STATE BOARD OF REGENTS MEETING
DIXIE STATE COLLEGE, ST. GEORGE, UTAH
JEFFREY R. HOLLAND CENTENNIAL COMMONS (5TH FLOOR)
JANUARY 25, 2013

AGENDA

7:30 – 8:50 a.m.   **BREAKFAST MEETING – STATE BOARD OF REGENTS, DSC BOARD OF TRUSTEES, PRESIDENT NADAULD, COMMISSIONER BUHLER**
(Executive Conference Room, Holland 570)

8:50 – 8:51 a.m.   **COMMITTEE OF THE WHOLE** (Executive Conference Room, Holland 570)

8:51 – 9:35 a.m.   **EXECUTIVE SESSION (CLOSED MEETING – STATE BOARD OF REGENTS)**
(Executive Conference Room, Holland 570)

9:35 – 9:50 a.m.   Refreshment Break (Zion Room, Holland 537)

9:50 – 10:30 a.m.   **COMMITTEE OF THE WHOLE** (Zion Room, Holland 537)

1. Commissioner's Overview
2. Legislative Priorities for 2013   TAB A
   a. 2013-14 Mission Based Funding Initiatives   TAB B
   b. 2013-14 66% Goal Initiatives   TAB C
3. Proposed Revision to Policy R203, Search Committee Appointment and Function, and Regent's
   Selection of Presidents of Institutions   TAB D
4. LDS Missionary Age Change & Institutional Planning   TAB E

10:30 a.m. – 12:00 p.m.   MEETINGS OF BOARD COMMITTEES

PROGRAMS/PLANNING COMMITTEE
Regent France A. Davis, Chair
Location: Wittwer Conference Room, Holland 550

ACTION:
1. University of Utah – Bachelor of Science in Multi-Disciplinary Design   TAB F
2. University of Utah – Master of Arts in Latin American Studies   TAB G
3. Southern Utah University – Master of Arts in Art Administration (Online)   TAB H
4. Utah Valley University – Bachelor of Music in Media Composition and Production with Emphasis
   in Media Composition and Emphasis in Music Technology   TAB I
5. Salt Lake Community College – Associate of Applied Science Degree in Homeland Security/Emergency
   Management   TAB J
6. Dixie State College – Bachelor of Arts/Bachelor of Science and Minor in History   TAB K
7. HigherEdUtah2020 - 2013 Session Report   TAB L
8. Dixie State College – University Benchmark Update, University Status Approval, and Name Change   TAB M

INFORMATION:
   College Access Challenge Grant ImPACT Subgrantees   TAB N

CONSENT:
   Please see the General Consent Calendar at TAB DD.

FINANCE/FACILITIES COMMITTEE
Regent Jed H. Pitcher, Chair
Location: Last Conference Room, Holland 535

ACTION:
1. Proposed Revision to Policy R710, Capital Facilities   TAB O
2. Proposed Revision to Policy R220, Delegation of Responsibilities to the Presidents and Board of Trustees   TAB P
3. Policy R212, Presidential Travel Oversight   TAB Q
4. Utah State University – Space Dynamics Laboratory (SDL) Facility (Non-state Funded Capital
     Development Project)   TAB R
5. Utah State University – Student Building Fee Revenue Refunding Bonds, Series 2013   TAB S
6. Approval of Change in University of Utah Endowment Investment Guidelines   TAB T
7. University of Utah – Gift of West Institute Property   TAB U
8. Dixie State College – Campus Master Plan Update   TAB V

CONSENT:
   Weber State University – Receipt and Sale of Donated Property   TAB W

INFORMATION:
1. Update on Institutional Audit Reports to the Regents' Audit Committee   TAB X
2. USHE – Report of Auxiliary Funds   TAB Y
3. USHE – Annual Report of Institutional Revenue Bonded Indebtedness   TAB Z
4. USHE – Annual Contracts and Grants Report   TAB AA
5. USHE – 2013 Data Book   TAB BB
6. Pell Grants   TAB CC

12:00 – 12:45 p.m.   Lunch (Zion Room, Holland 537)

12:45 – 1:15 p.m.   **Campus Connections**

1:15 – 1:45 p.m.   **State of the College - President Nadauld** (Zion Room, Holland 537)

1:45 – 2:45 p.m.   **COMMITTEE OF THE WHOLE (Continued)** (Zion Room, Holland 537)

5. General Consent Calendar   TAB DD
6. Resolution
7. Reports of Board Committees
8. Dixie State College – University Benchmark Update, University Status Approval, and Name Change   TAB M

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

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State Board of Regents
Board of Regents Building, The Gateway
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Salt Lake City, Utah 84101-1284

TAB A
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January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE Legislative Priorities for 2013

The 2013 Session of the Utah State Legislature will commence Monday, January 28 through Thursday, March 14. According to the consensus revenue estimates prepared by the Governor's Office of Planning and Budget and Office of Legislative Fiscal Analyst, the combined General Fund and Education Fund surplus from FY 2012 and projected revenue growth in FY 2013 and FY 2014 provide a total of $121 million in new one-time funds and $300 million in new ongoing funds. This may be negatively impacted, however, by recent changes in federal tax policy.

The Governor has made it clear that his top budget priority is education:

> Consistent with our state goal of ensuring 66% of Utah's adult population acquires a post-secondary degree or certification by the year 2020, I recommend an additional investment of $298 million in our education system...There is an essential and undeniable link between a highly educated workforce and long-term, robust economic growth. To that end, my higher education budget also targets programs that increase the number of certificates and degrees, especially those relating to science, technology, engineering and mathematics (STEM). In this arena, the State of Utah cannot afford to fail.[1]

Of this, $49.5 million in new on-going funds are for USHE, representing a 6.6%. Additionally, the Governor recommended funding the UVU Classroom Building, design for the WSU New Science Lab building and purchase of the East Elementary property for Dixie State College.

Although there are many competing priorities that surface during the legislative session, the support of the Governor as well as the hard work of community and business leaders through Education in Excellence and Prosperity 2020 this year provides a positive opportunity for increased funding of Higher Education. The Commissioner's Office is working closely with these groups, institution presidents and their staffs, and student leaders to ensure consistent messaging and strategy during the 2013 legislative session. All stakeholders involved understand this legislative request is the first step toward reaching the 66% goal.

Legislative Preview Events
Between November 20 and December 7, the Board of Regents hosted five regional legislative briefings

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[1] Budget Recommendations, Governor Gary R. Herbert, Fiscal Year 2014 and Fiscal Year 2013 Supplementals

attended by Regents, Presidents, Trustee Chairs, the Commissioner's Office, and over half of all legislators. At these briefings the Regents' budget priorities and other issues were discussed.

On January 11 a legislative preview event was held with all Regents and trustees to build momentum for the USHE agenda. Trustees, through coordination with institutional legislative liaisons, and Regents have been asked to contact specific legislators to advocate USHE's budget priorities. **Regents and Trustees and Presidents are also invited to attend the annual Higher Education Day luncheon with legislators in the Capitol Rotunda on Friday, March 1.** Advocacy will continue throughout the legislative session in coordination with the institutions.

The Commissioner's Office also held a "Higher Ed 101" event on November 14 for all newly-elected legislators immediately following the 2012 general election. This was an opportunity to introduce legislators to the Utah System of Higher Education, including general information relating to budget, students, physical facilities, and employees. The event was attended by 21 of the 23 newly-elected legislators.

The Commissioner's Office has also been working closely with Prosperity 2020, Education First, and the United Way of Salt Lake as business and community leaders rally behind the budget priorities of the Board of Regents and the larger 66% by 2020 goal.

Governor's Budget Recommendations

The Governor followed the priorities of the Utah System of Higher Education, as approved by the Board of Regents in September. Specifically:

- **Compensation**: The Governor is recommending a base increase of 1%, the same as he is recommending for state employees, which mirrors our request, plus $351,700 for the Utah Retirement System (URS) adjustment.
- **Mission Based Performance Funding**: The Governor is recommending $11 million of our $16 million request, divided equally between $5.5 million for Equity and $5.5 million for Distinctive Mission.
- **66% Initiative**: The Governor is recommending $20 million of the $20 million included in our request, to build capacity toward completion in STEM and Health Professions and to advance our 66% goal.

The Governor also recommended a number of other items in our request, including:

- $6.5 million – University of Utah Medical School
- $600,000 (one time) – Technology Intensive Concurrent Enrollment (TICE) completion of course development
- $100,000 – Higher Education's share of the Utah Data Alliance
- $350,000 (one time) – Higher Education Technology Initiative (HETI)
- $100,000 (one time) – Utah Women & Education Initiative
- While not part of the Higher Education budget, for USTAR - $3 million ongoing and $5 million one time, as well as $2.3 million one-time to the Department of Workforce Services for continued development of UtahFutures.org

<u>**Key Legislation**</u>
This year the Commissioner's Office is working with Senator Jerry Stevenson to tighten provisions of the Regents' Scholarship to improve student performance and make administration more efficient, namely:
- Exempt applicants from requiring documentation of citizenship. Instead, an affidavit or statement that could be done by checking a box on a form or online.
- A minimum 3.3 GPA in college for continuing students who have received the scholarship.
- A requirement to enroll in at least 15 credit hours/semester for continued eligibility of the scholarship award.
- New weighting for International Baccalaureate students starting in 2014 to be treated equally with concurrent enrollment and AP courses.

The Commissioner's Office is working with Senator Urquhart to amend the bill he sponsored last year and improve the statute relating to Concurrent enrollment. These include addressing partial and discounted tuition provisions, the granting of concurrent enrollment credit but not college credit, and discounted tuition for technology-intensive concurrent enrollment courses. Associate Commissioner Hitch has been working closely with the Utah State Office of Education to develop consensus language for legislation during the 2013 session.

The Commissioner's Office, presidents and their staffs, will be closely monitoring legislation that could impact the Utah System of Higher Education, now and throughout the legislative session. With Assistant Commissioner Spencer Jenkins' assistance, I will prepare and distribute each Monday a weekly report on the status of higher education priorities and other issues of interest for distribution to Regents, Presidents, and Trustees.

<u>**Attachments:**</u>
- Higher Ed's Top Budget Priorities (updated from what was distributed to legislators at regional preview events)
- 2012 Higher Education Fast Facts (distributed to all newly-elected legislators)

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends that the Board:</u>
1. <u>Endorse the budgetary and legislative priorities of the Utah System of Higher Education for the 2013 Session of the Utah State Legislature.</u>
2. <u>That the Regents, Commissioner and staff, Presidents and institutional representatives unite behind the system priorities in their advocacy with the Legislature.</u>
3. <u>Authorize the Commissioner, in consultation with the presidents, to monitor, support, or oppose on a case by case basis, other legislation that will be introduced during the 2013 legislative session.</u>
4. <u>That the Commissioner's Office provide the Board with regular reports during the legislative session regarding items of interest to the Utah System of Higher Education.</u>

_____
David L Buhler
Commissioner of Higher Education

DLB/SJ

Higher Ed's Top Budget Priorities
Reaching Utah's 66% Goal

Investing in Participation, Completion & Innovation

#1 Compensation — $7M

- Same state-funded salary & benefits increase provided to all other state & public education employees
- State pays for 75% of the increase & higher education pays for 25%
- State portion of 1% increase is $6,934,000
- Essential for recruiting & retaining well-qualified faculty & staff
- USHE employee salaries are below national average at peer institutions

#2 Mission-Based Performance Funding — $16M

- Distinctive Mission request is $8,000,000
- Supports Regents' strategic plan to increase participation & completion

- Each USHE institution has outlined rationale, outcome, assessment criteria & implementation plans
- Select examples: (full narrative document available)
  - Student Success & Empowerment (UU)
  - Summer Initiative (USU)
  - Additional Distance Delivery (WSU)
  - Need-Based Financial Aid (SUU)
  - Inclusion Initiative (Snow)
  - Expansion of College Services (DSC)
  - Mandatory Orientation (UVU)
  - Student Analytics (SLCC)

- Equity request is $8,000,000
- This request responds to legislative requirement (SB97) to address funding inequities as compared to peer institutions
- Funding targets have been set for each USHE college & university
- This year's request is a step toward addressing inequities accumulated over a number of years

#3 66BY2020 Goal — $20M

- Regents' budget request is focused on increasing completions toward achieving the state's 66% goal
- Funds will be prioritized in two areas:
  - $15M for increased program capacity in STEM (science, technology, engineering & math) and health professions
  - $5M for increased student completion through targeted participation & progress scholarships in STEM & health programs this year

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Innovating for Our Future
Reaching Utah's 66% Goal

Why invest in the 66% Goal?

- By 2020, 66% of jobs in Utah will require post-secondary education.
- Currently, only 43% of Utah's adults hold a higher education degree or certificate.
- We must increase degrees & certificates awarded by 4% each year to reach 66% by 2020.*
- Utah must adopt a bold, new approach to create a highly-educated workforce.
- This document outlines year 1 of a multi-year investment plan.

Investment for Completion

Increase Capacity Toward Completion $30M	Increase Student Completion $10M
• Need for an annual, ongoing investment to grow degrees/certificates awarded from current 31,300 a year to 45,700 a year by 2020	• Scholarship support for students who enter & complete targeted programs
• 1st year of investment will result in over 7,300 new degrees/certificates by 2020 in high-growth, high-wage degree areas (STEM & health professions)	• Requires participation in STEM (science, technology, engineering & math) or health profession degree program
• Increase institutional ability to serve students in classes and programs	• Requires demonstration of adequate progress toward completion

$20M State + $20M Match = $40M Total Investment

Investment will be directed toward increasing completions among students who will be 25-35 years old in 2020.

Institutional Summary of Implementation Plans
In support of year 1 of multi-year plan toward the 66% by 2020 Goal

Institution	Additional Graduates	Areas of Study
University of Utah	653	Engineering, Health, Mines and Earth Sciences, Nursing, Science
Utah State University	1,761	Science, Engineering, Natural Resources, Social Work, Anthropology, Graphic Design
Weber State University	826	Computer Science, Manufacturing and Mechanical Engineering Technology, Nursing, Radiological Technology, Microbiology, Integrated Studies
Southern Utah University	355	Applied Science, Nursing, Biology, Math, Chemistry, Nutrition
Snow College	400-500	Registered Nursing, Natural Resources, Industrial Mechanics
Dixie State College	861	Computer Science and Information Technology, Math, Digital Forensics, Medical Laboratory Sciences, Dental Hygiene
Utah Valley University	929	Information Systems and Technology, Computer Science and Engineering, Digital Media Technology, Mechatronics Technology, Electrical Automation, Robotics Technology, Biology/Microbiology, Chemistry, Forensic Science, Paramedic/EMT, Regulatory Affairs/Quality Assurance, Geographic Information Systems
Salt Lake Community College	1,500	Transfer, Science-Technology-Engineering-Math Programs, Health Professions Programs

$20 Million Match

USHE colleges and universities propose to award over 7,300 new degrees and certificates by 2020 utilizing the money for investment, innovation and re-prioritization in STEM and health professions programs. Examples of the new innovations and initiatives that the institutions will implement include:

Capacity Building	Innovation
• Expand summer course offerings • Leverage online & hybrid courses for flexible scheduling & increased capacity • Intensive five-week courses & boot camp courses	• Expand online & hybrid course delivery • Improve data analytics to support program development & career placement • Targeted marketing of STEM programs

Student Completion	Institutional Investment
• Enhance student progress & early notification systems • Increase tutoring & mentoring • Targeted scholarships • Enhance assessment, admissions & placement programs	• Target tuition (of new students) to 66% goal outcomes • Reallocations • Private investment & endowments • Savings from improved efficiency

Operational Imperatives	$10,446,000
• Ongoing O&M for non-state funded projects	$4,396,000
• U of U utility rates	$3,900,000
• Higher Education Technology Initiative (HETI)	$2,150,000

USHE Programs	$2,950,000

Student Access

• Success Stipends (need-based financial aid)	$2,000,000
• Regents and New Century scholarships	$500,000
• Technology Intensive Concurrent Enrollment (TICE)	$150,000

Collaborations

• Utah Academic Library Consortium (UALC)	$300,000

State Initiatives	$14,000,000
• U of U Medical School expansion	$10,000,000
• Dixie State College university implementation	$4,000,000

One-Time Increases	$1,750,000
• Higher Education Technology Initiative (HETI)	$750,000
• Utah Academic Library Consortium (UALC)	$300,000
• Technology Intensive Concurrent Enrollment (TICE)	$600,000
• Utah Women and Education Initiative (UWEI)	$100,000

O&M Requests for Non-State Funded Projects	$2,873,000

Capital Development Prioritization

Priority	Institution & Project	State Funds
1	WSU New Science Lab Building (STEM)	$60,900,000
1	UVU Classroom Building (enrollment)	$53,200,000
3	Snow Science Building reconstruction (STEM)	$11,800,000
4	USU Biological Sciences Building (STEM)	$60,000,000
5	USU-CEU Central Instruction Building	$20,000,000
6	SLCC CTE Classroom & Service Learning Building (STEM)	$15,000,000
7	DSC East Elementary School purchase (also included in Land Bank request)	$1,500,000

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2020

About USHE

Created in 1969, the Utah System of Higher Education (USHE) consists of eight publicly-supported, post-secondary institutions - each of which fulfills a particular educational mission for the state.

State Board of Regents

The State Board of Regents is the governing board for USHE. The Utah Legislature grants it the power to control, manage, and supervise USHE. Its major responsibilities include the selecting and retaining of institutional presidents, providing policy leadership, approving programs and institutional missions and roles, and providing budget oversight and capital facilities.
- ✓ 19 Board members
- ✓ 16 appointed by the Governor (3 non-voting - Utah State Board of Education, Utah College of Applied Technology), geographic diversity required

Institution Boards of Trustees

Each institution is served by a board of trustees, general with 10-members appointed by the governor with Senate confirmation. The board of trustees acts in conjunction with the institutional presidents to assure quality and effective operation of the institution.

Commissioner of Higher Education

The Commissioner of Higher Education is the chief executive officer of USHE, appointed by the Board of Regents. The Commissioner serves three basic duties: execute Regent policy, facilitate communication and administration among institutions, and provide state-level leadership for higher education.

Higher Education Fuels the Economy

USHE institutions awarded 29,976 degrees and certificates in 2010-11. This includes certificates, Associate's degrees, Bachelor's degrees, Master's degrees, Doctorates, and Professional degrees.

Certificates < One Year	Certificates > One Year	Associate's	Bachelor's	Master's	Doctor's	First Professional	USHE Total
1,176	976	10,067	13,699	3,218	415	425	29,976

Higher Education is a Major Employer	
USHE Institutions	33,162
Tax funded	15,204
Other	17,958
Intermountain Healthcare	32,000
State of Utah	25,000
Hill Air Force Base	15,000
Walt-Mart (Utah)	20,000

Institutions and Enrollment

There were 110,760 FTE students enrolled in USHE institutions in the Fall of 2012. This includes resident and non-resident students, medical students, and students at satellite campuses. The headcount figures include budget-related and self-support enrollments.

	Fall 2012 Budget-Related FTE	Fall 2012 Headcount	Year Established
Research			
University of Utah (Flagship) -medical school, law school, pharmacy school, etc.	26,966	32,398	1850
Utah State University (Land Grant) -includes regional campuses	19,296	28,786	1888
Regional Universities/College			
Weber State University	14,233	26,681	1889
Southern Utah University (liberal arts and sciences)	6,193	8,297	1897
Utah Valley University	19,117	31,556	1941
Dixie State College	6,287	8,863	1963
Community Colleges			
Salt Lake Community College	19,117	31,556	1948
Snow College	15,361	30,112	1888
USHE Total	**110,760**	**171,292**	

Tuition and Debt

USHE tuition rates are, on average, the 3rd lowest in the country. Student debt in Utah is the lowest in the nation with of 52% borrowing at all. The average debt upon graduation is $15,509, significantly less than the national average of $26,682.

USHE Institution	2012-13 Tuition*
University of Utah	$6,201
Utah State University	$5,021
USU-Eastern	$2,620
Weber State University	$3,961
Southern Utah University	$4,961
Snow College	$2,696
Dixie State College	$3,469
Utah Valley University	$4,122
Salt Lake Community College	$2,759

*Undergraduate, in-state, 2 semesters, 15 credit hours per semester

USHE Legislative Contacts

Institution	President	Legislative Liaison
USHE	David Buhler (Commissioner)	Spencer Jenkins
U of U	David Pershing	Jason Perry
USU	Stan Albrecht	Neil Abercrombie
WSU	Ann Millner/Chuck Wight	Brad Mortensen & Chris Millard
SUU	Michael Benson	Dorian Page
Snow	Scott Wyatt	Rick Wheeler
DSC	Stephen Nadauld	Frank Lojko
UVU	Matthew Holland	Cameron Martin
SLCC	Cynthia Bioteau	Tim Sheehan

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January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: 2013-2014 Mission Based Funding Initiatives

Issue

The Utah System of Higher Education (USHE) consolidated budget request, as approved by the State Board of Regents, includes $8 million for the Distinctive Mission Initiative component of Mission Based Performance Funding. In support of the USHE budget request, Governor Herbert recommended $11 Million for Mission Based Performance Funding to be split equally between the Distinctive Mission and Equity components.

The Distinctive Mission Initiatives are designed to support the Regents' Strategic Plan of increasing participation, completion, economic development and to promote distinct institutional missions. To promote the Regents' Strategic Plan and support the USHE budget request, the campuses have submitted distinctive mission initiatives for presentation to the State Board of Regents, Governor Herbert and the Utah Legislature. The Distinctive Mission Initiatives provided by the institutions include: description of the initiative, rationale supporting the institutional need, targeted outcome, assessment criteria to measure success, and budget implementation plan.

The MBF initiatives are presented in Attachment 1 and, pending funding from the Legislature, are slated for implementation during Fiscal Year 2013-14

Commissioner's Recommendation

This is an information item. No action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/PCM
Attachment

Mission Based Funding: Distinctive Mission Initiatives   **$8,000,000**

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, outcomes, assessment criteria, and the budgetary plan. The initiatives recommended for funding in fiscal year 2013-14 are detailed below.

UNIVERSITY OF UTAH $2,373,500

Student Success and Empowerment Initiative (Completion) **$420,000**

Description – This initiative is geared to empower students to identify direction, engage in high impact activities/services and accomplish goals. This is a commitment to undergraduates to identify curricular and co-curricular experiences that are holistic and address the unique needs of the individual. The goals are: 1) to promote student success through identifying short and long-term goals that include degree completion; 2) to introduce planning tools and strategies that foster action in accomplishing student goals; 3) to encourage utilization of campus and community services that enhance the undergraduate experience and empower students to achieve excellence; 4) to engage students in using a "4 Year Plan" to create a holistic educational experience and completion. The funds will be used to fund additional student success advocates enhance to tools to support the initiative.

Rationale – This initiative is targeted to enhance retention and completion of undergraduate students based on national research, best practices and data about student success. It aligns with the goals of Prosperity 2020 and our commitment to the need to retain and graduate more of the students who enroll at the University of Utah.

Outcomes – This will help position students for graduation in four years and enhance their undergraduate experience with high impact programs and experiences and help them navigate and maximize their time at the University of Utah. The focus is on increasing completion and graduation while enhancing the quality of the educational experience.

Assessment – Students will be tracked to determine utilization and progress to measure the impact on retention and graduation.

Budgetary Plan -

Salaries, Wages & Benefits	$ 390,000
Operating Expense	$ 30,000
Total	$ 420,000

Early, Proactive Intervention to Boost Retention (Completion) **$80,000**

Description – The University is committed to student retention and completion. The University employs students to work as orientation leaders during the summer. Ten of these individuals will be hired and trained as retention specialists for the coming school year. Their primary task will be to work proactively with new undergraduates in order to increase retention.

Rationale – Based on the familiarity they gain working with new students during the summer, orientation leaders constitute an untapped resource that can help with retention. Significant attrition occurs early in the college years. Research shows that proactively engaging with students can make a noticeable difference in the likelihood that they will stay in college and graduate. Leaders will need special training and polices will need to be established to guide them in their work.

Outcomes – The University of Utah will increase its first-to-second-year retention rate for the affected cohort of students from 85% to 85.5%. Each student "saved" from dropping out represents a return on investment of 46% per student in future wage-earning potential (Carnevale, The Undereducated American, 2011), which, on average, equates to $336,725 for the estimated 25 students who would be retained in this single cohort. This one- time investment will act as seed funding for an on-going project to boost retention through proactive intervention.

Assessment – Retention statistics for students in these programs will be compared to students not receiving assistance. We will track Other assessment activities will include tracking the extent to which students respond to various program initiatives, the number of one-to-one contacts, the perceived value of those contacts, the extent to which students connect with the campus community and its resources, the nature of the difficulties new students face, and the reasons why some drop out of college.

Budgetary Plan -

Salaries, Wages & Benefits	$ 60,000
Operating Expense	$ 20,000
Total	$ 80,000

Undergraduate Research Opportunity Program (Completion) **$500,000**

Description – UROP provides undergraduate students the opportunity to assist with a faculty member's research or to carry out a project of his/her own under the supervision of a faculty member. The chance to do real research as an undergraduate is a unique experience that a research intensive university can offer. This program pays students a stipend for up to two semesters to work on their projects. The program is highly competitive and many worthy students are denied acceptance due to financial limitations. The funding requested would be used to increase the number of students accepted into the program.

Rationale – In FY 12, UROP served 227 students which is less than 3% of our full time undergraduates. This program helps prepare students for additional graduate studies and workplace skills. Compared to other members in the PAC12, this is a smaller number of students than we should be serving. UC Berkeley's program serves more than 1500 students while the University of Washington serves over 750.

Outcomes – For Spring semester 2012, 45 of the students were accepted to graduate schools in the areas of their research. Students have the opportunity to present their research at conferences and be published in the Undergraduate Research Abstracts Journal.

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 Plan -

Salaries, Wages & Benefits	$350,000
Operating Expense	$150,000
Total	$500,000

Electronic Post Award Management (Economic Development) **$1,373,500**

Description – The University has been actively engaged in automating our heavily manual system for post research award management as well as streamlining grants management processes for better efficiency. This is a multi-year project. For FY14, we will be focused on reporting, specifically as outlined below:

- Develop grant budgeting and financial reporting tools for faculty and their direct administrators. This is expected to result in better faculty information, to reduce over and under spending of grants and to improve efficiency.
- Develop online effort reporting to improve efficiency (for faculty/departments and central administration), also tracking of effort on grants which will further improve accuracy in spending.
- Automate Facilities and Administration (F&A) distribution calculations, for improved efficiency and better planning.
- Development of reports and queries for improved strategic financial decision making centrally (like F&A return distribution), college, department, and faculty levels.

Rationale – National data shows that research faculty spend 42% of their time allocated to research projects on administrative duties related to those projects. Although there will always be some administrative responsibilities, a reduction in the time for administrative overhead will free up faculty to direct their effort to active research.

Outcomes – Reduction of faculty time spent on grants administration from 42% to 30% after full software implementation and reporting tools are in place. This is a three-year implementation project to enhance grant administration and will ultimately control over or under expenditures at the University of Utah in an on-going process.

Assessment – Given the national data as a baseline, the university will be able to readily determine over a period of time the extent to which the electronic system and the additional staff will reduce time spent by faculty on grants administration. Data on error rates (under- or over- or miss-timed spending) and faculty satisfaction with the new system will also be collected. Phase 1 of the project which is the grants management software is going live during FY13.

Budgetary Plan -

Salaries, Wages & Benefits	$ 750,000
Operating Expense	$ 623,500
Total	$1,373,500

UTAH STATE UNIVERSITY $1,682,800

Summer Initiative (Participation) **$400,000**

Description - Continuation of Summer Initiative from FY 2012-13. 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.

Outcomes - Increased student satisfaction, improved time to student graduation, attraction of new student populations, and optimization of current fiscal resources.

Assessment - Summer student credit hours.

Budgetary Plan -
   Compensation $400,000

USU Recruitment Initiatives for FY2013-14 (Participation) $232,800

Description – Request for recruitment funds to help replace FTE's lost due to the LDS Church's recent missionary age change.

Rationale – USU enrolls approximately 17,000 undergraduate students on the Logan campus each fall including nearly 4,000 new freshmen and transfers. The LDS Church's change in missionary age eligibility will impact USU's enrollment dramatically over the next few years. Preliminary estimates indicate that USU may lose 1,400 currently-enrolled students by fall 2013 and 1,500 new students each year from its fall 2013 and fall 2014 incoming classes. This decrease in FTE's could cost the university $22 million. The requested funds would support new recruitment initiatives in targeted markets in an effort to mitigate the impact that the missionary age change will have on enrollment.

Outcomes – The requested funds will not stop the decreased enrollment but will help mitigate the financial impact the decrease in FTE's will have on USU. The goal will be to replace the lost FTE's with new students for fall 2013 and fall 2014. In addition, USU will seek to commit students admitted for fall 2013 to attend in future semesters by encouraging them to defer their admission until they return from their service.

Assessment – Enrollment, deferment, and leave of absence numbers will be tracked on a weekly basis; historical data will serve as a baseline for measurement. Final enrollment numbers will be measured each term.

Budgetary Plan -

Three (3) new regional recruiters (CA, AZ, ID)	$30,000
Marketing (i.e., publications, mailings, ads, etc.)	$97,800
Travel (out-of-state freshman & transfer recruitment)	$80,000
Purchase of prospective student names	$15,000
Events (i.e., open houses)	$10,000
Total	$232,800

Doctoral Education (Participation) **$275,000**

Description – Expanding the recruitment and production of top quality doctoral degree graduates at Utah State University is the objective of this initiative. Funding is sought to provide one-year assistantship salary and full tuition support to 10 new, highly qualified doctoral applicants annually, 8% over and above the approximately 125 new doctoral students currently enrolling each year. These 10 students would then move to support from other sources for subsequent years. It is not unusual to have more high caliber doctoral applicants than there is current funding available for. This is especially true for students applying to work with new faculty who are seeking external funding or established faculty who may be between grant funding cycles. This innovative approach will enable USU to recruit and annually enroll exceptionally promising doctoral applicants, even when funding to create competitive financial packages to entice these highly desirable prospective students is not immediately available.

Rationale – In the 2011-2012 academic year, 99 doctoral degrees were conferred by Utah State University. This number was only 9% of the total graduate degrees conferred by USU, a percentage that is below those of our peer institutions' average (16%). Building high quality doctoral programs at USU is critical. Doctoral graduates are leaders in technical industry development and new business start-up, and a crucial investment for the state of Utah. It is essential to train a highly educated workforce, complete with advanced skills and the critical thinking necessary to contribute to an interdisciplinary environment which pushes the frontiers of knowledge creation and entrepreneurship.

Outcomes – Ten (10) additional new doctoral students (approximately 8% increase) will be enrolled each year.

Assessment – Increased conferral of doctoral degrees.

Budgetary Plan -
   10 assistantships and tuition $275,000

USU and SLCC Partnership (Participation) **$300,000**

Description – Utah State University (USU) and Salt Lake Community College (SLCC) will jointly deliver a limited number of bachelor's degree programs on selected SLCC campuses with SLCC providing the first two years and USU providing the second two years through the use of innovative interactive videoconferencing and online courses. Based upon workforce needs data and an assessment of institutional strengths, the following programs were selected for initial delivery: Business, Education, Communicative Disorders, and Agriculture. The University of Utah will also be a partner in delivery of the Education degree program.

Rationale – SLCC nontraditional and place bound students completing two-year degrees are least likely to transfer to complete a bachelor's degree. These students are more likely to complete a degree if the courses are delivered in their local communities and in an

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environment where they have experienced success. USU has a strong record of success with this student population and already has designed bachelor's degree programs for distance delivery.

Outcomes – Initial outcomes include increased enrollments in and completion of USU bachelor's degree programs. As students see opportunities to complete bachelor's degree programs on SLCC campuses, enrollments in and completion of SLCC two-year degree programs will increase.

Assessment – Assessment of program success will focus on course completion and bachelor's degree program graduation rates. Students will evaluate course instruction and program delivery.

Budgetary Plan – Three faculty members will be hired to teach and advise students in the targeted partnership bachelor's degree programs. USU will fund operating expenses.

Compensation	$300,000	(MBF request)
Operating Expense	$40,000	(USU contribution)
Total	$340,000	

USU Library Initiative (Participation) $275,000

Description – The merger of the College of Eastern Utah and Utah State University in 2010 has expanded curricular requirements and patron expectations for library services in Price and Blanding. The USU Eastern campuses require an infusion of library resources to bring them to a level that supports their expanding missions. Access to USU Library electronic resources continues to be extended (at considerable ongoing expense) and new resources are also needed for USU Eastern.

Rationale – The funding will be used
- To extend current USU access to vital library resources to USU Eastern, including electronic journals, eBooks, and databases.
- To bring the current USU Eastern library collections up to date with increasing curricular and research requirements.
- To add new resources for newly expanded instructional programs, such as Nursing.
- To hire a professional librarian for the Blanding campus (which only has two part-time staff).

Outcomes – Students and faculty at USU Eastern will have the necessary quality of library resources that will enable them to achieve success in their education and research.

Assessment – Increased faculty research outcomes at USU Eastern can be measured and citation analyses performed to show use of library resources. Usage statistics can illustrate use of student and faculty use of library resources at USU Eastern. USU Librarians will be working

with USU Eastern faculty to assist them with identifying resources that would be useful for their curricula. Focus groups with USU Eastern faculty will be conducted to determine if student use of library resources have enhanced learning outcomes.

Budgetary Plan -

Compensation	$75,000
Operating Expense	$200,000
Total	$275,000

Tooele Area Economic Development Initiative (Economic Development)   **$200,000**

Description – USU has received MBF allocations for the benefit of the USU Eastern Campus. USU received $75,000 and has subsequently secured other external matching funds in the amount of $950,000 to move forward with technology-based educational and economic development activity related to Utah's coal resources in Carbon and Emery counties. USU would like to expand on that effort and do something similar in the Tooele area.

Rationale – Several critical partnerships have been formed with local governments, private industry, small business, USTAR, other USHE institutions, and one national laboratory. The initial commitment of $75,000 from Mission Based Funding provided the impetus for the success of the project, which will soon realize a $67M private capital investment over the next 18 months. USU would like to replicate the aforementioned scenario in conjunction with USU's Tooele Regional Campus and its stakeholders. USU has several portfolio technologies and companies that would be suitable for incubation and maturation in the Tooele area. USU has identified the inductive power transfer technology, a LIDAR monitoring work, and a potash project as three efforts that could provide solid educational and economic benefit for the area. USU requires business development/corporate relations expertise to assist us in defining the strategy and portfolio for the Tooele area.

Outcomes –
- Identify key personnel within commercialization and regional development and assign them to work with the Tooele community to identify a business portfolio.
- Work with Tooele business and industry to identify leaders "spin-in" and "spin-out" opportunities for technology-based educational/economic development opportunities.
- Identify and select the correct business platform alignment using existing opportunities in Tooele (as found in item #2) and opportunities from USU's commercialization portfolio.
- Secure other public/private partnerships for additional resources, expertise and funding.
- Establish a well-funded technology-based educational/economic development business platform in Tooele.

Assessment – Monitor the number of public/private partnerships in the area, and the number of spin-offs.

Budgetary Plan – Funding will provide for business development/ corporate relations personnel, travel, business incubation/grant funds, marketing, and strategic partnership matching funds.

USU MBF Economic Development Funds	$200,000 (MBF request)
Local Matching Funds	$200,000 (local contribution)
Total	$400,000

WEBER STATE UNIVERSITY $825,600

Additional Distance Delivery Courses (Participation) $225,000

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 $225,000

Expansion of Critical Path Courses (Participation) $150,000

Description - WSU has been serving an increasing number of students. WSU's enrollment continued to increase during Fall 2012. Unless additional sections of "critical path" classes are offered, a number of students will be unable to complete their programs due to the unavailability of required courses.

Rationale - Strategically expanding the number of courses delivered will assist students in completing their program of study and graduating.

Assessment - Moving students through completion of degree programs.

Budgetary Allocation -
Compensation $150,000

Additional Advising to Increase Retention and Graduation (Completion) $200,600

Description - WSU has been serving an increasing number of students. WSU's enrollment continued to increase during Fall 2012. Additional advisors are need to accommodate an increasing number of students.

Rationale - Additional advisors are needed to work with new and continuing students. Student attrition may occur because of a lack of advising. Research shows effective advising makes a significant difference in the probability that students will stay in college and graduate.

Assessment - Moving students through completion of degree programs.

Budgetary Allocation -
    Compensation $200,600

Expansion of Supply Chain Management Program (Economic Development) **$250,000**

Description -Supply chain management is the management of supply chain activities to maximize end user value. It involved an effort by the supply chain firms to operate supply chains in the most effective and efficient ways. Supply chain activities include product development, input sourcing, production, and logistics. WSU has a well established supply chain program, and we seek to expand the program to meet regional needs.

Rationale - A spring 2010 study titled Accelerating Utah's Aerospace and Defense Industry:
   - Found that the "aerospace and defense cluster employs over 42,000 Utah workers, generating $5.4 billion annually in revenue within the state.
   - Found that supply chain management was a critical career pathway for the industry.
   - Recommended that a database be created "to identify businesses in Utah's aerospace and defense supply chain that promotes interaction and new business opportunities."

WSU seeks to expand its supply chain management program to meet the needs of the aerospace and defense cluster with a particular focus upon the needs of Hill Air Force Base.

Assessment - Students educated and placed in Utah aerospace jobs.

Budgetary Allocation -
    Compensation $250,000

Need-Based Financial Aid (Participation) **$41,500**

Description – Expansion of scholarship offerings for need-eligible students.

Rationale – Enrollment at a residential campus such as SUU often involves a higher overall cost of attendance relative to other college options, due to increased travel and housing expenses 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.

Outcomes – Increased enrollment of need-eligible students.

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

Budgetary Plan -
  Operating Expense $41,500

Venture Program (Participation) **$20,500**

Description – In partnership with the Utah Humanities Council, the Venture Program is a multi-disciplinary evening course, offered cost-free to low-income adults and designed to develop critical thinking, intellectual confidence, and community engagement. Graduates of the Venture Program have the option to enroll as matriculated students at SUU and receive course credit for completing the program.

Rationale – The Venture Program provides an accessible launching point for non-traditional students to begin a general study of the liberal arts and humanities. Completion of the program provides an open pathway to enter a degree-seeking program of study. SUU has shared the cost of the program with the Utah Humanities Council for the last three years, with the hope that the University would be able to assume full financial responsibility by fiscal year 2013-14.

Outcomes – Continue an effective outreach program for an underserved segment of the community and solidify funding of an additional pipeline for non-traditional students to begin pursuit of a higher education degree.

Assessment – Number of yearly program participants and percentage of graduates who enroll at SUU.

Budgetary Plan -
  Salaries, Wages & Benefits $20,500

Targeted Retention and Quality Initiatives (Completion) **$66,000**

Description – SUU has recently implemented a number of new retention initiatives. Additional funding would enable continued pursuit of improved retention through new software-based course recommendation and divisional assessment programs, increased tutoring resources, enhanced learning communities, and quality service training and incentives.

Rationale – Improvement of student retention and success is a key area of focus across campus, in support of the HigherEdUtah 2020 plan and the 66% Goal initiative.

Outcomes – Increased year-over-year student retention.

Assessment – Comparison of current and prior year retention rates for both first-year students and the overall student population.

Budgetary Plan -
    Operating Expense $66,000

Increased Availability of High-Demand Courses (Completion) **$150,000**

Description – Three new full-time faculty positions (two positions in English and one in Athletic Training) to open additional sections in bottleneck areas of General Education curriculum and preserve quality and stability in a capacity-limited professional health program.

Rationale – Core English courses required for General Education are among the most consistently full class sections each semester. New students are encouraged to complete these English classes as early as possible in their college coursework, but many freshmen are forced to delay them due to lack of available class slots. An additional Athletic Training position would help maintain program continuity in light of the anticipated retirement of the current program director.

Outcomes – Enhanced availability of English GE and Athletic Training courses.

Assessment – Total sections and average class size of relevant English and Athletic Training courses compared to prior year.

Budgetary Plan -
    Salaries, Wages & Benefits $150,000

Student Hourly Wages (Completion) **$90,000**

Description – Additional funding for hourly wages could be immediately utilized in experiential student employment, graduate assistantships, the Tutoring and Learning Assistance Center, and the Career Café.

Rationale – Student employment in the form of hands-on experiential education increases student engagement, enhances credentials for post-graduate education or employment, and provides much-needed financial assistance for students.

Outcomes – Increased availability of academic-related student employment.

Assessment – Number of student jobs and total wages paid in Academics division compared to prior year.

Budgetary Plan -
   Salaries, Wages & Benefits $90,000

SNOW COLLEGE $219,500

Snow College Inclusion Initiative (Participation) **$ 46,200**

Description – Snow College plans to implement a new initiative to demonstrate the institution's commitment to diversity and inclusion on campus. The initiative is currently in the planning phase. Funding support will be used to assist the institution in developing a paradigm-changing blueprint to increase the College's impact in transforming lives for those students who have been historically underserved by higher education. Funds provided will support the initiative's planning, development and implementation phases. Each step will be used to inform the development, implementation and evaluation of this critical institutional initiative to promote excellence and success for all students on campus.

Rationale – In the U.S., there has been a steady increase in the number of traditionally, underrepresented minorities enrolled in higher education institutions. However, the increase in enrollment does not translate equitably to degree attainment. For Native American, Hispanic and African American students, the completion rates lag substantially behind those for Whites and Asian Americans. Minority student enrollment at Snow College increased from 7 to 14 percent from 2005 to 2011. With twice as many minority students enrolling, Snow College could have reason to celebrate. However, preliminary data cautions us to give pause and delve deeper into the numbers that reflect a trend in retention similar to that of the national statistics. Given the College's nationally recognized ranking by the Aspen institute as a top 10 percent community college, Snow College provides a unique environment in Utah where success for all students can be realized. Using the achievement gaps for African American, Latino/a and American Indian students as a starting point, we hope to discover what does and does not work for historically underserved students at Snow College.

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Assessment – A multidisciplinary team will have primary responsibility for the successful development and implementation of the inclusion effort. Members of the team include the Vice Presidents for Student Success and Academic Affairs, the director of Institutional Advancement, the director of the Multicultural Center, as well a key representatives from the faculty, staff and student body at Snow College.

Outcome – The planning phase will include the discovery of qualitative and quantitative data through tools including data analysis, interviews, surveys and focus groups. The lessons learned in phase one will provide a foundation for phase two, or the development phase. The development phase includes developing student, faculty and community priorities, strategies, and actions that coalesce to create a custom-made program of excellence and inclusion at Snow College. In the implementation and evaluation phase, or phase three, the College will operationalize its plan for success with a methodology that includes a feedback loop specifically designed for retooling activities based on information gathered from continuous monitoring and evaluation.

Budgetary Plan – Funding for this project is sought from MBF, with in-kind support for the management, development, implementation, evaluation and monitoring of the initiative provided by the Offices of President and Institutional Advancement.
Compensation $46,200

Chemistry/Natural Resources Faculty Specialist (Economic Development) $89,300

Description – Snow College seeks funding as part of its commitment to provide targeted educational and training opportunities that fill the job preparation needs in rural Utah. These targeted employment opportunities are in the areas of health care, natural resources and industrial mechanics. As part of Snow College's mission to provide a workforce-ready and transfer-prepared graduate, we seek funding for a faculty position in chemistry with a background in natural resources. This faculty member will provide foundational and applied field-based chemistry courses tailored to the specific needs of current programs, enhancing the offerings of distance education classes, and serving Central Utah and beyond. Additionally, the faculty position will participate as an active instructional leader in natural resource courses offered at both Ephraim and Richfield campuses.

Rationale – Recently Snow College has done an extensive evaluation of the needs of local industries and agencies. From this evaluation, new programs have been developed that align the needs of local industry with the educational resources of the college. Three of these new programs are an Associate of Applied Science in Natural Resources, Associate of Science in Nursing, and an Associate of Applied Science in Industrial Mechanics. Each of these programs depends on quality chemistry offerings to make them viable and assure that graduates are fully prepared for the workforce of the 21st century. This new position will address the needs of each of these areas. For the Natural Resources program a set of courses dealing with environmental sampling, analysis, and monitoring are mandatory led by a faculty member with a strong chemistry background able to instruct students both in the field and laboratory. For Nursing, the prerequisite chemistry course for the new ASN degree

program will be offered on the Richfield campus, providing the key foundational knowledge for aspiring nursing students in the southern part of the College's service region. For the Industrial Mechanics program, the new faculty member will provide an introductory chemistry course online utilizing hybrid labs in which a student may perform a number of experiments at home complemented by on-campus laboratories provided periodically during the semester. These new initiatives will aid industrial technology students who want to obtain a degree and stay in their current location and vocation. This position clearly addresses the mission based need of providing workforce ready students as well as setting the stage for students seeking more advanced degrees later in their careers.

Outcomes – It is expected that the new instructor will teach students in the following courses:
- Introductory Chemistry (CHEM 1010)
- Introductory Chemistry Lab (CHEM 1015)
- Principles of Chemistry (CHEM 1110) – Pre allied health requirement, general education
- Principles of Chemistry Lab (CHEM 1115)
- Natural Resources Courses – variable depending on skill set
  AND, Work closely with local industry, agencies, and organizations to ensure offerings match local needs Advise and counsel students in educational pursuits

Assessment – The success of this mission-based position will be determined by tracking students through their courses of study, their completion of the program, and subsequent placement in employment. Students that enroll in the chemistry or natural resource courses can be followed in the subsequent programs. Within the transfer programs, completion rates will be used to determine success. Successful employment from a subsequent program will also be used to assess the effectiveness of the students. Finally, industry and agency satisfaction will be monitored to determine if newly employed students have the skill set needed to perform the tasks desired.

Budgetary Plan -

Salaries & Benefits	(full-time faculty position)	$86,000
Operating Expenses—travel and program educational materials		$3,300
Total		$89,300

Strategic Economic Planning for the "Creative Economy" of Central Utah   **$48,000**
(Economic Development)

Description – Snow College will use these funds to contract for the conducting of a region-wide comprehensive strategic economic planning process focusing on enhancing employment and improving income in the "creative economy" in central Utah. The "creative economy" is the diverse array of artisans, many, if not most of whom are self-employed and/or working on contractual arrangements with employers both within the six-county region and beyond—nationally and internationally. The strategic economic planning initiative will serve to assess and describe the current economic state of this sector of our economy and recommend

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strategic initiatives connecting the creative economy with the resources of Snow College and other USHE institutions in specific ways to improve the viability, sustainability, and expansion of this sector.

Rationale - The six-county region served by Snow College is alive with individual artisans striving to maintain their crafts *and* make a sustainable living. The creative economy emanating from these many individual endeavors represents an important portion of the overall regional economy and the opportunity for enhancement of the economic well-being of the region. Given its well-acknowledged strengths in the arts coupled by its increasingly stronger economic development servicer role in the region, Snow College is uniquely prepared to address the advancement of the vitality and sustainability of the creative economy in central Utah. The first and most important step is developing a comprehensive strategic economic plan which assesses existing strengths and needs, formulates priorities for action, determines and addresses short-term and longer-term education and training needs and providers, and examines funding needs and strategies.

Assessment - The economic strategic planning initiative will be managed and monitored by the Coordinator of the Office of Continuing Education and Economic Development at Snow College in partnership with the Division of Fine Arts and the Arts Departments at Snow College.

Outcome - The product of this investment in strategic economic planning for the creative economy in central Utah will be the compilation of an overarching plan with specific initiatives dedicated to promoting the vitality and sustainability of individual and small-business artistic entrepreneurs in the region. The product will be based on individual and collective information gathering from artisans in the region, analysis of models of creative economy building across the country and beyond, identifying elements of common interest and consensus between and among artisans and education/training providers in the region, and beyond, and the determining action step priorities for Snow College—all dedicated to improving the economic status of and future for the creative economy in the region.

Budgetary Plan - Funding for this project is sought from MBF, with in-kind support for the management and monitoring of the project provided by the Office of Continuing Education and Economic Development of Snow College and the Division of Fine Arts.
    Total $48,000

Demonstration, education and application of agriculture and range innovation and sustainability for students, community members and central Utah farmers   **$36,000**
(Economic Development)

Description - Snow College is seeking funding for developing an Agriculture, Range Innovation and Sustainability Center (ARISC) in collaboration with Utah State University Extension and the Great Basin Research Center. Central Utah's economy is largely a function of medium and small scale agriculture. ARISC's main purpose will be student education in development and demonstration of small scale agriculture enterprises that can be adapted by central Utah farmers both full-time and small part-time farmers. The breadth of possible

innovative projects include hoop house production of vegetables, management intensive grazing for livestock grazing on irrigated pasture, agronomically growing native grasses forbes and shrubs, xeriscaping for home owners, and research plot areas for USU researchers. Additionally, Snow College, through the college's sustainability committee, can expand sustainability practices through composting of organic waste.

Rationale - Snow College has property that is currently being used by the Great Basin Research Center with minimal irrigation for growing native seeds and an irrigation well with water rights to irrigate crops. Utah State University Extension has adjoining property that they would like to collaborate with Snow College to develop educational opportunities for students from both Snow College and USU as well as research opportunities for USU researchers. The Great Basin Research Center is seeking to increase their ability to develop long term projects with educational merit to demonstrate the feasibility and growing methods for agronomically growing native seed as a cash crop for farmers and supplying their need for native seed. Presently USU Extension personnel and Snow College personnel have worked together on previous projects and desire to take the lead in developing the Center.

Objectives -
- Provide student and community learning in small scale agriculture production crops and process and marketing of products grown.
- Teach and demonstrate management intensive grazing on small irrigated pastures.
- Provide opportunities for sustainable natural resource education projects
- Support Snow College sustainability educational goals and practices
- Provide opportunities for students to demonstrate innovative crops and crop growing practices

Assessment - Funds will provide for researching Ag Innovation Centers in neighboring states, organizing a "Consulting/Advising Board" to oversee the development of a plan of action and a prioritizing of actions steps, the development of an irrigation system all of which will sanction further efforts to seek and secure funding for continued development of the center and future funding.

Budgetary Plan - Mission Based Funding is sought for:

- the development of a strategic business plan by members of a consulting/advisory board and professional staff from USU and Snow College , based on the experiences of Ag Innovation Centers in the US since 2003 (initial federal USDA funding grants given) and the identified needs of Central Utah—for managerial operations of the Agricultural, Range Innovation & Sustainability Center (ARISC) and for guiding the seeking of additional funding for site development and operations.

- Assessment of options and initial planning for an irrigation system for the site.

     Total $36,000

Expansion of College Services (Retention/Completion) **$311,900**

Description - Due to the compression of our Developmental Ed programs, we need to replace and create labs for our remediation courses and support for student enrollment in credit bearing classes and support and align itself with the Complete College America initiative.

Rationale - Retention of students is a high priority at Dixie State College. Funding for programs such as degree works and starfish has targeted the retention issue and is working to improve retention. However, additional investments are necessary to assist with remediation and developmental education and to bring the college in to alignment with the Complete College America initiative.

Outcomes -
- Increased graduation rates for the college.
- Increased retention rates for the college.
- Higher satisfaction marks from students in departing surveys.

Assessment – The college already has both assessment tools and processes in places to determine if the funding does lead to higher retention, and success rate for credit bearing classes as well as remedial and developmental education students. It is expected that significant increases will be seen in all these areas.

Budgetary Plan -

College Instructors and Coordinators	$217,500
Computers for Labs	$25,000
Remodel of Computer Labs	$69,400
Total	$311,900

Mandatory Orientation for All New Students (Participation) **$80,000**

Description – Mandatory Orientation for all new students attending UVU is to help each new student began their UVU experience with the best possible information and understanding of UVU's programs and services.

Rationale – New student orientation has become an important part of the first-year experience and UVU's structured enrollment program. Orientation will become mandatory for all new students (not just underprepared students) beginning fall 2013. Research shows that the high achieving students tend to attend orientation more than lower achieving students. Through mandatory orientation, we will be able to help all students become more successful integrated into UVU.

Outcomes – Studies indicate students who attend orientation consistently have a stronger likelihood of staying at UVU and completing their education.

Assessment – Measure the effectiveness of orientation programs and modify programs to meet the needs of the student body and the institution as a whole. Seek feedback through surveys and assessment tools in collaboration with Institutional Research. Currently, around 65 percent of new students attend orientation. The goal is to have 85 percent of new student attend orientation in 2013 and 100 percent by 2015.

Budgetary Plan -

Salaries, Wages & Benefits	$50,000
Operating Expense	$30,000
Total	$80,000

Recruitment of Non-traditional students (Participation) **$100,000**

Description – Outreach to non-traditional students through their work place as well as outreach in partnership with Workforce Services through a marketing campaign designed for non-traditional students.

Rationale – In order for Utah to achieve its goal of 66% of Utahns with a post-secondary degree or certificate by 2020, non-traditional students must either enroll in college for the first time or return to complete their programs of study. . Third week data shows a 40% decrease in new students who are one year or more from high school graduation. With the new LDS missionary age change, this population of entering students will increase. Targeting the vast demographics categorized as non-traditional students will requires mutual collaboration with community partners

Outcomes – Recruitment of non-traditional students will help toward Utah's 66% goal.

Assessment – With a goal of an 8% increase, success will be measured by an increase in new students who have been out of high school one year or more.

Budgetary Plan -

Salaries, Wages & Benefits	$60,000
Operating Expense	$40,000
Total	$100,000

Graduation Initiative (Completion) **$100,000**

Description – Awarding of AS/AA degrees, Certificates of Completion, and Certificates of Proficiency to students who have completed requirements but have never applied for the degree.

Rationale – Automatic awarding of AS/AA degrees is a best practice procedure across the nation and a recommendation of Complete College America. In addition, it will assist in the achievement Utah's goal to have 66% of Utahns with a college degree or certificate by 2020. More importantly, many students who stop out of education before completing their bachelor's degree will benefit from the acquisition of an associate's degree. With an associate's degree, students returning to higher education later in life will not face the barrier of needing to complete new general education requirements.

Outcomes – Many students do not apply for graduation with an AS/AA degree but have completed all requirements. Rather than requiring the student to apply, the Graduation Office would contact the student to inform them that they have completed the requirements and offer to award the degree. This offer would be an opt out program. Targeted marketing, additional postage, additional diploma covers and part time employees to cover the increase workload of this department would be needed.

Assessment – An increase in the number of AA/AS degrees, Certificates of Completion and Certificates of Proficiency will be evidence of success with this initiative.

Budgetary Plan -

Salaries, Wages & Benefits	$60,000
Operating Expense	$40,000
Total	$100,000

Financial Aid, Scholarships and Summer Grant Initiative (Completion) **$474,900**

Description – Financial aid to assist students who are close to graduation but have been caught by the reduction from 18 to 12 semester awards as well as targeted financial aid for students nearing completion attending summer semester.

Rationale – Recent changes to Federal Pell grants have created barriers to timely completion for UVU's most economically disadvantaged students. The Consolidated Appropriations Act, 2012 added a time limit for students receiving Federal Pell Grants. A student may receive Pell Grants for the equivalent of 12 full-time semesters. If the student has received a Pell Grant for the equivalent of 12 full-time semesters, they will no longer be eligible for a Pell Grant. This initiative will provide financial assistance to students who have one or two semesters remaining to graduate from Utah Valley University complete their education.

Studies have indicated that the availability of grants and other forms of federal financial aid had a significant impact on whether or not students enroll in summer school. The elimination of summer Pell grants has caused an incredible financial burden on students needing to attend Summer semester to complete their education without interruption.

Outcomes – With additional financial aid opportunities for continuing students, students would be able to persist and graduate in less time. This initiative will assist in the achievement Utah's goal to have 66% of Utahns with a college degree or certificate by 2020.

Assessment – Successful completion of those students previously eligible to receive financial aid (these students are already being tracked) and improved enrollment in Summer semester.

Budgetary Plan -
   Operating Expense (financial aid) $474,900

Clyde Institute of Construction Management (Economic Development) **$200,000**

Description – Leverage private funds in realizing the vision of the Clyde Institute of Construction Management by providing faculty, curriculum, and leadership focused on heavy/civil construction management.

Rationale – The current department of Construction Management will separate the two-year residential component and its funding from the main construction management program to provide a more targeted focus on heavy/civil construction management. Each program will then be able to benefit of common curriculum while excelling in its individual niche. Additional faculty is needed to teach the heavy/civil construction management emphasis.
Outcomes – New program emphasis on heavy/civil construction management producing an increase in the number of graduates in Construction Management with Heavy/Civil emphasis. Graduates will respond to Utah's jobs needs in this field.

Assessment – Graduation and successful placement of students.

Budgetary Plan -
   Salaries, Wages & Benefits $200,000

SALT LAKE COMMUNITY COLLEGE $941,000

SLCC Student Analytics (Completion) $941,000

Description – SLCC will build a comprehensive student data hub and increase its capacity to use student analytics to positively impact the progress of students and improve institutional processes that support student success. Components of the project include:

- Provide infrastructure (integrated data bases, data structures, data warehouse, and analytic capabilities) to support a student success network
- Improve internal data sharing through dashboards, reporting and analysis
- Develop a framework for timely intervention "flags" directed to students, faculty and staff to enable targeted support for at risk students
- Track the effectiveness of our student interventions
- Provide technical training and support for faculty and staff in use of student analytics to impact student success
- Develop a deeper understanding of our students' educational and career outcomes through longitudinal tracking

Rationale – To improve the retention and completion rates of SLCC students, the College needs to: 1) better understand its students; 2) provide early alerts and timely interventions to assist them in maintaining progress on their educational pathways; 3) track the effectiveness of outreach and student support systems as evidenced through student outcomes. Research and data gathered from colleges and universities throughout the country currently utilizing student analytics have shown that an institution can positively impact the progress of individual students by understanding both individual and collective student behavior patterns, and by communicating this information to students, faculty, advisors and support staff. SLCC currently does not have fully integrated data systems to enable faculty, advisors and support staff to have shared access to real-time information about student goals, needs, progress and outcomes. These funds will be used to develop a comprehensive student data hub and help provide the necessary the infrastructure to track students and examine the efficacy of advising, supplemental instruction, and other outreach efforts.

Outcomes – SLCC anticipates improved student retention and completion rates as realized by other colleges who have implemented data analytic projects supporting student success networks. Phased outcomes for implementation of the project include:

- Detailed project implementation plan developed with consultant
- Configuration of data warehouse to support student retention and success reporting, inquiry and tracking
- Building capacity in Institutional Research through additional staff with analytical and technical expertise to provide departments' access to data warehouse information through real-time dashboards, reports and longitudinal tracking
- Integration of Banner, Canvas CMS and Degree Works data bases
- Adoption and implementation of a software solution to flag and track interventions for students by faculty advising, and student support staff.

- Piloting of student success network components by Distance Education, Gen Ed Step Ahead, Veterans, and other learning support cohorts
- Training of faculty and student support staff to use student success network components at scale
- Improved retention rates of students impacted by student success network
- Improved completion and goal attainment rates of SLCC students

Assessment – This project is a long-term project for the College and will be reviewed initially on the implementation outcomes as outlined above. Once fully implemented, the College will assess the project against a targeted 3-5% increase per year in the College's retention rates.

- Year One: Hire 3 data base/ operations analysts in IR, Hire Coordinator, Install appropriate software connections package and early alert systems
- Year Three: Fully implement Banner Student Retention Performance Package and configure data warehouse, pilot software connections package and early alert systems with Distance Ed and select learning cohorts, hire web-based dashboard communication coordinator
- Year Five: The assessment of student progress outcomes will be compared with a target 3-5% increase in Fall to Fall retention of students in Distance Education and selected cohorts during the second year of the student success network implementation.

Budgetary Plan - These funds will be used to develop a comprehensive student data hub and help provide the necessary the personnel and operating expense infrastructure to track students and examine the efficacy of advising, supplemental instruction, and other outreach efforts.

Salaries, Wages & Benefits	$675,000
Operating Expense	$266,000
Total	$941,000

STATE BOARD OF REGENTS/COMMISSIONER INITIATIVES $322,800

The Office of Commissioner of Higher Education (OCHE) serves as the coordinating agency for advancing the higher education goals of the state. To achieve collaborative outcomes, the Commissioner's Office provides leadership to promote innovation, planning, implementation, and assessment across all USHE institutions. The funds available to OCHE will be used to further the strategic goals of the State Board of Regents through the following:

- Deepen college readiness efforts through Utah Scholars Initiative and other outreach with future students, parents and K-12 Educators to increase understanding and planning to meet the requirements for college readiness.

- Improve efficiency by increasing collaboration across core business functions and new initiatives through consortia efforts in areas such as purchasing and human resources

and to undertake needed USHE studies such as infrastructure, tuition models, space utilization, and O&M funding models.

- Improve communication and data sharing with USHE institutions and outside agencies by better leveraging technology to make the vast amount of USHE data resources more accessible

- Professional assistance specifically targeted to support collaborative efforts with the campuses in attaining the 66% goal.

Budgetary Plan -
Compensation	$250,000
Operating Expense	$72,800
Total	$322,800

TAB C

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds"

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: 2013-2014 66% Goal Initiatives

<u>Issue</u>

The Utah System of Higher Education (USHE) consolidated budget request, as approved by the State Board of Regents, includes $20 million, as the initial State investment of a seven year plan, to implement increased student capacity and completion initiatives to help achieve the State's goal of 66% of Utahns with a postsecondary certificate or degree by 2020. In support of the State's 66% Goal, Governor Herbert recommended funding the $20 million request in his budget recommendation released last month.

The funds will be used to implement institutional initiatives to increase capacity toward completion and student scholarships. The 1st year investment will target increased certificates and degrees in high-growth, high-wage STEM (Science, Technology, Engineering and Math) and health professions. The USHE institutions will match the State's investment to promote attainment of the 66% Goal through new innovation, efficiencies, internal reprioritization, dedication of a portion of tuition revenues and private investment.

The USHE institutions 66% Goal initiatives are summarized in the Summary of Initial Institutional Initiatives to Promote Attainment of the 66% Goal, which is attached.

<u>Commissioner's Recommendation</u>

<u>This is an information item. No action is required.</u>

David L. Buhler
Commissioner of Higher Education

DLB/GLS/PCM
Attachment

Utah System of Higher Education
Summary of Initial Institutional Initiatives to Promote Attainment of the 66% Goal

In support of Governor Herbert's goal that 66% of Utahns to earn a postsecondary certificate or degree by 2020, the State Board of Regents approved a seven-year initiative, to increase both innovation and investment to build capacity and completion. For the first year, $20M in on-going state funds is requested to:

- Increased program capacity in STEM and health-related occupations
- Increased student completion through targeted incentive participation and progress scholarships in STEM and health-related programs

USHE institutions will match the state investment to promote these two priorities through new innovation, efficiencies, internal reprioritization, dedicating a portion of tuition and private investment resulting in a total investment of $40 million in FY 13-14 to help reach the 66% goal by 2020.

UNIVERSITY OF UTAH

Certificate and Degree Completion Goal - 653 additional STEM and Health Professions graduates over a 6 year period (53% increase over the current number of graduates in those fields).

Areas of Study

- **Engineering** - Electrical and Computer, Computer Science and Computing, Petroleum Engineering, Bioengineering, Mechanical Engineering, Civil & Environmental, and Materials Science
- **Health** - Therapeutic Recreation, Exercise and Sports Science, and EMT/EMS Certification
- **Mines and Earth Sciences** - Atmospheric Science, Metallurgical Engineering, Mining Engineering, Geoscience, Geological Engineering, and Earth Science/Composite Teaching
- **Nursing** - Registered Nurse
- **Science** – Biology, Chemistry, Physics and Astronomy, and Mathematics

Strategies to Improve Completion – The Foundation (an intentional, integrated path through General Education), The Block *U*, The Integrated Minor, The Student Success and Empowerment Initiative, and The New U STEM Experience Assessment Plan

Uses of Innovation – Fully online, hybrid (online and face to face), and face to face using computer and video technologies

Sources of Institutional Investment – New tuition, capacity enhancements, innovations/application of technology, reallocations, financial aid and efficiencies

UTAH STATE UNIVERSITY

Certificate and Degree Completion Goal – 1,761 additional STEM and Health Professions degrees by 2020

Areas of Study

- **Education and Human Services** - Psychology (Neuroscience Specialization), and Human Movement
- **Science** - Chemistry and Biochemistry, Applied Environmental Geosciences, and Geology
- **Arts** - Graphic Design
- **Engineering** - Biological Engineering, Civil and Environmental Engineering, and Electrical and Computer Engineering
- **Natural Resources** – Fisheries and Aquatic Science, Conservation and Restoration Ecology, and Geography
- **Humanities and Social Sciences** – Social Work (Health Profession), and Social Work and Anthropology

Strategies to Improve Completion – Enhance completion rates (clear and direct completion path and increased course offerings), grow enrollments in selected programs (capacity in select majors, degree offerings at Regional Campuses, and new online degrees) and increased strategic scholarships (retention, completion, child care and STEM scholarships)

Uses of Innovation – Create new completely online degree programs, develop a suite of new online, self paced courses that will create greater flexibility in the timing in which students can initiate their college enrollment, launch shorter, fixed term (five week) online courses to accommodate course content that may be enhanced by a concentrated period of study, experiment with an online tutoring consortium that provides live web-based tutoring to USU students, and contract with for profit firms that specialize in partnering with premier universities to increase access to educational offerings through online instruction

Sources of Institutional Investment – Institution and/or Business Partnerships

WEBER STATE UNIVERSITY

Certificate and Degree Completion Goal – 826 additional STEM and Health Professions degrees awarded by the year 2020

Areas of Study

- Computer Science
- Manufacturing and Mechanical Engineering Technology
- Nursing
- Radiological Technology
- Microbiology
- Integrated Studies

Strategies to Improve Completion – Dream Weber financial assistance, CatTracks graduation requirements tracking, new student orientation, Mandatory assessment and placement policy, and WSU's Early Alert Referral Services

Uses of Innovation – Online and hybrid programs, expanded use of the summer semester, enhanced learning experiences, and modular degree programs .

Sources of Institutional Investment – Tuition, Improved Efficiency, and External (Non-state) Funding

SOUTHERN UTAH UNIVERSITY

Certificate and Degree Completion Goal – 355 additional STEM and Health Professions degrees by 2020

Areas of Study

- Associate of Applied Science Pilot Program
- Nursing
- Biology
- Math
- Chemistry
- Nutrition

Strategies to Improve Completion – Student Assessment Notification System (SANS), targeted student tutoring resource information, renewable scholarships (up-to four years), improved access to high-demand courses, quality services training for faculty and staff, DegreeWorks implementation, consolidated advising services, block course scheduling registration, increased summer course

Southern Utah University - *continued*

availability, STEM Center, STEM course-specific fee reductions, targeted scholarships, and increased funding to support student employment

Uses of Innovation – Cohort-based learning communities, research based teaching methods, and integration of mobile technology with instruction,

Sources of Institutional Investment – Tuition growth/reallocation, endowments, NSF Grant, and fundraising

SNOW COLLEGE

Certificate and Degree Completion Goal – 400-500 STEM and Health Professions degrees by 2020

Areas of Study

- Registered Nursing
- Natural Resources
- Industrial Mechanics

Strategies to Improve Completion –Increased program demand, through matching educational programs to available jobs in 6 the county region, will promote participation and completion of students in Snow College's service region

Uses of Innovation – Hybrid instruction (online and face to face), moveable equipment, and five week classes

Sources of Institutional Investment – Tuition, reallocations, and grants

DIXIE STATE COLLEGE

Certificate and Degree Completion Goal – 861 additional graduates in the existing STEM and Health Profession programs by 2020

Areas of Study

- Computer Science and Information Technology Degrees (including future new certificate programs)
- Math
- New Digital Forensic Certificates
- New Medical Laboratory Sciences (AAS & BS)
- Dental Hygiene Degree AAS/BS Expansion

Strategies to Improve Completion – Compressed Remediation/Shortened Time to Graduation, Individualized Advisement and Early Intervention, Program Specific Advisors, Mobile Software Personalized Registration Counseling, Technology-enhanced Hybrid Courses, Merit and Need Based Scholarship award in Specific Programs, Enhanced Career Placement and Development of Analytics to Support Program Development, Expansion and Efficiencies

Sources of Institutional Investment – Private Donations and External Funds, Program Tuition and Fees, Equipment and Facility Investments, Financial Aid, Salary Dollars for Instruction, Software Costs, Allocations, Efficiencies, Scholarship Donations and Tutoring Support

UTAH VALLEY UNIVERSITY

Certificate and Degree Completion Goal - 929 additional STEM and Health Professions graduates by 2020

Areas of Study

- Information Systems and Technology
- Computer Science and Engineering
- Digital Media Technology
- Mechatronics Technology
- Electrical Automation/Robotics Technology
- Biology/Microbiology
- Chemistry
- Forensic Science
- Paramedic/EMT
- Regulatory Affairs/Quality Assurance
- Geographic Information Systems

Utah Valley University – *continued*

Strategies to Improve Completion – The development of new and expansion of existing STEM and Health Professions programs, aggressive marketing campaign, Structured Learning Assistance (SLA), video segments and online lectures to supplement coursework, expanded internship opportunities, increased course offerings, and innovative STEM and Health Professions scholarship opportunities

Uses of Innovation – STEM Marketing (counselor conference, outreach director), scholarships (incentive scholarship program), program efficiencies (common courses), hybrid delivery (flipped classroom), evening/weekend offerings, online modules, concurrent certificates/degrees, increased production/use of video segments, and student mentored learning communities

Sources of Institutional Investment – Tuition, private funds (business/industry), donors, foundations, technology, facility/equipment utilization, academic support, student services, information technology, academic advising, financial aid, and administrative support

SALT LAKE COMMUNITY COLLEGE

Certificate and Degree Completion Goal – 1500 additional STEM and Health Professions graduates by 2020 through

- Next Step: Completion Initiative
- Reverse Awards Initiative
- Increased Student Completer Capacity Initiative

Areas of Study

- Science-Technology-Engineering-Math Programs
- Health Professions Programs
- Transfer

Strategies to Improve Completion – DegreeWorks (academic advising, degree audit and transfer articulation tools), and implementation of a student analytics program (evaluation of student data, early alerts and timely intervention, and tracking of effectiveness of outreach programs and support systems)

Uses of Innovation – Online instruction, Hybrid Instruction, Flipped Classrooms, Emporium and Learning Center Models, Gen Ed Step Ahead Cohort Program, Stackable Credentials, Expanded Summer Offerings, Accelerated Business Degree Program, and USHE Institution partnerships

Sources of Institutional Investment – Student Tuition Waivers, Reallocated Resources, and Tuition Revenues

STATE BOARD OF REGENTS/COMMISSIONER'S OFFICE

Certificate and Degree Completion Goal – The State Board of Regents and the Commissioner's Office provides planning, coordination, guidance and assessment of USHE efforts to achieve the 66% Goal. Reaching the 66% Goal is important to Utah's citizens and the future of the State as:

- By 2020, 66% of jobs in Utah will require post-secondary education
- Currently, only 43% of Utah's adults hold a higher education degree or certificate
- We must increase degrees and certificates awarded by 4% each year to reach 66% by 2020
- Utah must adopt a bold, new approach to create a highly-educated workforce
- This document outlines year 1 of a seven-year investment plan

As USHE continues toward the goal, the continued coordination and combined efforts of the State Board of Regents, USHE Institutions, State Board of Education and K-12 school districts, the Governor and Utah Legislature, and the support of Utah's business community, other community leaders, and the general public is necessary in meeting 2020 plan objectives. Future funding within the Commissioner's Office will be used to sustain the staff and resource commitment necessary to provide the coordinated organizational effort required for achieving the 66% goal. This continued State investment will provide for the on-going leadership and innovation necessary for progression toward goal attainment.

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Revision to Policy R203, Search Committee Appointment and Function, and
              Regent's Selection of Presidents of Institutions

Issue

The policy revisions to R203 *Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions* are being proposed to allow for greater participation and input by institutional Boards of Trustees during the presidential selection process.

Background

Boards of Trustee members have historically played a significant and meaningful role in the Regents' selection of institutional presidents. The changes outlined in the proposed amendments reaffirm that role and strengthen Trustee participation by adding the Trustee Chair as the search committee vice-chair. Past practice has allowed for equal numbers of Regents and Trustees to serve on presidential search committees. That allowed practice will be required under the amended policy.

The revised policy specifies that presidential candidates will meet with Trustees in a dedicated meeting as part of their campus visit with other constituent groups including faculty, staff, students etc. Finally, the amended language allows for greater participation and involvement in the final deliberation process by Trustees. The proposed amendments to R203 allow the Regents to continue to strengthen the ongoing collaborative relationship with Boards of Trustees through the presidential selection process.

Policy Issues

The proposed amendments to R203 are in compliance with Utah state statutes: Utah Code §53B-2-102, which requires the Board of Regents to Appoint the President of Each Institution.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the amendments to R203 *Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions*, effective immediately.

                                                     _____

                                                     David L. Buhler
                                                     Commissioner of Higher Education

DLB/GLS/CRW
Attachment

R203 Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions

Policy Now (R203-3.3)	Proposed
Board of Regents Chair appoints search committee chair or co-chairs. No vice-chair. Search committee will include "not less than three Regents" and "to the extent possible" an equal number of Regents and Trustees.	Board of Regents Chair appoints a search committee chair from the Regents and the Trustee Chair as the vice-chair. Search committee "will include an equal number of Regents and Trustees numbering up to five of each body." Policy explicitly states that the Board of Trustees Chair, Vice-Chair, and one additional member of the executive committee "shall serve" on the search committee.

Policy Now (R203-4.6.2)	Proposed
The Trustee Chair and Vice-Chair are invited to "observe" the Board's interview of each finalist and offer insights and observations of each finalist.	The Trustee Chair, Vice-Chair, and other executive committee members, up to a total of five Trustees are invited to "fully participate" in the Board's interview of each finalist and offer insights and observations of each finalist.

Policy Now (R203-4.7)	Proposed
The Board of Regents Chair "may" invite the Trustee Chair and Vice-Chair to participate in the Board's final deliberation.	The Trustee Chair, Vice-Chair, and other executive committee members, up to a total of five Trustees, will participate in the Board's final deliberation.

Process Now (R203-4.6.1)	Proposed Process
Board of Trustee members have rarely met with the presidential finalists in a dedicated campus meeting.	Board of Trustee members will meet with the presidential finalists in a dedicated campus meeting.

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

R203-2. References

    2.1.   Utah Code §53B-2-102, Board to Appoint President of Each Institution

    2.2.   Utah Code §52-4-202, Public Notice of Meetings

    2.3.   Utah Code §11-13-223, Open and Public Meetings

    2.4.   Policy and Procedures R120, Bylaws of the State Board of Regents; 3.3.2.4, Selection of President

R203-3. Presidential Search Committees

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

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

    3.3.   **Chair Appoints Search Committee**: The Chair of the State Board of Regents shall appoint a search committee chair, ~~or co-chairs~~ vice-chair, and the full membership of a search committee following authorization by the Board and after consultation with the Chair or other members of the Board of Trustees and other constituencies, as is deemed advisable by the Chair of the Board of Regents. All search committee chairs shall be members of the Board of Regents with the vice-chair being the Chair of the Board of Trustees. The Board of Trustees Chair, Vice-Chair, and one additional member of the executive committee shall serve on the search committee. ~~Additionally, not less than three Regents shall be appointed to all search committees. To the extent possible,~~ The Search Committee will include an equal number of Regents and Trustees numbering up to five of each body. The membership of search committees to be appointed by the Chair shall be broadly representative of the Regents, institutional Board of Trustees, faculty, and administration. In addition, the Chair shall give consideration to appointing representatives of

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[1] Adopted November 20, 1978; amended May 18, 1982, October 11, 1985, September 12, 1986, September 18,1992, November 13, 1998, September 13, 2002, December 12, 2002, September 5, 2008, and May 29, 2009. Revisions approved by the Board of Regents on August 27, 2010.

the alumni, the community, the student body, and the college or university staff. Also, consideration shall be given to assure an appropriate balance between search committee members and their background, gender, and ethnicity. The Commissioner of Higher Education or his/her designee(s) shall serve as executive assistant and secretary to the search committee.

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

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

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

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

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

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

> **3.8.2.**   During or following each interview the committee, the chair, or the Commissioner shall determine whether or not the interviewee would and could accept the position of president if

offered at the salary and benefit level and contractual conditions specified by the Board of Regents, and commence service in that position within the time frame indicated by the Board.

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

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

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

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

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

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

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

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

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

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

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

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

3.11.   Purpose of Search Committee: The purpose of the search committee is to assist the Regents in appointing a highly qualified person to serve as president. In keeping with this, the committee members should not seek to restrict the names to be placed before the Regents for their consideration. The above process is designed to give the Regents the broadest choice in carrying out the statutory responsibility of appointing presidents of USHE institutions.

R203-4. President Selection by Regents

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

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

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

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

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

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

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

4.6.2. Finalist interviews held in an executive session of the Board pursuant to the Utah Open and Public Meetings statute. The Board Chair shall invite the institution's Trustee Chair, ~~and~~ Vice-chair, and other executive committee members, up to a total of five Trustees ~~(or their designees)~~ to ~~observe~~ fully participate in the Board's interview of each finalist and to offer their insights and observations of each finalist. ~~The two Trustees (preferably the Trustees' Chair and Vice-chair) who participated on the presidential search committee should whenever possible be the same trustees who also participate in the Board's finalist interviews.~~

4.7. **Deliberations after Interviews**: After the interviews of the finalists have been completed, the strengths and weaknesses of each candidate will be fully and openly discussed by the Board, the Trustee Chair, ~~and~~ Vice-chair, and other executive committee members up to a total of five Trustees, and the Commissioner.~~). should participate in the deliberation.~~

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

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

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

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January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L Buhler

SUBJECT: LDS Missionary Age Change & Institutional Planning

Background

Following this past fall's announcement by the Church of Jesus Christ of Latter Day Saints that the age of eligibility for mission service would be lowered (to 18 for males and 19 for females), significant planning has taken place within the Utah System of Higher Education and its member institutions. Planning has been focused on the goal of estimating the enrollment impacts associated with the announcement and then operationalizing fiscal, student services, and academic strategies in a manner that both maintains quality for current students and provides a welcoming environment for returning students at some future date. The State Board of Regents, at its regularly scheduled November 2012 meeting, asked for a report regarding institutional impact and responses at the January meeting. This report serves that purpose.

Issue

As soon as the lowering of LDS missionary age eligibility was announced this past October, the USHE institutions began rather considerable planning efforts to determine the potential outcomes of this age change on their student body enrollments, with an eye towards responding positively and quickly in order to continue serving their institutional roles within a rapidly evolving environment. The impact that the LDS mission age change will have on USHE institutions will, quite understandably, vary by each institution's student demographic makeup.

The attached report is a compilation of institutionally-provided updates, outlining projected impacts on student enrollments and early institutional plans in responding to those enrollment changes. Campus presidents are working diligently with their administrative and faculty teams to address the new environment, recognizing their responses must be tempered by the likely reality that a short-term enrollment dip will be followed by a rise once many of these same individuals return to higher education.

Also attached is a brief summary of the outreach initiatives taking place relative to Admission Deferment policies at USHE institutions. Those USHE institutions with a prescribed admissions process and firm application deadlines also have admission deferral policies; numerous communications efforts are being undertaken to enhance awareness of these policies.

<u>Commissioner's Recommendation</u>

<u>This is an information item only. Following brief introductory comments to the item, the Regents may wish to follow-up with a short discussion. Institutional presidents will be available to respond to questions and provide further insight regarding their institutional efforts.</u>

David L Buhler
Commissioner of Higher Education

DLB/GLS
Attachment

Overview of the Impact of the LDS Missionary Age Change on Institutions in the Utah System of Higher Education

Institutions in the Utah System of Higher Education have submitted assessments of what they anticipate the impact of the LDS missionary age change will be on enrollment, tuition and operations. While there are many unknowns with regard to the impact, most USHE institutions expect to see enrollment decreases beginning in Spring 2013 and continuing through the 2013-14 academic year.

The estimates on the amount of student enrollment loss at each institution range from a low of one percent to a high of 10%. The disparate impact of the missionary age change across USHE institutions is due to the varying student demographics at each of our campuses. These variables include the average age of the student body and the religious affiliation of students within the institution's population. It is important to note as well that while USHE institutions may experience some enrollment dips in the short term due to increased numbers of missionaries, they anticipate that many of these young men and women will return to our campuses at a later date.

Institutions have used a variety of strategies to estimate the enrollment effects of the missionary age change. Some institutions, including the University of Utah, used the mission factor calculation they had used prior to the missionary age change. Other institutions, like Utah State University, assembled a task force comprised of representatives from university administration, student leadership and local LDS Church leadership. The task force gathered data from LDS Church stakes and wards in order to come up with the estimates. Snow College also convened meetings with administration, student leaders and others who play a key role in student life and activities.

The impact on enrollment after the 2013-14 academic year becomes less clear. Projections are complicated by the lack of data on how the age change will impact female enrollments or transfer students. There is also uncertainty as to whether re-enrollment will occur at the same rates as it does currently. The institutions also are trying to factor in when they might see an increase in enrollments as missionaries begin to return to USHE institutions and when there might be a leveling off in the number of missionary applications. Another factor in trying to estimate the enrollment impact of the missionary age change is that it is occurring simultaneously with improvements in the Utah economy. The declining economy had led to increased enrollments during the last five years, but as the economy improves, many students return to the workforce. Should institutions begin to experience enrollment decreases in the next few years, it will be difficult to tease apart the causes of those changes.

Obviously any significant changes in enrollment will have an accompanying impact on tuition revenues. Again the estimates vary across institutions with a range of 1%-10% in tuition revenue loss over the next several fiscal years. USHE institutions are able to absorb the impact of revenue loss in the short term but have expressed concern over the losses continuing into the 2014 academic year. At least one institution will be imposing a soft hiring freeze and a freeze on major expenditures in order to allow flexibility in absorbing any budget shortfall. Along with revenue losses from tuition come losses that decreased

enrollment will cause in auxiliary services such as student housing, dining services and campus bookstores.

Those USHE institutions that have a prescribed admissions process with firm application deadlines already had admission deferment policies in place. Most are using the missionary age change as an opportunity to revisit and fine-tune their policies in order to better assist students who will need to enroll or re-enroll following a mission, military service, or other delay or hiatus in enrollment. Campuses are also working to ensure that students are well aware of the admission deferment policies before they leave for their missions.

USHE institutions are also working to anticipate the impact of enrollment fluctuations on course scheduling and other campus operations. They are monitoring course enrollments and waiting lists in order to reduce bottlenecks for certain required courses during the period of decreased enrollment in order to better handle the surge when enrollments ramp back up once the initial cohort of missionaries returns to campuses in 2015.

It is clear that all USHE institutions are spending significant time and energy preparing for the impact that the LDS missionary age change will have on their enrollments, revenues and operations. Although the actual size of the impact beyond the next semester or two is uncertain, campus administrations are making their best projections and tracking the data carefully. **A top priority is to ensure a smooth transition for missionaries who return to campus, as well as minimizing impact on those students who remain enrolled continuously.**

The attached report provides detailed information from all eight USHE institutions on the anticipated impacts of the missionary age change and how the campuses are adjusting policies and practices in this evolving environment.

USHE Report on

LDS Missionary Age Changes & Institutional Impact

January 2013

THE UNIVERSITY OF UTAH™

Projected Enrollment Impact

The University of Utah is anticipating a drop in undergraduate student enrollment because of the LDS missionary age changes. We anticipate this drop beginning Spring 2013 and continuing through the 2013-14 academic year. For Spring 2013, we are projecting an enrollment loss of 80 to 160 students. However, it appears that the greater impact to our enrollment will occur in the 2013-14 academic year. We are estimating a decline in enrollment of between 420 to 860 students for that year with the majority of the decline happening in Fall 2013.

These numbers are based on the mission factor we have used in the past and are rough estimates that represent enrollment losses with all else being equal. These numbers do not reflect information that cannot be quantified. For example, we have limited data to analyze what impact the change in age for women will have and no data for transfer student impact on enrollment for Fall 2013. Many Utah institutions are focusing their attention on the recruitment of these groups and will be competing for the same pool of students. It is challenging to determine the impact this will have on our enrollment given the fact that we have no past data to support any conclusions.

We also are reviewing the impact to our Fall 2015 semester. We are not sure what we can expect for this semester based on the various messages from different entities. However, we anticipate that the change in missionary age that has caused the significant increase in the number of missionary applications will begin to level off. We will have to be prepared for an increase in the number of students returning to the U from their missions and how we incorporate that number into our enrollment projections as well as our ability to provide the classes and services needed for these students to be successful.

Projected Tuition Revenue Impact

For Spring 2013, the estimated decline in enrollment translates into a projected loss of approximately $243,000-$486,000 for tuition and fees. Although any loss of anticipated

revenue is always a concern, we will be able to manage the spring semester impact. The more concerning financial loss is the projection for the 2014 academic year. The revenue loss from student tuition and fees based on the **current** tuition and fee schedule amount is estimated to be in the range of $2,532,000 to $5,160,000. This would be an estimated loss of up to 2% of tuition and fee revenue.

Projected Auxiliaries Revenue Impact

Housing and Residential Education (HRE) had twenty-seven students identify that they were going on a mission for the spring 2013 semester and they cancelled their housing contracts. In 2011 and 2010, HRE had nine and eleven students cancel to go on a mission. For fall semester 2013, HRE does not anticipate an impact to our ability to pay the bond debt service as we still maintain a wait list and have more requests than we can accommodate. The wait list will likely decrease, but we do not anticipate the level of impact to deplete the wait list, which for fall 2013 averages 395 people.

The Bookstore projects that the revenue loss would be approximately $120,000.

Admission Deferment Policy

Newly accepted freshman, transfer, or readmitted degree-seeking undergraduate students who wish to defer their start date to a later semester may apply for an admission deferment.

- Requests to defer an offer of admission will be reviewed on a case-by-case basis and may be granted for reasons including, but not limited to illness, military service, and humanitarian or religious service. Supporting documentation must be provided with the application for deferment.
- An admission deferment may be granted for a maximum of seven consecutive semesters (including summers). The admission deferment guarantees only admission into the University and not necessarily admission to a particular major and/or program of study.
- All deferment applications must be submitted by the established deadline and must be accompanied by an enrollment deposit.
- An applicant approved for deferment will be required to attend a mandatory new student orientation session preceding enrollment.

Failure to meet any of these terms may result in the revocation of admission. In such a case, an applicant will need to reapply for admission to the University by the appropriate application deadlines.

Scholarships awarded by the Financial Aid and Scholarships Office (including President's Scholarship, Honors at Entrance, Cash at Entrance, Diversity Scholarship and Leadership Scholarship) will be deferred if an Admission Deferment is approved by the Office of Admissions. Deferrals of scholarships awarded by departments or other agencies will need to be addressed directly with the appropriate department or agency. Need based aid will not be deferred because the student will need to establish eligibility each year.

State funding such as Utah Education Fund (UEF) and Higher Education Success Stipend Program (HESSP) is awarded by the Financial Aid Office each year. Students must meet eligibility requirements for these programs each year therefore the funds will not be deferred.

Anticipated Operational Changes

Any significant increase or decrease in anticipated undergraduate enrollment numbers has an impact on the operational needs throughout the University. Student Affairs and Undergraduate Studies along with the faculty and student support services at the individual colleges are impacted the most. There is limited flexibility in being able to ramp down faculty and employees for one year during an enrollment drop and then to be able to ramp back up during an anticipated increase. Therefore, if tuition revenue is not sufficient to cover faculty and staff salaries, we may have to reduce course offerings, decrease the use of auxiliary faculty and/or not fill some open positions. The greatest issue will be making sure that we are prepared to offer additional sections of classes if there is an increase in undergraduate enrollment in FY15. We are committed to making sure that there will not be an impact on our goals to increase graduation rates and decrease the time to graduation for our students.

UtahState
UNIVERSITY

Immediately following the LDS Church's announcement regarding the change in missionary age, President Stan Albrecht directed Vice President for Student Services, James Morales, to convene an enrollment task force to determine the projected impact of the change on enrollment and revenue across the USU system. The task force was also charged with devising strategies to mitigate any negative impact and capitalize on positive opportunities. The enrollment task force consists of 18 members from the following areas: Office of Admissions, Academic Colleges, President's Office, Central Budget Office, student leadership, Financial Aid & Scholarships, Housing, Auxiliaries, Regional Campuses and Distance Education (RCDE), USU-Eastern, and LDS Church liaisons. The task force will continue to meet and do its work for as long as is necessary to help USU manage the impact of the missionary age-change. In addition to its initial work, the task force will also help guide the implementation of various strategies

and operational changes to address the anticipated enrollment surge when the first cohorts of returning missionaries transition back to USU beginning spring 2015.

Projected Enrollment Impact

Upon its formation, the task force began gathering preliminary data by working closely with the LDS Church leadership of the local Young Single Adult stakes and wards and the Logan LDS Institute of Religion. These LDS leaders led efforts within their congregations to collect data from members regarding plans for missionary service. In addition, the task force began to closely monitor data from the university's Intent to Vacate reports from the Department of Housing and Residence Life and Leave of Absence reports and early registration data from the Office of the Assistant Vice President for Enrollment Services and Retention. The data from these varied sources was compiled into a chart to provide a single visual of the potential enrollment impact and the concomitant impact on revenue. In addition to its data collection efforts, the task force sent a letter to LDS Church officials in Salt Lake City outlining the issues USU had identified and requesting help to address these issues. The task force also sent timely communications to current students encouraging them to register for spring 2013 courses.

Our most recent projections are projected loss by spring semester 2013 = 200 current students; projected loss by fall 2013 = 600 current students. In addition to the loss of current students, the task force also estimated that the USU system could lose approximately 650 new freshmen and transfer students from each of its fall 2013 and fall 2014 incoming classes. The combined total loss of current and new students at USU is now projected to be 1,900 students.

Projected Revenue Impact

The enrollment task force calculated the reduction in tuition revenue from the loss of 1,900 students over this period to be approximately $9.5 million.

Projected Auxiliaries Impact

The gross income impact of the missionary age-change on the auxiliary units at USU from spring 2013 to spring 2015 is estimated at $6,003,730. The areas impacted are as follows: Housing and Residence Life $2,015,928; Dining Services $1,781,371; Campus Store $1,830,000; and Parking Services $376,431. During fall 2012, 73 females and 46 males living on campus indicated that they were leaving spring 2013 for missionary service. All 141 of these students were not eligible to serve missions before the missionary age-change. In addition, new on-campus housing applications YTD for spring 2013 are down at this point by 45 students and the number of students indicating they are leaving USU for spring 2013 is up by 147 students over last year. Applications for on-campus housing for fall 2013 are also dropping compared to last year and becoming more pronounced every week. These reductions in occupancy will also have

a significant impact on Dining Services and Parking Services. Given USU's highly residential nature, the impact of the missionary age-change on its auxiliaries is likely to be relatively more significant than at other USHE institutions.

Anticipated Operational Changes

Alterations in instructional support (e.g., numbers of classes and faculty) for spring 2013 will likely be few since that was in place prior to the change in the missionary age-change. However, once more evidence exists on the scale of the impact of the missionary age-change on enrollment, USU will evaluate and respond appropriately to offer instruction effectively; this, whether enrollments are projected downward or upward.

Several units are also collaboratively working together to collect and act upon leave of absence information. Increased efforts are being made to monitor, contact, and follow through with individuals who took a leave of absence, to re-recruit and assist these students to ensure a smooth transition back to Utah State University.

USU Housing and Residence Life also launched an effort immediately after the LDS Church's announcement to contact every student applying to the Logan campus for spring 2013 to offer them a special discount worth up to $200 per student to help increase occupancy. Additional marketing and other efforts are underway to hopefully reduce the impact on housing for future semesters.

USU's recruiting efforts are also being modified to respond to the missionary age-change. These changes include directing additional resources for recruiting in new markets across the country; allocating resources to new scholarship initiatives to attract students to backfill the loss of students to missionary service; and hiring new staff to implement these strategies. In addition to the up-front recruiting efforts, significant efforts will also be expended to ensure a smooth, post-mission transition for those freshmen and transfers who deferred their admission spots and scholarships to serve a mission directly out of high school.

Admissions Deferral Policies

USU's deferment policy has been in place since the mid 1970's. Admitted students may defer their admission spot per the following:

Newly accepted freshman, transfer, or readmitted students who wish to defer their start date to a later semester may do so (without reapplying) by submitting an Admission Deferment Application *to the Admissions Office. International students and graduate students* may not *use this form. The application is due* no later *than the first day of classes for the semester the student has been admitted to. Deferments are generally granted for up to one year. However,*

they may be granted for up to two years for those participating in official assignments such as military, church, or humanitarian service. If requesting a deferment for more than one year, the student must submit an official letter of assignment. All deferment applications must be approved by the admissions committee. The Admissions Deferment Application *is available online at:* www.usu.edu/loa. *Questions should be directed to the Admissions Office at (435) 797-1079. – USU Undergraduate Catalog 2012-2013,* http://catalog.usu.edu/content.php?catoid=4&navoid=478

The Admissions Deferment Application also allows the admitted student to defer their USU scholarships by answering the following question:

Do you have any Utah State University scholarships?   *YES or NO*

This leave of absence or deferral request will hold your scholarship until the semester you indicate you will return. You will receive an official notification within 3-4 weeks. – USU Leave of Absence Web Site, https://loa.usu.edu

Impact on Class Scheduling Needs

Course enrollments and waiting lists are being closely monitored and reported, and weekly reminders of full classes and bottleneck courses are being sent to academic units to act upon. Efforts are also underway to give students priorities and incentives to complete bottleneck courses earlier. For example, students who were left on waiting lists for ENGL 2010 in spring 2013 will be given the opportunity to request priority registration in ENGL 2010 for summer or fall 2013, prior to the class opening for other students to register. Other efforts are being made to proactively reduce or eliminate bottlenecks during the anticipated decrease in enrollment so that the university can better handle the anticipated surge in enrollment beginning spring 2015.

USU's enrollment task force also identified the need to provide a smooth transition for missionaries to return to USU. As a result, the university is exploring the development of a mid-semester enrollment option to help ensure that returning missionaries are able to resume their studies without delay. This option would likely be based on the delivery of classes through asynchronous on-line offerings and other means to minimize impacts on instruction in 2015 and, more importantly, to help those students transition more efficiently back into university programs.

General Financial Aid Provisions

The most significant impact of the missionary age-change on USU's institutional financial aid processes centers on the additional investment of scholarships dollars that need to be made and the effective management of these resources to accommodate deferments over

approximately a three-year period. This includes not only tracking the initial awards made and accepted and then deferred, but also ensuring that once these missionaries enroll at USU following their mission, that the resources have been properly accounted for to enable USU to honor its scholarship promises to these students. USU is developing the appropriate model to enable it to monitor and manage these financial aid commitments in a manner that is both effective and student-friendly.

As for federal aid, the state awards matching SEOG and CWS funding based on a percentage of the federal awards. The missionary age-change loss of enrollments will likely result in a reduction in funding from these sources, depending on how the federal award is calculated. The state HESSP is awarded based on the available funding and then allocated to Utah schools based on the amount of Pell disbursements. The amount fluctuates yearly, and in March we will learn of the available funding to each school for the coming year. Our need has been far greater than the funding we have typically received, as USU's Pell grant recipient numbers have increased from 7,000 to 10,500 over the last three years. Any additional funding from UHEAA would help alleviate this demand and would also entice current students, who are contemplating a leave of absence due to financial difficulties, to stay enrolled.

WEBER STATE UNIVERSITY

Following the LDS Church's policy announcement that potential college-bound students could now leave for missions at an earlier age (18 for men and 19 for women), President Millner immediately engaged WSU's President's Council to weigh the potential impacts of this change. Staff from several areas on campus have been involved in providing data and analysis into the potential effects. These areas include the institutional budget office, enrollment services, financial aid, institutional research and auxiliary services (housing, food services, and bookstore). While the ultimate impacts of this change (both temporary and permanent) cannot be known at this time, it is certain that WSU will be significantly impacted and careful planning will be needed.

Projected Enrollment Impact

The impact of the Mission-age policy change will be felt at WSU beginning Spring Semester 2013 and will have a compounding effect for at least 2 years—as young people who otherwise would have been pre-mission WSU students--or WSU students not contemplating service--

choose now to serve missions. To accurately predict the effect this will have on WSU enrollment levels, it will be necessary to know; 1) the proportions of young people who choose to serve missions at an earlier age, and 2) the longer-term effect that the younger missionary-ages will have on post-mission participation rates. We have attempted to estimate both effects in this analysis.

Factors considered in this analysis include: 1) proportion of WSU students reporting an LDS-affiliation, 2) early figures from the LDS Church reporting the numbers of young people applying for missions based on the earlier eligibility ages, 3) enrollment registration trends (Spring 12 to Spring 13), and 4) other WSU student demographic data.

Based on this analysis, the following enrollment declines are anticipated. These declines take into account the LDS policy change only. Other factors will continue to affect WSU's enrollment levels going forward including; rate of economic recovery, growth in regional high school graduating classes, facility and program expansion, WSU's efforts to recruit and retain students, etc.

Spring 2013	-300 FTE
Fall 2013	-900 FTE
Spring 2014	-1000 FTE
Fall 2014	-1200 FTE
Spring 2014	-1000 FTE

Projected Revenue Impact

If these enrollment reduction figures hold WSU will lose a total of:

Tuition Revenue Impact
- Decline of $18 million over five semesters
- Averages $3.6 million per semester
- Peaks at $5 million in Fall 2014

Student Fees Impact
- Decline of $3.7 million in student fees over five semesters
- Averages $750,000 per semester
- Peaks at $1 million in Fall 2014

Projected Auxiliaries Impact

WSU Housing and Food Services should continue to show strong financial positions through this transitionary period. Student housing is significantly oversubscribed due to the opening of the

new Wildcat Village. Our new food services venues (including a new board plan at Wildcat Village) should fuel strong growth in this auxiliary in the near term as well.

The WSU Bookstore will be directly affected and could lose up to 7.5% of its books and other instruction-related revenue. This loss could be as high as $400,000 annually and will further squeeze the ever-tightening margins in this particular auxiliary. The WSU Bookstore management continually engages in re-making its brands and products to ensure at least break-even performance. But there is little doubt this missionary-age change will further challenge an already highly-competitive environment.

Anticipated Operational Changes

Immediate operational changes for Spring 2013 will be fairly limited. Already, semester by semester, WSU sizes its academic offerings, particularly in the gateway courses of English, Math, Communication, etc. right up until the time school starts. Almost all of this right-sizing is done with adjunct sections. Planning for Fall 2014 and beyond will be more deliberate, but we will also be aided with additional information of how this significant change plays out. It is likely that some open faculty slots will be held and some staff hirings will be delayed and/or eliminated. The degree to which this is necessary will be a function of not only how many young people take advantage of the younger missionary age, but also on what the overall base-enrollment trend continues to be at WSU. Continuing WSU's efforts to diversify its student enrollment base and retain its existing students will be vital as we move forward.

Admission Deferral Policies

WSU has a longstanding policy related to admission/scholarship deferrals—one that has been crafted, in large measure, to facilitate students choosing to stop-out and serve missions. We feel these policies adequately address the situation at hand. Efforts to proactively communicate the deferral opportunities to potentially impacted students will be increased.

Impact on Class Scheduling Needs

See Anticipated Operational Changes section.

General Financial Aid Provision Strategies

The most significant impact in this area will be the loss of federal financial aid. Fewer students will mean fewer Pell Grant, Supplemental Educational Opportunity Grant, and College Work Study dollars flowing to WSU. The budgetary impacts of this have been described above. It should be noted that a centerpiece of WSU's current capital campaign is to increase private-giving for scholarships. This funding is essential to the success of our students—many of whom are first-time college goers from economically-challenged environments.

Projected Enrollment Impact

The impact the LDS missionary changes will have on Southern Utah University's spring enrollment remains unclear. A recent enrollment report suggests a point-in-time decline of 5% (budget related FTE).

The impact on fall enrollments and going forward is much more difficult to estimate. Applications for fall 2013 have varied greatly compared to the prior year. The best estimate that we can make based on the data we have available is that we will have an approximate ten percent decrease in enrollment for academic year 2013-14.

Projected Revenue Impact

As a result of increased mission departures, SUU currently projects that Spring 2013 enrollment will be approximately five percent below the level that would normally be expected based on Fall 2012 enrollment. The associated revenue decrease for the 2012-13 fiscal year is projected as follows:

Category	Estimated Shortfall
Net Tuition	$775,000
Student Fees	$95,000
Course Fees	$40,000
Total	**$910,000**

Due to additional students leaving on missions over the summer and a smaller incoming freshman class anticipated in Fall 2013, preliminary projections indicate that enrollment-related revenue will decrease approximately 10 percent for the 2013-14 fiscal year. The anticipated budgetary impact is as follows:

Category	2012-13 Base Budget	2013-14 10%Reduction
Net Tuition	$35,728,400	$3,572,000
Student Fees	$3,960,000	$396,000
Course Fees	$1,900,000	$190,000
Total	**$41,588,400**	**$4,158,000**

Anticipated Operational Changes

The current year revenue decrease resulting from the expected downturn in spring semester enrollment will be absorbed by salary savings, institutional reserves, and targeted one-time budget reductions. The overall operational impact of the shortfall will be relatively minor.

For the 2013-14 academic year, SUU anticipates a continued decline in enrollment, followed by a stabilization period in 2014-15 and then gradual enrollment increases as students begin returning from missionary service in 2015. The full "enrollment normalization" process will likely extend over a period of at least four or five years. Due to the overall uncertainty of enrollments during this timeframe, base budget reductions will be necessary beginning in the 2013-14 fiscal year. These reductions will impact the entire campus, but every effort will be made to preserve program quality and capacity in anticipation of renewed enrollment growth in the near future. The process of weighing an implementing enrollment-related budget cuts will be a crucial component of the upcoming 2013-14 budget planning cycle.

Projected Auxiliaries Impact

University Housing

The current total number of beds in University Housing's inventory is 723, 94 of which are contracted through spring 2013 only and 37 of which are triples and doubles created in the absence of Juniper that will be discontinued after spring 2013; therefore, bed inventory for FY2013-2014 will total 592. Historical data suggests 40% of the incoming class choose to live on-campus. We believe this trend will continue and be complemented by returning students who remain on campus (historically about 15%) and an increased international population, a group of students who are required to live on campus their first year. The housing budget is based on 90% occupancy and we feel confident that we will meet, if not exceed this rate of occupancy illustrated by the fact that we had more than 75 students on a housing waiting list on August 1, 2012 and given the fact that we will have fewer beds available in our inventory.

In addition, while the failure of Juniper Hall in October 2011 created some significant challenges for the University, it resulted in budget cuts of more than $300,000 which will help minimize the impact the anticipated decline in enrollment will have on University Housing should bed demand not be what we anticipate as outlined above. In addition, University Housing has been closely monitoring expenses and wages and is currently on pace to come in under budget in both current expense and wages this fiscal year. University Housing will continue these cost saving measures moving forward.

Chartwells Food Service

Our contract with Chartwells includes a minimum commission rate and is based on required meal plan beds, catering and concessions. Since the minimum commission is a set rate, a decline in enrollment will not have an impact.

SUU Bookstore

The University had embarked on the development of a plan to re-invent the SUU Bookstore prior to the LDS missionary changes. This work continues and includes the following: personnel changes, discontinuation of some product lines, a greater online presence, increased textbook options, to include an increased emphasis on digital books and an expanded textbook rental program. All of these efforts are being complemented by increased social media marketing. The expense budget will be cut $60,000 annually with reductions starting in this current fiscal year. In addition to these cuts, further cuts have been identified and will be implemented if the

In addition, longer term changes may include a decrease in square footage and the continuing migration to e-books. We have received verbal confirmation that SUU has been approved by *Apple, Inc.* to open an *Apple* store. Bringing *Apple* on campus aligns with the Bookstore's strategy to offer more textbook options to students. The longer term plan is to also service *Apple* products, which will prove to be a significant source of revenue. SUU is waiting on the final contractual documents from *Apple*.

Sharwan Smith Student Center

Enrollment decreases will impact the amount of student fees collected for operating and maintenance of the Sharwan Smith Center facility. Facilities Operations at SUU have submitted a request for a building fee increase for operation and maintenance of the facility. If the fee is approved the impact to the Student Center facility should be minimal. If the fee is not approved reductions in operating and maintenance expenses will be required.

Anticipated Operational Changes

The current year revenue decrease resulting from the expected downturn in spring semester enrollment will be absorbed by salary savings, institutional reserves, and targeted one-time budget reductions. The overall operational impact of the shortfall will be relatively minor.

For the 2013-14 academic year, SUU anticipates a continued decline in enrollment, followed by a stabilization period in 2014-15 and then gradual enrollment increases as students begin returning from missionary service in 2015. The full "enrollment normalization" process will likely extend over a period of at least four or five years. Due to the overall uncertainty of enrollments during this timeframe, base budget reductions will be necessary beginning in the 2013-14 fiscal year. These reductions will impact the entire campus, but every effort will be

made to preserve program quality and capacity in anticipation of renewed enrollment growth in the near future. The process of weighing and implementing enrollment-related budget cuts will be a crucial component of the upcoming 2013-14 budget planning cycle.

Admission Deferral policies

Southern Utah University's deferral process has not changed since the LDS announcement in October. We continue to allow students to defer their admissions and any institutional scholarships awarded for up to five semesters (not including summers) for the purposes of military or church service, or for other applicable service activities. Students who complete an online admission/scholarship deferral request are also encouraged to complete an online *Release of Information* form to allow a parent or guardian to transact business on behalf of the student. (www.suu.edu/prostu/defer.html)

To raise awareness of this option, the deferment process has become a part of the University's messaging during all admissions events and in some electronic material as well. SUU also, within five days of the LDS Church announcement, communicated via email with all high school counselors encouraging them to advise their seniors to apply for fall 2013 and defer.

Impact on Class Scheduling Needs

As an alternative to retrenching instructional resources in reaction to the short-term enrollment impacts of the LDS missionary [age], Southern Utah University's faculty and instructional advisors are working together to align current instructional resources with an intentional enrollment management practice and policy proposal to reduce the backlog on a historically compressed core set of general educational (GE) courses, and to implement a more deliberate advising methodology in Science, Engineering, and Pre-Med programs where longitudinal instruction and learning is indicative to student success and completion.

Given the anticipated decline in our entering Fall 2013 freshmen class and early stop-outs of current students perusing missionary service, SUU is implementing a GE scheduling requirement for all students to complete their core GE requirements within their first 60 credits (Junior year) of instruction. Historically, many students have found themselves in their Junior and Senior year still trying to complete the University's foundational set of GE that is intended to prepare students critical thinking, writing, research, and technological skills for success in completing their upper-division coursework. If total institutional funding can be maintained, this two year window of retracted enrollment can lever the opportunity and resources to allow current and new students through these pathway courses so that future students and the University will have a better opportunity to complete these learning outcomes in a more timely and meaningful fashion as students complete their degree program.

Implementation of this intentional instruction and enrollment management practice will be implemented in two phases over a four year period as we "catch up" current students and meet the curriculum needs of entering freshman. Then accommodate students who've stopped-out to serve and begin to return to their program of study. In the fifth year (2017-18), we expect to be fully operational in meeting these core GE requirements for students during their first two years of full-time enrollment (60 credit hours).

In conjunction with completing students' core GE requirements within their first 60 credit hours; starting Fall 2013, students majoring in the Walter Maxwell Gibson College of Science and Engineering programs will be placed in a more intentional set of curriculum to maximize students' efficiency in completing the rigorous and sequential sets of courses and learning outcomes of the Science, Engineering, and Pre-Med programs. This intensive curriculum planning and intentional enrollment scheduling not only streamlines instructional resources and focusses students on degree completion, but also accelerates classroom learning as individualized learning communities develop where students with common interests and goals can share a sense of camaraderie and synergize their learning experience.

The successful implementation of these two initiatives of programmatic alignment of instruction and academic advising to better meet student learning and program completion are contingent on the Institutions ability to maintain total E&G funding. The reality of a short-term decrease in tuition collections is a threat to these initiatives and the ability to address the backlog of bottleneck courses before students return from their church service and continue their program of study.

SNOW COLLEGE

A significant percentage of Snow's student body is made up of members of the LDS Church and therefore will cause an impact on the school. Determining the magnitude of the impact is challenging, and at best, the projections included within this report are assumptions based on many discussions with leadership across campus. As all are aware, these are unchartered waters.

Process and Product

Within the week following the Church's announcement the President and Vice Presidents began meetings to discuss the impact to Snow. Meetings included key student services leaders

including recruiting, advising, financial aid, housing, and others who play a role in student life and activities.

Standard processes and procedures have been reviewed and revised to streamline deferments and leave of absence requests. A form (copy attached) was created to capture as much student information as possible in order to maintain contact with the student and their parents through the time of their leave. The obvious desire is to maintain contact and encourage the students' return following their service.

Recruiting efforts are being maintained in Utah's high schools with a focus on educating students about Snow College prior to leaving for their service in an effort to establish a connection for follow-up as they prepare to return. Snow will continue to actively recruit both young men and young women as we have in the past.

The College is tracking enrollment and registration data closely in comparison with historic averages. Communication between College and local church leaders remains beneficial as well.

Projected Enrollment Impact

Based on current tracking we are projecting a drop in Spring Semester 2013 enrollments by approximately 150–200 students.

Projecting fall enrollment is more challenging without a history of the number of 18 year old young men and 19 year old young women who will choose to leave on an LDS mission earlier than previous age limits allowed. Based on ongoing discussions with key leaders we are projecting a drop in enrollment for fall semester 2013 of between 250-750 students.

We assume a similar decrease in spring semester 2014 and anticipate these numbers would carry forward into the 2014-2015 academic year with an increase in the fall 2014 as this cohort leaving in 2012-13 begin returning from their service opportunities.

Projected Revenue Impact

The projected enrollment drop in spring semester 2013 of between 150-200 students will result in the loss of $190,000 to $255,000 in tuition revenue. This represents 2.1% to 2.9% of budgeted tuition for FY13.

- The College has imposed a soft hiring freeze and a soft freeze on major expenditures to allow some flexibility in addressing the pending budget shortfall.
- The Registrar's Office along with academic operations are closely monitoring class enrollments and filling open sections prior to adding new ones, particularly where an adjunct professor would be required. Aggressively managing the number of sections

offered, filling classes before opening additional sections, and evaluating small enrollment classes is helping to control costs and mitigate the budget impact.

- Department level carry forward budget balances may also be utilized to meet the operational needs to avoid budget cuts in the current fiscal year.
- The fall 2013 to spring 2014 projected enrollment drop of 250-750 students will result in the loss of $315,000 to $1.86 million in tuition revenue at current tuition rates.

In addition to the budget measures imposed for spring 2013, the administration will explore additional budget mitigation measures as the actual impact becomes more measurable through the summer of 2013.

Auxiliaries Impact

Fortunately, Snow has carried almost no long-term debt throughout the years of its existence. The last bond issued by the College, and long since retired, was in the late 1960's when our last dormitory building was constructed. In June 2011, the College issued revenue bonds in the amount of $16.8 million to construct new student housing. The 106,000 sq. ft. *Suites at Academy Square* building with 392 beds was completed in August 2012 in time for students to move in. Annual bond payments totaling $1.1 million are to be paid with revenue from the housing "system" which includes all new and old dormitories, as well as student fee revenue dedicated to construction projects. We are grateful to have this tremendous new asset for students; and the lasting impact it will have on recruiting and retention efforts. Ensuring dorm rooms are occupied sufficient to generate revenues for operational and debt costs is a concern.

- Fall 2012 we enjoyed an 80% occupancy rate for all on-campus housing with 584 contracts for 732 available beds. To date we've had 67 students withdraw from on-campus housing, though not all of those can be attributed to LDS missions.
- Student fee revenue designated for bond payments will decline as enrollment declines. Based on our projected enrollment drop of 250 to 750 students, fee revenues available for bond payments will drop approximately $40,000 to $130,000.
- Competition for housing students in Ephraim will increase as local private apartment complexes seek to keep their units full as well.
- The Snow College Bookstore is contracted with Follett Bookstores and the College has not obligated revenues generated from our commissions.
- Food Services is the other significant auxiliary which is contracted to a management company who can size the operation and staffing levels to match the number of meal plans sold as well as regular foot traffic. Food Services revenue is not committed to any obligation.

Anticipated Operational Changes

It is too early in the process to make significant operational changes. The administration does not wish to prematurely draw conclusions about the future of programs or College offerings, though we acknowledge much of the low-hanging fruit is gone after multiple years of budget reductions.

To address bottleneck courses in English, Mathematics, and Communications, five full-time faculty positions were created beginning fall 2012. These positions are non-tenure track and time-limited to two years. All five have been notified that if enrollments do not return to current levels by the end of their contract their positions will likely not be continued.

Admissions Deferral Policies

Snow College has a combined interrupted enrollment/deferred enrollment process. The online form used by the college can be viewed at www.snow.edu/images/leave.pdf. Actions taken to date include the following.

Current Students

Student advisors have spent the last half of this semester encouraging current students who anticipate interrupting this academic year for any type of service or alternate experience to complete the form in order to defer on campus housing, scholarships, and maintain contact to advise them for return enrollment. Deferments can be made for up to five semesters. A key to this process is capturing parent or guardian contact information on the forms as well as the student's permission to share information with a designated parent or other individual so we can maintain a relationship with the student through those contacts.

Prospective Students

Since mid-October recruiting contacts with prospective students have included an option to be admitted but submit the deferment form to indicate delayed entry. This deferment can also apply to scholarships and to on campus housing contracts at current prices. The online admission application will be modified so that a deferred start date option is part of the standard form. Again, a key to this process is capturing parent or guardian contact information including student permission to share information with a designated parent or individual on these forms so we can maintain a relationship with the student through the parents.

Deferred admission remains an evolving process and strategy.

Impact on Class Schedule Needs

There is no anticipated impact on class schedule needs at this point. As outlined above, we are managing smaller class sections with more scrutiny trying to limit the number of sections requiring adjunct faculty.

Regular full-time faculty members have agreed to increase class sizes to accommodate this change as well. Providing the right class at the right time in each student's schedule has been a hallmark of Snow and it will continue to be. All efforts will be made to limit the impact on core classes.

General Financial Aid Provisions

Snow College will defer scholarships for up to five semesters. Because federal financial aid is awarded on a year to year basis as determined by annual eligibility we do not foresee any adjustments or impacts on financial aid from the missionary age change.

DIXIE STATE
COLLEGE OF UTAH

Projected Enrollment Impact

- Enrollment Projection Fall 2013
- 5-10% decrease, enrollment at 8420 (-5%) – 7977 (-10%)
- Based on Spring Enrollment already being 5% down and more expected for fall 2013.

Projected Revenue Impact

Financial impact will be from $998,000 at 5% to $1,996,000 at 10%

Projected Auxiliaries Impact

As of today, and in consideration of students leaving versus applications of incoming students, occupancy for on-campus student housing is projected to be 90%. This percentage is close to our spring semester occupancy in years past; however, our occupancy percentage will fluctuate and change between now and January 7, 2013 as more students choose not to return over the break and as we receive more applications from incoming students who have not filed applications yet.

We have are five (5) female residents who are leaving on-campus housing for missionary service (and two (2) more who may be leaving), and eight (8) male residents who are leaving for missionary service. Overall, we do not anticipate a dramatic impact in our spring semester occupancy.

Housing Occupancy rate during last year held at 92%. We are currently seeing a 2% drop. We are unsure about the numbers increasing or decreasing during the Spring of 2013.

The Bookstore is seeing higher revenue of sales in clothing—drop in revenue on books, but increase on book rentals.

Anticipated Operational Changes

If potential revenue drops—cut backs on new projects', purchases for furniture, fixtures and equipment (F.F&E), expansion of new services, projects, and/or acquisition of vehicles and property will impact the operational changes.

Admissions Deferral Policies

We've created a Leave of Absence web page, a web form, and a leave of absence printed form. All of the counselors in Utah have been e-mailed, and our admissions advisors are telling counselors and prospective students personally as they visit their high school campuses. We have issued a press release as well. We're also adding the web page link under the "featured link" on the home page.

Impact on Class Scheduling Needs

While, on the surface, fewer students would appear to make finding adjuncts easier, we anticipate that the LDS Mission impact will be for a year or two. We expect the demand to then return. If we turn away adjuncts, many times they are hesitant to come back when we need them. The impact will probably not affect full-time faculty but will result in reduced adjunct hires.

Another impact is economizing class scheduling. We have worked hard for many years with a department chair mind set for how to project sufficient classes to meet the increased demand. Chairs will have to retool their thinking of class scheduling from "how to accommodate more students" to disciplining themselves to dismissing adjuncts, combining sections, and maximizing class enrollments by section and class. One of the biggest concerns is that having a % drop in enrollments does not directly affect any one class. If the reduction in students results in just less students in each section, then potentially a 2% drop in students could result in 0 cost savings while depriving the institution of 2% of tuition monies. The key is in projecting how to

reduce sections rather than reducing the number of students in each section. That skill our current Department Chairs do not have.

Probably "bottleneck" courses will still feel like "bottleneck" courses unless the size of the student drop in enrollments is significant.

General Financial Aid Provisions

In the past, Dixie State College has always deferred scholarships for students who decided to enter the military or serve a church mission in the fall following the students' graduation. The number of students who chose this option was relatively few in the past.

With the recent missionary age change by the LDS church, we anticipate the number of students choosing to defer their scholarships will increase. We have worked with the Admissions Office in development of the Leave of Absence form. This will allow students who were offered scholarships to have them easily deferred.

All other state based aid is based upon the previous and current year's federal awards. We will continue to work closely with UHEAA to ensure all our students who qualify for state scholarships are aware of these policies.

UTAH VALLEY
UVU
UNIVERSITY

Projected Enrollment Impact

Factors considered in assessing the potential impact at UVU:

- 80 to 85 percent of UVU students report a religious affiliation of LDS on student surveys
- Data collected indicate a November to November increase in missionary calls from Utah County of 679 percent for females and 50 percent for males
- Spring 2013 registration trends compared to Spring 2012 based on age and gender
- Age and gender of UVU students (excluding high school)

Age	Spring 2012			Fall 2012		
	M	F	Total	M	F	Total
18	627	873	1,500	954	1,360	2,314
19	553	1,373	1,926	573	1,432	2,005
20	579	1,261	1,840	591	1,282	1,873
21	1,151	1,154	2,305	1,095	1,124	2,219
Total	2,910	4,661	7,571	3,213	5,198	8,411

Based on these factors, UVU projects the following (budget-related) enrollment changes as a result of the missionary age change.

Projected Enrollment Impact of Missionary Age Change
(Budget-related)

	Headcount		FTE	
	Change	Percent	Change	Percent
Spring 2013 compared to Spring 2012	-589 to -769	-2.2 to -2.9%	-395 to -561	-2.1 to -3.0%
Fall 2013 compared to Fall 2012	-1,757 to -2,134	-6.7 to -8.2%	-1,177 to -1,566	-6.2 to -8.2%
Spring 2014 compared to Spring 2012	-1,659 to -2,025	-6.3 to -7.7%	-1,111 to -1,479	-5.9 to -7.9%
Fall 2014 compared to Fall 2012	-2,125 to -2,469	-8.1 to -9.4%	-1,424 to -1,812	-7.4 to -9.5%
Spring 2015 compared to Spring 2012	-2,006 to -2,343	-7.6 to -8.9%	-1,344 to -1,720	-7.2 to -9.2%

Because UVU is already in the process of implementing initiatives (structured enrollment, earlier administrative enrollment withdrawal of student who have not paid tuition, and refocus of live interactive concurrent enrollment to UVU's service region), the impact of these changes versus the impact of the missionary age change will be challenging to separate.

Projected Revenue Impact

Nearly 62 percent of UVU's appropriated revenue for 2012-13 comes from tuition revenue. Projected tuition revenue loss is:

2012-13	-$825,000 to -$1,500,000
2013-14	-$6,241,400 to -$8,103,700
2014-15	-$7,449,400 to -$9,412,400

Projected Auxiliaries Impact

Revenue from sales for the bookstore and dining services are anticipated to decline by 0.8 to 1.5% in 2012-13, 6.2 to 8.1% in 2013-14 and 7.4 to 9.4% in 2014-15 compared to 2012-13 original operating budgets.

While revenue to meet debt service will decline, current building fee revenue should be sufficient to cover debt service. Debt service coverage will be carefully reviewed during the 2013-14 student fee review and budget process during January/February 2013.

Anticipated Operational Changes

Based on Spring 2013 enrollment trends, work is already underway to review all Spring offerings to identify under-enrolled (generally freshmen level) sections to be cut as well as high demand (generally upper division) sections to be expanded.

During times of enrollment growth, demand is most immediately met through the expansion of adjunct and lecturer (non-tenure track) faculty. Enrollment decline will, in the immediate wave of response, likely result in the reduction of offerings delivered by adjunct and lecturer faculty.

Given the significant projected revenue loss for 2013-14, hiring restrictions have already been implemented. During the first quarter of 2013, leadership across the university will be reviewing programs, services, positions, and operating budgets in an effort to right-size offerings and reduce expenditures. In particular, schools/colleges will be carefully reviewing their lower division course offerings.

As during the past 6 years, UVU be giving increased focus to retaining students through completion. While freshmen/sophomore enrollments will most likely decline, enrollments in junior/senior courses could increase through successful retention efforts.

Admissions Deferral Policies

A few years ago, UVU implemented a Leave of Absence program to assist students who may be temporarily stopping out of their studies for mission or military service, childbirth, etc. A deferred admissions program was developed as part of this program but had not been fully implemented. The attached file describes features of these programs. The Deferred Admissions program is being communicated through a variety of means to high school students and their parents.

Impact on Class Scheduling

Courses most impacted by the missionary age change will be freshmen and sophomore courses. A number of these courses have been bottlenecks, particularly during times of enrollment growth. Because of the bottlenecks that have existed, a number of junior/senior students have postponed completing these courses. With less freshmen/sophomore demand anticipated, upper level students should be able to complete these bottleneck courses before Fall 2015.

As departments review and appropriately reduce course offerings, the number of sections delivered by adjunct and lecturer faculty will likely decrease.

General Financial Aid

Students who participate in deferred admissions/leave of absence may be eligible to have their scholarships held for their return. Careful tracking and budgeting of these deferrals will be required, particularly for multi-year scholarship awards.

Summary

SLCC has built our enrollment strategy based on a budgeted target FTE and our enrollment strategy seeks to meet that projection through strategic scheduling, targeted marketing for programs with capacity and strengthening programs in response to business/industry needs. The average SLCC student age is 26 the missionary effect does not impact/alter our enrollment strategies as much as it might a more residential four-year institution.

Projected Enrollment Impact

SLCC is projecting that the Missionary Impact will cause an enrollment decline between 1% - 1.5% in spring semester.

    150 to 225 FTE

    230 to 350 Headcount

Projected Revenue Impact

At the high-end estimate of 225 less FTE, the potential revenue impact for spring semester would be estimated at:

    -$279,200 in tuition revenues

-$41,715 in student fee revenues

Projected Auxiliaries Impact

SLCC Auxiliaries (bookstore, food service, student center and revenue bonds) have estimated that the anticipated enrollment decline associated with the missionary age change will cause the following:

Bookstore	-0.2% in sales
Food service	-0.6% in sales

SLCC utilizes student fee revenue to support its Student Center operations and to provide revenue to support our Building Bond for the Student Center. The potential impact to both of these operations would be negligible. SLCC currently does not have student housing as part of its operations.

Anticipated operational changes

Due to the open access mission of SLCC, the college has structured itself in a way that allows for minor enrollment fluctuations from year to year. SLCC utilizes adjunct instructors to help "right-size" the institution as student demand requires and budget resources are available.

Admissions Deferral Policies:

SLCC is an open access institution with limited admission requirements. The College currently does not have an admission deferral policy as a result. SLCC's application deadline is only five days prior to the first day of class, so most returning missionaries will be able to apply, test and register for classes fairly easily upon their return.

Impact on Class Scheduling Needs

SLCC utilizes adjunct instructors to help "right-size" the institution as student demand requires and budget resources are available.

General Financial Aid Provisions

SLCC is broadening its financial aid window for scholarship applications to include spring semester and indicated that students entering college for the first time after the return from their missions would be treated as first-time freshman and continue to be eligible for scholarship opportunities.

Summary Conclusions

1. USHE institutions have a solid handle on the enrollment impact resulting from the LDS missionary age change for Spring 2013 but the picture is much less clear for Fall 2013 and beyond; with a larger enrollment impact anticipated in academic year 2013-14;

2. USHE institutions have been working with their local church leadership in determining to the best extent possible, the likely impact of the change in mission age;

3. Each USHE institution is spending substantial time & energy in planning how best to address this changed environment;

4. Institutional tuition revenue loss projections for the next several fiscal years range from 2-10% per year;

5. The campus auxiliary that will be most affected by a reduction in enrollment is housing followed by dining services and book stores;

6. Institutions are proactively fine-tuning their deferment/interrupted enrollment policies and working with students to make sure they are aware of the options available to them pre- and post-mission;

7. Campuses are working to address "bottle-neck" course challenges through priority registrations and incentives for completing high demand courses early in a student's college career. Options of additional on-line and mid-semester [on-line] enrollment options for returning missionaries are being studied to allow for a seamless transition upon return from a mission. Recruiting, enrollment management & class scheduling, and housing initiatives are being undertaken to address student needs and demand for institutional services;

8. Because the enrollment impact is projected to vary across USHE institutions, the financial impact, and thus the need for operational changes, will likely also vary with each institution's individual circumstances; and

9. It is difficult for institutions to forecast at this point resulting long-term operational changes but they are working to minimize the short-term impact that such changes would have on academic programs and course offerings, recognizing that they'll likely need to ramp up again by 2015. Institutions are already well underway in addressing operational changes to address projected spring 2013 financial impacts.

Admission Deferment at USHE Institutions

INSTITUTION	Deferred Admission?		EXPLANATION of OUTREACH INITIATIVES
	YES	NO	
University of Utah	x		Deferments are reviewed on a case-by-case basis. 1. A news release from President Pershing stating the new policy was released to the media. 2. Letters were sent to all prospective students and applicants in the U database informing them of the new policy. 3. Communication was sent to all parents of the prospective students and applicants. 4. A newsletter was sent to all guidance counselors within the State of Utah and beyond. 5. Admission Counselors have been visiting high schools in Utah informing them of the new policy as well as sending some direct communication to students. 6. Information was posted on the U's main home page as well as the Admissions website. 7. A U of U representative is visiting each of the seminaries within the state informing them of the policy.
Utah State University	x		USU has had a deferred admission policy in place since at least the mid 1970's for students leaving on humanitarian service (religious or otherwise). In addition to the notifications of the deferred admission that have long been in place (e.g., scholarship and admission notification letters, personal contact with families and students via phone and at recruiting events, website), USU added the following: postcard to 41,000 Fall 2013 prospects; publicity in a wide variety of media outlets; notification through LDS Church channels, including the leadership of Cache Valley Young Single Adult Stakes and Wards and the Logan LDS Institute of Religion; direct phone calls to students currently enrolled at USU.
Weber State University	x		Program is called PAWS (Provisional Absence/Withdrawal Service). Available on-line. It is for students who wish to defer or interrupt their schooling for any reason. PAWS is the current vehicle, but revisions and upgrades are under consideration and will be implemented.

Admission Deferment at USHE Institutions

INSTITUTION	Deferred Admission?		EXPLANATION of OUTREACH INITIATIVES
Southern Utah University	x		<u>HS Counselor Initiatives</u> - Email Correspondence to High School Counselors and Counselor E-Newsletter to encourage students to apply and defer. <u>Direct e-mail to All Prospective Students</u> included general information on deferment. <u>Deferment Discussed at High School and Event Outreach</u> • Utah High School Tour • High School Visits and College Fairs • On-Campus and Regional Recruitment Events <u>Application/Website Enhancement</u>-- now includes specific check off on deferment <u>Other Initiatives</u> • Focus groups with returned missionaries
Snow College	x		Snow has a combined interrupted enrollment/deferred enrollment process. Online form to request at: www.snow.edu/images/leave.pdf. 1. Snow has spent the last half of this semester encouraging current students who anticipate an interruption this academic year to complete the form to defer on campus housing, scholarships, and maintain contact so as to advise them for return enrollment. 2. Hard copies of the form are in multiple locations on campus and staff members and faculty members are actively encouraging current students who plan a temporary leave to complete the form. Many students have turned in the form. 3. Since mid-October, recruiting contacts with prospective students have included an option to go ahead and be admitted but submit the deferment form to indicate delayed entry. We eventually plan to modify the admission application so that a deferred start date option is part of that application so we eliminate the need for a second from for initial admits. 4. A key to our process is capturing parent or guardian contact information on these forms so Snow can maintain a relationship with the student through the parents. Regular updates by phone, email, or Facebook are planned. 5. Advertising to current and prospective student base and through counselor contacts at Utah high schools. This effort will expand.
Dixie State College	x		• Leave of Absence web page; identified as one of the "Featured Links" on the home page • Web-based Leave of Absence form • Printed Leave of Absence forms • E-mail to all high school counselors in Utah • Admissions advisors providing information to counselors and students during high school visits • Press release

Admission Deferment at USHE Institutions

INSTITUTION	Deferred Admission?		EXPLANATION of OUTREACH INITIATIVES
Utah Valley University	x		Deferred admission process already in place. Special notifications this year include a postcard to all high school seniors and their parents in the UVU region, e-mail to prospective students, materials distribution to regional high schools.
Salt Lake Community College		x	At this point SLCC is not planning to implement deferred admissions procedures because the admission process is so different than four-year university processes. Students who are returning from their mission will be able to apply for admission and scholarships as a first-year freshman if they went directly from high school to the mission field. SLCC believes admission and/or eligibility for scholarships at the institution will not be delayed. SLCC is considering offering additional scholarships for Spring semester in anticipation of students returning with more frequency mid-year.

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Bachelor of Science in Multi-Disciplinary Design

Issue

The College of Architecture and Planning at the University of Utah (UofU) seeks approval for a Bachelor of Science in Multi-Disciplinary Design. This program was approved by the Institutional Board of Trustees on September 11, 2012.

Background

The proposed baccalaureate degree is a 122-hour baccalaureate degree that includes a 20-credit hour pre-major, designed to introduce students to the major while also determining their admissibility for study. The curriculum addresses four substantive areas applicable to all design education: studio, technical, history / theory and practice. In addition to the classes and faculty from the design program, the proposed curriculum leverages has been developed with existing UofU faculty and courses from architecture, fine arts, communication, business, bio-engineering, mechanical engineering, computer science and psychology.

The course of study uses product design as the driver for the program, in which students investigate design research, human centered design principles, interface development, articulation of product forms, materials and digital manufacturing principles. Students will focus on one of two tracks: one that is more related to form which is closely related to industrial design, and the other on digital design processes.

There has been a recent increase in student demand for design-related programs throughout the country due to the growth of design-related services and businesses. In addition, there has been an acknowledgment in the business community that design thinking is a valuable strategy for solving complex problems. Currently there is a Multi-Disciplinary Design minor offered in the college. In the second year of the program the College has seen a dramatic increase in the number of students taking courses. All three courses offered in the College for the minor are exceeding capacity and many students are on waiting lists wanting to take the classes. Over 60 students have signed up for the design minor and many more have expressed an interest. Six students are currently pursuing a Bachelor of University Studies degree with a focus on design.

Due to the increased awareness of design thinking strategies to solve difficult and complex problems in a variety of fields, there has been an increased demand for individuals who are trained designers. Based upon research conducted for this proposal, it is estimated that multi-disciplinary designers will see job opportunities grow at a rate significantly faster than other fields nationwide over the next ten years. A recent search on the design specific job board Design Observer indicated several hundred recent job offerings in the area of product design, design management and design research. This trend will also be seen locally with many firms in the area expanding and offering positions in the area of product design and development.

The university administration has agreed to support the Multi-Disciplinary Design major through the addition of two new faculty lines over the next two years. In addition, this program will generate revenue with tuition and grants through funded studios and multi-disciplinary program grants such as the one that is in place with Bio-Engineering. There is no impact on existing budgets.

Policy Issues

The proposed degree has been reviewed by the Commissioner's staff and by the USHE Chief Academic Officers. A question regarding the 20-hour pre-major and whether the courses for the pre-major are included in the 122 hours necessary for the degree was answered in the affirmative. No concerns remain about the number of hours in the degree. In response to a question raised about the location of the degree in the College of Architecture and Planning, the institution indicated the location of the degree is consistent with that of the minor of the same name and faculty leadership for the program. There are no outstanding policy issues.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by the University of Utah to offer the Bachelor of Science in Multi-Disciplinary Design.

_____
David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachment

Program Description
University of Utah
BS in Multi-Disciplinary Design Major
04/10/2012

Section I: The Request

University of Utah requests approval to offer a Bachelor of Science in Multi-Disciplinary Design effective Fall Semester 2013. This program has been approved by the institutional Board of Trustees on September 11, 2012.

Section II: Program Description

Complete Program Description
The College of Architecture and Planning proposes to introduce a new undergraduate Bachelor of Science in Multi-Disciplinary Design. The course of study will use product design as a vehicle to investigate design research, human centered design principles, interface development, articulation of product forms, materials and digital manufacturing principles. After successfully completing 20 credit hours in specified pre-major courses, students accepted into the major will focus on one of two tracks: one that is more related to form giving closely related to Industrial Design and the other that is more digitally related.

In the modern world the boundaries that exist between applied design disciplines often aren't as easily defined. The adherence to siloed solutions is breaking down. Bridges are being built between specialties in order to cultivate a shared understanding, synergistic collaboration and a common vocabulary – all of which are essential to solving complex problems. Those versed in the language of design and critical thinking will be essential voices in such dialogues. Therefore, it is absolutely critical that future designers are not only educate with a strong foundation in the fundamentals of design and design thinking, but begin cultivating collaborative environments that reflect contemporary paradigms.

This idea of cross-fertilization is not new. It has, perhaps, just been inadvertently forgotten due to the complexities of the university structure. The Bauhaus which operated in Germany from 1919–1933 (and subsequent new Bauhaus at the Illinois Institute of Technology) was/is a model of inter-disciplinary study that purposefully ignored arbitrary and artificial boundaries and provided a common approach to design and art-making across divergent disciplines. This union of art, craft and technology led to innovations in architecture, graphic design, product design, furniture design and materials that continue to reverberate.

In the last number of years many private institutions and design practices have taken up this theme through the linkage between different disciplines through the common language of design. The d.school at Stanford, the New School at Parsons, IIT Institute of Design and MIT Media labs are modern equivalents of the Bauhaus that bring together a diverse set of specialties across the common framework of design and using community based complex problems at their core.

Purpose of Degree
As Buckminster Fuller noted, the designer "is an emerging synthesis of artist, inventor, mechanic, objective economist, and evolutionary strategist." The discipline of design is very broad including the design of architecture, products, digital media, fashion, crafts, industrial methods, print media, and so on. At this juncture in time, design and design thinking have evolved into a dominant framework for creative and

interdisciplinary problem solving. This new interdisciplinary program will train our students to compete in an ever increasingly complex work environment and a thorough understanding of ethical conduct and social responsibility through these specific concepts:

- inquiry and project-based learning
- critical thinking skills
- experimentation with multiple ways of problem solving
- visual literacy
- innovation and invention
- team building and collaboration
- identifying authentic real-world tasks and challenges
- design research
- human centered design principles

The Multi-disciplinary Bachelor of Science in Design encompasses a curriculum with four substantive areas applicable to all design education: Studio, Technical, History/Theory and Practice. In addition to the classes and faculty from the Design program, the proposed curriculum leverages and has been developed with existing University of Utah faculty and courses from Architecture, Fine Arts, Communication, Business, Bio-Engineering, Mechanical Engineering, Computer Science and Psychology.

This program has at its core the shared fundamental understanding of the language, process and application of design and design thinking. This proposes to use design as a verb for activities rooted in four cornerstones: Engagement, Community, Collaboration and Responsibility. This broad perspective allows for students to see the connections between these design specialties and focus on the process of design as a creative idea and development framework. It expands students' horizons by engaging with other design disciplines in strategic and collaborative ways. This approach can lead to exciting new design engagement that can deeply engage the world as it is and as it is becoming.

Practically this program will manifest itself in a problem driven curriculum that merges and unifies the expertise of the College and University as a whole and examines problems at a product scale founded along a human experiential perspective. The curriculum will map design's future through production, research, strategy, entrepreneurship and applied futurism, preparing students to be multi-disciplinary product designers, design researchers, product development experts, directors, practitioners, visionaries and leaders.

Students will be required to have excellent knowledge of computers, computer graphics, and standard software packages. Competencies in design and computer software, as demonstrated through a portfolio will be an admission requirement for the major. Admission will be restricted to qualified applicants in the second half of their sophomore year. The components of the major include 74 credit hours of electives and core requirements, as well as the general education requirements for the university, many of which can be satisfied through the interdisciplinary requirements of the major.

Institutional Readiness
This major builds upon the successful Multi-Disciplinary Minor that is currently being offered by the College of Architecture + Planning. The organizational structure, administrative support and facility considerations have been put in place already to support the minor and therefore no expected changes are needed. Thus, the proposed program will not impact the delivery of either undergraduate or lower-division education.

Faculty

The design faculty will consist of three full-time regular faculty plus five FTE of adjunct professional faculty (six to 10 individuals). Currently there are two dedicated faculty lines for the program. Director Jim Agutter fills one and the other will be filled by a national search later this year. The university administration has committed an additional faculty line the following year. The adjunct faculty are particularly important since the field of design is rapidly evolving and those who practice are often on the forefront on changes in software, tools and processes. In addition, the faculty teaching in the design program will be drawn from several departments and coordinated by the faculty appointed to the Design program of the College of Architecture + Planning. These are experienced faculty who specialize in theory and criticism (Communication), computer applications and computer science (CS), bio-medical engineering (Bio-Med) mechanical engineering (ME), media arts (Art and Art History), marketing and innovation(Business) and human factors (Psych).

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			
Full-time Non-Tenured	1	2	3
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	1	2	3
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	2	2	5
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty			
Full-time Tenured			
Full-time Non-Tenured	1	2	3
Part-time Tenured			
Part-time Non-Tenured	3	2	5
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for	2	3	8

"prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")			

Staff

The Design program for the first 5 years will not need any additional staff and will leverage existing resources in the College of Architecture + Planning.

Library and Information Resources

The institution currently has the needed library resources and support from the library.

Admission Requirements

Admission applications/review process will be made each Spring and be based on a portfolio of previous design work that applicants have carried out in the pre-admittance course work. These portfolios will be reviewed by at least three full and part-time faculty members in the program. They will look for completeness, capability, craftsmanship and aesthetics. In addition, students will be required to have at least a 2.8 GPA. Following the review of the material qualified students will be admitted into the program for the following Fall.

Student Advisement

The students will be advised by the academic advisor for the College of Architecture + Planning. The College will support this additional activity for this individual.

Justification for Graduation Standards and Number of Credits

Students will be able to apply for graduation after completing their fall semester of their senior year or after completing or nearly completed all required coursework for the major and for the university requirements.

External Review and Accreditation

Outside consultants were utilized to help shape the direction and the coursework of the program to ensure that the proposed curriculum meets with the needs of the design profession and other academic units on campus. These outside consultants included professional industrial designers both in state and out of state, professional design engineers, and business leaders. In addition, an interdisciplinary advisory board has been organized to oversee curriculum issues and provide ongoing feedback on trajectory of the program.

- Robert Hitchcock, PhD, Assistant Professor Bio-Engineering, Director of Bio-Design
- John Langell, MD, MPH, Assistant Professor General Surgery, Director of Bio-Innovate
- Carol Sogard, MFA, Associate Professor Graphic Design, Director of Graphic Design
- Frank Drews, PhD, Associate Professor Psychology, Director of Human Factors Program
- Abbie Griffin, PhD, Presidential Professor Marketing, Presidential Chair in Marketing
- Mark Minor, PhD, Associate Professor Mechanical Engineering
- Ann Darling, PhD, Associate Professor Communication, Senior Associate Dean Undergraduate Studies
- Mariah Meyer, PhD, Assistant Professor School of Computing
- Theodore Espiritu, Visiting Lecturer in Design, Espiritu Design
- Randall Smith, Visiting Lecturer in Design, Modern8
- Matthew Kressy, Senior Lecturer MIT, Adjunct Faculty RISD, Designturn Inc.

Because this is a hybrid program that merges expertise from across different fields, accreditation will not be sought.

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

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X		15	20	25	30
Total # of Declared Majors in Proposed Program	X	15	30	40	50	60
Department Data – For All Programs Within the Department						
Total Major Faculty FTE (as reported in Faculty table above)	2	3	3.5	4	6	8
Total Major Student FTE (Based on Fall Third Week)		15	30	40	50	60
Student FTE per Faculty FTE (ratio of Total Major Faculty FTE and Total Major Student FTE above)		5:1	8.57:1	10:1	8.33:1	7.5:1
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)						

Expansion of Existing Program
This is an expansion of the existing Multi-Disciplinary Design Minor, which has been in place for two academic years. There are currently over 60 students enrolled in the design minor who come from a variety of departments across campus.

Section III: Need

Program Need
As outlined below, there is a significant labor market demand for professionals trained in multi-disciplinary design. There are however, currently no academic programs in Utah that provide this type of training, other than the University of Utah's Multi-Disciplinary Design Minor, which provides only a limited introduction to the field.

The multi-disciplinary design major will train students to gain a broad perspective allowing to see the connections between various design specialties and focus on the process of design as a creative idea and development framework. It will expand students' horizons by engaging with other disciplines in strategic and collaborative ways.

The program will be unique and will collaborate with established programs such as Human Factors, Bio-engineering, Business and Medicine. The program will serve as a creative bridge across these different entities and provide students with a truly remarkable experience. In addition, because of the relationship between these different programs and the focus on product development, it is anticipated that the program will generate intellectual property that could lead to commercialization revenue.

Labor Market Demand

Due to the increased awareness of design thinking strategies to solve difficult and complex problems in a variety of fields, there has been an increased demand for individuals who are trained designers. Based upon research conducted for this proposal, it is estimated that multi-disciplinary designers will see job opportunities grow at a rate significantly faster than other fields nationwide over the next ten years.[1] A recent search on the design specific job board Design Observer[2] indicated several hundred recent job offerings in the area of product design, design management and design research.   This trend will also be seen locally with many firms in the area expanding and offering positions in the area of product design and development.

TITLE	2004 Employment	2014 Employment	% Change	Ave. Annual Openings
Art Directors	560	700	25	30
Commercial and Indus. Design	840	1090	30	40
Graphic and Communication Designers	3420	4620	34	170
Multi-Media Designers	1130	1480	30	60
TOTAL	5950	7890	30	300

Table 1. Long term employment projections in Utah. Source Utah Labor Market Information System (jobs.utah.gov).

At a recent strategic meeting with Utah design business leaders it became apparent that there is a need for individuals with a broad understanding of design thinking strategies as well as specific technical skills. In fact, several design firms have resorted to partnering with out of state universities for internship opportunities due to the lack of local quality students.

Student Demand

There has been a recent increase in student demand for design related programs throughout the country due to the growth of design related services and businesses. In addition, there has been an acknowledgment in the business community that design thinking is a valuable strategy for solving complex problems. As a result many new design programs have been established such as the School at Stanford and established programs such as the Rhode Island School of Design and Harvard's Design School have seen significant enrollment increases.

Currently there is a Multi-Disciplinary Design minor offered in the College. In the second year of the program there has been a dramatic increase in the number of students taking courses. All three courses offered in the College for the minor are exceeding capacity and many students are on waiting lists wanting to take the classes. Over 60 students have signed up for the design minor and many more have expressed an interest.   Six students are currently pursuing a Bachelor of University Studies degree with a focus on design. It is estimated that the program would have 15 to 20 declared majors enrolled in the first year and

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[1] http://data.bls.gov/oep/nioem
[2] www.designobserver.corollot.com

subsequently add 10-20 majors each year in major. At full enrollment it is estimated that the major would have 50-70 declared majors.

Similar Programs
While there are several design related programs already in existence at Utah colleges and universities, the programs tend to focus on individual design fields such as graphic design rather than a holistic "design thinking" and product design based curriculum.

At Utah State University there is a three-faculty graphic design/digital design department, which offers BFA and MFA degrees. Alan Hasimoto has been responsible for the development of the Utah State program and he has been consulted about the development of the new Multi-Disciplinary Design Program at the University of Utah. Utah State has also developed a certificate for undergraduate students focused on "Design Thinking" in collaboration with Art and Business but their enrollment numbers are limited due to the programs structure.

Brigham Young University has a small industrial design program housed in the recently approved Engineering's School of Technology. This program currently has four faculty members and graduates approximately 15 students per year. This is a traditional industrial design program that is not multi-disciplinary in nature. However, BYU does offer a "Design Thinking Bootcamp" that introduces students to a broader set of design issues but this falls outside their traditional course curriculum.

At Weber State University there is the visual communication/design focus in the Visual Art Department. This department has 12 full time faculty members who primarily focus on traditional study of design in art. In addition, they have a strong program in interior design.

Utah Valley University has a BFA program focusing on Graphic Design and some more technical work is begin done in their Engineering program with digital media and serious gaming.

Salt Lake Community College has several degree programs in their Visual Art and Design program. These include animation, graphic design, illustration, photography and electronic publishing. It is anticipated that the Design program at the University of Utah could work with SLCC to prepare students who are interested in this program to transfer academic credits to the University.

Southern Utah University offers two degrees associated with design. One is a Bachelor of Arts in Art History or Studio Arts. The other is a BFA in Graphic Design, Art Education or Studio Arts.

Snow College has a visual arts program and is focused on the creation more traditional art objects through areas of emphasis such as ceramics, graphic design, drawing, painting and printmaking.

Many two-year design programs have recently been developed. These programs such as ITT Technical Institute's Multimedia Design program and the Art Institutes offerings focus on mastery of software and techniques. They do not include teaching a broad understanding of design thinking and the application to complex problems. Nor do they focus on product development and design.

Collaboration with and Impact on Other USHE Institutions
There is a friendly and collegial relationship between the design faculty at the University of Utah, Utah State, UVU, Art Institute and BYU. Faculty members from all the institutions have participated in reviews of

students work and have been consulted about the proposed program. It is not anticipated that the new program will have any adverse impact on existing programs. Because of the multi-disciplinary nature of the proposed program it is anticipated that students graduating will fill positions that are different from those filled by graduates of the existing programs. However, a few students' positions may overlap with some of BYU's students. The College will continue to have a relationship with BYU to ensure minimal conflict.

Benefits
The University of Utah and existing programs primarily Bio-Engineering, Medicine and Business will benefit from collaborating with students trained in creative product design. These students will work collaboratively with these departments to cross-fertilize expertise. Currently an R-25 grant with NIH has been funded that is a collaboration with Bio-Engineering and Design Students for a summer intensive workshop. It is believed that these opportunities can be expanded and additional funding can be obtained to support the program.

Consistency with Institutional Mission
The mission statement of the University of Utah emphasizes the (1) "highest standards of scholarship and professional practice" as well as (2) "the mutual relevance and interdependence of teaching and research." It seeks to (3) "foster the discovery and humane use of knowledge and artistic creation" and to (4) "facilitate the application of research findings to the health and well-being of Utah's citizens through programs and services available to the community." The proposed degree is designed to encourage the highest standard of professional practice and at the same time interject an emphasis on interdisciplinary study and research. It will focus on the Utah community directly, increasing artistic and technology knowledge in the profession and in business. The ultimate mission of the Bachelor of Science in Multi-Disciplinary Design is to allow students to engage, anticipate, and research the profound changes in technology and design, leading to a greater capacity in the future. It fits within the broader mission of the University of Utah to provide excellent multidisciplinary and engaged education.

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Section IV: Program and Student Assessment

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Program Assessment
The proposed Design program will combine broader critical thinking skills with specific skills related to the practice of Design. By combining these two broad objectives the programs goals are attempting to ensure that students have a broad perspective and specific knowledge that can be applied in the workplace as well as life. The proposed Design program will utilize the Essential Learning Outcomes that have been adopted by the University of Utah. These outcomes will help drive specific goals within the program. They include:
- Knowledge of Human Cultures and the Physical and Natural World.
  - The students will understand through design research and development the understanding of a variety of different cultures. In addition, will be given an understanding of design implications on the natural world.
  - The students will learn intellectual empathy with the ability to put themself in another's shoes to understand their needs, wants beliefs and viewpoints in the effort to genuinely understand them.
- Intellectual and Practical Skills.
  - The students will develop specific skills related to intellectual activities such as perseverance, courage and humility.
  - Students will learn practical skills associated with the research, design and development of products.

- Personal and Social Responsibility.
  - Students will learn intellectual humility that can be described as the awareness of you're their biases, prejudices and the limitations and extent of their viewpoints and ignorance.
  - Students will learn how to take responsibility for their actions through independent work projects.
- Integrative and Applied Learning.
  - Students will have the ability to work with others in a synergistic and positive way to accomplish a shared goal.

To measure the effectiveness of the program and to see how well the mission is fitting with the outcomes, members of the interdisciplinary advisory board will selectively meet with students at the end of each year to understand qualitatively what is working and what needs to be refined to ensure maximum learning. In addition, a design program specific survey will be given to each student to gain insight into their perceived performance across a number of dimensions. The results of that survey will be compared to a similar survey given to reviewers of the student projects and the advisory board on their perception of the student's performance to spot trends and patterns. The department will also utilize the standard university based student feedback surveys administered at the end of each semester to understand how well the program is meeting the needs of the students. In addition, the advisory board will review the programs goals and mission three times throughout the year to modify trajectory and course curriculum. A post graduation survey will be developed and administered to recent graduates 6 month after they leave the major. This will provide information regarding job placement, graduate school acceptance and other post University feedback.

Expected Standards of Performance
Specifically each student will be accessed on his or her acquired competencies through course work that is clustered together by year.
- Pre-major year 1 and 2 competencies:
  - basic design capabilities
  - design process understanding
  - basic visual communication techniques
  - theoretical understanding of visual language
  - and an understanding of the profession of design
- Year 3 competencies
  - more detailed design competency and the ability to move from research to finalized product
  - the process of design from research to manufacturing
  - detailed and in-depth digital communication skills
  - understanding of manufacturing processes
  - and a thorough understanding of design research
- Year 4 competencies
  - very detailed design exercises that culminate in real world products
  - specific understanding of techniques and expertise from different departments
  - team collaboration
  - business understanding and knowledge of design practice through internship

These competencies will be measured through class outcomes and a detailed assessment from the advisory board to see if the finalized projects exhibit the competencies that have been outlined.

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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	242,000	242,000	342,000	450,000	500,000	530,000
Benefits	72,600	72,600	102,600	135,000	150,000	159,000
Total Personnel Expense	314,600	314,600	444,600	585,000	650,000	689,000
Non-personnel Expense						
Travel	5,000	5,000	9,000	12,000	13,000	14,000
Capital	2,000	2,000	3,000	4,000	4,000	4,000
Library	0	0	0	0	0	0
Current Expense	3,000	3,000	5,000	7,000	7,000	7,000
Total Non-personnel Expense	10,000	10,000	17,000	23,000	24,000	25,000
Total Expense (Personnel + Current)	$324,600	$324,600	$461,600	$600,800	$674,000	$714,000
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Appropriated Fund	264,600	264,600	394,600	527,000	542,000	551,000
Other:						
Special Legislative Appropriation						
Grants and Contracts	50,000	50,000	90,000	100,000	100,000	100,00
Special Fees/Differential Tuition	780	2,280	3,250	6,725	7,850	11,125
Total Revenue	$315,380	$316,880	$487,850	$633,725	$649,850	$662,125
Difference						
Revenue - Expense	$(9,220)	$(7,720)	$26,250	$32,925	$(24,150)	$(51,875)
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	$31,000		$47,350	$61,000	$63,900	$65,350	$66,750
* 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 university administration has agreed to support the Multi-Disciplinary Design major through the addition of two new faculty lines over the next two years. In addition, this program will generate revenue with tuition and grants through funded studios and multi-disciplinary program grants such as the one that is place with Bio-Engineering.

Reallocation
There will be no reallocation.

Impact on Existing Budgets
There will be no impact on existing budgets.

Section VI: Program Curriculum

All Program Courses

Course Prefix and Number	Title	Credit Hours
Core Courses		
Design 2000	Design Seminar	1
Design 2615	Introduction to Design Thinking	3
Design 3000	Visual Communications	3
Design 3400	Design Research	3
Design 3600	Design Studio 1	5
Design 3601	Design Studio 2	5
Design 3650	Introduction to Typography	3
Design 4000	History of Design	3
Design 4600	Design Studio 3	5
Design 4601	Design Studio 4	5
Design 4650	Business and Design	3
Design 4800	Design Internship	1
	Sub Total	40
Core Courses Outside Department		
Physics 2010	Physics 1	4
Arch 2630	Arch Design Workshop	3
Arch 2632	Adv Design Workshop	3
Mktg 4450	Marketing Research	3
Mktg 4770	Consumer Behavior	3
Mgt 5770	Fundamentals of Entrepreneurship	3
	Sub Total	19
Electives		
Art 1060	Basic Drawing	3
Arch 1630	Architectural Graphics	3
FA 3700	MultiMedia Graphics	4
	Must take 1 class	3
*Design 3700	Animation Modeling	3
*Art 4455	Kinetic Sculpture	3
+Design 4700	Material and Manufacturing Principles	3
+Design 5370	Digital Fabrication	3
	Must take 2 classes	6

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Comm 3550	Principles of Visual Communication	3
*Psych 4000	Human Factors and Ergonomics	3
	Must take 1 class	**3**
*CS 5650	Perception for Graphics	3
*Design 4900	Advanced Interaction Design	3
+ME 5100	Ergonomics	3
	Must take 1 class	**3**
	Sub Total	**15**
	Total Major Courses	**74**
University Requirements		
Humanities		3
Humanities		3
Fine Arts		3
Fine Arts		3
American Institutions		3
Writing 2010		3
Life Sciences		4
Life Sciences		3
Quantitative Analysis Math		3/4
Quantitative Reasoning		3/4
Upper Division University Writings		3
Diversity Course		3
Quantitative Intensive		3
Quantitative Intensive		3
International		3
	Sub Total	**48**
	Total Number of Credits	**122**

Digital Track
+ Physical/Form Track

New Courses to Be Added in the Next Five Years
It is anticipated that no new courses will be added over the next five years. However, based upon feedback from students, faculty and the advisory board this may be adjusted.

Program Schedule
Students who are interested in participating in the proposed program will first be required to take a series of Pre-Design courses. These Pre-Design courses are structured to provide an understanding of design principles and build basic skills. These courses will also allow a student to develop a portfolio of design work that will be used to apply for the full program. Once the student has been accepted into the program, they will move through a sequence of courses that allow them to focus on more traditional industrial design track or one that is more focused on digital products. These courses comprise six to nine credit hours of the program and allow a detailed focus on one of the areas. The students will complete their studies with an intensive capstone studio and an internship at area design firms.

YEARS ONE AND TWO			
PRE-DESIGN – Requirements (20 credits)			
Goals: Basic Design Competency, design process, understanding, basic visual communication skills, theoretical introduction to visual language and exposure to the profession of design.			
Course Number	**Course Name**	**Semester**	**Credits**
Studio (6 credits) both courses are required			
ARCH 2630	Arch Design Workshop	Fall	3
ARCH 2632	Advanced Design Workshop	Fall	3
Technical (7 credits)			
Physics 2010	Physics 1	Fall	4
Choose one course from the following			
ART 1060	Basic Drawing	Fall / Spring	3
ARCH 1630	Architectural Graphics	Fall / Spring	3
Fine Arts	Graphics for MultiMedia	Fall / Spring	3
History / Theory (6 credits) both courses are required			
DES 2615	Introduction to Design Thinking	Fall / Spring	3
DES 3650	Introduction to Typography Book Layout	Fall	3
Practice (1 credit) seminar			
DES 2000	Design Seminar	Spring	1
YEAR THREE			
DESIGN – Requirements (28 credits)			
Goals: More specific design competency, practice of design process form research to production, detailed digital communication skills, understanding of manufacturing processes, and detailed understanding of design.			
Course Number	**Course Name**	**Semester**	**Credits**
Studio (10 credits) both courses are required			
DES 2600	Design Studio I	Fall	5
DES 3650	Design Studio II	Spring	5
Technical (6 credits)			
DES 3000	Visual Communications	Fall	3
Choose two courses form the following			
DES 3700	Animation / Modeling	Fall	3
DES 5370	Digital Fabrication	Fall	3
DES 4700	Material and Manufacturing Principles	Spring	3
ART 4455	Kinetic Sculpture	Spring	3
History / Theory (6 credits)			
DES 4000	History of Design	Spring	3
Choose one course from the following			
MKTG 3010	Principles of Marketing	Fall	3
COMM 3550	Principles of Visual Communication	Spring	3
PSYCH 4000	Human Factors and Ergonomics	Spring	3
Practice (6 credits)			
DES 3400	Design Research	Fall	3
MKTG 4450	Marketing Research	Spring	3
YEAR FOUR			

Course Number	Course Name	Semester	Credits
DESIGN – Requirements (26 credits) Goals: More specific design competency, practice of design process form research to production, detailed digital communication skills, understanding of manufacturing processes, and detailed understanding of design.			
	Studio (10 credits) both courses are required		
DES 4000	Design Studio III	Fall	5
DES 4010	Design Studio IV	Spring	5
	Technical (6 credit minimum)		
Choose two courses from the following			
CS 5650	Perception of Graphics	Spring	3
ME 5100	Ergonomics	Fall	3
DES 4000	Advanced Interaction Design	Fall	3
	History / Theory (6 credits) both courses are required		
MKTG 4770	Consumer Behavior	Fall	3
MKTG 5770	Fundamentals of Entrepreneurship	Spring	3
	Practice (3 credits)		
DES 4650	Business and Design	Fall	3
	Internship (1 credit)		
DES 4000	Design Internship	Spring	1

Section VII: Faculty

- James Agutter MArch
  - Director, Design Program
  - Assistant Professor
  - College of Architecture + Planning
  - University of Utah
- New faculty line hire to be conducted this Fall
- Another new faculty line to be hired in Fall 2013
- Keith Findling BS in Industrial Design
  - Adjunct Assistant Professor
- Theodore Espiritu BS in Industrial Design
  - Visiting Lecturer
- David Wolske, MFA in Graphic Design
  - Visiting Lecturer
  - Creative Director Red Butte Press
  - University of Utah
- Additional Faculty for Auxiliary positions will be brought in to cover coursework.

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Master of Arts in Latin American Studies

Issue

The University of Utah requests approval to offer a Master of Arts (MA) Degree in Latin American Studies, effective Fall Semester 2013. The program was approved by the Institutional Board of Trustees on October 9, 2012.

It is anticipated this program will enhance the profile of the Latin American Studies Program at the University of Utah and establish the university as a major regional and national center for education, research and resources on Latin America. Program graduates will be prepared for careers in government, public policy, non-profit organizations, journalism, education, academia and the private sector and/or for PhD programs in related areas. It will be housed in the Latin American Studies Program in the College of Humanities.

The proposed program is a flexible, interdisciplinary two-year post-baccalaureate degree providing advanced language study and specialized area studies education. The program will draw on existing faculty and curricular resources across a variety of departments. The program requires a total of 30 credits, including eight three-credit classes, a master's thesis, a minimum third-year competency in Spanish or Portuguese, and a minimum of first-year competency in an additional language spoken in Latin America. To ensure breadth and depth in their graduate work, students will be required to have one primary concentration and fulfill a regional breadth requirement developed in consultation with the program advisor. The concentration can be based in any department or academic program at the university including professional programs such as Social Work, Nursing, Urban Planning, Public Administration, etc., or involve creative and practical interdisciplinary combinations of courses that fit with students' career goals. Students must also fulfill a regional breadth requirement by taking classes or writing a thesis that examines at least two of four broad regions in Latin America.

Background

The program is interdisciplinary and will attract and accept students from all academic disciplines who seek to deepen their knowledge of Latin America and acquire skills that are relevant for a globalized marketplace. In the last few years, there has been an increase in the number of undergraduate students in

Latin American Studies. Since its inception in 2002, the Latin American Studies minor has graduated 127 students. The Latin American Studies major has graduated eight students and enrolled another 26 declared majors since its creation in Fall Semester, 2009. Additionally, the International Studies (IS) major, the fastest growing interdisciplinary major on campus, has experienced an increase in the number of students that concentrate in Latin America. Currently nearly 20% of IS majors focus on Latin America, up from 15% three years ago. With these two degree programs, there are roughly 100 undergraduate students pursuing a formal Latin American course of study. Additionally, approximately 2,800 students have enrolled each year in Spanish and Portuguese courses. Interest and enrollment growth in such programs is strong at other universities in the state and across the country, providing indication that sufficient demand exists to support the program.

Graduates seeking employment confront a job market that demands knowledge of foreign cultures and languages, a reflection of both globalization and significant demographic shifts at home. Mexico and Brazil are regional economic powerhouses with close economic and political relationships with the United States and Utah. Utah exports to South America have more than doubled since 2005 while exports to Mexico have increased by 350% during the same period. Brazil is a global economic factor and has become the sixth largest economy in the world. Mexico is the third largest trading partner with the United States. Other countries, such as Chile, Venezuela, Cuba, Colombia, Argentina and Peru are also strategically and economically important to the United States.

Utah is home to the 300th Military Intelligence Brigade, largely composed of linguists who engage in counterintelligence, interrogation, translation and interpretation associated with armed conflicts and United States efforts to battle the drug trade. The Utah Data Center, being built by the National Security Administration, will generate jobs for Latin American linguists and area specialists. Nationally, United States efforts to combat drug cartels in Latin America has created demand for law enforcement officers who speak Latin American languages and who can operate in the region.

In addition to these international factors, growth in Hispanic and Latino populations in Utah is significant. From 2000 to 2010 the growth rate was 78% in Utah and 65% in Salt Lake County, representing 17% and 13%, respectively, of the total population. This demographic shift requires that social workers, school teachers, nurses, lawyers, doctors, and other professional service providers have greater linguistic and cultural competency to adequately serve this growing population.

Policy Issues

The proposed program has been developed through established institutional procedures and Regent policy. Chief Academic Officers as well as faculty in related departments from the Utah System of Higher Education have reviewed the proposal and are supportive of it. There are no known policy issues that need to be taken into account related to approval of this program.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Board of Regents approve the request by the University of Utah to offer the Master of Arts Degree in Latin American Studies effective Fall Semester, 2013.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Program Description
University of Utah
MA in Latin American Studies

Section I: The Request

The University of Utah requests approval to offer a Masters of Arts (MA) Degree in Latin American Studies, effective Fall Semester, 2013. The program was approved by the institutional Board of Trustees October 9, 2012. It will be housed in the Latin American Studies Program in the College of Humanities.

Section II: Program Description

Complete Program Description

The Master of Arts Degree in Latin American Studies at the University of Utah is a flexible, interdisciplinary two-year post-baccalaureate degree providing advanced language study and specialized area studies education. The degree program will draw on existing faculty and curricular resources across multiple departments within the University of Utah. The program requires a total of 30 credits, including eight, three-credit classes, a master's thesis (six credits), a minimum of third-year competency in Spanish or Portuguese, and a minimum of first-year competency in an additional language spoken in Latin America (e.g. Spanish, Portuguese, an indigenous language, Dutch, French, Haitian Creole, etc.). To ensure breadth and depth in their graduate work, students will be required to have one primary concentration and fulfill a regional breadth requirement developed in consultation with the program advisor. The concentration can be based in any department or academic program at the university including professional programs (e.g. Social Work, Nursing, Urban Planning, Public Administration), or involve creative and practical interdisciplinary combinations of courses that fit with the students' career goals (e.g. Environmental Studies). MA students must also fulfill a regional breadth requirement by taking classes or writing a thesis that examines at least two of four broad regions in Latin America. The regions are defined as Mexico and Central America, South America (not Brazil), Brazil, and the Caribbean. Overall at least 15 credits (five courses) must come from the approved list of Latin American Studies content courses.

Purpose of Degree

A core purpose of the program is to provide students with opportunities to deepen their knowledge of the political, economic, social and cultural processes shaping the region, and graduate with the skills and expertise to be leaders in their chosen fields. It is appropriate for both professionals seeking regional knowledge and students intending to pursue a PhD It prepares graduates for careers in government, public policy, non-profit organizations, journalism, education, academia and the private sector. The program will also significantly enhance the profile of the Latin American Studies Program at the University of Utah and establish the university as a major regional and national center for education, research and resources on Latin America. The MA in Latin American Studies will be an important resource for business, government and community organizations that require expertise on Latin America or the Latin American diaspora by providing graduates with advanced language skills and specialized knowledge of Latin American countries.

Institutional Readiness

The creation of an MA in Latin American Studies is a core part of the strategic plan of the university's Latin American Studies Program. During the spring of 2012, the draft proposal to create the MA degree in Latin American Studies was circulated among all affiliated Latin American Studies faculty, who were invited to attend a meeting to discuss the proposal and/or to comment on it via email. The faculty meeting to discuss

the draft proposal was held on February 27, 2012. Faculty believed the program would provide an important opportunity for graduate study for students interested in Latin America in addition to expanding the program's research profile and its ability to compete for external grants. Faculty agreed that the University of Utah in general and the Latin American Studies Program in particular have ample faculty, curricular and administrative resources to support the proposed MA degree program. They suggested some minor revisions to the draft proposal, which were incorporated into the final version provided herein.

The Latin American Studies Program currently has approximately 50 affiliated faculty members across more than ten colleges and 20 academic departments, including 18 language instructors and teaching assistants at the Second Language Teaching and Research Center. The current staff for the Latin American Studies Program (which includes a director, an associate director, an administrative officer, a student advisor and office support staff) is believed to be sufficient to support the new degree. It is not anticipated that the program will have negative impact on the delivery of undergraduate or lower-division education.

The Latin American Studies Program is housed administratively in the College of Humanities. It has no faculty lines of its own. All affiliated faculty FTEs are housed in their home departments, which means that the Latin American Studies Program is not responsible for their salaries. The purpose of the following table, therefore, is to provide an indication of the faculty resources available to the MA degree, not to measure program costs.

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	37	2	39
Full-time Non-Tenured	9		9
Part-time Tenured	1		1
Part-time Non-Tenured	1		1
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	6		6
Part-time Tenured			
Part-time Non-Tenured	5		5
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	6		6
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			

Part-time Non-Tenured			
Total Headcount Affiliated Faculty			
Full-time Tenured	37	2	39
Full-time Non-Tenured	15		15
Part-time Tenured	1		1
Part-time Non-Tenured	12		12
Total Program 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.")	57.5	2	59.5

Faculty are listed as "affiliated," indicating they are members of departments that provide support for this program. Being interdisciplinary and drawing upon courses from multiple departments, faculty members are not assigned to this program.

Staff
The current staff for the Latin American Studies Program, which includes a director, an associate director, an administrative officer (shared with Asian Studies), a student advisor (shared with Asian Studies), and two work-study office support positions (shared with Asian Studies) are sufficient to support the new degree during each of the program's first five years.

Library and Information Resources
The University of Utah currently has the library and information resources necessary for advanced interdisciplinary study of Latin America. These resources include an ample collection of books, films, journals and periodicals from Latin America or that deal with Latin America. Through its digital collection of online journals and databases and extensive Inter-Library loan agreements, the Marriott Library (MLIB) also offers students access to hundreds of thousands of English, Spanish and Portuguese language primary and secondary source materials from across academic disciplines. The library is also committed to expanding its Latin American Studies collections, as evidenced by its recent purchase of a subscription to the Latin American Public Opinion Project's surveys (recognized as the most reliable and important collection of public opinion surveys carried out in more than 20 Latin American countries) and a new subscription to a database on Mexican Cinema.

The MLIB also provides an on-line research guide for Latin America and the Caribbean. MLIB Special Collection houses one of the country's best collections of facsimiles of Mesoamerican manuscripts (codices). In addition to a listing of 820 periodicals in Latin American Studies areas, the library subscribes to critical Latin American Studies electronic resources. The multimedia collection houses over 2200 items related to Latin American Studies, including DVDs, videos, CDs, and sound recordings in English, Spanish, and Portuguese. MLIB provided start-up funds for a new World Newspaper Archive, whose first project is a Latin America Newspapers module. In 2008, the library purchased a collection of Brazilian film and music from the Brazilian American Cultural Institute, which included over 400 films and 1000 cassettes and CDs of classical and popular music. MLIB recently established an International and Interdisciplinary Team specifically to deal with the increasing interest in collections pertaining to programs such as Latin American Studies. The team provides detailed research and instruction and prioritizes collection choices. University of Utah faculty and students access specialized Latin American Studies materials through MLIB's consortia arrangements. These include: Association of Research Libraries with access to the Center for Research

Libraries catalog; Greater Western Library Alliance; Online Computer Library Center, the world's largest library cooperative; and subscription to WorldCat, the world's largest library catalog.

Admission Requirements

Applicants for admission to the MA program in Latin American Studies will be reviewed by a graduate studies committee consisting of core faculty teaching in the program and headed by the program's Associate Director. The basic requirement for admission into the program will be a bachelor of arts or a bachelor of science degree. Other admission requirements will conform to the requirements of the Graduate School and admission will be competitive within the pool of applicants each year.

Requirements for admission into the MA program will include:
- A written statement (1000-words) describing their preparation for the program and their professional goals,
- Undergraduate transcripts, Graduate Record Examination (GRE) scores and Test of English as a Foreign Language (TOEFL) scores (if applicable)
- Three letters of recommendation
- An academic writing sample.

The interdisciplinary nature of the degree encourages applicants from a wide variety of undergraduate programs and fields of study, and applicants will be required to demonstrate significant prior study or familiarity with Latin America, whether through academic study or personal and professional experience.

Student Advisement

The Associate Director of the Latin American Studies Program will serve as the Graduate Advisor of the program and will act as a temporary advisor to newly admitted students until they form a supervisory committee. Supervisory committees are formally appointed by the Dean of the Graduate School, however each student is responsible for initiating the selection of the committee and participates fully in the selection process. The supervisory committee will be comprised of three faculty members, representing the student's chosen disciplinary and regional fields. One of the committee members will serve as a thesis advisor and chair of the committee.

Students, in consultation with the Graduate Advisor, will be counseled to select their supervisory committee chair as early as possible in his or her course of study, but no later than the second semester of graduate study. In consultation with the supervisory committee chair, the student should select two additional faculty members to complete the committee. The Graduate Advisor will be responsible for recording and tracking the progress of students. Students will be required to attain the preliminary approval of their supervisory committee for their program of study by the beginning of their second semester. The supervisory committee must formally approve the plan of study by the end of the second semester.

Justification for Graduation Standards and Number of Credits

The MA in Latin American Studies requires a minimum of 30 credit hours, including six thesis credit hours. Students must also fulfill the following requirements to graduate:
1. Students must develop a primary disciplinary concentration and fulfill a regional breadth requirement.
    a. Typically students will satisfy the concentration requirement by taking a minimum of four classes (12 credits) in a specific discipline or an interdisciplinary area of study (e.g.

Environmental Studies). At least one of these classes must be a core methods course or research seminar appropriate to their discipline.

  b. Students will be required to take classes or write a thesis that examines at least two of four broad regions in Latin America. The regions are defined as Mexico and Central America, South America (not Brazil), Brazil, and the Caribbean.

  c. Overall at least 15 credit hours (five courses) must come from the approved list of Latin American Studies content courses.

2. All students must demonstrate third-year proficiency in a major Latin American language (Spanish or Portuguese) and first-year proficiency in a second language spoken in Latin America. Language proficiency can be demonstrated by successful completion of relevant language courses with a grade of B or better as indicated by an undergraduate transcript, as part of the program of study for the MA, or by providing other evidence of proficiency that is certified by the Second Language Teaching and Research Center at the University of Utah. Language courses do not count toward the minimum of 30 credit hours required for the degree.

3. To qualify for the MA courses must be taken at the 6000-level or higher. 6000-level courses may include advanced undergraduate courses in which students complete appropriate additional assignments and readings for graduate credit.

4. Students must complete an MA thesis and have it approved by their supervisory committee.

5. In developing these requirements, the requirements for existing MA degrees in the College of Humanities and MA degrees in Latin American Studies at other institutions were examined. These credit requirements are in line with other MA programs at the University of Utah. The overall credit and language requirements are similar to those of other major MA in Latin American Studies programs at other institutions, such as UCLA, Vanderbilt University, and the University of Arizona.

External Review and Accreditation

The MA program in Latin American Studies is not subject to external review and accreditation, except as required for the University of Utah's institutional accreditation process. The MA in Latin American Studies will abide by the University of Utah Graduate School periodic review process that includes both campus and external reviewers.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in **Proposed Program**	X	2	5	5	7	10
Total # of Declared Majors in **Proposed Program**	X	2	7	10	12	17
Departmental Data – For All Programs Within the Department						
Total Program Faculty FTE (as reported in Faculty table above)*	X	0	0	0	0	0
Total Program Student FTE	X	2	7	10	12	17

(Based on Fall Third Week)						
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)*	X	N/A	N/A	N/A	N/A	N/A
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:____NA_____	X	N/A	N/A	N/A	N/A	N/A

Faculty serving this program do so through affiliation, meaning they are members of departments that provide program support. Faculty are not assigned directly to this program and their salaries are paid through their home departments, thus faculty FTE is shown as 0 and the Student FTE per Faculty FTE ratio is Not Applicable.

Expansion of Existing Program

The MA in Latin American Studies is a new program that is part of a planned strategic enhancement to the University of Utah's Latin American Studies Program offerings.

Section III: Need

Program Need

Deepening economic, cultural, and political linkages between the United States and Latin America are creating increased demand for individuals with advanced understanding and competency in Latin American languages and countries. The need for such specialized knowledge is now critical in sectors such as business, health care, social services, the military and international law enforcement, making programmatic development in Latin American Studies more pressing than ever.

The Latin American Studies Program is one of several area studies programs at the University of Utah that seek to contribute to the internationalization of the campus and ensures that the university continues to evolve into a truly global and globalized institution. The Latin American Studies Program seeks to be a hub for Latin American-related activities and scholarship on campus and has as of its strategic goals to become a Title VI National Resource Center for Latin American Studies.

Toward this end, the Latin American Studies Program has been undergoing a major expansion and restructuring during the last five years centered around four new initiatives: the creation of a Bachelor of Arts Degree in Latin American Studies (approved in 2009); the development and strengthening of instruction of indigenous languages of Latin America (Nahuatl and Quechua, begun in 2012); the creation of the MA degree program in Latin American Studies; and the creation of a new Latin American Studies Center, which will house the degree programs and enhance the ability to compete for external grants. The MA degree is a core part of the strategic plan. It will enhance the profile of the Latin American Studies Program at the University of Utah and establish the university as a major regional and national center for education, research and outreach on Latin America. The MA in Latin American Studies may also serve as a resource for other professional programs in universities across the state, including programs in Nursing, Social Work, Business, and Education, in their efforts to graduate students with the skills to work abroad in Latin America and to serve Utah's increasingly diverse population.

Labor Market Demand
Today's graduates confront a job market that demands knowledge of foreign cultures and languages, a reflection of both globalization and significant demographic shifts at home. Mexico and Brazil are regional economic powerhouses with close economic and political relationships with the United States and Utah. Utah exports to South America have more than doubled since 2005 while exports to Mexico have increased by 350% during the same period. Brazil is a global economic powerhouse – it recently passed Italy and the United Kingdom to become the sixth largest economy in the world, and will likely soon surpass France to become the fifth largest (behind only the United States, China, Japan and Germany). Mexico is the third largest trading partner of the United States (behind only Canada and China). Other countries, such as Chile, Venezuela, Cuba, Colombia, Argentina and Peru are also strategically and economically important to the United States. Therefore, knowledge of Portuguese and Spanish, and a nuanced understanding of Latin American society, politics and economics, is highly valued by employers across industries, in both public and private sectors.

There is demand for individuals with strong linguistic and cultural skills in the military and in international law enforcement. Utah is home to the 300th Military Intelligence Brigade, which is made up almost entirely of linguists who engage in counterintelligence, interrogation, translation and interpretation associated with armed conflicts and United States efforts to battle the drug trade. The Utah Data Center, being built by the National Security Administration, will also generate jobs for Latin American linguists and area specialists. Nationally, United States efforts to combat drug cartels in Latin America has created strong demand for law enforcement officers who speak Latin American languages and who can operate in the region.

In addition to these international factors, growth in Hispanic and Latino populations in Utah is significant. From 2000 to 2010 the growth rate was 78% in Utah and 65% in Salt Lake County, representing 17% and 13%, respectively, of the total population. This demographic shift requires that social workers, school teachers, nurses, lawyers, doctors, and other professional service providers have greater linguistic and cultural competency to adequately serve this growing population. Professionals fluent in Spanish who understand the particular cultural needs of Utah's Latin American population are in great demand.

There is no indication that this need for graduates with specialized knowledge of Latin America will decrease in the near future. While net immigration has flattened in recent years, those immigrants residing in Utah and the United States have settled permanently and are having children who are United States citizens, ensuring that the number of Latin Americans in the United States and Utah will continue to increase and continue to place great demands on service providers and businesses targeting the Latino population.

This regional and national market demand (in business and other professions) for graduates with advanced language skills and specialized knowledge of Latin America is unmet in Utah. No other university or college in Utah offers an MA in Latin American Studies.

Student Demand
Student demand for an MA program in Latin American students will come from within the University of Utah, from graduates of other Utah universities, and from out-of state students. As an interdisciplinary program, the MA program will attract and accept students from all academic disciplines who seek to deepen their knowledge of Latin America and acquire skills relevant for a globalized marketplace. In the last few years, there has been an increase in the number of undergraduate students in Latin American

Studies. Since its inception in 2002, the Latin American Studies minor has graduated 127 students. Currently there are 14 Latin American Studies minors. The Latin American Studies major has graduated eight students and enrolled another 26 declared majors since its creation in fall 2009. Additionally, the International Studies (IS) major, the fastest growing interdisciplinary major on campus, has experienced an increase in the number of students that concentrate in Latin America. Currently nearly 20% of IS majors focus on Latin America, up from 15% three years ago. With these two degree programs, there are roughly 100 undergraduate students pursuing Latin America studies. Additionally, approximately 2,800 students have enrolled each year in Spanish and Portuguese courses. Interest and enrollment growth in such programs is also strong at other universities in the state and across the country, and gives a good indication that student demand for a graduate degree in Latin American Studies will also be strong.

Heritage students, that is, students whose family immigrated to the United States from Latin America, are another rapidly growing source of potential demand for this program. At 13% of the population, Latinos constitute the largest minority group in Utah, having increased by 56% during the last decade, a rate that is more than twice as fast as the state's overall growth.[1] Latinos make up 15% of Utah's K-12 population,[2] and they represent a growing percentage of the Utah System of Higher Education (USHE) student population. Many of these students come from immigrant families and have advanced linguistic and cultural competency and close ties to Latin America. These students possess strong motivations to pursue courses and experiences with Latin American content as they explore their heritage and leverage their competencies towards successful academic and professional careers.

Similar to heritage students, return missionaries from Spanish and Portuguese-speaking countries make up a natural constituency for the MA in Latin American Studies. The number of LDS missions in Latin America far surpasses that of any other region of the world and Brazil has more LDS missions than any country outside of the United States. Consequently many returned missionaries with advanced language competency seek formal coursework and degree programs related to this formative experience, creating significant demand for Spanish, Portuguese, and Latin American content courses.

Students interested in professional careers are another core constituency for the proposed program. Advisors and faculty from several professional programs at the University of Utah, including Nursing, Social Work and Education, have confirmed that there is great labor market demand for students with specialized language and cultural skills, and that students increasingly request and seek opportunities to learn professional Spanish and acquire a deeper understanding of Latin American cultures and populations. The MA in Latin American Studies would meet demand for advanced specialized training by students interested in a professional career (e.g. social work, health care, law, education, etc.) either as a precursor to their professional studies or taken concurrently.

Similar Programs
There are no other MA degree programs in Latin American Studies within the Utah System of Higher Education. Geographically, the nearest university to offer an MA in Latin American Studies is the University of Arizona, in Tucson.

Collaboration with and Impact on Other USHE Institutions
This program will complement and strengthen the existing Latin American Studies Programs in the state,

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[1] www.census.gov
[2] http://www.schools.utah.gov/data/Fingertip-Facts.aspx

including those at Weber State University, Utah State University, and Brigham Young University, by offering the opportunity for advanced area studies education for their graduates within the state. The Latin American Studies Program at the University of Utah already cooperates with these institutions by sharing visiting speakers, organizing conferences, including the 2012 annual meeting of the Rocky Mountain Council for Latin American Studies in Park City, and, with BYU, applying as a consortium for Department of Education National Resource Status in 2014. It is expected that the new MA program will expand and deepen these ties by encouraging and sometimes requiring students to consult with relevant faculty at other institutions, encouraging students to consult and use their library resources, and by serving as a resource for students at those institutions interested in Latin America. Faculty strengths at these other institutions complement the University's program and the library at BYU is a major regional resource for Latin American-language books and other materials.

Developing and strengthening of instruction in Latin American indigenous languages (spoken by more than 20 million people) is one of the areas in which collaboration with other institutions has developed in ways that will benefit all universities in Utah. The program is collaborating with Brigham Young University (BYU) to offer courses in beginning Nahuatl (the language of the Aztecs in Mexico, still spoken by more than one million people) and Quechua (spoken in Peru, Ecuador, Colombia and Bolivia by more than ten million people) beginning in 2012 and 2013, respectively. Together with the new Second Language Teaching and Research Center at the University of Utah, classes will be offered both onsite and offsite using distance-learning and online teaching technologies. Though initially most of the enrollment will come from BYU and the University of Utah, the long-term goal is to open enrollment to and recruit students from other institutions across the state.

Benefits
Offering an MA degree in Latin American Studies will provide students and professionals with the options for graduate study that are not currently available in Utah. This will open opportunities for career development for individuals interested in a wide array of fields, including education, health care, nonprofits, academia, business and government. The degree program will facilitate advanced research and teaching on Latin America by giving faculty the opportunity to teach more advanced students, develop more Latin American related curriculum, and guide student research in their areas of expertise. The program will enable the University of Utah to better harness and expand its recognized strength in research, education and outreach related to Latin America, thus raising the regional, national and international profile of the University of Utah in particular, and USHE institutions in general. Finally, as graduates of the program enter jobs in business, government, education and numerous other fields in the region, their Latin American expertise will enhance Utah's international reputation and economic ties with the region.

Consistency with Institutional Mission
The MA degree program in Latin American Studies will contribute to the University's mission "to serve the people of Utah and the world through the discovery, creation and application of knowledge, through the dissemination of knowledge by teaching [and] publication." It will enhance the University's national and international profile as a major teaching and research university "with national and global reach [that] cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced."

As part of its role as a teaching institution, the University of Utah offers graduate programs in a variety of disciplines that provide challenging instruction for all its students, from both Utah and other states and nations. As an interdisciplinary program, the MA fits with the university's mission to encourage

"interdisciplinary work and the integration of instruction and research opportunities." In its role as a contributor to public life and to the economic growth of the state, this program will facilitate the "application of research findings to the health and well-being of Utah's citizens through programs and services" that are relevant to the community. For example, graduating students with expertise in the languages, culture, society and economy of Latin American countries will provide local schools, health care facilities, businesses, and non-profit organizations with workers uniquely qualified to face the challenges and opportunities that immigration and globalization create for the state. Thus, this program will contribute to the University's mission to enhance the students' ability to "contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue."

Section IV: Program and Student Assessment

Program Assessment
This program is not subject to a specific agency accreditation. As a graduate program at the University of Utah, the program will be subject to periodic review from the Graduate Council. In addition, the Director and Associate Director of the Latin American Studies Program will conduct informal reviews at the conclusion of each of the first five academic years that the MA degree is in place.

Expected Standards of Performance
Because of the wide diversity of specific disciplinary and regional concentrations that are available to students in the program, it is not feasible to establish a single core course required of all students. Specific course requirements for the MA degree are established on an individual basis for each student by his or her supervisory committee. However, graduates of the program are expected to acquire advanced and specialized knowledge of the history, politics, and cultures of Latin America, demonstrate advanced language competency in Latin American languages, and develop research and methodological skills within a core discipline. These skills will prepare graduates of the program for additional graduate work and for careers in government, public policy, non-profit organizations, journalism, education, and the private sector.

Students will acquire these skills by meeting core graduation requirements.
1. Student must take a total of 30 credit hours, including six thesis credit hours. Students must maintain a 3.0 grade point average throughout the program and receive a grade of B- or higher in all courses that are counted toward the degree.
2. Students must develop a primary field or disciplinary concentration. Typically students will satisfy this concentration by taking a minimum of four classes (12 credits) in a specific discipline or an interdisciplinary area of study (e.g. Environmental Studies). At least one of these classes must be a core methods course or research seminar appropriate to the discipline.
3. Students must fulfill a regional breadth requirement by taking classes or writing a thesis that examines at least two of four broad regions in Latin America. The regions are defined as Mexico and Central America, South America (not Brazil), Brazil, and the Caribbean. Overall at least 15 credit hours (five courses) must come from the approved list of Latin American Studies content courses.
4. Students will be required to complete a master's thesis. The thesis should be a substantial piece of original research that must be approved by the student's supervisory committee.
5. All students must demonstrate third-year proficiency in a major Latin American language (Spanish or Portuguese) and first-year proficiency in a second language spoken in Latin America. Language proficiency can be demonstrated by successful completion of relevant language courses with a grade of B or better as indicated by an undergraduate transcript, as part of the program of study for

the MA, or by providing other evidence of proficiency that is certified by assessment by the Second Language Teaching and Research Center.

6. The feasibility and rigor of each student's program of study will be monitored in the required meetings with the Graduate Advisor and with their supervisory committee. The Graduate Advisor and the chair of each students' supervisory committee will also ensure that students' program of study has sufficient disciplinary depth and specialization, ensure that the quality of students' MA theses are high, and ensure that the language requirement has been met.

7. Depending on the number of courses taken each semester, students are expected to complete their degrees in four semesters, with the exception of the language requirement. In accordance with the Graduate School's regulations, all work for the master's degree must be completed within four consecutive calendar years.

Section V: Finance

Budget

The program will not require new funding. It does not have faculty of its own; it relies on courses and faculty already present in academic departments and programs. Faculty members affiliated with the Latin American Studies Program will continue to teach in their normal course loads within their home departments. The Latin American Studies Program already has office and activity space in the Carol Tanner Irish Humanities Building so no new equipment or space is needed. Advising for the program will require no new resources; staff resources are also adequate at their current level. Due to these factors a separate budget for the program is not feasible to prepare and thus is not included.

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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Benefits	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Personnel Expense	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Non-personnel Expense						
Travel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Capital	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Library	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Current Expense	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Non-personnel Expense	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Expense (Personnel + Current)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Appropriated Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Other:	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Special Legislative Appropriation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Grants and Contracts	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Special Fees/Differential Tuition	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Revenue	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Difference						
Revenue - Expense	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Funding Sources

Funding for program staff and activities will come from the College of Humanities.

Reallocation

No new reallocation is required to support the proposed program.

Impact on Existing Budgets

No impact on existing budgets is anticipated for this program. Any new student credit hours generated from students in the program will be accounted for in the home department of the respective courses.

Section VI: Program Curriculum

New Courses to Be Added in the Next Five Years

The institution does not plan to add any new courses to support the MA program. However, any new courses created by academic departments and programs in the University of Utah that contain at least 30% Latin American content will be added to the approved list of courses for the MA degree.

Program Schedule

All Program Course Prefix and Number	Title	Credit Hours
Required Courses	NONE	0
	Sub-Total	0
Elective Courses	Minimum eight courses, at least five of which from list of approved LAS content courses	24
	Sub-Total	24
Track/Options (if applicable)	Thesis Credits	6
	Sub-Total	6
	Total Number of Credits	**30**

Sample Curriculum and Timeline for a student developing a concentration in Political Science with 3rd year language proficiency in Spanish upon admission to the program.

First Year Fall Semester (six credits toward MA)
- POLS 6400 – Proseminar in Comparative Politics
- HIST 6290 – Americas After Columbus
- LANG 2900 – Beginning Nahuatl I
  - *First Year Spring Semester (six credits toward MA)*
- POLS 6410 – New Democracies
- SPAN 6900 – Special Topics: Indigenous Writing and Culture
- LANG 2900 – Beginning Nahuatl II

Second Year Fall Semester (nine credits)
- POLS 7004 – Research Design
- POLS 6290 – Applied Quantitative Methods in Public Policy
- ARTH 6510 – Advanced Latin American Art

Second Year Spring Semester (nine credits)
- HIST 6590 – Gender and Power in Latin America
- LAS 6970 – Thesis Research (six credits)

Section VII: Faculty

- Lourdes Alberto, Assistant Professor of English, PhD Rice University 2008.
- Leticia Alvarez, Assistant Professor, Education, Culture and Society, MA Harvard University, PhD University of Wisconsin-Madison.
- Sheri Anderson, Assistant Professor Lecturer of Spanish, Department of Languages and Literature, PhD Georgetown University 2011.
- Scott Benson, Assistant Professor Department of Family and Preventive Medicine and Public Health, PhD Utah State University (Also MD and MPH).
- Jason Burrow-Sanchez, Clinical Associate Professor, Psychology Department, Associate Professor of Educational Psychology, PhD University of Oregon, 2003.
- Hugh Cagle, Assistant Professor of History, PhD Rutgers University 2011.
- Rubynara Carvalho, Associate Instructor of Portuguese, MA in Portuguese with emphasis in Foreign Language Pedagogy, BYU 2006.
- Miguel Chuaqui, Associate Professor of Music, PhD University of California, Berkeley 1994.
- Juan Carlos Claudio, Assistant Professor Lecturer, Department of Modern Dance, MFA University of Utah 2009.
- Susanna Cohen, Assistant Professor (Clinical), College of Nursing and Interim Director, Nurse-Midwifery and Women's Health Nurse Practitioner Program, MSN, CNM University of California, San Francisco.
- Phyllis Coley, Full Professor of Biology, PhD University of Chicago 1981.
- Jennifer Coombs, Assistant Professor, Department of Family and Preventive Medicine, Physicians Assistant Program, PhD University of Utah 2010.
- Angela Deneris, Full Professor (Clinical), College of Nursing, PhD University of Utah 1987.
- Isabel Dulfano, Associate Professor of Languages and Literature, PhD Yale University 1993.

- Jane Dyer, Assistant Professor of Nursing, PhD University of Utah 2008 (also MS, CNM, FNP and MBA).
- Angela Espinosa, Assistant Professor of Spanish, PhD University of California, Irvine 2009.
- Donald Feener, Full Professor of Biology, PhD University of Texas, Austin 1978.
- Karen Fladmoe-Lindquist, Associate Professor of Management, David Eccles School of Business, PhD University of Minnesota 1991.
- Elena García-Martín, Assistant Professor of Spanish, PhD University of Texas, Austin 2004.
- Sarita Gaytán, Assistant Professor of Sociology, PhD University of California, Santa Cruz 2008.
- Jessica Greenwood, Assistant Professor Department of Family and Preventive Medicine, Division of Public Health, MD, MSPH UCLA.
- Christina Gringeri, Full Professor of Social Work, PhD University of Wisconsin, Madison 1990.
- Gema Guevara, Associate Professor of Spanish, PhD University of California, San Diego 2000.
- Samuel Handlin, Assistant Professor of Political Science, PhD University of California, Berkeley 2011.
- Claudio Holzner, Associate Professor of Political Science and Associate Director of Latin American Studies, PhD University of Michigan 2002.
- Rebecca Horn, Associate Professor of History and Director of Latin American Studies, PhD University of California, Los Angeles 1989.
- Rosemarie Hunter, Assistant Professor of Social Work and Director of University Neighborhood Partners, PhD University of Utah 2004.
- Kenneth Jameson, Full Professor of Economics, PhD University of Wisconsin, Madison 1970.
- William Johnson, Full Professor of Geology and Geophysics, PhD University of Colorado, Boulder 1993.
- Susan Johnston, Full Professor and Director of International Initiatives, College of Education, PhD University of Minnesota 1995.
- Douglas Jones, Associate Professor of Anthropology, PhD University of Michigan 1994.
- Thomas Kursar, Full Professor of Biology, PhD University of Chicago 1982.
- Christopher Lewis, Visiting Assistant Professor of Portuguese, PhD Harvard University 2011.
- Teresa Molina, Research Assistant Professor, College of Social Work, PhD University of Utah 2009.
- Richard Paine, Associate Professor of Anthropology, PhD, The Pennsylvania State University, 1992.
- Bradley Parker, Associate Professor of History, PhD UCLA 1998.
- Erich Peterson, Full Professor of Geology and Geophysics, PhD University of Michigan 1984.
- Susie Porter, Associate Professor of History and Director of Gender Studies, PhD University of California, San Diego 1997.
- Fernando Rubio, Associate Professor of Languages and Literature and Director of Second Language Teaching and Research Center, PhD State University of New York 2000.
- Ana Sanchez Birkhead, Associate Professor, College of Nursing, PhD University of California, San Francisco 2007, WHNP-BC, RN, MSN 1999.
- Elena Shtromberg, Assistant Professor of Art and Art History, PhD University of California, Los Angeles 2008.
- Armando Solorzano, Associate Professor of Family and Consumer Studies, PhD University of Wisconsin, Madison 1990.
- Julie Stewart, Assistant Professor of Sociology, PhD New York University 2006.

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- Matias Vernengo, Associate Professor of Economics, PhD New School for Social Research 1999.
- Cecilia Wainryb, Full Professor of Psychology, PhD University of California, Berkeley 1989.
- Jennifer Watt, Associate Instructor of Geography and Assistant Director Environmental and Sustainability Studies, MS Northern Arizona University 2008.
- Edward Zipser, Full Professor of Meteorology, PhD Florida State University 1965.

The Department of Languages and Literature will hire a tenure-track Assistant Professor of Portuguese in 2013-2014.

The Department of Languages and Literature will hire a tenure-track Assistant Professor of Spanish in 2013-2014.

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Master of Arts in Arts Administration (Online)

Issue

Southern Utah University (SUU) requests approval to offer a Master of Arts in Arts Administration (Online) effective Fall 2013. This program has been approved by the institutional Board of Trustees on December 7, 2012.

Background

The online Master of Arts in Arts Administration degree will provide working professionals with the education necessary to manage arts and cultural organizations here in the United States and abroad. In addition, the proposed MA in Arts Administration will accommodate those students for whom there is no room in SUU's MFA in Arts Administration.

The online Master of Arts degree in Arts Administration will prepare graduates for management level positions or advancement to those positions within primarily the nonprofit arts and cultural organizations in the visual, performing, and community based arts sector. The degree will be an interdisciplinary program combining specialized coursework in arts administration, graduate level course work in accounting, marketing, public budgeting and financial management and a final project or thesis.

Students will begin their program during the last two weeks of the summer, technically before the fall session begins. Students will start an intensive, required course (Principles of Arts Administration) in Cedar City that will provide an introduction to the field of arts administration and will complete the course online during the fall semester. Students will also have an opportunity to meet other students in the online program and to meet and interact with members of the faculty and staff at SUU. The majority of online programs in Arts Administration provides for this in-person connection as it builds a deeper relationship among the students and provides an in depth connection between students and faculty.

Coursework in the online program will continue and concentrate in financial management, development/fundraising, and marketing the arts as these are areas where the majority of the positions are available. Students will also complete coursework in legal issues in the arts, leadership, and board development that will provide a background in areas necessary to manage an organization. Students will

then complete either a final project or a thesis. The project will focus on the practical aspects of the academic material the students have learned and the thesis will provide for new research in the field that would possibly lead to further education in a doctoral program.

Policy Issues

Because Southern Utah University already has a small, intense MFA in Arts Administration, there were no questions raised about the viability of the proposed program. However, questions were raised about having no tenured full-time faculty. SUU demonstrated that the full-time administrator who will run the proposed program is qualified and experienced in arts administration. Thus, no policy questions were outstanding.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Southern Utah University to offer the Master of Arts in Arts Administration (Online), effective Fall 2013.

_____
David L. Buhler
Commissioner of Higher Education

DLB/PCS
Attachment

Program Description
Southern Utah University
MA in Arts Administration (Online)

Section I: The Request

Southern Utah University requests approval to offer Online Master of Arts in Arts Administration effective Fall 2013. This program has been approved by the institutional Board of Trustees on December 7, 2012.

Section II: Program Description

Complete Program Description
The online Master of Arts degree in Arts Administration will prepare graduates for management level positions or advancement to those positions within primarily the nonprofit arts and cultural organizations in the visual, performing, and community based arts sector. The degree will be an interdisciplinary program combining specialized coursework in arts administration, graduate level course work in accounting, marketing, public budgeting and financial management and a final project or thesis.

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Purpose of Degree
The online Master of Arts in Arts Administration degree will provide working professionals with the education necessary to manage arts and cultural organizations here in the United States and abroad.

Institutional Readiness
SUU has the faculty and qualified professionals in place with the expertise to teach the multiple, interdisciplinary subjects necessary for a Master of Arts degree in Arts Administration. The majority of the courses necessary for another graduate degree in Arts Administration exist in the curriculum at SUU and they are being converted for the online environment. The School of Continuing and Professional Studies ("SCPS") already has experience at building courses in a completely online environment and SUU already offers some degrees in the online environment. The new Master of Arts degree in Arts Administration will expand the number of e-learning degrees that will be offered through SUU.

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			
Full-time Non-Tenured	1	1	2
Part-time Tenured	1		1
Part-time Non-Tenured	2		2
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			
Full-time Non-Tenured	1	1	2
Part-time Tenured	1		1
Part-time Non-Tenured	2		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.")		X	

The College of Performing and Visual Arts hired Dr. James C. Marchant as Director of the Arts Administration Department. Dr. Marchant will also teach in and direct the new online Master of Arts in Arts Administration degree. Although additional adjunct faculty will be required for this program, there are staff members and adjunct faculty at Southern Utah University with the education and experience to fulfill these roles in the startup of the program, including William Byrnes (Associate Provost and adjunct faculty in the MFA program), Rachel Bishop (adjunct faculty), and Nikki Allen (Manager of Public Relations at the Utah Shakespeare Festival).

By year three of the new program, an additional full-time faculty member will need to be hired to accommodate the anticipated growth in the program. By year three, there will be approximately eighteen (18) students in the online MA degree program. By year five, there should be at least twenty-five (25) students in the online program. Additionally, the Master of Public Administration program is now offering a new area of emphasis in Non-Profit Management and Administration that requires courses in the Arts Administration Department. The additional faculty member will be teaching in both the online MA degree and the in person MFA degree to offer students additional points of view.

Staff
No additional staffing positions should be required during the new program's initial phases of activity. As this program and the Arts Administration Department continue to grow, at some point the entire department may need part-time or full-time administrative support, but not with the numbers predicted during the initial phases of activity.

Library and Information Resources
The current resources of SUU's Library are adequate to meet the education and research needs of students obtaining an online Master of Arts degree in Arts Administration. The current resources have been developed to support students in the Master of Fine Arts degree program in Arts Administration and online students will be able to access these same resources.

Admission Requirements
Applicants to the online Master of Arts in Arts Administration degree program must have completed a Bachelor's degree (or in the case of international applicants an equivalent degree) in a relevant area of the arts, business or the liberal arts. Students will be required to have a cumulative grade point average of 3.0 on a 4.0 scale for admission to the program. Applicants will be required to submit official transcripts from all schools attended. Applicants will also be required to submit a statement of purpose, three letters of reference and a writing sample.

Students within the Master of Arts degree in Arts Administration will be unable to transfer their credit into the existing Master of Fine Arts ("MFA) program. Although coursework between the two programs overlaps, the MFA degree involves twenty-four (24) months of intensive in-person, academic and practical training that cannot be made up if some or the majority of the material is taken in the online format.

Student Advisement
The academic advisor for the College of Performing and Visual Arts received his graduate degree in Arts Administration from SUU so he has direct experience with the Master of Fine Arts degree program and will easily adapt to an additional program in his area of expertise. Additionally, the Director of Arts Administration will also provide advisement for students in the online Master of Arts degree program, including academic counseling and career placement.

Justification for Graduation Standards and Number of Credits
Students in the online Master of Arts degree in Arts Administration at SUU will be required to complete a 36 credit program in the semester format with a minimum of a 3.0 grade point average on a 4.0 scale. The final six (6) credits in the program will consist of a final project or a thesis and the student must obtain a minimum grade of a 3.0 on a 4.0 scale on this project or thesis to obtain their degree. The new program at Southern Utah University will require the same number of credits as Boston University and the same academic standards on a 4.0 scale.

The course structure and courses offered have been based on the graduate standards designed by the Association of Arts Administration Educators (AAAE). All students will take their first course, Principles of Arts Administration, as a hybrid class combining a short in-person component with the course being completed online in the initial semester. This course provides an overview of the field of arts administration with each additional course providing for in depth knowledge in each of the areas covered. Foundations of Accounting is also taken during the first semester in the online program as it will provide knowledge that will be necessary for additional courses in Public Budgeting and Financial Management, Fund Development for Arts Administration, and Grant Writing. The additional courses will provide graduates with the knowledge necessary to successful manage an arts organization.

External Review and Accreditation
The Association of Arts Administration Educators (AAAE) is beginning to draft graduate accreditation standards for arts administration programs in their various formats and this new program will apply for accreditation under the AAAE standards once they are finalized. The AAAE draft accreditation standards and the MFA standards with National Association of Schools of Theatre were utilized to develop the course structure, although alterations had to be made to incorporate the different requirements for MA and MFA programs.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:
The estimates are based on students completing the program in three semesters (Fall/Spring/Summer). However, the option exists to complete the program over a two-year period. The Current Year faculty and student data are based on the information from the MFA degree program currently in place. However, as noted, the MA Arts Administration Online Students are not taking courses with the students pursuing the face-to-face MFA. For years one through five the data reflect the totals based on the department and not the separate degree MA and MFA programs.

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	10	12	15	18	20
Total # of Declared Majors in **Proposed Program**	X	10	12	15	18	20
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	1.79	2.54	2.88	3.03	3.08	3.18
Total Department Student FTE (Based on Fall Third Week)	8.40	16.05	22.80	26.85	30.60	33.75
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total	4.69	6.31	7.93	8.65	9.92	10.63

Department Student FTE above)						
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____ __)						

Expansion of Existing Program
The online Master of Arts in Arts Administration degree will be an additional program within the Arts Administration Department at Southern Utah University, but will not be an expansion of the existing Master of Fine Arts degree.

Section III: Need

Program Need
Michael Kaiser, President of the John F. Kennedy Center in Washington, DC, nationally and internationally respected arts leader, and winner of the 2011 Top American Leaders award given by *The Washington Post* and the Harvard Kennedy School's Center for Public Leadership stated, "We are nearing a dangerous point when an entire generation of arts leaders will retire. This is a very difficult time for the arts because of a challenging economy, an increasing number of electronic substitutes putting pressure on our prices, and a generation of young people with no arts background. We need trained, sophisticated arts managers to see the arts world through the next 20 years."

The arts and culture industry in the United States and internationally continues to grow. According to the National Center for Charitable Statistics, in 2009, there were over 100,000 public charities in the United States in the area of arts, culture and humanities. Academically, Arts Administration as a field is fairly new with the first programs created in the late 1960s because traditional business programs did not provide the in depth education and knowledge necessary for the nonprofit arts and cultural industry sector. With the creation of the National Endowment for the Arts and state arts agencies, the number of nonprofit arts organizations has grown tremendously. As the field has grown, organizations are more frequently seeking trained professionals to provide vision, leadership and management of these nonprofit arts and cultural organizations. Training in the field has primarily been at the graduate level.

Although there are nearly 50 graduate programs in arts administration, the vast majority of these programs are located in the eastern half of the United States. Southern Utah University already offers a terminal degree, the Master of Fine Arts ("MFA") in Arts Administration, which is one of a few programs in the western half of the United States. There is also an MFA in Arts Leadership at University of Seattle, a Master of Arts degree at Claremont Graduate College and a Master of Arts degree at the University College in Denver, Colorado and only the University College offers an online program. There are many people working in the field in the western region that would benefit from an online program that will let them continue to work while obtaining the academic credential that will allow them to advance to higher levels of management within the arts and cultural sector.

Labor Market Demand

The U.S. Department of Labor does not specifically provide statistics for those involved in the management of nonprofit arts and culture organizations. Although the U.S. Department of Labor does not track this information separately, professional and related occupations within the arts sector are expected to increase by 17% by 2018, which is faster than the average percentage of increase for all jobs. When all artists' occupations are added together, the rate of growth is 11% during this same time period, which is greater than the 10% average for all occupations. Growth in both the professional and related occupations in the arts and in all artist occupations indicates a growing need for trained managers to work with those organizations and artists. In June 2012, Americans for the Arts released the *Arts and Economic Prosperity IV: National Statistical Report*. Nationally, the nonprofit arts and culture industry produced $135.20 billion in total direct expenditures with $61.12 billion attributed to the organizations' own expenditures and $74.08 billion attributed to audience members. This supports 2.24 million full-time equivalent jobs with organizations in the nonprofit arts and culture industry.

Student Demand

Fifteen (15) students in the College of Performing and Visual Arts and another six (6) students in undergraduate programs in Economics, Business, Biology and Communications have sought Dr. Marchant with questions about their options in the field of arts administration and the possibilities for gaining admission to Southern Utah University's MFA program. While serving as Program Coordinator for the Arts Administration Department at the Savannah College of Art and Design (SCAD), Dr. Marchant also served on the admissions committee and advisor for more than one hundred and twenty-five (125) graduate students. Of that number, approximately sixty (60) students were solely online. The online M.A. in Arts Administration was the second fastest growing graduate program at SCAD at the time. The small, intense, and in-person MFA program cannot accommodate even the interest from SUU undergraduates. The MFA program had 27 applicants for 5 spots for Fall 2012. Approximately fifteen (15) of these applicants were from Utah and the only other option for them currently is to seek their degree outside of Utah and the Mountain West region. A number of these students was also interested in maintaining their employment while working on their graduate degree. This is not an option with the MFA degree. Although some students will choose to apply to another program rather than apply for an online MA program, the MA program will offer an option for students in the Mountain West region as well as around the world.

There are not many online graduate programs in the field of Arts Administration, but other universities are contemplating creating programs to provide for the growing number of students interested in obtaining their degree in an online environment. Currently, none of the online programs is offered at a public institution. Other programs are in the planning phases, but SUU will be the first or one of the first online programs offered at a public institution, thereby making the degree more affordable for students who are looking at obtaining a degree that focuses on working in the nonprofit sector, without having to incur substantial debt to do so.

Similar Programs

There are currently fully online graduate programs in Arts Administration at Boston University, Drexel University, Goucher College, the Savannah College of Art and Design, and University of Denver. Most programs offer a Master of Arts degree, although at least one program offers a Master of Science degree. University of Denver is the only program that offers direct competition in the western half of the United States.

Collaboration with and Impact on Other USHE Institutions

No other USHE institution offers a graduate degree in Arts Administration either on the ground or online. This new online program will offer the opportunity to provide graduate training to Utah residents outside of Iron County, without conflicting with other USHE institution programs.

Benefits

The addition of the online MA in Arts Administration will benefit the Arts Administration Department at SUU by providing opportunities to bring additional faculty into the program that will benefit both the online MA and the on the ground MFA. The online MA will also provide an additional source of tuition income that can underwrite part of the MFA degree program. SUU will benefit by providing the opportunity to educate more students in the area of Arts Administration, which can have a direct impact on the management and leadership of arts organizations in the Mountain West region as well as the whole United States. SUU will also further benefit as it becomes known for producing more of the leaders within the arts sector. The Utah System of Higher Education will benefit by providing access to a program that is not offered elsewhere in Utah.

Consistency with Institutional Mission

SUU's Mission "engages students in a personalized and rigorous experiential education, empowering them to be productive citizens, socially responsible leaders, high achievers and lifelong learners." The addition of an enhanced online MA degree in Arts Administration is directly aligned with this mission because it will train the future leaders of arts organizations in the region, the United States and also the world. The program is designed to develop these kinds of citizens and leaders.

Section IV: Program and Student Assessment

Program Assessment

The goals of the online MA in Arts Administration are to prepare and train the next generation of students as professionals to lead and manage organizations in the arts sector. The goals of preparing and training will be tracked through program enrollment and success in the program. Students will be able to demonstrate an understanding of the general principles and practices of arts administration as well as apply critical and analytical thinking to practical problems in arts administration that will be assessed through graded assignments and exams in arts administration courses. Students will be required to complete a Final Project or Final Thesis where they will demonstrate their knowledge and understanding of the principles and practices in arts administration and their ability to apply critical and analytical thinking to practical or theoretical issues in the field.

The Association of Arts Administration Educators is in the process of creating accreditation standards for graduate programs in Arts Administration. Dr. Marchant is involved in editing the draft standards and these standards were utilized in developing the new program. Once the standards have been finalized and the accreditation process is set up, the online MA program in Arts Administration will apply for accreditation.

Expected Standards of Performance

The MA in Arts Administration will require a total of 36 graduate credits. Within this interdisciplinary degree, students will take nine credits outside of the Arts Administration Department and will complete either a six credit final project or a six credit thesis. Students will be required to maintain a minimum of a 3.0 out of 4.0 grade point average overall and will need to obtain at least a 3.0 on a 4.0 scale on their final project or

thesis. These standards are based on the draft accreditation standards being developed by the Association of Arts Administration Educators.

Section V: Finance

Budget

The online MA degree is a new program so there is no current budget information provided. Year 3 costs reflect added faculty member, should enrollment warrant it.

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		16,200	23,400	55,220	57,300	60,300
Benefits		3,564	5,148	22,148	22,806	23,670
Total Personnel Expense		$19,764	$28,548	$77,368	$80,106	$83,970
Non-personnel Expense						
Travel						
Capital						
Library		250	250	500	500	500
Current Expense						
Total Non-personnel Expense		5,000	3,000	3,000	3,000	3,000
Total Expense (Personnel + Current)	$	$ 25,014	$ 31,798	$80,868	$83,606	$87,470
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Appropriated Fund		23,637	29,206	77,547	79,610	82,907
Other:						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition		1,377	2,592	3,321	3,996	4,563
Total Revenue	$	25,014	$31,798	$80,868	$83,606	$87,470
Difference						
Revenue - Expense	$	$0	$0	$0	$0	$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	$	$604.38	$440.33	$465.29	$412.74	$379.94

* 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
Appropriated budget and tuition.

Reallocation
There are no plans to reallocate financial resources from other programs.

Impact on Existing Budgets
The Online M.A. Arts Administration program will be funded through new tuition and fees brought into the program through the admission of new students.

Section VI: Program Curriculum

All Program Courses

Course Prefix and Number	Title	Credit Hours
Required Arts Administration Courses		
AA 6010	Principles of Arts Administration	3
AA 6040	Legal Issues, Art and Society	3
AA 6060	Fund Development for Arts Administration	3
AA 6070	Leadership Development in the Arts	3
AA 6210	Grant Writing	3
AA 6800	Board Relations and Planning	3
AA 6810	Marketing the Arts	3
AA 6940 or AA 6950	Online Final Project Online Thesis	6
	Sub-Total Required Courses	**27**
Required Interdisciplinary Courses		
ACCT 6000	Foundations of Accounting	3
MGMT 6300	HR Management and Law	3
PADM 6200	Public Budgeting and Financial Management	3
	Sub-Total Related Courses	**9**
	Total Number of Credits	**36**

Required Arts Administration Course Work
- AA 6010 Principles of Arts Administration (3)

This course is an overview of nonprofit arts administration, including basic principles of nonprofit organizations; organizations hierarchy; basic human resources management; overview of the budgeting process and basic strategic planning.
- AA 6040 Legal Issues, Art and Society (3)

This course provides in depth knowledge of legal issues that affect the arts, including first amendment and freedom of expression, intellectual property rights, and cultural property rights. Students will also learn about the development of public policy in the arts at the local, state, national and international levels.
- AA 6060 Fund Development for Arts Administrators (3)

Students will gain an understanding of the development component and process including fundraising principles of annual, major gift, capital and planned giving campaigns in building an effective fund development program. The role of the board of trustees/directors and other leadership/volunteer groups will be examined, as well as community development and rural issues. Regulations governing methods of recordkeeping and reporting will be covered.

- AA 6070 Leadership Development in the Arts (3)

An in-depth study of leadership, motivation, and group dynamics as applied to arts organizations. Presentations and analysis will focus on various leadership models as well as developing an understanding of the students own management style.

- AA 6210 Grant Writing (3)

In this course, students will become familiar with the process by which grants are researched, applied for, and administered, as well as the formal proposal writing process. Students will identify an organization and project to fund, locate the source of funding and the class will culminate in each student writing a grant application ready to be submitted to funders.

- AA 6800 Board Relations and Planning (3)

This course provides an in depth study of the role of a Board of Directors and the planning process as it effects the operation of an arts organization. Specific topics covered include board and staff interaction, board duties and responsibilities, fundraising, governance model, strategic planning, parliamentary procedures for meetings, committee structures, and developing by-laws and articles of incorporation.

- AA 6810 Marketing the Arts (3)

In addition to principles of research, audience development, education, and outreach, students learn the role of special events in fund development, public and media relations (press conferences), volunteer recruitment/retention and special one-time performance planning, as well as advanced instruction in advertising, media relations, sales techniques, and customer service.

- AA 6940 Online Final Project (6)

Students enrolled in the arts administration online Master of Arts degree program must demonstrate knowledge of the field through a Final Project which brings evidence of their increasing skills in critical thinking and long range planning in arts administration. Students must obtain the Final Project approval of a faculty adviser and work under the supervision of a Final Project committee.

- AA 6950 Online Thesis (6)

Students enrolled in the arts administration online Master of Arts degree program must demonstrate knowledge of the field through a thesis which includes primary and secondary research and sets the student up for additional education at the doctoral level. Students must obtain the thesis subject approval of a faculty adviser and work under the supervision of a thesis committee.

Required Interdisciplinary Course Work
- ACCT 6000 Foundations of Accounting (3)

This course provides an accelerated overview of both the theories and methods of accounting in support of the common body of knowledge core.

- MGMT 6300 HR Management and Law (3)

An examination of the current critical legal issues and strategic questions associated with managing employees. Utilizing text and case material, readings, primary and secondary research, the students will be required to research, discuss, and design responses to some of the most important and strategic questions organizations are responding to now and in the future with respect to the management of their human resources.

- PADM 6200 Public Sector Budgeting and Financial Management (3)

This course explores the theory and practice of public sector financial administration including the budget process, political influences, information management and requirements, and fiduciary responsibilities for public funds. Emphasis is given to subnational levels of government and nonprofit organizations.

- ACCT 6000 Foundations of Accounting and PADM 6200 Public Budgeting and Financial Management have already been created in the online environment. MGMT 6300 HR Management and Law is currently being designed for the online environment and will be taught in that format starting Summer 2013.

New Courses to Be Added in the Next Five Years
Currently, it is not anticipated that there will be any additional new courses added in the next five years other than the courses on the final project or final thesis created with this new program.

Program Schedule
Full –Time Schedule (One Year)
Fall 2013
- AA 6010 Principles of Arts Admin.
- AA 6040 Legal Issues, Art and Society
- AA 6800 Board Relations and Planning
- ACCT 6000 Foundations of Accounting

Spring 2014
- AA 6040 Fund Development for Arts Administration
- AA 6070 Leadership Development in the Arts
- AA 6810 Marketing the Arts
- PADM 6200 Public Budgeting and Financial Management

Summer 2014
- AA 6210 Grant Writing
- MGMT 6300 HR Management and Law
- AA 6940 Online Final Project or
- AA 6950 Online Thesis

Part-Time Schedule (Two Years)
Fall 2013
- AA 6010 Principles of Arts Admin.
- ACCT 6000 Foundations of Accounting

Spring 2014
- AA 6040 Fund Development for Arts Admin.
- PADM 6200 Public Budgeting and Financial Management

Summer 2014
- AA 6210 Grant Writing
- MGMT 6300 HR Management and Law

Fall 2014
- AA 6800 Board Relations and Planning
- AA 6040 Legal Issues, Art and Society

Spring 2015
- AA 6070 Leadership Development in the Arts

- AA 6810 Marketing the Arts

Summer 2015
- AA 6940 Online Final Project or
- AA 6950 Online Thesis

Section VII: Faculty

- James C. Marchant, JD, PhD Director of Arts Administration, Director of the Utah Center for Arts Administration and Assistant Professor, non-tenure track
- William J. Byrnes, MFA Associate Provost, Director of Strategic Planning
- Rachel Bishop, MFA Executive Director of Historic Cedar Theatre and Adjunct Faculty
- Nikki Allen, MFA, Public Relations Manager, Utah Shakespeare Festival

TAB I

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Music in Media Composition and Production with
           Emphasis in Media Composition and Emphasis in Music Technology

Issue

Utah Valley University requests approval to offer a Bachelor of Music in Media Composition and Production, effective Fall 2013. This program has been approved by the Institutional Board of Trustees on September 20, 2012.

Background

This proposed program is a logical progression for the UVU Department of Music, given its current faculty strengths and student interest. Courses in commercial music are already offered at UVU. The proposed program, the Bachelor of Music in Media Composition and Production, will prepare students with the knowledge and skills required of professional musicians, including musical performance, knowledge of music literature and pedagogy, visual and aural musical analysis, and various aspects of music media, including media composition and music technology and production. Completion of this degree will enable students to qualify for professional positions in the music media industry. Utah Valley University's proposed Bachelor of Music in Media Composition and Production is a specialized professional degree that consists of 120 credits. Several recent advances in the Department of Music have significantly augmented faculty expertise in music media and have placed UVU in a position to offer a strong program in this area.

Study in core musicianship, including theory, aural skills, conducting, group piano, form and analysis, music history, individual instruction, and large ensembles, comprises 40 credits, or 33% of the total program. Study in the major area of music media, including coursework in music technology, entrepreneurship, music recording, songwriting, studio arranging and producing, jazz improvisation, jazz and rock theory, and emphases in media composition and music technology and production comprises 45 credits, or 38% of the total program. These percentages comply with standards set forth by the National Association of Schools of Music (NASM) for professional music degrees, which require at least 65% of the curriculum in the major music area and supportive courses.

The request for this degree is student-driven with full faculty support. The proposed program will be funded through regular distribution of appropriated funds throughout the University.

<u>Policy Issues</u>

Utah Valley University has in place a music program with commercial music offerings, thus, the Chief Academic Officers did not raise questions concerning the qualifications of faculty nor the curriculum. No policy issues were raised.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Regents approve the request by Utah Valley University to offer the Bachelor of Music in Media Composition and Production, with emphases in Media Composition and Music Technology, effective Fall 2013.</u>

David L. Buhler
Commissioner of Higher Education

DLB/PCS
Attachment

Program Description
Utah Valley University
Bachelor of Music in Media Composition and Production

Section I: The Request

Utah Valley University requests approval to offer a Bachelor of Music in Media Composition and Production effective Fall 2013. This program has been approved by the institutional Board of Trustees on September 20, 2012.

Section II: Program Description

Complete Program Description

Utah Valley University's proposed Bachelor of Music in Media Composition and Production is a specialized professional degree that consists of 120 credits, categorized as follows:

- General Education   35
- Musicianship   28
- Individual Musicianship Studies   6
- Large Ensembles   6
- Core Commercial Music   25
- Emphases (Media Composition, Music Technology and Production)   20
  - **TOTAL**   **120**

Study in core musicianship, including theory, aural skills, conducting, group piano, form and analysis, music history, individual instruction, and large ensembles, comprises 40 credits, or 33% of the total program. Study in the major area of music media, including coursework in music technology, entrepreneurship, music recording, songwriting, studio arranging and producing, jazz improvisation, jazz and rock theory, and emphases in media composition and music technology and production, comprises 45 credits, or 38% of the total program. These percentages comply with standards set forth by the National Association of Schools of Music (NASM) for professional music degrees, which requires at least 65% of the curriculum in the major music area and supportive courses.

Purpose of Degree

The Bachelor of Music in Media Composition and Production will prepare students with the knowledge and skills required of professional musicians, including musical performance, knowledge of music literature and pedagogy, visual and aural musical analysis, and various aspects of music media, including media composition and music technology and production. Completion of this degree will enable students to qualify for professional positions in the music media industry. This is a logical progression for the UVU Department of Music, given its current faculty strengths and student interest. The purpose of USHE, as stated in the Regents' Policy (R312), is "to meet the educational needs of the citizens of the State of Utah." In accordance with the Regents' Policy concerning the mission of a Master's University, UVU is to build a foundation of "creative work to foster engaged learning." A strong music media program will serve as a hallmark for those roles.

Institutional Readiness
The music faculty jointly designed the proposed program based on comparable university programs elsewhere in the United States, and in accordance with NASM standards. The BM in Media Composition and Production program incorporates curriculum that is already in place for the BM in Performance. However, some courses offered as electives in the BM in Performance program (such as Careers in Contemporary Music Media, Music Technology II, Music Recording Applications, Studio Arranging and Producing, Film Scoring, and Jazz Improvisation) will be required coursework in the BM in Media Composition and Production degree. This will result in larger class sizes and possibly additional sections of these courses. Audio courses from the Department of Digital Media will also be incorporated into the program as well as the following four new courses: Music Technology II, Songwriting I, Songwriting II, and Jazz and Rock Theory.

UVU is fully equipped to support a music media program with a state-of-the-art recording studio and music computer lab. The Department of Music also currently utilizes two off-campus professional recording studios, Anarchy Studios and June Audio, for its Studio Arranging and Producing course.

Anarchy Studios is a full-service facility for composition, arranging, recording and mixing with state-of-the-art technologies. It is a modern console-less studio, with high-end microphone preamps, digital-to-analog converters, industry-standard digital clocking, world-class microphones, and hundreds of virtual instruments. Anarchy Studios also has a large collection of plug-ins for use in every type of audio manipulation.

June Audio is a premier full-service studio with traditional recording studio design, capable of accommodating recordings from vocal overdubs to moderate-size band recordings, full-size jazz big bands, and mid- to large-sized orchestral recordings. Facilities include a large collection of microphones, microphone preamps, outboard gear, and a collection of new and vintage instruments, including a Yamaha C7 recording piano, Rhodes and Wurlitzer pianos, Hammond B3 organ, and over twenty custom guitars and guitar amps. These factors attract a diverse clientele desirous of access to a broad collection of useful instruments.

Anarchy Studios and June Audio are valuable resources for course instruction and student internships. During the 2010–11 academic year, three UVU students completed an internship project with June Audio. They each composed three-minute trailers for the film "The Brothers Grimm," which were subsequently recorded in the studio by professional musicians. The students had the opportunity to work with and conduct a professional recording orchestra. Use of Anarchy Studios is currently available to UVU at no cost, and June Audio will require modest university funding.

Administrative staff will manage the BM in Media Composition and Production program as they do existing degree programs. The only administrative action required will be training the music advisor on how to advise students who are enrolled or interested in the program.

Faculty
Several recent advances in the Department of Music have significantly augmented faculty expertise in music media and have placed UVU in a position to offer a strong program in this area. Among these advances is the recent hiring of two full-time faculty members (Todd Sorensen and Nathan Hofheins) specialized in music media, and a partnership with faculty in the Department of Digital Media, including four courses in the degree program taught through this department.

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	2		2
Full-time Non-Tenured	8		8
Part-time Tenured			
Part-time Non-Tenured	6		6
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1	1	3
Part-time Tenured			
Part-time Non-Tenured	25		25
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured		1	
Part-time Tenured			
Part-time Non-Tenured	6		6
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	5		5
Total Headcount Faculty			
Full-time Tenured	2		2
Full-time Non-Tenured	10	2	12
Part-time Tenured			
Part-time Non-Tenured	42		42
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.")	16.6	2	18.6

Staff
A computer lab technician will be needed to support students and faculty in this program.

3

Library and Information Resources
UVU's state-of-the-art Learning Resource Center Library houses musical materials—in print, databases, CD's and DVD's—with ample room to expand. Typically, 4% of the library budget is spent on music. Within the past six years, all library acquisition requests extended by the Department of Music have been honored.

- Books

Music monographs are located in three related Library of Congress call number ranges:

The M1-5000 call number range is for music scores. At present, the library has 1,647 music-score titles (1996 volumes). Approximately 800 additional music scores are in the process of ordering. The scores are shelved adjacent to the music CDs on the second floor of the UVU main library. Also adjacent to the scores are 78 CD-ROM discs with over 40,000 music scores that can be downloaded and printed.

The literature of music is in the ML1-3930 call number range, consisting of 1,876 titles (1974 volumes). The MT1-960 call number range is for books about musical instruction and study. There are 353 titles (373 volumes) in this area. Approximately 250 additional academic music books are in process of ordering. The majority of the academic music books are located on the fourth floor of the UVU main library.

228 academic music book titles (377 volumes) are located in the reference collection on the first floor of the UVU main library.

- Periodicals

The UVU main library currently subscribes to nine music periodicals, which are shelved on the third floor.

From the articles option on the library homepage, UVU also has online access to approximately 230 full-text music journals.

Articles for which UVU does not offer immediate full-text access can be ordered for patrons through interlibrary loan.

- Videos

In the video collection, UVU has 467 music titles (1,199 items). An additional 50+ DVD video titles are in the process of ordering. Videos are located on the second floor of the UVU main library near the music CDs and music scores.

- Music CDs

The music CD collection has 4,164 titles (4,964 items). An additional 600+ music CD titles have been ordered and received and are waiting to be cataloged. UVU also has access through the library homepage to the Naxos Music Library, which has approximately 54,000 music CDs for online streaming.

Admission Requirements
Students entering a Bachelor of Music in Media Composition and Production will be required to pass a performance proficiency test on a major instrument and a theory pre-test to determine placement in theory core courses.

Student Advisement
Students entering the media music program will follow the same method of advisement already in place for music majors. All music majors are required to take proficiency tests, the results of which are forwarded to the music advisor who then meets with the students and facilitates their registration into music-major classes. In addition, all music majors are required to meet with the music advisor as part of their sophomore review, a series of evaluations which determine a student's readiness to enter into upper-division coursework. Music majors are also required to meet with the advisor as part of their application for graduation.

Justification for Graduation Standards and Number of Credits
The Bachelor of Music in Media Composition and Production totals 120 credit hours: 35 credits of General Education; 40 credits of core supportive musicianship, individual instruction, and large ensembles; 25 credits of core commercial music; and 20 credits for emphases in media composition and music technology and production, which, as mentioned previously, is in full accordance with NASM standards for this degree and comparable to similar programs at universities outside of the state of Utah. The curriculum for this degree is designed to fully prepare students for immediate employment in the music media industry.

External Review and Accreditation
On April 12-14, 2010, Dr. Jo Ann Domb conducted an on-site visit to review the UVU Department of Music in preparation for NASM accreditation. Dr. Domb is a Professor of Music at the University of Indianapolis and a professional consultant for NASM. In her consultant report, she noted the following strengths of UVU's Department of Music, all of which indicate readiness for program expansion:
- Performance experience of new faculty
- Newly purchased instruments: Steinway pianos, etc.
- Flexibility for positive change at this time with support from administration
- New laboratory equipment: computers and electronic pianos
- Dramatically improving ensembles
- Outstanding part-time faculty who bring solo performance skills, as well as expertise in various needed areas: voice, film scoring, percussion, music education, etc.
- Organization of the Ensemble Music Library
- Growing number of talented and bright students

In a communication subsequent to her consultant visit, Dr. Domb indicated that the submission of a new degree would not complicate the music department's application for accreditation, the evaluation of which is scheduled for Fall 2012. In fact, she pointed out that it is not uncommon for an accreditation team to evaluate new programs in their various stages.

The cost of accreditation evaluation and implementation is minimal. The Department of Music intends to seek accreditation of the liberal arts, performance, and education degrees regardless of the outcome of this music media degree proposal.

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

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates **in Proposed Program**	X			10	10	10
Total # of Declared Majors **in Proposed Program**	X	25	37	48	50	51
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	16.6	16.9	17.1	17.6	17.7	17.7
Total Department Student FTE (Based on Fall Third Week)	272	273.8	274.4	276.4	276.7	276.8
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	16.4	16.2	16.1	15.7	15.6	15.6
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____ __)						

Expansion of Existing Program

The proposed program is not an expansion of an existing program. It does, however, build upon the foundation of the recently implemented BM in Music Performance.

Section III: Need

Program Need

Three factors indicate a need for this program, as explained in detail elsewhere in this proposal: First, students are better served in the current labor market by having the option of obtaining a BM in Media Composition and Production degree. Second, student demand is high. According to a January 2011 poll 32% of music major students at UVU would select a music program in music media if it were available. Third, the current faculty of the UVU Department of Music is ideally suited for and in unanimous support of this program. UVU recently hired two full-time faculty members specializing in music media.

Labor Market Demand

A Bachelor of Music in Media Composition and Production will enable UVU students to prepare for professional positions in the music media industry. The most recent data compiled by the U.S. Department

of Labor were updated in a December 2009 report, which post-dates the economic downturn by more than a year but may not entirely reflect the current economic situation. This report predicts employment of musicians to "grow 8 percent during the 2008–18 decade, as fast as the average for all occupations."[1] The outlook in the areas of media and technology is especially bright, given that "wage and salary employment in the motion picture and video industries is projected to grow 14 percent between 2008 and 2018, compared with 11 percent growth projected for wage and salary employment in all industries combined."[2] Of further significance are the teaching opportunities expected for musicians with higher-education degrees, "because there will be considerable growth at community colleges, career education programs, and other institutions that employ them."[3] Most postsecondary teachers use computer technology extensively and will, therefore, benefit from the training that a program in music media will provide.

Student Demand
The request for this degree is student-driven, with full faculty support. In a January 2012 poll of 90 active music majors at UVU, 29 (32%) indicated they would be very interested in a music media program, 39 (43%) indicated they were somewhat interested, and 22 (24%) indicated no interest. Of those who indicated interest, 43 selected the Media Composition emphasis, 11 selected the Music Technology and Production emphasis, and 15 selected both emphases. Student interest is further evidenced by the enrollment of 80 students (with 10 students on the waitlist) in the Introduction to Music Technology course during Fall 2012 semester. Students are currently drawn to three principal areas of professional music studies: education, performance, and commercial music. The UVU Department of Music currently offers a Bachelor of Science in Music Education and a newly-instated Bachelor of Music in Performance. This latter program includes some music media components. A Bachelor of Music in Media Compositon and Production will allow UVU to offer degrees in all three principal areas. Students who are introduced to music media courses as part of their performance program, and develop affinity, passion, and expertise for this specialty, will have the option to seamlessly transfer into a Bachelor of Music in Media Composition and Production. Through the offerings of these two new degrees in performance and music media, as well as the long-standing degree in music education, the Department of Music will have a complete educational package, allowing students maximum flexibility and access to all principal areas of professional music studies.

Similar Programs
Snow College has a related four-year BM program and Salt Lake Community College has two related two-year AAS programs. UVU's proposed program shares some content with these USHE programs, but is more focused with a sole emphasis on composition and production

Collaboration with and Impact on Other USHE Institutions
UVU's historically strong commitment to trades and technologies places UVU in an ideal position to expand and provide leadership in this area. Given the expansion of the music media industry, similar programs from other USHE institutions will complement UVU's program in music media and facilitate transfer opportunities for students.

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[1] Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook, 2010-11 Edition: Musicians, Singers, and Related Workers, http://www.bls.gov/oco/ocos095.htm.
[2] Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook, 2010-11 Edition: Motion Picture and Video Industries, http://www.bls.gov/oco/cg/cgs038.htm#outlook.
[3] Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook, 2010-11 Edition: Teachers – Postsecondary, http://www.bls.gov/oco/ocos066.htm.

Benefits

Music media is a multi-billion-dollar industry that is in constant flux in response to evolving technologies and expansions in social media, online music, live music, and methods for releasing and marketing recorded music.[4] A Bachelor of Music in Media Composition and Production will produce graduates who have the necessary skills to succeed in this ever-changing industry. With its roots in trades and technologies, UVU is poised to provide leadership in this area. UVU has already demonstrated its commitment to the expansion of a music media program through the acquisition of a state-of-the-art recording studio and music lab and the recent hiring of two full-time faculty members specialized in music media. For the past three years, UVU has provided funding to support special music media projects as organized by previous faculty member Sam Cardon, and current faculty members Todd Sorensen and Scott Wiley, all of whom have forged successful careers in the music industry. A Bachelor of Music in Media Composition and Production is a logical extension of UVU's proven interest in trades and technologies, and will benefit the many students who have expressed interest in this program. Graduates who become successful professionals will create a strong alumni base, promote the benefits of higher education, and support the mission of UVU.

Consistency with Institutional Mission

In accordance with UVU's institutional mission, a Bachelor of Music in Media Composition and Production will enable students to qualify for graduate programs and professional positions, which "provide opportunity [and] promote student success." A student pursuing this degree will accrue a significant number of successful composition and recording projects, a hallmark of "substantive…creative work." The focus on individualized and class-project instruction is one of the finest and longest-standing models of "engaged learning." The discipline required for musical understanding, creation, and communication, promotes professional competency, integrity, and life-long learning.

The purpose of USHE as stated in the Regents' Policy (R312) is "to meet the educational needs of the citizens of the State of Utah." In accordance with the Regents' Policy, UVU is to build a foundation of "creative work to foster engaged learning." A strong music media program will serve as a hallmark for that commitment.

Section IV: Program and Student Assessment

Program Assessment

The Bachelor of Music in Media Composition and Production will prepare students with the knowledge and skills required of professional musicians, including musical performance, knowledge of music literature and pedagogy, visual and aural musical analysis, and various aspects of music media, including media composition and music technology and production. Assessment procedures include course testing, daily and weekly feedback from private and class instructors, performance evaluations at weekly performance master classes, and end-of-semester juries. A sophomore review, strategically placed at the end of the students' fourth semester, provides a comprehensive evaluation of all academic and performance accomplishments up to that point. Students who pass this review are allowed to register for upper-division instruction on their major instrument. Students who fail to pass this review are free to retake it in subsequent semesters. All music media students must present and pass senior capstone projects

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[4] http://www.slideshare.net/BenKilmer/the-evolution-of-the-music-industry-the-effect-of-technology-and-law-on-strategic-management-and-sustainability-kilmer-2010

culminating from two semesters of work at a professional recording studio (MUSC 470R Studio Arranging and Producing).

Music programs historically have inherently high levels of student engagement and assessment. The continual one-on-one contact with music faculty ensures that students receive frequent feedback concerning their progress. Students, therefore, are fully informed of their strengths and weaknesses at every point of their degree program, including weekly lessons, end-of-semester juries, periodic reviews of composition and music technology projects, and senior capstone recording projects.

Expected Standards of Performance
Completion of the program requires students to demonstrate the following:
- Core Musicianship
  - Identify elements and organizational patterns of music through aural and visual analysis.
  - Display knowledge of musical forms and processes through compositional, analytical and performance activities.
  - Describe the various time periods, important historical figures, styles and genres throughout the historical development of western music.
  - Demonstrate keyboard skills in the theoretical areas of scales, chord progressions, harmonization, transposition, and improvisation.
- Performance
  - Demonstrate technical and stylistic capabilities for the major instrument or voice.
  - Prepare high-level solo and ensemble performances in a variety of settings.
  - Describe the history, styles and genres of the applicable solo and ensemble literature.
  - Demonstrate knowledge of the various styles and approaches to performance, including the ability to diagnose and correct musical and technical faults.
- Core Music Media
  - Treat musical ventures in a professional business manner.
  - Set up an independent studio.
  - Demonstrate effective marketing skills.
  - Understand principles of copyright, permissions, and contracts.
  - Incorporate current uses of Musical Instrument Digital Interface (MIDI).
  - Describe and demonstrate the basics of a Digital Audio Workstation (DAW).
  - Demonstrate the basics of contemporary music notation (Finale and/or Sibelius).
  - Demonstrate the basics of Pro Tools, including shortcuts and commands for maximizing effectiveness within the program.
  - Demonstrate in-depth editing using traditional methods, beat detective and elastic audio.
  - Demonstrate basic use of effects, mixing techniques and procedures.
  - Understand the concepts of arranging and producing in the recording studio in various styles and applications, including logistical protocols for scheduling, booking of studios and musicians, studio demeanor and ethics, and working with clients.
  - Describe the theory of rock and jazz and demonstrate the usage of chords related to blues, Latin jazz, funk, and bebop.
- Media Composition Track
  - Demonstrate scoring for various media such as movies, games, television, and internet applications.

- o Compose songs in a music media style and understand the process of developing a production plan for a song demo.
- o Discuss the professional expectations of songwriting on demand in a specific music style for requisitioned purposes.
- o Create arrangements for large and small instrumental and vocal ensembles.
- o Compose examples of counterpoint in historic and contemporary styles.
- o Demonstrate historical and contemporary techniques as applied to creating an original piece of music.
- Music Technology and Production Track
  - o Discuss topics related to the basics of digital media including opportunities in the field, various tools, development techniques, audience assessment, digital imaging, compression algorithms, ethical dilemmas, message design through text, audio, images, animation, and digital video.
  - o Demonstrate understanding of basic sound principles, cable types, microphone types, and basic techniques of use.
  - o Demonstrate abilities with multi-track audio, editing, EQing, mixing and mastering.
  - o Gather sound for use in film and video productions.
  - o Demonstrate proper boom miking and wireless microphone techniques.
  - o Demonstrate acoustics preparation to record dialogue and sound effects on location and on sound stages.
  - o Edit audio of multimedia productions, including the balancing of artistic relations, mixing and mastering of music, sound effects tracks and Foley.

Overall, the program includes required assessments and documentation for NASM accreditation and UVU's ongoing student outcomes assessment. The outcomes stated above include those required by NASM for accreditation of university music programs nationwide. UVU will undergo its initial review for NASM accreditation in the Fall 2012 semester and will document in detail how it is meeting NASM standards as part of its assessment for accreditation. In addition, UVU periodically undergoes institution-wide assessment for institutional accreditation, and documentation of program outcomes assessment is an integral part of this process.

Section V: Finance

Budget

5-Year Budget Projection						
Departmental Data	Current Budget— Prior to New Program Implementation (11-12)	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel Expense						
Salaries and Wages	$714,727	$730,727	$747,767	$776,970	$785,069	$787,643
Benefits	307,802	314,870	322,478	337,641	341,846	343,183
Total Personnel Expense	$1,022,529	1,045,597	1,070,245	1,114,611	1,126,916	1,130,826
Non-personnel Expense						

Travel	23,900	24,400	24,400	24,400	24,400	24,400
Capital						
Library						
Current Expense	32,115	33,115	33,115	33,115	33,115	33,115
Total Non-personnel Expense	56,015	57,515	57,515	57,515	57,515	57,515
Total Expense (Personnel + Current)	$1,078,544	$1,103,112	$1,127,760	$1,172,126	$1,184,431	$1,188,341
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Appropriated Fund	1,078,544	1,103,112	1,127,760	1,172,126	1,184,431	1,188,341
Other:						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition						
Total Revenue	$1,078,544	$1,103,112	$1,127,760	$1,172,126	$1,184,431	$1,188,341
Difference						
Revenue – Expense	$0	$0	$0	$0	$0	$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	$4,164	$4,202	$4,277	$4,377	$4,414	$4,425

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
Additional costs for this program will be funded through student tuition from growth (both from within this program and across the university generally).

Reallocation
None

Impact on Existing Budgets
No adverse impact is expected on the existing Music Department's budget. New costs associated with this program will be funded from additional tuition revenue as a result of growth (see budget section).

Section VI: Program Curriculum

All Program Courses

Course Prefix and Number	Title	Credit Hours
	General Education Requirements	
ENGL 1010	Introduction to Writing	3
ENGL 2010	Intermediate Writing—Humanities/Social Sciences	3
Choose one of the following:		
MATH 1030	Quantitative Reasoning	3
MATH 1040	Introduction to Statistics	3
MATH 1050	College Algebra	4
Choose one of the following:		
POLS 1000	American Heritage	3
HIST 2700 **and** HIST 2710	US History to 1877 **and** US History since 1877	3 and 3
HIST 1700	American Civilization	3
HIST 1740	US Economic History	3
POLS 1100	American National Government	3
Complete the following:		
PHIL 2050	Ethics and Values	3
HLTH 1100 **or** PES 1097	Personal Health and Wellness **or** Fitness for Life	2 or 2
	Distribution Courses	
	Biology	3
	Physical Science	3
	Additional Biology or Physical Science	3
	Humanities Distribution	3
MUSC 1030	American Popular Music (Fine Arts Distribution)	3
	Social/Behavioral Science	3
	Sub-Total of General Education Requirements	35
	Musicianship Courses	
MUSC 1110	Music Theory I	3
MUSC 1120	Music Theory II	3
MUSC 1130	Aural Skills I	1
MUSC 1140	Aural Skills II	1
MUSC 1150 **and**	Group Piano I	2
MUSC 1160 **or**	Group Piano II	2
	Departmental Keyboard Proficiency Exam	
MUSC 2110	Music Theory III	3
MUSC 2130	Aural Skills III	1
MUSC 2140	Aural Skills IV	1
MUSC 2350	Fundamentals of Conducting	2
MUSC 3120	Form and Analysis	3
MUSC 3450	Music History and Literature I	3
MUSC 3451	Music History and Literature II	3
	Sub-Total of Musicianship	28
	Individual Musicianship Studies	

MUSC 250R	Private Lessons for Music Majors (Repeated 4 times on major instrument or voice)	4
MUSC 450R	Private Lessons for Music Majors (Repeated 2 times on major instrument or voice)	2
	Sub-Total of Individual Musicianship Studies	**6**
	Large Ensembles	
MUSC 320R, 322R, 327R, 328R, 330R, 332R, 370R, 372R	Large Ensembles: Masterworks Chorale, Chamber Choir, Men's Chorus, Women's Choir, Wind Symphony, Jazz Ensemble, Symphony Orchestra, Chamber Orchestra (1 credit repeated 6 times)	6
	Sub-Total of Large Ensembles	**6**
	Core Commercial Music	
MUSC 1400	Music Technology I	2
MUSC 1402	Music Technology II	2
MUSC 1410	Introduction to Careers in Contemporary Music Media	1
MUSC 2400	Music Recording Applications I	2
MUSC 2420	Music Recording Applications II	2
MUSC 3025	Songwriting I	2
MGMT 3170	Entrepreneurship	3
MUSC 4125	Jazz and Rock Theory	3
MUSC 4600	Jazz Improvisation	2
MUSC 470R	Studio Arranging and Producing (3 credits, repeated 2 times)	6
	Sub-Total of Core Commercial Music Areas	**25**
	Emphases (Select One)	
	Media Composition Emphasis	
MUSC 3026	Songwriting II	2
MUSC 305R	Film Scoring	2
MUSC 410R	Music Composition	2
MUSC 4130	Scoring and Arranging	2
MUSC 4140	Counterpoint	3
	Nine credits of music or digital media electives	9
	Sub-Total of Media Composition Emphasis	**20**
	Music Technology and Production Emphasis	
DGM 1110	Digital Media Essentials I	4
DGM 210R	Special Topics in Digital Media	1
DGM 2130	Digital Audio Essentials	3
DGM 2440	Sound for Film and Television	3
	Nine credits of music or digital media electives (seven must be upper division)	9
	Sub-Total of Music Technology and Production Emphasis	**20**
	Commercial Music Degree Total Number of Credits	**120**

New Courses to Be Added in the Next Five Years

Beyond the four new courses previously mentioned (Music Technology II, Songwriting I, Songwriting II, and Jazz and Rock Theory), there are no plans to develop new courses to support this degree program within the next five years.

Program Schedule
Bachelor of Music in Media Composition and Production – Media Composition Track

Freshman Year			
FALL	**Credits**	**SPRING**	**Credits**
MUSC 1110 Music Theory I	3	MUSC 1120 Music Theory II	3
MUSC 1130 Aural Skills I	1	MUSC 1140 Aural Skills II	1
MUSC 250R Private Lessons for Music Majors*	1	MUSC 250R Private Lessons for Music Majors*	1
Large Ensemble**	1	Large Ensemble**	1
MUSC 1400 Music Technology I	2	MUSC 1402 Music Technology II	2
MUSC 1410 Introduction to Careers in Contemporary Music Media	1	MUSC 1030 American Popular Music	3
General Education	6	General Education	3
Total	15	Total	14
Sophomore Year			
FALL	**Credits**	**SPRING**	**Credits**
MUSC 2110 Music Theory III	3	MUSC 3120 Form and Analysis	3
MUSC 2130 Aural Skills III	1	MUSC 2140 Aural Skills IV	1
MUSC 1150 Group Piano I	2	MUSC 1160 Group Piano II	2
MUSC 250R Private Lessons for Music Majors*	1	MUSC 250R Private Lessons for Music Majors*	1
Large Ensemble**	1	Large Ensemble**	1
MUSC 2400 Music Recording Applications I	2	MUSC 2420 Music Recording Applications II	2
MUSC 2350 Fundamentals of Conducting	2	General Education	6
General Education	3	Sophomore Review	
Total	15	Total	16
Junior Year			
FALL	**Credits**	**SPRING**	**Credits**
MUSC 3450 Music History and Literature I	3	MUSC 3451 Music History and Literature II	3
MUSC 450R Private Lessons for Music Majors***	1	MUSC 450R Private Lessons for Music Majors***	1
Large Ensemble**	1	Large Ensemble**	1
MGMT 3170 Entrepreneurship	3	MUSC 3026 Songwriting II	2
MUSC 3025 Songwriting I	2	MUSC 305R Film Scoring	2
General Education	5	General Education	6
Total	15	Total	15
Senior Year			

FALL	Credits	Spring	Credits
MUSC 410R Music Composition	2	MUSC 4140 Counterpoint	3
MUSC 4130 Scoring and Arranging	2	MUSC 4600 Jazz Improvisation	2
MUSC 4125 Jazz and Rock Theory	3	MUSC 470R Studio Arranging and Producing	3
MUSC 470R Studio Arranging and Producing	3	General Education	3
Music or Digital Media Electives	5	Music or Digital Media Electives	4
Total	**15**	**Total**	**15**

* Concurrent enrollment in MUSC 251R Performance Class is strongly recommended
** Large Ensembles: MUSC 320R Masterworks Chorale, MUSC 322R Chamber Choir, MUSC 328R Women's Choir, MUSC 327R Men's Chorus, MUSC 330R Wind Symphony, MUSC 332R Jazz Ensemble, MUSC 370R Symphony Orchestra, MUSC 372R Chamber Orchestra
*** Concurrent enrollment in MUSC 451R Performance Class is strongly recommended

Bachelor of Music in Media Composition and Production – Music Technology and Production Track

Freshman Year			
FALL	**Credits**	**SPRING**	**Credits**
MUSC 1110 Music Theory I	3	MUSC 1120 Music Theory II	3
MUSC 1130 Aural Skills I	1	MUSC 1140 Aural Skills II	1
MUSC 250R Private Lessons for Music Majors*	1	MUSC 250R Private Lessons for Music Majors*	1
Large Ensemble**	1	Large Ensemble**	1
MUSC 1400 Music Technology I	2	MUSC 1402 Music Technology II	2
MUSC 1410 Introduction to Careers in Contemporary Music Media	1	MUSC 1030 American Popular Music	3
General Education	6	General Education	3
Total	**15**	**Total**	**14**
Sophomore Year			
FALL	**Credits**	**SPRING**	**Credits**
MUSC 2110 Music Theory III	3	MUSC 3120 Form and Analysis	3
MUSC 2130 Aural Skills III	1	MUSC 2140 Aural Skills IV	1
MUSC 1150 Group Piano I	2	MUSC 1160 Group Piano II	2
MUSC 250R Private Lessons for Music Majors*	1	MUSC 250R Private Lessons for Music Majors*	1
Large Ensemble**	1	Large Ensemble**	1
MUSC 2400 Music Recording Applications I	2	MUSC 2420 Music Recording Applications II	2
MUSC 2350 Fundamentals of Conducting	2	DGM 210R Special Topics in Digital Media	1
DGM 1110 Digital Media Essentials I	4	General Education	3
Total	**16**	Sophomore Review	
		Total	**14**
Junior Year			
FALL	**Credits**	**SPRING**	**Credits**
MUSC 3450 Music History and Literature	3	MUSC 3451 Music History and Literature	3

I		II	
MUSC 450R Private Lessons for Music Majors***	1	MUSC 450R Private Lessons for Music Majors***	1
Large Ensemble**	1	Large Ensemble**	1
MGMT 3170 Entrepreneurship	3	DGM 2440 Sound for Film and Television	3
MUSC 3025 Songwriting I	2	General Education	6
DGM 2130 Digital Audio Essentials	3		
General Education	3		
Total	16	Total	14

Senior Year			
FALL	Credits	SPRING	Credits
MUSC 4125 Jazz and Rock Theory	3	MUSC 4600 Jazz Improvisation	2
MUSC 470R Studio Arranging and Producing	3	MUSC 470R Studio Arranging and Producing	3
General Education	6	General Education	5
Music or Digital Media Electives	4	Music or Digital Media Electives	5
Total	16	Total	15

*Concurrent enrollment in MUSC 251R Performance Class is strongly recommended
*Large Ensembles: MUSC 320R Masterworks Chorale, MUSC 322R Chamber Choir, MUSC 328R Women's Choir, MUSC 327R Men's Chorus, MUSC 330R Wind Symphony, MUSC 332R Jazz Ensemble, MUSC 370R Symphony Orchestra, MUSC 372R Chamber Orchestra
***Concurrent enrollment in MUSC 451R Performance Class is strongly recommended

Section VII: Faculty

Full-Time Faculty
- Cheung Chau, *Director of Orchestras, Cello*
  - o DMA in Conducting and Cello Performance, New England Conservatory of Music, 2006
  - o MM in Cello Performance, Yale School of Music, 1995
  - o BM in Cello Performance, Harid Conservatory, 1992

Previous teaching positions at Georgia Southern University and University of Connecticut. Music Director and Founder of Sinfonietta Polonia. Former Assistant Conductor of the Hong Kong Philharmonic Orchestra.

- James Colonna, *Director of Bands, Director of Jazz Ensemble*
  - o DMA, Michigan State University, 2007
  - o MM in Wind Conducting, University of North Texas, 2000
  - o BM in Music Education, Saint Vincent College, 1995

Previous teaching positions at University of Wisconsin-Eau Claire, Indiana/Purdue University and Laramie County Community College. Guest conductor throughout the United States. CD "Wind Dancer" with the LCCC Wind Symphony and Jazz Band. Trumpet artist. Twelve published compositions, with commissions from Michigan State University and New England Music Camp. Compositions performed at conferences and international venues.

- Reed Criddle, *Director of Chorale Studies*
  - o DMA in Choral Conducting, University of Michigan, 2010
  - o MM in Conducting, Eastman School of Music, 2008
  - o MA in Eastern Asian Studies, Stanford University, 2006
  - o BA in Music (Vocal Performance), Stanford University, 2005

Previous conducting experience includes the University of Michigan Men's Glee Club and Orpheus Singers, the Eastman Repertory Singers and Women's Chorus, and the Stanford Chamber Chorale, the Livingston County Chorale (Brighton, MI), the Taiwanese Choral Society of Rochester, and the United Methodist Church of North Chili.

- Hilary Demske, *Piano Area Coordinator*
    - DMA in Piano Performance, University of Michigan, 2009
    - MM in Piano Performance, Juilliard School of Music, 2006
    - Meisterklasse Diploma, Munich University of Performing Arts, 2004
    - BM in Piano Performance, Peabody Conservatory of Music, 2002

First prize winner of the "Citta di Barletta" International Piano Competition. Previous teaching positions at the University of Michigan and the State University of New York at Fredonia. CD of solo piano music of Henry Martin with Albany Records. Multiple international performances. Featured on Bavaria's national radio station and Houston Public Radio's "From the Top." Scholarly presentations at international conferences.

- Donna Fairbanks, *String Area Coordinator, Director of Chamber Orchestra, Department Chair*
    - DMA in Violin Performance, University of Arizona, 1988
    - MM in Violin Performance and Literature, Eastman School of Music, 1983
    - BM in Music Performance, Brigham Young University, magna cum laude, 1981

Previous teaching positions at Brigham Young University (1988-2001), and the University of Minnesota (1983-1986). First violin, Tucson Symphony, 1986-88. Three CDs of violin/harp music with MSR Classics, 4TAY Records, and Tantara Records. Solo performances with Orquestra Sinfonica de Londrina (Brazil), Utah Symphony, Charleston Symphony, Utah Valley Symphony, Sun Valley Festival Orchestra. Hosted by universities and music conservatories in the United States, the Netherlands, Mexico, Brazil, and China to give master classes and recitals.

- Ross Hagen, *Music History, American Popular Music, and Music Appreciation*
    - PhD in Musicology, University of Colorado, 2010
    - MM in Musicology, University of Colorado, 2005
    - BA in Music, Davidson College, 2001

Articles in the *New Grove Dictionary of American Music* and the *Encyclopedia of American Music and Culture*. Presentations at the International Association for the Study of Popular Music and the Society for Ethnomusicology.

- Nathan Hofheins, *Artist in Residence, Media Music*
    - MM in Composition, Brigham Young University, 2005
    - BA in Music, Brigham Young University, 1997

Composer, arranger, and producer of hundreds of promos, trailers, and packages for film, television, and radio including music for ABC, Columbia Pictures, Discovery, ESPN, FOX, NBC, and WGN. Orchestrator for several Emmy-nominated and award-winning television series and films.

- Matthew Nelson, *Woodwind Area Coordinator*
    - DMA in Clarinet Performance, Rice University, 2009
    - MM in Clarinet Performance, University of Washington, 2006
    - BA with Distinction in English, University of Washington, 2004

Performances throughout the United States and Japan. International competitions and premieres including the International Clarinet Association's Young Artist Competition. Worked closely with many prominent contemporary composers, including Shulamit Ran, William O. Smith, Joël-François Durand, Diane Thome, and Eric Flesher. Doctoral thesis, "Morton Feldman's Clarinet Works: A Study Through the Words of the Note Man."

- Tyler Nelson, *Vocal Area Coordinator*
  - o DMA in Opera Performance, Florida State University, 2009
  - o Merola Opera Program, 2008
  - o MM in Vocal Performance, University of Utah, 2005
  - o BA in Vocal Performance, University of Utah, 2003

Performances with San Francisco Opera, Chateauville Foundation (with Director Lorin Maazel), Chicago Opera Theater, Ohio Light Opera, Reno Symphony Orchestra and California Symphony. Roles include tenor soloist in *Carmina Burana*, The Mayor in *Albert Herring*, Gherardo in *Gianni Schicchi*, and Delfa in *Giasone*.

- Bryce Rytting, *Director of Symphony Orchestra, Theory, History*
  - o PhD in Musicology, Princeton University, 1996
  - o MFA in Musicology, Princeton University, 1986
  - o Kuenstleriche Reifepruefung in Conducting, Frankfurt Conservatory, 1981
  - o BS in Music Theory, University of Utah, Magna cum laude, 1977

Utah Valley Symphony Music Director, 1998-. Utah Regional Ballet Conductor, 1998-. National Music Month Award, Provo Arts Council, 2000; Student Award for Excellence in Teaching, BYU School of Music, 1998, 1995, 1994, 1993; BYU Professor of the Month - 1997. Previous positions include Eastman School of Music, Instructor; BYU, Instructor and Assistant Professor; Pro Musica Music Director; Park City International Music Festival, conductor; Salt Lake Symphony guest conductor; Southwest Symphony and Chorus, guest conductor; Intermountain Suzuki String Institute, conductor and coach.

- Doug Smith, Percussion Area Coordinator
  - o DMA, University of Arizona, 2011
  - o MM, Rice University, 1998
  - o BM and BME, Central Missouri State University, 1996

Principal Timpanist Tucson Symphony Orchestra. Principal Percussionist Blue Lake Festival Orchestra and Midland-Odessa Symphony. Previous teaching positions at University of Arizona, Tucson Unified School District, Northern Arizona University, Webster Community Music School, and several High Schools and Middle Schools.

- Todd Sorensen, *Artist in Residence, Media Music*
  - o BA in Music, Brigham Young University, 1986

Compositions for major networks including ABC, CBS, and NBC. Numerous film trailers including Spiderman 2, Con Air, Multiplicity, X-Men 2. Owner and operator of Anarchy Studios. Co-Founder of "Drums on Demand," an online business for high-quality drum loops.

- Jeb Wallace, *Brass Area Coordinator*
  - o DMA, Stony Brook University, 2009
  - o Artist Diploma, Yale University School of Music, 2005
  - o MM, Cleveland Institute of Music, 2001
  - o BM, Southern Methodist University, 1999

Performances with Utah Symphony, Utah Chamber Orchestra (Ballet West), North Carolina Symphony, Richmond Symphony, American Symphony, Harrisburg Symphony, New Haven Symphony, New World Symphony, Musici Montreal, Dallas Wind Symphony, Canton Symphony, Cleveland Orchestra. Previous teaching positions at Susquehanna University, James Madison University, and Dickinson College.

- Cherilyn Worthen, *Music Education*
  - o PhD, Music Education, in progress, University of Utah
  - o MM, Choral Conducting, Brigham Young University, 2002
  - o BM, Choral Music Education, Brigham Young University, 1998

Waterford School, Choral Teacher and Music Department Chair. Mormon Tabernacle Choir, Choir School Director. Gifted Music School, Choral Program Director. Deseret Chamber Singers, Assistant Artistic Director. Jordan High School, Choral Instructor.

Part-Time Faculty
- Kara Barney, *Vocal Instruction*
    - MA in Music, Vocal Performance emphasis, Marshall University, 2004
    - BA with Vocal Performance emphasis, Southern Utah University, 2000

Performance roles include Susannah in *Marriage of Figaro*, Mrs. White in *The Old Maid and the Thief*, Mercedes in *Carmen*, Amahl in *Amahl and the Night Visitors.*
- Darren Bastian, *Percussion Instruction*
    - DMA in Percussion Performance, University of Arizona, 2009
    - MM, University of North Texas, 2006
    - BM, Brigham Young University, 2004

Former member Tucson Symphony, Sky Island chamber Ensemble. Soloist with UNT graduate ensemble.
- Stephen Beus, *Piano Instruction*
    - DMA, Stony Brook University, in process
    - MM and Artist Diploma, The Juilliard School, 2008
    - BA, Whitman College, 2004

First Prize, Gina Bachauer International Piano Competition, Juilliard School Concerto Competition, and Vendome International Piano Competition
- Cecily Ellis Bills, *Vocal Instruction*
    - MM in Vocal Performance, University of Utah, 2009
    - BA in Music, University of Utah, 2007

Previous teaching positions at Weber State and Northridge High School. Co-founder of Broadway Bound/Rodgers Memorial Theater.
- Karen Blalock, *Violin Instruction*
    - Studies at Brigham Young University

Previous teaching positions in the secondary schools of Granite, Jordan and Alpine Districts for twenty-eight years. Member of the Salt Lake Symphony, Salt Lake Opera, Promised Valley Play House, Utah Valley Chamber Players, Utah Baroque Ensemble, Nacht Music, Utah Valley Symphony and the Alpine String Quartet.
- Ben Boster, *Vocal Instruction*
    - MM in Vocal Performance, Brigham Young University, 2009
    - BM in Vocal Performance, Brigham Young University, 2007

Performance roles include Figaro in *Le nozze di Figaro*, Leporell in *Don Giovanni*, Dr. Falke in *Die Fledermaus*, Bob in *The Old Maid and the Thief.*
- Dan Bryce, *Music Appreciation, Tuba Instruction*
    - DMA, ABD, in trombone performance, Boston University, 2011
    - MM, The Juilliard School, 2004
    - BM, Brigham Young University, 2001

Performances with the Boston Symphony Orchestra, Boston Pops Orchestra, Rhode Island Philharmonic Orchestra, Albany Symphony Orchestra, Seattle Symphony Orchestra, and Utah Symphony Orchestra.
- Stephanie Cathcart, *Violin Instruction*
    - MM in Violin Performance, Boston University
    - BM in Violin Performance, University of Colorado Boulder

Performances with Boston Musica Viva, the Vermont Symphony, Boston Modern Orchestra Project, Boston Pops Esplanade Orchestra, Canyonlands New Music Ensemble, Utah Chamber Artists, Utah Chamber Orchestra, and the Utah Symphony.

- Weiyin Chen, *Piano Instruction*
  - Graduate Performance Diploma and MM, Peabody Conservatory at Johns Hopkins University, 2010
  - BM in Piano Performance, The Juilliard School, 2005

Teaching position at New York Music and Arts (affiliate with the Juilliard School), solo performances with Hong Kong Philharmonic Orchestra, China National Symphony Orchestra, Taiwan National Symphony Orchestra, Orquesta Sinfonica Ciudad de Gijon (Spain), Panama National Symphony Orchestra, New Amsterdam Symphony Orchestra. Winner of the Sorantin International Young Artists Award.

- Jayne Drummond, *Oboe Instruction*
  - DMA in Oboe Performance, University of Utah, in process
  - MM in Oboe Performance, Rice University, 2009
  - BM in Oboe Performance, University of Washington, 2007

Performed throughout the United States, Europe and Japan. Ensemble experience with the Seattle Symphony, the Bellevue Philharmonic, the Tacoma Symphony, the Tacoma Opera, and Ballet Bellevue. Recording projects such as the soundtrack for the movie "Premonition" and a television broadcast with the Grammy-winning a cappella ensemble *Take 6*.

- Daniel Ferguson, *World Music and American Popular Music*
  - Postdoctoral work, UC Berkeley, 1989
  - PhD in Ethnomusicology, University of Washington, 1988
  - MA in Ethnomusicology, University of California Los Angelos, 1979
  - BM in Composition, Brigham Young University, 1977

Previous teaching positions at UCLA, UC Davis, Columbia University. Areas of specialization: music of China, popular musics of the Americas, music of Scottish America. Publications in Yearbook for Traditional Music, Garland Encyclopedia of World Music, Asian Music, and CHIME.

- Julianna Gysleth, *Elementary Music Education*
  - Master in Music Education, Holy Names University, 2005
  - BM and Elementary Education, Brigham Young University, 2000

Music specialist positions at Spring Creek Elementary, Intermuse Academy, Peakview Elementary, and Maeser Elementary.

- Alice Hansen, *Piano Instruction*
  - DMA in Piano Performance, University of Missouri-Kansas City, 2008
  - MM in Piano Performance, Royal College of Music (London, UK), 2002
  - BM in Piano Performance, Royal Academy of Music (London, UK), 2000

Competition awards include Kansas City Musical Clum, Sydney International Piano Competition of Australia, Pinault International Piano Competition, Cyril Smith Prize, Eric Brough Prize, Elsie Horne Prize, Kathleen Long Chamber Music Prize, Dorothy Coates Trio Prize, Sutton Music Festival Millenium 2000 Young Soloist Award, Rowena Ferguson Memorial Competition, Jacques Samuel Piano Competition.

- Leslie Harlow, *Viola Instruction, Chamber Coaching*
  - MM in Viola Performance, Juilliard School of Music, 1983

Founder Deer Valley Music Festival and Park City Film Music Festival. Performed at Sitka Festival, Lyrica Series, Piatigorsky Foundation, Bargemusic.

- Seretta Hart, *Trumpet Instruction*
  - DMA in Trumpet Performance, University of Utah, in progress

- o MM in Instrumental Conducting, Brigham Young University, 2005
- o BM in Education, Brigham Young University, 2003

Performances with the Utah Symphony, Ballet West, Utah Festival Opera, LA East Recording Studio.

- Brian Hicks, *Bassoon Instruction*
  - o Music studies at Brigham Young University

Performances with Ballet West, Utah Valley Symphony, Alpine Chamber Winds.

- Christopher Holmes, *Voice Instruction*
  - o MM in Opera, Temple University
  - o BM in Opera, Oberlin Conservatory of Music

Previous teaching at Texas State University. Over 35 operatic roles, featured by Austin Lyric Opera, Central City Opera, Eugene Opera, Phoenix Opera, Juneau Lyric Opera, San Antonio Opera, and Utah Festival Opera, among others. Artistic director of the Utah Lyric Opera.

- Steven Hunter, *Trombone Instruction*
  - o DMA, ABD, University of North Texas, 2010
  - o MM, Manhattan School of Music, 2007
  - o BM, Brigham Young University, 2004

Performances with Manhattan Philharmonia Concert, Park Avenue Chamber Orchestra, Utah Premiere Brass. Teaching positions at Snow College, Celina and Lewisville Independent School Districts in Texas.

- Isaac Hurtado, *Voice Instruction*
  - o DMA in Voice Performance, Florida State University, 2005
  - o MM in Voice Performance, University of Cincinnati, 2001
  - o BM in Voice Performance, Brigham Young University, 1999

Previous teaching positions at Interlochen Arts Academy and Florida State University. Numerous operatic roles including Duke of Mantua in *Rigoletto*, Edgardo in *Lucia di Lammermoor*, Pinkerton in *Madama Butterfly*, Alfredo in *La Traviata*, Romeo in *Romeo et Juliette*, Candide in *Candide*.

- Connie Jensen, *Vocal Instruction*
  - o MM in Vocal Performance, University of Utah, 2011
  - o MA in Voice and Choral Conducting, California State San Bernardino, 1999
  - o BA in Music Education, California State San Bernardino

Performance roles: Angelica in *Suor Angelica*, leading roles in Barab's *Little Red Riding Hood*, Gilbert and Sullivan's *The Sorcerer*, and *Princess Ida*.

- Shauna Johnson, *Vocal and Elementary Music Instruction*
  - o MM in Music Education, Brigham Young University
  - o BA in Music Education, Brigham Young University
  - o AA, Dixie College
  - o Kodály Society Certification

Opera performance roles: angel and bird in *Pilgrim's Progress,* "Ella" in *Bells are Ringing,* "Liesl" in *The Sound of Music,* "Eliza Doolittle" in *My Fair Lady. Director of the Year,* Southern Utah Music Festival, St. George, Utah, 1989. Founding member of the Southwest Symphonic Chorale, St. George, Utah. Soloist with the Southwest Symphonic Chorale. Soprano soloist for GF Handel's *Messiah* and Mozart *Requiem.*

- Serena Kanig, *Vocal Instruction*
  - o MM in Vocal Performance, State University of New York at Purchase, 1993
  - o BM in Vocal Performance, University of Cincinnati Conservatory of Music, 1976

Recipient of Bauer Memorial Voice Scholarship at University of Cincinnati. Utah Arts Council Artist in Residence.

- Jay Lawrence, *Jazz Percussion*

- o BS in Music, Utah Valley University, in process
- o Studies at Berklee College of Music, Boston

Multiple Pearl Awards for Best Instrumental Album. Several national and international tours with major artists such as Enoch Train, The Moody Blues, Chris LeDoux, The Osmonds, Liberace. Publications *Introduction to Musical Improvisation, Rhythm Reading, The Drummers Workbook, The African Influence on Music In the Americas, How To Make Six Figures in the Music Business.*

- Myrna Layton, *World Music*
  - o Doctorate of Philosophy in Musicology, University of South Africa, in progress
  - o Masters of Humanities in Music, California State University, 2001
  - o Masters of Library Science, University of Wisconsin, 2005
  - o BA in English Literature, Brigham Young University, 1994

Music and Dance library specialist. Multiple papers and presentations at national and international conferences, including the International Viola Congress, Music Library Association National Meetings, and Mountain Plains Music Library Association.

- Russell Lee, *Guitar Instruction*
  - o High School Diploma

Producer, recorder and engineer for over 50 band ensembles. Designed multiple recording studios, including wiring and soundproofing.

- Justin Leslie, *Guitar Instruction, Group Guitar*
  - o MM in Music Education
  - o BA in Music, Guitar Performance Emphasis, Brigham Young University

2 CD's: *Classical Guitar Recital* and *Masterpieces for Classical Guitar*

- Natachia Li, *Cello Instruction*
  - o MM in Orchestral Conducting, Brigham Young University, 2011
  - o BM in Cello Performance, Brigham Young University, 2009

Principal cellist of the ASTA, CODA, and BYU Orchestras. Member BYU Honors String Quartet.

- Jennifer Madsen, *Vocal Instruction, Music Theater*
  - o Studies at Brigham Young University

Vocal recordings for major commercials, including Sprite, Levi's, Wendy's, as well as featured voice on the CBS show "Cold Case." Musical director and choreographer for Sundance Summer Theatre 2011. Wrote "Breathing and Conditioning for the Singer."

- David Margetts, *Violin and Viola Instruction*
  - o DMA in Violin Performance, University of Southern California, 1979
  - o MA in Violin Performance, California State College, 1970
  - o BA in Music, California State College, 1967

20 years professor at California State University at Fresno. Member Los Angeles Philharmonic Orchestra. Member Roth Quartet, Cristofori Piano Quartet, Orpheus Chamber Ensemble.

- Nathan O'Bryant, *Bass Instruction*
  - o Graduate Studies in Jazz Performance, New England Conservatory, 2010
  - o BM in Jazz Performance, University of Utah, 2009

Performed with renown jazz artists including Carl Allen (Juilliard School), Chuck Archard, Tony Camprise (Stan Kenton), Dave Friesen (Joe Henderson), Graham Breedlove (Army Blues), Sal Lozaon (Big Phat Band).

- High Oliver, *Music Appreciation*
  - o MM with emphasis in Low Brass, University of Southern Mississippi, 1984
  - o BM with emphasis in Theory and Composition, University of Southern Mississippi, 1972

Over 20 years public school teaching experience in Alice, Texas. Composed and arranged pieces for Corpus Christi Wind Symphony.

- Joanna Oshida, *Piano Instruction*
  - MM in Piano Performance, Peabody Conservatory, Johns Hopkins University, 1999
  - BM in Piano Performance, Magna Cum Laude, Brigham Young University, 1997

First-prize winner California statewide Young Pianists' Beethoven Competition, Olympiad of the Arts Piano Competition, Music Teachers' Association of Northern California Piano Competition, California Association of Professional Music Teachers Concerto Competition, Brigham Young University Concerto Competition.

- Janet Peterson,*Harp Instruction*
  - BM in Harp Performance, Washington State

Orchestral performances with the Utah Symphony, Ballet West, Idaho Ballet, Ogden Ballet and Symphony, Tulsa Opera, Boise Symphony.

- Nicole Pinnell, *Cello Instruction*
  - MM in Cello Performance, University of Utah, in progress
  - BM in Cello Performance, Brigham Young University

Featured as a soloist in multiple CDs, including *Film da Fronteira*, *Sisters at Play*, *Wings of Song*, and *Sketches*. Performances with Utah Symphony, Ballet West. Previous teaching positions at Waterford School, Brigham Young University, and Weber State University.

- Cynthia Richards, *Violin Instruction*
  - Kodály Society Certification, 2000
  - BA in Violin Performance, Brigham Young University, 1970

2002 Outstanding Private Studio Teacher Award, Utah ASTA. International presentations. Books: *The Complete Musician* and *How to Get Your Child to Practice*

- Mary Richards, *Flute Instruction*
  - MM in Flute Performance, University of North Carolina-Chapel Hill, 1988
  - BM in Flute Performance, Brigham Young University, 1983

Principal flutist and soloist Utah Valley Symphony, Westminster Chamber Orchestra, University of North Carolina Symphony. Soloist with Utah Symphony. CD with Sanctus. Member Woodwind Quintet Nouvea and Amarylys Duo.

- Chad Schumacher, *Piano Instruction*
  - MM in Piano Performance, Eastman School of Music, 2007
  - BFA in Piano Pedagogy, Brigham Young University –Hawaii, 2004

Co-founder of Gription Music Productions and Assistant Artistic Director of the Gina Bachauer Foundation.

- Berin Stephens, *Saxophone Instruction*
  - MM in Music Performance, Brigham Young University, 1994
  - BM in Music Performance, Brigham Young University, 1992

Former musical director of the After Six Orchestra, an Anchorage dance band. Performed with the Anchorage Symphony, La Combo Tropical Latina, Manhattan Transfer, Rebeca Mauleon-Santana, Bobby Shew, Ben Vereen and Vikki Carr. Currently performs with Randy Mundy and the Mundy Mourning Blues Band, The Moonlight Serenaders (big band), and the Preston Lloyd Orchestra (dance band).

- Brian Stucki, *Vocal Instruction*
  - MM in Vocal and Cello Performance, Indiana University, 2006
  - BM in Cello Performance, Brigham Young University, 2000

Performances with the American Symphony Orchestra, Royal Pacific Opera, Bard Festival, Arizona Opera, Utah Opera, Utah Symphony, Polish National Opera, Princeton Symphony, Seattle Opera, Opera Fuoco

(Paris), New Israeli Opera, DiCapo Opera. Performance roles include Ramiro in *La Cenerentola*, Almaviva in *Il Barbiere di Siviglia*, Lysander in *A Midsummer Night's Dream*, Uriel in *Die Schopfung*, Don Ottavio in *Don Giovanni*, Ferrando in *Cosi fan Tutte*.

- Elizabeth Wallace, *Violin and Viola Instruction*
    - o DMA in Viola Performance, Stony Brook University, 2009
    - o MM in Violin Performance, University of Kansas, 2007
    - o BM in Violin Performance, University of Kansas, 2005

Orchestral performances with Utah Symphony, Ballet West, Williamsport Symphony Orchestra, Reading Symphony Orchestra, Allentown Symphony, Topeka Symphony Orchestra, North Carolina Opera Company, Moscow Ballet Orchestra.

- Scott Wiley, *Commercial Music*
    - o BS in Recording Arts, University of Southern California, 1995

Producer for Warner Brothers Records, Island/Def Jam Records, Deseret Book/Shadow Mountain Records, Groundloop Records, Anti Records. Engineer at Sound Factory Recording Studios, Cello Recording Studios, Conway Recording Studios, and Sunset Sound Recording Studios in Hollywood.

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Salt Lake Community College – Associate of Applied Science Degree in Homeland Security/Emergency Management

Issue

Salt Lake Community College (SLCC) requests approval to offer an Associate of Applied Science (AAS) Degree in Homeland Security/Emergency Management, effective Summer Term 2013. This program was approved by the institutional Board of Trustees on November 14, 2012.

Damage to life, property and critical infrastructure from man-made and natural disasters has resulted in increases in the need for trained Homeland Security and Emergency Management (HS/EM) professionals. Currently, there is not a homeland security or emergency management associate's degree program available to students at Utah's public institutions of higher education. This program addresses that need and allows students to prepare for employment while providing a pathway for further study in related fields.

The proposed degree has been developed in partnership with the Department of Homeland Security, Transportation Security Administration (TSA), the Utah Departments of Public Safety and Homeland Security, the Unified Police Department of Greater Salt Lake, various medical institutions, and other key agencies and employers within the region. SLCC has also been coordinating with Utah Valley University's (UVU) Emergency Services Administration department to create additional educational pathways for students and incumbent workers.

Background

The Homeland Security/Emergency Management Associate of Applied Science degree is designed to prepare students for careers in government agencies, non-profit organizations, and private companies or to continue their education at the baccalaureate level. Students will be prepared to work in settings that manage and respond to critical security events, plan for disaster preparedness, and deal with emergency situations. Recent incidents in Utah such as the Herriman fire, shootings at Trolley Square, and numerous floods and wildfires are examples of local incidents that require HS/EM personnel to reduce the loss of life, property, and critical infrastructure.

In Utah, there is an increasing presence of federal agencies including the Department of Homeland Security (DHS), Transportation Security Administration (TSA), and National Security Agency (NSA). Each of these agencies and organizations require a workforce trained in homeland security and emergency management. Department of Labor statistics indicate that between 2011 and 2018, the need for emergency management professionals, protective service workers, and police and sheriff's patrol officers will increase nationally up to 36%. Economic Modeling Specialists, Inc. (EMSI) data suggests that by 2021, homeland security and emergency management positions will increase by over 62% in Utah. These figures include both public and private sector positions. EMSI Data also show 2011 median salary for Utah employees in the HS/EM industry was $24.01 per hour with the top 10% of industry workers earning an average of $35.77 per hour.

SLCC conducted a follow-up survey with 38 business and industry representatives to gauge local market demand. Of the 13 who responded to the question, "How many vacancies on average does your agency fill in positions tasked with responding to the disasters described above (man-caused or natural disasters) in an average year," 85% responded "0-5" and 15% responded "25 or more." The Utah Economic Data Viewer from the Utah Department of Workforce Services indicates projected employment growth of 3.7% in the Salt Lake City Metropolitan Statistical Area for Emergency Management Specialists with a median salary of $53,800.

Policy Issues

The proposed program has been developed through established institutional procedures and Regent policy. Chief Academic Officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and are supportive of it. Transfer options exist through Regents' policy as well as through a signed agreement between SLCC and UVU.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Salt Lake Community College to offer the Associate of Applied Science Degree in Homeland Security/Emergency Management Effective Summer Term, 2013.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

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Program Description
Salt Lake Community College
AAS in Homeland Security/Emergency Management (HS/EM)

Section I: The Request

Salt Lake Community College (SLCC) requests approval to offer an Associate of Applied Science in Homeland Security/Emergency Management (HS/EM) effective Summer Term, 2013. This program was approved by the institutional Board of Trustees on 14 November 2012.

Section II: Program Description

Complete Program Description

The Homeland Security/Emergency Management Associate of Applied Science degree was created to prepare graduates for their roles in the multi-agency, multi-disciplinary, collaborative world of managing our nation's security, disaster preparedness, and emergency response. This is a growing field that is characterized by the need for professionals to prepare for and react to scenarios like the terrorist attacks of 9/11 and hurricane Katrina. Recent incidents in Utah such as the Herriman fire, shootings at Trolley Square and Grand America, and numerous floods and wildfires are examples of local incidents that require HS/EM personnel to reduce the loss of life, property and critical infrastructure.

The proposed degree has been developed in partnership with the Department of Homeland Security, Transportation Security Administration (TSA), the Utah Departments of Public Safety and Homeland Security, the Unified Police Department of Greater Salt Lake, various medical institutions, and other key agencies and employers within the region. SLCC has also been coordinating with UVU's Emergency Services Administration department to create pathways for students and incumbent workers.

The objectives of the program are:
1. To provide graduates with the necessary knowledge and skills to protect people, property, and critical infrastructure and to minimize the economic effects of man-made and natural disasters.
2. To prepare graduates to be contributing homeland security/emergency management professionals in government agencies, non-profit organizations, and private enterprises.
3. To prepare graduates with a well-rounded education that encourages the ethical application of knowledge gained in a variety of disciplines.
4. To prepare graduates with refined interpersonal management skills.
5. At the completion of the program, students will be prepared for careers in government agencies, non-profit organizations, and private companies or to continue their education at the baccalaureate level.

Purpose of Degree

The growing need to protect Utah and United States citizens, property and critical infrastructure from man-made and natural disasters has resulted in increased positions for trained Homeland Security and Emergency Management professionals. Currently, there is not a Homeland Security/Emergency Management Associate degree program available to students at Utah's public institutions of higher education. This program addresses that need and allows Utah citizens to receive this instruction locally and at a lower cost than for-profit institutions.

To support the educational requirements for entry-level government positions as well as the continued professional development of current employees, there is interest within governmental agencies located in Utah to create this degree program. Graduates of the program may also elect to continue their education at the baccalaureate level. SLCC has a signed articulation agreement with Utah Valley University (UVU). This agreement allows students who earn the Homeland Security/Emergency Management AAS to transfer to and be accepted into the Emergency Services Administration Bachelor of Science program at UVU.

Institutional Readiness
Upon approval, the program will reside in the School of Applied Technologies and Professional Development as part of the Institute of Public Safety. This degree is comparable in nature and rigor to other degree programs within the division. The existing administrative and support structure is capable of supporting the new program without adversely impacting existing programs.

Faculty
There are currently four full-time credentialed faculty members teaching in the Institute of Public Safety. An additional full-time, tenure-track position will be requested effective for year two of the program during SLCC's 2014-15 budget process. In addition, a pool of adjunct faculty will be utilized to meet the program's training needs. All faculty teaching in the program will be appropriately credentialed and meet industry professional standards.

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	1		1
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	5		5
With Master's Degrees			
Full-time Tenured	1	1	2
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	15		15
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	14		14
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty			

Full-time Tenured	3		4
Full-time Non-Tenured	1	1	1
Part-time Tenured			
Part-time Non-Tenured	34	1	34
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.")	16.2	1	17.2

Staff

The Institute of Public Safety in the School of Applied Technologies and Professional Development will administer this program. Existing administrative, secretarial, clerical and advising staff within the Division and the School is adequate to manage the program. No additional administrative or secretarial/clerical help is expected.

Library and Information Resources

Existing library resources are adequate to meet the needs of the program. Salt Lake Community College's Markosian Library currently contains over 300 books and other media on the subjects of Homeland Security and Emergency Management. Additional reference materials will be added as appropriate to upgrade and expand this collection.

Admission Requirements

Admission is consistent with general SLCC admission procedures and guidelines. In addition, students must meet the following program prerequisites:

- WRTG 0990: College Preparatory Writing with C grade or better or appropriate placement score.
- MATH 1010 with C grade or better.
- CJ 1010 Introduction to Criminal Justice with C grade or better.

Student Advisement

Students will have the opportunity to meet with an academic advisor dedicated to the Institute of Public Safety as needed and will also be encouraged to meet with Homeland Security/Emergency Management faculty for further advising and mentoring throughout their program.

Justification for Graduation Standards and Number of Credits

Requirements for the AAS degree in Homeland Security/Emergency Management follow the guidelines outlined in the SLCC General Catalog for AAS degrees. The Homeland Security/Emergency Management AAS degree program requires a total of 63 credit hours for graduation, including the full transfer general education curriculum of 34 credits plus 29 credits of major-specific courses. The need for students who could move either directly into the workforce or move into advanced education programs led us to follow the model of an AAS degree with a full set of general education necessary for the General Education Letter of Completion.

External Review and Accreditation
The Naval Postgraduate School Center for Homeland Defense and Security is the leading national institute for the development of post-secondary Homeland Security and Emergency Management education programs. This Center has formed the University and Agency Partnership Initiative (UAPI) to help institutions throughout the country develop and implement homeland security and emergency management programs.

The UAPI director met with institutional representatives several times to organize, conduct, and evaluate a stakeholders' workshop. The director continues to advise the institution in development of the program. The institution has used the UAPI's document, "Undergraduate Curriculum: Recommended Areas of Focus," to inform course and program development.

In addition, 38 industry and government agency experts representing a variety of organizations that that have a vested interest in homeland security and emergency management were consulted during the program design phase. These organizations included healthcare organizations, educational entities, public safety organizations, armed forces personnel, utility and financial companies, communications industry, etc. The majority of the individuals met with SLCC faculty and staff in a workshop. All 38 received copies of the program proposal documents to review. In a follow-up survey, 92% indicated a need for this degree in Utah and are supportive of the degree as it is formatted, especially the combined transfer and workforce preparation features.

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

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program		4	8	10	10	10
Total # of Declared Majors in Proposed Program		12	25	25	25	25
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	16.2	16.6	17.2	17.2	17.2	17.2
Total Department Student FTE (Based on Fall Third Week)	280	286	292	292	292	292
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	17.3	17.2	17.0	17.0	17.0	17.0
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio	N/A	N/A	N/A	N/A	N/A	N/A

Expansion of Existing Program

The proposed Homeland Security/Emergency Management Associate of Applied Science degree is a new program.

Section III: Need

Program Need

Man-made and natural events occur daily throughout the United States and require a trained corps of professionals to manage the incident and minimize the loss of life, property and critical infrastructure. Lessons learned from disasters such as hurricane Katrina and the terrorist attacks on 9/11 show that proper emergency planning, effective inter-agency communications, and proper training of first responders are critical to prevent terror attacks, manage disasters, and facilitate a rapid recovery.

According to the Federal Emergency Management Agency (FEMA, 2008), in 1994 there were only four college programs dedicated to training students in the principles of emergency management. By 2006, there were 141 college-level emergency management programs, with another 120 proposed. While there has been a significant increase in the number of programs available nation-wide, there remains a lack of homeland security and emergency management programs in Utah, especially at the associate degree level. The proposed Homeland Security/ Emergency Management AAS degree supports the FEMA Higher Education Program goal of having at least one homeland security and emergency management degree program in each state.

Utah faces the reality of natural disasters every day, including the threat of floods, earthquakes and tornados. The Wasatch front is also increasingly vulnerable to man-made disasters such as terrorist acts, industrial espionage, and criminal activity.

Labor Market Demand

Department of Labor Statistics indicate that between 2011 and 2018, the need for emergency management professionals, protective service workers, and police and sheriff's patrol officers will increase up to 36%. Economic Modeling Specialists, Inc. (EMSI) data suggests that by 2021, homeland security and emergency management positions will increase by over 62% in Utah. These figures include both public and private sector positions. EMSI Data also show 2011 median salary for Utah employees in the HS/EM industry was $24.01 per hour with the top 10% of industry workers earning an average of $35.77 per hour.

In Utah, there is an increasing presence of federal agencies including the Department of Homeland Security (DHS), Transportation Security Administration (TSA), and National Security Agency (NSA). Each of these agencies and organizations require a workforce trained in homeland security and emergency management. For the last three years the Criminal Justice Department at SLCC has partnered with TSA in a pilot program to offer community college courses in Homeland Security, Emergency Management and Criminal Justice to some of their employees in order to qualify them for career advancement. Thus far SLCC has offered 6 courses in this nationwide program.

SLCC conducted a follow-up survey with 38 business and industry representatives to gauge local market demand. Of the 13 who responded to the question, "How many vacancies on average does your agency fill in positions tasked with responding to the disasters described above (man-caused or natural disasters) in an average year," 85% responded "0-5" and 15% responded "25 or more." The Utah Economic Data Viewer from the Utah Department of Workforce Services indicates projected employment growth of 3.7% in the Salt Lake City Metropolitan Statistical Area for Emergency Management Specialists with a median salary of $53,800. Several members of the Criminal Justice program advisory committee indicated an interest in employing students in the proposed program as interns. Negotiations are reportedly underway to arrange these experiences.

Student Demand
The proposed program is designed primarily for students currently employed in a law enforcement, emergency management specialist, or first responder role and who require formal education to become better qualified for their current positions or for career advancement. The program is also designed to accommodate traditional and non-traditional students including current Criminal Justice majors and others who wish to earn a Homeland Security/ Emergency Management AAS degree. The program provides for completion of all general education requirements. This feature enhances transfer opportunities, thus making it attractive to students who wish to pursue a baccalaureate degree, while providing students with workforce preparation required in this line of work. The program will be affiliated with the Criminal Justice program at SLCC, a program that has realized robust enrollment for several years.

Similar Programs
No other institution in the USHE offers a Homeland Security/Emergency Management Associate of Applied Science degree. While there are numerous Criminal Justice programs, including the one conducted at SLCC, none of these programs focuses on the all-hazards approach to homeland security and emergency management that is recommended by DHS-FEMA. The proposed program will be unique in that it will be the only one in Utah that offers a multi-discipline, multi-agency approach to the protection of Utah's citizens, property and critical infrastructure.

Collaboration with and Impact on Other USHE Institutions
Because the Homeland Security/Emergency Management degree is not offered at other Utah schools, there will be minimal impact on other USHE institutions. However, it is anticipated that a percentage of students completing this degree will transfer to UVU to pursue a Bachelor of Science in Emergency Management /Emergency Administration degree.

Utah Valley University has signed a letter of intent that gives SLCC students elective credit for the majority of the 41 elective credits required for graduation from UVU's Emergency Services Administration/Emergency Management degree. Because SLCC's AAS degree contains the entire transfer general education core and gives students a General Education Letter of Completion, students who transfer to UVU will have completed the general education requirement plus a significant number of the necessary electives for UVU's program and can complete the baccalaureate program within a standard number of credits. SLCC has chosen to structure this degree as an AAS with the full complement of transfer general education courses to allow students to either directly enter the workforce or transfer to a baccalaureate program.

Benefits
Approval of this program will benefit SLCC, the USHE, and the State of Utah by:

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- Producing graduates who have the academic foundation to successfully perform critical homeland security and emergency management tasks that reduce the loss of life, property, and critical infrastructure in the event of an emergency.
- Providing government agencies, private industry and non-profit organizations with a trained workforce able to compete for entry-level positions in the homeland security and emergency management industry.
- Giving SLCC graduates a competitive advantage when competing for jobs within the industry.
- Producing graduates that demonstrate critical thinking skills, and refined interpersonal management skills.
- Providing a clear pathway to either enter the workforce or continue studies in the discipline.
- The availability of this program at SLCC and the articulated program offered at UVU will allow Utah students to obtain education in this increasingly important field without having to travel outside Utah to obtain it.

Consistency with Institutional Mission

The proposed degree is consistent with SLCC's mission to offer associate's degrees, certificate programs, career and technical education, developmental education, transfer education and workforce training to prepare individuals for career opportunities and an enriched lifetime of learning and growing. It also supports the College's goal to serve the needs of community and government agencies, business and industry and other employers. This program builds on current program design initiatives including career pathways, multiple entry points for students, and stackable credentials.

Section IV: Program and Student Assessment

Program Assessment

Program goals and measurements of success are as follows:

1. Enroll a minimum of 20 students into the program during year #1. Enrollment goals for years 2-5 are 25 new students per year.
   a. Measure: Enrollment data.
2. Achieve an annual graduation rate of 75% of enrolled students.
   a. Measure: Graduation data.
3. Develop a program advisory committee (PAC) to ensure the program continues to develop and meet the needs of Utah's government agencies, non-profit organizations and private sector employers.
   a. Measure: Establish Program Advisory Committee (PAC) by the start of Summer Term, 2013 and conduct (PAC) meetings in accordance with SLCC policy.

Expected Standards of Performance

The Homeland Security/Emergency Management degree is designed to prepare students for entry-level careers within the field. It is anticipated that graduating students will have met and achieved the following competencies by graduation:

- Understand current and emergent threats to US life, property and critical infrastructure.
- Understand and apply the four phases of homeland security and emergency management.
- Understand the context in which local, state and federal agencies work together to plan for and react to man-made and natural disasters.
- Apply critical thinking skills to evaluate situations and apply the appropriate response.

- Prepare hazard, risk and vulnerability assessments.
- Apply an all-hazards approach to homeland security and emergency management.
- Demonstrate appropriate interpersonal management skills to network, partner and coordinate with internal and external industry professionals.

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	$476,651	$490,234	$549,170	$564,367	$579,952	$595,935
Benefits	$113,234	$124,962	$160,839	$177,278	$195,335	$215,169
Total Personnel Expense	$589,885	$615,196	$710,009	$741,645	$775,287	$811,105
Non-personnel Expense						
Travel		1,000	2,000	2,000	2,000	2,000
Capital						
Library						
Current Expense	$3,300	$3,400	$3,500	$3,500	$3,500	$3,500
Total Non-personnel Expense	$3,300	$4,400	$5,500	$5,500	$5,500	$5,500
Total Expense (Personnel + Current)	$593,185	$619,596	$715,509	$747,145	$780,787	$816,605
Departmental Funding		**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Appropriated Fund	$593,185	$619,596	$715,509	$747,145	$780,787	$816,605
Other:						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition						
Total Revenue	$593,185	$619,596	$715,509	$747,145	$780,787	$816,605
Difference						
Revenue - Expense	$0	$0	$0	$0	$0	$0

Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	$70	$72	$81	$85	$89	$93

* 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

Increased costs for adjunct faculty in the first year of the program will be funded through existing hourly teaching budgets. The new position proposed for year two of this program will be proposed through SLCC's informed budget process during which new base-funded projects are proposed and approved as new dollars become available through legislative appropriation and increased tuition revenue.

Reallocation

No reallocation is anticipated. Program costs aside from those in the preceding section will be covered under existing budgets.

Impact on Existing Budgets

The incremental increase in student enrollment due to this program will utilize existing capacity in the Criminal Justice program. No negative impacts are anticipated.

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Section VI: Program Curriculum

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All Program Courses

Course Prefix and Number	Title	Credit Hours
Core Courses		
CJ 1360	Introduction to Homeland Security and Emergency Management	3
CJ 1370	Law, Policy and Privacy in Homeland Security and Emergency Management	3
CJ 2450	Terrorism	3
CJ 1450	Critical Thinking and Logic in Homeland Security/Emergency Management	2
CJ 1400	First Responders in Homeland Security and Emergency Management	3
CJ 1420	Emergency Communications Management	3
CJ 1430	Protecting and Restoring Critical Infrastructure	3
CJ 1440	Continuity of Operations	3
CJ 1370	Law, Policy, and Privacy in Homeland Security and	3

Course Prefix and Number	Title	Credit Hours
	Emergency Management	
CJ 1380	Introduction to Intelligence Analysis	3
	Sub-Total	29
General Education Courses		
ENGL 1010	Introduction to Writing	3
ENGL 2010	Intermediate Writing	3
MATH 1030	Quantitative Reasoning	3
American Institutions (Choose One)		
ECON 1740	Economic History of the U.S.	3
OR		
HIST 1700	American Civilization	3
OR		
POLS 1100	US Government and Politics	3
Lifelong Wellness (Choose One)		1
Student Choice		
COMM 1010	Elements of Effective Communication	3
Distribution Areas (1 course in each)		
	Biological Science (BS)	3-4
	Fine Arts (FA)	3
	Humanities (HU)	3
	Interdisciplinary (ID)	3
	Physical Science (PS)	3
	CJ 1010 (SS)	3
	Sub-Total	34
	Total Number of Credits	63

New Courses to Be Added in the Next Five Years
CJ 1370 - Law, Policy, and Privacy in Homeland Security and Emergency Management
CJ 1430 - Protecting and Restoring Critical Infrastructure
CJ 1440 - Continuity of Operations
CJ 1450 - Critical Thinking and Logic in Homeland Security and Emergency Management

These courses are currently in development and are expected to be completed by Fall Semester, 2013.

Program Schedule

First Semester		
Course Prefix and Number	**Title**	**Credit Hours**
CJ 1450	Critical Thinking and Logic in HS/EM	2
COMM 1010	Elements of Effective Communication (CM)	3
ENGL 1010	Introduction to Writing (EN)	3
MATH 1030	Quantitative Reasoning (QL)	3

CJ 1010	Criminal Justice (SS)	3
	Biological Science Course (BS)	3
	Total	17

Second Semester

Course Prefix and Number	Title	Credit Hours
CJ 1370	Law, Policy and Privacy in Homeland Security and Emergency Management	3
CJ 2450	Terrorism	3
ENGL 2010	Intermediate Writing	3
	American Institutions Course	3
CJ 1360	Introduction to Homeland Security and Emergency Management	3
	Total	15

Third Semester

Course Prefix and Number	Title	Credit Hours
CJ 1410	Emergency Planning for HS and EM	3
CJ 1400	First Responders in Homeland Security and Emergency Management	3
CJ 1420	Emergency Communications Management	3
	Humanities Course	3
	Physical Science Course	3
	Total	15

Fourth Semester

Course Prefix and Number	Title	Credit Hours
CJ 1430	Protecting and Restoring Critical Infrastructure	3
CJ 1440	Continuity of Operations	3
CJ 1380	Introduction to Intelligence Analysis	3
	Interdisciplinary Course	3
	Fine Arts Course	3
	Lifelong Wellness Course	1
	Total	16

Section VII: Faculty

FACULTY NAME	EDUCATION	YEARS OF EXPERIENCE
Joseph W. Anderson	JD, University of Utah	36
Gary Cox	MA, University of Phoenix	30
John Hill	PhD, Nova Southeastern University	31
John Minichino	BA, Temple University	36

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State College – Bachelor of Arts/Bachelor of Science and Minor in History

Issue

Dixie State College of Utah requests approval to offer the Bachelor of Arts and Bachelor of Science degrees in History, and a Minor in History, effective Spring Semester 2013. This program was approved by the Institutional Board of Trustees on September 17, 2012.

Background

The Dixie State College BA and BS History degrees will prepare students to pursue advanced study in history or to enter the workforce upon graduation in business, international relations, journalism, or numerous other professional fields. A common core of history and advanced courses will emphasize historical knowledge, historical thinking, and historical skills. These three main areas are essential components of the core curriculum. Students graduating from the history program will develop the ability to investigate problems, identify reliable sources, analyze information, contextualize complex questions, and communicate conclusions in a clear and thoughtful manner through advanced critical thinking and writing skills. The Minor in History will prepare students from multiple disciplines to contextualize their field of study within the human experience. History minors are exposed to a variety of perspectives and research methodologies that will augment their skills in almost any profession.

Dixie State College's expansion in history degrees offers a foundational field that is complementary to other core fields such as anthropology, business, English, political science, and sociology. All USHE baccalaureate institutions offer degrees in history. Such degrees are the substance of the academy; they are essential to the academic enterprise and central to the instructional mission of a baccalaureate institution. Core or foundational degrees form the nucleus of the instructional mission, and DSC has endeavored to develop its unique versions of these programs, consistent with its own institutional vision and mission.

The funding for the proposed degrees will come from institutional funds, state allocations, and new tuition revenue.

<u>Policy Issues</u>

When this program was initially proposed, the Chief Academic Officers raised questions regarding the number of faculty, the lack of depth in the curriculum, and the need for a research methods course in the BA degree. DSC has addressed these initial concerns by adding faculty for the program, clarifying the curriculum and adding the research methods course. With these changes, the Chief Academic Officers found the program ready to begin. It is understood that DSC needs time to continue to add faculty to provide the depth that will strengthen the baccalaureate history program. No other policy issues are outstanding.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Regents approve the request by Dixie State College to offer the Bachelor of Arts/Bachelor of Science degrees and Minor in History, effective Spring semester 2013.</u>

David L. Buhler
Commissioner of Higher Education

DLB/PCS
Attachment

Program Description
Dixie State College
BA/BS and Minor in History

SECTION I: The Request

Dixie State College of Utah requests approval to offer Bachelor of Arts and Bachelor of Science degrees in History, and a Minor in History, effective Spring Semester 2013. This program was approved by the institutional Board of Trustees on September 17, 2012.

SECTION II: Program Description

Complete Program Description

The Bachelor of Arts and Bachelor of Science degrees in History will offer students a common core of history courses and advanced courses that emphasize historical knowledge, historical thinking, and historical skills. These three main areas are essential components of the core curriculum. Students graduating from the history program will develop the ability to investigate problems, identify reliable sources, analyze information, contextualize complex questions, and communicate conclusions in a clear and thoughtful manner. Upon graduation students will have the knowledge to enter the workforce; pursue advanced study in history; and in addition pursue degrees in law, business, international relations, journalism, or numerous other fields. More generally, students will obtain professional critical thinking and writing skills. The Minor in History will prepare students from multiple disciplines to contextualize their field of study within the human experience. History minors are exposed to a variety of perspectives and research methodologies that will augment their skills in almost any profession.

Purpose of Degree

Dixie State College's dual mission includes offering "baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges."[1] DSC intends to seek approval for this and other baccalaureate degrees in core or foundational academic areas that are traditional at nearly every baccalaureate-granting institution of higher education in the nation.

The request for approval of the History degrees will accompany a request to offer BA and BS degrees in Social Sciences Composite Teaching, all of which are integral to Dixie State's mission. The Social Sciences Composite degrees are designed specifically for students pursuing teaching certificates at the secondary education level. The History BS will prepare students for careers in aforementioned professions. The History BA is tailored for students pursuing advanced graduate degrees in history. History will make up the core curriculum of the Social Sciences Composite degrees; therefore, a departmental expansion with the History BS and BA degrees will be complementary for students pursuing a variety of professional tracks.

Institutional Readiness

Dixie State College is currently prepared to offer the basic support needed for the History degrees. The expansion of degree offerings at Dixie over the past five years has fueled the institutional expansion of Dixie's faculty resources, infrastructure, library, and IT services to meet growing student needs. DSC's professional staff in academic advisement, financial aid, health and wellness services, and international

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[1] Dixie State College Mission Statement (approved 2005) http://new.dixie.edu/aboutdixie/mission_statement.php

programs will enhance DSC's institutional ability to support the History program. In addition, the existing Integrated Studies emphasis in history has served to strengthen our institution readiness.

Faculty

The current full-time and adjunct faculty of Dixie includes five PhDs covering the fields of African history, American history, Comparative history, Economic history, European history, Latin-American history, Middle-Eastern history, Social history/Theory, Transnational history, and World history. This experienced staff of full-time and adjunct faculty is well-qualified to support the current proposed program. The proposed program will add one full-time faculty member in Asian history and one .74 lecturer/advisor in the first year of implementation. The .74 lecturer/advisor will be shared with the Social Science Composite Teaching 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 degrees, as specified by the institution)			
Full-time Tenured	3	1	4
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	2	0	2
With Master's Degrees			
Full-time Tenured	1	0	1
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	4	1	5
With Bachelor's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Other			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Total Headcount Faculty			
Full-time Tenured	4	1	5
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	6	1	7
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-	Because this is a new program, related data from the Institutional Cost Study is not meaningful.		

1/S-11 Cost Study Definition for the projected "at full program implementation.")	

Staff
Current administrative support provided by the dean of Arts and Letters, the associate dean of Humanities, the Humanities Department chair, and department secretary is adequate to support the new degree programs. Advising will be provided by a .74 lecturer/advisor.

Library and Information Resources
Dixie State College has a state of the art library in the brand new Holland Centennial Commons building. The expansion of library resources is vital to current and future baccalaureate offerings. History students currently have access to the full *JSTOR* electronic databases as well as access to *America: History and Life* index. Dixie faculty and students also regularly utilize cutting-edge digital technology with a Scan-Pro 3000 microfilm reader/scanner.

The weakest point of the current library's resources in history is subject-specific databases. That being said, this proposal allocates an additional $20,000 in budget expansion for library resources. Libraries are the bedrock of this historic profession and these additional budgetary allocations are vital to support the continued development of a baccalaureate History program. These additional library resources include both print and electronic books specific to the various topics of history taught in the program, as well as other selected online reference sources and databases.

Presently, the library offers the basic *America: History and Life* database, without the full-text component, through the Utah Academic Library Consortium (UALC). The History faculty and their library liaison agree that an upgrade to full-text would be an excellent improvement; the History faculty recommends this upgrade to the full-text component as well as licensing of *Historical Abstracts* with full text.

Recommended improvements and upgrades to the library resources in order to build and maintain a strong History collection in the varied areas being taught in the History program include:
- *America: History and Life* with full text
- *Historical Abstracts* with full text
- *eBooks*
- *History Reference Online Elite*
- *EBSCO eBook* Subject set in Modern World History

The recommended library resources require increased ongoing budgetary support beyond this proposal. A complete report, prepared by the History Department librarian-liaison, is available upon request.

Admission Requirements
Students may be admitted into the history program by meeting with the lecturer/advisor and showing that they are in good standing with Dixie and have a 2.0 cumulative GPA. History students must maintain a minimum 2.0 overall GPA in order to remain in good standing.

Student Advisement
The department will create a lecturer/advisor position, shared with the Social Sciences Composite Teaching program, to handle student advisement in keeping with established Dixie precedents

implemented in all other bachelor degree programs. Initially, the lecture/advisor is expected to spend about 40% of his or her time in advisement and 60% teaching; however, the proportion of time spent in advising will increase as the number of potential graduates grows.

Justification for Graduation Standards and Number of Credits
Students will be able to complete the History BA or BS degrees at Dixie State College in four years of undergraduate work. After completing 32 credits of general education requirements, students will complete 15 credits of core courses and required electives in history, including 24 credits of upper-division coursework. The BS will include an additional 15 credits composed of six credits of core courses in statistics and research methods as well as nine credits of general electives approved by the lecturer/ advisor. Similarly, the BA will require an additional 16 credits of foreign language. Students will be able to graduate with 120 credits minimum, which is within the Board of Regents' requirements.

External Review and Accreditation
External review of this program proposal was conducted by Dr. Norman Jones, Chair of the Department of History at Utah State University. Dr. Jones offered very constructive criticism concerning the relationship of History to the Social Science degree proposal, the development of teacher education, institutional readiness, FTE projections, and the rationale for providing market data for demand in History. More specifically, Dr. Jones raised important questions in the following areas in the previous draft:
1. Are the Social Science Composite teaching degrees to be housed within the Department of History?
2. Should the current History proposal include an option for a History teaching degree?
3. Is the current History faculty prepared and qualified to support these degrees?
4. Is the degree proposal adequately fueled by market demand or student demand?
5. Since the Utah State Board of Regents designated History as a benchmark degree for Dixie State, is it really necessary to document market demand?

The current revision of this proposal seeks to clarify institutional readiness and any of the vital concerns that Dr. Jones addressed. It is the opinion of the Curriculum Committee that while the Department of History would benefit from additional support in the future, the Board of Regents' directives, current faculty and institutional resources, and student demand will make the History BS and BA degrees necessary, popular, and viable programs at Dixie State College regardless of market demand. The introduction of the History BA and BS degrees will cater to current student demand while laying the foundation for future development of a History teaching degree.

Projected Enrollment
Nationwide data, as well as college level data (described in detail under "Need" below) suggest that history will be among the most popular majors at DSC. History, along with Psychology among the social sciences, has stayed in the top two degrees conferred by discipline consistently since the 1960s. The degree has stayed in high demand perhaps due to the flexibility of the degree in terms of career and graduate study possibilities.[2] The table below is based on answers given by students to surveys discussed under Student Demand (see below). FTE numbers at other USHE institutions typically reflect a 3:1 ratio of GE students to history majors in official data. The numbers reflected in this table represent projected history majors only and do not include the intense GE course enrollment in calculating FTE ratios.

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2 http://myfootpath.com/degrees-and-programs/bachelors-degree-programs/popular-bachelors-degrees-historical/

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	2	10	25	35
Total # of Declared Majors in Proposed Program	0	45	60	75	85	95
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in the Faculty table above)	0	7.65	8.67	8.67	8.67	8.67
Total Department Student FTE (based on third week)	0	35	45	55	65	75
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	0	4.56:1	5.19:1	6.34:1	7.5:1	8.65:1
Program accreditation required ratio of Faculty FTE to Student FTE, if applicable. NA	NRPA – COAPRT Accreditation guidelines make no fixed recommendation. The expectation is that Faculty/Student ratios conform to established overall institutional standards.					

SECTION III: Need

Program Need

As DSC moves to meet the identified benchmarks required for regional university status, several additional baccalaureate degrees will be needed, among them, History and Social Sciences Composite Teaching. These degrees would be the first baccalaureate degree programs in the history and social sciences area at Dixie State College (baccalaureate degrees in Psychology do exist). The need for the program is demonstrated by labor market demand, student commentary, and the success of similar programs at other institutions of higher education.

Labor Market Demand

The History BA and BS degrees will prepare students to compete for a variety of jobs on a national level while the accompanying Social Science Composite degrees will satisfy the increasing market demands for secondary education teachers. However, the foundation of the History BS and BA degrees proposal rests on institutional necessity and student demand, not labor market demands. History is a highly popular program and an essential degree for any higher education institution. As a program designated as a benchmark degree by the Board of Regents and our outside evaluator Dr. Norman Jones, it is the shared opinion that labor market demand should not be a key component for program evaluation.

That being said, a history degree prepares students for a variety of jobs in the private sector, law, and public administration and public policy or government in positions that require employees with critical

thinking and writing skills. The Utah Department of Workforce Service's Occupational Projections for 2008-2018 estimate the annual growth rate for lawyers and paralegals at 2.1% and 3.5%, respectively. Private sector jobs such as public policy specialists will see an estimated job growth of 3.3%; technical writers at 2.5%, and writers and authors at 2.7%. Market research analysts have a projected growth of 3.8%, while survey researchers will see an annual growth rate of 3.1%.[3] The Bureau of Labor states that archivists, curators, and museum technician positions will see job growth at 20% by 2010, which is a much "faster than average rate for all occupations." Those who choose to pursue a master's degree or doctorate in history will find the annual job growth rate for historians to be 2.9% in the state of Utah. Projected growth in the occupation will be due primarily to increases in college and university enrollment over the next decade. This enrollment growth stems mainly from the expected increase in the population of 18- to 24-year-olds, who constitute the majority of students at postsecondary institutions, and from the increasing number of high school graduates who choose to attend these institutions.

Student Demand

The department has two indicators of student demand. The first is a survey conducted by the department in Spring semester 2008 to determine whether students were interested in a baccalaureate degree in History. The sample included all sections of HIST 1700 taught by full time faculty as well as a section of HIST 1110.[4] Because students in these courses are drawn from all interests across the campus, our sample reflects general student attitudes rather than those of individuals just interested in the social studies.

Of the 309 surveys collected over a two-day period, 246 of the respondents (80%) indicated they would stay at Dixie State College to complete their college work if degrees were offered in their chosen field. Of the 246 who wished to stay, 109 (44%) answered yes to a question asking if they would choose to complete their degree at Dixie State in history or one of the social studies. Those 109 were then asked the discipline they would choose if any option were available. The results are as follows:

- Anthropology   4%
- Economics   9%
- History   22%
- Political Science   8%
- Psychology   42%
- Sociology   15%

The 44% who chose social studies is so startling as to constitute *prima facie* evidence of student interest in additional social studies courses and baccalaureate offerings. The Regents have already recognized this by authorizing the Psychology program which was instituted Fall semester of 2009, but additional program expansion is necessary to cater to high student interest.

Current enrollment in history classes beyond the general education requirements illustrates student demand. In the Spring of 2012, DSC offered HIST 4490, Nazi Germany and the Holocaust, with an enrollment cap of 30 students. Prior to the opening of the semester, 25 students requested to be added to

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[3] For all Utah occupation statistics see: Utah Occupational Projections 2008-2018, Utah Department of Workforce Services, http://jobs.utah.gov/wi/pubs/outlooks/state/statepublish.pdf

[4] History 1700 is Utah's one semester American History survey course used by most students at the college and in that state to fill the American Institutions requirement for graduation. History 1110 is Western Civilizations II which surveys European history from the French Revolution to the present.

the course's waitlist. In addition, both HIST 2700, US History to 1877, and HIST 2710, US History Since 1877, courses designed for history majors, had strong enrollments during the academic year 2011/12.

More broadly, the National Center for Educational Statistics reports that for the academic year 2008-09 (the latest data available) there were 168,500 degrees awarded in the field of history. Since 1970, history has been among the top three most popular majors with a growth rate of 7.5% in the years 1999-2000 to 2008-09.[5]

Similar Programs
The History program is a standard degree at four-year academic institutions. The University of Utah, Utah State, Southern Utah University, Utah Valley University, and Weber State all offer a four-year degree programs similar to the program proposed for Dixie State College.

Collaboration with and Impact on Other USHE Institutions
Through Major's meetings and participation in the Lumina project, DSC has had ongoing collaboration and discussion with other USHE institutions. Additionally, in preparation for this proposal, program inquiry questions were sent via email to colleagues at University of Utah, Southern Utah University, Weber State, and Utah State University to obtain their feedback and advice. In particular, Dr. Vikki Vickers of Weber State and Dr. Norman Jones of Utah State University provided extremely valuable advice in this process. As a result of this interaction, the current history program proposal is consistent with those established by other USHE institutions.

Based on this collaboration, DSC history faculty modified a number of key elements in this proposal including: limiting restrictive program pre-admission requirements; keeping both Western Civilization and World History track options at the 1000 level; the inclusion of a History minor; and emphasizing the importance of foreign language for future graduate training in History. Despite limited external disagreements on the BS degree, the DSC Curriculum Committee, History faculty, and administration felt including both BS and BA options was the most viable proposal for serving institutional and student needs.

Expansion in history offers a foundational field that is complementary to other core fields such as Anthropology, Business, English, Political Science, and Sociology. All USHE baccalaureate institutions offer degrees in history. Such degrees are the substance of the academy; they are essential to the academic enterprise and central to the instructional mission of a baccalaureate institution. Core or foundational degrees form the nucleus of the instructional mission, and DSC has endeavored to develop its unique versions of these programs, consistent with its own institutional vision and mission.
Dixie State acknowledges that Southern Utah University, the USHE institution closest to DSC, has a notable history program. However, Washington County supplies only 9% of SUU's total student body.[6] By contrast, 68% of DSC's freshman class comes from Washington County.[7] There is no evidence that recent expansion of degree offerings at DSC has had a negative impact on SUU's enrollments, and given the data about enrollment trends at the two institutions, it is not expected that the addition of a History degree at DSC will adversely affect SUU's student population.

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[5] "Digest of Education Statistics," National Center of Education Statistics, http://nces.ed.gov/programs/digest/d10/tables/dt10_282.asp
[6] "All Students by County of Origin and Residency 2006-07 to 2010-11 (fall)," Fact Book for 2010-11, http://www.suu.edu/general/ir/fact10/enrollment-allcountyorigin.pdf
[7] Dixie State College End of Term Enrollment Report, Fall 2010, Tables 1-10, http://new.dixie.edu/ir/File/Fall10EOTEnrl.pdf

Benefits

Baccalaureate completion rates in Utah have declined in recent years, and one probable contributor is lack of access.[8] Washington County students are hindered by the costs of traveling to another institution and relocating to another community for baccalaureate completion. Approving the proposed degrees will improve access for the growing population of southwest Utah. Also, the degrees will allow DSC to further develop its baccalaureate mission and provide educated employees for regional and local employers. The availability of this program will increase enrollment and retention; DSC students currently interested in a History degree either delay enrollment or terminate their education at the associate level.

Further, Dixie State's mission includes an ongoing commitment to workforce development. Present educational opportunities in Washington County should be enhanced to prepare an educated workforce that will support the economic future of the region and provide individuals with opportunities for personal development and engaged citizenship. Residents of southwest Utah need varied opportunities to earn bachelor's degrees. This History degree proposal is one important component in response to the local need for accessible and comprehensive higher education opportunities.

Consistency with Institutional Mission

According to DSC's mission statement, "The College also offers baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges." Furthermore, the mission statement states:

> Graduates will be able to think critically, communicate clearly, and solve problems. Through exposure to the breadth of human knowledge and experience, they will investigate and enhance their world views to achieve a global perspective. They will make responsible and meaningful contributions to society, in part through service to others.[9]

A baccalaureate degree in History is within the "core or foundational areas" to which Dixie State College's mission statement explicitly refers. The proposed History degrees and History Minor align with the mission as articulated above and enhance the college's ability to attain mission fulfillment.

Section IV: Program and Student Assessment

Student Assessment

Assessment is an essential element of the proposed History program. The Department of History's academic curriculum is organized around three learning goals that represent knowledge, skills, and values consistent with the science and application of history. Each broad learning goal is accompanied by specific learning outcomes. These learning outcomes are organized in a framework with three levels:
1. Historical Knowledge—a wide range of historical information;
2. Historical Thinking—an understanding of the historical past and the ways in which it shapes the present;
3. Historical Skills—the refinement of critical thinking, reading, and analysis.

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[8] http://www.sltrib.com/csp/cms/sites/sltrib/pages/printerfriendly.csp?id=52661721
[9] http://www.dixie.edu/aboutdixie/mission_statement.php

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Lower-level and upper-level courses in the History program will be evaluated in a variety of formats. Standardized lower-level student assessment at the 1000 level (in accordance with regular USHE practices) is conducted via a standardized multiple-choice quiz conducted at the beginning and end of the semester as well as various writing assignments. For 2000 level courses assignments are added to lay the foundation for research skills. At the 3000/4000 level, students engage almost exclusively in extensive essay exams, research papers, primary document analysis, and weekly journals to evaluate their assessment. The History Department curriculum map, available upon request, details the courses in which each learning outcome will be accomplished at various levels of proficiency.

The Senior Capstone course will provide a summative means of assessing student outcomes. Students will apply the knowledge, skills, and values they have attained through their course studies through the production of an extensive research project. Professors will evaluate a student's success through the quality of their research project. The capstone course will prepare students for aspects of future graduate studies as well as the Graduate Record Exam (GRE).

Program Assessment
Each department at DSC is required to have a program review process prescribed in the Board of Regents and college policies. This review includes assessment of facilities, teaching resources, curricular design, and academic achievement of learning objectives. After a three year initial evaluation, each department is reviewed on a five-year rotation. The program review process will allow the department to align its student learning outcomes and other aspects of student achievement to the History Tuning Goals.

The History faculty intend to use multiple assessment tools to gauge the extent to which students are achieving these proposed learning outcomes in individual courses. This requires that each course in the History curriculum be aligned with specific learning outcomes for that course (and to list these in the course syllabus). The faculty then has a responsibility to both the student and the program to assess the degree to which these learning outcomes have been achieved, and then to use the feedback to make improvements as needed. The History Department will use some indirect assessment methods as well, such as course assessment surveys and a History Department Exit Survey which will also aid in the department's mission to train undergraduates in the field of History. This continuous approach to assessment will allow faculty to more specifically direct the continual progression of students toward attaining the standards expected of them, and thus to target interventions and curricular adjustments more directly and effectively.

Expected Standards of Performance
By the time students graduate from the program, faculty will expect them to have achieved all of the learning outcomes represented below:

Historical Knowledge (Range of historical information)
Students will pursue coursework that examines a broad range of historical experience through: surveys of pre-modern, modern, and U.S. history; upper-division classes that provide greater focus and analytical rigor in specific subject areas; a capstone course focused on the construction of a senior thesis.

The coursework explores: how change occurs over time; the complex issue of historical causation; the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events; the ways in which factors such as race, gender, class, ethnicity, region, and religion create "histories" rather than a monolithic past.

Historical Thinking (Recognize the past)
Students will develop the ability to understand how people have existed, acted, and thought in the always-different context of the past. History often involves encountering and sensing the past's otherness and of learning to understand unfamiliar structures, cultures, and belief systems. These forms of understanding also shed important light on the influence which the past has on the present.

Students will emphasize the complex nature of past experience, appreciating the complexity and diversity of situations, events, and past mentalities. This emphasis is central to history's character as an anti-reductionist discipline fostering intellectual maturity.

The program will emphasize the complex and problematic nature of the historical record. The understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; a feeling for the limitations of knowledge and the dangers of simplistic explanations.

Historical Skills (Develop skills in critical thinking and reading)
Critical thinking: A recognition that statements are not all of equal validity, that there are ways of testing them, and that historians operate by rules of evidence which, though themselves subject to critical evaluation, are also a component of intellectual integrity and maturity.

Critical reading: The ability to read and analyze texts and other primary sources, both critically and empathetically, while addressing questions of genre, content, perspective, and purpose. Primary sources include visual and material sources like topographical evidence, paintings, coins, medals, cartoons, photographs, and films.

Research skills: bibliographic skills to gather, sift, select, organize, and synthesize large quantities of evidence.

Intellectual independence: A history program is not simply or even primarily a preparation for research in the subject, but it should incorporate the general skills of the researcher, namely the ability to set tasks and solve problems.

This involves: the ability to formulate appropriate questions and valid answers using relevant evidence and arguments. Students should develop reflexivity (i.e. an understanding of the nature of the discipline including what questions are asked by historians and why).

Historical argumentation: Successful arguments (both oral and written) draw on the above skills in a concise and relevant structure. Written arguments should be expressed in clear, lucid, and coherent prose. Oral arguments should sustain a reasoned line of argument in the face of opposition. Historians must listen, engage in sustained debate, and amend views as necessary in the light of evidence and argument.

These standards were generated as the History Department faculty reviewed a number of guidelines adopted by similar programs. Each course will be aligned with specific learning outcomes, thus ensuring that students are meeting these expected standards of performance.

Section V: Finance

Budget

Departmental Data	Current Budget—Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
5-Year Budget Projection						
Personnel Expense						
Salaries and Wages	0	$79,250	$82,024	$84,895	$87,866	$90,941
Benefits	0	$27,180	$28,132	$29,116	$30,135	$31,190
Total Personnel Expense	0	$106,430	$110,155	$114,011	$118,001	$122,131
Non-Personnel Expense						
Travel	0	$2,500	$2,587	$2,678	$2,771	$2,868
Capital	0					
Library	0	$20,000	$20,700	$21,424	$22,174	$22,950
Current Expense	0	$10,000	$10,350	$10,712	$11,087	$11,475
Accreditation Related Professional Activity						
Total Non-personnel Expense	0	$32,500	$33,637	$34,814	$36,032	$37,293
Total Expense (Personnel + Current)	$0	$138,930	$143,792	$148,825	$154,033	$159,424
Departmental Funding						
Appropriated Funding	0	$78,223	$65,741	$53,428	$41,292	$29,338
Other	0					
Special Legislative Appropriation	0					
Grants and Contracts	0					
Tuition to Program	0	$60,707	$78,052	$95,396	$112,741	$130,086
Total Revenue	$0	$138,930	$143,792	$148,825	$154,033	$159,424
Difference						
Revenue-Expense	$0	$0	$0	$0	$0	$0
Departmental Instructional Cost/ Student Credit Hour (as reported in Institutional Cost Study for "Current" and using the same Cost Study	N/A					

definition for "Projection")	

*Assumes an average individual faculty salary of $45,500, an average .74 lecturer/advisor of $33,750, and salary increases of 3.5%. This figure includes the hire of a full-time tenure-track faculty member for year one.
**Tuition to program is based on the Upper Division estimated student FTE.

Funding Sources
The funding for the proposed degrees will come from institutional funds, state allocations, and new tuition revenue. External funding sources will be vigorously pursued as conditions allow.

Reallocation
No current reallocation of program funds is planned.

Impact on Existing Budgets
No other programs will be affected by this program.

Section VI: Program Curriculum

Bachelor of Science in History		120 Credits
General Education Requirements		25*
*Other General Education Requirements are fulfilled in the Core Requirements for the degree		
History Core Courses		
Complete all of the following:		
HIST 2700	United States History to 1877	3
HIST 2710	United States History since 1877	3
HIST 4990	Senior Capstone	3
Complete one of the following course pairs:		
HIST 1500	World History to 1500 and	3
HIST 1510	World History since 1500	3
HIST 1100	Western Civilization I and	3
HIST 1110	Western Civilization II	3
	History Core Subtotal	15
History Elective Courses		
Complete 24 credits from the following:		
HIST 3180	Nineteenth Century Europe	3
HIST 3190	Twentieth Century Europe	3
HIST 3670	Slavery and the American Republic	3
HIST 3720	Colonial America (1607 to 1763)	3
HIST 3730	Civil War and Reconstruction (1848 to 1876)	3
HIST 3740	Emergence of Modern America (1877 to 1941)	3
HIST 3750	Contemporary America	3
HIST 3870	History of Utah	3
HIST 4400	History of Islam	3
HIST 4490	Nazi Germany and the Holocaust	3
HIST 4730	Society and Culture in the United States (1780-1860)	3
	History Elective Subtotal	24

BS Electives and Core Courses		
Complete both of the following:		
MATH 1040	Introduction to Statistics	3
HIST 3000	Historical Research Methodologies	3
Complete 9 credits from the following:		
CJ 1330	Criminal Law	3
ECON 2010	Micro Economics	3
ECON 2010	Macro Economics	3
PHIL 1120	Social Ethics	3
PHIL 1250	Reasoning and Rational Decision-Making	3
PHIL 2600	World Religions	3
POLS 2100	Introduction to International Relations	3
POLS 2200	Introduction to Comparative Politics	3
POLS 2300	Introduction to Political Theory	3
SOC 1010	Introduction to Sociology	3
	BS Electives and Core Subtotal	**15**
Non-Major Electives		41
	TOTAL CREDITS	**120**

Bachelor of Arts in History   120 Credits

General Education Requirements		28*
*Other General Education Requirements are fulfilled in the Core Requirements for the degree		
History Core Courses		
Complete all of the following:		
HIST 2700	United States History to 1877	3
HIST 2710	United States History since 1877	3
HIST 3000	Historical Research Methodologies	3
HIST 4990	Senior Capstone	3
Complete one of the following course pairs:		
HIST 1500	World History to 1500 and	3
HIST 1510	World History since 1500	3
HIST 1100	Western Civilization I and	3
HIST 1110	Western Civilization II	3
	History Core Subtotal	**18**
History Elective Courses		
Complete 24 credits from the following:		
HIST 3180	Nineteenth Century Europe	3
HIST 3190	Twentieth Century Europe	3
HIST 3670	Slavery and the American Republic	3
HIST 3720	Colonial America (1607 to 1763)	3
HIST 3730	Civil War and Reconstruction (1848 to 1876)	3
HIST 3740	Emergence of Modern America (1877 to 1941)	3
HIST 3750	Contemporary America	3
HIST 3870	History of Utah	3
HIST 4400	History of Islam	3

HIST 4490	Nazi Germany and the Holocaust	3
HIST 4730	Society and Culture in the United States (1780-1860)	3
	History Elective Subtotal	**24**
Foreign Language Courses		
Complete 16 credits in the same approved foreign language		
	Foreign Language Subtotal	**16**
Non-Major Electives		**34**
	TOTAL CREDITS	**120**

Minor in History   21 Credits

History Core Courses		
Complete the following:		
HIST 2700	United States History to 1877	3
HIST 2710	United States History since 1877	3
Complete one of the following course pairs:		
HIST 1500 and	World History to 1500	3
HIST 1510	World History since 1500	3
HIST 1100 and	Western Civilization I	3
HIST 1110	Western Civilization II	3
	History Minor Core Subtotal	**12**
History Elective Courses		
Complete nine credits from the following:		
HIST 3180	Nineteenth Century Europe	3
HIST 3190	Twentieth Century Europe	3
HIST 3670	Slavery and the American Republic	3
HIST 3720	Colonial America (1607 to 1763)	3
HIST 3730	Civil War and Reconstruction (1848 to 1876)	3
HIST 3740	Emergence of Modern America (1877 to 1941)	3
HIST 3750	Contemporary America	3
HIST 3870	History of Utah	3
HIST 4400	History of Islam	3
HIST 4490	Nazi Germany and the Holocaust	3
HIST 4730	Society and Culture in the United States (1780-1860)	3
	History Minor Elective Subtotal	**9**
	TOTAL CREDITS FOR MINOR	**21**

New Courses to Be Added in the Next Five Years

	Course	Course Title	Credit Hours
Semester 1	HIST 3620	History of Colonial Latin America	3
	HIST 4710	The American Revolution	3
Semester 2	HIST 3040	British History Before 1714	3
	HIST 3630	History of Modern Latin America	3
	HIST 4720	The New Nation, 1789-1848	3
	HIST 3000	Historical Research Methodologies	3

Semester 3	HIST 3240	British History from 1714 to Present	3
	HIST 3640	History of Social Movements in Latin America	3
	HIST 4990	Senior Capstone	3
Semester 4	HIST 3460	Comparative Asian History	3
	HIST 4310	History of Nationalism	3
Semester 5	HIST 3550	Culture of East Asia	3
	HIST 3660	History of Mexico	3
Semester 6	HIST 4370	History of Social Movements in Modern America	3
	HIST 4700	African-American History (1619-Present)	3

Sample Program Schedule:
Hypothetical Program Schedule, Bachelor of Science in History

Semester 1	
Course Prefix and Title	Credits
HIST 1500, World History to 1500 or HIST 1110 Western Civilization I (Core)	3
SOC 1010 Introduction to Sociology	3
ENGL 1010, Beginning Writing	3
LIB 1010, Information Literacy	1
MATH 1040, Introduction to Statistics (BS Core)	3
First Year Experience	1
Total	14

Semester 2	
Course	Credits
HIST 1510, World History from 1500 or HIST 1110, Western Civilization II (Core)	3
POLS 2100, Introduction to International Relations (BS Elective)	3
ENGL 2010, Intermediate Writing	3
GE Course	4
GE Course	3
Total	16

Semester 3	
Course	Credits
HIST 2700, America to 1877 (Core)	3
PHIL 2600, World Religions (BS Elective)	3
GE Course	4
GE Course	3
Elective	3
Total	16

Semester 4	
Course	Credits
HIST 2710, America since 1877 (Core)	3
HIST 3000, Historical Research Methodologies (BS Core)	3
GE Course	3
Elective	4
Elective	3
Total	16

Semester 5	
Course	Credits
Upper Division History Elective	3
Upper Division History Elective	3
GE Course	4
Elective	3
Elective	3
Total	16

Semester 6	
Course	Credits
Upper Division History Elective	3
Upper Division History Elective	3
Upper Division History Elective	3
Elective	3
Elective	3
Total	15

Semester 7	
Course	Credits
Upper Division History Elective	3
Upper Division History Elective	3
Elective	3
Elective	3
Elective	3
Total	15

Semester 8	
Course	Credits
Upper Division History Elective	3
Upper Division History Elective	3
HIST 4990, Senior Capstone	3
Elective	3
Total	12
Total for Graduation	120

Hypothetical Program Schedule, Bachelor of Arts in History

Semester 1	
Course Prefix and Title	Credits
HIST 1500, World History to 1500 or HIST 1110 Western Civilization I (Core)	3
Beginning Language Course	4
ENGL 1010, Beginning Writing	3
LIB 1010, Information Literacy	1
MATH 1040, Introduction to Statistics (Recommended)	3
First Year Experience	1
Total	15

Semester 2	
Course	Credits

Course	Credits
HIST 1510, World History from 1500 or HIST 1110, Western Civilization II (Core)	3
Second Semester Language Course	4
ENGL 2010, Intermediate Writing	3
GE Course	3
GE Course	3
Total	16

Semester 3	
Course	Credits
HIST 2700, America to 1877 (Core)	3
Intermediate Language Course	4
GE Course	3
GE Course	3
GE Course	3
Total	16

Semester 4	
Course	Credits
HIST 2710, America since 1877 (Core)	3
Second Semester Intermediate Language Course	4
GE Course	3
Elective	3
Elective	3
Total	16

Semester 5	
Course	Credits
Upper Division History Elective	3
GE Course	4
GE Course	3
GE Course	3
Elective	2
Total	15

Semester 6	
Course	Credits
Upper Division History Elective	3
Upper Division History Elective	3
Upper Division History Elective	3
Elective	3
Elective	3
Total	15

Semester 7	
Course	Credits
Upper Division History Elective	3
Upper Division History Elective	3
GE Course	3
Elective	3
Elective	3

	Total	15
Semester 8		
Course		Credits
Upper Division History Elective		3
Upper Division History Elective		3
HIST 4990, Senior Capstone		3
Elective		3
	Total	12
	Total for Graduation	120

Section VII: Faculty

The full-time faculty and adjunct faculty of Dixie State College currently includes six PhDs (one ABD) with a variety of specializations including almost all core disciplines excluding Asian history. The inclusion of an Asian specialist will allow the program to cover all core and upper-level courses necessary for a successful bachelor program in History. The current History faculty includes the following instructors and professors:

Full-time Faculty:
- Joe A. Green, Political Science, MS, 1978, Utah State University, American history, Economic history, Political Science
- Frank J. Klackle, History, ABD, Completion Date Dec. 2012, Central Michigan U./ Benemérita Universidad Autónoma de Puebla, American history, Latin-American history, Transnational history, World history
- Joel A. Lewis, History, PhD, 2006 Central Michigan U./Strathclyde U., Comparative history, European history, Modern American history, Social history/Theory, Transnational history
- Norman C. McLeod, Jr., History, PhD 1991, Howard University, African history, African-American history, Civil War, Colonial America, 19th Century Social/Cultural history

Part-time (.74) Faculty
- Ron Rife, History, MA, 2009, California State, Sacramento, American history

Adjunct Faculty
- Preston Hughes, History, PhD 1993, University of Mississippi, Middle-East history
- Nathan Caplin, History/Law, JD 2010, Brigham Young University, MA 2010, Brigham Young University, American history
- Edward Lyman, History, PhD 1981, UC Riverside, Utah history
- Reuben Wadsworth, History, MA 2009, University of Nevada, Las Vegas, American history
- Marilyn White, History, MA 1989, Brigham Young University, American history

TAB L

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds℠

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: HigherEdUtah2020 – 2013 Session Report

Background

The Office of the Commissioner for Higher Education (OCHE) has prepared the 2013 Session Report of the HigherEdUtah2020 Plan. The report captures progress made during the year 2012 towards the "state's" big goal of having 66% of working age Utahns with a postsecondary credential by the year 2020. The USHE is focusing its efforts on the 25-35 age group. As the HigherEdUtah2020 Plan specifies, Utah must realize three strategic priorities to achieve Utah's big goal:

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

To achieve the 66% goal, Utah must increase degrees and certificates awarded by 4% each year. This requires a bold, new approach to create a highly-educated workforce. To fund this 4% increase will require a significant investment. The programs feeding these occupations will need to expand participation and increase completion rates.

As part of the USHE 2013-14 budget request, the presidents have agreed to match every legislative dollar invested in the *66 by 2020* initiative up to $20 million. The institutional resource matches will come through innovation, efficiencies, reallocations, tuition dollars and private investment.

For the 2013-14 year, $20M in on-going state funds is being requested to:

- Increase program capacity in STEM and health-related occupations
- Increase student completion through targeted incentive participation and progress scholarships in STEM and health-related programs

A separate Regents' meeting agenda item will share the institutional proposals to implement attainment of the 66% goal.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends that the Board consider the report, and if satisfied approve it. The Commissioner further recommends that the Board approve consideration by the Utah System of Higher Education as to the best mix of degrees and certificates (as illustrated in the chart on page 11 of the report) to meet the economic needs of the state between now and 2020. The Commissioner shall consult with the Presidents, and if necessary, engage a consultant, and bring forward a report and additional recommendations as warranted at a future Board meeting.</u>

David L. Buhler
Commissioner of Higher Education

DLB/GLS/CRW
Attachment

DRAFT

HigherEdUtah2020
2013 Session Report

66% BY 2020

Statewide Strategy to Reach the 66% by 2020 Goal: The President's Initiative

Utah has set the goal of having 66% of its working age population with a post-secondary degree or certificate by 2020. To achieve this goal, Utah must increase degrees and certificates awarded by an additional 4% each year. This requires a bold, new approach in creating a highly-educated workforce. A central component of the statewide strategy is to increase degree and certificate production in economic areas identified as high-demand and high-wage including in science, engineering, and health professions. Achieving the 66% goal while focusing on high-demand, high wage employment sectors, will meet industry needs, increase wealth, and continue Utah's leadership on a national and global scale.

Achieving the 4% increase needed in certificate and degree production will require a significant investment in core budget areas such as employee compensation, mission based funding, and for capital facilities. The academic programs that prepare individuals for the identified high-demand, high-wage occupations will need to increase both program participation and completion rates. As part of the 2013-14 budget request, and as a first step, the USHE institutional presidents in support of the 66% goal have agreed to match each legislative dollar invested in the initiative through internal reallocations, efficiencies, innovation, or tuition from students in those programs. If fully funded, this influx of $40 million will extend the opportunity of higher education to thousands more students while accelerating growth in Utah's core in the science, technology and health sectors.

The 66% initiative is focused on increasing both student participation and completion rates. The investment would expand current capacity, allowing for greater participation. Institutions will develop new and bridge current STEM and health programs into an online or technology-intensive model. The initiative would also reduce educational costs for the students pursuing programs in the identified sectors through targeted scholarships and waivers, providing an incentive to enter the program and minimizing financial barriers to completion.

Utah is positioned to be a national leader in this new era of global competition. A foundational commitment to higher education is part of Utah's heritage, and it can now be built upon for future generations with this new investment.

Institutional Strategies to Reach the 66% by 2020 Goal: Institutional Updates

Each year the eight institutions of the Utah System of Higher Education (USHE) provide an update on their progress towards the 66% by 2020 goal. This 2013 Session Report of the HigherEdUtah 2020 plan is a follow-up to the Board of Regents' 2011 action plan and 2012 progress report of the specific Regents' initiatives that gave direction to the USHE institutions as to how to prioritize resources in order to make the greatest impact in attaining Utah's *big goal*. Each of the USHE institutions approached the *big goal* challenge in creative and unique ways as required by their individualized missions but consistent with the three Regents' initiative categories. The USHE provided guidance to the institutions outlining Regents' expectations and coordinated collaborative institutional efforts across the higher education system, several of which are mentioned below. The following updates are provided, in institutional order of the founding dates of the institutions, and highlight the institutions' accomplishments in meeting the strategic priorities of the Regents:

1. Participation – To achieve Utah's *big goal*, more students will need to enroll in a postsecondary institution. USHE is committed to increasing the participation of students for postsecondary education. One example of working to increase participation at the system level is the Regents' Scholarship that is designed to incent high school students to take a rigorous course of study during

high school in order to be better prepared for college-level academics.

2. Completion – The higher education community needs to retain and graduate more of the students who enroll in college. USHE and its institutions recognize that too many Utah students leave college before completing a degree. One example at the system level of efforts to improve completion rates was the Complete College Summit that was held in spring 2012, with a follow-up meeting in November. The two day summit brought together members of each campus to discuss strategies to improve college completion. As a result of the summit, specific strategies were adopted related to data collection, practice, and innovations to improve college completion in Utah.

3. Economic innovation – Utah's comparative positive business and economic climate as ranked by Forbes the last several years can in part be attributed to Utah's colleges and universities. USHE institutions recognize the vital contribution they make to Utah's economy and long-term prosperity. Regents' economic development priorities continue to be: 1) expand and support the Utah Science Technology, and Research (USTAR) initiative, and 2) develop a statewide longitudinal data system that would make student data, from early childhood into the workforce, available for research and analysis (Utah Data Alliance).

THE UNIVERSITY OF UTAH

Established 1850

The University of Utah combines its exceptional faculty, cutting-edge curricula, and institutional support to recruit outstanding student scholars. As the flagship institution, the university must remain accessible and affordable while providing the exceptional undergraduate programs that emanate from Utah's only tier-one, public research university.

Participation

Strategic Enrollment Management Plan
The University of Utah is implementing a strategic approach to enrollment that will increase retention, advance academic performance, increase diversity, and raise graduation rates through:

- holistic reviews of freshman applications to enhance student success;
- tailored and individualized messaging to high school students to encourage participation by students less likely to enroll;
- enrollment deposits to solidify enrollment decision *(may be waived for special circumstances)*;
- improved scholarship management.

Completion

The *Four-Year Plan*
The *Four-Year Plan* puts retention strategies into a structural framework for students. The framework includes access to mentorships, internships, community-based learning, and block (cohort-themed) scheduling.

Strategic Student Mentoring and Advising
The university has implemented the following student mentoring and advising programs:

1. The new *BEACON Scholars Program* (Building Educational Achievement by Creating an Outreach Network).
2. The *Diversity Scholars Program* supports students of color during their first year on campus.
3. The *Mandatory Advising Program* (MAP) requires advising for first- and second-year students as well as students who have accumulated 60 credits and not selected a major.

Improving Student Information for Completion
The university's transcript audit system is being enhanced to more comprehensively include transfer work at USHE schools in prerequisite searches and identification of repeats within transfer course work.

Identifying At-risk Students
A University of Utah -specific Student Strength Inventory (SSI) assessment administered to targeted incoming students assists in developing strategies to foster retention.

Undergraduate Research Opportunities Program
The number of assistantships awarded to undergraduate researchers working with faculty sponsors has increased from 107 during the 2005-2006 academic year to 317 in 2010-2011.

Graduate Degree Completion Improvement
The steady increase of applicants to graduate programs over the past five years has allowed the university to become more selective in its admissions thereby also increasing completion rates.

Economic Innovation

USTAR
The university has hired 35 USTAR investigators who have generated over $80 million in research funding. Directly and indirectly, this has contributed to over 1,700 jobs.

Electronic Post-Award Management Project
The successful implementation of this project frees research faculty, including USTAR faculty, to spend more time actively involved in research.

Utah State
UNIVERSITY

Established 1888

Utah State University (USU) is a public research university committed to providing access to higher education by fulfilling its land-grant mission. As Utah's landgrant institution, the Utah State University system of campuses and education centers spans the state of Utah. USU is aligned with the HigherEdUtah2020 priorities of participation, completion, and economic innovation.

Participation

Record Growth

USU increases participation in higher education by offering course content through face-to-face, interactive video broadcast, and online delivery modes. In fall 2011:

- A total of 28,994 headcount students were enrolled at USU –representing the largest enrollment in the 123-year history of the institution.
- Since 2000, headcount enrollments at the USU regional campuses have grown by 87% (from 6,727 to 12,583).

Mixed-Delivery Courses

Utah State University assists faculty in the development and implementation of mixed-delivery courses, which can significantly increase student access to courses, faculty, and learning.

- More than 1,000 traditional USU courses use some form of online delivery (i.e., learning management system).
- More than 1,000 USU instructors manage more than 30,000 assignments online per semester.
- Additionally, USU broadcasted nearly 300 courses using video conferencing, with faculty increasing teaching and learning experiences in lieu of physical seat-time.

Completion

Improved Student Retention Process

USU contacts each student who leaves for unknown reasons to assess their plans and provide support. Online courses and effective student services are offered to reengage these students.

Campus-wide Retention Committees

USU administrators, faculty, and staff continue to develop programs that promote engagement and enhanced communication between faculty and students including utilizing social media.

College Completion

USU's Complete College Utah working group developed the three key strategies to improve students' completion success of math and general education gateway courses:, :

1. Place students directly into higher-level math courses through the provision of well-timed refresher courses,
2. Prompt students to move through math courses more quickly via automatic enrollment in successive courses,
3. Move students in a more prescribed and efficient fashion through their general education requirements.

One-Stop Student Services Shop

USU recently designed and implemented a comprehensive suite of web-based tools (i.e., a virtual one-stop student services shop) to support student success and timely progress toward a degree.

Economic Innovation

Utah State University has captured over $213 million in external research awards for 2011, making it the best year on record for USU-sponsored research, a 47% increase over the past two years. More than 2,500 jobs are created as a result of sponsored programs at USU. USU is pursuing 70 active commercialization projects, 40 early-stage pipeline projects (10 in $1B+ markets), and 85 new invention disclosures; 25 patents have been filed.

USTAR

USU USTAR researchers collectively number 87 (15 USTAR professors and 72 research affiliates). They have secured $43 million in external funding and seven new companies have been formed since January 2011.

Entrepreneurial Education

Utah State University recently established the *Center for Entrepreneurial Excellence*.

SNOW COLLEGE Established 1888

Snow College is the state's premier rural, residential two-year college. It provides traditional college-age students with the opportunity for a higher education experience in a small and personalized residential campus setting. Snow is committed to the HigherEdUtah 2020 priorities of participation, completion, and economic innovation.

Participation

Remedial Education Reports

Annual high school profiles have been expanded to include remedial/developmental course data. This additional data can be used by admissions staff, advisement staff, faculty leaders, as well as high schools and school districts to improve the preparation of entering students.

Completion

Strategic Institutional Retention Policies

Recent data suggest that the primary reasons for unintended interruptions in education are lack of financial resources and poor academic performance. Snow is developing specific policies that target these obstacles to completion.

Completion-Oriented Online Services

Snow is implementing web-based academic planning software to better guide students toward completion and transfer.

Institutional Retention Practices

Snow increased attention on areas that impact student progress. The college has developed specific initiatives in four priority areas.

1. *Success in Math.* The college is pursuing a comprehensive math success initiative to require remedial math in first year, better student placement, increase the number of courses, and pilot new delivery models.

2. *Success in English Composition.* Snow is exploring initiatives such as requiring remedial work be completed in the first year, increasing the number of courses, integrating remedial and English 1010..

3. *Success for At-Risk Students.* Several initiatives target at-risk students such as requiring a college study skills course and increasing student advising.

4. *Success for All Students.* New housing, freshmen orientation, and "reverse transfer" programs are among Snow's important efforts to support and encourage all students to complete their educational goals.

5. *Accelerated Degree Program* **(ADP)** ADP creates a pathway for high school graduates to complete an associate's degree in one year.

Economic Innovation

Blueprint for the Future

Snow College continues to advance initiatives identified in its Blueprint for the Future – creating new academic programs, enhancing existing offerings, designed for constituencies across the college's service region. Planning is underway for three more new programs of study leading to graduates prepared to enter or advance in careers.

Beyond Snow

Beyond Snow is an informational web portal that lists all the bachelor's degree programs offered in the region by other higher education institutions. With one click, local residents can find out how to get started in those programs. The college is actively working to increase options and choices in degree offerings available for its citizens. The portal can be accessed at www.snow.edu/provost/beyondsnow.html.

WEBER STATE
UNIVERSITY

Established 1889

As Utah's first comprehensive regional state university that also retains a community college mission, Weber State University (WSU) is a leader in serving as an educational, cultural, and economic center for its region. WSU is committed to the HigherEdUtah2020 priorities of participation, completion, and economic innovation.

Participation

Expand Presence in Davis County
In addition to the new classroom building and central facilities plant at WSU Davis, WSU opened a new Center for Continuing Education to increase professional development programs and to house the law enforcement academy.

Expand "Dream Weber" Program
The "Dream Weber" program has significantly increased participation in higher education by providing free tuition to resident low-income students.

- Dream Weber has increased the number of students applying for federal financial aid by an average of 44%.
- Applicants eligible for the program increased by more than 150% from 1,038 in 2009-10 to 2,721 in 2011-12.

WSU plans to expand the program to make 20% more students eligible.

Expand Pre-College Outreach Efforts
In 2011-12, WSU outreach programs served more than 1,885 students from 15 high schools and junior high schools in the Ogden, Weber and Davis districts.

Completion

Enhance the Technology Enhanced Remedial Math ("TERM") Program
TERM is a software-based learning platform that guides under-prepared students through remedial math modules. Participation in the TERM program has grown by an average 8% per year (student credit hours).

Expand Hybrid/Online Offerings
WSU continues to pioneer technology-intensive course delivery. Online (semester-based) courses generate roughly 20% of WSU enrollment (2,787 FTE). The number of online offerings continues to expand with an increase of 47% over the past year (total of 412 courses).

Enhance Engaged Learning Opportunities
Engaged learning is a hallmark of a Weber State education:

- 86% of seniors participate in engaged learning experiences;
- 31% of Weber students provide service to the , contributing 147,606 service hours, which is equivalent to $2.6 million dollars in service;
- The number of WSU students participating in community service has more than tripled since 2007-08.

Economic Innovation

Expand Economic Cluster Acceleration Efforts
The state's top nursing executives meet regularly with the WSU academic deans to work on developing a program in nursing care management, much-needed addition to the industry that will help in transforming health care delivery, and to integrate employee focused, intentional orientation programs with educational capstone experiences.

Expand Technology Commercialization
Weber State has secured $1 million in TCG and TCIP funding and engaged in 41 entrepreneurial projects since 2010. Two new WSU initiatives expand entrepreneurial activity locally:

- *Think Tank:* a mechanism to offer expert advice, investment opportunities, and to facilitate collaboration between experienced and successful investors, entrepreneurs, industry leaders, and new startups,
- *Start-Up Ogden:* a joint venture between Ogden City and WSU will serve as a campus community extension, hold classes for would-be entrepreneurs, and provide incubator space for local developing companies.

SUU SOUTHERN UTAH UNIVERSITY

Established 1897

As the state's designated liberal arts and sciences university, Southern Utah University (SUU) provides a broad-based, engaged college experience for students of high academic achievement. SUU focused on multiple initiatives supporting the HigherEdUtah 2020 priorities. SUU's efforts are shaped by its distinctive mission and coordinated under the guidance of the SUU Academic Roadmap 2010-13.

Participation

Role/Mission-Based Admission
SUU distinguished its admission profile by joining the prestigious academic honors societies Phi Kappa Phi and Omicron Delta Kappa, and (2) gaining membership in the Council of Public Liberal Arts Colleges (COPLAC).

Completion

First-Year Student Retention
SUU has targeted first year student success by:

1. Sending *at-risk students* an e-mail detailing resources to improve their math and English skills and tracking student use of those resources.
2. Making all institutional freshmen *scholarship awards* renewable for four years.
3. Improving *access to classes* by identifying and removing registered students who do not intend to attend the institution.

Early Alert Program
The Student Assessment Notification System (SANS) identifies academically struggling students. Faculty can alert a SANS director who can take appropriate action.

DegreeWorks Advising Software
This new software tool allows students and advisors to better monitor progress toward graduation.

Expanded Learning Communities
Over this last year, SUU launched two initiatives:

1. Created eight *residential* learning communities (most have incorporated common course offerings).
2. A pilot program for *non-residential* learning communities—freshman interest groups (FIGs). The pilot developed common course offerings for 14 cohorts.

Summer Term Enhancements
SUU will expand summer enrollment by (1) guaranteeing the availability of core courses, (2) improved marketing the advantages of summer semester, and (3) providing new high school graduates a summer launch program.

Complete College Utah Completion Plan
Student Success: Restructuring the delivery of gateway courses. *Faculty development*: Increasing institutional support for faculty training and mentoring including more online course development. *Completion research*: Restructuring the delivery of assessment tools and instruments. Vetting new tools and instruments for potential use. *Learning communities* in the College of Science and Engineering will be required for new majors.

Economic Innovation

SUU Business Resource Center
A one-stop Main Street location in Cedar City housing a variety of resource providers and partners.

Monthly Innovation/Entrepreneurship Forums
Focused on the technology business sector and provide cutting edge training/networking to spark innovation and job creation.

Entrepreneurship Pathway
SUU has received approval for an Entrepreneurship/Small Business Management certificate program to provide a pathway for small business management.

Innovation and Entrepreneurship Incubator
In the initial stages of developing an innovation incubator, that focuses on developing technology creativity and innovation rather than on incubating specific businesses.

DIXIE STATE
COLLEGE OF UTAH   Established 1911

Dixie State College (DSC) is rapidly transitioning from a "state college" to a comprehensive regional state university based on regional demand, academic readiness, and state funding. As a regional institution, Dixie emphasizes workforce development, allied health professions, and economic partnerships. Dixie State College continues to make progress in addressing the three strategic priorities of participation, completion and economic innovation.

Participation

Outreach "ROADS" Program.
The college expanded its "ROADs" (Registration & Orientation at Dixie State) outreach program to more than twenty high schools in northern Utah. This has contributed to its largest ever freshmen class.

Completion

Expanded Degree Offerings.
Washington County lags behind the state average in the percentage of adults with bachelor's degrees (22% vs. 27%). The college continues to expand its degree offerings. This year, 21 baccalaureate degrees with a total of 38 degree combinations are available to meet local needs.

The growth in the degree offerings has promoted corresponding growth in the actual degrees awarded, with the latest graduating class of 1,700 being the largest in the institution's history.

Cohort-based Strategies
DSC is expanding its use of cohorts to increase completion rates. It offers a cohort-based, fast-track Bachelor's of Science degree in Communication, a cohort program for at-risk students with significant math deficiencies, and first-year major cohorts to take the first-year experience course together.

Mainstream Remedial Students
Dixie State has disbanded its developmental education office and mainstreams remedial students directly into the gateway math and English courses. Appropriate co-requisite support and modular training assist students in going through the preparatory coursework at their own pace.

At-Risk Student Support
To better assist at-risk student populations DSC has hired a full-time retention coordinator, implemented "early warning" software called *StarFish*, and created a new "first-year advising" program to target new at-risk students.

Economic Innovation

Working with Business Community
Dixie State College drives innovation and creates new business opportunities, both through SEED (Stimulating Expansion of Entrepreneurial Development) Dixie and through partnerships with the local business community.

- DSC created an "accounting incubator" which provides students with opportunities to analyze and advise local businesses regarding their accounting practices.
- The Dixie Business Alliance continues to partner students with local business startups.

Premiere Digital Film Program and Studio
Dixie State College now houses a state-of-the-art film production facility for use by students and the community. The Center for Media Innovation continues to grow and produces award-winning video productions.

UTAH VALLEY

UVU

UNIVERSITY Established 1941

As Utah's newest comprehensive regional university, Utah Valley University (UVU) offers a wide array of bachelor's degrees, a targeted number of master's degrees, and a broad set of associate's degrees and certificates. UVU excels in providing engaged learning opportunities and innovations in preserving a community college function within a quality state university. Committed to helping Utah achieve the 66% goal, UVU strives to increase participation, completion, and economic innovation.

Participation

Structured Enrollment
New system of "structured enrollment" retains open admissions while implementing enrollment standards.

Strengthen Admissions and Enrollment Administrative Processes
UVU has established early and firm admissions deadlines, require students to begin payment plan before the semester begins, and require transcripts prior to admission.

Technology-Delivered Instruction
This past year, 19.6% of total student FTE was delivered technologically. During fall 2011, 37.5% of all UVU students enrolled in one or more technology-delivered courses. Areas of focus include: *Hybrid Teaching Initiative:* UVU's faculty summer Hybrid Course Boot Camp developed new hybrid course offerings; *Expand delivery options for "bottleneck" courses; Technology Intensive Concurrent Enrollment (TICE):* UVU has assisted in new TICE courses and offers ART 1010 and MATH 1010.

K-16 Alliance
UVU hosts an annual K-16 counselor conference to improve student transitions from public education to higher education. The alliance is collaborating to reduce the number of high school graduates who need remedial math.

Completion

Institutional Retention Policies
The retention rate for all first-time, full-time degree seeking students has improved from 45.9% in 2004 to 61.1% in 2010. New programs have assisted those efforts:

- *Early Alert* and *Stoplight* identify at-risk students and provide a comprehensive summary of each student's college readiness and at-risk variables.

- Retention mentors assist at-risk students

- The leave of absence program provides greater tracking and facilitates re-entry.

- Relationship Management and Retention and Graduation Dashboard tools provide better data.

UVCommit
Challenges students to focus on completing a degree program and connects them to services and resources designed to help them graduate.

Economic Innovation

Business Engagement Strategy
Guides the university's interface and engagement with the local business community.

Digital Media Pathway
Allows students to transition from secondary through postsecondary education ready to enter the workforce in eight fields within Utah's digital media cluster.

Business Resources
Provides a robust suite of programs to aid the region's economic development.

Salt Lake Community College

Established 1948

As Utah's only comprehensive community college, Salt Lake Community College (SLCC) plays an increasingly important role. The institution provides open-access admissions, a comprehensive set of academic programs (associate degrees, certificates, career and technical education, transfer education and workforce development), community-based education programming, and student support services.

Participation

Public Education: K-12 Alignment
SLCC convened 20 Wasatch Front high school principals to discuss how to improve high school curriculum for college readiness. SLCC provided *high school feeder reports* that detail information for recent high school grads and subsequent progress at SLCC. SLCC Math and Concurrent Enrollment staff work with Copper Hills High School math teachers to better *align curriculum*. Similar outreach is planned with Granger High School.

Partnerships for Accessing College Education (PACE)
PACE provides two years of free tuition to SLCC for underrepresented, first-generation students complete the high school PACE program – 90% of the first cohort successfully completed their freshman year.

Completion

SLCC is the third highest producer of associate's degrees in the nation among two-year colleges.

SLCC Math Pipeline
The college piloted two instructional innovations to strengthen the SLCC math pipeline: *Math 1010 – The Next Generation (TNG)*. Student completion and success rates in the Math 1010 TNG pilot sections are higher than those in traditional Math 1010 classes; and *Innovative Developmental Education*. In SLCC's Learning Emporium, 250 students enrolled in an innovative approach to remedial math instruction that integrates research-based student success practices.

Voluntary Framework of Accountability (VFA)
The VFA provides community colleges a set of institutional-type metrics and sets a national standard for meaningful performance benchmarking.

Mandatory Orientation
Persistence rates for SLCC students who participate in orientation is 71% compared to 65% for those who do not.

Early Academic Alert
SLCC leverages technology to provide timely support for at-risk students. Advising interventions for students increased 64%.

Gen Ed Step Ahead (GESA) Program
Cohorts of students take block-scheduled courses to complete the General Education Letter of Completion in two semesters. GESA students completing the first semester of the program had an 80% persistence rate.

Economic Innovation

SLCC is Major Partner in $15 Million Economic Development Project
Salt Lake Community College is the lead educational partner in a new $15 million Goldman Sachs National 10,000 Small Businesses partnership.

Workforce Education Pathways and Partnerships
1. *State Energy Sector Partnership (SESP)*. Over 500 participants have completed basic core and advanced certifications associated with energy sector jobs.
2. *Green Enterprise Development.* Trained workers in Green Enterprise Development.
3. *Electronics Assembly Technician Certificates*. SLCC and L-3 Communications launched a public/private partnership in technician training.

Stackable CTE Credentials
SLCC students can "stack" technical certificates (non-credit and credit), general education, and experiential credit towards associate's degrees.

Based on previous work conducted targeting the 25-35 year old population, USHE's overall goal was to increase the number of degrees and Certificates by 1,500 in the 2011-12 Academic year over the previous year. The actual increase reported was 1,363 or a 4.5% total increase and only 137 short of our targeted goal for the first year. (Source: USHE 2013 Data Book Tab B: Degrees and awards)

The overall goal of having 66% of Utah's working age population (25-64) with a post-secondary degree or certificate by 2020 was proposed by Commissioner Bill Sederburg in July 2012. The USHE is focusing its efforts on the 25-35 age group for the 2020 goal as they will have the greatest workforce benefit.

Proposed Growth Need in Certificates and Degrees Awarded to Meet Utah's 66% Goal

Academic Year	Total Utah Base	USHE	UCAT	Private, for Profit	Private Not for Profit**	Total Growth	Total Annual Degrees Awarded
2010-11*	33,600	Targeted Growth					33,600
2011-12	33,600	1,500	100	300		1,900	35,500
2012-13	33,600	3,000	200	500		3,700	37,300
2013-14	33,600	4,600	300	800	100	5,800	39,400
2014-15	33,600	6,300	400	1,100	100	7,900	41,500
2015-16	33,600	8,100	500	1,400	100	10,100	43,700
2016-17	33,600	10,000	600	1,800	100	12,500	46,100
2018-19	33,600	12,000	800	2,100	200	15,100	48,700
2019-20	33,600	14,100	900	2,500	200	17,700	51,300
Total Awards	302,400	59,600	3,800	10,500	800	74,700	377,100[I]
Base + Growth						108,300	

*Base Year
[I]Target = 66% of the estimated 571,000 25-35 Year Olds in 2020 or 377,000 Degrees Awarded

USHE Cumulative Awards Granted 2010-11 Through 2011-12

Certificates: 4,140 / 12,110 / 64,900

Associate's: 20,710 / 13,050 / 69,900

Bachelor's: 28,170 / 26,090 / 139,800

Graduate: 8,300 / 10,250 / 54,900

Total Awards: 61,320 / 61,500 / 329,500

Goal levels are based on the Awards needed for the 2020, 25-35 year old Utah Population.

Legend: ■ 2010-12 Cumulative Actual ■ 2010-12 Cumulative Goal ■ Goal by End of 2020

Acknowledgements

Special thanks to the presidents and their teams in producing the institutional updates. Only the president and the team leads are listed here, but we recognize the efforts of many others in support.

University of Utah
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Snow College
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UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State College – University Benchmark Update, University Status Approval, and
            Name Change

Issue

Dixie State College of Utah (DSC) requests the Board of Regents' designation of university status based on
its accomplishment of the Regents-approved benchmarks for university status as documented in the
University Benchmark Update document and a change in name to reflect university status.

Background

During 2010, Dixie State College administration worked with the Academic Affairs unit of the Utah System
of Higher Education (USHE) Commissioner's Office to produce a document that set forth benchmarks for a
teaching university and plans for DSC to achieve those benchmarks. The document was developed from
research that included university-level expectations based upon institutional characteristics from three peer-
comparator groups. It set benchmarks related to the necessary foundational degrees, the number and
qualifications of faculty, and the necessary student and administrative services, and laid out a three-year
cost plan for achieving the elements necessary to attain university status. In January 2011, the Utah State
Board of Regents approved the proposal that Dixie State College of Utah move toward university status
and enhance its role as one of three open-access, teaching universities in the state. The purpose of this
document is to provide an update on progress made by the institution toward those university expectations.

Foundational Degrees
The foundational baccalaureate degrees determined necessary for university status and their dates of
approval by the Board of Regents are as follows:
- Art (2012)
- History (Regent approval requested at this meeting – January 2013)
- Social Science (2012)
- Foreign Language, Spanish (2012)
- Physical Science Composite (2011)
- Computer Science (2012)

- Mathematics (2011)

The History degree is on the Regents' agenda for consideration today and has received positive recommendations from the Program Review Subcommittee and the Commissioner. No remaining requirements for the approval of this degree have been identified.

Student enrollments in the baccalaureate level programs offered by DSC have met and exceeded expectations. Clearly, the demand for baccalaureate level degrees, which will serve DSC's region and the state's need for an educated populace, is high and appears to be sustainable into the future.

Number and Qualifications of Faculty
The Regent-approved 2011 DSC benchmark document identified the faculty necessary to staff the additional foundational degrees as well as those needed to accommodate university level teaching load expectations (24 semester hours/year). In addition, a benchmark of 60% of regular faculty with appropriate terminal degrees in each foundational department was set and the faculty necessary to meet that benchmark identified. The current DSC faculty and the faculty hires in over 60 new tenure-line positions necessary are shown in the University Benchmark Report. The number and qualifications of faculty are consistent with university status.

Student and Administrative Services Support
During the benchmarking process, student and administrative services positions necessary to support the size of institution and array of programs at a university were identified. While some minor changes in the specific positions identified originally have occurred, the number and types of staff exceed the benchmark expectations.

Cost Plan
Benchmarks set in 2011 included the additional budget support necessary to support the additional degrees, faculty, staff and students of DSC when university level benchmarks for degrees and staffing were met. The budget support also took into consideration the anticipated student enrollment growth as a wider array of baccalaureate level programs as they became available. The additional budget support has been identified and allocated to the various divisions where it is needed.

<center>Policy Issues</center>

It should be noted that Dixie State College has not, at this time, proposed any master's degrees for approval. This is prudent given the uncertainty of the effects of the recent change in the minimum age for LDS missionary service, which is likely to have a short-term effect on enrollments. It also allows time for the College to "grow into" university status and further mature its undergraduate programs before adding graduate level coursework and programs.

In sum, the benchmarks agreed to by the Commissioner, Regents, and the College have provided a blueprint for development during the last three years. The enrollment growth and accompanying tuition increases have provided the resources needed to meet the benchmarks. This update provides evidence that DSC has met the criteria established by the Board of Regents and Commissioner's office and is prepared for university designation.

The Regents have authority pursuant to Utah Code §53B-1-103 (Establishment of State Board of Regents – Powers and Authority) to approve institutional missions and names. When an institutional name is changed, the Legislature codifies the new name of the institution in statute, Utah Code §53B-1-102 (State System of Higher Education). The Legislature ultimately has the final say as they make the statutory change. President Nadauld has undertaken an extensive process involving the college community, alumni, and broader community, regarding the future name of the institution. The results of the processes to collect input on the name will be considered by the Dixie State College Board of Trustees on January 18, 2013. The Board of Trustees then makes a recommendation to the Board of Regents. This recommendation will be hand-carried to the Regents' meeting.

<div align="center">Commissioner's Recommendation</div>

The Commissioner recommends the Regents accept the University Benchmark Update and approve Dixie State College for university status. While it is anticipated that graduate programming at the master's level will likely be considered in the future, it is understood that DSC is not proposing this at this time, and this is a prudent approach. Therefore, it is also recommended that graduate degrees not be considered until the institution has had the opportunity to mature in its new role.

        David L. Buhler
        Commissioner of Higher Education

DLB/EJH
Attachment

University Benchmark Update

Introduction

In January 2011, the Utah State Board of Regents approved the proposal that Dixie State College of Utah (DSC) move toward university status and enhance its role as one of three open-access, teaching universities in the state. Subsequently, the state legislature approved a resolution in support of Dixie State's direction and development toward university status, which was signed in April 2011 by the Honorable Gary R. Herbert, Governor of the State of Utah, on the campus of Dixie State College.

During 2010, Dixie State College administration worked with the Academic Affairs unit of the Utah System of Higher Education (USHE) Commissioner's Office to produce a document that set forth benchmarks for a teaching university and plans for Dixie to achieve those benchmarks. The document was developed from research that included university-level expectations based upon institutional characteristics from three peer-comparator groups. It set benchmarks related to the necessary foundational degrees, the number and types of faculty, and the necessary student and administrative services, and laid out a three-year cost plan for achieving the elements necessary to attain university status. The purpose of this document is to provide an update on progress made by the institution toward those university expectations.

Dixie State College of Utah – Then (2007 Baseline Year) and Now (2012)

Dixie State College is focused on students and their success. From recruitment to alumni activities, the College seeks to provide excellence in its offerings and student opportunities. Individual student attention and subsequent successes, coupled with enhanced degree offerings, have provided the impetus for unprecedented and sustained student enrollment growth (see Table 1 and Figure 1). Fall 2012 held enrollment gained through 2011 that translates into an impressive 52.9 percent simple increase over the original benchmark plan's base year 2007. Not only are there more students on campus than ever before, but

the average credit load is greater. The Student FTE (Full Time Equivalent) growth of 64 percent over the 2007 baseline results, at least in part, from an increase in baccalaureate-seeking student behavior. Enrollment reports for Fall 2012 indicate the number of first-time freshman are at an all-time high of 1948, a 49 percent increase over the 2007 freshman class of 1249 students.

Table 1: DSC Student Headcount and FTE Growth

	HEADCOUNT	FTE
Fall 2007 (Third week)	5944	3987
Fall 2012 (Third week)	8863	6539
PERCENT INCREASE	49%	64%

Figure 1: Enrollment Comparison, 2007-2012
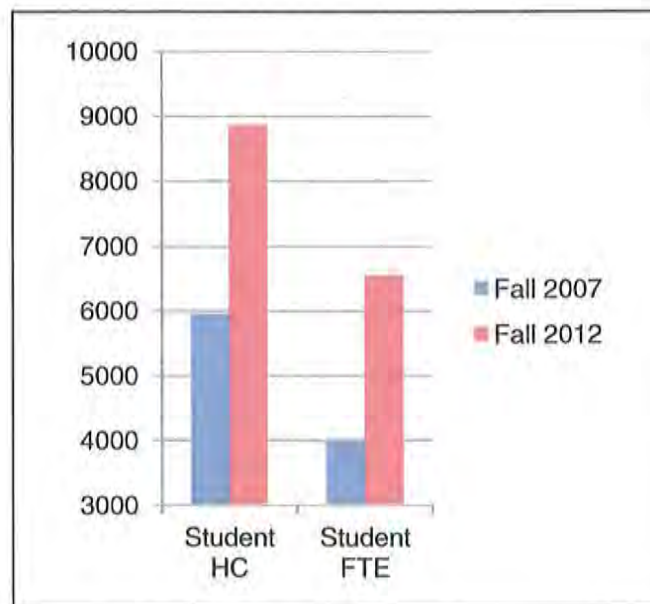
Table 2 shows the baccalaureate degree-seeking intentions of DSC students by major. Over 65 percent (15/23) of the degrees selected by students in Fall 2012 were not available at the institution in 2007. As the chart totals indicate, there has been a 345 percent increase in baccalaureate-seeking declarations by students over the 2007 level. See Appendix 1 for a complete listing of degrees currently offered at Dixie State College.

Table 2: Declared Baccalaureate Majors
Fall 3rd Week 2007 vs. 2012

Degree	Fall 2007	Fall 2012
School of Arts and Letters		
Art*	0	15
English	62	96
Music*	0	109
Psychology*	0	383
Theater*	0	51
School of Business and Communication		
Accounting*	0	186
Business Administration	310	497
Communication	1	391
School of Education		
Elementary Education	138	269
Integrated Studies*	0	395
Math Education*	0	28
Music Education*	0	28
Secondary Biology*	0	17
Secondary Biology* Integrated Science	0	1
Secondary English*	0	59
Theater Education*	0	1
School of Nursing and Allied Health		
Dental Hygiene	17	172
Nursing	174	704
School of Science and Technology		
Biology	128	405
Computer Information Technology	120	268
Computer Science*	0	24
Mathematics*	0	46
Physical Science Composite*	0	3
Total Declarations	953	4241
PERCENTAGE INCREASE		**345%**

*New degrees approved since 2007

In addition to the efforts listed in the original proposal related to the faculty needs to support expanding student populations, Dixie State faculty and staff have increased specific student retention efforts. These include:

- Employing an early alert system,
- Purchasing and developing Degree Works (a program to help individual students identify and take the shortest pathway to the desired degree),
- Centralizing catalog and course changes for immediate publication,
- Developing degree requirement advisement sheets,
- Increasing internship options for students,
- Developing cohesive assessment behavior by department and function, which carefully defines desired outcomes for each department and strategies for assessing progress toward those outcomes,
- Dedicating regionally specific recruiters, who become the personal liaison for students as they move through the enrollment path. These recruiters become on-campus mentors for students to ensure that students meet admission and registration deadlines,
- Training recruiters and advisors to maximize cross-content support, to ensure that students receive a variety of well integrated support systems in a timely manner,
- Increasing service-learning opportunities,
- Dedicating upper-division, department-specific advisement,
- Dedicating resources for student internships,
- Enhancing Career Center functionality and support for students,
- Establishing a Multicultural Center, and
- Winning three men's conference basketball championships in a row (thrown in for gee whiz value).

The institution is brimming with activity; faculty and staff are engaged and challenged by the opportunity to serve the college's much larger student body. The vibrancy of the growing and changing institution, combined with successful student experiences, continues to attract students. Signs of maturity are evident in departments and programs all across the campus. Academic indicators of maturity include: the number of terminally degreed faculty; the quality and reputations of institutions from which the faculty received their terminal degrees; the number of faculty involved in leadership at the state, regional, and national levels within their disciplines; the number of students successfully presenting, competing (winning), and representing departments at regional and national conferences, competitions, and festivals; the establishment of units in support of academics, including honors, undergraduate research, women's issues, accreditation, assessment, and first-year experience; and the number of specialized accreditations received or that are in progress.

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The academic maturation processes within the institution are supported by facility changes that enhance the student experience. Completion of the new Jeffrey R. Holland Centennial Commons Building and subsequent remodeling projects provide the necessary facilities to meet physical requirements of academic program growth and better respond to student life issues. The physical changes also include walking and running paths, outdoor study areas, and plans for an outdoor academic study commons with Wi-Fi, power, and, possibly, the most important element in southern Utah-shade. The aggregate impression will be a place worthy of university status that focuses on the holistic development and well-being of its students. The enhanced physical facilities and student support services provide concrete frameworks for the academic growth of the institution. The increase in student population is an exciting dimension to the institution's advancement. The overall atmosphere of excitement is communicated through the entire student engagement process. Reports of "standing room only" at high school information presentations about attending Dixie State College, and maximum attendance at orientation sessions, show that students and parents are interested in student success at Dixie State College. Students are seeking out opportunities to attend Dixie State College, and when they come, they take advantage of outdoor study areas, the relocated and enlarged testing center, as well as the tutoring and advising opportunities.

Plan Implementation

The continued growth in new student enrollment at Dixie State and the College's developing effectiveness in student retention have provided additional tuition dollars which have been used to accelerate accomplishment of the goals laid out in the plan for achieving university status approved by the Regents. With the available new tuition and admirable ingenuity applied to becoming even more efficient and effective, Dixie State College has achieved the benchmarks set in 2010 a year earlier than targeted. The inserted charts entitled, "University Status Foundational Benchmark Degrees – Appendix 2" and "University Status Benchmark in Other, Established Degrees – Appendix 3," highlight the progress made on meeting the targeted benchmarks for Degrees, Faculty, and Non-faculty Staffing. Each is briefly addressed below.

Degrees

At the time of the original proposal, five major discipline categories were identified as representative of degrees awarded at DSC peer institutions. These areas included Arts, Humanities, Sciences, Social Sciences, and Other (Education and Business). Within these categories, there were eight core and foundational baccalaureate degrees that were offered

at peer universities that were not offered at Dixie State College and would need to be developed for university status, as follows (dates when the degrees were approved by the Board of Regents are indicated in parentheses):

> Art (2012)
> History (In process, Jan. 2013)
> Social Science (2012)
> Foreign Language, Spanish (2012)
> Physical Science Composite (2011)
> Computer Science (2012)
> Mathematics (2011)

As of the date of this report, only one degree (History) remains to be approved. Thus, it is anticipated that the foundational/core degree benchmark will be met in January 2013.

Figure 2 shows the growth in the number of associate and baccalaureate degrees available to students. The number of students completing both associate and baccalaureate degrees increased significantly from 2007 to the present, as shown in Figure 3.

Figure 2: DSC Degrees Available

YEAR	Associate Degrees	Baccalaureate Degrees
2010	18	22
2011	19	22
2012	19	38
2013 (Total Anticipated)	20	40

Figure 3: Degrees Awarded

YEAR	Associate Degrees	Baccalaureate Degrees
2007	864	134
2010	894	318
2012	1131	483*
INCREASE (2007-2012)	30%	260%

*As a point of comparison, Southern Utah State College awarded 521 baccalaureate degrees during the 1990-1991 academic year prior to its university status, according to available IPEDS data.

Faculty

In the original proposal, the institution identified several faculty benchmarks as follows:
- Sufficient tenured and tenure-track faculty to staff each foundational/core baccalaureate program,
- Sixty percent of tenured and tenure-track faculty with the appropriate terminal degree for the baccalaureate level disciplines/programs,
- Increase in faculty positions sufficient to decrease the teaching workload from 27 credits annually to 24 credits annually for tenured and tenure-track positions.

Dixie State College advertised and hired full-time, terminally degreed faculty for 61 new tenure-track positions. The identified positions and hires not only meet the identified benchmarks, but provide sufficient terminally degreed faculty for anticipated institutional growth through 2013. Through substantial coordination and focus, new faculty hires will be completed to meet the required benchmarks by July 1, 2013. Dixie State has worked for more than a decade to staff new and vacated faculty positions with appropriately prepared faculty, with terminal degrees consistent with expectations of baccalaureate-granting institutions. (Appendix 4, Dixie State College Organizational Chart of Full-time Tenure-track Faculty Positions in Foundational Degrees and Appendix 5, Dixie State College Organizational Chart of Full-time Tenure-track Faculty Positions in Other, Established Degrees). Given the impact of the recent recession on the region Dixie serves, the decision was made not to include faculty for potential master degrees at this time.

Non-Faculty Staffing

Goals for Non-faculty Staffing, as identified in the 2007 Plan, included staffing that leads to: (1) improved student/advisor ratios and retention services, (2) enhanced student support services (in additional to advising and retention), (3) increased "real world" learning opportunities via additional internships, and (4) additional staff to serve student enrollment growth needs.

Improved Advising and Retention Services. Additional hires and cross-training of existing personnel in advisor positions have resulted in adjusted student-advisor ratios, which currently match best practice expectations. Previous ratios were at about 900:1; currently they are at 400:1, including the degree-specific advisors located within departments.

Additionally, the Advisement Center has established a Retention Center and hired new full- and part-time advisors, as well as student peer retention advisors, in the core academic

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areas. This new Center will serve students seeking assistance and those identified by the StarFish and DegreeWorks software programs as potentially at risk in enrolled courses. These early warning systems are designed to allow real time interventions that will encourage and enhance student success (Ellucian Degree Works, 2012; Longwell-Grice, 2003; Starfish Retention Solutions, 2010; Tinto, 1990).

These organization realignments and new staff additions are providing students with structural support that coordinates recruitment, advisement and retention efforts. These efforts increase the all-important contact with institutional employees, which is shown to increase student retention dramatically (Habley & McClanahan, 2004; Seidman, 1989; 2005).

Student Support Services. Dixie State College has recently converted newly acquired properties into functional and needed facilities. The Health and Wellness Center now provides a "one-stop" location for students to access health and wellness support services in one building. The facility provided an opportunity for the institution to contract for mental health counselors to be on campus property for scheduled appointments throughout each weekday of the semester, thus eliminating the need for a minimum of two DSC-based employee positions while still meeting student mental health needs with well-prepared professionals. In addition, the facility allowed DSC to address minor student medical needs on campus, which are attended to by a nurse practitioner under appropriate supervision.

Another major relocation provided the Testing Center with facilities that have accessible parking and doubled capacity for students. The Center can now serve twice the number of students at one time both for computer and at-desk testing. The expanded facility and staff allow the Center to provide additional services such as outreach testing, which supports online students, and a pickup and delivery option to support faculty testing and grading needs.

Increased Internships. The Career Center is in the process of expanding internships for students. With a new staff coordinator, the institution is making a dedicated effort to provide internship options in support of every baccalaureate degree at Dixie State College. For instance, six on-campus, accounting intern positions provide students with non-profit organization experience, which will complement their portfolios. Another eight internships for Visual Technology (VT) support were added to on-campus opportunities. The majority of internships (175) exist across local industries such as the computer industry, and with agencies such as recreational venues. Internships currently being filled

include those related to studies in art, education, business administration, computer science, recreation, accounting, web design, and communication, to name a few.

Increased Capacity to Serve Student Enrollment Growth Needs. Dixie State College has also hired additional personnel to accommodate physical plant growth. Infrastructure for IT services continues to reorganize and change, with four remaining additional positions prioritized over the next two years.

When the benchmark process started, it was based on a modest growth projection. Plans were made presuming a consistent growth rate. As the student population grew and reached unanticipated increases, plans were modified in order to meet changing needs on campus. The required flexibility included continual monitoring of unit staff needs. This dynamic review resulted in shifted priorities, duty alignments and reassignments. The purpose of the planning document was to provide a snapshot of institutional projections at a specific time. Mission-critical needs were maintained as priorities, but other needs were reviewed and sometimes incorporated into a previously unidentified area. The bottom line is that 56 positions were identified in the original documents and 64 have been hired as of September, 2012.

Figure 4 contains a summary indicating the projected hiring needs and the actual hires for non-faculty related units. As indicated from the information below, some targeted positions in the planning document were modified or replaced with positions that were prioritized due to the realities of massive enrollment growth and emerging priorities not identified in 2007 when the planning document was written. Analysis of job functions and reorganization of assigned tasks provided opportunities for consolidation of effort and, therefore, a shift to apply staff growth to other support areas. Institutional planning is an on-going and dynamic process that remains flexible to the current and future needs of the institution, as this hiring pattern for non-faculty positions reveals. For a complete list of individual non-faculty hires by area, see Appendix 6.

Figure 4: Non-Faculty Hiring Distribution

Unit	Benchmark Hiring Projections 12/15/10	Actual Hires 12/31/12
Student Services	21	26
Institutional Research	2	2
Human Resources	0	2
Information Technology	11	7
Business Services	5	3
Internal Auditor	0	1
Administrative Services	6	4
Security	2	2
Lecture/Advisors	9	17
TOTAL	**56**	**64**

Figure 5 summarizes the benchmark categories and the degree to which the benchmarks have been met in each category.

Figure 5: Updated University Benchmarks
December 31, 2012

BENCHMARK	FY11 (2010-2011) Original Goal December 15, 2010	FY13 (2012-2013) December 15, 2012	BENCHMARK Complete by December 15, 2012
New Faculty	51 FTE	51 FTE	√
New Faculty to Reach 60% with Terminal Degrees in Core Areas	5.0 FTE	5.0 FTE	√
New Staff	56.0 FTE	64.0 FTE	√
New Core Degrees • Art • Spanish • Physical Science Composite • Computer Science • Mathematics • Social Science Composite • History	Degrees • Art • Spanish • Physical Science Composite • Computer Science • Mathematics • Social Science Composite • History	Degrees • Art • Spanish • Physical Science Composite • Computer Science • Mathematics • Social Science Composite • History	√ √ √ √ √ √ Jan 2013 SBR
Academic Budget	$ 5,935,000	$ 5,935,000	√
Student Services Budget	$ 1,479,000	$ 1,479,000	√
College Services Budget	$ 1,270,400	$ 1,270,400	√
One-Time Support Budget	$ 1,950,000	$ 1,950,000	√

Funding

The projected costs for mission change presented in the original plan were established based on state support and tuition income at 2007 rates. As indicated in Figure 6, the targeted goals for resources in each of the major categories are approaching the target. No doubt, the appropriate question at this point is to ask where the money came from to accomplish the goals. The unanticipated increase in enrollments that occurred with the economic downturn generated tuition dollars that were allocated to meet the demands of a larger student body and to achieving the benchmark goals. Figure 6 shows the increase in tuition dollars that resulted from the explosion in student enrollment growth.

Figure 6: Available Tuition Dollars

Source	FY 2008	FY 2012
FTE Student Enrollment at Dixie State	3987 FTE	6598 FTE
Tuition per FTE	$ 2292	$ 3288
Tuition Revenue	$ 9,138,204	$ 21,694,224
	Difference in Generated Tuition Revenue $ 12,556,020	

Through slow, consistent, and targeted strategic implementation, the current anticipated revenues from sustained growth have been reinvested into the institution's ongoing infrastructure. The $8,984,400 anticipated for plan implementation projected in 2007 has been met largely through tuition revenue increases that resulted from both anticipated and unanticipated student enrollments. It is clear that the funds generated from a dramatic growth in student population provided an accelerated pathway to meet the projected financial obligations of the University Benchmarks.

It is worth noting, that although the additional revenue that positioned Dixie State for significant and meaningful changes in staffing and program development consistent with university status came from student growth, the model is sustainable. Administrative budget decisions use a conservative approach that provides a necessary buffer to mitigate the ebb and flow of enrollments. In addition, institutional leadership is advancing a revenue mix change that includes additional out-of-state and international students. Limited recruitment of these revenue-rich populations will help to ensure ample resources for sustainability confidence.

Sustainability

Attainment of the minimum University Benchmarks is essentially complete. The institution has completed its Second Century Strategic Planning effort. This process, which involved internal and external constituents in concert with the campus-wide core theme development for accreditation, will determine who, what, and how Dixie State will serve its communities going forward.

At this stage of the process, there are some accepted givens that influence the discussions.

The first is that higher education in the state of Utah will not be "business as usual" in the future. The second is that technology requires adaptable and innovative approaches to best serve multiple diverse student populations. In order to best serve the continuum of students who will come to the future university, Dixie State must adapt its delivery models. In part, future monies received from the state will support efforts with instructional redesign at the institution. The advantage for DSC with its lean approach to business is an ability to efficiently and rapidly create and implement a large-scale response to disruptive technology. The goal is to develop and maintain an overall academic nimbleness that will serve its students with quality, relevant opportunities.

The color and personality of a community often supports more unique and expanded offerings outside core and foundational areas. Dixie intends to explore future degrees that offer greater flexibility and community support in the most cost-effective and efficient manner available. Dixie State College recognizes and pledges an essential dedication to standards and will not sacrifice quality or educational integrity for expediency. It further pledges to remain aggressively resolved to its strong commitment to undergraduate education.

Conclusion

Dixie State College has greatly benefited from the process of identifying the characteristics that are common to teaching universities. The benchmarks agreed to by the Commissioner, Regents, and the College have provided a blueprint for development during the last three years. The enrollment growth and accompanying tuition increases have provided the resources needed to meet the benchmarks, which will all be met by July 1, 2013. In sum, Dixie State has met the criteria established by the Board of Regents and Commissioner's office and in the spring of 2013 will be prepared for university designation.

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Appendix 1
Current Associate and Baccalaureate Degrees
Dixie State College

Year	Discipline	AS / AA	AAS	BS	BA	Secondary Ed	INS**	Comments or Notes
2007	Accounting	√		√			√	
2012	Art			√	√		√	
Pre-1999	Automotive Mechanics		√					
2006	Biology			√		√	√	
2007	Biology with Integrated Science			√		√		
1999	Business Admin	√		√			√	
2010	Clinical Laboratory Sciences/Medical Laboratory Sciences		√	√				
2005/07	Communication			√			√	
2007	Communication Leadership			√				
1999	Computer Information Technology			√			√	
2012	Computer Science			√				
2011	Criminal Justice	√		√	√		√	
2007	Dental Hygiene		√	√				
2007	Early Childhood Ed	√	√					
2001	Elementary Education			√				
	Emergency Medical Servs		√					
	Engineering		*APE					
2006	English			√	√	√	√	
2011	General Technology		√					
	Graphic Communications		√					
*TBA	History						√	
	Information Technology						√	
2008	Integrated Studies (INS)			√	√			
	Marketing		√					
2011	Mathematics			√	√	√	√	
	Military Science						√	
2005	Medical Radiography		√					
2009/10	Music			√	√	√	√	
2005	Nursing		***ADN	√				
2010	Operations Management		√				√	
2011	Physical Science Composite			√	√	√		
2008	Physical Therapist Assistant		√					
2010	Psychology			√	√		√	
2008	Respiratory Therapy		√					
2012	Social Science Composite			√	√			
2012	Spanish				√		√	
2010/11	Theatre Arts			√		√	√	
	Visual Technologies						√	

*APE–Associate of Pre-Engineering **ADN–Associate Degree, Nursing ***INS–Integrated Studies

Appendix 2
University Status Foundational Benchmark Degrees
Dixie State College
December 5, 2012

	PROGRAMS	Comparator Group Benchmark	Dixie Degrees in 2010	Dixie Degrees NOW	2010 Faculty FTE with Terminal Degree	2012 FTE with Terminal Degree by Department	Benchmark Attainment at least 60% Terminal Degree **Includes Advertised Positions	Benchmark Attainment 60% Terminal Degrees	2010 Base Workload Credits	2013 Base Workload Credits	Benchmark Attainment Workload	Comments
Column #	1	2	3	4	5	6	7	8	9	10	11	
Arts	Music	x	x	✓	5	6	(6/8) 75%	✓	27	24	✓	
	Theatre Arts	x		✓	5	6	(6/6) 100%	✓	27	24	✓	
	Art	x		✓	4	4	(4/4) 100%	✓	27	24	✓	
Humanities	English	x	x	✓	15	14	(13/16) 81%	✓	27	24	✓	
	History	x		Pending Approval	1	3	(3/4) 75%	✓	27	24	✓	
	Philosophy / Humanities			N/A*		2	(2/2) 100%	✓	27	24	✓	
	Foreign Language (Spanish)	x		✓	1	2	(2/3) 67%	✓	27	24	✓	
Sciences	Biology	x	x	✓	9	9	(9/10) 90%	✓	27	24	✓	
	Physics	x – 50% have 1 or fewer physical science majors	Physical Science Composite	✓		1	Total Phys Sci (7/9) 78%	✓	27	24	✓	
	Chemistry				3	3						
	Earth Sciences		Palentology			2						
	Computer Science		x	✓		6	(5/6) 83%	✓	27	24	✓	
	Mathematics	x		✓	4	4	(4/9) 44%	✓	27	24	✓	
Social Sciences	Psychology	x	x	✓	5	6	(6/7) 86%	✓	27	24	✓	
	Political Science	x	Social Science Composite (Poli Sci, Sociology, Geography and CJ)	✓	2	1	Total Soc Sci (3/5) 60%	✓	27	24	✓	
	Sociology	x			1	2						
	Criminal Justice											
	Geography											
	Communication	x	x	✓	7	7	(7/11) 64%	✓	27	24	✓	

*Comparator Groups Did Not Include as a Core or Foundational Degree for Dixie State College

Appendix 3
University Status Benchmarks in Other, Established Degrees
(as cited in original benchmark document)
Dixie State College

PROGRAMS		USHE-Identified Institutions Comparison	Dixie Degrees in 2010	Dixie Degrees NOW	2010 Faculty FTE with Terminal Degree	2012 FTE with Terminal Degree	Benchmark Attainment at least 60% Terminal Degree	Benchmark Attainment 60% Terminal Degrees	2010 Base Workload Credits	2013 Base Workload Credits	Benchmark Attainment Workload	Comments
Elementary Education		x	x	✓	5	8	(8/8) 100%	✓	27	24	✓	
Business	Business, Marketing, and Management	x - General Business	x - General Business	✓	3	4	(4/5) 80%	✓	27	24	✓	
	Accounting			✓	2	3	(3/4) 75%	✓	27	24	✓	
	Finance / Economics			NA*	1	3	(3/3) 100%	✓	27	24	✓	
Other	Health Professions (Nursing)	x	x	✓	1	2	(2/8) 25%		27	24	✓	Nursing Accreditation requires 25% Ph. D. Faculty for BSN programs based on the recognized nursing shortage.
	Liberal Arts / Integrated Studies	x	x	✓		1	/1		27	24	✓	Recent resignation resulted in current search
	Engineering and Related Fields and Support Areas Not Inluded Above			NA*		5	(5/8) 63%	✓	27	24	✓	

*Comparator Groups did not include as a Core or Foundational Degree for Dixie State College

Appendix 4
Full-Time Tenure Track Faculty Positions in Foundational Degrees
Dixie State College
December 5, 2012

Legend: New Faculty | Open Positions

Program		Current 2012 FTE with Terminal Degree	Benchmark Attainment 60% Terminal Degree* Current Faculty Total Positions	Name	Degree	Discipline	Institution
Arts	Music	6	(6/8) 75%	Paul Abegg	DMA	Music – Performance	Michigan State University
				Nancy Allred	DMA	Music - Piano	University of Missouri
				Robert Briggs	DA	Music – Choral Conducting and Music History	University of Northern Colorado
				Gary Caldwell	MM	Instrumental Conducting	Northern Arizona University
				Timothy Francis	PhD	Music - Theory	University of Oregon
				Jim Hardy	DMA	Music - Cello Performance	University of Cincinnati
				Ken Peterson	DA	Music – Voice Performance and Pedagogy	University of Northern Colorado
				Merrilee Webb	MEd	Music Education – Choral Music	Brigham Young University
	Theatre Arts	6	(6/6) 100%	Varlo Davenport	MFA	Theatre - Performance	Ohio State University
				Joseph Fox	MFA	Theatre Arts	Brandeis University
				Brent Hanson	PhD	Theatre / Film	Brigham Young University
				Michael Harding	MFA	Theatre – Staging Shakespeare	University of Exeter
				Mark Houser	MFA	Theatre – Arts Administration	Southern Utah University
				Carole Urquhart	MFA	Theatre Arts	University of Idaho
	Art	4	(4/4) 100%	Glen Blakley	MFA	Art Design	Brigham Young University
				Shane Christensen	MFA	Ceramics	Edinboro University of Pennsylvania
				Dennis Martinez	MFA	Creative Arts	University of Colorado
				Del Parson	MFA	Painting	Brigham Young University
Humanities	English	14	(13/16) 81%	Diane Albertini	MA	English	Colorado State University
				Stephen Armstrong	PhD	Creative Writing	Florida State University
				Florence Bacabac	PhD	Rhetoric Writing	Bowling Green State University
				Brad Barry	PhD	Rhetoric and Writing	Bowling Green State University
				Sue Bennett	PhD	English	Texas Tech University
				Tim Bywater	PhD	English	University of Utah
				John Chavez	PhD	Creative Writing	University of Nebraska, Lincoln
				Amilo Comeford	PhD	English	University of Nevada, Las Vegas
				Cheri Crenshaw	PhD	Rhetoric	Texas Woman's University
				Sean George	PhD	English	Texas A&M University
				James Haendiges	PhD	English	Washington State University
				George Jantzen	ABD	Rhetoric	Carnegie Mellon University
				Randy Jasmine	PhD	English	University of Mississippi
				Ace Pilkington	PhD	Shakespeare	Oxford University
				Ed Reber	MA	English Literature	Brigham Young University
				Theda Wrede	PhD	20th Century American Literature	University of South Carolina
	History	3	(3/4) 75%	Frank Klackle	PhD	Latin American History	Central Michigan University
				Joel Lewis	PhD	History	Central Michigan University
				Chip McLeod	PhD	U.S. History	Howard University
				Advertised Position		History	Expected Start Date Fall 2013
			(4/4) 100% With new hire				

*Includes Open Positions in Total

Appendix 4
Full-Time Tenure Track Faculty Positions in Foundational Degrees
Dixie State College
December 5, 2012

Legend: New Faculty | Open Positions

Program	Current 2012 FTE with Terminal Degree	Benchmark Attainment 60% Terminal Degree* (Current Faculty Total Positions)	Name	Degree	Discipline	Institution
Philosophy/ Humanities	2	(2/2) 100%	Melanie Hinton	PhD	Humanities – British and American	University of Utah
			Hyrum LaTurner	PhD	Philosophy – History of Culture	University of Chicago
Foreign Language	1 (Spanish)	(2/3) 67%	Leonor Ceballos	PhD	Spanish – modern Lang. Lit.	University of Nebraska, Lincoln
			Addison Everett	MA	Spanish	Brigham Young University
		(3/3) 100%With new hire	Advertised Position		Spanish	Expected Start Date Fall 2013
Biology	9	(9/10) 90%	Patti Allen	DVM	Veterinary Medicine	Kansas State University
			Karen Bauer	DA	Biological Sciences	Idaho State University
			Jennifer Ciaccio	PhD	Biology	University of Miami
			David Jones	MS	Biological Sciences	Vanderbilt University
			Tom McNellis	DO	Obstetrics and Gynecology	Midwestern University
			Erin O'Brien	PhD	Biology – Ecology and Evolution	University of Illinois, Chicago
			Del Smith	PhD	Biology - Botany	Brigham Young University
			Marius Van der Merwe	PhD	Ecology	University of Illinois, Chicago
			Curt Walker	PhD	Zoology	University of Idaho
			Don Warner	PhD	Veterinary Microbiology	Texas A&M University
Physics	1		Steven Sullivan	MS	Physics	Brigham Young University
			Samuel Tobler	PhD	Physics	Arizona State University
Geology	1		Kelly Bringhurst	PhD	Environmental Science	University of Ulster
		Total Phys Sci				
Chemistry	3	(7/9) 78%	Rob Cowan	PhD	Inorganic Chemistry	University of California, San Diego
			Rico Del Sesto	PhD	Chemistry	University of Utah
			Dave Feller	PhD	Biochemistry	Brigham Young University
		(8/9) 89% With new hire	Advertised Position		Chemistry	Expected Start Date Fall 2013
Earth Science/ Paleontology	1		Jerry Harris	PhD	Vertebrate Paleontology	University of Pennsylvania
			Peter VanValkenburg	MS	Earth Science	Northern Arizona University
Computer Science	6	(5/6) 83%	Joe Francom	PhD	Computer Science and Engineering	University of Louisville
			Curtis Larsen	ABD	Physics	University of Utah
			Bob Nielsen	DC	Computer Science	Colorado Technical University
			Russ Ross	PhD	Computer Science	University of Cambridge
			Bart Stander	PhD	Computer Science with Computer	Washington State University
			Eric Pedersen	PhD	Graphics Major Emphasis	Utah State University
					Management Information Systems	
Mathematics	4	(4/9) 44%	Clare Banks	PhD	Mathematics Education	University of Northern Colorado
			Bryan Bornholdt	PhD	Mathematics	University of Wyoming
			Ross Decker	MA	Mathematics Education	Brigham Young University
			Lynn Hunt	MS	Mathematics	Oregon State University
			Costel Ionita	PhD	Mathematics	Louisiana State University
			Jie Liu	PhD	Mathematics	University of Texas, Arlington
			Scott Mortensen	MEd	Education	Utah State University
		(6/9) 67% With new hires	Advertised Position		Mathematics	Expected Start Date Fall 2013
			Advertised Position		Mathematics	Expected Start Date Fall 2013

Program grouping note: Philosophy/Humanities, Foreign Language, and (under Sciences) Biology, Physics, Geology, Chemistry, Earth Science/Paleontology, Computer Science, Mathematics.

*Includes Open Positions in Total

Appendix 4
Full-Time Tenure Track Faculty Positions in Foundational Degrees
Dixie State College
December 5, 2012

New Faculty | Open Positions

Program		Current 2012 FTE with Terminal Degree	Benchmark Attainment 60% Terminal Degree* Current Faculty Total Positions	Name	Degree	Discipline	Institution
Social Sciences	Psychology	6	(6/7) 86%	Robert Carlson	PhD	Psychology	University of California, Irvine
				Christine Chew	PhD	Counseling Psychology	University of Denver
				John Jones	PhD	Psychology – Social Personality	State University of New York, Buffalo
				Dannelle Larsen-Rife	PhD	Psychology – Human Development	University of California, Davis
				Kristine Olson	PhD	Psychology - Clinical	Washington State University
				Michael Rahilly	PhD	Psychology – Human Development	University of California, Davis
			(7/7) 100% With new hire	Advertised Position		Psychology	Expected Start Date Fall 2013
	Political Science		(4/5) 80% With new hire	Joe Green	MS	Political Science	Utah State University
	Geography			Advertised Position		Geography	Expected Start Date Fall 2013
	Sociology	1	Total Soc. Sci.	Matt Smith-Lahrman	PhD	Sociology	Northwestern University
	Criminal Justice	2	(3/5) 60%	Gary Cantrell**	PhD	Criminal Justice	Mississippi State University
				P. Lish Harris	PhD	Criminology	Florida State University
				**Southwest Regional Computer Crime Institute Faculty			
	Communication	7		Rhiannon Bent	MA	Speech Communication	Washington State University
				Randal Chase	PhD	Communication / Digital Media	University of Utah
				Xi Cui	PhD	Communications / Telecommunication and Media Studies	Texas A&M University
			(7/11) 64%	Rebecca DiVerniero	PhD	Communication Studies / Interpersonal and Family Communication	University of Nebraska, Lincoln
				Andrea McCracken	PhD	Communication / Interpersonal Communication	University of Texas, Austin
				Rick Rodrick	PhD	Communication / Interpersonal and Organizational Communication	University of Utah
				Phil Tuckett	BA	English	Weber State University
				Dennis Wignall	PhD	Communication Studies / Org. Communication	University of Denver
				Brent Yergensen	PhD	Rhetoric and Public Culture	University of Nebraska, Lincoln
				Eric Young	MEd	Elementary Education	Southern Utah University
			(8/11) 73% With new hire	Advertised Position		Communication	Expected Start Date Fall 2013

*Includes Open Positions in Total

Appendix 5

Organizational Chart of Full-Time Tenure Track Faculty Positions in Other, Established Degrees

(as cited in original benchmark document)

Dixie State College

December 5, 2012

Legend: New Faculty | Open Positions

Program	Current 2012 FTE with Terminal Degree	Benchmark Attainment 60% Terminal Degree (Current Faculty / Total Positions)	Name	Degree	Discipline	Institution
Elementary Education	8	(8/8) 100%	Cari Buckner	EdD	Curriculum and Instruction	Utah State University
			Angela Child	PhD	Curriculum and Instruction	Utah State University
			John Goldhardt	PhD	Educational Leadership	University of Nevada, Las Vegas
			Nancy Hauck	PhD	Curriculum and Instruction	Utah State University
			Chizu Matsubara	PhD	Curriculum and Instruction	University of Nevada, Las Vegas
			Deanne Murray	EdD	Curriculum and Instruction	Utah State University
			Sandra Petersen	PhD	Educational Studies	University of Utah
			Tracey Wheeler	EdD	Curriculum and Instruction	Utah State University
Business, Marketing and Management	4	(4/5) 80%	Verl Anderson	PhD	Business Administration	Arizona State University
			Debra Bryant	PhD	Educational Leadership	University of Nebraska, Lincoln
			Philip Lee	EdD	Educational Leadership	Northern Arizona University
			Scott Lindsey	PhD	Operations Management	University of Utah
		(5/5) 100% with new hire	Advertised Position		International Business Law	Expected Start Date Fall 2013
Accounting	3	(3/4) 75%	Kevin Barrett	PhD	Accounting	Virginia Tech
			Robert Huddleston	PhD	Higher Education	Colorado State University
			Nate Staheli	PhD	Accounting	University of Hawaii, Manoa
		(4/4) 100% with new hire	Advertised Position		Accounting	Expected Start Date Fall 2013
Finance / Economics	3	(3/3) 100%	Munir Mahmud	PhD	Economics	University of Illinois, Urbana-Champaign
			Helen Saar	PhD	Finance	University of Hawaii, Manoa
			Kyle Wells	PhD	Finance	University of Utah
Nursing	2	(2/8) 25%^	Kindra Celani	MSN	Nursing	Regis University
			Betty Crane	MSN	Nursing	University of Phoenix
			DeAnne Larsen*	MSN	Nursing	University of Phoenix
			Michelle McDermott*	MSN	Nursing	University of Phoenix
			Vicky O'Neil	DNP	Nursing	University of Maryland, Baltimore
			Tiffany Peterson*	MSN	Nursing	Regis University
		^Accrediting agency requires 25% terminal degree due to national shortage	Kathy Rasmussen	MSN	Nursing	University of Phoenix
			Phyllis Swift	DNP	Nursing Practice	George Washington University
			*Enrolled in Ph.D. program with completion anticipated 2015			
LA / Integrated St		(1/1) 100% with new hire	Advertised Position		Integrated Studies Areas	Expected Start Date Jan 2013
English and Related	NA*	(1/1) 100% with new hire	Advertised Position		Engineering	Expected Start Date Fall 2013
Dance			Sara Pfeifle Gallo	MFA	Dance	California State University, Long Beach
PE			Advertised Position		Physical Education	Expected Start Date Jan 2013
Library	5	(5/8) 63%	John Burns	MLS	Library Science	University of Wisconsin, Milwaukee
			Amber D'Ambrosio	MLS	Library Science	State University of New York, Albany
			Dianne Hirning	MLS	Library Science	University of Illinois, Urbana-Champaign
			Linda Jones	MLS	Library Science	San Jose State University
		(8/8) 100% with new hire	Advertised Position		Visual Technolgies	Expected Start Date Fall 2013
ASL			Advertised Position		ASL	Expected Start Date Jan 2013

*Includes Open Positions in Total

Non-Faculty Unit Hired Positions	Benchmark Projections 2/15/2010	Actual Hires 9/15/2012	Comments
Student Services Career Center Advisor Asst. Director Admissions Five General Advisors Athletic Advisor Three Financial Aid Advisors Veterans Coordinator Enrollment System Manager Dean of Students Two Intl. Student Advisors Multicultural Diversity Coord. Intramural Coordinator Outdoor Recreation Coord. Graduation Advisor Student Life Coordinator Registration Eligibility Specialist Employer Outreach Coord. Exe. Director Career Center Marketing Design	21	26	Rapid increase in student FTE required adjustment and realignment to maintain essential services. Some positions were audited and services realigned or redistributed.
Institutional Research IR Director IR Technician	2	2	Accreditation and program review requirements.
Human Resources HR Coordinator HR Specialist	0	2	Support needed for growth of faculty and staff, tracking, training and reporting.
Information Technology Security Specialist Senior System Administrator Program Analyst Degree Audit Specialist Network Administrator Instructional Media Tech. Operations Specialist	11	7	Support shifted to school-based technical interns to assist faculty. Other positions hired as hourly employees when position determined not to be mission critical.
Business Services Accounts Payable Cashier Payroll Assistant Admin Account Specialist	5	3	Support shifted to dean-based interns for support of accounting needs and added a grant-specific employee.
Internal Auditor	0	1	1
Administrative Services Two Custodians Physical Plant Risk Manager and Safety Officer	6	4	Additional student support assignments and new Holland personnel assigned shared responsibilities.
Security	2	2	
Lecture/ Advisors	9	17	Expansion determined by number of degrees and student population.
TOTAL	56	64	

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds™

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: College Access Challenge Grant ImPACT Subgrantees

Background

The Board of Regents was originally designated in 2008 by Governor Huntsman and then again in 2010 by Governor Herbert, as the state agency to apply and receive the College Access Challenge Grant Program (CACG) from the U.S. Department of Education. The CACG is a formula grant and was created and funded as part of the College Cost Reduction and Access Act of 2007, and was extended in 2009 through the Healthcare and Education Affordability Reconciliation Act with the purpose of helping low-income students and families learn about, prepare for, and finance postsecondary education. The program at the federal level received an appropriation of $150 million for fiscal years (FY) 2010-2014. The Office of the Commissioner reports and applies annually and their proposal was approved in August 2012 for fiscal year 2013, and thus Utah received $1.5 million dollars of these federal funds. The grant is under the direction of Melissa Miller Kincart, Assistant Commissioner for Outreach and Access.

One of Utah's three core objectives of its College Access Challenge Grant Program (CACG) is:

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

To this end, the Office of the Commissioner Outreach and Access department created in 2011 the ImPACT: *Improving Preparation, Access, & Communities Together* Subgrant opportunity to encourage not-for-profit colleges and universities to partner, establish, strengthen, or expand access and outreach programs geared towards supporting the 66 percent goal and Utah's CACG objectives *to significantly increase the number of low-income and underrepresented students who are prepared to enter and succeed in postsecondary education.*

Issue

Given the successful work and partnerships made possible by the 2011 and 2012 ImPACT Subgrant opportunity, we once again launched a similar funding opportunity for 2013. The subgrant RFP was released in early October 2012 throughout the state and interested applicants were invited to participate in a Technical Assistance meeting on October 24 and completed proposals and letters of support were due on November 16, 2012.

In order to have been considered an applicant's lead partner must be not-for-profit college or university and could submit for one of the following levels of funding and with 50% institution match:

1. Planning Grant (Up to $10,000) to support the planning process for creating a college access program.
2. Startup Grant (Up to $75,000) to support the startup of a new college access program.
3. Expansion Grant (Up to $50,000) to support the expansion of an existing college access program.

Strong submissions included such activities as:
1. Providing information on financing options, including activities that promote financial literacy and debt management among students and families;
2. Conducting outreach activities for students who may be at risk of not enrolling in or completing college;
3. Assisting students in completing the Free Application for Federal Student Aid (FAFSA);
4. Implementing professional development for guidance counselors at middle and secondary schools, and financial aid administrators and college admissions counselors at institutions of higher education, to improve such individuals' capacity to assist students and parents with:
   a. Understanding entrance requirements for admission to institutions of higher education, and
   b. Applying to institutions of higher education, applying for financial assistance and scholarships;
   c. Activities that increase students' ability to successfully complete the coursework required for a postsecondary degree (including tutoring and mentoring); and
   d. Activities to improve secondary school students' preparedness for postsecondary entrance examinations.

This year we had 21 submissions from seven of our USHE Institutions, as well as one from Ogden-Weber Applied Technology College in partnership with Weber State and Westminster College. A selection committee made up of staff from the Office of the Commissioner, Davis School District, Utah State Office of Education, United Way of Salt Lake and two of our USHE institutions determined that the attached 11 proposals be approved with an additional two conditionally approved pending programmatic and budget changes. We are pleased that this year USHE will distribute over $670,000 in subgrant funding with the purpose of assisting our colleges and universities in supporting more low-income and undeserved students so that we might reach the 66% by 2020 goal.

<center>Commissioner's Recommendation</center>

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

David L. Buhler
Commissioner of Higher Education

DLB/MMK
Attachment

OLLEGE   CCESS   ETWORK of   TAH

UTAH SYSTEM OF
HIGHER EDUCATION

2013 ImPACT Subgrant
Improving Preparation, Access, & Communities Together
Project Abstracts

| 1. | **University of Utah** | Enrique Aleman &
Dolores Delgado Bernal | College of Education | **Expansion Grant**
$50,000 |

CACG Objectives: 1. Awareness, 3. Infrastructure | | | *ImPACT 3rd Year*

The Westside Pathways Project

The Westside Pathways Project proposes to merge and expand two college-access partnerships: Adelante: A College Awareness and Preparatory Partnership (Adelante) and Mestizo Arts & Activism (MAA). Adelante is a K-8 model premised on the belief that all young people, including students of color and students from lower-socioeconomic families should be expected and prepared to enroll and succeed in college, and that college preparation must emphasize students' intellectual development in relation to community and culture. Adelante provides higher educational experiences to elementary and middle school students by taking them to the university and by bringing the university to them via university student mentors of color. MAA is a youth-organized collective that exposes high school students to participatory action research, civic engagement, and college readiness. It provides a community space for youth to engage in asset-based community building activities and critical dialogues on social, political, and educational issues pertinent to youth of color in the Salt Lake Valley. This grant proposal is designed to support the merging, alignment, and sustainability of these two existing university-community partnerships.

| 2. | **University of Utah** | Octavio Villalpando &
Brenda Valles | Office for Equity & Diversity | **Expansion Grant**
$50,000 |

CACG Objectives: 1. Awareness, 2. Professional Development, 3. Infrastructure | | | *ImPACT 2nd Year*

Diverse Scholar Transfer Initiative

The Diverse Scholar Transfer Initiative was created to address the underrepresentation of students of color at the University of Utah. The initiative seeks to support transfer students of color in their access and success to the U of U. The partnership between SLCC and the U of U creates a pipeline between the two institutions that provides support to students at SLCC before and during the transfer process, and at the U of U when students arrive. This collaborative model facilitates a greater rate of access and academic success, while promoting strong leadership skills to transfer students.

| 3. | **University of Utah** | Tino Nyawelo &
Holly Godsey | Center for Science &
Mathematics Education | **Startup Grant**
$74,484 |

CACG Objectives: 1. Awareness, 3. Infrastructure | | | *ImPACT 1st Year*

REFUGES (Refugees Exploring the Foundation of Undergraduate education in Science)

The REFUGES program brings the University of Utah's Center for Science and Mathematics Education, the Utah Refugee Services Office, and the Salt Lake City School District together to provide support for minority and refugee students to enter and succeed in college. The program infuses exciting afterschool programs for secondary school students with hands-on science workshops led by University faculty, and provides tutoring for students to help them succeed in science and math classes. The program culminates with an opportunity for pre-college students to spend six weeks living, attending classes, and doing research on campus during a Summer Science bridge program.

| 4. | **University of Utah** | Kim Hackford-Peer &
Cathleen Powers | Gender Studies | **Startup Grant**
$64,900 |

CACG Objectives: 1. Awareness, 3. Infrastructure | | | *ImPACT 1st Year*

Go YoU Project

The goal of the Go YoU collaboration is to provide afterschool programming to Bryant Middle School students and to provide support to first-year University of Utah students sponsored for admission by the Women's Resource Center (WRC). Both the Bryant Middle School students and the University of Utah WRC sponsored students are majority low-income and/or students from racial/ethnic groups that are underrepresented in post-secondary education. Go YoU will achieve our goals by supervising WRC sponsored students to create and implement afterschool programming curriculum that formally and informally supports Bryant Middle School students to become prepared for and to succeed in post-secondary education. Further, the coursework of the University students is designed using high impact practices that contribute to student engagement and retention.

5. **Utah State University** — Nicole Pyle — Teacher Education & Leadership — **Expansion Grant** $49,946 *ImPACT 2nd Year*

CACG Objectives: 1. Awareness
College PASS

The College PASS (*P*reparation, *A*ccess, *S*trategies for *S*uccess) Expansion Project is a 3-part proposal. First, College PASS will continue to provide weekly college mentoring sessions to participating juniors and seniors, Cohort I, in 5 high schools across 3 districts. The sessions will focus on financial aid, college applications and budgeting. Second, College PASS will provide incoming high school students who have been historically underrepresented in postsecondary education, Cohort II, with weekly college mentoring sessions. The sessions will be a refined 3-phase curriculum as previously presented to Cohort I. Third, both Cohorts will participate in a USU on-campus tour.

6. **Utah State University – Eastern** — Virgil Caldwell & Heather Young — Program Development — **Startup Grant** $74,080 *ImPACT 1st Year*

CACG Objectives: 1. Awareness, 2. Professional Development
Increasing Participation and Completion of Post-Secondary Training in a Remote and Underserved Population in Southeastern Utah

USU-Eastern, Blanding Campus serves San Juan County in southeastern Utah, one of the poorest in the nation with a majority population that is American Indian. The ImPACT project will provide additional resources to enhance outreach, recruitment, and completion for educational training opportunities in the service region. Innovative distance education technology will be employed for outreach and training in learning centers located on the Navajo Reservation within the State of Utah.

7. **Weber State University** — Ruth Patiño Stubbs & Asha Jones — Education Access & Outreach — **Expansion Grant** $40,000 *ImPACT 3rd Year*

CACG Objectives: 1. Awareness
Creating a Pathway to College

This proposal expansion of the "Creating a Pathway to College" Initiative (CPC) contributes to the broader vision of increasing college participation for underrepresented students. CPC will continue to include two main large-scale events that provide college access for 9th -12th grade students and a summer program followed up with college access mentoring services. To enhance the delivery of services, the project will modify the "College Summer Summit" to a four-day residential leadership institute for rising college access advocates that focuses on leadership development and community engagement coupled with a faculty mentoring partnership and STEM project. From these opportunities, these potential leaders will be better prepared to navigate the college system, assist others to do the same and eventually succeed in the appropriate university program.

8. **Southern Utah University** — Gabriel Ferreyra Orozco — College of Humanities & Social Science — **Startup Grant** $56,477 *ImPACT 1st Year*

CACG Objectives: 1. Awareness, 2. Professional Development
Hispanic Center

Southern Utah University's Hispanic Center will enhance existing student access and community engagement outreach programs to strengthen the collaboration among Beaver County, Iron County, and Washington County school districts, the Hispanic community living in southern Utah, and Southern Utah University. The goal is to increase the number of low-income, first generation, and/or underrepresented Hispanic students who want to enter and succeed in postsecondary education. There are approximately 600 students eligible for this project each year.

9. **Snow College** — Brandon Wright & Teisha Shepard — Office of Admissions — **Expansion Grant** $49,993.71 *ImPACT 3rd Year*

CACG Objectives: 1. Awareness, 2. Professional Development
The Smart Choices Program

The Smart Choices program will continue to target underrepresented students in central Utah while also providing resources for local high school counselors. Students will attend college preparation workshops held within their individual high schools. Students and their parents will also be invited to Smart Choices open houses. In the summer, a week-long College Study Skills program will take place at the Snow College Mountain Campus. This year, we will host a professional training day in the summer for counselors, along with additional counselor meetings. These new counselor-oriented activities will encourage and improve communication between counselors and Smart Choices staff.

10. **Utah Valley University** — Eldon McMurray & Brian Waite — Student Affairs – Enrollment Management Department — **Expansion Grant** $49,968.86 *ImPACT 2nd Year*

CACG Objectives: 1. Awareness, 2. Professional Development, 3. Infrastructure

Native American, Latino, At-Risk Youth ImPACT Expansion Program

The 2012-13 ImPACT grant serves low-income and underrepresented Native American, migrant/immigrant and Hispanic at-risk students and families in Utah and Wasatch counties. Based upon the successful 2011-12 project implementation, the intent is to increase the number of students served and continue to expand our partnerships. Major grant components will include workshops in college preparation, recruitment, applications, access and financial aid; direct mentor/tutor support for academic advancement, professional development, UVU campus visits; and conferences held at UVU and partnership locations. A more specific Latino student GED course component has also been refined. The program is designed for post-award sustainability within UVU's existing outreach.

11.	Utah Valley University	Kimberly Barraclough & Yudi Lewis	Student Affairs -- Enrollment Management Department	Startup Grant $54,266 *ImPACT 1st Year*

CACG Objectives: 1. Awareness, 2. Professional Development, 3. Infrastructure

The Minority Deferred Admissions and Accelerated Latino Enrollment Program

Utah Valley University's 2012-13 Minority *Deferred Admissions Outreach* ImPACT grant targets low-income and underrepresented Hispanic, female and military at-risk students and families in Utah. UVU's experienced project team will provide a minimum of 500 students a broad range of deferred admissions and enrollment options and services. Major project components will include community seminars in college preparation; information outreach concerning deferred scholarships/financial aid; orientation training for area high school administrators and counselors; parent college visits and events held at UVU or community locations; and focused bilingual access services for Latino students/parents. The project expects to dynamically increase Latino enrollment and mitigate barriers these students face with access, knowledge of deferred admissions options, retention and persistence to graduation.

12.	Westminster College	Luciano Marzulli & Cid Seidelman	Diversity Office	Expansion Grant $49,980 *ImPACT 3rd Year*

CACG Objectives: 1. Awareness

Westminster College Access Summer Camp

The Westminster College Access Summer Camp provides middle school students from groups that have been historically underrepresented in higher education with a 3-day, 2-night summer camp plus follow-up experiences at Westminster. The camp and follow-up programs provide (1) knowledge about college admissions and financial aid; (2) faculty taught courses to strengthen subject area skills in Math, Writing, and Science/Technology; (3) an understanding of college planning resources like Utah Futures and College Board in order to stay focused on college planning throughout high school. Combined with educational course plotting and experiencing what it is like to "be" in college, middle school students learn communication and teamwork skills while working with college students throughout the camp and follow-up visits.

13.	Ogden-Weber Tech College	Janet Olsen & Lori Jo Webster	Instructional Services	Planning Grant $9,998 *ImPACT 1st Year*

CACG Objectives: 3. Infrastructure

The Minority Deferred Admissions and Accelerated Latino Enrollment Program

The Ogden-Weber Tech College's planning grant application for a math tutor program, with stakeholder input, will create a gateway for enrollment and successful completion of postsecondary education.

Proficiency in mathematics is critical to the college's mission of developing a technically educated work force, yet math can be a major stumbling block. With one of the most diverse student populations in Utah, minority students comprise 28% of the college's student population. Seventy-seven percent of these students are Hispanic, reflecting Ogden's standing as the community with the highest number of Hispanic residents in the state.

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

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January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Revision to Policy R710, Capital Facilities

Issue

The attached revision to Policy R710, Capital Facilities is proposed in order to address the issues that were raised at the November 16, 2012 meeting of the Board of Regents.

Background

Policy R710, Capital Facilities was amended at the November 16, 2012 Board meeting to clarify and codify the established practice for disposal of real property by USHE institutions. At that time there was discussion about the desirability of adding additional language to delegate to the institutional Boards of Trustees the disposal of some properties, consistent with the delegation of purchase authorization of some properties that are contiguous to existing campus boundaries. The attached policy includes amended language for that purpose.

Please note that the language in blue type face is not a revision to policy. It is simply a reformatting of existing policy language to be more consistent with the rest of the policy. The changes in red type face are the additions to policy for consideration by the Regents. The language provided would authorize institutional Boards of Trustees to approve disposal of donated or gifted properties under certain circumstances without prior Regent approval, with institutions taking advantage of these provisions merely being required to report the disposal at the next regularly scheduled Board of Regents meeting. All other property transactions would continue to be subject to Board of Regents approval prior to proceeding.

Commissioner's Recommendation

The Commissioner recommends that if the Regents, after careful consideration and deliberation, are in agreement with the purpose of these changes, including the specified conditions, that they adopt the proposed policy revision.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

UTAH SYSTEM OF
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R710-1 Purpose: To clarify the role of the State Board of Regents, that of the institutional Boards of Trustees and of the institutional Presidents with respect to capital facilities.

R710-2 References

2.1.   Utah Code §53B-6-101 (Master Plan for Higher Education - Studies and Evaluations)

2.2.   Utah Code §53B-7-101 (Combined Requests for Appropriations)

2.3.   Utah Code §53B-20-101 (Property Rights - Title and Control)

2.4.   Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)

2.5.   Policy and Procedures R711, State Building Board Delegation of Capital Facilities Projects

2.6.   Policy and Procedures R720, Capital Facilities Master Planning

R710-3 Definitions

3.1.   **"Capital Development"** — Utah Code 63A-5-104(1)(a) defines a capital development as any:

- remodeling, site, or utility projects with a total cost of $2,500,000 or more;
- new facility with a construction cost of $500,000 or more; or,
- purchase of real property where an appropriation is requested to fund the purchase.

   3.1.1.   **"New Facility"** means the construction of any new building on state property regardless of funding source, including

- an addition to an existing building; and
- the enclosure of space that was not previously fully enclosed.
- "New facility" does not include:
- the replacement of state-owned space that is demolished, if the total construction cost of the replacement space is less than $2,500,000; or
- the construction of facilities that do not fully enclose a space.

3.2.   **"Capital Improvement"** – Utah Code 63A-5-104(1)(b) defines a capital improvement as any:

- remodeling, alteration, replacement, or repair project with a total cost of less than $2,500,000;
- site and utility improvement with a total cost of less than $2,500,000; or
- new facility with a total construction cost of less than $500,000.

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[1] Approved September 16, 1975; amended February 16, 1982, June 24, 1988, December 14, 1990, June 18, 1993, September 24, 1993, December 11, 1998, June 4, 1999, April 18, 2008, April 1, 2010, and November 16, 2012

Note: The State Building Board may provide capital improvement funding to a single project, or to multiple projects within a single building or facility, even if the total cost of the project or multiple projects is $2,500,000 or more, if:

> (i) the capital improvement project or multiple projects require more than one year to complete; and
> (ii) the Legislature has affirmatively authorized the capital improvement project or multiple projects to be funded in phases.

3.2.1.   Submission of Capital Improvement Requests – Each year institutions shall submit to the Division of Facilities Construction and Management (DFCM) a prioritized list of projects for funding through the state capital improvement program. Requests for funding of Capital Improvement Projects shall be approved by institutional Boards of Trustees. Institutions may not include acquisition of equipment unless it is an integral component of a capital improvement. Normal maintenance of fixed capital assets (i.e., unplanned or discretionary) shall be considered part of the annual operating budget. Normal maintenance excludes preventive and corrective maintenance of equipment scheduled by the Division of Facilities Construction and Management (DFCM), as well as planned or programmed maintenance of major structural components of a facility (i.e., roofs, parking lots).

3.3. **"Capital Investment Plan"**: Integrated scheduling of capital developments and improvements over a five-year planning period.

3.4. **"Capital Facility"**: Includes buildings and other physical structures such as utility lines, waste disposal systems, storage areas, drainage structures, parking lots, and landscape development.

R710-4 Policy

4.1. **Statutory Authority**: Title 53B outlines the broad responsibilities of the State Board of Regents in administering the facilities, grounds, buildings and equipment at institutions under its jurisdiction. These policies and procedures are issued under that authority to clarify the roles to be assigned to the institutional Presidents, the institutional Boards of Trustees and the State Board of Regents.

4.2. **Purpose:** The purpose of these policies is to develop and maintain a well-planned, harmonious and safe physical environment for student achievement and personal growth on each of the institutional campuses of the State System of Higher Education in accordance with the applicable provisions of Title 53B.

4.3. **Effective and Efficient Use of Resources**: The Utah System of Higher Education seeks to maximize the effective and efficient use of state resources. Institutions must demonstrate that requests for construction of new capital facilities or remodeling of existing facilities meet the standards of approved academic and facilities master plans. Such justification should consider the availability of state resources and include information relating to student enrollments, space utilization, structural obsolescence, operational inefficiencies, and operating budget constraints.

4.4. **Remodeling**: Remodeling of existing capital facilities for the purpose of effecting a change in functions will be undertaken only when the need for such a project is justified by and is consistent with the role assignment of the institution involved and in accord with previously approved goals and objectives set by the State Board of Regents. The term "remodeling" as used herein includes any alteration, modification, or improvement project other than routine maintenance or repair work, regardless of the source of funding.

4.5.   The State Board of Regents Will:

4.5.1. Programmatic Planning – Require institutions to undertake comprehensive programmatic planning as part of comprehensive programmatic planning for the Utah System of Higher Education. This programmatic planning will inform the evaluation of any proposals for planning and construction of additional capital facilities.

4.5.2. Campus Facilities Master Plans – Require comprehensive campus facilities master plans to be completed and approved for each institution in correlation with programmatic planning. Each institution shall seek formal Regent approval of its campus master plan on a biennial basis.

4.5.3. Requests for Appropriated Funds – Review and approve all institutional requests for funds for capital facilities to be appropriated by the State Legislature through the State Building Board. Recommendations to the State Building Board, Governor, and Legislature shall be based upon the programmatic planning and facilities master plan requirements of the institutions. Each funding request must be accompanied by a detailed planning and budget guide.

4.5.4. Acquisition and Disposal of Real Property

   4.5.4.1 Property Acquisitions Requiring Approval – Except as provided by 4.5.4.2 below, The Regents shall review and approve all institutional requests for real property acquisition that commit institutional funds in excess of $100,000 or where consideration paid for options to acquire property commits institutional funds in excess of $25,000. In addition, the following provisions shall be complied with in presenting properties for approval to be acquired by purchase or exchange:

      4.5.4.1.1. Fair Market Value – A fair market value of property shall be established that is based on an appraisal completed by a State of Utah licensed MAI appraiser with the purchase price not to exceed the appraised value unless otherwise justified.

   4.5.4.2. Property Acquisitions Adjacent to Campuses - The State Board of Regents delegates the authority to the institutional Boards of Trustees to engage in property purchase transactions if a property purchase meets the above conditions with the following limitations: (1) Property needs to be identified on the approved campus master plan and must be contiguous to the current campus boundary. (2) Property purchased cannot exceed $500,000 for properties purchased by the UU, WSU, SLCC, UVU, USU and DSC, $400,000 for SUU and $250,000 for Snow and USU CEU. (3) All purchases must have a supporting appraisal; made by a licensed appraiser, where the purchase price cannot exceed the MAI appraised value (4) Property purchased with endowment funds or independent foundations does not need approval from the Board of Regents, regardless of cost. (5) This delegation of purchasing authority is only available in instances where no O & M funds will be requested. If there is a need for operations and maintenance funds, the purchase needs to be approved through the normal Regent process.

      4.5.4.2.1. Property needs to be identified on the approved campus master plan and must be contiguous to the current campus boundary.

4.5.4.2.2. Property purchased cannot exceed $500,000 for properties purchased by the UU, WSU, SLCC, UVU, USU and DSC, $400,000 for SUU and $250,000 for Snow and USU-CEU.

4.5.4.2.3. All purchases must have a supporting appraisal; made by a licensed appraiser, where the purchase price cannot exceed the MAI appraised value

4.5.4.2.4. Property purchased with endowment funds or independent foundations does not need approval from the Board of Regents, regardless of cost.

4.5.4.2.5. This delegation of purchasing authority is only available in instances where no O & M funds will be requested. If there is a need for operations and maintenance funds, the purchase needs to be approved through the normal Regent process.

4.5.4.2.1 6. Reporting of Property Acquisitions – Institutions engaging in a purchase of property utilizing the above authority are required to report the purchase at the next regularly scheduled State Board of Regents' meeting.

4.5.4.3. Disposal of Property – Except as provided by 4.5.4.4 below, all disposal of real property by USHE institutions is subject to approval by the Regents.

4.5.4.3.1. Determination of Surplus Property – If the real property is determined to not serve the institution's mission and is, therefore, surplus real property it is eligible for sale or exchange on the open market.

4.5.4.3.2. Fair Market Value – Unless otherwise justified, surplus real property shall be sold at or above fair market value as determined by an appraisal completed by a State of Utah licensed MAI appraiser.

4.5.4.4. Disposition of Donated or Gifted Property that is not Contiguous to Campuses - The State Board of Regents delegates to the institutional Boards of Trustees the authority to dispose of donated or gifted real property that is not contiguous to campus boundaries subject to the following conditions:

4.5.4.4.1. The disposal price cannot exceed $500,000 for properties disposed of by the UU, USU, WSU, SLCC, UVU and DSC, $400,000 for SUU; and $250,000 for Snow and USU-CEU.

4.5.4.4.2. The property shall be sold at or above fair market value as determined by an appraisal completed by a State of Utah licensed MAI appraiser unless:

a) the value of the property does not warrant the cost of the appraisal (e.g., low valued recreational property or seriously deteriorated properties, where sale proceeds would be seriously reduced or eliminated due to the cost of obtaining an appraisal);
b) the gifted property has preexisting conditions that affect the future sales price (e.g., an undivided property

**4.5.5. Approval of Projects that are inconsistent with Approved Institutional Roles, Goals
and Objectives** – The Regents will review and approve, as they deem appropriate, all other
institutional requests for planning and construction of facilities, or major remodeling of existing
facilities, regardless of the source of funds to be used for such activity, where the proposed
construction or remodeling is inconsistent with the role assignment of the institution involved, is not
in accord with institutional goals and objectives previously approved by the State Board of
Regents, which will require a substantial change in the approved programmatic planning or
facilities master plan, or where the construction or remodeling is subject to legislative project
approval. Further, all requests for operations and maintenance (O & M) funding require approval by
the State Board of Regents. Delegation can occur in the following circumstances:

4.5.6. Projects Funded from Non-State Appropriated Funds – Review and approve institutional
project requests for planning and construction of facilities, or remodeling of existing facilities, for
which no appropriation of state funds or authority to incur bonded indebtedness is requested, as
follows:

> **4.5.6.1. Funded from Student Fees, Contractual Debt, or Disposal or Exchange or
> Capital Assets**: Proposals for projects funded in whole or in part from an adjustment in
> student fees, incurring of contractual debt, or the disposal or exchange of land or other
> capital assets shall be approved by the institutional Board of Trustees prior to submission
> to the Board of Regents.

> **4.5.6.2. Funded from Private Sources**: Major construction or remodeling projects
> (defined as projects costing more than $1,000,000) funded through private sources or a
> combination of private sources and other non-state funds shall be approved by the
> institutional Board of Trustees. Upon trustee approval, the institutional President shall
> submit the project to the Commissioner for inclusion as an action item on an upcoming
> Board of Regents agenda.

4.5.7.   Operating and Maintenance (O & M) Costs on Non-State Funded Projects: (a) An
acquisition, construction or remodeling project funded from private sources, or from a combination
of private sources and other non-state appropriated funds will be eligible for state appropriated O &
M when the use of the building is primarily for approved academic and training purposes and
associated support and is consistent with the programmatic planning and facilities master plan
requirements of the institutions. Examples of such space include classrooms, class/labs, faculty
and education and general administrative offices and related space, library and study space, open
labs, education and general conference rooms, physical education space, and academic and
approved training support space, i.e., admissions, records, counseling, student aid administration,
campus security, computer center and telecommunication space, etc.. If an academic facility,
funded in whole or in part by non-state funds, is built to a scale larger than Board approved
programmatic or facilities planning requirements, the excess space may not qualify for state

appropriated O & M funding. The Board will consider the eligibility of the institution to receive state O & M funding for such excess space on a case-by-case basis.

(b) In most cases, if the acquisition, construction or remodeling project is not primarily for approved academic and training purposes or associated support, it will not be eligible for state appropriated O & M funding. Examples of such space might include research space not generating student credits or the equivalent thereto, football stadia, softball, baseball, soccer fields, basketball arenas, self support auxiliary space, i.e., college bookstores, food service, student housing, recreational services, student organizations, private vendors and student health services spaces, etc.

(c) The Board, on a case by case basis, may determine that an acquisition, construction or remodeling project to be used primarily for purposes other than approved academic and training purposes and associated support should be eligible for state appropriated O & M funds in whole or in part. Each request for such Board consideration must be accompanied by a detailed statement showing how space types included in the facility will relate to important institutional activities such as instruction, research generating student credits, and service within the institution's role statement. Examples of such space might include museums, theaters, community outreach and research spaces administered by academic units that generate academic student credits or the equivalent thereto, etc.

4.5.7.1. O & M Funding Sources for Projects Not Eligible for State Appropriated O & M: In those cases where property acquisitions, construction, or remodeling projects are not eligible for state appropriated O & M funding, the institutional proposal must include arrangements as to how O & M as defined by the State Building Board will be covered. Institutions are to pursue O & M funding in the following sequence for such ineligible non-state funded facilities: first, separate non-state funding assured through private contracts or an O & M endowment established by a private donor; and second , an institutional O & M funding plan with additional revenue to support the new space to be credited to its O & M accounts.

4.5.7.2. Board Approval of O & M Funding Plan: The institutional O & M funding plan must be consistent with the provisions of 4.5.6 and 4.5.6.1 to receive Regents' acquisition, construction or remodeling project approval. Increased consideration for state appropriated O & M will be given to projects previously listed in the Utah State Building Board Five Year Building Program. Board approval of the acquisition of the facility shall include approval of a plan to fund the O & M costs, including the source of the funds and the projected amount needed. Further approval of such proposals, when legally required by the State Building Board and the Legislature, will follow their respective established procedures.

4.5.8. **Leased Space**: Review and approve institutional requests for plans to lease capital facilities space with state-appropriated funds for programs of instruction, research, or service when contracts for leasing such facilities: (1) exceed $100,000 per year; (2) commit the institution to space rentals for 10-year duration or beyond; or (3) lead to the establishment of regular state-supported daytime programs of instruction in leased space. An annual report of all space leased by the institutions, including space leased for off-campus continuing education programs and space leased in research parks, shall be compiled by the Commissioner's Office for review by the Board of Regents and forwarded to the State Building Board for possible inclusion its comprehensive 5-year building plan.

4.6.   The Commissioner Is Authorized to:

4.6.1.   Recommendations: Propose annual recommendations for capital facilities development and improvement projects based on approved capital facilities qualification and prioritization procedures for consideration by the Board in the preparation of its recommendations to the State Building Board, Governor and Legislature.

4.7.   Institutional Boards of Trustees Are Authorized to:

4.7.1.   Facilities Master Plans: Review and approve institutional campus facilities master plans before they are forwarded to the State Board of Regents.

4.7.2.   Requests for Appropriated Funds: Review and approve for submission to the State Board of Regents all institutional requests for funds for capital developments and capital improvements to be appropriated by the State Legislature through the State Building Board.

4.7.3.   Inconsistent Projects: Review and approve all other institutional proposals relating to planning or construction of capital facilities, or major remodeling of existing capital facilities that require State Building Board approval and/or legislative project approval, regardless of the source of funds to be used for such activity, except to the extent that responsibility has been delegated to the institutional President as specified below in section 4.8. These actions will be reported to the State Board of Regents monthly as a part of the institutional Board of Trustees minutes, and will include planning and budget reports in the form prescribed by the Commissioner or other appropriate description and justification.

Proposals for inconsistent projects must be forwarded to the State Board of Regents by the institutional President, together with the institutional Board of Trustees' recommendations, for review and action by the Regents if:

- construction or remodeling is contrary to or will require substantial change in the approved programmatic planning or facility master plans;
- is inconsistent with the role assignment of the institution involved; or,
- is not in accord with previously approved institutional goals or objectives.

4.7.4.   Public Hearings: Conduct all required public hearings on any project, provided that adequate notice be given the State Board of Regents of any such required public hearings.

4.8.   Institutional Presidents Are Authorized to:

4.8.1.   Other Necessary Actions: Take all necessary actions relating to construction and remodeling activities that do not require State Building Board approval.

4.8.2.   Routine Repair and Maintenance: Assume the responsibility for routine repair and maintenance of existing structures or facilities (i.e., painting, roof repair, plumbing and electrical repairs, etc.). Institutions must adhere to the State Building Board facility maintenance standards.

4.8.3.   Change Orders: Assume the responsibility to approve and recommend to the DFCM any change orders on projects under construction, as long as funds are available and the change order is within the approved purpose of the project.

4.8.4. **Accept Completed Facilities**: Accept completed capital facilities from the DFCM.

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Revision to Policy R220, Delegation of Responsibilities to the Presidents and
            Board of Trustees

Issue

The policy revision to R220 *Delegation of Responsibilities to the President and Board of Trustees* is being proposed to delegate to the University of Utah Board of Trustees full oversight of the budgets, operations, and property transactions of the University of Utah Health Care System, with the exception of statutorily required issuance of revenue bonds by the Board of Regents pursuant to §53B-21-101, Financing of projects or buildings.

Background

The University of Utah's University Health Care System, which includes the hospitals, clinics and the University of Utah Medical Group, is unique within the Utah System of Higher Education (USHE). The University of Utah's Board of Trustees devotes significant attention to the management, operations, and fiscal responsibilities of the University's health care system. Furthermore, the University's Trustees have established the University of Utah Hospitals and Clinics Board whose membership consists of a trustee and community representatives who provide an additional level of oversight and review.

Because of the extensive governance oversight already in place and with a desire to avoid unnecessary duplication of responsibilities and reporting that an additional layer of Board oversight might entail, discussions took place several years ago to move formal oversight, to the extent possible, of the University of Utah's Health Care System, from the Board of Regents to the University's Board of Trustees. Interest in such a move on the part of all parties resulted in an informational item being placed on the Regents agenda in the spring of 2009. Discussions at the Regent meeting in November of 2012 culminated in the instruction that the Commissioner's Office come back with a policy revision for formal action that would codify this delegation of responsibilities.

Policy Issues

The proposed amendment to R220 is in compliance with Utah state statutes: Utah Code §53B-21, Revenue Bonds.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Regents approve the amendment to policy R220, thereby delegating to the University of Utah Board of Trustees the full oversight of the budgets, operations, and property transactions of the University of Utah Health Care System, with the exception of statutorily required issuance of revenue bonds by the Board of Regents pursuant to §53B-21-101, effective immediately.</u>

<div style="text-align: right;">

_____
David L. Buhler
Commissioner of Higher Education

</div>

DLB/GLS/CRW
Attachment

transfers; approval of institutional residence budgets; and approval of salary budgets as appropriate.

4.5.2.8. Review and approval of institutional reports on athletics, auxiliary and service enterprises, development fund, institutional discretionary fund, investments, leased property, money management, and real property.

4.5.3. Approve or Recommend Selected Action Items Before Submission to Board: The Board of Trustees approves the following matters before they are submitted by the President to the Board:

4.5.3.1. Institutional mission statements, goals and objectives.

4.5.3.2. Institutional budget requests and tuition and fee adjustment recommendations.

4.5.3.3. Institutional strategic and master plans, including academic program planning, land acquisitions, and capital development and improvement project planning.

4.5.4. Monitor and Report to Board: The Board of Trustees monitors and reports concerning certain matters identified by the Board. The President provides the Board of Trustees with the relevant Board policy and the procedures for monitoring and reporting. The Board of Trustees reports to the Board regarding institutional compliance with such Board policy, or the status of specific matters.

4.5.5. Consult with the Board: The Board may consult or seek direct assistance from the Board of Trustees. This is accomplished through annual joint meetings, invitations to Board of Trustees members to serve on special committees established by the Board, including presidential search committees, or through other contacts.

4.5.6. Petition the Board: The Board of Trustees, after notification to the President of its intention to do so, may petition the Board directly on any matter the Board of Trustees views to be of importance to the institution. When it is deemed necessary, the Board of Trustees may request a special meeting with the Board.

4.5.7 University of Utah Health Care System: The Board delegates to the University of Utah Board of Trustees the authority to review, approve, and provide oversight with regard to the University of Utah Health Care budget, operations, and property transactions. However, this delegation of authority does not include the Board's revenue bonding authority granted by the legislature under Utah Code Title 53B, Chapter 21, Section 101, Financing of projects or buildings.

4.6. Reservation of Final Authority to the Board: While the Board has authority to alter its delegation of responsibilities, it is the intent of the Board to sustain and enhance the viability of a strong and stable structure of delegation as provided by statute the Board may retain responsibilities or delegate them to Presidents and Boards of Trustees. As stated in Section 4.3. above, administrative responsibilities for institutional operations are delegated to the President. As stipulated in Sections 4.5.2. through 4.5.5., certain responsibilities to approve policy initiatives from the President, to approve or recommend matters to be considered by the Board, to monitor and report institutional compliance and performance, and to consult with the Board, are delegated to the Board of Trustees. All functions and responsibilities not specifically delegated herein are reserved to the Board. The Board has reserved to itself final authority to consider and act on the following matters:

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Policy R212, Presidential Travel Oversight

Issue

The Commissioner's staff continues to review Board policies and will make recommendations to the Board to locate them in the most suitable section category as applicable.

Background

R566 *Presidential Travel Oversight*, most appropriately fits in Section 2 of the USHE's Policies and Procedures manual. The section entitled *Institutional Governance; Presidents of Institutions* contains other policies impacting institutional presidents, and serves to consolidate presidential policies in one location. The policy is presently located in Section 5 *Business and Financial Affairs, Auditing* and individuals have struggled to find it in that location when needing to reference the policy language.

Policy Changes

No verbiage changes; solely a policy numbering change.

Commissioner's Recommendation

The Commissioner recommends that the Regents move and re-number R566 *Presidential Travel Oversight* to R212, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/CRW
Attachment

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

~~R566-1.~~ **R212-1.** **Presidential Travel:** This policy provides guidance on institutional oversight delegated to the Boards of Trustees to ensure accountability on presidential travel while also protecting the integrity of institutions and the Utah System of Higher Education. Travel is recognized as an integral and expected part of a president's role and responsibility to an institution.

1.1. **Travel Review.** Review of out-of-state presidential travel by a representative of the institutional governing board provides appropriate oversight of public funds.

1.1.1. A list of detailed travel expenditures shall be reported semi-annually to the Chairperson of the Board of Trustees.

1.1.1.1. Items to include in the report are as follows: location of travel, date, purpose, and total expenses.
1.1.1.2. Trips to include in the report are those that involve expenditure of institutional resources. Trips funded by other entities need not be included.

1.2. **Audit.** Presidential travel shall be audited pursuant to the normal internal audit procedures of the institution.

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[1] Originally adopted September 16, 2011

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: <u>Utah State University – Space Dynamics Laboratory (SDL) Facility (Non-state Funded</u>
<u>Capital Development Project)</u>

<div align="center">Issue</div>

Utah State University has requested authorization to construct or purchase Phase I of a new Space Dynamics Laboratory (SDL) as a non-state funded project. The facility will be located at the Innovation Campus in Logan, Utah and will house the C4ISR Systems Division that develops advanced intelligence, surveillance, and reconnaissance (ISR) technologies to support a wide variety of command, control, communications, and computer (C4) system needs.

<div align="center">Background</div>

The facility is requested to better meet existing needs and to provide for growth that is currently limited because of a lack of space. As is noted in the letter, the project was not presented earlier to the Regents for approval with other non-state funded projects because at that time it was anticipated that it would be built by a private developer on the Innovation Campus and leased for the Space Dynamics Laboratory. The option of having the facility built by a private developer for subsequent purchase by the University continues to be a possibility and is being evaluated together with the option of the University constructing and owning the facility outright.

The University is requesting approval of this project at this time in order to obtain legislative authorization to bond for the project. This bonding authority will be needed for either of the construction options. The resulting bond would become part of USU's Research Revenue Bond System that is funded with reimbursed overhead from research programs. No state appropriated funding for ongoing O&M will be requested.

The proposed Phase I building will consist of about 60,000 square feet with an estimated cost of $20,532,000. Please refer to the attached letter from the University requesting approval of the project for additional details pertaining to the purpose of and need for the facility. Representatives from the University will be at the meeting to address questions from the Regents.

Commissioner's Recommendation

The Commissioner recommends that the Regents, after careful consideration of the merits of the project, approve the University's request for this project, including authorization to request bonding if required, with the understanding that the final financing arrangements for the project will be brought back to the Regents for final approval.

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

January 7, 2013

Commissioner David L. Buhler
Utah State Board of Regents
Board of Regents Building The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

Utah State University requests approval to construct or purchase phase I of a new Space Dynamics Laboratory (SDL) facility, a non-state funded project, located at the Innovation Campus in Logan, Utah to house the C4ISR Systems Division that develops advanced intelligence, surveillance, and reconnaissance "ISR" technologies to support a wide variety of command, control, communications, and computer "C4" system needs.

The C4ISR division's existing facilities have reached maximum capacity and are limiting new growth. Currently C4ISR is housed in four separate buildings on the Innovation Campus. Three of the four buildings are being leased and barely meet the program's needs. This new facility will bring the C4ISR division back together and eliminate the need to lease additional space that may require extensive building modifications.
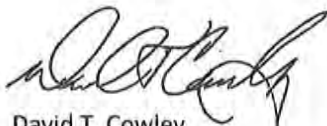
Phase I of the new SDL building will be in the range of 60,000 square feet and will include offices, electronics and computer testing laboratories, and other associated spaces. Operation and maintenance funds will not be requested from the State.

An initial feasibility study by FFKR Architects estimates a total project cost of $20,232,000. This project will be funded with proceeds from bonds issued under USU's existing Research Revenue System.

This project was not presented for approval along with the other non-state funded projects because at the time it was thought that this facility would be constructed by a private developer on the USU Innovation Campus and leased by SDL. The University will continue to analyze the purchase terms vs. construction options to determine the greatest financial benefit.

We appreciate your support in this endeavor and ask that you present this item for Regents approval.

Sincerely,

David T. Cowley
Vice President for
   Business and Finance

C: Greg Stauffer, Associate Commissioner for Finance and Facilities
      Stan Albrecht, President
      Charles Darnell, Associate Vice President for Facilities

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

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

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: <u>Utah State University - Student Building Fee Revenue Refunding Bonds, Series 2013</u>

<u>Issue</u>

Utah State University (USU) has requested authorization to proceed with issuance of revenue bonds to refund a portion of its Series 2004A Student Building Fee Revenue and Refunding Bonds. The bond issue proposed is for approximately $7.6 million plus issuance costs, capitalized interest, and bond reserves if required.

<u>Background</u>

Utah State University has the opportunity to exercise a one-time advanced refunding of approximately $7.6 million of its Series 2004A Student Building Fee Revenue and Refunding Bonds. Analysis of current interest rates shows that net-present-value savings exceeding $1.2 million (16%) are attainable. Materials to proceed with issuance of the bonds have been prepared for your approval. The essential parameters of the issue are summarized in the attached Financing Summary. Copies of the University's request and an Approving Resolution are also attached for your information. Representatives from the University, the University's Bond Counsel, and the University's Financial Advisor will be present at the meeting to address questions from the Board.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends that the Regents approve the University's request to issue these bonds after discussion and acceptance of the parameters.</u>

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

January 11, 2013

Commissioner David L. Buhler
Utah State Board of Regents
Board of Regents Building The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

Utah State University requests approval to exercise the opportunity for a one-time advanced refunding of a portion of the Student Building Fee Revenue and Refunding Bonds, Series 2004A.

Approximately $7.6 million of the bonds are eligible for a one-time advanced refunding. Based on current interest rates, NPV savings are expected to exceed $1.2 million (16%) resulting in annual cash flow savings of approximately $100,000 through 2026.

The Board of Trustees approved this item during their regular meeting on January 4, 2013.

We appreciate your support in this endeavor and ask that you present this item for Regents approval.

Sincerely,

David T. Cowley
Vice President for
    Business and Finance

C: Greg Stauffer, Associate Commissioner for Finance and Facilities
       Stan Albrecht, President
       Dan Christensen, Controller
       Dwight Davis, Associate Vice President for Business andFinance

Utah State University
Student Building Fee Revenue Refunding Bonds, Series 2013
Preliminary Summary Sheet

Proposed Issue: Student Building Fee Revenue Refunding Bonds

Total Approximate Issue Size: $7,600,000

Use of Funds: To generate debt service savings by refunding the
                                 previously issued Series 2004A Student Building Fee
                                 Revenue and Refunding Bonds; satisfy any reserve
                                 fund requirements; and pay associated costs of
                                 issuance.

Detail of Proposed Series 2013 Bonds:

Principal Amount: Not to exceed $8,500,000

Interest Rate: Not to exceed 4.5%

Maturity Date: Not to exceed 14 years

Aggregate Discount: Not to exceed 2%
Underwriter's Discount: Not to exceed 2%

Bond Rating: AA from S&P (insured by
                           BAM, Build America
                           Mutual)

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

Source of Repayment: Student Building Fee
                           Revenues

Timetable Considerations: The Series 2004A Bonds are "callable" and can be paid
                                 off beginning April 1, 2014. In advance of that date,
                                 the portion of the Series 2042A bonds that were issued
                                 for new project (stadium renovation) can be called
                                 using a one-time advanced refunding. Provided that the
                                 Regents grant authorization at their January 25, 2013
                                 meeting, and that the savings generated by issuing the
                                 Series 2013 Bonds continues to exceed the level of 8%
                                 of debt service, the University anticipates selling bonds
                                 via a competitive sale on or around February 13, and
                                 closing the transaction on February 27.

The State Board of Regents of the State of Utah (the *"Board"*) met in regular session at Dixie State College, 225 South 700 East, St. George, Utah, on January 25, 2013, commencing at 8:00 a.m. The following members of the Board were present:

Bonnie Jean Beesley	Chair
Daniel W. Campbell	Vice Chair
Keith Buswell*	Member
Wilford W. Clyde	Member
France A. Davis	Member
James T. Evans*	Member
Marlin K. Jensen	Member
Nolan E. Karras	Member
Thomas D. Leavitt	Student Member
Robert S. Marquardt	Member
Erik Mikkelsen*	Student Member
Carol Murphy*	Member
Jed H. Pitcher	Member
Robert W. Prince	Member
Harris H. Simmons	Member
Marlon O. Snow	Member
Mark Stoddard	Member
Teresa L. Theurer	Member
John H. Zenger	Member.

ABSENT: _____.

ALSO PRESENT:

David T. Cowley	Vice President for Business and Finance
Kirsten Schroeder	Secretary

As required by Section 52-4-203, Utah Code Annotated 1953, as amended, written minutes and a recording of this meeting are being kept.

After the meeting had been duly convened and called to order by the Chair and the roll had been called with the above result, and after other business had been conducted, the Chair announced that one of the purposes of the meeting was the consideration of various matters with

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*   Non-voting Member.

respect to the issuance and sale of the State Board of Regents of the State of Utah, Utah State University of Agriculture and Applied Science Student Building Fee Revenue Refunding Bonds.

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

YEA: _____

_____

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_____

NAY: _____.

ABSENT: _____.

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UTAH STATE UNIVERSITY STUDENT BUILDING FEE REVENUE REFUNDING BONDS IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED $8,500,000; AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE OF TRUST, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of Utah State University of Agricultural and Applied Science (the *"University"*) for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (the *"Act"*);

WHEREAS, in accordance with the provisions of the Act and the Utah Refunding Bond Act, Chapter 27, Title 11 of the Utah Code, the Board on behalf of the University is authorized to issue refunding bonds for the purpose of refunding outstanding bonds of the University;

WHEREAS, in 2004, the Board, on behalf of the University, issued its $11,065,000 Utah State University Student Building Fee Revenue and Refunding Bonds, Series 2004A (the *"Series 2004A Bonds"*) pursuant to the provisions of that certain General Indenture of Trust, dated as of January 15, 1993, as amended and restated (the *"General Indenture"*), between the Board and Wells Fargo Bank, N.A. as trustee (the *"Trustee"*) and that certain Second Supplemental Indenture of Trust, dated June 1, 2004, between the Board and the Trustee;

WHEREAS, the Board considers it desirable and necessary for the benefit of the University to authorize, pursuant to the provisions of this Resolution, the advance refunding of [all of the Series 2004A Bonds maturing on and after April 1, 2015, currently outstanding in the aggregate principal amount of $7,605,000] (the *"Refunded Bonds"*);

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue its Utah State University Student Fee Refunding Revenue Bonds (the *"Bonds"*) for the purpose of providing funds to (i) advance refund in advance of their maturity the Refunded Bonds, (ii) satisfy any necessary reserves, and (iii) pay costs of issuance of the Bonds, including the cost of any bond insurance policy, surety bond or other credit enhancement for the Bonds;

WHEREAS, the Bonds will be issued in an aggregate principle amount of not to exceed $8,500,000 and will be issued pursuant to the General Indenture as supplemented by a Third Supplemental Indenture of Trust (the *"Third Supplemental Indenture"* and, together with the General Indenture, the *"Indenture"*) between the Board, acting for and on behalf of the University, and the Trustee; and

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

WHEREAS, there have been presented to the Board at this meeting a form of a Preliminary Official Statement relating to the Bonds (the *"Preliminary Official Statement"*) and a form of the Third Supplemental Indenture; and

WHEREAS, pursuant to Section 53B-21-102(3)(m) of the Act, the Board desires to grant to the Chair and Vice Chair of the Board and the Chair of the Finance, Facilities and Accountability Committee of the Board (each, a *"Designated Board Officer"*) the authority to approve the final principal amounts, discounts, maturities, interest rates, redemption provisions, purchase prices and other terms of the Bonds (including the amount, if any, of the Debt Service Reserve Requirement for the Bonds) and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms do not exceed the parameters set forth in this Resolution, and the authority to approve and execute all documents relating to the issuance of the Bonds;

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

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein. Capitalized terms used and not otherwise defined herein shall have the meanings assigned to such terms in the Indenture.

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

Section 3. The Third Supplemental Indenture, in substantially the form presented to the Board at this meeting, is in all respects authorized, approved and confirmed. Each Designated Board Officer and the Secretary of the Board and the University's President or the Vice President for Administrative Services [or the Vice President for Business and Finance] (each a *"Designated University Officer"* and collectively with the Designated Board Officers, the *"Designated Officers"*) are hereby authorized to execute and deliver the Supplemental Indenture, in the form and with substantially the same content as presented at this meeting, for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized pursuant to the terms of this Resolution.

Section 4. For the purpose of providing funds to be used for the purpose of (i) advance refunding in advance of their maturity the Refunded Bonds, (ii) satisfying the Debt Service Reserve Requirement, if any, and (iii) paying costs of issuance of the Bonds, including the cost of any bond insurance policy, surety bond or other credit enhancement for the Bonds, the Board hereby authorizes the issuance of the Bonds in the aggregate principal amount of not to exceed $8,500,000. The Bonds shall bear interest at the rates, shall mature in the principal amounts and on the dates, and shall be subject to redemption, as shall be approved by a Designated Board Officer as provided below, all within the parameters set forth in *Schedule A* attached hereto and incorporated herein by reference.

Section 5. The form, terms and provisions of the Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the Indenture. Any Designated Board Officer and the Secretary of the Board and any Designated University Officer are hereby authorized to execute and seal the Bonds and to deliver the Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Bonds in accordance with the provisions of the Indenture.

Section 6. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement in such form as shall be approved by a Designated Officer. Each Designated Officer is authorized to execute such certificates as shall be necessary to "deem final" the Preliminary Official Statement for purposes of Rule 15c2-12 of the Securities and Exchange Commission. Any Designated Board Officer and any Designated University Officer are hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the form and with substantially the same content as the Preliminary Official Statement, with such alterations, changes or additions as may be necessary to conform to the terms of the Bonds and finalize the Official Statement. The use and distribution of the Official Statement are hereby authorized.

Section 7. The Bonds shall be sold to the initial purchaser (the *"Underwriter"*) pursuant to a public sale at a discount of not to exceed 4.5% of the face amount of the Bonds plus accrued interest, if any. Pursuant to Section 53B-21-102(3)(m) of the Act, a Designated Board Officer (with concurrence of a Designated University Officer) is hereby authorized to specify and agree as to the final principal amounts, discounts, maturities, interest rates, redemption provisions, purchase prices and other terms of the Bonds (including the amount, if any, of the Debt Service Reserve Requirement for the Bonds) for and on behalf of the Board and the University by the execution of the Indenture, such bond purchase contract or other instrument or instruments as may be necessary to confirm the award of the Bonds to the Underwriter, and any changes to the Third Supplemental Indenture from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution.

Section 8. The appropriate officers of the Board and the University, including without limitation the Designated Board Officers, Commissioner of Higher Education and Secretary of

the Board and the Designated University Officers are hereby authorized to take all action necessary or reasonably required by the Indenture to carry out, give effect to and consummate the transactions as contemplated thereby, including all action necessary or reasonably required to effectuate the advance refunding and defeasance of the Refunded Bonds, and are authorized to take all action necessary in conformity with the Act.

Section 9. The appropriate officials of the Board and the University, including without limitation the Designated Officers, are authorized to make any alterations, changes or additions to the Third Supplemental Indenture, the Bonds, the Preliminary Official Statement, or any other document herein authorized and approved as authorized by this Resolution, including such alterations, changes or additions which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, or to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of laws of the State of Utah or the United States.

Section 10. The appropriate officials of the Board and the University, including without limitation the Designated Board Officers, Commissioner of Higher Education and Secretary of the Board and the Designated University Officers, are hereby authorized and directed to (a) accept a commitment for, and agree to the terms of, a bond insurance policy, surety bond, or other credit enhancement that such officer or officers determine to be in the best interests of the Board and the University, and (b) execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents, instruments and other papers and perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein, including (without limitation) such (i) escrow or other agreements necessary in connection with the refunding of the Refunded Bonds, (ii) continuing disclosure undertakings or agreements as shall be necessary under Rule 15c2-12 of the Securities and Exchange Commission and (iii) certificates and agreements as shall be necessary to establish and maintain the tax status of the Bonds under the provisions of the Internal Revenue Code of 1986, as amended.

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

Section 12. All proceedings, resolutions and actions of the Board and the University and their officers and employees taken in connection with the Bonds are hereby ratified, confirmed and approved.

Section 13. After any of the Bonds are delivered by the Trustee to the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrepealable until the principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14.   If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15.   All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order or resolution or part thereof.

Section 16.   This Resolution shall become effective immediately upon its adoption.

(Signature page follows.)

PASSED AND APPROVED by the State Board of Regents of the State of Utah this 25th day of January, 2013.

STATE BOARD OF REGENTS OF THE STATE OF UTAH

_____

Chair

[SEAL]

ATTEST:

_____

Secretary

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

_____
Chair

[SEAL]

ATTEST:

_____
Secretary

STATE OF UTAH   )
                          : ss.

COUNTY OF SALT LAKE   )

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

      I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on January 25, 2013 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

      IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 25th day of January, 2013.

                                         _____
                                          Secretary

[SEAL]

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

I, Kirsten Schroeder, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah (the *"Board"*), do hereby certify, according to the records of the Board in my official possession, and upon my own knowledge and belief, that:

        (a)   in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, I gave public notice of the agenda, date, time and place of the January 25, 2013 public meeting held by the members of the Board by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West in Salt Lake City, Utah, on January __, 2013, at least 24 hours prior to the convening of such meeting, in the form attached hereto as *Exhibit A*, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the Board until the convening of the meeting; causing a copy of said Notice of Public Meeting in the form attached hereto as *Exhibit A* to be provided on January __, 2013 at least 24 hours prior to the convening of such meeting, to the *Deseret News* and *The Salt Lake Tribune*, newspapers of general circulation within the geographic jurisdiction of the Board, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the Board; and causing a Notice of Public Meeting to be posted on January __, 2013 at the Utah Public Notice Website at least 24 hours before the convening of the meeting;

        (b)   in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2013 Annual Meeting Schedule of the Board was given specifying the date, time and place of the regular meetings of the Board scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the Board in the form attached as *Exhibit B* to be posted during or before January 2013 at the principal office of the Board in Salt Lake City, Utah; such Notice of Annual Meeting Schedule having continuously remained so posted and available for public inspection during the regular office hours of the undersigned until the date hereof; causing a copy of such Notice of Annual Meeting Schedule to be provided during or before January 2013 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah; and causing a Notice of Annual Meeting Schedule to be posted during or before January 2013 at the Utah Public Notice Website; and

        (c)   the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as *Exhibit C*). In accordance with such provisions and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor

- 11 -

location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 25th day of January, 2013.

_____
Secretary

[SEAL]

SCHEDULE A

PARAMETERS

PRINCIPAL AMOUNT: Not to exceed $8,500,000.

TERM: Not to exceed 14 years from their date or dates.

INTEREST RATE: Fixed rates such that no coupon rate exceeds 4.5% per annum.

[REDEMPTION FEATURES: Optional redemption at not more than 101% of par within 11 years of issuance.]

[SALE PRICE: Not less than 98% of the principal amount of the Bonds.]

EXHIBIT A

[ATTACH NOTICE OF PUBLIC MEETING]

EXHIBIT B

[ATTACH NOTICE OF ANNUAL MEETING SCHEDULE]

EXHIBIT C

[ATTACH ELECTRONIC MEETING POLICY]

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Approval of Change in University of Utah Endowment Investment Guidelines

Issue

The University of Utah is seeking Regent approval of two changes in institutional endowment guidelines relative to alternative investments.

- University of Utah investment guideline X.3) c) provides a list of investments and a percentage range designed to diversify the institutions endowment alternative investment portfolio. The requested change is designed to reclassify Private Real Estate as part of Private Capital.

- University of Utah Investment guideline X.3) d) provides guidance in the mechanism used to make certain investments. The requested change includes the reclassification of Private Real Estate, consistent with the change requested to X.3) c), and gives the institution the ability to make the investment through direct funds.

Background

This change is not intended to eliminate investment in private real estate. Rather, the change is intended to include private real estate within the private capital category and to provide additional flexibility for investment through direct funds in addition to fund of funds.

Regent policy R541-6.1 requires the institutional Board of Trustees and the State Board of Regents to approve endowment investment guideline changes. At this juncture, the University of Utah Investment Advisory Committee and the University of Utah Board of Trustees have approved the change. The University of Utah is now seeking Regent approval.

The University of Utah has provided the following attachment illustrating the proposed changes to the institutional endowment guidelines.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends that the State Board of Regents approve the requested changes.</u>

David L. Buhler
Commissioner of Higher Education

DLB/GLS/PCM
Attachment

THE **U.**
UNIVERSITY
OF UTAH

December 20, 2012

Dr. Gregory L. Stauffer
Associate Commissioner for Planning, Finance, and Facilities
Office of the Commissioner of Higher Education
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Re: Approval of Change in University of Utah Endowment Investment Guidelines

Dear Greg:

State Board of Regents policy (R541-6.1) requires any changes to institutional policies and related guidelines for endowment investments to be approved by the institution's Board of Trustees and the State Board of Regents. On November 13, 2012, the University of Utah Board of Trustees approved the following changes in guidelines relating to alternative investments. In accordance with policy R541, we would now like to submit the changes for Board of Regents approval.

X. 3) c) The alternative investment segment of the portfolio should be diversified among types of investments. The following ranges shall govern the investment of Alternative Investment Funds:

Investment	Range
High Yield and Distressed Debt	0% - 10%
Private Capital, and Natural Resources and Private Real Estate	5% - 10%
Absolute Return and Long/Short Hedge Funds	0% - 15%

The above percentages are subject to prudent rebalancing standards.

X. 3) d) As of the date of the approval of these Guidelines by the Board of Trustees, Alternative Investment Funds that have majority holdings in Private Capital, and Natural Resources and Private Real Estate shall only can be invested through direct funds or fund of funds vehicles, subject to reassessment by the Investment Management Office and the Committee under Article XIV.

Sincerely,

Arnold B. Combe
Vice President

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds™

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Gift of West Institute Property

Issue

The University of Utah has requested authorization to accept a gift of the West Institute property and existing building that are located at 300 South and University Drive that is contiguous to the existing campus and currently used by the University under a $1 per year lease with the Church of Jesus Christ of Latter-day Saints. Relevant details of this request are provided in the attached letter from the University. Representatives from the University will be in attendance at the meeting to address questions from the Regents.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize acceptance of this significant gift to the University.

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

January 8, 2013

Commissioner Dave Buhler
Utah State Office of Higher Education
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner:

For the past 30 years the University of Utah, through the generous cooperation of The Church of Jesus Christ of Latter-day Saints, has had the use of the old West Institute building located on the southeast corner of 300 South and University Street (1340 East) in Salt Lake City. We have been notified that the Church is now willing to donate the building to the University, which we would like to accept.

In 1983, the University began leasing the West Institute building from the Church, for the past several years at a rate of $1.00 per year. The University has been responsible for the operational and maintenance costs of the building.

The building is currently being used by the departments of Music and Theatre as office, classroom, audition, rehearsal, and performance space. The building is an important part of the performing arts community for the University and the community-at-large across the Wasatch Front.

Given the importance and contiguous location of this building to the campus, the University is requesting that the Board of Regents authorize the acceptance of this significant gift.

Sincerely,

Fred Esplin
Vice President, Institutional Advancement

c: Gregory L. Stauffer, Associate Commissioner, Finance & Facilities
      W. Ralph Hardy, Assistant Commissioner for Facilities Planning
      Arnold B. Combe, University of Utah, Vice President for Administrative Services

Vice President
Institutional Advancement
201 South Presidents Circle, Room 201
Salt Lake City, Utah 84112
801-581-4088
Fax 801-581-6892

TAB V

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds"

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

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State College - Campus Master Plan Update

Issue

Dixie State College has requested approval of their updated Campus Master Plan which was last formally approved on March 11, 2011. The proposed updates are described in the materials that are attached for your review. DSC officials will be present at the meeting to present these materials and answer any questions the Regents might have.

Commissioner's Recommendation

The Commissioner recommends approval of this updated Campus Master Plan.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

Sherry J. Ruesch
Executive Director of Campus Services
Dixie State College of Utah
225 South 700 East
St. George, Utah 84770

Phone: 435-652-7562
Cell: 435-632-6334

January 7, 2013

Commissioner David L. Buhler
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Commissioner Buhler:

Dixie State College of Utah would like to present our FY2013 Campus Master Plan to the Board of Regents during their visit to our campus in January 2013. The Campus Master Plan was presented in 2011, and the following changes have been made since that time.

1. Updated Existing Campus Photo showing the completed Holland Centennial Commons and the Proposed East Elementary School purchase.
2. Moved the Proposed Classroom Building shown on the Future Plan to be on the northwest part of campus. It was shown south of the Holland Building in the 2011 plan.
3. Added the East Elementary Building to the Future Plan. This building is shown as a Capital Development request.
4. Added the Hurricane Campus to the Future Plan. The Hurricane Plan shows only the current building. Dixie State does not have any building plans for that campus at this time.

Please review the Regent's schedule to determine if there would be time for this presentation.

Thank you,

Sherry J. Ruesch

Dixie State College
Executive Director of Campus Services

To accommodate our rapid growth, The Master Plan proposes new buildings for the campus, reconfigures roads and walkways, addresses the need for more parking and preserves green areas.

Design Principles:

1. Social and Intellectual Interaction: The purpose of the Dixie State campus, as the physical manifestation of the idea of a College, is to bring together a diverse group of people by providing settings that foster learning, creativity, collegiality, and intellectual growth.

The principle of promoting interaction extends beyond the development of appropriate classrooms, courtyards, or quads, to the purposeful creation of many different types of spaces strategically planned, placed, and furnished to encourage informal dialogue in teacher-to-teacher, student-to-teacher, and student-to-student situations. There are three major campus components this principle applies to – outdoor space and indoor space woven together by a pedestrian campus.

Outdoor Space: Open space should support a sense of community, by providing many types and sizes of outdoor meeting and recreation areas. Open space should be designed and maintained to unify the campus by connecting diverse site and building elements together as an attractive whole.

Indoor Space: Where outdoor space is common to all campus constituents, individuals occupy indoor space. The building walls mitigate between the two environments. In buildings, opportunities for the exchange of ideas should also be maximized. As with outdoor space, many types and sizes of indoor meeting spaces should be provided for both planned and unplanned interaction. The amount of public space in buildings should be sufficiently generous to allow for this interaction to occur.

Pedestrian Campus: Fundamental to the idea of social interaction is the notion of a pedestrian campus. Only when people are outside of their cars do they have an opportunity to engage in the campus environment and community in a meaningful way. Through its design, the campus should encourage the individual to walk or use the transit system to move from place to place, experiencing things such as art and artifacts, and conversations with people along the way.

2. Respect for Historic and Cultural Influences: Dixie State College of Utah is celebrating its centennial birthday this year. Education was extremely important to the local pioneers and they made many sacrifices in order for the St. George Stake Academy to open its doors in 1911. That true "Dixie Spirit," lives on in the community and in our students, faculty and staff. Service has always been a way of life at Dixie, we continue to build on our traditional values to keep the "Dixie Spirit" as our vision and constant goal.

3. Value Sustainable Design: Sustainable development meets the needs of the present without compromising the ability of future generations to meet their needs. New building designs and remodels shall:

Utilize sustainable energy practices such as the use of efficient HVAC Systems, low power use items and renewable energy sources.
Use sustainable building materials: Whenever possible, we select materials that are recyclable, renewable, non-toxic, and locally produced.
Water Efficiency: By specifying fixtures and appliances that are low flow we can reduce the amount of water consumption saving water and money.
Waste Management: The building or space shall be designed in such a manner to encourage recycling and waste reduction.

4. Utilize Technology: Technology has become integral in our daily lives. Students are especially in tune with the digital world, and even the way they study is affected by technology. The availability and integration of computers and hand-held devices plays an essential role in the success of an enlivened student environment. Wireless communication has made all spaces on campus an extension of the classroom. The classroom is also taken off campus using Internet based teaching tools. All of these types of technology will be utilized in future buildings and programs in order to create a learning environment that can be molded to the needs of each individual student.

Existing Main Campus

Design Guidelines:

1. New facilities will be more closely spaced
2. Increase verticality of structures to 4-5 stories
3. Utilize technology to reduce the need for more space
4. Use sustainable concepts campus-wide
5. Strengthen the academic core
6. Group academic communities around open spaces
7. Develop utility extensions to handle growth
8. Acquire properties near campus for land bank
9. Encourage alternate transportation on and off campus
10. Develop housing using public/private partnerships

DIXIE STATE
COLLEGE OF UTAH

Dixie State College of Utah - 2013 Master Plan

■ Capital Development

■ Self-Funded Capital Development
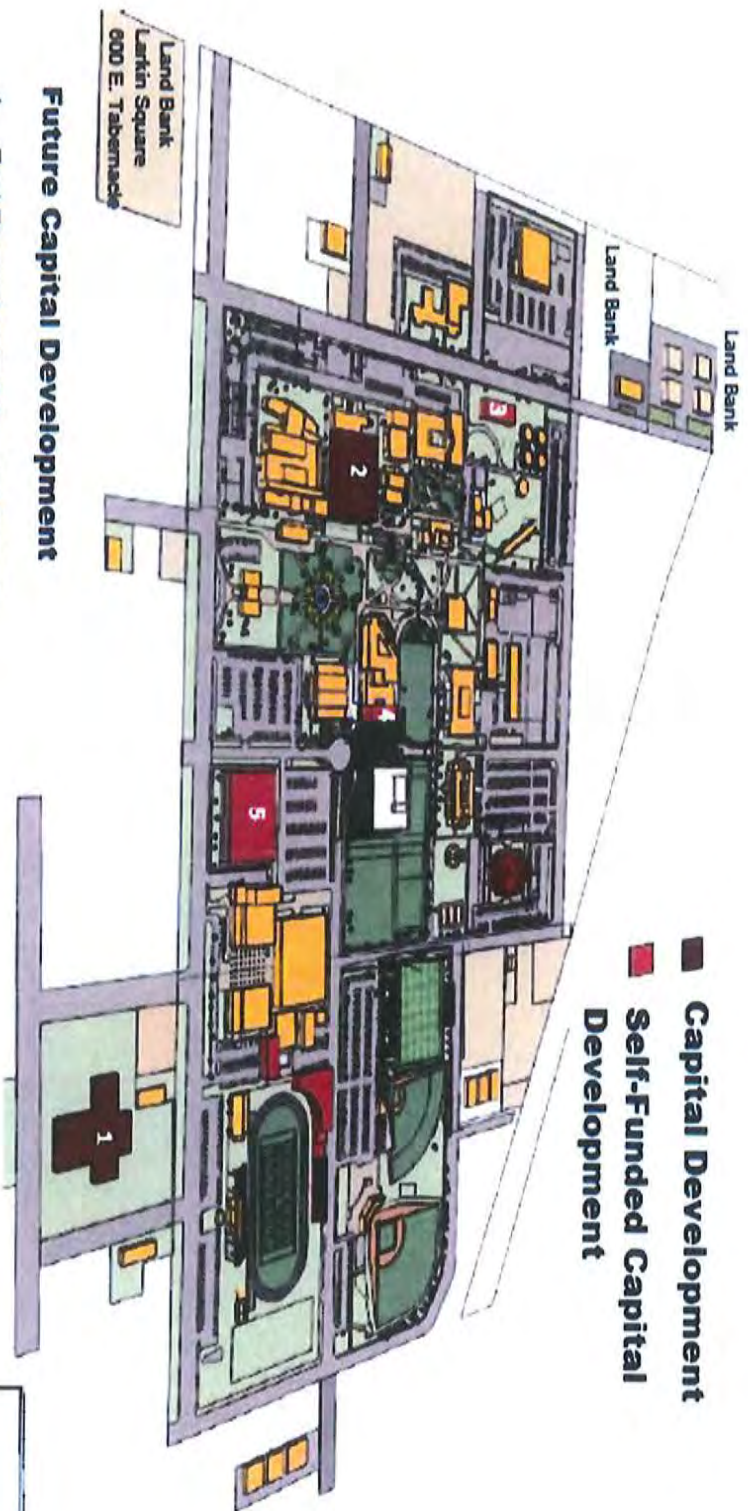
Future Capital Development

1 East Elementary Building and Property
2 New Classroom Building (Replace North Plaza)
3 350 Bed Student Housing (Privatiely Funded)
4 Gardner Student Union Addition (Self-Funded)
5 Parking Structure (Self-Funded)

Land Bank
Larkin Square
600 E. Tabernacle

Land Bank

Land Bank

FY 2013 Campus Master Plan

8.36 ACRES

HURRICANE CENTER

DSC
DIXIE STATE
COLLEGE OF UTAH

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Receipt and Sale of Donated Property

Issue

At the conclusion of last year, Weber State University (WSU) was approached by a donor with a proposal to make a gift of undivided interest in a parcel of property to WSU which was to be sold immediately to a prearranged buyer with the proceeds to be divided proportionately to WSU and two other beneficiaries. After consultation with the Office of the Commissioner and Board Executive Leadership, because of the unique circumstances and timing of this gift, WSU was authorized to proceed with acceptance of the offer and the immediate sale of the property. The net result was a $279,735 cash gift to WSU.

Additional details pertaining to the transaction are included in the attached letter from the University. Representatives from the institution will be in attendance at the meeting to address any questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board ratify this property transaction.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

January 4, 2013

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

Dear Commissioner Buhler:

Please place this gift/property transaction on the consent calendar of the January 2013 Board of Regents meeting.

At the request of donor Haven J. Barlow, on December 19th, Weber State University accepted undivided interest in a parcel of property in Davis County and then immediately sold its interest to a pre-arranged buyer. The net result of these two transactions was the gifting of $279,735 in proceeds to WSU. To facilitate this transaction prior to January 1, 2013, the Office of the Commissioner reviewed and approved the property transaction subject to Regent ratification. Below is some detail about the property transaction itself.

WSU was one of three charitable organizations that were granted undivided, minority interest in the property. Its share was 5.969%. Davis Performing Arts Association received 2.771% interest, and Davis Applied Technology College Foundation received 3.624%.

The parcel is 54.54 acres of largely undeveloped land and is located in Layton, UT adjacent to Wasatch Integrated Waste Management District--the prearranged buyer.

Weber State University has since received its proceeds and the funds are now fully incorporated into its investment/endowment program.

Please let me know if you have further questions.

Sincerely,

Dr. Norm Tarbox
Vice President for Administrative Services

TAB X

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L Buhler

SUBJECT: Update on Institutional Audit Reports to the Regents' Audit Committee

Issue

Regent Policy R-565 requires the Regents to meet as needed to review institutional audits and financial information. As part of this responsibility, the Regents Audit Sub-committee of the full Board is charged with scheduling meetings as necessary in order to maintain regular, independent communication and information flow between the Regents' Audit Committee and Trustees' Audit Committees. Annually the Regents' Audit Committee meets in January to review all eight USHE institutions.

The Committee will have met on January 23, 2013 with institutional trustee audit chairs, institutional trustee chairs, campus auditors, and often other institutional representatives. An oral report of the meetings will be provided to the Finance & Facilities Committee of the full Board on January 25, 2013.

Commissioner's Recommendation

This is an information item only. No action is required at this time.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/DAM

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Report of Auxiliary Funds

Background

Board of Regents Policy R550, Auxiliary Enterprises Operation and Accountability, requires an annual report of auxiliary operations within the Utah System of Higher Education (USHE). Auxiliary enterprises are business activities or other essentially self-supporting activities (as distinguished from primary programs of instruction, research, public service, and from intercollegiate athletics), the primary purpose of which is to provide specified services to students, faculty, staff, or guests of the institution. All institutional housing, food service, and college store activities are to be classified and managed as auxiliary enterprises.

Annually, USHE institutions provide reports of auxiliary enterprise activity. This information has been consolidated by OCHE staff for the purpose of Regent review and monitoring (see attachments). Auxiliary operations are examined by independent auditors during the annual financial statement audits.

Current Issue

Nationally, textbook sales have declined at college and university bookstores as a result of online and other options for students to acquire course materials. According to one institution, this drop is related to the "increasing prevalence and accessibility of e-books and other online resources."

The USHE campus stores are also facing the challenges of declining textbook revenue and, as a result, declining net income. One USHE campus store reports unit sales down 10.2% for Fall Semester 2012. Further, the institution reports that this decline in sales is consistent with many campus stores across the country whose unit sales are down 10% -13%. As a result, campus bookstores are exploring new methods of competitively offering textbooks to students.

The decline in bookstore net income has broader ramifications across campuses. Net income from auxiliary operations (including bookstores) is often used for campus projects, revenue bond obligations, repair and replacement needs, reserves and other campus needs. Fortunately, other USHE auxiliary operations appear healthy and are offsetting some of the challenges faced by the bookstores.

<u>Solutions</u>

The USHE campus stores are active in finding solutions to declining sales and net income. One solution is to offer textbook rentals, which is cheaper for the student and still provides some revenue. E-books and used textbooks are also options being either expanded or explored. Online ordering options, price comparison programs, and pick-up services have been added to enhance patron services. In addition, institutions are exploring other new products and services, while eliminating unproductive lines.

USHE institutional bookstores are active in finding solutions to a changing and dynamic industry; while working to support their campus communities while maintaining the fiscal discipline for success. Several institutions have developed written plans to address the challenges associated with declining textbook sales and net income. Many of the solutions identified in the plans have been implemented and positive sales results are being realized. As these successful new business plans are identified, best practices will be shared among the USHE institutions.

The Commissioner's office staff has prepared the following attachments.

- Attachment 1 - Report of Auxiliary Enterprise Operations (2011-12 Actuals)
- Attachment 2 - Report of Auxiliary Enterprise Operations (2011-12 Budgets)
- Attachment 3 - Auxiliary Enterprise Operations Comparisons (FY 2011 to FY 2012)
- Attachment 4 - Bookstore Auxiliary Enterprise Operations Comparisons (FY 2011 to FY 2012)

<u>Commissioner's Recommendation</u>

<u>This is an information item only; no action is required.</u>

David L. Buhler
Commissioner of Higher Education

DLB/GLS/DAM
Attachment

UTAH SYSTEM OF HIGHER EDUCATION

Report of Auxiliary Enterprise Operations (2011-12 Actuals)

	UU	USU	WSU	SUU	SNOW	DSC	UVU	SLCC
Beg Fund Balance*	$ 1,044,000	$ 390,523	$ 4,383,767	$ 2,214,702	$ 810,385	$ 2,680,060	$ 3,434,722	$ 2,901,499
Revenues	84,492,000	39,905,788	19,434,515	7,961,951	3,273,454	7,181,585	16,959,831	15,347,121
Expenditures	(81,895,000)	(34,365,336)	(18,007,928)	(5,453,544)	(3,423,720)	(6,591,699)	(16,921,393)	(15,071,332)
Net Income	2,597,000	5,540,452	1,426,587	2,508,407	(150,266)	589,886	38,438	275,789
Transfers	(2,271,000)	(5,526,473)	(1,222,032)	(2,416,060)	-	(444,291)	(38,438)	(208,301)
Change in F/B	326,000	13,979	204,555	92,347	(150,266)	145,595	-	67,488
End Fund Balance	$ 1,370,000	$ 404,502	$ 4,588,322	$ 2,307,049	$ 660,119	$ 2,825,655	$ 3,434,722	$ 2,968,987
End Fund Bal to Rev	2%	1%	24%	29%	20%	39%	20%	19%
End Fund Bal to Net Inc	53%	7%	322%	92%	439%	479%	8936%	1077%

* It should be noted that the Fund Balance includes cash, inventories, etc. related to running/maintaining Auxiliary Enterprise Operations.

UTAH SYSTEM OF HIGHER EDUCATION
Report of Auxiliary Enterprise Operations (2012-13 Budgets)

	UU	USU	WSU	SUU	SNOW	DSC	UVU	SLCC
Beg Fund Balance*	$ 1,370,000	$ 404,502	$ 4,588,322	$ 2,307,049	$ 660,119	$ 2,825,655	$ 3,434,722	$ 2,968,987
Revenues	90,933,000	42,421,957	19,550,000	7,838,259	3,440,000	7,867,400	17,145,570	13,893,100
Expenditures	(89,424,000)	(36,735,682)	(17,949,564)	(5,303,276)	(3,219,780)	(7,225,400)	(16,741,318)	(13,678,100)
Net Income	1,509,000	5,686,275	1,600,436	2,534,983	220,220	642,000	404,252	215,000
Transfers	(1,602,000)	(5,461,896)	(1,325,436)	(2,490,665)	-	(102,300)	(404,252)	(215,000)
Change in F/B	(93,000)	224,379	275,000	44,318	220,220	539,700	-	-
End Fund Balance	$ 1,277,000	$ 628,881	$ 4,863,322	$ 2,351,367	$ 880,339	$ 3,365,355	$ 3,434,722	$ 2,968,987
End Fund Bal to Rev	1%	1%	25%	30%	26%	43%	20%	21%
End Fund Bal to Net Inc	85%	11%	304%	93%	400%	524%	850%	1381%

* It should be noted that the Fund Balance includes cash, inventories, etc. related to running/maintaining Auxiliary Enterprise Operations.

UTAH SYSTEM OF HIGHER EDUCATION
Auxiliary Enterprise Operations Comparisons (FY 2011 to FY 2012)

UU

	2010-11	2011-12	$ Change	% Change
Revenues	$ 82,776,000	$ 84,492,000	$ 1,716,000	2%
Expenditures	(79,283,000)	(81,895,000)	(2,612,000)	3%
Net Income	3,493,000	2,597,000	(896,000)	-26%
End Fund Bal	$ 1,044,000	$ 1,370,000	$ 326,000	31%

USU

	2010-11	2011-12	$ Change	% Change
Revenues	$ 39,459,295	$ 39,905,788	$ 446,493	1%
Expenditures	(33,980,465)	(34,365,336)	(384,871)	1%
Net Income	5,478,830	5,540,452	61,622	1%
End Fund Bal	$ 426,561	$ 404,502	$ (22,059)	-5%

WSU

	2010-11	2011-12	$ Change	% Change
Revenues	$ 18,987,819	$ 19,434,515	$ 446,696	2%
Expenditures	(17,375,764)	(18,007,928)	(632,164)	4%
Net Income	1,612,055	1,426,587	(185,468)	-12%
End Fund Bal	$ 4,383,767	$ 4,588,322	$ 204,555	5%

SUU

	2010-11	2011-12	$ Change	% Change
Revenues	$ 9,079,623	$ 7,961,951	$ (1,117,672)	-12%
Expenditures	(5,850,552)	(5,453,544)	397,008	-7%
Net Income	3,229,071	2,508,407	(720,664)	-22%
End Fund Bal	$ 2,214,652	$ 2,307,049	$ 92,397	4%

SNOW

	2010-11	2011-12	$ Change	% Change
Revenues	$ 2,322,634	$ 3,273,454	$ 950,820	41%
Expenditures	(2,427,908)	(3,423,720)	(995,812)	41%
Net Income	(105,274)	(150,266)	(44,992)	-43%
End Fund Bal	$ 810,383	$ 660,119	$ (150,264)	19%

DSC

	2010-11	2011-12	$ Change	% Change
Revenues	$ 7,308,789	$ 7,181,585	$ (127,204)	-2%
Expenditures	(6,550,237)	(6,591,699)	(41,462)	1%
Net Income	758,552	589,886	(168,666)	-22%
End Fund Bal	$ 2,680,063	$ 2,825,655	$ 145,592	5%

UVU

	2010-11	2011-12	$ Change	% Change
Revenues	$ 18,568,043	$ 16,959,831	$ (1,608,212)	-9%
Expenditures	(17,698,614)	(16,921,393)	777,221	-4%
Net Income	869,429	38,438	(830,991)	-96%
End Fund Bal	$ 3,434,722	$ 3,434,722	$ -	0%

SLCC

	2010-11	2011-12	$ Change	% Change
Revenues	$ 15,955,911	$ 15,347,121	$ (608,790)	-4%
Expenditures	(15,579,396)	(15,071,332)	508,064	-3%
Net Income	376,515	275,789	(100,726)	-27%
End Fund Bal	$ 2,901,499	$ 2,968,987	$ 67,488	2%

Bookstore Auxiliary Enterprise Operations Comparisons (FY 2011 to FY 2012)

UU

	2010-11	2011-12	% Change
Revenues	25,749,000	24,864,000	-3%
Expenditures	(25,356,000)	(24,687,000)	-3%
Net Income	393,000	177,000	-55%

WSU

	2010-11	2011-12	% Change
Revenues	12,313,819	12,521,660	2%
Expenditures	(11,907,463)	(12,238,810)	3%
Net Income	406,356	282,850	-30%

USU

	2010-11	2011-12	% Change
Revenues	13,477,854	12,360,308	-8%
Expenditures	(13,383,582)	(12,988,652)	-3%
Net Income	94,272	(628,344)	-767%

SUU

	2010-11	2011-12	% Change
Revenues	3,782,675	3,341,384	-12%
Expenditures	(3,536,379)	(3,299,242)	-7%
Net Income	246,296	42,142	-83%

SNOW

	2010-11	2011-12	% Change
Revenues	313,568	295,183	-6%
Expenditures	(280,176)	(268,655)	-4%
Net Income	33,392	26,528	-21%

DSC

	2010-11	2011-12	% Change
Revenues	4,694,224	4,493,487	-4%
Expenditures	(4,373,854)	(4,200,470)	-4%
Net Income	320,370	293,017	-9%

UVU

	2010-11	2011-12	% Change
Revenues	12,600,830	11,415,187	-9%
Expenditures	(12,015,922)	(11,260,065)	-6%
Net Income	584,908	155,122	-73%

SLCC

	2010-11	2011-12	% Change
Revenues	11,414,478	10,687,263	-6%
Expenditures	(11,034,081)	(10,427,265)	-5%
Net Income	380,397	259,998	-32%

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Report of Institutional Revenue Bonded Indebtedness

Issue

In compliance with Regents' Policy R590, *Issuance of Revenue Bonds for Facilities Construction or Equipment,* the annual report of USHE Institutional Revenue Bond Indebtedness is attached for your information and review. The report summarizes all USHE revenue bonds that were outstanding on June 30, 2012. All outstanding bonds have been through the process of legislative authorization and Regents' approval as required by State statutes and Regents' policies (please note that while legislative authorization is required prior to initial bond issuance, the Board of Regents is authorized to proceed with refunding of existing bonds without additional legislative action).

All bonds covered in the report are being retired on schedule with debt service requirements being met or exceeded in every case.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

Utah System of Higher Education
Outstanding University & College Revenue Bonds
Fiscal Year 2012

University or College	Original Amount	Series	Purpose	Debt Service Coverage Requirement*	Debt Service Coverage as of 30-Jun-12	Maturity Date	Outstanding Balance as of 30-Jun-12
University of Utah							
Aux. & Campus Fac.	11,140,000	1987A	Aux & Campus Fac Revenue Refunding	1	1.94	2014	115,000
	52,590,000	1997A	Aux & Campus Fac Sys Rev (variable) - Stadium	1	1.94	2027	3,000,000
	120,240,000	1998A	Aux & Campus Fac Sys Rev Refunding - Housing	1	1.94	2029	30,365,000
	42,955,000	2005A	Aux & Campus Fac Sys Rev Refunding	1	1.94	2021	30,550,000
	23,515,000	2010A	Aux & Campus Fac Revenue Refunding	1	1.95	2024	22,515,000
	2,570,000	2010B	Aux & Campus Fac Revenue (nontaxable)	1	1.95	2015	2,570,000
	42,525,000	2010C	Aux & Campus Fac Revenue (taxable)	1	1.95	2036	42,525,000
Subtotal	295,535,000						131,640,000
Hospital Facilities	30,480,000	2005A	Hospital Revenue Refunding	1.1	3.38	2018	20,590,000
	77,145,000	2006A	Hospital Revenue Refunding - Hospital Expansion	1.1	3.38	2032	77,145,000
	9,135,000	2009A	Hospital Revenue - UNI expansion (nontaxable)	1.1	3.38	2017	9,135,000
	41,785,000	2009B	Hospital Revenue - UNI expansion (taxable)	1.1	3.38	2031	41,785,000
	36,120,000	2010	Hospital Revenue	1.1	3.38	2026	35,600,000
	20,145,000	2011A	Hospital Revenue Refunding	1.1	3.38	2026	19,580,000
	66,480,000	2011B	Hospital Revenue	1.1	3.38	2032	66,480,000
Subtotal	281,290,000						270,315,000
Research Facilities	9,685,000	2004A	Research Facilities Rev. - Med. Research Renovation	2.5	2.79	2019	5,185,000
	5,515,000	2005A	Research Facilities Rev. - Moran Eye Center	2.5	2.79	2025	4,060,000
	20,130,000	2005B	Research Facilities Rev. Refunding	2.5	2.79	2020	9,175,000
	9,360,000	2008A	Research Facilities Rev. - NPS Building	2.5	2.79	2022	7,180,000
	19,080,000	2009A	Research Facilities Rev. - N. Campus Infra. (nontaxable)	2.5	2.79	2019	13,595,000
	27,730,000	2009B	Research Facilities Rev. - N Campus Infra. (taxable)	2.5	2.79	2029	27,730,000
Subtotal	91,500,000						66,925,000
Cert. of Participation	42,450,000	2007	Refund Viron Lease & Co-gen Project	N/A	N/A	2027	34,995,000
UU Total	**$ 710,775,000**						**$ 503,875,000**
Utah State University							
Student Housing	$ 39,155,000	2007	Student Fee & Housing Sys Ref Rev	1.1	1.74	2035	39,155,000
Student Housing	8,130,000	2009	Student Fee & Housing Sys Rev Ref	1.1	1.74	2015	4,980,000
Research Facilities	23,735,000	2002A	Research Rev and Ref	2.5	7.13	2013	1,845,000
Research Facilities	705,000	2003A	Research Revenue Bonds	2.5	7.13	2016	255,000
Research Facilities	22,000,000	2009	Research Revenue Bonds	2.5	7.13	2031	20,925,000
Research Facilities	11,070,000	2010	Research Revenue Bonds	2.5	7.13	2018	10,880,000
Stadium/Fieldhouse/Wellness Cntr.	11,065,000	2004A	Student Building Fee Ref Rev	1.1	1.55	2026	8,460,000
USU Total	**$ 115,860,000**						**$ 86,500,000**
Weber State University							
Shepherd Union Renovation	22,810,000	2005	Student Facilities System	1.25	1.87	2032	21,225,000
Student Housing Refinance	10,155,000	2007	Student Facilities System Refunding	1.25	1.87	2031	10,000,000
Student Housing	14,015,000	2010A	Student Facilities System	1.25	1.87	2040	14,015,000
Student Facilities	17,380,000	2012	Student Facilities System	1.25	1.87	2032	17,380,000
WSU Total	**$ 64,360,000**						**$ 62,620,000**
SUU							
Living & Learning Cntr.	4,540,000	2002A	Student Building Fee/Refunding Rev	1.15	1.31	2014	1,220,000
Student Housing	8,285,000	2011	Student Building Fee/Refunding Rev	1.15	1.31	2023	8,115,000
Student Housing	12,025,000	2008	Auxiliary System & Student Bldg. Fee Rev	1.15	1.31	2033	11,080,000
SUU Total	**$ 24,850,000**						**$ 20,415,000**
Snow College							
Student Housing	16,810,000	2011	Student Fee and Housing System Revenue	N/A	N/A	2036	16,810,000
Snow College Total	**$ 16,810,000**						**$ 16,810,000**
Dixie State College							
Dixie Center	5,195,000	2006	Dixie Center Lease Rev Ref	N/A	N/A	2023	3,865,000
DSC Total	**$ 5,195,000**						**$ 3,865,000**
Utah Valley University							
Student Center	$ 11,020,000	2004A	Student Ctr Build Fee/Unified Sys Rev Ref	1.1	1.28	2020	3,080,000
Student Center	49,250,000	2012A	Student Life and Wellness Building	1.1	1.28	2033	49,250,000
Baseball Field	3,900,000	2004A	MBA Utah County/Lease Rev	1.1	1.28	2019	2,470,000
Education Building Refinance	2,600,000	2004B	MBA Utah County/Lease Rev Taxable	1.1	1.28	2014	810,000
Total	**$ 66,770,000**						**$ 55,610,000**
Salt Lake Community College							
Lifetime Activities/Student Cntr.	7,925,000	2010	Auxiliary System & Student Fee Revenue Refunding Bonds	1.25	2.51	2016	4,685,000
SLCC Total	**$ 7,925,000**						**$ 4,685,000**
USHE Total	**1,012,545,000**						**754,380,000**

*"Rate Covenant" and "Additional Bonds" Tests

January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Contracts and Grants Report

The attached report is provided in compliance with Board Policy R532 *Acceptance and Approval of Contracts & Grants*. Among the reports required by R532 is an annual report of institutional contract and grant activity, summarizing the number and dollar amounts of awards received during the previous fiscal year.

This year's report again includes the category of American Recovery and Reinvestment Act (ARRA) funds that are separate from the "State Fiscal Stabilization Fund" Program, in addition to the routine reporting categories. These ARRA funds were made available to institutions of higher education on a competitive proposal basis through various federal agencies (NIH, NSF, etc.). These funds have decreased significantly as the total amount set aside for this purpose has been depleted, and the amounts shown on this report are likely to be the last USHE institutions will have received from that program.

Independent of the ARRA funds, total contract and grant activity in USHE institutions decreased slightly from the prior fiscal year, with some variation among the institutions.

Commissioner's Recommendation

This is an information item only; No action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

Utah System of Higher Education
Contracts and Grants Report

Institution	Fiscal Year 2011		Fiscal Year 2012		% Change	
	No.	Total $ Amount	No.	Total $ Amount	No.	Amount
University of Utah						
Research	1,723	$314,151,400	1,721	$298,080,038	-0.1%	-5.1%
Instruction	190	30,411,149	182	37,096,442	-4.2%	22.0%
Clinical	175	26,565,562	179	23,473,224	2.3%	-11.6%
Other	350	39,435,798	355	34,043,293	1.4%	-13.7%
Subtotal UU	2,438	410,563,909	2,437	392,692,997	0.0%	-4.4%
ARRA Non-stabilization Funds	115	41,827,430	44	7,757,581	-61.7%	-81.5%
TOTAL UU	2,553	452,391,339	2,481	400,450,578	-2.8%	-11.5%
Utah State University						
Research	850	$121,423,148	876	$123,701,681	3.1%	1.9%
Instruction	56	4,017,048	58	5,938,739	3.6%	47.8%
Clinical						
Other	327	26,782,164	368	38,067,465	12.5%	42.1%
Subtotal USU	1,233	152,222,360	1,302	167,707,885	5.6%	10.2%
ARRA Non-stabilization Funds	20	22,598,744	20	0	0.0%	-100.0%
TOTAL USU	1,253	174,821,104	1,322	167,707,885	5.5%	-4.1%
Weber State University						
Research	30	$1,616,199	28	$1,567,617	-6.7%	-3.0%
Instruction	13	2,430,048	13	2,035,192	0.0%	-16.2%
Clinical						
Other	96	7,558,019	76	7,912,435	-20.8%	4.7%
Subtotal WSU	139	11,604,266	117	11,515,244	-15.8%	-0.8%
ARRA Non-stabilization Funds	12	405,895	0	0	-100.0%	-100.0%
TOTAL WSU	151	12,010,161	117	11,515,244	-22.5%	-4.1%
Southern Utah University						
Research	2	$14,606	14	$202,702	600.0%	1287.8%
Instruction	4	222,318	9	234,197	125.0%	5.3%
Clinical						
Other	66	7,384,853	77	7,094,618	16.7%	-3.9%
Subtotal SUU	72	7,621,777	100	7,531,517	38.9%	-1.2%
ARRA Non-stabilization Funds	5	473,710	2	112,458	-60.0%	-76.3%
TOTAL SUU	77	8,095,487	102	7,643,975	32.5%	-5.6%
Snow College						
Research						
Instruction						
Clinical						
Other	10	1,680,130	12	1,415,414	20.0%	-15.8%
Subtotal Snow	10	1,680,130	12	1,415,414	20.0%	-15.8%
ARRA Non-stabilation Funds						
TOTAL Snow	10	1,680,130	12	1,415,414	20.0%	-15.8%

Utah System of Higher Education
Contracts and Grants Report

Institution	Fiscal Year 2011		Fiscal Year 2012		% Change	
	No.	Total $ Amount	No.	Total $ Amount	No.	Amount
Dixie State College						
Research	1	$56,676	1	$21,620	0.0%	-61.9%
Instruction						
Clinical						
Other	30	1,839,987	27	1,936,475	-10.0%	5.2%
Subtotal DSC	31	1,896,663	28	1,958,095	-9.7%	3.2%
ARRA Non-stabilization Funds						
TOTAL DSC	31	1,896,663	28	1,958,095	-9.7%	3.2%
Utah Valley University						
Research	4	$91,827	5	$51,988	25.0%	-43.4%
Instruction	14	5,436,458	12	4,585,167	-14.3%	-15.7%
Clinical			0			
Other	27	7,074,794	34	6,720,744	25.9%	-5.0%
Subtotal UVU	45	12,603,079	51	11,357,899	13.3%	-9.9%
ARRA Non-stabilization Funds						
TOTAL UVU	45	12,603,079	51	11,357,899	13.3%	-9.9%
Salt Lake Community College						
Research						
Instruction	14	$4,379,747	27	$7,425,747	92.9%	69.5%
Clinical						
Other	15	$3,625,880	24	$3,121,188	60.0%	-13.9%
Subtotal SLCC	29	8,005,627	51	10,546,935	75.9%	31.7%
ARRA Non-stabilization Funds	4	1,125,950	0	0	-100.0%	-100.0%
TOTAL SLCC	33	9,131,577	51	10,546,935	54.5%	15.5%
Total USHE						
Research	2,610	437,353,856	2,645	423,625,646	1.3%	-3.1%
Instruction	291	46,896,768	301	57,315,484	3.4%	22.2%
Clinical	175	26,565,562	179	23,473,224	2.3%	-11.6%
Other	921	95,381,625	973	100,311,632	5.6%	5.2%
Subtotal USHE	3,997	606,197,811	4,098	604,725,986	2.5%	-0.2%
ARRA Non-stabilization Funds	156	66,431,729	66	7,870,039	-57.7%	-88.2%
TOTAL USHE	4,153	672,629,540	4,164	612,596,025	0.3%	-8.9%

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
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TDD 801.321.7130
www.higheredutah.org

January 16, 2013

MEMORANDUM

TO: State Board of Regents

From: David L. Buhler

SUBJECT: Utah System of Higher Education – 2013 Data Book

Annually, the Commissioner's Office produces a Utah System of Higher Education Data Book, which contains a comprehensive set of data tables covering a wide range of USHE topics. The 2013 version of the USHE Data Book has now been completed and is available in pdf format on the USHE web page www.Higheredutah.org under the research-data link http://www.higheredutah.org/about/research-data/.

Tabbed Sections in the USHE Data Book include the following topics:

Tab A - Executive Summary
Tab B - Degrees and Awards
Tab C - Enrollments
Tab D - CTE
Tab E - Tuition & Fees
Tab F - Paying for College (Financial Aid)
Tab G - Financial Information
Tab H - Budget History
Tab I - Cost Study
Tab J - Staffing
Tab K - Salary Comparisons
Tab L - Facilities
Tab M - Comparisons

In most cases the data provided is summarized at both the institutional and system levels.

Commissioner's Recommendation

This is an Information Item only; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/JAC
Attachment

Box Elder
2,282

Cache
5,853

Rich
143

Weber
11,783

Morgan
630

Davis
18,770

Summit
1,831

Daggett
37

Salt Lake
48,447

Tooele
2,124

Wasatch
2,157

Duchesne
618

Uintah
862

Utah
47,019

Juab
787

Carbon
851

Sanpete
1,745

Millard
1,059

Emery
535

Grand
268

Sevier
1,276

Beaver
438

Piute
1,276

Wayne
195

Iron
2,761

Garfield
268

San Juan
568

Washington
2.282

Kane
289

Fall 2012 Enrollment by County

Other US Locations	25,849
Foreign Locations	8,492
Unknown/ Unidentified	6,996

TAB CC

UTAH SYSTEM OF HIGHER EDUCATION

Building a Stronger State of Minds

State Board of Regents
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January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Pell Grants

Issue

The Federal Pell Grant Program provides need-based grants to low-income undergraduate students to promote access to higher education. A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are a large and very significant source of funding for higher education expenses for thousands of Utah students. In 2011-12, over 119,000 Utah students statewide received Pell funds totaling nearly $415 million for an average grant of $3,484. High demand from students and the nation's economic challenges place Pell Grants under continual funding pressure.

Background

For many students, a Pell Grant provides a foundation of financial aid to which other student aid such as work-study and student loans are added to meet educational costs. Congress sets the Pell Grant award amount and the formula to determine students' Pell eligibility. The 2012-13 maximum Pell Grant is $5,550 while the minimum is $577.

Students must apply annually for a Pell Grant and generally receive half of their Pell Grant award per semester. Eligibility for a Pell Grant is determined by a Congressionally-approved formula which takes into account income, assets, family size, and other factors. A short-lived provision which provided students the option to receive Pell Grant funding year-round has been eliminated as a cost-cutting measure. Also as a cost cutting move, effective July 1, 2012, Pell Grant eligibility is limited to 12 semesters, down from 18 semesters previously. Students are not required to use their 12 semesters of eligibility consecutively but must maintain satisfactory academic progress, generally defined as at least a C average.

Since the economic downturn, the number of Utah Pell Grant recipients and dollar amount are both up sharply. In the past three years from 2009 to 2012, the number of Utah Pell Grant recipients increased 92%, nearly double the national average (see Attachment 1). During the same period, the dollar amount of Pell Grant awards for Utah students increased 137% (see Attachment 2). If the economy recovers, the rapid increase in Pell Grant awards is expected to stabilize as fewer students enroll and employment opportunities improve.

For the Utah System of Higher Education (USHE) institutions during 2011-12, the largest amount of Pell Grant dollars was received by students studying at Utah Valley University at $56 million followed by Salt Lake Community College at $42 million and Utah State University at $37 million (see Attachment 3). Students studying at USHE institutions received 57% of the total Pell Grant dollar amount for 2011-12 followed by 26% for the private, non-profit institutions, and 16% for the for-profit, proprietary schools (see Attachment 4).

Pell Grant appropriations exceeded $33 billion nationwide in 2011-12. Because of such a large outlay of Federal dollars, the Pell Grant program remains the focus of heated debate about how to place the program on a path that is more financially sustainable and promotes intended outcomes. As the Pell Grant program comes under more scrutiny, proposals are being made to reign in the cost of the program by reducing the maximum award, limiting eligibility to fewer semesters, disbursing Pell Grant funds to students in regular increments over the course of a semester rather than in one lump sum, and a variety of proposals to tie Pell Grant eligibility to student completion.

Proposals to reform the Pell Grant program will be the focus of intense debate and much-needed research to determine which kinds of financial aid programs work best, for which students, and in what ways. Regardless of which direction the program takes, Pell Grants are likely to remain a crucial resource for students to help meet the challenge of paying for college.

<u>Commissioner's Recommendation</u>

<u>This is an information item. No action is needed</u>.

David L. Buhler
Commissioner of Higher Education

DLB/DAF
Attachments

Pell Grant
Recipients
Utah-Headquartered Institutions
Award Years 2000-2012
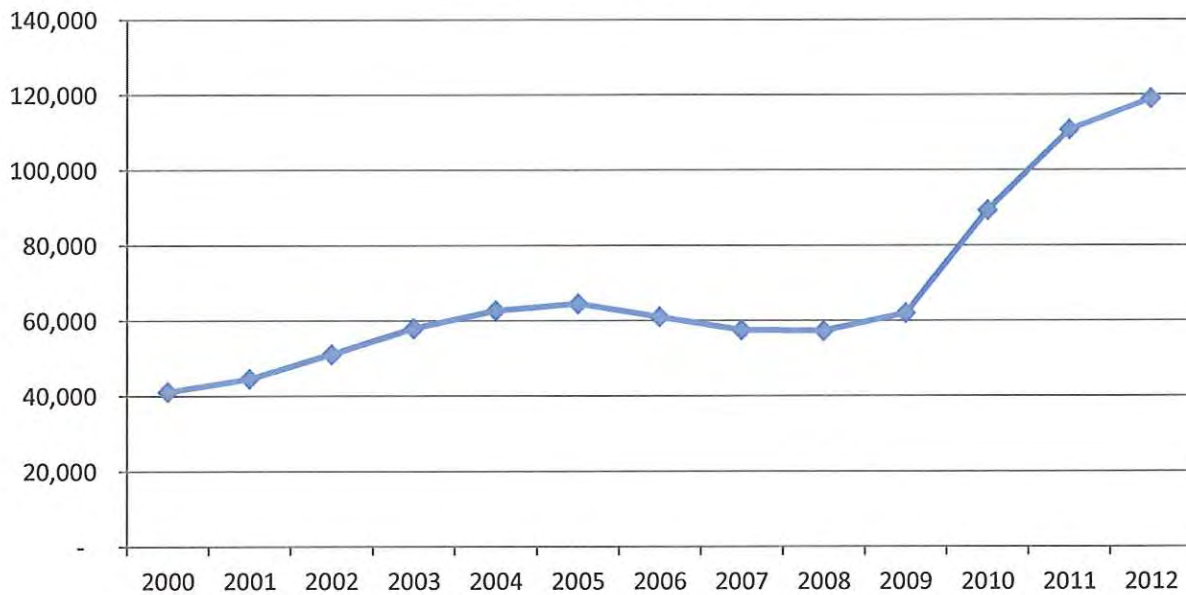
Award Year	Recipients	% Change
2000	41,177	-
2001	44,657	8.5%
2002	51,144	14.5%
2003	58,036	13.5%
2004	62,730	8.1%
2005	64,577	2.9%
2006	61,033	-5.5%
2007	57,580	-5.7%
2008	57,370	-0.4%
2009	62,054	8.2%
2010	89,367	44.0%
2011	110,765	23.9%
2012	119,018	7.5%

UTAH SYSTEM OF HIGHER EDUCATION

Pell Grant
Dollar Amount
Utah-Headquartered Institutions
Award Years 2000-2012
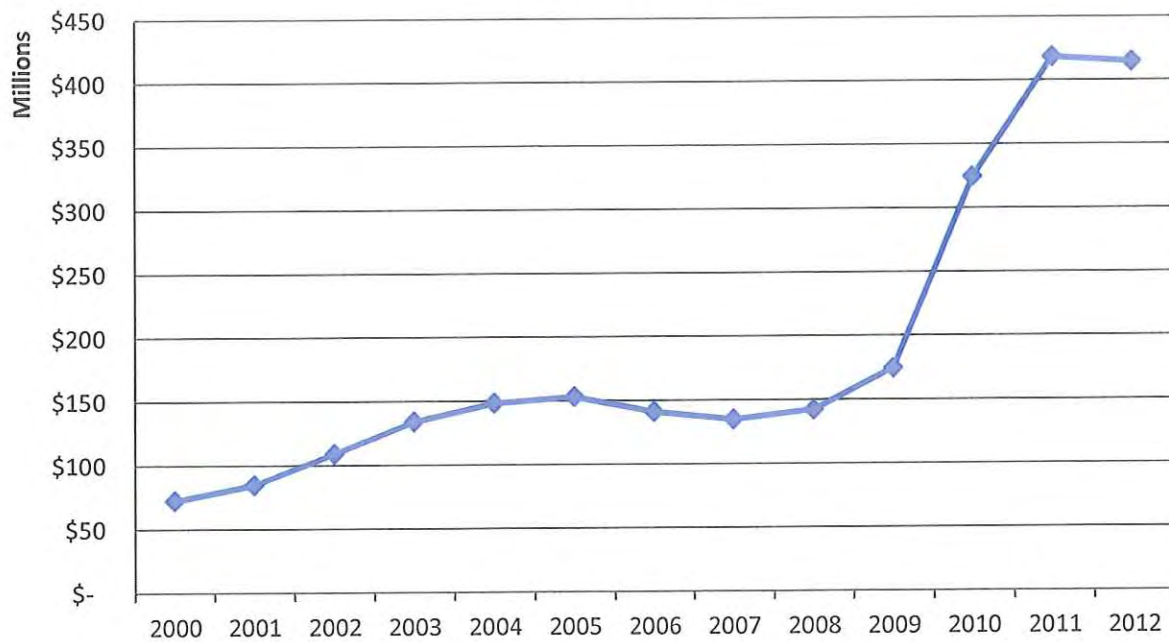
Award Year	Total $ Volume	% Change
2000	$ 72,512,563	-
2001	$ 84,713,786	16.8%
2002	$ 109,047,540	28.7%
2003	$ 134,069,185	22.9%
2004	$ 148,293,463	10.6%
2005	$ 153,111,221	3.2%
2006	$ 141,027,093	-7.9%
2007	$ 134,766,936	-4.4%
2008	$ 142,206,175	5.5%
2009	$ 174,749,179	22.9%
2010	$ 324,609,284	85.8%
2011	$ 418,448,369	28.9%
2012	$ 414,613,034	-0.9%

Pell Grant
by Institution
2011-2012 Award Year

School	Recipients	Disbursements
WESTERN GOVERNORS UNIVERSITY	15,390	$ 56,164,174
UTAH VALLEY UNIVERSITY	15,820	$ 55,634,527
BRIGHAM YOUNG UNIVERSITY	11,983	$ 47,589,094
SALT LAKE COMMUNITY COLLEGE	14,547	$ 42,324,972
UTAH STATE UNIVERSITY	10,341	$ 36,913,317
UNIVERSITY OF UTAH	8,880	$ 32,232,699
WEBER STATE UNIVERSITY	8,591	$ 29,421,332
STEVENS HENAGER COLLEGE	7,458	$ 26,455,501
DIXIE STATE COLLEGE OF UTAH	5,456	$ 19,280,599
SOUTHERN UTAH UNIVERSITY	3,342	$ 12,917,618
UTAH COLLEGE OF MASSAGE THERAPY	2,451	$ 7,348,799
SNOW COLLEGE	1,626	$ 5,915,921
EAGLE GATE COLLEGE	1,329	$ 4,377,750
AMERITECH COLLEGE	1,252	$ 4,098,336
PAUL MITCHELL THE SCHOOL	1,127	$ 4,025,626
EVEREST COLLEGE	1,130	$ 3,584,807
BROADVIEW UNIVERSITY	1,228	$ 3,398,548
LATTER DAY SAINTS BUSINESS COLLEGE	872	$ 3,045,181
WESTMINSTER COLLEGE	740	$ 2,772,807
OGDEN WEBER APPLIED TECHNOLOGY COLLEGE	812	$ 2,164,854
PROVO COLLEGE	580	$ 1,881,501
PAUL MITCHELL THE SCHOOL	376	$ 1,408,774
DAVIS APPLIED TECHNOLOGY COLLEGE	529	$ 1,244,641
BRIDGERLAND APPLIED TECHNOLOGY COLLEGE	357	$ 1,057,208
NEUMONT UNIVERSITY	208	$ 888,427
MOUNTAINLAND APPLIED TECHNOLOGY COLLEGE	227	$ 642,039
CAMEO COLLEGE OF ESSENTIAL BEAUTY	186	$ 569,476
AVEDA INSTITUTE PROVO	148	$ 531,263
MARINELLO SCHOOL OF BEAUTY	135	$ 514,494

UTAH SYSTEM OF HIGHER EDUCATION

School	Recipients	Disbursements
VISTA COLLEGE	214	$ 501,874
TAYLOR ANDREWS ACADEMY OF HAIR DESIGN	114	$ 442,648
DIXIE APPLIED TECHNOLOGY COLLEGE	152	$ 439,325
TAYLOR ANDREWS ACADEMY-ST. GEORGE	116	$ 405,686
SOUTHWEST APPLIED TECHNOLOGY COLLEGE	138	$ 375,286
CAREERS UNLIMITED	86	$ 294,596
IMAGEWORKS ACADEMY OF HAIR DESIGN	72	$ 261,421
AMERICAN BEAUTY ACADEMY	63	$ 243,327
ECHELON EDGE ACADEMY OF HAIR SKIN & NAILS	64	$ 218,350
BARBER SCHOOL (THE)	62	$ 217,135
RENAISSANCE ACADEMIE	59	$ 212,924
HEALING MOUNTAIN MASSAGE SCHOOL	53	$ 210,073
SKIN SCIENCE INSTITUTE (THE)	69	$ 200,898
MAXIMUM STYLE TEC SCHOOL OF COSMETOLOGY	51	$ 200,371
SHERMAN KENDALL'S ACADEMY OF BEAUTY ARTS & SCIENCES	54	$ 191,910
SKINWORKS SCHOOL OF ADVANCED SKINCARE	52	$ 188,423
MYOTHERAPY COLLEGE OF UTAH	65	$ 185,724
NIGHTINGALE COLLEGE	44	$ 164,419
HAIRITAGE HAIR ACADEMY	42	$ 156,128
EVANS HAIRSTYLING COLLEGE	47	$ 155,744
SHERMAN KENDALL'S ACADEMY OF BEAUTY ARTS & SCIENCES	38	$ 152,761
MANDALYN ACADEMY	45	$ 148,284
EVANS HAIRSTYLING COLLEGE	38	$ 136,092
MEDSPA ACADEMIES	41	$ 111,812
UINTAH BASIN APPLIED TECHNOLOGY COLLEGE	31	$ 107,541
ACAYDIA SCHOOL OF AESTHETICS	32	$ 103,467
PREMIER HAIR ACADEMY	26	$ 88,846
RENAISSANCE SCHOOL OF THERAPEUTIC MASSAGE	19	$ 67,592
SKIN INSTITUTE (THE)	10	$ 26,092
TOTAL	119,018	$ 414,613,034

Source: US Department of Education, www.studentaid.ed.gov/about/data-center/student/title-iv

UTAH SYSTEM OF HIGHER EDUCATION

Pell Grant
Dollar Volume by School Type
2011-12 Award Year

Proprietary For-Profit, $64.4 mill. 16%

Private Non-Profit $109.6 mill. 26%

Public Colleges & Universities USHE $234.6 mill. 57%

Public UCAT $6.0 mill. 1%

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds™
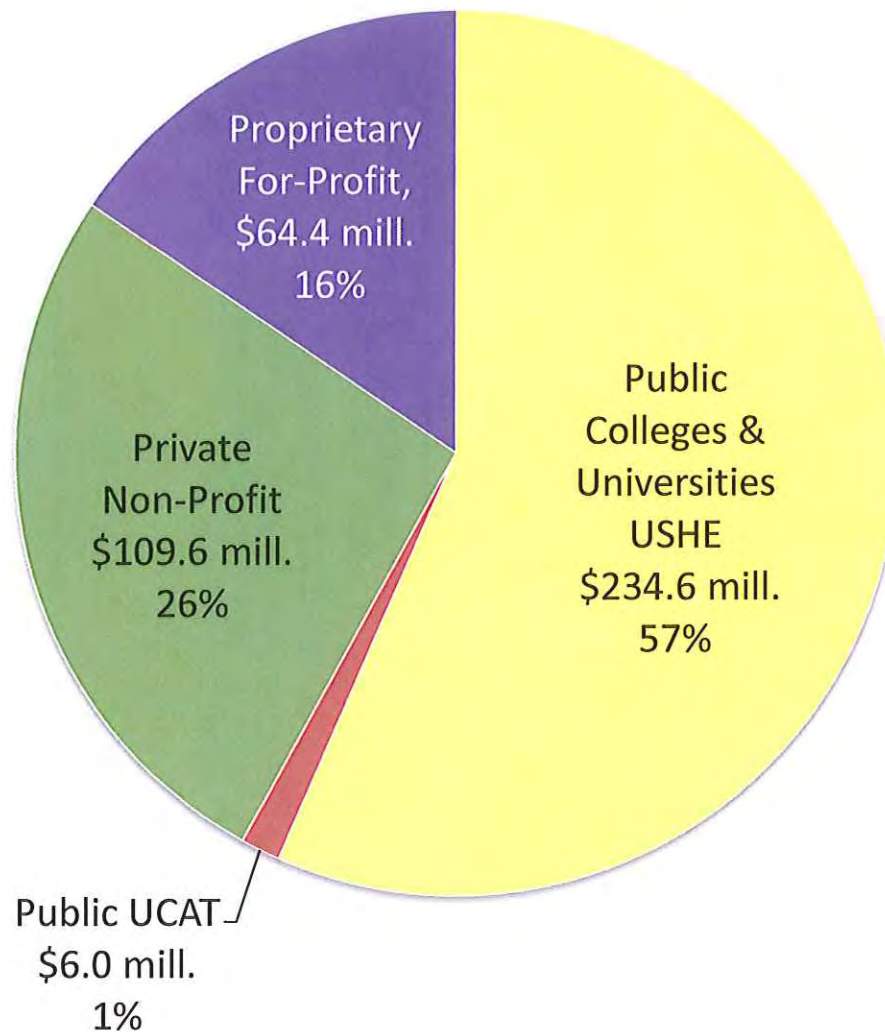
January 16, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

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 November 16, 2012, Utah Valley University, Orem, Utah.

B. Grant Proposals
    1. University of Utah – National Science Foundation; "Phantom"; $2,494,120. Jacobus Erasmus Van Der Merwe, Principal Investigator.

    2. University of Utah – NIH Office of the Director; "NIH DP2 Career Award"; $2,242,500. Leonard F. Pease III, Principal Investigator.

    3. University of Utah – DHHS National Institutes of Health; "Insulin Disruptor Bioassay"; $2,235,000. Otakuye Conroy-Ben, Principal Investigator.

    4. University of Utah – NIH National Institute of Biomedical Imaging and Bioengineering; "Repair of iatrogenic membrane"; $1,665,699. Russell J. Stewart, Principal Investigator.

    5. University of Utah – National Science Foundation; "KnowOps"; $1,140,747. Jacobus Erasmus Van Der Merwe, Principal Investigator.

    6. University of Utah – DHHS Agency for Healthcare Research & Quality; "Acute Low Back Pain w/Sciatic"; $1,893,658. Julie Mae Fritz, Principal Investigator.

    7. University of Utah – DHHS National Institutes of Health; "Consultation Planning"; $3,464,200. Margaret F. Clayton, Principal Investigator.

    8. University of Utah – DHHS National Institutes of Health; "New animal tumor models"; $3,725,000. You Han Bae, Principal Investigator.

9. University of Utah – NIH National Cancer Institute; "Oncolytic Adenovirus"; $1,862,500. Sung Wan Kim, Principal Investigator.

10. University of Utah – NIH National Institute on Drug Abuse; "Methamphetamine neurotoxicity"; $1,490,000. Jong-Hyun Son, Principal Investigator.

11. University of Utah – DHHS National Institutes of Health; "R01 resubmission – anaphylaxis"; $1,289,766. Amy M. Barrios, Principal Investigator.

12. University of Utah – DHHS National Institutes of Health; "Imaging Small Molecules"; $2,235,000. Jennifer M. Heemstra, Principal Investigator.

13. University of Utah – DHHS National Institutes of Health; "protein-protein interaction"; $2,235,000. Haitao Ji, Principal Investigator.

14. University of Utah – DHHS National Institutes of Health; "Regulation of dynein by LIS1"; $1,863,750. Michael Davidovich Vershinin, Principal Investigator.

15. University of Utah – DHHS National Institutes of Health; "Biochemical and Biomedical App"; $1,862,500. Peter J. Stang, Principal Investigator.

16. University of Utah – NIH National Cancer Institute; "Ponatinib Therapy"; $3,724,995. Thomas J. O'Hare, Principal Investigator.

17. University of Utah – NIH National Heart, Lung & Blood Institute; "Remodeling after LVAD therapy"; $2,354,000. Frank Sachse, Principal Investigator.

18. University of Utah – NIH National Cancer Institute; "Kinney/Cannon-Albright R25"; $1,923,828. Anita Kinney, Principal Investigator.

19. University of Utah – NIH National Heart, Lung & Blood Institute; "MRI of Diffuse Myocardial Fibr"; $1,863,750. Daniel Kim, Principal Investigator.

20. University of Utah – Patient Centered Outcomes Research Institute; "L Atrial remodeling and Stroke"; $1,638,866. Nassir F. Marrouche, Principal Investigator.

21. University of Utah – NIH Office of the Director; "Stabilizing Vasculature"; $6,531,725. Dean Y. Li, Principal Investigator.

22. University of Utah – DHHS National Institutes of Health; "Similarity Based Prediction"; $5,137,599. Leslie Lenert, Principal Investigator.

23. University of Utah – National Science Foundation; "C3PO"; $4,644,909. Leslie Lenert, Principal Investigator.

24. University of Utah – NIH Office of the Director; "Pharmacoresistant Epilepsy"; $3,725,000. Francis Edward Dudek, Principal Investigator.

25. University of Utah – Seattle Children's Hospital; "D&I TIPS Asthma"; $3,281,362. Rajendu Srivastava, Principal Investigator.

26. University of Utah – DHHS National Institutes of Health; "VCFclin"; $2,744,856. Karen Eilbeck, Principal Investigator.

27. University of Utah – DHHS National Institutes of Health; "Manipulating zebrafish genome"; $2,450,026. David Grunwald, Principal Investigator.

28. University of Utah – NIH National Institute of Mental Health; "Imprinting in eating disorders"; $2,408,527. Christopher T. Gregg, Principal Investigator.

29. University of Utah – University of Washington; "Virus-Host System Networks"; $2,307,045. Curt H. Hagedorn, Principal Investigator.

30. University of Utah – NIH Office of the Director; "Redefining Self: Regulation of"; $2,235,000. June Louise Round, Principal Investigator.

31. University of Utah – DHHS National Institutes of Health; "Toward Atomic Resolution"; $2,235,000. Adam Frost, Principal Investigator.

32. University of Utah – NIH Office of the Director; "Utilizing TALEN technology"; $2,235,000. Ryan M. O'Connell, Principal Investigator.

33. University of Utah – NIH National Institute of Diabetes and Digestive and Kidney Diseases; "Prorenin in CKD"; $2,103,264. Alfred K. Cheung, Principal Investigator.

34. University of Utah – Patient Centered Outcomes Research Institute; "Hearts Like Mine"; $1,963,968. Qing Treitler Zeng, Principal Investigator.

35. University of Utah – NIH National Institute of Diabetes and Digestive and Kidney Diseases; "Adenylyl Cyclase"; $1,893,445. Donald E. Kohan, MD., Principal Investigator.

36. University of Utah – NIH National Eye Institute; "Regulation of microglia"; $1,868,750. Monica L. Vetter, Principal Investigator.

37. University of Utah – NIH National Heart, Lung & Blood Institute; "Regulation of hematopoietic"; $1,863,750. Ryan M. O'Connell, Principal Investigator.

38. University of Utah – NIH National Heart, Lung & Blood Institute; "Vasculature in Arthritis"; $1,862,500. Dean Y. Li, Principal Investigator.

39. University of Utah – NIH National Institute of Biomedical Imaging and Bioengineering; "ETS-1 Signaling & Hyperplasia"; $1,862,500. Yan-Ting Shiu, Principal Investigator.

40. University of Utah – NIH Institute of Allergy & Infectious Diseases; "T cell intrinsic TLR signaling"; $1,862,500. June Louise Round, Principal Investigator.

41. University of Utah – DHHS National Institutes of Health; "FGF signaling"; $1,862,500. Suzanne L. Mansour, Principal Investigator.

42. University of Utah – DHHS National Institutes of Health; "IUGR dysregulates epigenetics"; $1,788,000. Lisa Anne Joss-Moore, Principal Investigator.

43. University of Utah – Patient Centered Outcomes Research Institute; "Enhancing Patient Participatio"; $1,536,920. Leslie Lenert, Principal Investigator.

44. University of Utah – DHHS National Institutes of Health; "neural circuit assembly"; $1,500,000. Megan E. Williams, Principal Investigator.

45. University of Utah – NIH National Institute of Child Health & Human Development; "Lung IgF1 epigenetics"; $ 1,500,000. Camille Fung, Principal Investigator.

46. University of Utah – DHHS National Institutes of Health; "1H/31P MR Spectroscopy"; $1,490,497. Eun-Kee Jeong, Principal Investigator.

47. University of Utah – University of Virginia; "Maker-NGS"; $1,393,662. Mark Yandell, Principal Investigator.

48. University of Utah – NIH National Institute of Allergy & Infectious Diseases; "Nano-chelation approach"; $1,335,547. Gang Liu, Principal Investigator.

49. University of Utah- NIH National Institute of Mental Health; "Adolescent Bipolar Depress"; $1,265,176. Douglas Gavin Kondo, Principal Investigator.

50. University of Utah – DHHS National Institutes of Health; "Molecular Biological Data"; $1,504,353. Orly Alter, Principal Investigator.

51. University of Utah – National Science Foundation; "Visualizations Using EEG"; $1,400,000. Christopher Johnson, Principal Investigator.

52. University of Utah – NIH National Institute on Deafness & Other Communication Disorders; "Biorheology Core Center"; $2,241,470.

53. University of Utah – National Science Foundation; "Preparing for STEM Careers"; $1,195,987. Kirsten Renee Butcher, Principal Investigator.

54. University of Utah – National Science Foundation; "Mesh Generation and Simulation"; $1,791,997. Adam Wade Bargteil, Principal Investigator.

55. University of Utah – DOD Defense Advanced Research Projects Agency; "CYBERSEC"; $1,721,740. Matthew Brendon Might, Principal Investigator.

56. University of Utah – National Science Foundation; "TCloud"; $1,199,997. Jacobus Erasmus Van Der Merwe, Principal Investigator.

57. University of Utah – National Science Foundation; "Analysis Concurrent Programs"; $1,195,251. Zvonimir Rakamaric, Principal Investigator.

58. University of Utah – DHHS Agency For Healthcare Research & Quality; "Electronic Exchange"; $1,249,997. Mollie Rebecca Cummins, Principal Investigator.

59. University of Utah – NIH National Institute of General Medical Science; "Genomic drug discovery"; $1,757,952. Andrea H. Bild, Principal Investigator.

60. University of Utah – AAA Foundation for Traffic Safety; "Driving safety and cessation"; $6,271,215. David Lee Strayer, Principal Investigator.

61. University of Utah – DHHS National Institutes of Health; "War in the Life Course"; $1,791,766. Kim Korinek, Principal Investigator.

62. University of Utah – NIH National Cancer Institute; "VanBrocklin – cKIT in Melanoma"; $1,862,500. Matthew W. Vanbrocklin, Principal Investigator.

63. University of Utah – NIH National Institute of General Medical Science; "Nuclear Pore Complex"; $1,862,500. Katharine S. Ullman, Principal Investigator.

64. University of Utah – NIH National Institute of Child Health and Human Development; "Molecular Bases"; $6,250,000. Nicola Longo, Principal Investigator.

65. University of Utah – Army Medical Research Acquisition Activity; "Development of AEA POP Devices"; $2,993,930. Kent N. Bachus, Principal Investigator.

66. University of Utah – NIH National Institute of Diabetes and Digestive and Kidney Diseases; "Kidney Purfusion/MRI"; $2,595,791. Lei Zhang, Principal Investigator.

67. University of Utah – NIH National Eye Institute; "V1/V2 Pathways"; $2,415,335. Alessandra Angelucci, Principal Investigator.

68. University of Utah – American Association for the Surgery of Trauma; "Chest Flail Study (R24)"; $2,402,397. Raminder Nirula, Principal Investigator.

69. University of Utah – DHHS National Institutes of Health; "Evolution of large DNA viruses"; $2,235,000. Nels Christian Elde, Principal Investigator.

70. University of Utah – Arteriocyte Inc; "Arteriocyte Burn Trial"; $2,000,000. Amit N. Patel, Principal Investigator.

71. University of Utah – NIH National Institute of Diabetes and Digestive and Kidney Disorders; "Sodium Bicarb & CKD"; $1,897,420. Alfred K. Cheung, Principal Investigator.

72. University of Utah – DHHS National Institutes of Health; "Porphyrin Biosynthesis"; $1,862,500. John Dearborn Phillips, Principal Investigator.

73. University of Utah – NIH National Heart Lung & Blood Institute; "TLR Signaling & Inflammation"; $1,862,500. Dean Y. Li, Principal Investigator.

74. University of Utah – NIH National Eye Institute; "Role of Sflt"; $1,862,500. Balamurali Krishna Ambati, Principal Investigator.

75. University of Utah – NIH National Institute of Neurological Disorders and Stroke; "Spinal cord stem cells"; $1,862,500. Richard Dorsky, Principal Investigator.

76. University of Utah – NIH National Heart Lung & Blood Institute; "Genetic Variation and Response"; $1,495,000. Tracy Ann Manuck, Principal Investigator.

77. University of Utah – NIH National Institute of Neurological Disorders and Stroke; "HC Screening in Stroke"; $1,117,500. Dean Y. Li, Principal Investigator.

78. University of Utah – NIH National Institute of Biomedical Imaging and Bioeng; "Dendrimer R01 Renewal"; $1,894,885. Hamidrezas Ghandehari, Principal Investigator.

79. University of Utah – US Department of Energy; "Confronting models"; $1,047,366. James R. Ehleringer, Principal Investigator.

80. Utah State University – US Department of Health and Human Services – Institute on Aging; "Longitudinal Costs of Dementia Across Levels of Severity in Cache Co. & US"; $3,001,863. Joann Tschanz, Principal Investigator; Christopher Corcoran, Maria Norton, Elizabeth Fauth, Co-Principal Investigators.

81. Utah State University – US Department of Health and Human Services – National Institutes of Health (NIH); "Alternate mechanism for polyfluorinated chemicals"; $1,848,453. Abby Benninghoff, Principal Investigator; Korry Hintze, Co-Principal Investigator.

82. Utah State University – US National Science Foundation; "Sustainable Production of Algae-based Biofuels and High-value Co-products using Wastewater"; $1,965,214. Ronald Sims, Principal Investigator; Charles Miller, Issa Hamud, Co-Principal Investigators.

83. Utah State University – US National Science Foundation; "NSF EFRI-PSBR: Merging Measurements and Computational Models to Optimize Microalgal Lipid Production"; $1,932,223. Lance Seefeldt, Principal Investigator; Byard Wood, Bruce Bugbee, Jason Quinn, Aaron Katz, Jeanette Norton, Co-Principal Investigators.

84. Utah State University – US Department of Health and Human Services – National Institutes of Health (NIH); "Noninvasive, Continuous Monitoring and Treatment of Diabetic Patients"; $2,067,088. Yue Cui, Principal Investigator.

85. Utah State University – Government of the Dominican Republic; "MSA B/N Government of the Dominican Republic and Utah State University Task #4"; $2,503,986. Mary Hubbard, Principal Investigator; Shelly Hernandez, Co-Principal Investigator.

86. Utah State University – US National Science Foundation; "Collaborative Research: Digitization TCN: Detecting Human Impacts on Plants and the Environment"; $1,006,919. Mary Barkworth, Principal Investigator; Curtis Dyreson, Co-Principal Investigator.

87. Utah State University – Southwest Research Institute (SwRI); "Jupiter Moon and Magnetospheric Plasma (JUMMPS) Langmuir Probe"; $2,115,379. Chad Fish, Principal Investigator.

88. Utah State University – Missile Defense Agency; "Air Force Research Laboratory (AFRL) Space Electronics Branch Support"; $2,500,000. John Santacroce, Principal Investigator.

89. Utah State University – Missile Defense Agency; "Air Force Research Laboratory Space Vehicles Directorate Support"; $13,999,432. Quinn Young, Principal Investigator; John Santacroce, Co-Principal Investigator.

90. Utah State University – US National Science Foundation; "CNH: Dynamics of coupled human and carnivore systems in the western USA: linkages among carnivore"; $1,499,360. Zhao Ma, Principal Investigator; Julie Young, Co-Principal Investigator.

91. Utah State University – US Department of Health and Human Services – National Institutes of Health (NIH); "Resurgence of Cocaine Seeking"; $1,432,951. Tim Shahan, Principal Investigator; Gregory Madden, Amy Odum, Co-Principal Investigators.

92. Utah State University – The University of Arizona; "Origins Spectral Interpretation Resource Identification Security Regolith Explorer (OSIRIS-REx)"; $1,527,000. Jed Hancock, Program Manager.

93. Utah State University – Hill Air Force Base; "Solar Observing Optical Network (SOON) H-Alpha Filter Refurbishment"; $2,642,347. Deon Dixon, Program Manager.

94. Utah State University – Lockheed Martin Integrated Systems and Solutions; "Defense Signals Reconnaissance Program Necks Gin, DO217"; $1,242,636. Rob Foltynowicz, Program Manager.

95. Utah State University – NASA-General; "Flight Testing of Technologies for ITS-90 Standards for Satellite Based Earth Measurements (FTTS)"; $2,339,690. Shane Topham, Principal Investigator.

96. Utah State University – National Reconnaissance Office (NRO); "Base Framework"; $6,250,141.72. Seth Putnam, Program Manager.

C. Awards
1. University of Utah – National Science Foundation; "University of Utah MRSEC"; $2,000,000. Anil Virkar, Principal Investigator.

2. University of Utah – UT Department of Human Services; "UT IV-E Training"; $7,562,045. Norma J. Harris, Principal Investigator.

3. University of Utah – NIH National Institute of Child Health & Human Development; "Clark NCS Cache County Contrac"; $1,458,169. Edward B. Clark, Principal Investigator.

4. University of Utah – NIH National Institute of General Medical Science; "CHEETAH"; $4,328,054. Wesley Sundquist, Principal Investigator.

5. University of Utah – DHHS National Institutes of Health; "TCAT"; $2,236,125. Joshua Leitch Bonkowsky, Principal Investigator.

6. University of Utah – NIH National Heart, Lung & Blood Institute; "Cardiac Genome Analysis"; $1,570,415. H. Joseph Yost, Principal Investigator.

7. University of Utah – National Science Foundation; "Uncertainty in Simulations"; $1,799,125. Ross Whitaker, Principal Investigator.

8. University of Utah – NIH National Institute of Neurological Disorders and Stroke; "Novel Treatments for Epilepsy"; $4,756,745. H. Steve White, Principal Investigator.

9. University of Utah – DOT National Highway Traffic Safety Administration; "NEMSIS Tech Assist Ctr"; $1,500,000. Newell C. Mann, Principal Investigator.

10. Utah State University – Ministry of Higher Education, Science, & Tech. – Dom. Repub.; "Agreement for Technical Cooperation Between the Government of the DR and USU"; $3,667,990. Mary Hubbard, Principal Investigator; Shelly Hernandez, Co-Principal Investigator.

11. Utah State University – US Department of Energy; "Robust cell-leveling modeling and control of large battery packs"; $2,308,217. Regan Zane, Principal Investigator.

12. Utah State University – Government of the Dominican Republic; "MSA B/N Government of the Dominican Republic and Utah State University Task #4"; $1,950,962. Mary Hubbard, Principal Investigator; Shelly Hernandez, Co-Principal Investigator.

13. Utah State University – Sierra Nevada Corporation; "Automatic Target Recognition (ATR) in the Virtual Imagery Processing Capability (VIP-C)"; $1,482,000. Kenny Reese, Principal Investigator.

14. Utah State University – The University of Arizona; "Origins Spectral Interpretation Resource Identification Security Regolith Explorer (OSIRIS-REx)"; $1,527,000. Jed Hancock, Program Manager.

15. Utah State University – Missile Defense Agency; "Precision Tracking and Space System (PTSS) Support"; $3,328,000. Lorin Zollinger, Program Manager.

16. Utah State University – Naval Research Lab; "Naval Research Laboratory (NRL) Intelligence, Surveillance, and Reconnaissance Systems (ISRS)-Virtualized Imagery Processing Capability (VIP-C) Full Spectrum Geospatial Intelligence (FSGI) Processing"; $1,500,000. Lance Fife, Rob Foltynowicz, Scott Anderson, Glen Wada, Program Managers.

D. Academic Items Received and Approved

1. New Programs
   a. University of Utah – Emphases in Doctor of Nurse Practitioner
      i. Emphasis in Family Nurse Practitioner and Adult-Gerontology Primary Care Nurse Practitioner
      ii. Emphasis in Family Nurse Practitioner and Pediatric Primary Care Nurse Practitioner
   b. University of Utah – Graduate Certificate in Personal Health Care
   c. University of Utah – Minor in Pediatric Clinical Research
   d. Southern Utah University – Minor in Ethnic Studies
   e. Dixie State College – Emphasis in Recreation Management
   f. Utah Valley University – Minor in Constitutional Studies
   g. Salt Lake Community College – Certificate of Completion in Mobile Publishing
   h. Salt Lake Community College – Certificate of Proficiency in Computer Support Specialist
   i. Salt Lake Community College – Certificate of Proficiency in Creative Arts Entrepreneurship
   j. Salt Lake Community College – Certificate of Proficiency in Lineworker
   k. Salt Lake Community College – Certificate of Proficiency in Meter
   l. Salt Lake Community College – Certificate of Proficiency in MIDI
   m. Salt Lake Community College – Certificate of Proficiency in Motion Graphics and Visual Effects
   n. Salt Lake Community College – Certificate in Motorcycle and Outdoor Power Equipment Technology
   o. Salt Lake Community College – Certificate of Proficiency in Music Recording Technology
   p. Salt Lake Community College – Certificate of Proficiency in Network Infrastructure Technician
   q. Salt Lake Community College – Certificate of Proficiency in Paraeducation
   r. Salt Lake Community College – Certificate of Proficiency in Substation Apprentice
   s. Salt Lake Community College – Certificate of Proficiency in Web Graphic Design

2. New Unit
   a. Weber State University – Hall Center for Sales Excellence
   b. Southern Utah University – Institute of Policy Analysis

3. Discontinue
   a. Southern Utah University – Bachelor of Art in German
   b. Southern Utah University – Bachelor of Art in German Teaching

4. Three-Year Report
   a. University of Utah – Interdisciplinary Minor in Religious Studies
   b. Dixie State College – Associate of Applied Science in Respiratory Therapy

5. Seven-Year Review
   a. University of Utah – Department of Marketing
   b. University of Utah – Department of Materials Science and Engineering

    c. University of Utah – Department of Mechanical Engineering *(Caveat: Follow-up in one year to the OCHE on faculty research productivity and safety.)*
    d. University of Utah – School of Architecture
    e. Utah Valley University – College of Humanities and Social Sciences
    f. Utah Valley University – School of Education

David L. Buhler
Commissioner of Higher Education

DLB/KLS
Attachment

UTAH STATE BOARD OF REGENTS
UTAH VALLEY UNIVERSITY, OREM, UTAH
UVU LIBRARY
NOVEMBER 16, 2012

Contents of Minutes

UTAH STATE BOARD OF REGENTS
UTAH VALLEY UNIVERSITY, OREM, UTAH
UVU LIBRARY
NOVEMBER 16, 2012

COMMITTEE OF THE WHOLE
<u>MINUTES</u>

<u>Regents Present</u>
Bonnie Jean Beesley, Chair
Daniel W. Campbell, Vice Chair
Nina R. Barnes
Wilford W. Clyde
France A. Davis
James T. Evans
Marlin K. Jensen
Nolan E. Karras
Thomas D. Leavitt
Robert S. Marquardt
Erik Mikkelsen
Carol Murphy
Jed H. Pitcher
Robert W. Prince
Harris H. Simmons
Mark R. Stoddard
Teresa L. Theurer
John H. Zenger

<u>Regents Excused</u>
Keith M. Buswell
Marlon O. Snow

<u>Office of the Commissioner</u>
David Buhler, Commissioner
Elizabeth Hitch, Associate Commissioner for Academic Affairs
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities

<u>Institutional Presidents</u>
David W. Pershing, University of Utah
Stan L. Albrecht, Utah State University
Provost Michael B. Vaughn, Weber State University
Michael T. Benson, Southern Utah University
Scott L. Wyatt, Snow College
Stephen D. Nadauld, Dixie State College
Provost Christopher Picard, Salt Lake Community College

Other Commissioner's Office and institutional personnel were also present. The signed role is on file at the Commissioner's Office.

The Board of Regents began the day at 7:30 a.m. at a breakfast meeting with the Utah Valley University Board of Trustees. The Committee of the Whole was called to order by Chair Beesley at **9:09 a.m.**

Oath of Office to Nina R. Barnes

Having been appointed by the governor to the Board of Regents, and approved by the senate, Nina R. Barnes took the oath of office.

Commissioner's Overview

Commissioner Buhler gave a brief update and overview of the day's meeting.

Resolution Endorsing Higher Education's 66% Goal and the Governor's Education Excellence Commission's PACE Metrics (TAB A)

Commissioner Buhler reported that the Board of Regents have already endorsed the goal of having 66% of adults in Utah- age 25-34- obtain a post-secondary degree or certificate by 2020. This resolution provides support for the Governor's Education Excellence Commission's PACE metrics. It has already been adopted by the State Board of Education and the Utah College of Applied Technology Board of Trustees. **It was moved by Regent Karras to adopt the resolution and it was seconded by Regent Simmons. The motion carried.**

College Readiness Memorandum of Understanding with the State Board of Education (TAB B)

Associate Commissioner Liz Hitch reported that the attached memorandum supports the State Board of Education's application for a waiver to the United States Department of Education regarding college readiness standards in Mathematics and English/Language Arts. **It was moved by Regent Leavitt to support the memorandum of understanding and it was seconded by Regent Davis. The motion carried.**

The Committee of the Whole broke for committee meetings from **9:22 a.m.** until **10:51 a.m.**

Chair Beesley recognized and thanked Brian Maffly, who has been covering higher education for the Salt Lake Tribune for the past five years. Mr. Maffly has taken another assignment and this was his last Board of Regents meeting.

Reports of Board Committees

Programs/Planning Committee

Dixie State College – Bachelor of Arts and Minor in Spanish (TAB C)
Regent Davis reported that this is Dixie State University's first foreign language degree and is a part of the plan for Dixie State to reach the next stage of their mission. **It was moved by Regent Davis and seconded by Regent Leavitt to approve the new degree. The motion carried.**

Dixie State College – Bachelor of Arts / Bachelor of Science in Social Sciences Composite Teaching (TAB D)

Regent Davis reported that this new degree is a component for Dixie State to fulfill their mission to provide a well-trained workforce for regional employers. **It was moved by Regent Davis and seconded by Regent Zenger to approve the new degree. The motion carried.**

Regents' Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports (TAB E)
Regent Davis reported that the changes in Policy R401 streamlines the approval process of programs. New programs would be approved by the PRC and Committee of the Whole, while other items would be approved by the OCHE staff and the full board on the Consent Calendar. **It was moved by Regent Davis and seconded by Regent Prince to approve the revision. The motion carried.**

USHE Secondary School and Administrators and Counselor Conference (TAB F)
College Access Network of Utah Update (TAB G)
"Expect the Great" College and Career Readiness Fair (TAB H)
Report to the Legislature on the New Century and Regents' Scholarships (TAB I)
Career and Technical Education Report 2011-12 (TAB J)
Regent Davis reported briefly on the information items Tabs F through J. He thanked the Presidents for their support of the "Expect the Great" College and Career Readiness Fair, and event that is dear to him. He also thanked Chair Beesley for her leadership and support of the new structure of the Programs/Planning Committee with one chair and two vice-chairs. Regent Davis concluded his report.

Finance/Facilities Committee

Proposed Revision to Policy R510, Tuition and Fees (TAB K)
Regent Pitcher turned to Associate Commissioner Stauffer who reported that the proposed changes in Policy R510 are to clarify and strengthen the policy relating to Excess Credit Hours and to address Regent approval of Differential Tuitions.

Proposed Revision to Policy R504, Budget Adjustments for Declining Enrollments (TAB L)
Associate Commissioner Stauffer reported that the proposed changes in Policy R504 are to clarify that this policy is applicable only when and institution's Enrollment Growth Funding Base and Enrollment Growth Increases are fully funded.

Proposed Revision to Policy R710, Capital Facilities (TAB M)
Associate Commissioner Stauffer reported that the proposed changes in Policy R710 are to codify the established practice for approval of the disposal of real property by USHE institutions.

It was moved by Regent Pitcher and seconded by Regent Marquardt to approve the proposed policy changes in Policies R510, R504 and R710 as outlined in Tabs K, L, and M. The motion carried.

Utah State University – Bonding Authorization for the Athletics Competitive/Practice Facility (TAB N)
Regent Pitcher reported that Utah State University requests authority for the Athletics Competitive/Practice Facility that was approved for construction by the Regents in August 2010 and by the legislature in their 2011 session. **It was moved by Regent Pitcher and seconded by Regent Campbell to approve the bonding authorization. The motion carried.**

<u>Utah State University – Approval of Donated Land for USU Eastern Campus</u> (TAB O)
Regent Pitcher reported that Utah State University requests approval to accept a donation of vacant land located in Price for the future expansion of Utah State University Eastern Campus. **It was moved by Regent Pitcher and seconded by Regent Marquardt to approve the donation of property. The motion carried.**

<u>Weber State University – Approval of a Non-state Funded Public Safety Building Project</u> (TAB P)
Regent Pitcher reported that Weber State University requests approval for the design and construction of a new Public Safety Building on the Ogden Campus. The project will be funded with intuitional funds and will not require legislative approval. **It was moved by Regent Pitcher and seconded by Regent Simmons to approve the project. The motion carried.**

<u>University of Utah – Purchase of Property for a Mid-valley Clinical Services Facility</u> (TAB Q)
Regent Pitcher reported that the University of Utah requests approval to purchase property for a health care medical services building that will serve to consolidate Health Sciences/School of Medicine Departments from existing leased clinical space in the mid-valley into a university owned clinical hub. **It was moved by Regent Pitcher and seconded by Regent Clyde to approve the purchase. The motion carried.**

<u>University of Utah – Davis County Land Purchase for University of Utah Hospital and Clinics</u> (TAB R)
Regent Pitcher reported that the University of Utah requests to purchase land in Farmington, Utah for future patient services facility in Davis County. **It was moved by Regent Pitcher and seconded by Regent Clyde to approve the purchase. The motion carried.**

Regent Pitcher reported that a discussion item came up in the Finance/Facilities Committee on the responsibility of the Regents in the matters of the hospital, clinic and other health care facilities, as it is still unclear. They ask that President Pershing's staff work with Commissioner Buhler's staff on a proposed policy for the January meeting.

<u>Weber State University – Sale of Surplus Property in Kaysville, Utah</u> (TAB S)
<u>USHE – Annual Report on Leased Space</u> (TAB T)
<u>USHE – Institutional Residences Annual Report</u> (TAB U)
<u>USHE – Fall 2012 Enrollment Report</u> (TAB V)
<u>Salt Lake Community College – Purchase of Property Contiguous to Campus</u> (TAB W)
Regent Pitcher reported briefly on the above information items. He reported that coming from the discussion on the Fall 2012 Enrollment Report, the committee requests that each institution report in January on the impact that the LDS missionary age change will have on them.

<center><u>General Consent Calendar</u> (TAB X)</center>
On a motion by Regent Theurer, seconded by Regent Marquardt, the following items were approved on the Regents' General Consent Calendar:
   A. <u>Minutes</u> – Minutes of the Board meeting September 13 and 14, 2012, Utah State University, Logan, Utah and the minutes of the Board meeting October 9, 2012 at Weber State University, Ogden, Utah.

B. <u>Grant Proposals</u>
C. <u>Awards</u>
D. <u>Academic Items Received and Approved</u>

<u>Approval of Board of Regents Meeting Schedule</u> (TAB Y)
It was moved by Regent Marquardt and seconded by Regent Barnes to approve the 2013-14 meeting schedule listed below. The motion passed.

- July 18 & 19, 2013 – Southern Utah University
- September 13, 2013 – Utah State University
- November 15, 2013 – Snow College
- January 24, 2014 – University of Utah
- March 28, 2014 – Salt Lake Community College
- May 16, 2014 – Weber State University

<u>Resolutions</u>

<u>Carol Murphy</u>
Regent Theurer read a resolution honoring Carol Murphy for her service to the Board of Regents. **It was moved by Regent Theurer and seconded by Regent Clyde to adopt the resolution of appreciation. The motion carried.**

<u>F. Ann Millner</u>
Regent Karras presented a resolution to honor President F. Ann Millner to honor her ten years of service as president of Weber State University. **It was moved by Regent Karras and seconded by Regent Davis to adopt the resolution of appreciation. The motion carried.**

<u>State of the University</u>
President Matthew Holland gave a presentation of the state of Utah Valley University. His report focused on Utah Valley University's Core Themes: Serious, Inclusive, Engaged and Student Success.

It was moved by Regent Stoddard and seconded by Regent Davis to meet in Executive Session following the Campus Connections. The motion carried.

The Committee of the Whole adjourned at **11:45 a.m.** Prior to meeting in executive session, the Regents were invited on a Campus Connection tour of Utah Valley University's Business Building. The Regents met in executive session from **12:51 p.m.** until **2:02 p.m.**

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Kirsten Schroeder, Executive Secretary

Date Approved: