museum	254,100	0	0	0	0	\$254,100
USU - CEU Educationally Disadvantaged	105,000	0	0	0	0	\$105,000
USU - CEU CTE	1,324,800	0	45,000	18,700	0	\$1,388,500
Total USU	158,172,000	6,097,500	87,609,900	18,223,900	0	270,103,300
Weber State University						
Education and General	61,101,300	0	53,620,400	7,767,100	0	\$122,488,800
Educationally Disadvantaged	341,400	0	0	0	0	\$341,400
Total WSU	61,442,700	0	53,620,400	7,767,100	0	122,830,200
Southern Utah University						
Education and General	29,219,900	0	27,989,500	5,436,500	0	\$62,645,900
Utah Shakespearean Festival	521,600	0	0	0	0	\$521,600
Rural Development	96,000	0	0	0	0	\$96,000
Educationally Disadvantaged	89,200	0	0	0	0	\$89,200
Total SUU	29,926,700	0	27,989,500	5,436,500	0	63,352,700
Snow College						
Education and General	17,521,000	0	7,523,100	766,400	0	\$25,810,500
Applied Technology Education	1,254,500	0	0	0	0	\$1,254,500
Educationally Disadvantaged	32,000	0	0	0	0	\$32,000
Total Snow College	18,807,500	0	7,523,100	766,400	0	27,097,000
Dixie State College						
Education and General	20,110,800	0	12,459,500	11,869,376	0	\$44,439,676
Zion Park Amphitheatre	50,700	0	33,500	0	0	\$84,200
Educationally Disadvantaged	25,500	0	0	0	0	\$25,500
Total Dixie College	20,187,000	0	12,493,000	11,869,376	0	44,549,376
Utah Valley University						
Education and General	58,546,800	0	80,860,600	16,077,400	0	\$155,484,800
Educationally Disadvantaged	157,200	0	0	0	0	\$157,200
Total UVSC	58,704,000	0	80,860,600	16,077,400	0	155,642,000
Salt Lake Community College						
Education and General	\$56,100,400	\$0	\$46,420,900	\$9,887,500	\$0	\$112,408,800
SAT	5,793,300	0	1,852,900	(515,900)	0	\$7,130,300
Educationally Disadvantaged	178,400	0	0	0	0	\$178,400
Total SLCC	62,072,100	0	48,273,800	9,371,600	0	119,717,500

(continued)

Utah System of Higher Education 2011-12 Work Programs

June 30, 2012

Final Schedule (2010 General Session Appropriations & Post 2010 General Session Revenue Changes)

	Revenues (2011 General Session)			Revenue Changes (Post General Session)		Revised Work Program
	General & Education Funds	Other Funds*	Dedicated Credits	Dedicated Credits	Supplemental Gen/Ed & Other Appropriations	Total Revenues**
SBR and Statewide Programs						
Administration - SBR	2,631,000	0	0	0	0	\$2,631,000
Federal Programs	0	303,100	0	0	0	\$303,100
Regents' Scholarship	3,174,100	0	0	0	0	\$3,174,100
Student Financial Aid	3,252,800	0	0	0	0	\$3,252,800
Minority Scholarship	36,200	0	0	0	0	\$36,200
Tuition Assistance	36,200	0	0	0	0	\$36,200
New Century	1,983,900	0	0	0	0	\$1,983,900
Success Stipends	1,391,200	0	0	0	0	\$1,391,200
WICHE	838,500	0	0	0	0	\$838,500
TH Bell (Teacher Incentive Loan Program)	1,477,700	0	0	0	0	\$1,477,700
Prison	(21,200)	0	0	0	0	(\$21,200)
Hearing Impaired	797,500	0	0	0	0	\$797,500
Concurrent Enrollment Coordination	425,000	0	0	0	0	\$425,000
Articulation Support	262,300	0	0	0	0	\$262,300
Campus Compact	76,000	0	0	0	0	\$76,000
HETI	4,573,500	0	0	0	0	\$4,573,500
Library Consortium	2,610,000	0	0	0	0	\$2,610,000
Education Excellence	5,539,700	0	0	0	0	\$5,539,700
Engineering Scholarship Program	38,400	0	0	0	0	\$38,400
Economic Development	310,300	0	0	0	0	\$310,300
Total SBR	29,433,100	303,100	0	0	0	29,736,200
9 INSTITUTION & SBR TOTAL	\$667,830,500	\$15,827,500	\$494,582,800	\$103,359,576	\$0	\$1,281,600,376

*Mineral Lease, Cigarette Tax, Trust Funds, Federal Funds & Other Funds

**Total Budgeted Revenues to Support Expenditure Budgets

Utah System of Higher Education 2012-13 Work Programs

June 30, 2012

Initial Schedule (2012 General Session Appropriations & Post General Session Revenue Changes)

	Revenues (2012 General Session)			Revenue Changes (Post General Session)		Revised Work Program
	General & Education Funds	Other Funds*	Dedicated Credits	Dedicated Credits	Supplemental Gen/Ed & Other Appropriations	Total Revenues**
University of Utah						
Education and General	\$197,837,900	\$502,100	\$191,229,500	\$13,170,500	\$0	\$402,740,000
School of Medicine	20,618,600	0	14,964,100	829,900	0	\$36,412,600
Health Sciences	1,762,100	8,800,000	0	0	0	\$10,562,100
Regional Dental Education Prog.	525,300	0	288,900	15,688	0	\$829,888
Tele Health Network	451,400	0	0	0	0	\$451,400
Poison Control	0	0	1,587,800	0	0	\$1,587,800
Pub. Svc. - Seismograph Stations	685,800	0	0	0	0	\$685,800
Pub. Svc. - Museum Nat. History	2,007,100	0	0	0	0	\$2,007,100
Pub. Svc. - State Arboretum	113,400	0	0	0	0	\$113,400
KUED	2,381,500	0	0	0	0	\$2,381,500
University Hospital	4,450,400	0	0	0	0	\$4,450,400
Miners Hospital	88,000	455,800	0	0	0	\$543,800
Occupational Health	0	151,300	0	0	0	\$151,300
Center for Aging	100,000	0	0	0	0	\$100,000
Educationally Disadvantaged	674,400	34,500	0	0	0	\$708,900
Total U of U	231,695,900	9,943,700	208,070,300	14,016,088	0	463,725,988
Utah State University						
Education and General	109,296,100	150,600	72,058,800	5,964,400	0	\$187,469,900
Uintah Basin Continuing Ed. Ctr.	4,056,800	0	2,171,000	148,600	0	\$6,376,400
Southeastern Utah Cont. Ed. Ctr.	756,200	0	871,400	331,700	0	\$1,959,300
Brigham City Continuing Ed Ctr.	1,813,200	0	19,480,600	3,631,200	0	\$24,925,000
Tooele/Wasatch Cont. Ed. Ctr.	2,350,900	0	7,869,400	695,900	0	\$10,916,200
Agricultural Experiment Station	11,909,000	1,813,800	0	0	0	\$13,722,800
Water Research Laboratory	1,735,900	2,044,600	0	0	0	\$3,780,500
Cooperative Extension	11,978,800	2,088,500	0	0	0	\$14,067,300
Educationally Disadvantaged	257,600	0	0	0	0	\$257,600
USU - CEU Education and General	12,124,600	0	2,890,200	(190,200)	0	\$14,824,600
USU - CEU San Juan Center	2,264,400	0	1,185,100	170,900	0	\$3,620,400
USU - CEU Prehistoric Museum	251,400	0	0	0	0	\$251,400
USU - CEU Educationally Disadvantaged	105,000	0	0	0	0	\$105,000
USU - CEU CTE	1,307,900	0	63,700	(28,700)	0	\$1,342,900
Total USU	160,207,800	6,097,500	106,590,200	10,723,800	0	283,619,300
Weber State University						
Education and General	62,605,900	0	61,931,500	3,353,800	0	\$127,891,200
Educationally Disadvantaged	344,500	0	0	0	0	\$344,500
Total WSU	62,950,400	0	61,931,500	3,353,800	0	128,235,700
Southern Utah University						
Education and General	29,982,400	0	33,690,900	2,037,500	0	\$65,710,800
Utah Shakespearean Festival	21,600	0	0	0	0	\$21,600
Rural Development	96,100	0	0	0	0	\$96,100
Educationally Disadvantaged	89,500	0	0	0	0	\$89,500
Total SUU	30,189,600	0	33,690,900	2,037,500	0	65,918,000
Snow College						
Education and General	17,743,900	0	8,374,500	532,674	0	\$26,651,074
Applied Technology Education	1,265,100	0	0	0	0	\$1,265,100
Educationally Disadvantaged	32,000	0	0	0	0	\$32,000
Total Snow College	19,041,000	0	8,374,500	532,674	0	27,948,174
Dixie State College						
Education and General	21,923,800	0	14,853,000	1,004,500	0	\$37,781,300
Zion Park Amphitheatre	51,000	0	33,500	0	0	\$84,500
Educationally Disadvantaged	25,500	0	0	0	0	\$25,500
Total Dixie College	22,000,300	0	14,886,500	1,004,500	0	37,891,300
Utah Valley University						
Education and General	62,082,300	0	94,818,900	5,848,100	0	\$162,749,300
Educationally Disadvantaged	158,400	0	0	0	0	\$158,400
Total UVSC	62,240,700	0	94,818,900	5,848,100	0	162,907,700
Salt Lake Community College						
Education and General	\$58,589,700	\$0	\$55,302,500	\$1,568,400	\$0	\$115,460,600
SAT	5,880,600	0	1,337,000	(197,000)	0	\$7,020,600
Educationally Disadvantaged	178,400	0	0	0	0	\$178,400
Total SLCC	64,648,700	0	56,639,500	1,371,400	0	122,659,600

Utah System of Higher Education 2012-13 Work Programs

June 30, 2012

Initial Schedule (2012 General Session Appropriations & Post General Session Revenue Changes)

	Revenues (2012 General Session)			Revenue Changes (Post General Session)		Revised Work Program
	General & Education Funds	Other Funds*	Dedicated Credits	Dedicated Credits	Supplemental Gen/Ed & Other Appropriations	Total Revenues**
<i>(continued)</i>						
SBR and Statewide Programs						
Administration - SBR	2,788,800	0	0	0	0	\$2,788,800
Federal Programs	0	303,100	0	0	0	\$303,100
Regents' Scholarship	4,177,100	0	0	0	0	\$4,177,100
Student Financial Aid	3,252,800	0	0	0	0	\$3,252,800
Minority Scholarship	36,200	0	0	0	0	\$36,200
Tuition Assistance	0	0	0	0	0	\$0
New Century	1,983,900	0	0	0	0	\$1,983,900
Success Stipends	2,141,200	0	0	0	0	\$2,141,200
WICHE	838,600	0	0	0	0	\$838,600
TH Bell (Teacher Incentive Loan Program)	1,477,700	0	0	0	0	\$1,477,700
Prison	0	0	0	0	0	\$0
Hearing Impaired	796,300	0	0	0	0	\$796,300
Concurrent Enrollment Coordination	428,400	0	0	0	0	\$428,400
Articulation Support	264,700	0	0	0	0	\$264,700
Campus Compact	76,600	0	0	0	0	\$76,600
HETI	5,523,500	0	0	0	0	\$5,523,500
Library Consortium	2,610,000	0	0	0	0	\$2,610,000
Education Excellence	1,600,000	0	0	0	0	\$1,600,000
Engineering Initiative	2,500,000	0	0	0	0	\$2,500,000
Engineering Scholarship Program	38,400	0	0	0	0	\$38,400
Economic Development	312,300	0	0	0	0	\$312,300
Total SBR	30,846,500	303,100	0	0	0	31,149,600
9 INSTITUTION & SBR TOTAL	\$683,820,900	\$16,344,300	\$585,002,300	\$38,887,862	\$0	\$1,324,055,362

*Mineral Lease, Cigarette Tax, Trust Funds, Federal Funds & Other Funds

**Total Budgeted Revenues to Support Expenditure Budgets

July 3, 2012

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Southern Utah University – Juniper Hall Replacement

Background

In October 2011, Southern Utah University (SUU) was forced to close Juniper Hall, a 291-bed residence hall facility built in the 1960's, due to a catastrophic and permanent failure of its heating system. The closure of this facility has created a significant hardship for the institution and its students.

Issue

SUU has spent the past half year exploring options relative to the loss of use of Juniper Hall; including demolition of the existing facility, replacement of the needed inventory of housing beds, and necessary actions to assure that all revenue bond covenants continue to be met. SUU is now ready to bring forward to the Regents a conceptual outline of how they propose to proceed.

SUU will have administrators and Board members present at the July meeting, both to present conceptual plans and to respond to questions. Based on the presentation and ensuing discussion, it will then be SUU's intent to bring back to the Regents at a future Board meeting (perhaps as early as September) a more detailed proposal which the Board will be asked to take action on.

Commissioner's Recommendation

This is an information item only; no action is required at the present time.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS
Attachment

Proposal Regarding the Reconstruction of Juniper Hall
Southern Utah University
June 28, 2012

Objective:

To seek approval from the Utah State Board of Regents for Southern Utah University (SUU) to convey the real property on which the recently decommissioned Juniper Hall sits, to the Southern Utah University Housing Foundation (SUUHF), a private foundation whose sole purpose is to forward the development of Southern Utah University. SUUHF will develop and construct a Juniper Hall replacement facility, consulting closely with DFCM throughout the project. SUUHF will lease that facility to Southern Utah University who will operate it as part of its residential student life program. The approval would be subject to the project reaching financial closing before April 1, 2013, at which time the approval would expire.

Introduction:

In October, 2011, SUU was forced to close Juniper Hall, a 291-bed facility built in the 1960's due to a catastrophic and permanent failure of its heating systems. The closure of Juniper Hall has created a significant hardship for SUU and its students. SUU administration has temporarily contracted with a local motel and with a number of local landlords to provide housing reasonably close to campus for those seeking this "on campus" experience. However, these temporary arrangements are not long-term sustainable. There is a demonstrated demand for the beds represented by this project. As can be seen in Appendix A, SUU's projected enrollment for the 2012-13 school year is up significantly and executed housing contracts have reached capacity at May 1, the earliest point at which this milestone has been accomplished in recent memory. It is clear that SUU must replace Juniper Hall as quickly as possible.

Proposed Reconstruction of Juniper Hall:

In 2009, SUU opened Cedar Hall, a 300 bed on-campus living facility. Designed with 1st year students in mind, Cedar Hall's innovative floor plan promotes a social atmosphere, making it easy to connect with other students. The building features a unique style of suites, in which two bedrooms join to a centrally located bathroom. Each bedroom accommodates two occupants, totaling four residents per fully furnished suite. SUU desires to construct a project that mirrors Cedar Hall on the current site of Juniper Hall, which is roughly adjacent to the Cedar Hall site. SUU has contacted the architect and the constructor of Cedar Hall and has received indications of interest from them to build the project. The project would include the abatement of asbestos and the demolition of Juniper Hall (See Appendix B). Project cost, including property acquisition, abatement and demolition is estimated to be \$13.5 Million. SUU will lease the facilities back from SUUHF at a rate sufficient to annually provide at least a 1.20 debt coverage ratio for the project. SUU will provide a blanket guaranty of the lease to SUUHF. The excess coverage will be accumulated in a Renewal and Replacement Reserve account to be used to

keep the facility in good working condition. Any capital created and retained by SUUHF throughout the years will all ultimately go to the benefit of SUU.

Project Owner:

SUUHF will be the owner of the project. SUUHF may not be directly controlled by the University but will be governed by a Board of Trustees that will include University staff as well as a number of other trustees connected with or friendly to the University. University personnel will not make more up more than 50% of the board.

Financing:

SUUHF will be the purchaser of the property and will be the developer of the project. SUUHF will work with Cedar City Redevelopment Agency which will be the authorized issuer of tax exempt bonds used to build the project. Cost of bond issuance and a reserve fund is included in the anticipated project cost. Discussions with members of the Cedar City Council and with the mayor of Cedar City indicate broad support for the project and its financing strategy.

Reversion of Interest

Upon full retirement of the bond, ownership of the project, including the Renewal and Replacement Reserve, will revert to SUU for \$1.00.

Project Feasibility

At a project cost of \$13.5 Million, it appears that at currently projected residential living rates for the 2013-2014 academic year, SUU will receive sufficient net revenue to cover the proposed lease. The key assumptions that are used to arrive at this conclusion are:

Project Cost: \$13.5MM

Debt Amortization Term: 30 years

Interest rate on Tax Exempt Bonds: 3.5%

2013-2014 per bed rate: \$1700 per semester (Currently at \$1600)

Occupancy Rate: 90%

Because the project will be a mirror image of Cedar Hall, accurate operational cost data is available and has supported the financial assumptions. The operations budget will be sufficient to maintain the facility in good working condition for the term of the lease.

FAQ

- Why isn't SUU seeking to build and hold ownership directly?
 - SUU's primary reason is Lack of Legislative Bonding Authorization.

- Is there some time sensitivity to the proposed project?
 - Time is of the essence because of the need to replace the beds lost in the decommissioning of Juniper. Further, it is our belief that the current low interest rate environment will not continue into the long term. A delay in completing the project could subject SUU to paying hundreds of thousands of dollars in additional interest and financing costs over the life of the project.
- Is there a risk that SUU will lose control of the housing project and the directed use of the property?
 - No. SUU will lease the facility from SUUHF under terms that create huge financial incentives for SUU to continue forward in the lease. Further, the reversion of ownership rights to SUU at the end of the lease assures that directional control of the property stays in the hands of SUU.
- Will SUU be returning to the Board of Regents with more specific information about the project feasibility as it seeks to have the lease approved?
 - Yes. Because the approval we seek is contingent upon financial closing, the actual purchase of the land will not be completed until the lease, as well as the project feasibility has been fully vetted.
- How does DFCM feel about the proposed project?
 - In recent months, SUU representatives and Dr. Gregory Stauffer met with Gregg Buxton, Director of DFCM. During that meeting, Director Buxton suggested SUU seek a third party to which it might sell the property as-is and to contract with that party to build and subsequently lease the property to SUU. Our proposal is a variation of that suggested direction. SUUHF will consult closely with DFCM throughout the project.
- By giving approval of this project without going through the procurement and competitive bidding process, is the Board of Regents going to be subject to public criticism because of the possibility that another party might have made a deal more advantageous to SUU than would SUUHF?
 - We don't believe so. We believe this project could not be built nor have the long term financial net benefit to SUU were it to be built by a third party developer and then leased back to SUU. The evidence backing this assertion include:
 - SUUHF will be procuring the property as-is and will be taking responsibility for doing the demolition and asbestos abatement. The cost estimate for this work is \$670,000. It is estimated that the market value of the land on which Juniper Hall sits is \$500,000. An outside third party would likely not be willing to pay, in essence, an amount over market value for the land.
 - Unlike third party developers, SUUHF has no investor directed profit or return on capital mandate. This will allow SUUHF to maintain a lease

rate to SUU that would sustain only a meager margin sufficient to cover bond payments and stay within covenanted debt coverage ratios.

- Throughout the full term of the lease, SUU's annual payments will equal 120% of the debt service payments made by SUUHF to the bondholders. A third party developer would not achieve adequate returns if it were to commit to only a 1.20 times debt coverage ratio throughout the 30 year term of the project.
- As rent rates increase, SUU will have cost certainty as to the lease payments and will enjoy the increasing net cash flow as opposed to a third party developer which would receive those cash flows.

Attachments to this proposal include:

- SUU Residential On-Campus Housing Snapshot as of May, 2012
- Capital Budgeting Estimate for Demolition of Juniper Hall
- Site Plan Options for Juniper Hall Replacement

Southern Utah University Housing Snapshot
May 2012

Submitted by: Donna M. Eddleman, Vice President for Student Services

The numbers outlined below demonstrate that additional beds need to be added to the SUU on-campus housing bed inventory:

A. Standard Bed Inventory:	Cedar Hall	260	
	Eccles Hall	291	
	<u>Ponderosa Terrace</u>	<u>29</u>	
	TOTAL	580	
B. Bed Inventory for 2012-13	Cedar Hall	271	(11 doubles made triples)
	Eccles Hall	318	(27 singles made doubles)
	Ponderosa Terrace	42	(13 singles made doubles)
	<u>Stratford Hall</u>	<u>94</u>	(contract w/ local hotel owner)
	TOTAL	725	
C. Applications on File (AOF) as of:	May 6, 2012:	973	
	May 8, 2011:	787 ¹	
	AOF increase:	186	

Whereas our *Applications on File* exceed our bed inventory by more than 20%, we believe we will be oversubscribed; therefore, we have begun the process of notifying late applicants that they have been placed on a waiting list and should begin exploring off-campus housing options.

Replacing Juniper Hall with a similar bed inventory of approximately 300 beds² would increase our standard bed inventory (not including modifications as outlined in item B above) to 880. Even with this increase in the inventory, we anticipate housing applications would still outpace the number of beds available for the following reasons:

1. SUU continues to recruit international students. To help them through the adjustment process, all first year, full time international students are required to live on campus during their first year.
2. SUU continues to grow its out-of-state market with particular interest in California, Nevada, Alaska and Hawaii. Out-of-state students, and their parents, prefer on-campus living, especially during the first year.
3. As the University expands and enhances its residential learning communities, and as the data to support the increased likelihood for persistence and graduation of those who participate in learning communities continues to develop and be marketed, SUU anticipates the interest in these residential communities will increase.
4. SUU anticipates enrollment will grow at an average pace of 2.5 % per year over the next 10 years.

Residual benefits:

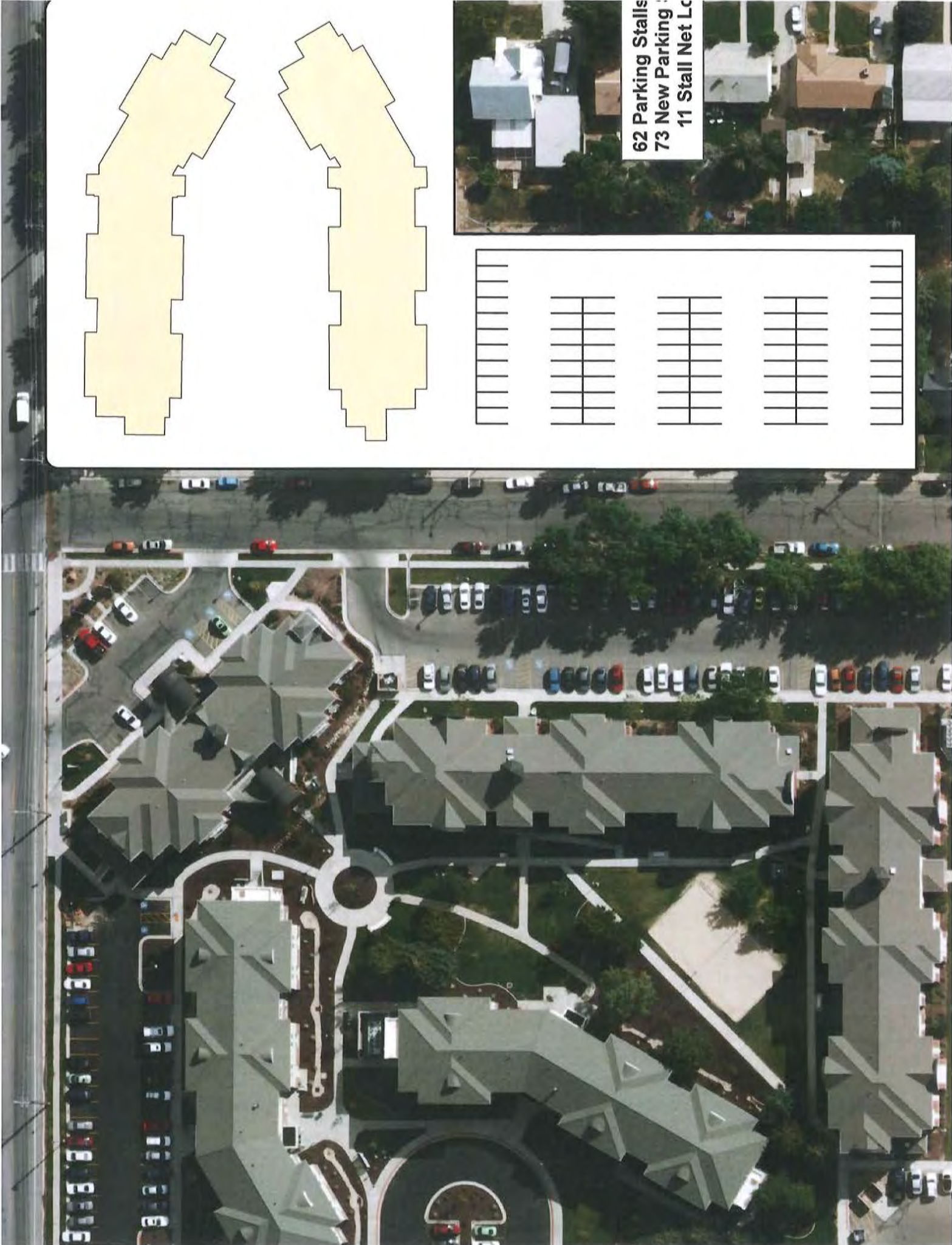
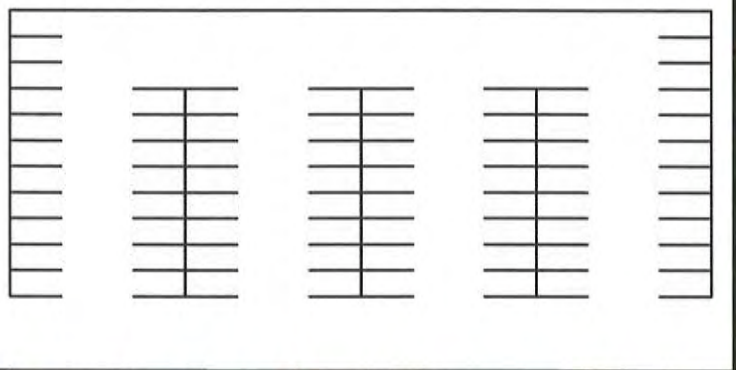
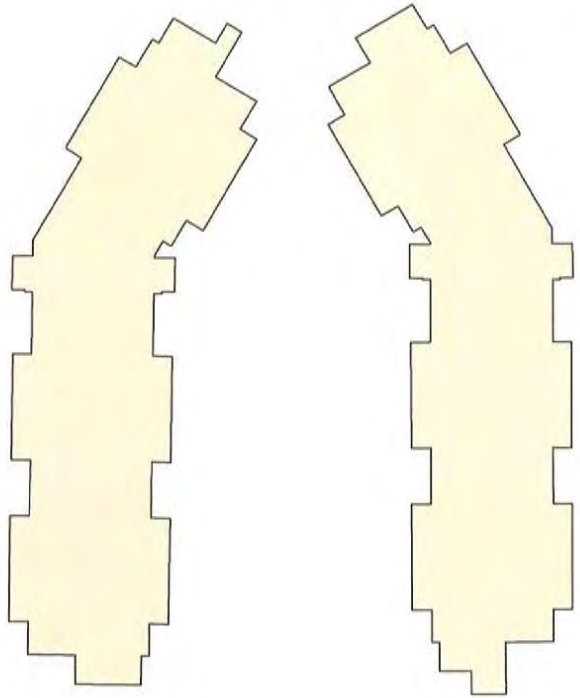
1. 300 additional meal plan subscriptions will increase the commission percentage received from Chartwells Food Service.
2. While parking on campus is plentiful, the design being proposed for the additional residence hall would net an additional 11 parking stalls.

¹ FY12 began at 98% occupancy

² Juniper inventory = 291

Capital Development Projects
Capital Budget Estimate (CBE)

Project Name: Juniper Hall Demolition			
Agency/Institution: Southern Utah University			
Project Manager: CBE by Tyson Kyhl 05.31.2012			
Cost Summary			
	\$ Amount	Cost Per SF	Notes
Juniper Hall Demolition	\$ 65,000	\$1.31	Based on 05.30.2012 approval to use Cedar City Landfill.
Utility Fee Cost		\$0.00	
Additional Construction Cost	\$ -	\$0.00	
Site Cost		\$0.00	
High Performance Building		\$0.00	
Total Construction Cost	\$ 65,000	\$1.31	
Soft Costs:			
Hazardous Materials	\$ 525,000		Includes abatement, environmental consulting & air monitoring (during abatement & demolition), etc.
Pre-Design/Planning/Design			
Property Acquisition	\$ -		
Furnishings & Equipment Allowance			
Information Technology:			
Utah Art (1% of Construction Budget)	\$ -		
Testing & Inspection			
Contingency	\$ 50,000		
Moving/Occupancy			
Builder's Risk Insurance (0.15% of Construction Budget)			
Legal Services (0.1% of Construction Budget)			
DFCM Management	\$ 30,000		
User Fees	\$ -		
Commissioning			
Other Costs			
Total Soft Costs	\$ 605,000	\$12.17	
TOTAL PROJECT COST	\$ 670,000	\$13.48	
	\$ -		Abatement 2 months Demo 1 month
Total Project Costs To Be Funded*	\$ 670,000		
Project Information			
Gross Square Feet	49,692	Base Cost Date	31-May-12
Net Square Feet	-	Estimated Bid Date	0-Jan-00
Net/Gross Ratio	0%	Est. Completion Date	0-Jan-00
		Last Modified Date	31-May-12
		Print Date	5/31/12



July 3, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Sale of Utah Valley University Series 2012A Student Center Building and Unified Center Revenue Bonds

Issue

On January 11, 2012, Utah Valley University was authorized by the Board to issue a Series 2012 Revenue Bond in an amount not to exceed \$59 million, including \$40 million for the Student Life & Wellness Building, \$8M for the Parking Facility, and issuance costs, capitalized interest, and bond reserve if required. The bond issue was sold on June 6, 2012.

The \$49,250,000 actual amount of the bonds sold, the 5.0% maximum coupon rate (True Interest Costs of 3.282%), and date of final maturity are all below the authorized parameters approved by the Board. Additional information pertaining to the issue compared with Board approved parameters is provided in the attached Financing Summary Sheet, with actual results achieved displayed in red.

Commissioner's Recommendation

This is an information item. No action is needed.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS
Attachment

State Board of Regents of the State of Utah
Utah Valley University
Student Center Building Fee and Unified Center Revenue Bonds

Financing Summary

Purpose:	Proceeds from the sale of the above-reference bonds (the “ <i>Bonds</i> ”) will be used to: <ul style="list-style-type: none">(i) finance costs of construction of a Student Life and Wellness building of up to 170,000 square feet on Utah Valley University’s (the “<i>University</i>”) campus;(ii) finance costs of construction of a parking facility of up to 534 stalls;(iii) provide capitalized interest on the bonds, if any;(iv) fund a deposit to a debt service reserve fund, if any; and(v) pay costs of issuance of the Bonds.
Par Amount:	Not to exceed \$59,000,000 Actual Amount was \$49,250,000 (including \$40,000,000 to finance the Student Life and Wellness building and \$8,000,000 to finance the parking facility, plus amounts necessary to pay costs of issuance, pay capitalized interest, if any, and fund a debt service reserve requirement, if any).
Security:	The Bonds are payable from and secured by a pledge of the University’s (i) Net Operating Revenues (revenues from the Unified System-which includes the student center, the University bookstore, all University food services facilities, the baseball stadium and certain other facilities, and to which the new parking facility and Student Life and Wellness building will be added by Supplemental Indenture, after payment of operating and maintenance costs of such facilities), and (ii) Student Center Building Fees (<i>i.e.</i> , certain building fees relating to use of Unified System facilities).
Total Discount:	Not to exceed 3.0% Actual Amount was 1.441% (including underwriter’s discount)
Interest Payment Dates:	May 1 and November 1
Interest Rates:	Not to exceed 7%. Highest Coupon was 5.00% True Interest Costs was 3.282%
Maturity Dates:	Not to exceed 30 years. (Final Maturity was 11-1-2032 20 Years)
Redemption:	Not to exceed 10.5 years at 101% (Actual Par at 10 years)
UVU Contact:	Val Peterson, (801) 863-8424
Bond Counsel	Chapman and Cutler LLP
Trustee	U.S. Bank National Association

08:30:28 a.m. PDST

Upcoming Calendar

Overview

Compare

Summary

Bid Results

Utah BOR
\$46,415,000 Utah Valley University Student Center Building
Fee and Unified System Revenue Bonds, Series
2012A

The following bids were submitted using **PARITY**[®] and displayed ranked by lowest TIC.
 Click on the name of each bidder to see the respective bids.

Bid Award*	Bidder Name	TIC
<input type="checkbox"/>	Citigroup Global Markets Inc.	3.283710
<input type="checkbox"/>	Hutchinson, Shockey, Erley & Co.	3.327366
<input type="checkbox"/>	Morgan Stanley & Co, LLC	3.387870
<input type="checkbox"/>	Wells Fargo Bank, National Association	3.390071
<input type="checkbox"/>	US Bancorp Investments, Inc.	3.499573
<input type="checkbox"/>	J.P. Morgan Securities LLC	3.509038

*Awarding the Bonds to a specific bidder will provide you with the Reoffering Prices and Yields.

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08:30:28 a.m. PDST

- Upcoming Calendar
- Overview
- Compare
- Summary

Bid Results

Utah BOR
\$46,415,000 Utah Valley University Student Center Building
Fee and Unified System Revenue Bonds, Series
2012A

The following bids were submitted using **PARITY**[®] and displayed ranked by lowest TIC.
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<input type="checkbox"/>	Morgan Stanley & Co, LLC	3.387870
<input type="checkbox"/>	Wells Fargo Bank, National Association	3.390071
<input type="checkbox"/>	US Bancorp Investments, Inc.	3.499573
<input type="checkbox"/>	J.P. Morgan Securities LLC	3.509038

*Awarding the Bonds to a specific bidder will provide you with the Reoffering Prices and Yields.

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July 3, 2012

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Sale of Weber State University Series 2012 Student Facilities System Revenue Bonds

Issue

On May 18, 2012, Weber State University was authorized by the Board to issue a Series 2012 Revenue Bond for the financing of three projects at its Ogden and Davis campuses. The bond issue was sold on June 19, 2012.

The \$17,380,000 actual amount of the bonds sold, the True Interest Costs of 3.29%, and date of final maturity are all below the authorized parameters approved by the Board. Additional information pertaining to the issue compared with Board approved parameters is provided in the attached Financing Summary Sheet, with actual results achieved displayed in red.

Commissioner's Recommendation

This is an information item. No action is needed.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS
Attachment

State Board of Regents of the State of Utah
Weber State University
Student Facilities System Revenue Bonds

Financing Summary

Purpose:	Proceeds from the sale of the above-reference bonds (the " <i>Bonds</i> ") will be used to: <ul style="list-style-type: none">(i) finance costs of construction, improvement and equipping portions of the professional programs classroom building on the Davis Campus including student union and recreation facilities, student housing facilities and recreation facilities on University's (the "<i>University</i>") Ogden campus;(ii) fund a deposit to a debt service reserve fund, if any; and(iii) pay costs of issuance of the Bonds.
Par Amount:	Not to exceed \$20,000,000 Actual Amount was \$17,380,000
Security:	The Bonds are payable from and secured by a pledge of the University's (i) Net Operating Revenues (revenues from the Student Facilities System—which includes student housing facilities, the Student Union Building, the University bookstore, and the Dee Events Center—after payment of operating and maintenance costs of such facilities), and (ii) Student Building Fees.
Total Discount:	Not to exceed 2.0% (including underwriter's discount). 1.73%
Interest Payment Dates:	April 1 and October 1.
Interest Rates:	Not to exceed 6.0%. Actual was 3.29%
Maturity Dates:	Not to exceed 30 years. Actual was April 1, 2032 (20 Years)
Redemption:	Not to exceed 11 years at 101% Actual was 10 years at Par
Weber State University Contact:	Dr. Norm Tarbox, (801) 626-6004
Bond Counsel	Chapman and Cutler LLP
Financial Advisor	SNW Securities Corporation

10:13:08 a.m. PDST

Upcoming Calendar

Overview

Compare

Summary

Bid Results

Utah BOR
\$15,405,000 Weber State University Student Facilities
System Revenue Bonds, Series 2012
2012

The following bids were submitted using **PARITY**[®] and displayed ranked by lowest TIC.
 Click on the name of each bidder to see the respective bids.

Bid Award*	Bidder Name	TIC
<input checked="" type="checkbox"/> Reoffering	Robert W. Baird & Co., Inc.	3.291480
<input type="checkbox"/>	Fidelity Capital Markets	3.433819
<input type="checkbox"/>	Morgan Stanley & Co, LLC	3.458529
<input type="checkbox"/>	Stifel Nicolaus & Company, Inc.	3.562767

*Awarding the Bonds to a specific bidder will provide you with the Reoffering Prices and Yields.

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July 3, 2012

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: 2012-2013 Mission Based Funding Initiatives

Issue

During the 2012 General Session of the Utah State Legislature, \$4,000,000 was appropriated in HB 2 to support Mission Based Funding Initiatives (priorities). As the initiatives included in the FY 2013 USHE Budget were based on a \$10 million dollar system request, the campuses and SBR have re-evaluated their needs and initial MBF initiatives to compile an updated list of initiatives commensurate with the funding appropriated by the Legislature.

The updated institutional initiatives promote the Regents' strategic goals for participation, completion and economic development. In addition, the initiatives are consistent with the following Legislative intent language from HB 2.

"The Legislature intends that appropriations in this item be utilized by institutions to implement provisions in accordance with Senate Bill 97, Higher Education Mission Based Funding (2011 General Session). Consideration should be given to: student plans and tracking of student progress, requirements that students take general education courses early in their college experience, increasing the availability of courses to meet students' schedules and situations, arresting the inflationary cost increases of tuition, fees, books, and retention and completion measures."

The updated MBF initiatives are presented in Attachment 1 and are slated for implementation during Fiscal Year 2012-13.

Commissioner's Recommendation

This is an information item; no action is required.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/PCM
Attachment

UTAH SYSTEM OF HIGHER EDUCATION 2012-2013 OPERATING BUDGET IMPLEMENTATION

Mission Based Performance Funding:

Distinctive Mission	\$4,000,000
----------------------------	--------------------

To support the Regents' Strategic Plan of increasing participation, completion and economic development and to promote distinct institutional missions, the following initiatives have been identified by the campuses. For each institution, the initiatives are categorized by the objective and include the description, rationale and the assessment criteria in which to measure success. The initiatives to be implemented in fiscal year 2012-13 are detailed below.

University of Utah	\$1,202,200
---------------------------	--------------------

Completion

Early, Proactive Intervention to Boost Retention	\$300,000
---	------------------

Description - Given the one time funding from the prior year, the University was able to begin the training of orientation leaders. These retention specialists will proactively contact new students (freshmen and transfers) and sophomores in order to help those students overcome impediments to staying in college during their first two years.

Rationale - Based on their training and the familiarity they gain working with new students, orientation leaders constitute an untapped resource that can help with student retention. Significant attrition occurs in the early college years. Research shows that proactively engaging with students in that period can make a significant difference in the likelihood that they will stay in college and graduate.

Assessment - Tracking changes in first semester to second semester and first year to second year retention will be the primary assessment activity. In addition we will track the number of one-to-one contacts, the perceived value of those contacts, and the nature of the difficulties new students are confronting. This will constitute both an evaluative and a formative assessment. The former may well lead to additional interventions.

Budgetary Allocation

Compensation \$225,000

Operating Expense \$75,000

Undergraduate Research Opportunity Program (UROP)	\$300,000
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Description - UROP allows undergraduates to work with faculty sponsors on original research, scholarship or creative projects. The program pays students for up to two semesters to work on their projects. Students get help in finding a faculty sponsor. The program is highly selective. Many worthy students are denied acceptance due to existing budgetary constraints. This funding will be used to increase the number of students accepted into the program.

Rationale - In 2010-11 UROP served 290 students, or less than 2% of our undergraduate population. While UROP students tend to be self-selecting from among the best at the U, this is a smaller number than we should be serving. Compared to other members in the PAC 12: UC Berkeley's program serves more than 1500 students a year and the University of Washington's, 750. The additional \$300,000 allows us to increase our program size significantly.

Assessment - Success of UROP students is indicated by their ability to refine the areas of their research interests, which translates into greater methodological sophistication, all of which can be measured by presentation of papers at conferences, publications, and admission to highly selective graduate schools. The current rate of graduate school attendance by UROP students is 95%.

Budgetary Allocation

Compensation \$184,000

Operating Expense \$116,000

Economic Development

Electronic Post Award Management

\$602,200

Description - The University is currently engaged with consultants to determine how best to significantly improve post research award management. We have made some progress toward this goal, however, we know from experiences at other universities that we will need to make a major investment in some form of post award computer software in 2011-12 and beyond. This state support will provide funding for a portion of the cost of obtaining and running the software.

Rationale - Recent national data shows research faculty spend 42% of their time allocated to research projects on administrative duties related to those projects -- time that could have been spent actually doing research or writing additional research proposals. We need to greatly reduce that administrative overhead along with the friction and the errors that go along with the manual and incompatible shadow systems we now have in place across campus.

Assessment - Given the national data as a baseline, we will be able to readily determine over a period of time the extent to which the electronic systems we intend to put in place reduce time spent by faculty on administration. We will also have measures of error rates (under or over or miss-timed spending) and faculty satisfaction with the new system.

Budgetary Allocation

Compensation \$182,000

Operating Expense \$420,200

Utah State University	\$843,700
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Participation

Summer Initiative	\$304,800
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Description

USU has identified some strategies for increasing undergraduate student summer enrollment on the Utah State University (USU) Logan campus. The primary objective of this initiative is to optimize the use of summer resources (i.e., facilities, faculty, staff, etc.) thus further demonstrating the University's effective stewardship of resources and maximizing revenue on the Logan campus. The university wants to focus on attracting new student populations, including an opportunity to encourage more international students and provisional admits. This will provide a great opportunity to pilot new learning pedagogies and instructional designs that cater to students who might feel frustrated with traditional college learning models.

Rationale

Summer enrollments have dropped over the last decade. Explanations for the decline include: the structure of the summer schedule, economic pressures and summer employment, course offerings, and departmental budget challenges. The university has several specific recommendations for improving summer enrollment, with the goal of doubling enrollments over the next three to five years. For example, the university is encouraging academic departments to identify the courses that will be most helpful to students so that students gain a true advantage by taking them. Students might be more likely to take summer classes if they understand that there is a clear advantage to doing so because it either helps them "catch up", "get ahead", or the class experience is perceived as "better" because of possibly smaller class size or who is teaching the course. The intent is for the university to address each of the challenges identified above.

Assessment

Student credit hours.

Budgetary Allocation

Compensation and operating.

STEM Initiative	\$290,200
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Description

For over thirty years the United States has recognized the need for improvement and innovation in Science, Technology, Engineering, and Mathematics (STEM) education. Repeatedly, studies and reports suggest that test scores of American students in science and mathematics are steadily declining and fewer numbers of US citizens are choosing to pursue STEM careers. Many challenges contribute to these realities, including shortages of highly qualified teachers in K-12 mathematics and science education; few opportunities for students to be involved in meaningful ways with scientists and their research; and minimal articulation between researchers/employers and educational organizations on respective needs. During the next decade, U.S. demand for scientists and engineers is expected to increase at four

times the rate for all other occupations. Scientists and engineers from the Apollo and Cold War eras are now retiring, and the pipeline of STEM-trained workers will not replace the aging workforce, nor meet the escalating demands of an ever-increasing technological world. Additionally, the nation's diversity makeup is changing, and all STEM disciplines must make significant strides at diversifying the cohort of students who pursue STEM careers if we are to capitalize on the available intellectual talent that resides in our diverse nation.

Rationale

The funding will begin to address the needs articulated above. This initiative is consistent with the economic development goals of the State of Utah, which include a focus on STEM workforce needs. The Utah Governor's economic development plan has an explicit goal to "Prioritize Education to Develop the Workforce of the Future" (Utah Economic Development Plan, Office of the Governor), and development of the STEM workforce is a priority of the Governor's office, the Utah State Legislature and with Utah's business owners, as articulated in the Salt Lake Chamber of Commerce's Prosperity 2020 document.

Assessment

Faculty positions.
STEM graduates.

Budgetary Allocation

100% compensation.

Completion

University Retention Initiative

\$173,700

Description

The University desires to strengthen and expand its retention programs for the main campus as well as the CEU campuses and the RCDE system. This initiative will apply resources to areas that are vital to these efforts.

Rationale

Student success is largely dependent on how the student perceives his or her experiences at Utah State University. Providing students with adequate resources and meaningful involvement opportunities significantly improves the chances that the student will graduate. This initiative will create new programs and strengthen existing programs designed to involve students, parents, advisors, peers, faculty and other members of the University community.

Assessment

Published USU retention/graduation report.

Budgetary Allocation

Compensation: \$173,700

Economic Development

Price, UT Clean Coke Technology Project

\$75,000

Description

The Price/Helper area has a unique opportunity to create a partnership between established and emerging businesses, the USU Eastern facilities, faculty, and staff, community investment partners, and outside capital to leverage an existing industry cluster to create entirely new jobs and investment in the region. This opportunity is in the research, development, testing, and production of clean coke products.

Rationale

Clean coke is made from coal fines, the leftover particles and small pieces of coal that cannot currently be usefully harvested and transported. Lacking an economical method for transformation into a valuable product, this waste coal must currently be buried or otherwise dealt with as an environmental problem as opposed to the high value material that it is. A private energy company has developed intellectual property, including a patent and significant know-how that allows for the transformation of coal fines into high-grade metallurgical coke, a commodity that is easily transported and has a very high market value. The production of this coke has been proven-out at a pilot scale on equipment that resides in the Western Energy Training Center (WETC), a facility owned by USU Eastern. Pilot production has previously been sold to a steel production company for testing purposes, and the company found the product to meet their standards for the material that is required in their steelmaking furnaces. The next logical step would be to prepare for the funding, development, and staffing of a large-scale production facility. However, certain barriers stand in the way of doing that:

- The WETC facility is currently out of compliance with fire code and would also require other functional upgrades in order to re-commence operation.
- The pilot production equipment is only partially functional, with several upgrades and new acquisitions needed.
- No staff or training curriculum exists for training future workers in the pilot facility.
- A broad public-private partnership needs to be developed to bring all of the required resources to the table.

USU Eastern's opportunity is to leverage the resources of a variety of partners and build a highly visible, signature mission-based economic development achievement in Southeast Utah – an achievement that attracts future projects. The opportunity is based on several financial commitments already in place. Following are resource components that have been committed:

- USU Office of Commercialization and Regional Development, \$100,000 ongoing.
- USTAR, \$75,000 ongoing.
- Private industry, \$150,000 one-time equipment donation.
- Private individual, \$500,000 one-time equipment donation.
- Private industry, intellectual property assignment with an ongoing royalty percentage to flow to USU Eastern.

- USU Eastern, use of the former WETC facility.
- UCAP, \$250,000 one-time funds for curriculum and workforce training and development

The above pieces are in place, and the project is ready to proceed, but lacks a final piece of funding needed to address the barriers listed above. This is the basis of USU's funding allocation.

Assessment

1. Create a full-scale coke production facility in Southeast Utah.
2. Number of jobs created.

Budgetary Allocation 100% compensation.

Weber State University	\$412,400
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Participation

Additional Distance Delivery Courses	\$12,400
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Description - WSU Online will expand current array of online courses and programs to better serve student demand, particularly the nontraditional student base.

Rationale - Due to constraints of time, distance, or location, students are turning more and more to online courses and programs to fulfill their needs. Online course offerings are an efficient and cost effective way to meet those needs.

Assessment - Number of students accommodated.

Budgetary Allocation
Compensation \$12,400

Nursing Partnerships	\$400,000
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Description - WSU Nursing program will provide the last year of instruction in a 1+1 program at local Applied Technology Colleges, which will allow students to complete the Associate Degree in Nursing (ADN) degree.

Rationale - Requests from both Bridgerland and Mountainland ATC's to provide the last year of instruction.

Assessment - Twenty students from each ATC will complete the program each year.

Budgetary Allocation
 Compensation \$400,000

Southern Utah University **\$188,300**

Participation

Need-Based Financial Aid **\$40,000**

Description - SUU seeks to expand scholarship offerings for need-eligible students.

Rationale - Enrollment at a residential campus like SUU often involves a higher overall cost of attendance relative to other college options, due to increased travel and housing costs in addition to tuition and fees. Need-based aid is crucial to recruiting and retaining students who might otherwise be unable to afford a residential campus experience.

Assessment - Number of eligible students receiving need-based scholarship awards and average amount per award (these figures are already tracked and reported annually).

Budgetary Allocation
 Operating Expense \$40,000

Completion

Enhanced Retention Initiatives **\$50,000**

Description - Using one-time mission based funds for the 2011-12 academic year, SUU has created an "Early Alert" peer mentor program to quickly identify and assist underperforming first-year students. With ongoing funding, this program can be continued and potentially expanded to make peer mentors available to students at all levels of class standing.

Rationale - Although SUU has made great strides in recent years, improving retention remains a key institutional goal. Rapid identification and intervention with struggling students is a vital component of this effort. The peer mentor program also provides additional campus employment opportunities for students.

Assessment - Number and percentage of students targeted for intervention who graduate or return the following year.

Budgetary Allocation
 Compensation \$38,450
 Operating Expense \$11,550

Academic Internships**\$41,300**

Description - Although SUU currently strives to maximize experiential education opportunities for students, there remain many untapped possibilities for students to participate directly in academic programs and initiatives. With specific funding for academic internships, more students will have the opportunity to work closely with professors and community partners on student-driven service and research projects.

Rationale - Hands-on experiential education greatly increases student engagement inside and outside the classroom. Integrated learning from academic internships also enhances student credentials for post-graduate education or employment, as well as increasing retention through student employment.

Assessment - Annual number of students employed through academic internship program.

Budgetary Allocation

Compensation \$41,300

Economic Development**Community Internships Coordination****\$57,000**

Description - A new position would be established within SUU's Career & Professional Development office. This position will work closely with Southern Utah employers to identify student internship opportunities and place students appropriately.

Rationale - Internships are a key point of emphasis in SUU's recently implemented experiential education requirement. An increase in local internship opportunities will facilitate student pursuit of experiential education and may open an employment pipeline for recent graduates, potentially slowing the loss of locally trained talent from the Southern Utah region.

Assessment - Annual number of students placed for internships with Southern Utah employers.

Budgetary Allocation

Compensation \$53,676

Operating Expense \$3,324

Snow College	\$109,300
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Participation

Preparing Natural Resource Technicians for Rural Utah	\$20,797
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Description - Snow College seeks this funding as part of a comprehensive effort to prepare a cadre of natural resource technicians to serve as agriculture and natural resource entities across rural Utah—with a deliberate focus on creating workforce-ready career pathway options for students from rural Utah.

Rationale - Snow College has been working with regional professionals in agriculture and natural resources for the past 15 months to determine the educational and training needs most relevant and needed for rural Utah. Two key themes have surfaced consistently: the need for technically-prepared, field educated individuals, *and* the desire to create such career pathways for rural young adults who desire to live and work in rural Utah in quality jobs in sustainable careers.

Assessment - Snow will secure real-life, real-time practical applications of classroom learning, oversee student engagement in field-based projects, and assess value-added learning and course increases rooted in the connection of traditional learning and practical applications. Additionally, field-based learning projects will be monitored and evaluated on a semester-by-semester basis.

Budgetary Allocation
 Compensation \$20,797

Economic Development

Establish a Placement Center	\$88,503
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Description - For FY12, Snow College received \$27,200 in one time MBF funding. Snow used this funding plus \$65,203 of its own one-time available funds to establish a Placement Office to assist graduating students locate employment opportunities in the six county region of Central Utah. This program has been a great success. To continue this effort, since the initial funding was one-time only, Snow plans to use \$88,503 of its FY13 MBF ongoing appropriation of \$109,300 from the Legislature to maintain this office.

Rationale – Having a full-time placement officer who serves both the Richfield and Ephraim campuses significantly aids students in being placed for internships and in searching for employment in career preparation degree and certificate programs. This action is sending a clear message that Snow is committed to connecting our education/training programs with the world of work in a focused way, and assures that these programs prepare students to complete their education with meaningful and measureable results.

Assessment – This position reports to the Director of Human Resources (HR) and the individual hired works closely with HR to develop relationships with local industry, helps establish internships while students are in the program, and ultimately aids with job placements. Assessment criteria will include documentation of students actually placed for internships and employment.

Outcomes – Snow College will: (1) increase the number of internships available to students in local industry; and (2) track placement of students in wage-earning jobs post-program and increase those placements each year into the future.

Budgetary Plan – Implementation of the initiative will require the combination of MBF and institutional funds to fund the Placement/Internship Coordinator.

Mission Based Funding	\$88,503
Snow College Funds	<u>\$ 3,900</u>
Total	\$92,403

Dixie State College **\$156,000**

Completion

Dixie State College Student Services Degree Works **\$156,000**

Description – DegreeWorks is a comprehensive degree audit solution built around a set of powerful web services that guide students through complex degree requirements, helping them negotiate the most effective path to graduation. With this product, DSC can easily define general education, core, distribution, major, minor, and concentration requirements so that students and advisors can successfully negotiate curriculum requirements. Students and advisors can easily track mandated competencies, remedial courses, and test scores and avoid taking courses they don't need. With direct access to web-based worksheets and related hyperlinked information such as catalog information, class schedules, transcripts, help desk services, and FAQs, students will spend less time deciphering degree requirements and more time pursuing academic goals.

Rationale – There are three major groups that DegreeWorks aims at helping: students, advisors and the institution.

Students

- Real-Time advice and counsel
- Interactive "what if" scenario planning
- More transparent course and credit transfer
- Faster time to graduation and faster degree posting
- Easy access to related services and advice

Advisors

- More personalized advising
- Improved retention and graduation rates
- More transparent transfer articulation
- Clear and consistent degree plans
- More timely degree certifications

Institution

- Improved completion rates and time to graduation
- Rapid return on investment (ROI) through better retention and improved transfer recruitment
- Robust analytical and decision support tools for institutional planning

Assessment – The assessment will measure how effectively DegreeWorks benefits students as well as assess and evaluate the functionality and performance of the system in assisting Student Services (advisors, registration, etc.).

Students

- Streamline the graduation process
- Online evaluation of transfer coursework applicability and portability
- Direct access to related services and advice through hyperlinks to catalog Information, class schedules, transcripts, help desk services and FAQ's

Advisors

- Reduced paperwork and manual program check status
- Real-time delivery of academic advice through intuitive web interfaces
- Accommodations for unique program choices

Registrar

- Having better and faster access to information, streamlines internal processes and allows registrar to focus on mission-critical priorities
- Clear and concise output available through the web
- Faster turnaround on graduation posting

Financial Aid

- Key data elements are displayed directly through the financial aid audit in DegreeWorks
- Increased efficiencies and time saving by allowing advisors to see the financial aid status of a student

Athletics

- Assists student athletes and advisors with athletic eligibility while maintaining progress towards degree completion throughout academic and athletic tenure

Outcomes – Of the many expected outcomes of implementing the DegreeWorks software, the most important advancements are expected focus on students, advisors and the institution. The expected advancements are the following:

Students

- Benefits from online advice and counsel available via web interfaces
- A more streamlined graduation process
- Easy to understand program track decisions and outlines

Advisors

- Reduces paper use and provides more intuitive data sharing
- Reduced errors in program details and graduation check-ups
- Allowance for unique educational tracks in an easy to understand layout

Institution

- Improved enrollment management, retention and graduation rates
- Implementation of analytical and support tools for better reporting
- Increased and rapid return on investment (ROI)

Budgetary Allocation

Compensation \$140,000
 Operating Expense \$160,200
 Equipment \$7,200

Funding Sources

MBF Initiative Funding \$156,000
 DSC Institutional Funds \$151,400

Utah Valley University **\$470,900**

Participation

Recruiting and Retaining Female Students **\$70,939**

Description – UVU has established a Women's Success Center focused on outreach to prospective female students as well as retaining current female students.

Rationale – The Women's Success Center will be responsible for identifying current female students who may be at risk (academically, financially, etc.) and for the implementation of new programs to recruit and retain female students. An advisory council has been formed; administrative assistant support is needed to facilitate the work of the Center and implementation and assessment of programs.

Assessment – UVU will assess: (1) the number and impact of new programs/services providing targeted outreach to female students/prospective students based on research from Women in Education Project (programs will have articulated goals and will conduct assessment to measure effectiveness and support quality improvement); (2) the change in

participation rates of female students at UVU; and (3) changes in retention rates of female students pre- and post-project implementation.

Budgetary Allocation
 Compensation \$50,793
 Operating Expense \$20,146

Completion

Implementation of Structured Enrollment \$232,404

Description - Beginning Fall 2012, UVU will implement enrollment standards for entering students. While UVU will continue to be an open admission's institution, students who do not meet identified enrollment standards will be guided through a new path. Additional staff is needed to support the new admissions process, transcript evaluation, and advisement support.

Rationale - To successfully implement structured enrollment, admissions processes (both human and technology-based) must be adapted. Mandatory visits with advisors will increase the demand on academic advisors and the on-line advisement/enrollment information they will access and update.

Assessment - Improved retention and completion rates, particularly for underprepared students.

Budgetary Allocation
 Compensation \$228,404
 Operating Expense \$4,000

Expansion of Evening/Weekend Degree Programs \$65,000

Description - UVU serves a large number of non-traditional students. Recent non-returning student surveys indicate a growing number of upper class standing students who are unable to complete their programs due to the unavailability of their courses/programs during the evening/weekend.

Rationale – Strategically expanding the number of programs delivered in the evening/weekend will assist students in completing to graduation. Initiative requires on-going support (UVU received one-time funds in 2011-12).

Assessment - Increased retention of students through completion of targeted degree programs delivered in the evening and/or on the weekend.

Budgetary Allocation
 Compensation \$59,564
 Operating Expense \$5,436

Economic Development**Economic Development/Entrepreneurship Program Support****\$102,557**

Description - UVU has recently opened a one-stop Business Resource Center for Utah County. The BRC hosts local economic development agencies alongside UVU entrepreneurship and commercialization resources. This partnership provides students and community members with increased opportunity to develop entrepreneurial skills and abilities and opportunities for small business incubation.

Rationale - Key infrastructure elements and support staff are needed to establish the BRC as a nationally recognized incubator, capable of providing quality core programs and mentoring through the service region. UVU has the number one Small Business Development Center in the state. Student interns and a Hispanic Counselor will allow the SBDC to serve the region's expanding small businesses. Student interns will also support BRC programs and Technology Commercialization. A student incubation grant program will provide students resources to develop and launch projects. UVU established an Entrepreneurship Institute which requires operational support funds.

Assessment - Number of students, faculty and community members engaging with the BRC services (on-site or virtual) and mentors; number of programs and services offered by the BRC; number of BRC entrepreneurial events held with number of attendees; number of small business being incubated; number of startups **created**; number of successful technology commercialization projects.

Budgetary Allocation
 Compensation \$77,000
 Operating Expense \$25,557

Salt Lake Community College**\$472,700****Completion****Student Success Completion Initiatives****\$472,700**

Description - SLCC will strengthen its completion rates by continuing to refine and focus its academic advising practices to include more emphasis on student education and career plans and tracking of student progress toward completion of the student's respective program of study. SLCC will utilize the appropriated Mission Based funds to hire three key positions to focus on specific growing populations at the college and implement the software program DegreeWorks. DegreeWorks is a program that provides a comprehensive set of web-based academic advising, degree audit and transfer articulation tools to help students and their advisors negotiate curriculum requirements.

Rationale – SLCC plays an integral role in helping achieve the State’s goal of 66 percent of Utahans having completed some post-secondary education by the year 2020. Many students enter college undecided about their education and career path and unclear about their skills and talents. In many cases, this equates to students taking more credits than they need to in unrelated fields. In an effort to reduce the time to completion, expose students to new training and industry needs, and help students make more efficient choices regarding their course and career path alignment, new methodologies are necessary.

Outcomes - The outcomes for year one of this initiative will include the following:

- Hiring a Data Base Administrator, Programmer Analyst, DegreeWorks Coordinator, part-time Curriculum Specialist to implement the DegreeWorks software program
- Hiring a full-time Veteran's Advisor/Coordinator
- Hiring a full-time Student Employment Advisor
- Hiring a full-time Student Success Initiatives Coordinator
- Fully implement the DegreeWorks software program.

Assessment – Year one assessment for this initiative will include:

- Identifying the current support levels for veteran students, student employment and current student success initiative student populations
- Fully implemented DegreeWorks software program available for student use by Summer 2013.

Budgetary Plan - These funds will be used to support the costs of salaries and benefits for the positions listed above, DegreeWorks licensing, software and hardware maintenance and other associated operating expenses. Other operating expenses will include the purchase new computers and basic office supplies, professional development and training for the new positions.

Salaries, Wages & Benefits	\$454,079
Operating Expense	<u>\$ 18,621</u>
Total	\$472,700

Board of Regents/Commissioner Initiatives **\$144,500**

The Office of Commissioner of Higher Education serves as the coordinating agency for advancing the higher education goals of the state. The funds available to OCHE will be used in the implementation of Mission Based Performance Funding, which has three goals: participation, completion and economic development. Essentially, the funds will be used to insure ongoing appropriate state definition, measurement and achievement of these goals.

If Utah is to achieve the goal of having 66% of the state's adult population with some form of postsecondary education credential, there needs to be a coordinated strategy for enhancing participation, completion and economic development and compliance systems for reaching goals.

The outcomes and resulting assessments of these expenditures fall into two categories, as follows:

- Establishing appropriate metrics:
 - establish consensus graduation and retention goals for each institution;
 - define institutional goals in light of national standards and best practices;
 - publish goals and achievement through appropriate technology; and
 - translate these goals into specific strategies on each campus through the Complete College Utah Summit to be held in March, 2012.

- Developing appropriate mechanisms and support:
 - Establish a strategy in partnership with Utah College of Applied Technology to triple the number of certificates awarded each year
 - Build appropriate professional assistance to support campuses in attaining the 66% goal through consortium administration, compliance report support, website development, and policy management (fitting Regent policy into goals & objectives).

Budgetary Allocation
Compensation \$144,500



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July 3, 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 May 18, 2012, Snow College, Ephraim, Utah.
2. Minutes of the Board Meeting June 21, 2012, Board of Regents Building, Salt Lake City, Utah.

B. Grant Proposals

1. Utah State University – US Department of Ag – National Institute of Food & Ag (NIFA); “2012 Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal”; \$3,144,481. Phil Rasmussen, Principal Investigator.
2. Utah State University – US Department of Ag – National Institute of Food & Ag (NIFA); “2012 Implementation of Western Region Sustainable Agriculture Research and Education (SARE) PDP”; \$1,065,657. Phil Rasmussen, Principal Investigator.
3. Utah State University – Old Dominion University Research Foundation; “Atmospheric Profile Experiment (APEX) Earth Venture Instrument-1”; \$47,180,267. Kirk Larsen, Principal Investigator.
4. Utah State University – Defense Advanced Research Projects Agency DARPA; “Cyber High Assurance Research Integration and Operations Team (CHARIOT)”; \$7,214,204. Jim Marshall, Principal Investigator.
5. Utah State University – US Department of Education; “USU Doctoral Program in Special Education”; \$1,248,323. Timothy Slocum, Principal Investigator; Scott Ross, Sarah Bloom, Co-Principal Investigators.
6. Utah State University – US Department of Justice – Office of Juvenile Justice and Delinquency Prevention; “4-H Mentoring Youth & Families with Promise –OJJDP FY 2012 Mentoring Enhancement Demonstration Program Grant”; \$1,199,670. Jolene Bunnell, Principal Investigator; Emily Shepperd, Kathleen Riggs, Co-Principal Investigators.



7. Utah State University – US Department of Justice – Office of Juvenile Justice and Delinquency Prevention; “Youth and Families with Promise-Southern Region OJJDP”; \$1,087,015. Kathleen Riggs, Principal Investigator; Ellen Serfustini, Rebecca Mills, Co-Principal Investigators.
8. Utah State University – US National Science Foundation; “Ea SM 2 Collaborative Research: Translating Physical Understanding of Decadal Climate Variability”; \$1,742,231. Simon Wang, Principal Investigator; Layne Coppock, Robert Gillies, Zhao Ma, Co-Principal Investigators.
9. Utah State University – US Department of Justice – Office of Juvenile Justice and Delinquency Prevention; “AI Mentoring: Systematic and Sustainable Mentoring Through School-Community Partnerships”; \$1,995,710. Richard West, Principal Investigator.
10. Utah State University – UT Department of Workforce Services – Office of Child Care; “CCPDI FY 13”; \$1,485,000. Ann Austin, Principal Investigator.
11. Utah State University – International Initiative for Impact Evaluation (3ie); “Evaluating Early Childhood Education to Build Human Capital in Ecuador”; \$3,089,388. Eduardo Ortiz, Principal Investigator; Lisa Boyce, Gina Cook, Catherine Callow-Heusser, Co-Principal Investigators.
12. Utah State University – Ministry of Higher Education, Science, & Tech – Dominican Republic; “Agreement for Technical Cooperation Between the Government of the DR and USU”; \$2,502,018. Mary Hubbard, Principal Investigator; Shelly Hernandez, Co-Principal Investigator.
13. Utah State University – Misc Federal Sponsors; “Optimus Prime”; \$2,443,065. Doug Jewell, Principal Investigator.
14. Utah State University – University of Maryland Baltimore County; “Geostationary Remote Infrared Pollution Sounder (GRIPS); \$39,927,697. Chad Fish, Principal Investigator.
15. Utah State University – (NOAA) National Oceanic and Atmospheric Administration; “Joint Polar Satellite System (JPSS) 5 Year IDIQ”; \$6,424,894. Deron Scott, Principal Investigator.
16. Utah State University – NASA-General; “Zeus Earth Venture Instrument-1”; \$90,299,345. John Elwell, Principal Investigator.
17. Utah State University – NASA-General; “Spaceflight Demonstration of Multiple Use Plug Hybrid for NanoSats (MUPHyN); \$7,747,560. Quinn Young, Principal Investigator.
18. Utah State University – NASA-General; “Cubesat Propulsion and Inter-satellite Communications Demonstration (CuPID)” \$13,680,051. Charles Swenson, Principal Investigator.
19. Utah State University – Booz Allen Hamilton; “Mass-produced Innovative NASA Independent On-orbit Nanosatellite Servicers (MINIONS)”; \$3,496,975. Quinn Young, Principal Investigator.

20. Utah State University – Goodrich Corporation; "Goodrich Senior Year Electro-optic Reconnaissance System (SYERS) 2N"; \$3,293,804.84. Lance Fife, Principal Investigator.
21. Utah State University – NIST-National Institute of Standards and Technology; "NIST/USURF Measurement Science and Engineering Cooperative Research"; \$2,056,210. Alan Thurgood, Principal Investigator.
22. University of Utah – NVIDIA Corporation; "Osprey"; \$1,660,840; Mary W. Hall, Principal Investigator.
23. University of Utah – National Science Foundation; "Integrated training for Contin"; \$2,134,899. Douglas Kip Solomon, Principal Investigator.
24. University of Utah – NIH National Cancer Institute; "Antineoplastic Agents – Marine"; \$1,868,750. Chris M. Ireland, Principal Investigator.
25. University of Utah – US Department of Defense; "Galanin Analogs for Pain"; \$1,308,533. Brian D. Klein, Principal Investigator.
26. University of Utah – National Science Foundation; "Dimensions – Gut Microbiome"; \$1,977,947. Maria-Denise Dearing, Principal Investigator.
27. University of Utah – American Cancer Society Inc; "Phosphorylation-B-catenin/Tcf"; \$1,192,500. Mark Ji, Principal Investigator.
28. University of Utah – DHHS National Institutes of Health; "Regional Metabolomics Center"; \$8,594,399. Jared P. Rutter, Principal Investigator.
29. University of Utah – US Department of Defense; "Deciphering genetic risk"; \$3,719,013. Nicola J. Camp, Principal Investigator.
30. University of Utah – NIH National Institute of Child Health & Human Development; "Therapy & Tools for Galactosemia"; \$1,868,750. Kent Lai, Principal Investigator.
31. University of Utah – NIH National Eye Institute; "Cone Opsins in Photoreceptor"; \$1,863,750. Yingbin Fu, Principal Investigator.
32. University of Utah – NIH National Institute of Allergy & Infectious Disorders; "Role of OCA-B in gene poisoning"; \$1,863,750. Roland D. Tantin, Principal Investigator.
33. University of Utah – DHHS National Institutes of Health; "MicroRNA-mediated pathways"; \$1,863,750. Li Wang, Principal Investigator.

34. University of Utah – NIH National Institute of Arthritis and Musculoskeletal and Skin Diseases; “PROMIS for Foot Ankle Research”; \$1,511,008. Charles L. Saltzman, Principal Investigator.
35. University of Utah – NIH National Institute of General Medical Science; “Assembling healthy gut microbi”; \$1,491,250. June Louise Round, Principal Investigator.
36. University of Utah – Army Research Office; “Multiscale Modeling Center”; \$12,400,000. Martin Berzins, Principal Investigator.
37. University of Utah – DHHS National Institutes of Health; “Predict-HD Shape”; \$1,291,775. Guido Gerig, Principal Investigator.
38. University of Utah – US Department of Education; “Leadership Sch Psy PhD Agency”; \$1,235,285. Elaine Clark, Principal Investigator.
39. University of Utah – US Department of Energy; “Sustainable Algae”; \$2,399,147. Leonard F. Pease, Principal Investigator.
40. University of Utah – NIH National Institute of Nursing Research; “T32 CAE”; \$1,946,850. Susan L. Beck, Principal Investigator.
41. University of Utah – HRSA Bureau of Health Professions; “Increasing IPE and Technology”; \$1,124,400. Jane Margaret Dyer, Principal Investigator.
42. University of Utah – DHHS National Institutes of Health; “Conus Peptides”; \$10,593,023. Baldomero M. Olivera, Principal Investigator.
43. University of Utah – DHHS National Institutes of Health; “Salmonella SPI1 Injectisome”; \$1,868,750. Kelly T. Hughes, Principal Investigator.
44. University of Utah – DHHS National Institutes of Health; “Stress and aging”; \$1,804,532. Bert N. Uchino, Principal Investigator.
45. University of Utah – DHHS National Institutes of Health; “Rural Resident BMI”; \$3,342,125. Cathleen D. Zick, Principal Investigator.
46. University of Utah – NIH National Cancer Institute; “Genetic Risk Factors for Es”; \$3,699,902. Joshua David Schiffman, Principal Investigator.
47. University of Utah – NIH National Institute on Aging; “OAIC – Pepper Center”; \$5,964,000. Mark Andrew Supiano, Principal Investigator.

48. University of Utah – DHHS National Institutes of Health; “Increasing Cancer Screenings”; \$2,798,026. Lillian J. Tom-Orme, Principal Investigator.
49. University of Utah – DHHS Centers for Disease Control and Prevention; “Keenan CDC U01 TBI”; \$2,749,859. Heather Todd Keenan, Principal Investigator.
50. University of Utah – NIH National Institute on Aging; “Geriatrics T32”; \$1,966,275. Mark Andrew Supiano, Principal Investigator.
51. University of Utah – DHHS National Institutes of Health; “Role of Ifitm Proteins”; \$1,863,750. John H. Weis, Principal Investigator.
52. University of Utah – DHHS National Institutes of Health; “D-peptide Inhibitors of HIV”; \$1,863,750. Michael S. Kay, Principal Investigator.
53. University of Utah – DHHS National Institutes of Health; “NIH CD8+ TMEV”; \$1,863,750. Robert S. Fujinami, Principal Investigator.
54. University of Utah – Biorestorative Therapies Inc.; “Biologic Tissue Research”; \$1,470,000. Amit N. Patel, Principal Investigator.
55. University of Utah – Gates Foundation; “Biomarkers of GI Function”; \$1,357,362. Curt H. Hagendorn, Principal Investigator.
56. University of Utah – NIH National Institute of Neurologic Disorders and Stroke; “Predict HD”; \$1,345,500. Kevin M. Duff, Principal Investigator.
57. University of Utah – University of Pittsburgh; “Critical Pertussis in Infancy”; \$1,282,565. Richard Holubkov, Principal Investigator.
58. University of Utah – University of Illinois at Chicago; “Risk in Sickle Cell Disease”; \$1,273,139. Lynn B. Jorde, Principal Investigator.
59. University of Utah – Utah Valley University; “Obtaining Genotypic Information”; \$1,165,180. Principal Investigator.
60. University of Utah – DHHS Health Resources and Services Administration; “Joint Grad Degree in MPAS/MPH”; \$1,107,843. Jennifer Myers Coombs, Principal Investigator.

C. Awards

1. Utah State University – US Department of Education; “STARS! (Science, Technology, Arithmetic, Reading Students) GEAR UP”; \$2,234,400. Yolanda Niemann, Principal Investigator; Eric Packenham, Co-Principal Investigator.

2. Utah State University – Naval Research Lab; “Naval Research Laboratory (NRL) Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 6”; \$1,213,000. Darin Partridge, Principal Investigator.
3. Utah State University – Missile Defense Agency; “Air Force Distributed Common Ground System (DCGS) Virtualized Imagery Processing Capability (VIP-C) Support 2012”; \$5,315,603. Glen Wada, Principal Investigator.
4. Utah State University – Naval Research Lab; “Naval Research Laboratory (NRL) Intelligence, Surveillance, and Reconnaissance Systems (ISRS)”; \$1,120,000. Darin Partridge, Principal Investigator.
5. University of Utah – NIH National Cancer Institute; “Burt PPG”; \$2,182,388. Randall Walter Burt, Principal Investigator.
6. University of Utah – UT State Office of Education; “Utah Data Alliance”; \$1,059,571. Lisa B. Kuhn, Principal Investigator.
7. University of Utah – NIH National Library of Medicine; “NN/LM”; \$1,325,031. Jean Pugh Shipman, Principal Investigator.
8. University of Utah – NIH National Heart Lung and Blood Institute; “U2M2-TRCT”; \$2,666,885. Andrew S. Weyrich, Principal Investigator.

D. Academic Items Received and Approved

1. New Programs
 - a. Utah State University – Specialization in Geomorphology and Earth Surface Processes
 - b. Utah Valley University – Minor in Chinese Studies
2. New Emphases

Dixie State College – Emphasis in Creative Writing in Bachelor of Arts/ Bachelor of Science English
3. New Unit
 - a. University of Utah – Center for Mining Safety and Health Excellence
 - b. University of Utah – School of Dentistry
 - c. University of Utah – Center for Science and Mathematics Education
 - d. University of Utah – Center for Communication and Community
 - e. Utah State University – Center for Workforce Preparation
 - f. Utah State University – Center for Society, Economic, and the Environment
 - g. Utah State University – Center for Engineering Education Research

4. Name Change

- a. University of Utah – DNP in Acute Care Nurse Practitioner to DNP in Adult-Gerontology Acute Care Nurse Practitioner
- b. University of Utah – Graduate Certificate in Acute Care Nurse Practitioner to Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner
- c. Snow College – Teaching Second or Foreign Language (TSFL) to Teaching English as a Second Language (TESL)
- d. Dixie State College – Associate of Applied Science in Clinical Laboratory Science to Associate of Applied Science in Medical Laboratory Science
- e. Dixie State College – Bachelor of Science in Clinical Laboratory Science to Bachelor of Science in Medical Laboratory Science

William A. Sederburg
Commissioner of Higher Education

WAS/KLS
Attachment

UTAH STATE BOARD OF REGENTS
 SNOW COLLEGE
 KAREN H. HUNTSMAN LIBRARY
 MAY 18, 2012

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UTAH STATE BOARD OF REGENTS
BOARD OF REGENTS BUILDING, SALT LAKE CITY, UTAH
JUNE 21, 2012

Attendance	1
Utah System of Higher Education Commissioner Appointment.....	1
Adjournment	2

UTAH STATE BOARD OF REGENTS
SNOW COLLEGE
KAREN H. HUNTSMAN LIBRARY
MAY 18, 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
James T. Evans
Thomas D. Leavitt
Robert S. Marquardt
Carol Murphy
Jed H. Pitcher
Robert W. Prince
Marlon O. Snow
Mark R. Stoddard
Teresa L. Theurer
John H. Zenger

Regents Excused

Keith M. Buswell
Katharine B. Garff
Meghan Holbrook
Nolan E. Karras
David E. Smith

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
Pam Silberman, Director of Communications
Andrew J. Stone, Special Assistant to the Commissioner
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Blair Carruth, Assistant Commissioner for Academic Affairs
Paul Morris, Assistant Commissioner for Budget and Planning
Ralph Hardy, Special Assistant for Finance and Facilities
Melissa Miller Kincart, Assistant Commissioner for Outreach and Access
Jeff Aird, UCAP Program Manager for Economic Development

Institutional Presidents

David W. Pershing, University of Utah
Stan L. Albrecht, Utah State University

F. Ann Millner, Weber State University
Michael T. Benson, Southern Utah University
Scott L. Wyatt, Snow College
Stephen D. Nadauld, Dixie State College
Matthew S. Holland, Utah Valley University
Cynthia A. Bioteau, 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 8:00 a.m. in a breakfast meeting with the Snow College Board of Trustees, followed by a short Executive Session from 9:25 – 9:45 a.m. Chair Jordan called the Regents to order in the Committee of the Whole at **9:51 a.m.**

Policy Revision of R141: Functions of the Commissioner of Higher Education (TAB A)

Policy Revision of R143: Succession Plan for Commissioner of Higher Education (TAB B)

Associate Commissioner Cameron Martin reported that two policy updates are in preparation for the current search for the next Commissioner, reflect findings pursuant to the Board retreat on February 16, 2012, and are in harmony with the legislative changes made during the 2012 Legislative session. **It was moved by Regent Theurer and seconded by Regent Campbell. The motion passed.**

Salt Lake Community College – Campus Technology Plan (TAB C)

Bill Zoumadakis, Chief Information and Security Officer gave a report on the Technology Strategic Plan for Salt Lake Community College. He covered topics including IT governance, building tomorrow's technology infrastructure, supporting student learning experiences, and the invisible part of IT.

Snow College – Campus Technology Plan (TAB D)

Shawn Lindow, Chief Information Officer and Chase Mitchell, Director of Teaching and Learning Center gave a report on the Technology Strategic Plan for Snow College. Their report focused on online learning and the technology used on campus to support online teaching and learning.

The Committee of the Whole went into committee meetings at **10:47 a.m.** followed by lunch until 1:00 p.m.

State of the College

President Scott Wyatt gave a presentation on the state of Snow College. He reported the Aspen Institute named Snow College among the top 10 percent of two-year colleges in the nation for two years running. He also reported on the UCAP project, reengineering the Richfield campus, Centers for Opportunity and Snow's new Associate of Applied Science in Natural Resources degree.

Reports of Board Committees

Programs/Planning Committee

Snow College – Bachelor of Music in Commercial Music (TAB E)

Dixie State College – Bachelor of Arts/Bachelor of Science in Art with Emphasis in Art Education and Other Emphases (TAB F)

Utah Valley University – Bachelor of Science in Computer Engineering (TAB G)

Regent Zenger requested that the above programs be approved with one motion. **It was moved by Regent Zenger and seconded by Regent Davis to approve these three new Bachelor programs. The motion carried unanimously.**

Regents' Policy R428: Coordination, Support and Monitoring of Career and Technical Education (TAB H)
It was moved by Regent Zenger and seconded by Regent Theurer to approve the updates to this outdated policy. The motion carried unanimously.

Institutional Efforts to Award Degrees to Near Completers and Baccalaureate Candidates Earning Associate's Degrees (TAB I)

College Access Grant Challenge Annual Report (TAB J)

College Access Challenges Grant Subgrant Recipients (TAB K)

Regent Zenger drew the attention of the Regents to these information items. No action was taken by the board.

Finance/Facilities Committee

Proposed Revision to Policy R512: Determination of Resident Status (TAB L)

Regent Pitcher reported on the changes to R512 and made a motion to approve them. The motion was seconded by Regent Snow. The motion carried.

Presidential Compensation Commitment (TAB M)

In order to meet a compensation commitment previously made to Southern Utah University President Michael Benson, a corrective salary action was recommended. **It was moved by Regent Pitcher to approve the retroactive salary commitment and seconded by Regent Zenger. The motion carried.**

Presidential Salary COLA Adjustments (TAB N)

In line with actions taken by the Legislature during the 2012 Legislative Session, it was moved by Regent Pitcher and seconded by Regent Clyde to approve a salary adjustment increase equivalent to one percent of current base salary levels for institutional Presidents. The motion carried unanimously.

Capital Development Priority (CDP) Cycle – Adoption of Priority Guidelines (TAB O)

It was moved by Regent Pitcher and seconded by Regent Campbell to adopt the guidelines and procedures outlined in Tab O, and to continue the practice of appointing a Building Priorities Task Force. The motion carried.

USHE – Enrollment Projections (TAB P)

It was moved by Regent Pitcher and seconded by Regent Stoddard to approve the long-term enrollment projections for higher education in the state of Utah. The motion carried.

Weber State University (WSU) – Bond Resolution Authorization (TAB Q)

It was moved by Regent Pitcher and seconded by Regent Marquardt to approve the issuance of bonds for three Weber State University projects: Student Housing, Davis Campus Professional Programs Classroom Building, and Stromberg Center Addition. The motion carried unanimously.

Repeal of Regents Policy 607: Utah Higher Education Tuition Assistance Program (TAB R)

It was moved by Regent Pitcher and seconded by Regent Davis to repeal Regent Policy R607 and the associated Administrative Rule pursuant to the passing of HB 285 *Repeal of Higher Education Tuition Assistance Program*. The motion carried.

University of Utah (UU) – Bond Resolution Authorization (TAB S)

It was moved by Regent Pitcher and seconded by Regent Davis to approve the issuance of bonds for three University of Utah projects: Ambulatory Care Complex Parking Structure, Ambulatory Care Complex Infrastructure, and Dee Glen Smith Athletic Complex. The motion carried.

USHE – 2012-13 Capital Improvement Funding Update (TAB T)

This was an information item, no action was taken.

General Consent Calendar (TAB)

On a motion by Regent Zenger and a second by Regent Stoddard, the following items were approved on the Regents' General Consent Calendar:

- A. Minutes of the Board Meeting March 30, 2012, Board of Regents Building at Salt Lake Community College, Miller Campus, Sandy Utah.
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved

Commissioner's Report

See attached for the Commissioner's report.

Resolutions

A. Lorris Betz

Chair Jordan read a resolution honoring A. Lorris Betz who served the University of Utah for more than a decade as Senior Vice President for Health Sciences and served two terms as Interim President. **Regent Snow moved the adoption of the resolution and it was seconded by Regent Davis. The motion carried unanimously.**

David E. Smith

Chair Jordan read a resolution honoring David E. Smith and his two years of service as Student Regent. **Regent Snow moved the adoption of the resolution and it was seconded by Regent Clyde. The motion carried unanimously.**

David J. Jordan & the Passing of the Gavel

Chair Jordan passed the gavel to new chair, Bonnie Jean Beesley and thanked her for her support and good judgment. Regent Pitcher read a resolution honoring David Jordan's 23 years of service to the Utah System of Higher Education. **It was moved by Regent Pitcher and seconded by Regent Davis to adopt the resolution. The motion carried unanimously.**

It was moved by Regent Davis and seconded by Regent Snow that the board should meet in Executive Session for the sole purpose of discussing legal and personnel matters. The motion carried.

The Committee of the Whole adjourned at **3:12 p.m.** and the Regents met in Executive Session until **4:46 p.m.**

Kirsten Schroeder, Executive Secretary

Date Approved:
Attachment

Commissioner's Report

**State Board of Regents
Snow College**

Presented by:

William A. Sederburg



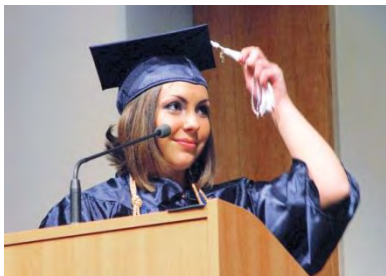
2012 Commencement: Ceremonies



U of U
7,659



USU
4,464

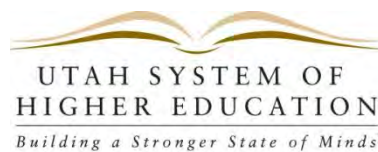


Snow
1,010



Weber
4,039

29,882
Graduates for
USHE institutions
in spring 2012



Thanks to Regents
who attended.
Congratulations,
graduates!

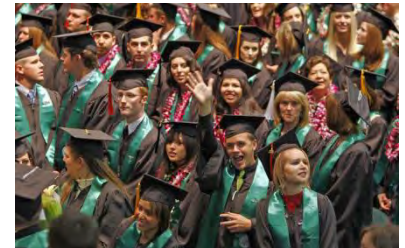
SUU
1,746



DSC
1,942



UVU
4,837



SLCC
4,185



New Student Regent

Eric Mikkelsen



School: Utah State University

Major: Finance/Communication

Hometown: Bunkerville, NV

(same as Regent Thomas Leavitt)

Hobbies: Hunting, yoga, & juggling

OCHE Staff Changes



Pamela Silberman
Director of Communications



Amber Locher
Accounting Specialist

OCHE Staff Changes



Breanne Humphries
Research Analyst



Lauren Anderson
USA Coordinator

Quick Update

- **Commissioner Search**
- **Weber State Presidential Search**
- **Complete College Utah Academy**
 - **Campus Responses- Lt. Governor**
- **National Governors Association**
 - **Metrics- Jim Grover**
- **Women's College Task Force**
- **USA 3 Yr. Agreement**





Jobs for Utah's Future

- Jointly convened by USHE, DWS, & GOED

- Governor delivered charge:

“We need a collaborative, data-driven strategic approach to clearly identify the „Jobs for Utah’s Future.”

- Over 120 Participants

- Next Steps-

- Drafting a joint-agency report to the governor on the Jobs for Utah’s Future.
- Deliver report mid-June.



Jobs FOR **Utah's Future**



UTAH EDUCATIONAL SAVINGS PLAN

200,000th UESP Account Opened

Prashant and Mona Desai from Texas opened the 200,000th UESP account in behalf of their seven-year-old son. They chose to save with UESP for its low fees, high-quality investment options, and top rankings.

“UESP is one of the most cost-effective programs out there. **It’s an extremely well built 529 program.**”

—Dr. Prashant Desai, May 3, 2012



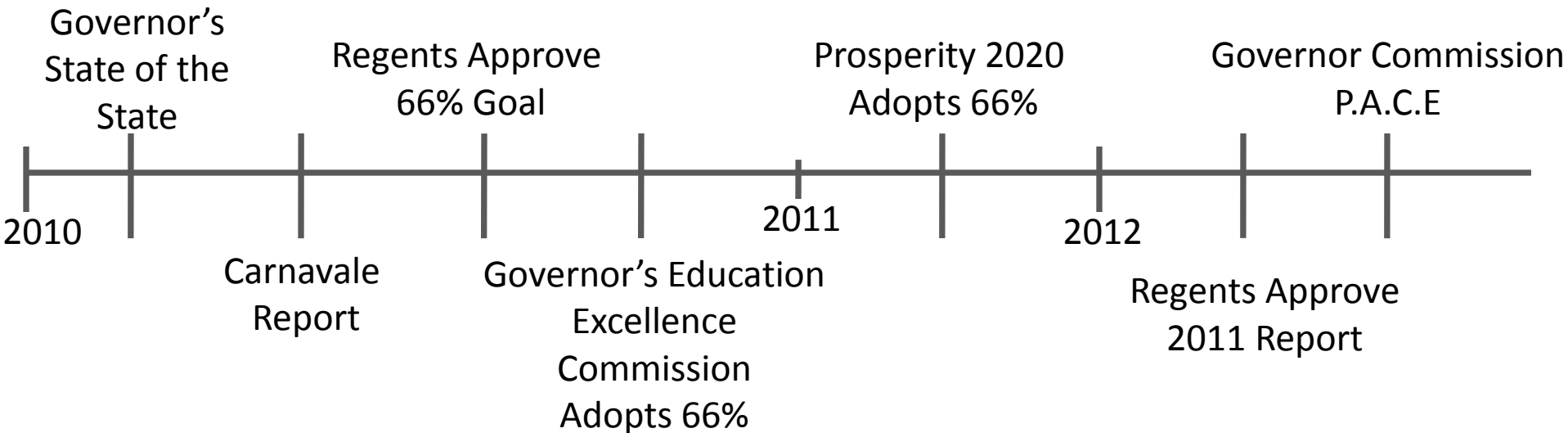
UESP is offering a \$25 matching contribution for new UESP accounts opened on National 5-29 Day (May 29)!

David Jordan's Charge

- **Context of the “Big Goal”**
- **How the pieces fit together**



Utah's 66% Goal Timeline



January 2010
State
of the State

State of the State

“I call on the Utah Board of Regents and the Commissioner of Higher Education, Bill Sederburg, to present me with a report . . . that shows how our colleges and universities plan to meet the growing need for students with associate's and bachelor's degrees to address the workforce demands of Utah employers in the 21st century.”



April 2010
Carnavale
Report

Carnavale Report

To prosper, Utah needs
to increase the
education level of its
workforce.

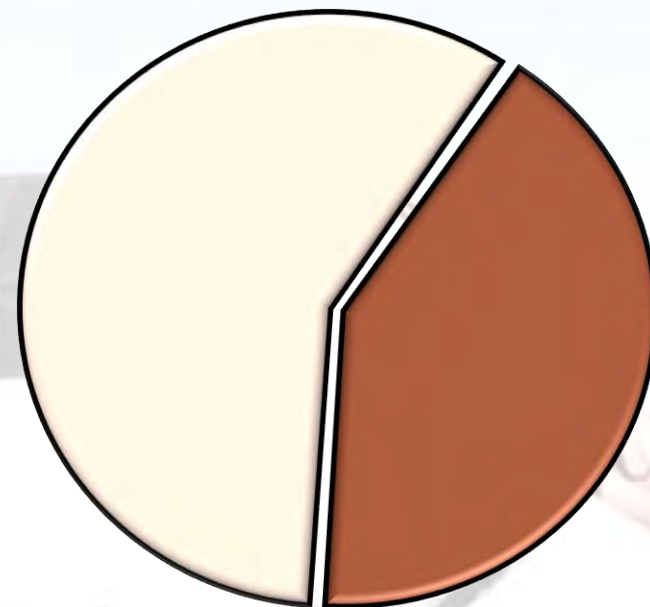
*-Georgetown Center on
Education and the Workforce*



HigherEdUtah2020

Big Goal -

66%



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

2020

Currently, only 43% of Utahns have
a certificate or higher.

2010
Regents
Approve
66% Goal

Board of Regents

Regents approve 66% goal with
52 recommendations

The image shows the cover of a report. The left side features a vertical strip of brown, textured paper with a torn edge. The right side is white. In the bottom right corner, the text 'HigherEdUtah2020' is written in a bold, dark red font, with '2020' in black. Below it, '2010 Report' is written in a smaller, black font.

HigherEdUtah2020
2010 Report

Action Plan

1. Expand pipeline of students
2. Stop “leakages” in the pipeline
3. Expand capacity
4. Transformation
5. Economic Development



Recommendations Highlights

EXPAND PIPELINE OF STUDENTS

Written statements of college readiness

Admission standards for schools

Essential learning outcomes in general education

College Access Network programs and sub-grants

Use UtahFutures.org more effectively



Recommendations Highlights

STOP LEAKAGES IN PIPELINE TO DEGREE

Mission based funding

Improve remediation- Complete College America

Establish goals for reducing remediation



Recommendations Highlights

EXPAND CAPACITY

Increase use of mixed delivery courses

Better define roles & missions

Legislative funding for land & buildings

Expand community college functions

Fund enrollment growth

Develop articulation agreement with UCAT



Recommendations Highlights

TRANSFORMATION

More collaboration on on-line courses

Gain efficiencies on campuses through technology

Develop technology master plans focuses on education



Recommendations Highlights

ECONOMIC DEVELOPMENT

Increase support for USTAR

Expand Utah Cluster Acceleration Partnership

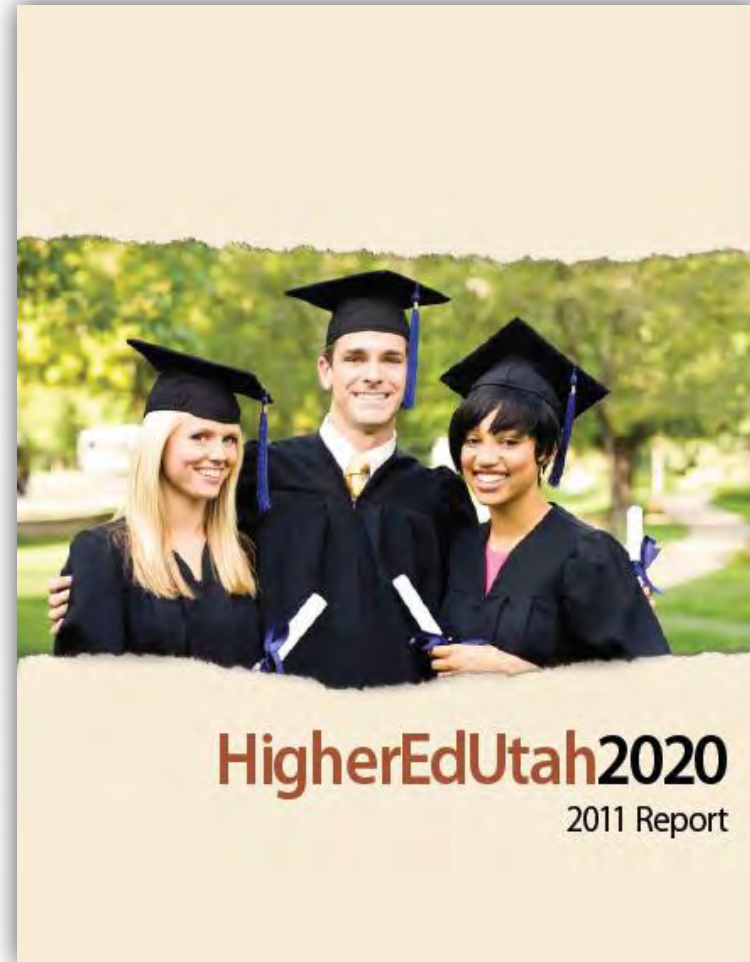
Build support of education with business



Jan. 2012
Regents
Approve
2011 Report

Board of Regents

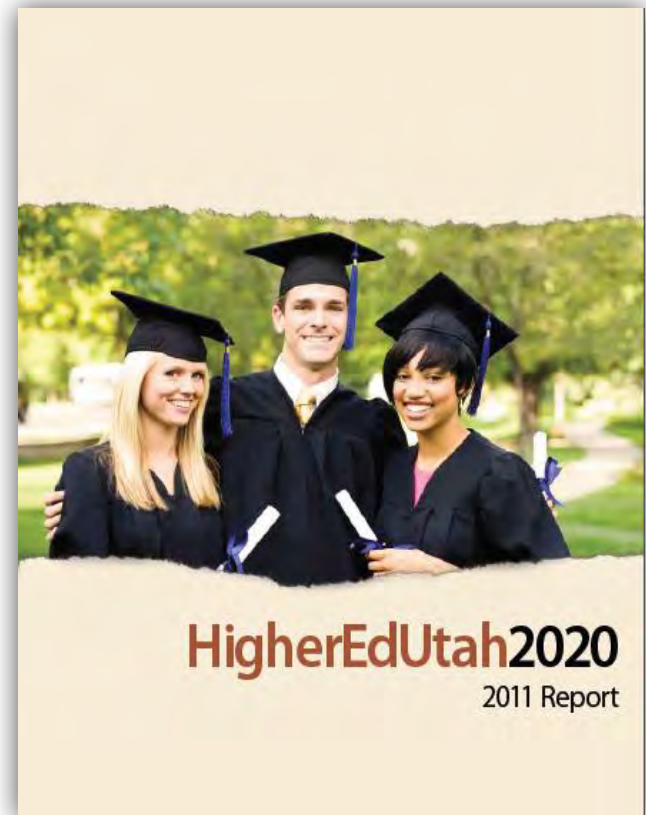
Regents approve
2011 Report on
HigherEdUtah2020
Plan



Jan. 2012
Regents
Approve
2011 Report

Board of Regents

- **Participation**
- **Completion**
- **Economic Innovation**



Access & Outreach Strategic Priorities

Awareness

To provide information to students and families on postsecondary education.

StepUp to Higher Education Social Marketing Campaign

Statewide College Publications for High School Students

Single Parent Education Awareness Outreach Events

UtahFutures.org Career & Education Webportal

Regional Financial Aid Nights (Fall)

Utah Scholars Initiative

College Open Houses for Sophomores & Juniors (Spring)

College Goal Utah FAFSA Completion Events

Professional Development

To develop and deliver events.

Statewide Conference for Secondary School Administrators & Counselors

UtahFutures.org Trainings for Counselors & Educators

National Training for Counselors and Mentors (NT4CM)

SREBs Comprehensive Counselor Training Initiative (CCTI)

Statewide Infrastructure

To expand and enhance statewide infrastructure which will foster partnerships.

College Access Network of Utah (CAN U)

Western Interstate Commission on Higher Education CACG Network

ImPACT Subgrants:
Improving, Preparation, Access & Communities Together

Concurrent Enrollment for Middle Performing Students Pilot

Utah's Higher Education Success Stipends Advocacy

Made possible by a grant from the U.S. Department of Education, the College Access Challenge Grant Program.

January 2012
Governor
Commission-
P.A.C.E

Education Excellence Commission

- **Governor ask for specificity in achieving 66% goal**
- **P.A.C.E. under consideration**



A background image showing a group of students in a hallway. A young man with blonde hair is on the left, looking towards the right. In the center, a young woman with brown hair is walking away. On the right, a young woman with dark hair is looking towards the camera. The image is slightly blurred and has a semi-transparent grey overlay in the center where the text boxes are located.

P

**Prepared
Learners**

A

**Access for
all Students**

C

Completion

E

**Economic
Alignment**

P

**Prepared
Learners**

What it means

Help students become college and career ready

Outcomes

90% proficiency
3rd grade reading

75% of ACT scores
20 or above

90% High School
graduation rate

A

**Access for
all Students**

What it means

Help students transition to postsecondary education

Outcomes

8% increase in first and second year participation

No waiting lists or “soft caps” in enrollment

C

Completion

What it means

Help students obtain degrees and certificates

Outcomes

Increase degree awards per FTE by 13%

Triple the number of technical ed. certifications

E

**Economic
Alignment**

What it means

Help students obtain jobs based upon training and improve quality of life

Outcome

90% of graduates employed in field of study

<5% job openings with no graduates to fill

July Retreat





Board Retreat

- **July 12-13 / Southern Utah University**
- **New Commissioner**
- **Completion Agenda-**
 - **TICE**
 - **Complete College Utah**
 - **P.A.C.E**

Thank You



UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of Minds™

UTAH STATE BOARD OF REGENTS
BOARD OF REGENTS BUILDING, SALT LAKE CITY, UTAH
JUNE 21, 2012

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Bonnie Jean Beesley, Chair
Daniel W. Campbell, Vice Chair
Keith M. Buswell
Wilford W. Clyde
James T. Evans
Katharine B. Garff
Meghan Holbrook
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

France A. Davis
Nolan E. Karras
Carol Murphy

The Committee of the Whole was called to order at **8:03 a.m.** It was moved by **Regent Stoddard to move into executive session for the sole purpose of interviewing candidates for the position of the Commissioner for Higher Education. The motion was seconded and passed.** The Regents met in executive session until **1:51 p.m.**

Following the interviews and deliberations, the Board reconvened in the Committee of the Whole. Regent Carol Murphy (non-voting member) had not been present during the interviews joined the Regents.

Chair Beesley called the Regents to order in the Committee of the Whole at **3:24 p.m.**

Utah System of Higher Education Commissioner Appointment

Regent Holbrook nominated David Buhler to be the Utah's eighth Commissioner for Higher Education, with the Governor's concurrence, and pending confirmation by the Utah State Senate. Regent Pitcher seconded the motion. The motion passed unanimously.

Chair Beesley thanked the Commissioner's staff and the Commissioner Search Committee for their work leading up to this day. She also gave special notice to Commissioner William A. Sederburg and Former Commissioner Cecelia Foxley.

Chair Beesley reported that there were over 50 candidates for the position and recognized David Buhler as someone who will lead the Utah System of Higher Education forward, is well acquainted with the legislature, and is firmly committed to the 66% goal.

David Buhler, his wife Lori and three of their children, Spencer, Allison, Jennifer were greeted by a standing ovation. Dave thanked the Regents, Governor, Presidents, Executive Staff, and Commissioners Sederburg, Foxley and Kendall. He expressed his love for higher education and pledged to advance the system for the people of Utah.

The meeting adjourned at **2:45 p.m.** and was followed by a reception for David Buhler.

Kirsten Schroeder, Executive Secretary

Date Approved:

July 3, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg, Commissioner

SUBJECT: Engineering and Computer Science Initiative 2012-2013 Funding

Issue

The 2001 Legislature approved SB61: *Enhancements to the State Systems of Public and Higher Education*. This legislation established an Engineering and Computer Science Initiative within the Utah System of Higher Education (USHE) which was intended to increase the number of students graduating from engineering, computer science, and related technology programs. During the last 11 years, the Engineering and Computer Science Initiative has been successful in increasing the number of graduates in these areas within the Utah system.

The Technology Initiative Advisory Board (TIAB), appointed by the Governor, was established to make recommendations to the Regents concerning funds allocated to the initiative by the legislature. During the 2012 Legislative session, \$2,500,000 of on-going funds were appropriated to be distributed commencing with the 2012-2013 fiscal year. Key provisions of SB61 and a list of the TIAB members are included in the attachment.

After carefully considering the current needs of the Engineering and Computer Science programs at the USHE institutions and the objectives of the initiative, the TIAB has prepared its recommendation for the \$2,500,000 on-going funding.

Background

The primary goal of the Engineering and Computer Science Initiative is to increase the number of engineering and computer science graduates in the state of Utah. The TIAB initiative has been one of the most successful legislative efforts of the past decade. With equal participation from industry, higher education, and the state, the initiative has proven to be a model program with strong accountability and demonstrable results. A modest investment of state dollars has made a significant difference for Utah.

- In 2011, 1,378 engineering degrees were awarded compared with 862 in 2000.
- In 2011, 584 computer science degrees were awarded compared with 513 in 2000.

The following table gives a summary of funding between 2002 and 2012:

Engineering and Computer Science Initiative Funding History			
2002-2010			
Year	Funds Appropriated		
	Ongoing	One time	Loan Forgiveness*
2001-02	1,000,000	2,500,000	500,000
2002-03	2,000,000	1,000,000	0
2003-04	500,000	0	50,000
2004-05	500,000	500,000	0
2005-06	1,500,000	500,000	0
2006-07	500,000	700,000	0
2007-08	3,000,000	2,000,000	0
2008-09	0	250,000	0
2009-10	0	2,000,000	0
2010-11	0	0	0
2011-12	0	0	0
2012-13	2,500,000	0	0
Total	11,500,000	9,450,000	550,000

*In 2001, SB61 established a loan forgiveness fund to assist students in obtaining degrees in engineering and computer science. In 2009, SB105 changed the loan forgiveness program to a scholarship program for the purpose of recruiting, retaining, and training engineering and computer science and related technology students. Scholarship funds were part of the \$2,500,000 appropriation during the 2012 legislative session.

Funding from the current \$2,500,000 appropriation is intended to support the following priorities:

1. Recruitment of additional faculty
2. Strengthen articulation through distance learning and creative partnerships among institutions
3. Increase scholarship funding
4. Increase funding to support the need for technicians in local industry

The TIAB considered proposals from the USHE institutions and recommends the 2012-2013 appropriation be distributed to the institutions as follows:

USHE Engineering and Computer Science Initiative TIAB Proposed Funding Distribution					
2012-2013					
Institution	Faculty	Distance Learning	Scholarships	Technician	Total
University of Utah	600,000	400,000	150,000	36,000	1,186,000
Utah State University	270,000	170,000	100,000	0	540,000
Utah Valley University	370,000	0	50,000	0	420,000
Weber State University	88,000	0	0	86,000	174,000
Salt Lake Community College	72,000	0	0	78,000	150,000
Southern Utah University	0	30,000	0	0	30,000
Snow College	0	0	0	0	0
Dixie State College	0	0	0	0	0
TOTAL	1,400,000	600,000	300,000	200,000	2,500,000

Commissioner's Recommendation

The Commissioner recommends the Regents approve the TIAB recommendations.

William A. Sederburg
Commissioner of Higher Education

WAS/BKC
Attachment

Attachment

Key provisions of SB61:

1. Establishes a goal to triple the number of graduates from USHE institutions in engineering, computer science, and related technology.
2. Directs the Regents to establish rules providing the criteria for those fields of study that qualify as "related technology."
3. Provides supplemental funds for equipment purchases to improve the quality of instructional programs in engineering, computer science, and related technologies.
4. Establishes a student scholarship to encourage enrollment in programs included in the initiative.
5. Assists USHE institutions to hire and retain qualified faculty to teach in initiative programs.
6. Increases program capacity by funding new and renovated capital facilities, and funding for new engineering and computer science programs.
7. Creates a Technology Initiative Advisory Board to make recommendations to the Regents in its administration of the initiative. The advisory board is to include individuals appointed by the Governor from business and industry who have expertise in the areas of engineering, computer science, and related technologies.

Members of the Technology Initiative Advisory Committee

- John Sutherland (Chair) Brigham Young University
- Susan Johnson (Co-Chair) Futura Industries
- Chuck Taylor Metalcraft Technologies
- D. Mark Durcan Micron Technology
- Ed Ekstrom Quail Creek Capital
- J. Howard VanBoerum VanBoerum & Frank
- Reed Brown Local Digital Insider
- Richard Anderson Hewlett Packard, Retired
- Roland Christensen Applied Composite Technology

July 3, 2012

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Southern Utah University - 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 continues the response to that charge.

For USHE institutions this will be an iterative process given the dynamic nature of higher education and technology. Representatives from Southern Utah University will be in attendance to present their plan.

Commissioner's Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/EMD