

STATE BOARD OF REGENTS MEETING  
SALT LAKE COMMUNITY COLLEGE, MILLER CAMPUS, SANDY, UTAH  
KAREN GAIL MILLER CONFERENCE CENTER (KGMC) & MILLER PROFESSIONAL DEVELOPMENT CENTER (MPDC)  
MARCH 29, 2013

AGENDA

**7:30 – 8:50 a.m.                    BREAKFAST MEETING – STATE BOARD OF REGENTS, SLCC BOARD OF TRUSTEES,  
PRESIDENT BIOTEAU, COMMISSIONER BUHLER  
(MPDC 220/224)**

8:30 a.m.                            Continental Breakfast (KGMC Foyer)

**9:00 – 9:30 a.m.                    COMMITTEE OF THE WHOLE (KGMC Wasatch Room)**

1. Commissioner's Overview
2. 2013 Legislative Session Report and Budget Summary TAB A

**9:30 – 11:15 a.m.                    MEETINGS OF BOARD COMMITTEES**

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**Regent France A. Davis, Chair**

**Location: MPDC 220/224**

**ACTION:**

1. University of Utah – Masters in Entertainment Arts and Engineering and a Joint Masters in Entertainment Arts and Engineering with Masters of Fine Arts in Film and Media Arts with Emphases TAB B
2. University of Utah – Masters of Science for Secondary School Teachers in Earth Sciences TAB C
3. Utah State University – Master of Fitness Promotion TAB D
4. Utah State University – Master of Health Promotion TAB E
5. Utah Valley University – Associate of Applied Science in Theatre for Children and Youth TAB F
6. Award Amounts for New Century and Regents' Scholarships Awards 2013-14 TAB G
7. Revision of Policy R604, *New Century Scholarship* TAB H
8. Revision of Policy R609, *Regents' Scholarship* TAB I

**CONSENT:**

Please see the General Consent Calendar at TAB X.

**INFORMATION:**

Complete College America Update TAB J

**FINANCE/FACILITIES COMMITTEE**

**Regent Jed H. Pitcher, Chair**

**Location: MPDC 209/213**

**ACTION:**

1. University of Utah – Series 2013 Approving Resolution for Revenue Bonded Debt Restructuring and Issue TAB K
2. Policy addendum to R207, *Institutional Residences for Colleges and Universities in the Utah System of Higher Education* TAB L
3. Revision of Policy R143, *Succession Plan for Commissioner of Higher Education* TAB M
4. Revision of Policy R513, *Tuition Waivers and Reductions* TAB N

- |   |       |
|---|-------|
| 5. Revision of Policy R208, <i>Resource and Review Teams</i>            | TAB O |
| 6. Revision of Policy R209, <i>Evaluation of Presidents</i>             | TAB P |
| 7. Revision of Policy R120, <i>Bylaws of the State Board of Regents</i> | TAB Q |
| 8. Salt Lake Community College – Campus Master Plan Approval            | TAB R |

**CONSENT:**

There are no consent items.

**INFORMATION:**

- |  |       |
|--|-------|
| 1. USHE – Spring 2013 Enrollment Report  | TAB S |
| 2. USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2012    | TAB T |
| 3. USHE Capital Facilities Update for 2013-14  | TAB U |
| 4. Utah State University – Student Building Fee Revenue Refunding Bonds, Series 2013 | TAB V |
| 5. USHE Research Parks Information “Brief”   | TAB W |

11:15 -11:30 a.m. Refreshment Break (KGMC Foyer)

**11:30 am – 12:00 p.m. State of the College - President Bioteau** (KGMC Wasatch Room)

**12:00 – 12:30 p.m. Campus Connections**

12:30 p.m. Lunch for All (KGMC Lone Peak/Patio)

**1:30 – 2:30 p.m. COMMITTEE OF THE WHOLE (Continued)** (KGMC Wasatch Room)

- |   |       |
|---|-------|
| 3. General Consent Calendar   | TAB X |
| 4. Reports of Board Committees  |       |
| 5. Tuition Increases for 2013-2014 (1 <sup>st</sup> - and 2 <sup>nd</sup> - tier) | TAB Y |
| 6. Fee Increases FOR 2013-14  | TAB Z |
| 7. Resolutions  |       |

**2:30 – 3:30 p.m. EXECUTIVE SESSION (CLOSED MEETING – STATE BOARD OF REGENTS)**  
(MPDC 220/224)

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

March 20, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: 2013 Legislative Session Report and Budget Update

Background

The 2013 Legislative Session concluded on March 14, 2013. Overall, it was a very positive session for higher education. The Legislature approved new funding for Higher Education with an on-going increase of \$41.5 million (6%) and one-time increases of \$4.1 million (0.4%). This is significantly larger than the \$21 million increase in ongoing funds received in 2012, and the third largest increase in the past 10 years. Ongoing appropriations were approved for Mission Based Funding (equity and distinctive mission at \$9 million each), with compensation increases for health insurance and retirement totaling \$9.4 million.

\$54 million was appropriated for a new classroom building at Utah Valley University, \$3.5 million for design of a new science building at Weber State University, and \$87.3 million was approved for Capital Improvements. In addition to the budget, several bills supported by USHE were approved by the Legislature.

Issue

The following documents detail the results of actions taken during the 2013 Legislative Session:

- Final Legislative Report
- Concurrent Resolution Expressing Support for Achieving 66% by 2020 Goal (S.C.R. 5)
- Education Task Force (S.B. 169)
- Summary of Appropriations, 2013 General Session (Tax Funds Only)
- Legislative Action on Capital Facilities for 2013-2014
- 2013-2014 Tax Fund Appropriations by Institution
- Comparison of New Appropriated Ongoing Operating Budgets
- 2013-2014 Appropriation Detail (5 pages)

Commissioner's Recommendation

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

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David L. Buhler,  
Commissioner of Higher Education

DLB/GLS/BLS/SJ  
Attachment

**Session Overview.** The overall tone of this Legislative Session was viewed by many as “subdued” with little over-arching controversy. The 2012 election ushered in 20 new House members and four new senators. In addition, significant changes in legislative leadership occurred including Senator Wayne Niederhauser as Senate President and a new House Co-Chair for the Higher Education Appropriations Subcommittee, Keith Grover. The annual Board of Regents’ Higher Education Luncheon was held on March 1 with a record 98 legislators attending the event along with a number of Regents, Presidents and Trustees. USHE Presidents and the Commissioner met together several times at the Capitol with legislative leadership including the Speaker of the House, the Senate President, Majority Leaders from the House and Senate, and the Chairs of the Executive Appropriations Committee – the primary budget making committee of the Legislature.

**2013-2014 Budget.** The Legislature had significant new revenues available with an increase of \$264 million of ongoing revenues and \$161 million of one-time revenues. Higher Education is seeing new state funding representing an on-going increase of approximately \$41.5 million, or 6% - the third largest budget increase in the past 10 years. This compares with an increase of \$21 million and 3.2% in 2012. Additional funding for USHE includes \$18 million for Mission Based funding (split evenly between Distinctive Mission initiatives and Equity), \$10 million (\$6.5 million in year one) for additional slots at University of Utah Medical School (see SB 42 below), \$125,000 for the University of Utah Reading Clinic, and \$1.5 million for Dixie State University implementation status. Also approved was partial funding for 1% compensation increases (\$9.4 million). No funding was allocated for the 66% initiative, proposed at \$20 million in ongoing tax funds.

One-time money for higher education includes: \$1 million for growth in Regents’ Scholarship, \$600,000 to complete development of courses in Technology Intensive Concurrent Enrollment (TICE), \$50,000 for the Utah Women in Education Initiative, and \$1 million for a performance funding initiative envisioned by Higher Education Appropriations Chair Sen. Steve Urquhart. Other one-time items not part of the Regents’ priorities, are \$3 million for expanding support for and the number of students in PhD. programs at Utah State University, \$300,000 for the Utah Museum of Natural History, \$250,000 for the Walker Institute at Weber State University, \$300,000 for the computer crime lab at Dixie State University, and \$25,000 for the SUU Summer Games. Although not in the Higher Education Budget, USTAR also received new ongoing funding of \$5 million.

**Capital Budget.** Funding for the Regents’ top two capital development priorities were approved by the Legislature: \$54 million for a new classroom building at Utah Valley University, and \$3.5 million for design of a new science building at Weber State University as well as \$500,000 toward the Dixie State University East Elementary school purchase. Additional capital development projects approved by the legislature but not included among Regents’ priorities are \$2.5 million for Huntsman Cancer Institute (for design of a new hospital building), \$2 million in

economic development funds for facilities for the Shakespearean Festival at SUU, \$500,000 for the USU Eastern Central Instruction Building, and \$500,000 for the USU Brigham City Campus. This total of \$63.5 million compares with \$24.2 million in 2012, \$48.5 million in 2011, and \$109 million for USHE buildings in 2010.

Finally, the legislature approved \$87.3 million for capital improvements, compared to \$71.7 million last year, much of which will go toward infrastructure on higher education campuses.

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

**Key Legislation of Interest to USHE Approved by the Legislature:**

- **HB 28, Campus Safety Amendments\*** by Rep. Don Ipson, would allow administrative officers at USHE institutions to dismiss individuals who trespass on the property of higher education institutions and disrupt the peace.
- **HB 61, Dixie State College – University Status\*** by Rep. Don Ipson, a bill changing the name of Dixie State College of Utah to Dixie State University affirms the action taken Board of Regents on January 25.
- **HB 139, Science, Technology, Engineering, and Mathematics Action Center** by Rep. Val Peterson, creates educational programs for science, technology, engineering, and mathematics (STEM) in public education. USHE has not taken a formal position on the bill, however certain provisions clearly support the Board’s positions on academic rigor, preparedness and access.
- **HB 254, College Credit for Veterans\*** by Rep. Paul Ray, requires USHE colleges and universities to award credit for certain military service training and experience after meeting with a higher education student advisor.
- **HB 340, Snow College Economic Development and Workforce Preparation Advisory Committee\*** by Rep. Kay L. McIff, would modify the duties of Technical Education Advisory Committee to assess the economic development needs of central Utah and advise Snow College on how the college can improve the effectiveness of its efforts to assist business, industry, and local government to help expand economic activity.
- **HB 393, Public Funds and Accounts Amendments** by Rep. Eric Hutchings, Allows higher education institutions to operate financial accounts in foreign banks if the laws require it in order to establish campuses in those foreign countries.
- **SB 42, Medical School Admissions Funding\*** by Sen. John Valentine, authorizes the University of Utah School of Medicine to increase the number of students admitted by 40 students for a total of 122 students annually; and restricts the 40 additional admissions to students who demonstrate a strong connection to Utah.
- **SB 51, Higher Education Tuition Waivers\*** by Sen. Stephen Urquhart, removes the cap on the number of waivers allotted to institutions of higher education for nonresident students who meet certain academic and admission requirements; and extends alumni legacy nonresident scholarships at institutions of higher education to grandchildren of alumni.
- **SB 100, Higher Education Scholarship Amendments\*** by Sen. Jerry Stevenson, makes modifications to the Regents’ and New Century scholarship programs to streamline the application process, raise standards to improve completion, and addresses concerns raised by constituents.

- **SB 132, Utah Medical Education Council Amendments\*** by Sen. Wayne Harper, this bill moves the functions of the Utah Medical Education Council into the Board of Regents as well as expands its scope to nursing professionals. The Council will still maintain its authority through its current board appointed by the Governor, to bridge the gap between public/private health care workforce and education interests.
- **SB 162, Concurrent Enrollment Amendments\*** by Sen. Stephen Urquhart, clarifies and modifies several elements of legislation he sponsored, and enacted, last year that were administratively burdensome, based on feedback from USHE.
- **SB 169, Education Task Force** by Sen. Stuart Reid, creates a task force of 14 legislators to review and make recommendations on long-term policies regarding public and higher education. The focus of the task force includes: workforce alignment, integration between education entities, improvement of the state's economic prosperity, and standards to be competitive in the United States and the world. A final report of the committee would be required in December 2013. A copy of this legislation is attached to this report.
- **SB 175, Assessment of College Readiness\*** by Sen. Howard Stephenson, requires K-12 school to administer college readiness assessments which include a college admissions test that is most commonly submitted to local universities (e.g. ACT or SAT). USHE supports this bill as it streamlines the assessment of college readiness of high school students.
- **SB 258, Rename Utah State University – College of Eastern Utah\*** by Sen. David Hinkins, modifies state statute to change the name of *Utah State University – College of Eastern Utah* to *Utah State University Eastern*. The Board approved this change in February.
- **SCR 5, Concurrent Resolution Endorsing the Utah Education Excellence Commission\*** by Sen. Jerry Stevenson, expresses strong support for achieving the goal that 66% of Utah's adults will hold a postsecondary degree or certificate by the year 2020; expresses the Legislature's determination to work with the Governor and Utah's education stakeholders to achieve the 66% goal through increased innovation and investment. A copy of this legislation is attached to this report.

**Legislation with initial negative impact modified after USHE input/involvement:**

- **HB 76, Concealed Weapon Carry Amendments (*passed*)**, by Rep. John Mathis, provides an exemption for a person, who is 21 years of age or older and who may lawfully possess a firearm, from certain criminal provisions related to the carrying of an unloaded concealed firearm. Avoided changes to existing statute related to dangerous weapons on a school premises.
- **HB 94, Free Market Protection and Privatization Board Act Amendments (*passed*)**, by Rep. Keven Stratton, revises the duties of Privatization Policy Board so as to determine whether activities performed by government entities should be privatized. USHE was exempted from the bill.
- **HB 100, Internet Privacy Amendments (*passed*)**, by Rep. Stuart Barlow, clarifies actions allowable by higher education institutions in Utah as it relates to online accounts of students and employees not owned by the institution (Facebook, Twitter, etc.). Sponsor worked with institutions on language agreeable by all parties.
- **SB 68, State Surplus Property Program Amendments (*passed*)**, by Sen. Todd Weiler, requires the State Division of Surplus Property to contract with the private sector for services. Initial bill required higher education institutions to also privatize its services, which

would have been a costly undertaking for institutions that otherwise run efficient surplus operations.

- **SB 126, Coordination of Services with Veterans (*passed*)**, by Sen. Peter Knudson, requires USHE institutions to assign a full-time veteran's affairs specialist. Initially, the bill required the employee to be a veteran, now optional.
- **SB 190, Procurement Revisions (*passed*)**, by Sen. Scott Jenkins, makes several major changes to the Utah Procurement Code. Bill sponsor and State Purchasing Director worked with USHE purchasing officers to craft amenable language for the bill.
- **SB 278, Capital Improvement Amendments, (*passed*)**, by Sen. Wayne Harper, prohibits construction of a nonstate funded building which requires state funded operation and maintenance unless approved by the Legislature. It recommends State Building Board allocate at least 80% of funds to capital improvements, but allows exceptions.

### **Failed legislation**

- **HB 122, Fees for Government Records Requests(*failed*)**, by Rep. Brian King, modifies a provision requiring a governmental entity to fulfill any records request without charge opening the door to unlimited and even onerous records requests with no remuneration for time spent fulfilling such requests.
- **HB 207, Open and Public Meeting Act Notice Amendments (*failed*)**, by Rep. Kraig Powell, would have changed the public meeting notice requirement from 24 hours to 72 hours. Possible negative impact on meetings of the Board of Regents in circumstances when more than 24 hour notice would be very difficult (e.g. Presidential Searches).
- **HB 268, Disorderly Conduct Amendments\*\* (*failed*)**, by Rep. Paul Ray, proposed changing existing statute related to disorderly conduct into gun legislation raising questions of safety and enforcement on USHE campuses.
- **HB 362, Transparency in Collective Bargaining Process (*failed*)**, by Rep. Dan McCay, would have required all discussions relating to conditions of employment between a public employer and its employees to be public. Board of Regents policy already prohibits collective bargaining. This bill would have forced USHE to adopt collective bargaining for all employment negotiations/discussion.
- **SB 252, Hospital Credentialing Amendments (*failed*)**, by Sen. Ralph Okerlund, attempted to define and prohibit personnel actions of a hospital or integrated health system viewed as anticompetitive.
- ***Not Numbered, University Competition in Athletics (*failed*)***, by Sen. Dan McCay, attempted to require all collegiate sports teams in Utah to compete against at least two in-state teams within one season. Universities and colleges in violation of the proposed legislation would lose its tax-exempt status for ticket sales to athletic events.

**Interim Legislative Advocacy.** Preparations for the 2013 legislative session began soon after the close of the 2012 session. Throughout the year, the legislative liaison team held regular meetings to coordinate message and strategy. The Commissioner's Office, in partnerships with institutions, responded to several audits by the Legislative Auditor General as well as numerous legislative requests for information, monitored agendas and presented at legislative interim committees; personal meetings were held with many key legislators. Prior to the session regional legislative preview meetings were held in Logan, Ogden, Salt Lake City, Orem, and St. George. The meetings were attended by Regents and over half of all members of the legislature.



In addition, a “Higher Ed 101” event was held for all newly elected legislators to provide a USHE overview. Higher education supporters in the community, including Prosperity 2020, Education First, and United Way intensified their efforts. Board leadership, the Commissioner, and staff worked closely with the Governor’s Commission on Educational Excellence in establishing key education priorities for the Governor’s Office leading into the legislative session.

**Thank You.** The Commissioner’s Office expresses great appreciation for the cooperation and coordination among the institutional Presidents and their legislative liaisons. Members of the Commissioner’s staff were also very involved in ensuring a successful session, in particular, Spencer Jenkins, Greg Stauffer, Paul Morris, Darren Marshall, and Pamela Silberman. Working together, we addressed concerns and developed solutions to potentially harmful legislation as well as advanced key legislation in support of USHE priorities.

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\* USHE took an official position in support; \*\* USHE took an official position in opposition.

1                   **CONCURRENT RESOLUTION EXPRESSING SUPPORT FOR**  
2                                   **ACHIEVING 66% BY 2020 GOAL**

3   2013 GENERAL SESSION

4   STATE OF UTAH

5                                   **Chief Sponsor: Jerry W. Stevenson**

6                                   House Sponsor: Bradley G. Last

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7  
8   **LONG TITLE**

9   **General Description:**

10           This concurrent resolution of the Legislature and the Governor expresses strong support  
11 for achieving the goal that 66% of Utah's adults will hold a postsecondary degree or  
12 certificate by the year 2020 and that 90% of students will be at proficiency in reading by  
13 the end of the third grade.

14   **Highlighted Provisions:**

15           This resolution:

16           ▶ expresses strong support for achieving the goal that 66% of Utah's adults will hold a  
17 postsecondary degree or certificate by the year 2020 and that 90% of students will  
18 be at proficiency in reading by the end of the third grade;

19           ▶ expresses the Legislature's and the Governor's determination to work together with  
20 students, parents, families, taxpayers, and all other stakeholders to achieve the 66%  
21 goal through increased innovation, excellence, targeted investment, and stakeholder  
22 accountability; and

23           ▶ urges all Utah citizens to unite behind efforts to achieve the 66% goal.

24   **Special Clauses:**

25           None

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27   *Be it resolved by the Legislature of the state of Utah, the Governor concurring therein:*

28           WHEREAS, education is a key pillar that supports Utah's success, quality of life, and  
29 prosperity;

30 WHEREAS, K-12 education helps families provide a foundation in social interaction,  
31 citizenship, knowledge, understanding, and basic life skills, including reading, math, science,  
32 and history;

33 WHEREAS, having 90% of students at proficiency in reading by the end of the third  
34 grade is a vital and important goal for the state of Utah to achieve;

35 WHEREAS, higher education in Utah provides opportunities for employment, service,  
36 leadership, personal enrichment, and for enhancing quality of life and economic success;

37 WHEREAS, 43% of adults in Utah currently hold a higher education degree or  
38 postsecondary certificate;

39 WHEREAS, K-12 public and higher education in Utah must be strengthened and  
40 empowered to increase the educational attainment of all Utah citizens;

41 WHEREAS, the opportunity to enhance quality of life and economic success should be  
42 available to all Utah citizens;

43 WHEREAS, according to recent studies 66% of all jobs in Utah will require  
44 postsecondary education by the year 2020;

45 WHEREAS, it will be necessary to strengthen and implement state policies that align  
46 both K-12 and higher education with Utah's economic development goals and workforce needs;  
47 and

48 WHEREAS, for Utah residents to have the greatest possible opportunities for success,  
49 K-12 and higher education in the state must achieve a new level of innovation, excellence, and  
50 accountability;

51 NOW, THEREFORE, BE IT RESOLVED that the Legislature of the state of Utah, the  
52 Governor concurring therein, expresses strong support for achieving the goal that 66% of  
53 Utah's adults will hold a postsecondary degree or certificate by the year 2020 and that 90% of  
54 students will be at proficiency in reading by the end of the third grade.

55 BE IT FURTHER RESOLVED that the Legislature and the Governor, working together  
56 with students, parents, families, taxpayers, and all other stakeholders, express their  
57 determination to achieve the 66% goal through increased innovation, excellence, targeted

**Enrolled Copy**

**S.C.R. 5**

58 investment, and stakeholder accountability.

59 BE IT FURTHER RESOLVED that the Legislature and the Governor urge all Utah  
60 citizens to unite behind efforts to achieve the 66% goal.

61 BE IT FURTHER RESOLVED that a copy of this resolution be sent to the Utah State  
62 Board of Regents, the Utah System of Higher Education, the Utah State Board of Education,  
63 the Utah College of Applied Technology Board of Trustees, Utah School Superintendents  
64 Association, Utah School Boards Association, the Governor's Education Excellence  
65 Commission, Elementary and Secondary School Principal's Associations, the Utah Education  
66 Association, the Utah Parent Teacher's Association, and Prosperity 2020.

**EDUCATION TASK FORCE**

2013 GENERAL SESSION

STATE OF UTAH

**Chief Sponsor: Stuart C. Reid**

House Sponsor: Francis D. Gibson

**LONG TITLE**

**General Description:**

This bill creates the Education Task Force.

**Highlighted Provisions:**

This bill:

- ▶ creates the Education Task Force;
- ▶ provides for membership of the task force and compensation for members; and
- ▶ specifies duties and responsibilities of the task force.

**Money Appropriated in this Bill:**

None

**Other Special Clauses:**

This bill is repealed on December 31, 2013.

**Uncodified Material Affected:**

ENACTS UNCODIFIED MATERIAL

*Be it enacted by the Legislature of the state of Utah:*

**Section 1. Education Task Force -- Creation -- Membership -- Interim rules followed -- Compensation -- Staff.**

(1) There is created the Education Task Force consisting of the following 14 members:

- (a) the president of the Senate;
- (b) the Senate chair of each of the following committees:
  - (i) the Higher Education Appropriations Subcommittee;
  - (ii) the Public Education Appropriations Subcommittee; and

- 30 (iii) the Senate Education Committee;
- 31 (c) the Senate minority leader;
- 32 (d) one member of the Senate appointed by the president of the Senate;
- 33 (e) one member of the Senate appointed by the Senate minority leader;
- 34 (f) the speaker of the House of Representatives;
- 35 (g) the House chair of each of the following committees:
- 36 (i) the Higher Education Appropriations Subcommittee;
- 37 (ii) the Public Education Appropriations Subcommittee; and
- 38 (iii) the House Education Committee;
- 39 (h) the House minority leader;
- 40 (i) one member of the House of Representatives appointed by the speaker of the House
- 41 of Representatives; and
- 42 (j) one member of the House of Representatives appointed by the House minority
- 43 leader.
- 44 (2) The president of the Senate and the speaker of the House of Representatives shall
- 45 serve as a cochair of the task force.
- 46 (3) In conducting its business, the task force shall comply with the legislative interim
- 47 rules.
- 48 (4) Salaries of the members of the task force shall be paid in accordance with Section
- 49 36-2-2 and Legislative Joint Rules, Title 5, Chapter 3, Expense and Mileage Reimbursement
- 50 for Authorized Legislative Meetings, Special Sessions, and Veto Override Sessions.
- 51 (5) The Office of Legislative Research and General Counsel shall provide staff support
- 52 to the task force.
- 53 **Section 2. Duties -- Interim report.**
- 54 (1) The task force shall review and make recommendations on public education and
- 55 higher education issues, including:
- 56 (a) identification of long-term education policies necessary to help job creation and
- 57 education quality to improve the state's economic prosperity;

58 (b) alignment of public education and higher education, including the Utah College of  
59 Applied Technology, within their individual organizational structures and a combined seamless  
60 alignment of public education and higher education in support of a successful education system  
61 for student achievement;

62 (c) alignment of both public education and higher education with the state's economic  
63 development goals and workforce needs;

64 (d) long-term priorities for public education and higher education funding and  
65 budgeting; and

66 (e) setting standards to be economically competitive in the United States and  
67 throughout the world.

68 (2) The task force shall receive and consider recommendations from education  
69 stakeholders regarding public school funding including issues of equity, local replacement  
70 funding, taxation, formula development, distribution, transparency, and growth.

71 (3) A final report, including any proposed legislation, shall be presented to both the  
72 Education Interim Committee and the Executive Appropriations Committee before December  
73 31, 2013.

74 Section 3. **Repeal date.**

75 This bill is repealed on December 31, 2013.

**Summary of Appropriations, 2013 General Session (Tax Funds Only)**  
 (Includes 8 Two- & Four-year Institutions, SBR Statewide Programs, and SBR Administration)

	<u>Appropriations</u>	<u>% Change From Base</u>
<b>2012-13 On-going Operating Appropriations Base Budget</b>	<b>\$682,638,600</b>	
<hr/>		
2013-14 On-going Adjustments		
Program Increases <sup>(2)</sup>	41,012,300	6.0%
Subtotal - On-going Adjustments	<u>\$41,012,300</u>	<u>6.0%</u>
<b>2013-14 On-going Budget</b>	<b>\$723,650,900</b>	<b>6.0%</b>
2013-14 One-time Adjustments		
Program Increases <sup>(3)</sup>	2,644,200	0.4%
Subtotal - One-time Adjustments	<u>\$2,644,200</u>	<u>0.4%</u>
<b>2013-14 Appropriation (Base plus 2013-14 Adjustments)</b>	<b><u>\$726,295,100</u></b>	<b><u>6.4%</u></b>

**(1) Supplemental Adjustments**

**(2) Program Increases - Ongoing**

SB 7 (Health Insurance)	7,537,800
SB 7 (Retirement)	1,865,000
SB 2 (UVU O&M)	1,984,500
SB 2 (MBF Equity)	9,000,000
SB 2 (MBF Distinctive Mission)	9,000,000
SB 2 (University Implementation)	1,500,000
SB 2 (Medical School Admissions)	10,000,000
SB 3 (UU Reading Clinic)	125,000
<b>Total Program Increases - Ongoing</b>	<b><u>\$41,012,300</u></b>

**(3) Program Increases - One-Time**

SB 2 (O&M One-Time Cut)	(\$2,855,800)
SB 2 (Walker Institute)	250,000
SB 2 (DSU Crime Institute)	\$300,000
SB 2 (USU Graduate School Admissions)	\$3,000,000
SB 2 (Huntsman Cancer Institute)	2,500,000
SB 2 (Regent Scholarship)	\$1,000,000
SB 2 (Natural History Museum of Utah)	300,000
SB 2 (Performance Based)	1,000,000
SB 3 (Technology Intensive Concurrent Enrollment)	600,000
SB 42 (Medical School Admissions)	(3,500,000)
SB 3 (Utah Women and Education Initiative)	50,000
<b>Total Program Increases - One-Time</b>	<b><u>\$2,644,200</u></b>



# Utah System of Higher Education

## Legislative Action on Capital Facilities for 2013-14

### STATE-FUNDED CAPITAL IMPROVEMENTS

HB 6 Base Budget	\$41,739,100
SB 2 Supplemental	46,000,000
<b>TOTAL</b>	<b>\$87,739,100</b>

These Capital Improvement Funds are appropriated to the State Building Board which allocates funds to projects of up to \$2.5 million. The amount funded is 1.02% of the replacement cost of existing state buildings.

### STATE FUNDED CAPITAL DEVELOPMENT PROJECTS

	Institution	Project	Phase	Legislative Action			Future State O&M
				Cash	GO Bond	Total	
SB 2	UVU	New Classroom Building	Construction	\$ 54,000,000		\$ 54,000,000	\$ 1,984,500
SB 2	WSU	New Science Building	Design	3,500,000		3,500,000	
SB 3	USU Eastern	Central Instructional Building	Design	500,000		500,000	
SB 3	USU Brig. City	Academic Building	Design	500,000		500,000	
SB 3	DSU	East Elementary School	Purchase	500,000		500,000	
SB 2	SUU	Utah Shakespeare Festival*	Construction	2,000,000		2,000,000	
SB 2	UU	Huntsman Cancer Institute**	Capital Project	2,500,000		2,500,000	
	<b>TOTAL - STATE-FUNDED CAPITAL DEVELOPMENT PROJECTS</b>			<b>\$ 63,500,000</b>	<b>0</b>	<b>\$ 63,500,000</b>	<b>\$ 1,984,500</b>

\* Appropriated to the Utah Division of Arts and Museums for the Utah Shakespearean Festival

\*\* Appropriated to the University of Utah through the Higher Education Appropriations Subcommittee

### OTHER FUNDS PROJECTS

	Institution	Project	Funding Source	Legislative Action			State O&M Approved
				Project Approval	State O&M Requested	State O&M	
SB 9	UU	Kennecott Building Renovation and Addition Phase II	Donated Funds	\$11,040,000	\$230,000	***	n/a
SB 9	UU	Basketball Training Center-HPER Addition	Bonding	23,600,000	n/a	n/a	n/a
SB 9	USU	Aggie Life Wellness Center	Bonding	30,000,000	n/a	***	n/a
SB 9	USU	USU Tooele Science & Technology Bldg.	Donated & Instit.	8,000,000	239,000	n/a	n/a
SB 9	USU Eastern	Blanding Campus Recreation Center	Bonding	900,000	n/a	n/a	n/a
SB 9	USU	Space Dynamics Lab	Bonding	20,532,000	n/a	n/a	n/a
SB 9	USU	Athletics Competitive/ Training Facility	Bonding	7,500,000	n/a	n/a	n/a
SB 9	SUU	Center for the Arts	Donated Funds	30,000,000	n/a	n/a	n/a
	<b>TOTAL - OTHER FUNDS PROJECTS</b>			<b>\$131,572,000</b>	<b>\$469,000</b>		<b>\$0</b>

Utah System of Higher Education

**2013-14 Tax Fund Appropriations by Institution**

	(a)		(b)		(c)		(d)		(e)	
	2013-14 Beginning On- Going Budget Amount		2013-14 Ongoing Changes Amount	% Change	2013-14 One-time Changes *** Amount	% Change	2013-14 Total Changes Amount	% Change	2013-14 Operating Budget Amount	
<b>2 &amp; 4 Year Institutions</b>										
University of Utah	\$232,128,000		\$17,854,200	7.7%	(\$700,000)	-0.3%	\$17,154,200	7.4%	\$249,282,200	
Utah State University	160,929,800		5,466,700	3.4%	2,266,300	1.4%	\$7,733,000	4.8%	168,662,800	
Weber State University	63,675,400		3,012,400	4.7%	250,000	0.4%	\$3,262,400	5.1%	66,937,800	
Southern Utah University	30,189,600		1,469,000	4.9%	0	0.0%	\$1,469,000	4.9%	31,658,600	
Snow College	19,041,000		477,900	2.5%	0	0.0%	\$477,900	2.5%	19,518,900	
Dixie State University	21,800,300		2,876,400	13.2%	300,000	1.4%	\$3,176,400	14.6%	24,976,700	
Utah Valley University	62,240,700		7,598,900	12.2%	(1,984,500)	-3.2%	\$5,614,400	9.0%	67,855,100	
Salt Lake Community College	65,087,300		4,402,800	6.8%	(137,600)	-0.2%	\$4,265,200	6.6%	69,352,500	
SBR Statewide Programs & Adm	27,546,500		(2,146,000)	-7.8%	2,650,000	9.6%	\$504,000	1.8%	28,050,500	
<b>Subtotal - 2 &amp; 4 year</b>	<b>\$682,638,600</b>		<b>\$41,012,300</b>	<b>6.0%</b>	<b>\$2,644,200</b>	<b>0.4%</b>	<b>\$43,656,500</b>	<b>6.4%</b>	<b>\$726,295,100</b>	

**Notes:**

\*The increases for SBR Statewide Programs are a result of appropriations which will directly flow to institutions or students

\*\*Refer to Page 1 for detail regarding on-going budget changes

\*\*\*Refer to Page 1 for detail regarding one-time budget changes

## Comparison of New Appropriated Ongoing Operating Budgets Recommendations and Appropriations for Recent Years <sup>(1)</sup>

	INCREASE FROM PREVIOUS YEAR STATE TAX FUNDS		USHE Share of State Tax Funds <sup>(2)</sup>
<b>2003-04</b>			
Regents' Request	\$74,073,600	13.1%	
Gov. Leavitt's Recommendation	\$18,464,500	3.3%	
Final Appropriation	(\$677,800)	-0.1%	15.8%
<b>2004-05</b>			
Regents' Request	\$89,568,000	15.8%	
Gov. Walker's Recommendation	\$22,694,500	4.0%	
Final Appropriation	\$14,565,200	2.6%	15.0%
<b>2005-06</b>			
Regents' Request	\$52,965,700	9.1%	
Gov. Huntsman's Recommendation	\$32,567,500	5.6%	
Final Appropriation	\$41,801,600	7.2%	14.9%
<b>2006-07</b>			
Regents' Request	\$69,149,700	11.1%	
Gov. Huntsman's Recommendation	\$52,354,300	8.4%	
Final Appropriation	\$31,439,300	5.0%	13.9%
<b>2007-08</b>			
Regents' Request	\$77,471,200	11.9%	
Gov. Huntsman's Recommendation	\$61,454,600	9.5%	
Final Appropriation	\$82,120,600	12.6%	12.9%
<b>2008-09</b>			
Regents' Request	\$94,432,700	12.9%	
Gov. Huntsman's Recommendation	\$61,762,900	8.4%	
Final Appropriation	\$34,822,400	4.8%	14.2%
<b>2009-10</b>			
Regents' Request	\$37,488,600	4.9%	
Gov. Huntsman's Recommendation	(\$75,792,000)	-9.9%	
Final Appropriation	(\$126,348,200)	-16.5%	14.2%
<b>2010-11</b>			
Regents' Request	\$61,478,900	9.6%	
Gov. Herbert's Recommendation	\$3,953,900	0.6%	
Final Appropriation	\$33,393,200	5.2%	13.7%
<b>2011-12</b>			
Regents' Request	\$39,950,100	5.9%	
Gov. Herbert's Recommendation	(\$289,100)	0.0%	
Final Appropriation	(\$12,713,600)	-1.9%	14.4%
<b>2012-13</b>			
Regents' Request	\$61,939,900	9.2%	
Gov. Herbert's Recommendation	\$16,064,700	2.4%	
Final Appropriation	\$21,348,600	3.2%	
<b>2013-14</b>			
Regents' Request	\$56,681,300	8.4%	
Gov. Herbert's Recommendation	\$38,285,300	5.7%	
Final Appropriation	\$41,012,300	6.1%	

(1) Includes ongoing requests, recommendations and appropriations of USHE institutions and Board of Regents line items

(2) This column includes both ongoing and one-time appropriations (Taken from USHE Data Book Tab G Table 4)

March 20, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Masters in Entertainment Arts and Engineering and a Joint Masters in Entertainment Arts and Engineering with Masters of Fine Arts in Film and Media Arts with Emphases

Issue

The University of Utah (UofU) requests approval to offer a Masters in Entertainment Arts and Engineering with emphases in Game Arts, Game Engineering, and Game Production, and Joint Masters in Entertainment Arts and Engineering with a Masters of Fine Arts in Film and Media Arts, effective Fall Semester 2013. This program was approved by the UofU institutional Board of Trustees on November 13, 2012, and reviewed by the Regents Program Review Committee on February 27, 2013. The Program Review Committee recommended the program go forward for full board approval.

Background

The proposed Masters in Entertainment Arts and Engineering (MEAE) is a master's degree from the interdisciplinary Entertainment Arts and Engineering (EAE) program, which resides in both the College of Engineering and College of Fine Arts. This proposed degree is designed to provide students with expertise to be successful in the interactive entertainment industry now and into the continuously evolving future. This proposed degree is designed as a pure cohort model and is a two-year, full-time post-baccalaureate degree that is comprised of four semesters spread over two years, and will prepare graduate level students for a career in game development with specialized foci on game arts, game engineering, or game production.

In 2007, an undergraduate Entertainment Arts and Engineering emphasis was created in both the School of Computing and Department of Film and Media Arts. This program has been successful and labor market and student demand now support the creation of the proposed masters degrees. No additional faculty or staff resources are required to offer the MEAE or the MEAE/MFA.

The game design and development market is growing fast in the United States, and particularly in Utah, where there has been a jump in digital arts employment and revenue. It is anticipated that the MEAE and MEAE/MFA students will be sought after not only by game development companies, but also non-

traditional entities, such as the healthcare industry and armed forces, as they seek to create new ways to teach, learn, research, and implement innovative ideas.

Policy Issues

The proposed program has been reviewed by other USHE institutions and they are supportive of the program and the increased opportunities it will provide students.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by the University of Utah to offer a Masters in Entertainment Arts and Engineering and a Joint Masters in Entertainment Arts and Engineering with Masters of Fine Arts in Film and Media Arts with Emphases, effective Fall Semester 2013.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GSW  
Attachment

**Program Description**  
**University of Utah**  
**MEAE and a Joint MEAE with MFA in Film and Media Arts with Emphases**  
**08/15/2012**

**Section I: The Request**

The University of Utah requests approval to offer a Masters in Entertainment Arts and Engineering with three graduate emphases incorporated therein: Game Arts, Game Engineering, and Game Production, effective Fall 2013. In addition, The University of Utah also requests approval to offer a joint Masters in Entertainment Arts and Engineering with Master of Fine Arts in Film and Media Arts. This program has been approved by the institutional Board of Trustees on November 13, 2012.

**Section II: Program Description**

**Complete Program Description**

The proposed Masters in Entertainment Arts and Engineering (MEAE) is a master's degree from the interdisciplinary Entertainment Arts and Engineering program, which resides in both the College of Engineering and College of Fine Arts. This proposed degree is designed to provide students with expertise to be successful in the interactive entertainment industry now and into the continuously evolving future. This degree helps students develop skills in one of three graduate emphasis areas; game arts, game engineering, and game production. This degree is intended to attract full-time students who want to increase an understanding of their own unique discipline, while benefitting from the cross-disciplinary contact that is integral to the program and reflects the current state of the industry. This degree is designed as a pure cohort model and is a two-year, full-time post-baccalaureate degree that is comprised of four semesters spread over two years. During each of these semesters, students take two classes (seven hours) as a group, and then they take a class in their own area of interest (three hours). These courses, combined with a required Internship (three hours), make a total of 43 credit hours (minimum). The degree is proposed to start Fall Semester, 2013.

**Purpose of Degree**

The purpose of the MEAE and the MEAE/MFA is to prepare graduate level students for a career in game development with specialized foci on game arts, game engineering, or game production. The proposed degree programs will include an intense focus on industry application that incorporates both theory and research, and will provide students with an advanced knowledge of key areas required to be successful in the game industry. The proposed degrees will allow students to gain knowledge in advanced subjects including theories of game design, level design, artificial intelligence programming, virtual reality programming, character animation, rigging, and modeling. Presently, none of these advanced topics are taught in an in-depth manner at the undergraduate level, and no other master's program at the University of Utah can offer the interdisciplinary curriculum to apply these topics to game development.

The proposed MEAE degree and the MEAE/MFA degree are expected to generate the following outcomes:

1. Graduates will have the knowledge and skills required to fill the market needs for game programmers, game artists, and game producers for employers within Utah and across the nation.
2. Graduates will help with economic development in Utah and the rest of the nation through the application of their advanced knowledge and skills at work.

### **Institutional Readiness**

In 2007, an undergraduate Entertainment Arts and Engineering emphasis was created in both the School of Computing and Department of Film and Media Arts. These interdisciplinary undergraduate emphases allow students to study and explore computer video games, computer animation, and other areas where computers and arts interact. There are currently have about 150 undergraduate students between the two departments pursuing the emphases, and the program is ranked number three in North America by the Princeton Review for video game design programs, just behind number one: University of Southern California, and number two: Massachusetts Institute of Technology.

In November 2009, then Senior Vice President Pershing approved a three-year Memo of Understanding to create a pilot Entertainment Arts and Engineering (EAE) master's program in order to investigate if a program focused on game development could be sustainable and viable. At the end of the period those involved agreed to re-evaluate and determine its future.

In the Fall of 2010, an initial group of students applied for either an MS in Computing through the School of Computing, or an MFA in Film and Media Arts, but attended EAE specific classes (in the case of the MFA students, they also took one Film seminar for the first three semesters). Funding for the program came from a combination of tuition plus program fees that were roughly double the normal graduate student tuition. This funding source allowed the program to quickly become self-sufficient and these funds were used to buy out faculty, pay adjuncts, hire one part-time staff member, and paid for equipment, software, and enough hardware to make a first-class educational experience. After that first year, the fee became a differential tuition with the Board of Regents approval in 2011. The program has exceeded all expectations and on July 1, 2012 was deemed viable and given hard funding.

As of July 1, 2012 the Entertainment Arts and Engineering program has four full-time faculty, who are currently teaching EAE specific courses. Two are tenured, one in the School of Computing, the other in the Film and Media Arts Department (who is also a USTAR hire). The other two are full-time adjunct/lecturer professors. Appointments for these faculty remain in their respective departments, while funding comes from the EAE program hard funding. Four adjunct part-time instructors with extensive industry experience are also currently filling out the teaching requirements. The budget includes funding for one additional full-time lecturing faculty position.

No additional faculty resources are required to offer the MEAE or the MEAE/MFA. It is projected that the tuition-to-program revenues will support hiring to meet additional faculty needs as they arise

### **Faculty**

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees</b> (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	2		2
Full-time Non-Tenured	1		3
Part-time Tenured			
Part-time Non-Tenured			

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
<b>With Master's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured	1		
Part-time Tenured			
Part-time Non-Tenured			
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	3		3
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	1		1
<b>Total Headcount Faculty</b>			
Full-time Tenured	2		2
Full-time Non-Tenured	2		3
Part-time Tenured			
Part-time Non-Tenured	4		4
<b>Total Department Faculty FTE</b> (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")			
	6		7

### Staff

The Entertainment Arts and Engineering program currently has two full-time and one part-time staff member to handle all the administrative duties of the program. No additional staff are required.

### Library and Information Resources

The library holdings are adequate.

### Admission Requirements

An admission committee consisting of regular and clinical faculty serving on the Entertainment Arts and Engineering Steering Committee will review applications for admission to the degree program. The degree requires the successful completion of a baccalaureate degree as a pre-requisite for the master's degree. Admission requirements will conform to the requirements of the Graduate School, and will be competitive within the pool of applicants each year. The deadline for applying to the program is March 31<sup>st</sup>. Dependent upon the track a student applies for, the admission requirements vary slightly. All applicants are required to provide a thousand-word statement of personal and professional goals, undergraduate transcripts, the Test



of English as a Foreign Language (TOEFL) score (if applicable), three letters of recommendation, and a sample of scholarly writing such as a term paper are required. Applicants to the engineering track are also required to submit programming code samples, and applicants to the art track are required to provide a portfolio of their work (both 2D and 3D art work is required). The interdisciplinary nature of the degree encourages applicants from a wide variety of undergraduate programs, non-traditional students, and applications from traditionally underrepresented groups are encouraged.

Students applying for the MEAE/MFA degree will be required to be accepted by both the MEAE program and the Film and Media Arts MFA program.

### **Student Advisement**

Each track in the proposed MEAE will have a director, and these directors will provide program of study and career advising. In most cases, these directors will serve as the chair on the student's supervisory committee, however, if the student wishes they may find another chair of their choosing. In consultation with the supervisory committee chairperson, the student will select additional faculty as potential members of their supervisory committee. This committee will then consult on the student's selection of electives in the final semesters of the program.

Students in the joint MEAE/MFA degree will have a committee made up of both EAE and Film and Media Arts faculty.

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

To receive the MEAE degree, a student must:

- Complete the required 43 hours of coursework according to the track of choice.
- Receive at least a 3.0 GPA each year in the program.
- Receive a B grade or higher from the Master's Project advisor and their committee members.

Because of the breadth of material necessary to prepare someone for a professional position in the game industry, students will be taking courses in four primary areas of study (track coursework, game design, industry or research internship, and a group thesis project). These areas necessitate more credit hours than a typical master's degree. As a professional degree, the MEAE is analogous to an MPA in number of credit hours required.

Students in the MEAE/MFA program will earn a minimum total of 60.5 hours, which is similar to existing MFA programs in the College of Fine Arts.

### **External Review and Accreditation**

The EAE faculty have interacted with industry veterans at Microsoft, Electronic Arts, Disney Interactive, Disney Animation, Pixar, Sony, Zynga, and Smart Bomb Interactive, as well as game scholars and faculty in other similar programs across the country about the need and curriculum design for the new MEAE. The U of U has invited executives from these and other companies as well as faculty from other universities to serve on the external Advisory Board.

There are no nationwide accreditation standards for game development programs. The MEAE courses are well covered by regular, tenure-track or academically qualified faculty members, and have been designed with a curriculum behooving a research one institution.

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

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	~36	30	30	35	35	40
Total # of Declared Majors in Proposed Program	60	65	70	75	80	80
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as reported in Faculty table above)	6	7	7	8	8	8
Total Department Student FTE (Based on Fall Third Week)	60	65	70	75	80	80
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	10	9.3	10	9.4	10	10

### Expansion of Existing Program

Data Category	2010-11	2011-12	2012-13
Total Number of Students in Viability Study program	20	48.5	57.5
# of Game Engineering Students	8.5	22.5	33
# of Game Arts Students	6.5	14	10.5
# of Game Production Students	5	12	14

### Curriculum Change Approval Process

As the EAE program resides in the College of Engineering and College of Fine Arts, curriculum changes to the MEAE degree begin with approval by the EAE Curriculum committee. Those changes are then forwarded to the college curriculum committees in both colleges for approval. Changes to the requirements for the program of study above the MEAE degree to take a student to the MEAE/MFA joint degree require approval by the EAE Curriculum Committee, the Department of Film and Media Arts Curriculum Committee and then the College of Fine Arts Curriculum Committee.

### Section III: Need

#### Program Need

With the guidance of then Senior Vice President Pershing, and the encouragement of the chairs of the School of Computing and Department of Film and Media Arts, the program administrators set out three

years ago to test whether they could take the highly successful, highly ranked undergraduate EAE program and turn it into a fully functioning, self-sustaining, successful master's program. They created a track in the School of Computing's Master of Computing degree (and requested and received approval for a Game Engineering graduate emphasis) and adapted the Department of Film and Media Arts Master of Fine Arts degree with two new emphases: Game Arts and Game Production. The administrators carefully studied the offerings of other Universities and then developed the curriculum, created the classes, recruited the first cohort of students, taught the classes, and just this past May 2012, successfully graduated the students in that first cohort. With approximately 60 students currently enrolled, it was demonstrated that there is a strong demand for the program.

The proposed Masters of Entertainment Arts and Engineering unifies these two degrees with emphases into a common degree. It will permit unified admissions/enrollment, unified curriculum, unified student advising and program of study, and a unified number of credit hours under a common degree.

**Labor Market Demand**

The game design and development market is growing fast in the United States, and particularly in Utah, where there has been a jump in digital arts employment and revenue. Software developers, digital artists, and competent project managers are in high demand.

It is anticipated that the MEAE and MEAE/MFA students will be sought after not only by game development companies, but also non-traditional entities, such as the healthcare industry and armed forces, as they seek to create new ways to teach, learn, research, and implement innovative ideas. Game artists, (e.g. 3D and 2D animators, illustrators, texture artists, riggers, and musicians), game producers (e.g. project managers, strategic planners, business planners, designers, writers, and directors), and game developers (e.g. Artificial Intelligence developers, and software programmers) have seen a rapid upturn in employment and compensation nationwide, and Utah boasts some of the top salaries in the industry.

Local and multinational companies including Electronic Arts (EA), Disney Interactive, and Microsoft actively recruit the programs graduates. A critical component of the program is the student's ability to work with students in other disciplines. The engineers learn art to better understand the artists' motivations and techniques, and visa versa. This creates employees that can enter the workforce with valuable communication and technical skills, and are ready to function in teams.

Occupational Employment and Wages, May 2011<sup>1</sup>

Occupation (SOC Code)	Employment(1)	Hourly Mean Wage	Annual Mean Wage (2)	Annual Median Wage	Annual 90th Percentile Wage
Computer Programmers (15-1131)	320,100	\$36.54	\$76,010	\$72,630	\$115,610
Software Developers, Applications (15-	539,880	\$44.27	\$92,080	\$89,280	\$136,490

<sup>1</sup> [http://www.bos.gov/oes/current/oes\\_nat/htm](http://www.bos.gov/oes/current/oes_nat/htm)

Occupation (SOC Code)	Employment(1)	Hourly Mean Wage	Annual Mean Wage (2)	Annual Median Wage	Annual 90th Percentile Wage
1132)					
Software Developers, System Software (15-1133)	387,050	\$48.28	\$100,420	\$96,600	\$147,030
Producers and Directors (27-2012)	82,880	\$44.34	\$92,220	\$70,660	*This wage is equal to or greater than \$90.00 per hour or \$187,199 per year.
Computer and Information Systems Managers (11-3021)	300,830	\$60.41	\$125,660	\$118,010	\$185,150
Art Directors (27-1011)	30,680	\$45.92	\$95,500	\$81,260	\$166,620
Multimedia Artists and Animators (27-1014)	28,400	\$32.72	\$68,060	\$60,830	\$109,370
Graphic Designers (27-1024)	191,550	\$23.41	\$48,690	\$44,010	\$77,370
Music Directors and Composers (27-2041)	25,290	\$25.84	\$53,760	\$47,410	\$85,770
Sound Engineering Technicians (27-4014)	14,930	\$26.98	\$56,110	\$46,750	\$98,240

SOC Code: Standard Occupational Classification code.<sup>2</sup> Data extracted 13.Aug.2012

1. Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.
2. Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly mean wage published, the annual wage has been directly calculated from the reported survey data.

<sup>2</sup> <http://www.bls.gov/soc/home/htm>

State of Utah Employment Statistics (May 2011)

Occupation (SOC Code)	Employment(1)	Hourly Mean Wage	Annual Mean Wage (2)	Annual Median Wage	Annual 90th Percentile Wage
Computer Programmers (15-1131)	5050	\$36.61	\$76,150	\$67,910	\$111,140
Software Developers, Applications (15-1132)	4580	\$39.01	\$81,130	\$80,060	\$115,450
Software Developers, System Software (15-1133)	3340	\$40.95	\$85,170	\$67,060	\$122,420
Producers and Directors (27-2012)	380	\$30.03	\$62,460	\$58,490	\$95,250
Computer and Information Systems Managers (11-3021)	2130	\$53.21	\$110,680	\$107,360	\$150,460
Art Directors (27-1011)	170	\$34.13	\$70,990	\$65,910	\$112,920
Multimedia Artists and Animators (27-1014)	250	\$27.17	\$56,520	\$54,810	\$82,360
Graphic Designers (27-1024)	2070	\$20.10	\$41,810	\$39,140	\$62,640
Music Directors and Composers (27-2041)	n/a	n/a	\$45,110	\$33,640	\$94,030
Sound Engineering Technicians (27-4014)	40	\$21.27	\$44,250	\$38,510	\$70,980

A key element of the program is close industry involvement. Besides having several industry colleagues helping to teach some of the classes, these industry colleagues are also involved in evaluating and

critiquing the student work. This exposes the students to current trends and makes it so they are able to be productive on their first day at work. The faculty in the program also work with the students on resumé building and improving their job interview skills.

Students graduating in the first cohort have been highly successful at finding attractive jobs. Seventeen of the 20 students in the first cohort have graduated. All of the engineers, all of the producers, and all but one of the artists have found jobs in the games industry (or related field) that range in salary from \$50K to \$120K per year.

### **Student Demand**

Student enrollment over the past three years demonstrates that there is significant student demand. There are about 60 students currently enrolled in the program.

### **Similar Programs**

There are no similar programs in Utah or the Intermountain Region. There are approximately 50 similar programs across North America. Here is the list of the top schools that offer similar programs (and the degrees that they offer):

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

As students are recruited to attend these programs, there is interaction with other USHE institutions. There have been early talks with UVU about possibly establishing a pipeline for their students into this master's program.

### **Benefits**

Video games have become an integral part of the American culture and 75 percent of Americans play some form of video game, whether it is on traditional video game console, a computer, or a mobile device. Utah is home to over a dozen video game companies that vary from small, two-person operations to companies such as Disney Interactive and EA Salt Lake, each with over 200 employees. These businesses offer an important economic impact on the State of Utah, employing over 640 directly and over 2,100 Utahans indirectly, while adding \$93.7 million to the economy in 2009 (in 2005 it was \$53.6) and grew by more than 14.96% from 2005 to 2009 [Source EDC Utah]. The EAE program meets the needs of these businesses by providing talented, well-educated graduates. In addition, other software companies value the types of skills the program's students possess and find them to be well-rounded, experienced employees.

### **Consistency with Institutional Mission**

Configuration of the Utah System of Higher Education and Institutional Missions and Roles (R312) states that the institution's mission is to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels.

The proposed MEAE and MEAE/MFA degrees meet the mission to discover, create, and transmit knowledge to each cohort of entering graduate students. Students in their required internship often choose a more research-oriented focus such as the set of students who recently worked on development of a video game for hospital patients with cancer. As mentioned above, the video game industry in Utah is a growing, vibrant community and these students will be tomorrow's employees and leaders of those companies.

## Section IV: Program and Student Assessment

### Program Assessment

The program is not subject to a specific agency accreditation; however, in addition to the program reviews mandated by the graduate school, the steering committee will conduct an informal review of the program at the conclusion of each of the first five academic years the degree is in place. Use of the steering committee enables internal review by current University of Utah faculty and external advice and consultation.

In addition, listed here are several goals and measures the program will use to determine if the goals are being met.

- Recruiting, Admission, and Retention:
  - Goals – to recruit high-caliber applicants and retain students in quantities that meet or exceed the five-year program size projections.
  - Measures – applicant pool size and program size, # of applicants recruited per recruiting channel/event, average GPA of applicants and of students, # of applicants, and students by most recent location and degree/institution.
- Student Learning and Graduation:
  - Goals – to graduate 95% of the students admitted who meet the learning goals of the MEAE.
  - Measures – the learning measures include:
    - The student demonstrates knowledge and technical skills in classes with a 3.0 or higher GPA.
    - The student is effective in integrating this knowledge in a real world project by achieving a B or higher grade from the student's Master's Project advisor and supervisory committee.
    - The student is effective with analytical and critical thinking as measured using assignments or projects in program coursework.
    - The student is effective with teamwork as measured using group projects in the program of study.
    - The student is effective with written and oral communication measured using assignments, project writing, and presentations in classes.
- Placement:
  - Goals – to help MEAE graduates obtain career opportunities that leverage the knowledge gained in the program.
  - Measures - number of positions, skills used, companies and industry as well as average salaries received.
- Student Evaluation:
  - Goals – to assure positive student and graduate perceptions of program design, study benefits, and quality of cohort for improvement of the MEAE program.
  - Measures – summaries of students mid-study, exit, and alumni interviews/surveys.
- External Evaluation:
  - Goals – to acquire positive perceptions of students and graduates by recruiters, guest speakers, project sponsors and coordinators for MEAE students for improvement of the MEAE program.
  - Measures – summaries of external surveys

- Financial:
  - Goals – to meet or exceed the budget projection
  - Measures – Student credit hours, revenues from the MEAE differential tuition, and grants acquired.

### Expected Standards of Performance

Outcome standards established by the steering committee will be used to assess student learning, knowledge, and skills. All students in the MEAE degree program are required to take and successfully pass Game Design I and II, and Game Projects I, II, III, and IV. These courses provide a core understanding of both theoretical views of game development and the necessary applied skills for a career in the industry, as well as a needed cohort experience for interdisciplinary students. Specific course requirements for the student’s track of choice, which include three directed electives, are established on an individual bases for each student by his or her supervisory committee. A list of courses that constitute the student’s formal program of study should be presented to the supervisory committee for its approval before 75% of the student’s coursework is completed.

Students enrolled in the program are expected to manage their priorities to demonstrate good progress in meeting the requirements of their degree programs as well as to appropriately discharge all responsibilities of their assignments. Students must maintain a 3.0 GPA throughout their program. Further, grades lower than a ‘B-’ will not be counted toward degree credit.

Under normal circumstances, the MEAE will be completed within a two-year, four-semester time frame; however, all work for the MEAE must be completed within four consecutive calendar years. In rare cases deserving special consideration, the student’s supervisory committee can petition the Dean of the Graduate School for a time extension.

Students in the MEAE/MFA program will be expected to perform to the standards set by both programs.

## Section V: Finance

### Budget (EAE Data)

5-Year Budget Projection						
Departmental Data	Current Budget— Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Personnel Expense</b>						
Faculty Salaries	\$246,415	\$546,875	\$552,343	\$632,867	\$639,196	\$725,588
Staff Salaries	\$79,472	\$94,713	\$95,660	\$96,616	\$97,582	\$98,558
Graduate Assistant Salaries	\$30,257	\$131,000	\$132,310	\$133,633	\$148,469	\$163,454
Benefits	\$114,586	\$218,310	\$218,310	\$243,810	\$245,160	\$273,710
Total Personnel Expense	\$470,730	\$990,897	\$998,623	\$1,106,926	\$1,130,407	\$1,261,310



5-Year Budget Projection						
Departmental Data	Current Budget— Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Non-personnel Expense</b>						
Travel	\$41,782	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Computers	\$113,152	\$0	\$45,000	\$42,000	\$68,000	\$77,000
Software	\$62,552	\$20,800	\$40,008	\$40,408	\$88,812	\$54,700
Marketing/Advertising	\$28,999	\$30,000	\$30,300	\$30,603	\$30,909	\$31,218
Supplies	\$11,426	\$20,000	\$20,200	\$20,402	\$20,606	\$20,812
Other	\$18,889	\$60,642	\$61,248	\$61,861	\$62,480	\$63,104
Total Non-personnel Expense	\$276,800	\$181,442	\$246,756	\$245,274	\$320,807	\$296,835
<b>Total Expense (Personnel + Current)</b>	<b>\$747,530</b>	<b>\$1,172,339</b>	<b>\$1,245,379</b>	<b>\$1,352,200</b>	<b>\$1,451,214</b>	<b>\$1,558,144</b>
<b>EAE Program Funding</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Tuition		\$515,900	\$521,059	\$526,270	\$531,532	\$536,848
Other: Center Administration	\$398,636					
Other: SCH		\$149,621	\$162,089	\$174,558	\$187,026	\$199,495
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition	\$382,594	\$506,818	\$576,505	\$651,895	\$733,382	\$821,387
<b>Total Revenue</b>	<b>\$781,230</b>	<b>\$1,172,339</b>	<b>\$1,259,654</b>	<b>\$1,352,722</b>	<b>\$1,451,940</b>	<b>\$1,557,730</b>
<b>Difference</b>						
Revenue - Expense	\$33,700	\$0	\$14,275	\$522	\$726	-\$415
Number of Students	55	60	65	70	75	80
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$	\$	\$	\$	\$	\$
* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.						

**Budget comments**

Projects assume 1% annual raises for faculty and a 5% annual increase for tuition (differential tuition is adjusted by the university tuition increase).

**Funding Sources**

Central administration has agreed to provide the EAE program with a base budget of \$385,000 for the 2012-13 fiscal year (the base budget money comes with benefits). Additional revenue comes from the Board of Regents approved differential tuition for the EAE program (for 2012/13 the rate is \$460.40 per credit hour) and SCH for the classes.

**Reallocation**

The base budget funds come from tuition.

**Impact on Existing Budgets**

There is no impact on existing budgets.

**Section VI: Program Curriculum**

## All MEAE Program Courses

	<b>Course Prefix and Number</b>	<b>Title</b>	<b>Credit Hours</b>
Required All	CS 6070 / FILM 6701	Game Design I	3
Required All	CS 6071 / FILM 6702	Game Design II	3
Required All	CS 6080 / FILM 6711	Game Projects I	4
Required All	CS 6081 / FILM 6712	Game Projects II	4
Required All	CS 6082 / FILM 6713	Game Projects III	4
Required All	CS 6083 / FILM 6714	Game Projects IV	4
Required All	CS 6095 / FILM 6900	Internship	3
<b>Subtotal (Req)</b>			<b>25</b>
Eng Track (Req)	CS 6090	Game Engineering I	3
Eng Track (Req)	CS 6091	Game Engineering II	3
Eng Track (Req)	CS 6092	Game Engineering III	3
Eng Track (Req)	CS 6093	Game Engineering IV	3
Eng Track (Elec)	Electives		6
<b>Subtotal Eng</b>			<b>18</b>
Arts Track (Req)	FILM 6721	Game Arts I	3
Arts Track (Req)	FILM 6722	Game Arts II	3
Arts Track (Req)	FILM 6723	Game Arts III	3
Arts Track (Req)	FILM 6724	Game Arts IV	3
Arts Track (Elec)	Electives		6
<b>Subtotal Arts</b>			<b>18</b>
Prod Track (Req)	FILM 6731	Game Production I	3
Prod Track (Req)	FILM 6732	Game Production II	3
Prod Track (Req)	FILM 6733	Game Production III	3
Prod Track (Elec)	Electives		9

<b>Subtotal Prod</b>	<b>18</b>
<b>Total all Tracks</b>	<b>43</b>

*NOTE: starting with the Fall 2013 academic year, the EAE classes will be moved into their own EAE prefix classification. The course numbers for these classes have not yet been determined.*

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

We likely will be adding new elective classes over the next five years. However, specifics on any of those classes have not yet been determined.

All MEAE/MFA students will be required to take all of the above EAE courses, and then the additional 4.5 FILM courses necessary for the MFA degree.

**Program Schedule**

**Game Engineering Track Program Schedule (Emphasis)**

Course Prefix and Number	Title	Credit Hours
<b>Year One – Fall</b>		
CS 6070	Game Design I	3
CS 6080	Game Projects I	4
CS 6090	Game Engineering I	3
<b>Sub-Total</b>		<b>10</b>
<b>Year One – Spring</b>		
CS 6081	Game Projects II	4
CS 6091	Game Engineering II	3
	Elective	3
<b>Sub-Total</b>		<b>10</b>
<b>Summer</b>		
CS 6095	Internship	3
<b>Sub-Total</b>		<b>3</b>
<b>Year Two – Fall</b>		
CS 6071	Game Design II	3
CS 6082	Game Projects III	4
CS 6092	Game Engineering III	3
<b>Sub-Total</b>		<b>10</b>
<b>Year Two – Spring</b>		
CS 6083	Game Projects IV	4
CS 6093	Game Engineering IV	3
	Elective	3
<b>Sub-Total</b>		<b>10</b>
<b>Total Credit Hours</b>		<b>43</b>

**Game Arts Track Program Schedule (Emphasis)**

Course Prefix and Number	Title	Credit Hours
<b>Year One – Fall</b>		
FILM 6701	Game Design I	3
FILM 6711	Game Projects I	4
FILM 6721	Game Arts I	3

Course Prefix and Number	Title	Credit Hours
<b>Sub-Total</b>		<b>10</b>
<b>Year One – Spring</b>		
FILM 6712	Game Projects II	4
FILM 6722	Game Arts II	3
Elective		3
<b>Sub-Total</b>		<b>10</b>
<b>Summer</b>		
FILM 6900	Internship	3
<b>Sub-Total</b>		<b>3</b>
<b>Year Two – Fall</b>		
FILM 6702	Game Design II	3
FILM 6713	Game Projects III	4
FILM 6723	Game Arts III	3
<b>Sub-Total</b>		<b>10</b>
<b>Year Two – Spring</b>		
FILM 6714	Game Projects IV	4
FILM 6724	Game Arts IV	3
Elective		3
<b>Sub-Total</b>		<b>10</b>
<b>Total Credit Hours</b>		<b>43</b>

Game Production Track Program Schedule (Emphasis)

Course Prefix and Number	Title	Credit Hours
<b>Year One – Fall</b>		
FILM 6701	Game Design I	3
FILM 6711	Game Projects I	4
FILM 6731	Game Production I	3
<b>Sub-Total</b>		<b>10</b>
<b>Year One – Spring</b>		
FILM 6712	Game Projects II	4
FILM 6732	Game Production II	3
Elective		3
<b>Sub-Total</b>		<b>10</b>
<b>Summer</b>		
FILM 6900	Internship	3
<b>Sub-Total</b>		<b>3</b>
<b>Year Two – Fall</b>		
FILM 6702	Game Design II	3
FILM 6733	Game Projects III	4
FILM 6723	Game Production III	3
<b>Sub-Total</b>		<b>10</b>
<b>Year Two – Spring</b>		
FILM 6714	Game Projects IV	4
Elective		3

Course Prefix and Number	Title	Credit Hours
	Elective	3
	<b>Sub-Total</b>	<b>10</b>
	<b>Total Credit Hours</b>	<b>43</b>

In addition, and in order to take advantage of the complementary elements in the two programs, the program is requesting the formation of a joint MEAE/MFA in Film and Media Arts. The MEAE/MFA in Film and Media Arts is based on the demonstrated intellectual benefit that exists in studying game arts or game production and the cinematic arts in a coordinated program. A student enrolled in the joint degree program would be able to earn both degrees in less time and with a lower overall credit requirement than were that student enrolled in each program separately.

Specifically, MEAE/MFA students would take all of the listed MEAE requirements, and then would also take FILM 6010 Introduction to Grad Studies (0.5) in their first semester and then one four credit hour FILM seminar or regular elective for three semesters and a four credit hour FILM project class for one semester. This gives a total of 60 hours for the joint degree. Note: since four, four credit hour classes plus the intro grad studies class totals 16.5 credit hours, students in the joint program must choose an EAE elective that is four credits instead of three, giving them 60.5 credit hours.

MEAE/MFA students will also take the required MFA comprehensive exams. Some students may choose to take three years to complete the joint degree. In that case, the students will take the three FILM Electives and the FILM Project classes in the third year. This will preserve the cohort model of the MEAE degree.

### Section VII: Faculty

The following faculty are responsible for the program and teach the bulk of the classes (some industry adjuncts help to fill in). Electives will be approved by the student supervisory committee and taken within other departments on campus, likely including the School of Computing, the College of Business, or the Department of Film and Media Arts.

- Roger Altizer, PhD (expected fall 2012) (University of Utah)
  - Game Design and Production Track Director
- Craig Caldwell, PhD 1989 (Ohio State University) \
  - Game Arts Track Director
- Robert Kessler, PhD 1981 (University of Utah)
  - Executive Director
- Mark van Langeveld, PhD 2009 (University of Utah)
  - Game Engineering Track Director
- \*\*New hire\*\*

March 20, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Masters of Science for Secondary School Teachers in Earth Sciences

Issue

The University of Utah requests permission to add Earth Sciences as a field of study within the existing Masters of Science for Secondary School Teachers (MSSST) program. The MSSST currently offers degrees for secondary school teachers in chemistry, physics, biology and math (teaching).

Background

The MSSST degree program is available to certified middle and high school teachers who have been teaching for a minimum of three years as a way to provide advanced training and fulfill Utah State Office of Education (USOE) teaching endorsement requirements for science and mathematics. The proposed MSSST Earth Sciences (Teaching) degree will be offered in the Department of Geology and Geophysics, which is part of the College of Mines and Earth Science.

The program consists of 34 hours of study: 23 hours are in core geology, physics and chemistry courses, five hours are in science-based pedagogical courses, and six hours are for completion of a master's project. The program meets the USOE requirements for endorsements in earth science and physical science for teachers who have the prerequisites of one year each of chemistry and physics. The program will be offered to cohorts of up to 25 teachers and will be designed to take into account USOE Science Core Curriculum concepts and content-based pedagogical methods. Courses will be given in the evenings during the academic year, and during the mid-summer months (mid-June to mid-August) to accommodate K-12 teaching schedules.

Student interest in this program is high (40 current teachers indicating interest in the program). Earth science, geology, middle-level science, and physics range from 3.2 to 3.6 [the highest current ranking is 4.0 (Special Education)] on the Teaching Field Index of Criticality, indicating high demand for teachers in this field. No other USHE institution offers a MS degree in Earth Sciences for practicing teachers. There are programs for pre-service (undergraduate) teachers and MEd or MAT degrees offered by colleges of education but none require the rigor of a science-based master's project and advanced scientific coursework.

There are sufficient faculty members in place in the various contributing disciplines to teach the necessary course work. The Center for Science and Mathematics Education will provide the administrative staff for the Masters of Science for Secondary School Teachers in Earth Sciences degree as part of its role in supporting the MSSST program.

The institutional Board of Trustees approved this program on September 11, 2012. The Program Review Committee recommends the program to the Board of Regents for approval.

Policy Issues

There are no outstanding policy issues regarding this program.

Commissioner's Recommendation

The proposed program has been developed through established institutional procedures and Regent policy. Chief Academic Officers as well as faculty in earth sciences and earth sciences-related departments from the Utah System of Higher Education institutions have reviewed the proposal and are supportive of it. The Commissioner recommends the Regents approve the request by the University of Utah to offer the Masters of Science for Secondary School Teachers in Earth Sciences, effective Fall 2013.

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David L. Buhler  
Commissioner of Higher Education

DLB/EJH  
Attachment

**Executive Summary**  
**University of Utah**  
**MS for Secondary School Teachers in Earth Sciences**  
**03/28/2012**  
**Revised 02/12/2013**

**Program Description**

The Masters of Science for Secondary School Teachers (MSSST) program was established by the College of Science in 1972 and offers degrees for secondary school teachers in Chemistry, Physics, Biology and Math (Teaching). The MSSST degree program is available to certified middle and high school teachers who have been teaching for a minimum of three years as a way to provide advanced training and fulfill Utah State Office of Education (USOE) endorsement requirements for science and mathematics. The proposed Masters of Science for Secondary School Teachers in Earth Sciences degree will be offered in the Department of Geology and Geophysics, which is part of the College of Mines and Earth Sciences. The program consists of 34 hours of study: 23 hours are in core Geology, Physics and Chemistry courses, five hours are in science-based pedagogical courses, and six hours are for completion of a master's project. The program meets the USOE requirements for endorsements in Earth Science and Physical Science for teachers who have the prerequisites of one year each of Chemistry and Physics. The program will be offered to cohorts of up to 25 teachers and will be designed to take into account USOE Science Core Curriculum concepts and content-based pedagogical methods. Courses will be given in the evenings during the academic year, and during the mid-summer months (mid-June to mid-August) to accommodate K-12 teaching schedules.

**Role and Mission Fit**

The Masters of Science for Secondary School Teachers in Earth Sciences degree will help the University of Utah fulfill its mission to serve the people of Utah through the dissemination of knowledge by teaching and community engagement. The MSSST program facilitates this goal both by providing instruction to secondary teachers and through the instruction that these teachers will, in turn, provide their students. In its role as teaching institution, the University commits itself to providing challenging instruction for all its students and encourages interdisciplinary work and the integration of instruction and research opportunities. It expects and rewards superior teaching and academic excellence among its faculty. The Masters of Science for Secondary School Teachers in Earth Sciences degree will facilitate this goal through the very nature of the program content. Also, it is likely that the teaching skills of the science faculty will be improved by working with professional teachers in addition to improving the science content knowledge of the teachers. In its role as contributor to public life, the University's faculty, staff, and students are encouraged to contribute time and expertise to community and professional service. The Masters of Science for Secondary School Teachers in Earth Sciences degree allows for faculty to engage in K-12 education in a very meaningful and lasting way. Finally, the President of the University has explicitly stated that the University should make it a priority to reclaim its place in the state of producing the highest quality teachers of science in numbers that are significant. Prior to the MSSST cohort program, approximately two teachers a year were graduating with a higher-level degree in the sciences. With this program, we can significantly and positively impact those numbers.

**Faculty**

Because this is an interdisciplinary program, faculty will be drawn from multiple departments including Geology and Geophysics, Chemistry, Physics, Atmospheric Sciences, and the Urban Institute of Teacher



Education within the College of Education. The main focus of the program, however, is Earth Science so faculty headcounts are included for the Department of Geology and Geophysics below. When feasible (and desirable), teachers will be taking regularly scheduled courses that are offered to the general population at the University. However, several of the necessary courses are not offered at a time teachers can take them (either after 4:00 p.m. during the school year or from mid-June to early August during the summer). Therefore, faculty will be recruited to teach special sections of the courses and will be compensated accordingly. As these courses will be offered through Academic Outreach and Continuing Education (AOCE), compensation will come directly from tuition. Since this amounts to an additional course per academic year semester, and two during the summer sessions, there is little impact on the participating department. Instructors have already been arranged for the majority of the courses.

**Market Demand**

Earth Science, Geology, Middle Level Science, and Physics range from 3.2 to 3.6 (the highest current ranking is 4.0 (Special Education)) on the Teaching Field Index of Criticality. This implies that demand for teachers that are qualified to teach these subjects is high and job placement should not be a problem. Additionally, with the changes in the USOE Core Curriculum to develop a new Earth Science course and move it to a more experience-based science, the demand for such courses will grow and therefore so will the need for more teachers.

**Student Demand**

When the program was announced by the USOE for feedback from teachers, over 40 responded that they would be interested in participating.

**Statement of Financial Support.**

- Appropriated Fund .....
- Special Legislative Appropriation .....
- Grants and Contracts.....
- Special Fees/Differential Tuition..... x
- Other (please describe).....

**Similar Programs Already Offered in the USHE**

To our knowledge, no other USHE institution offers a MS degree in Earth Sciences for practicing teachers. There are programs for pre-service (undergraduate) teachers and MEd or MAT degrees offered by colleges of education but none require the rigor of a science-based master’s project and advanced scientific coursework. Our hypothesis is that by engaging teaching in authentic research activities with their master’s project, they will be better prepared to teach scientific process to their students. We will also provide courses that tie the content and the pedagogy together and will require an aspect of classroom translation in the master’s project.

**Program Description**  
**University of Utah**  
**MS for Secondary School Teachers in Earth Sciences**  
**03/28/2012**  
**Revised 02/19/2013**

**Section I: The Request**

The University of Utah requests approval to extend the disciplinary tracks of the existing Masters of Science for Secondary School Teachers (MSSST) degree to include a MSSST degree in Earth Sciences effective for students beginning in Fall 2013.

**Section II: Program Description**

**Complete Program Description**

The Masters of Science for Secondary School Teachers (MSSST) program was established by the College of Science in 1972 and offers degrees for secondary school teachers in Chemistry, Physics, Biology and Math (Teaching). The MSSST degree program is available to certified middle and high school teachers who have been teaching for a minimum of three years as a way to provide advanced training and fulfill Utah State Office of Education (USOE) endorsement requirements for science and mathematics.

The proposed Masters of Science for Secondary School Teachers in Earth Sciences degree will be offered in the Department of Geology and Geophysics, which is part of the College of Mines and Earth Sciences. The program consists of 34 hours of study: 23 hours are in core Geology, Physics and Chemistry courses, five hours are in science-based pedagogical courses, and six hours are for completion of a Master's project. The program meets the USOE requirements for endorsements in Earth Science and Physical Science for teachers who have the prerequisites of one year each of Chemistry and Physics. The program will be offered to cohorts of up to 25 teachers and will be designed to take into account USOE Science Core Curriculum concepts and content-based pedagogical methods. Courses will be given in the evenings during the academic year, and during the mid-summer months (mid-June to mid-August) to accommodate K-12 teaching schedules.

**Purpose of Degree**

The purpose of the Masters of Science for Secondary School Teacher in Earth Sciences degree is to: (1) provide teachers with advanced training in Earth and physical science concepts and methods, and (2) increase the number of highly qualified teachers teaching Earth Science, Physics and Chemistry. Currently, there is no other MS degree program that meets the USOE requirements for endorsements in Earth and physical science. Therefore, many teachers only take a minimum number of courses in these content areas in order to be endorsed. This program will provide teachers with a thorough grounding in the Earth and physical sciences through coursework and content-based pedagogical seminars, while affording them the benefits of completing a MS degree. Teachers will also engage in a scientific research experience that will serve as the foundation of their Master's project.

**Institutional Readiness**

Currently, the MSSST degree is being administered by the College of Science MSSST Steering Committee and managed through a partnership with the Center for Science and Mathematics Education (CSME). The traditional MSSST program allows teachers to design their own plan of study and independent research

project. Difficulties with conflicting University and K-12 teaching schedules and the lack of a readily available support network resulted in only 97 applicants and 52 graduates during a 37-year period. In 2009, the Center for Science and Mathematics Education (CSME) developed cohort programs for MSSST degrees in Mathematics, Biology, and Chemistry. It graduated 17 teachers in Math (Teaching) in 2011, and is on track to graduate 26 teachers in Biology and Chemistry (Teaching) this fall. Another group of 25 teachers enrolled in the CSME MSSST Math cohort program this year and will graduate in 2013.

Due to the success of the cohort model and the management resources provided by the Center for Science and Mathematics Education, the College of Mines and Earth Science and Department of Geology and Geophysics have agreed to support the creation of the new MSSST degree in Earth Sciences by providing coursework, instructors, supervisory committee members and a presence on the MSSST Steering Committee. The MSSST Steering Committee has agreed to administer the program through its partnership with the Center for Science and Mathematics Education. The CSME will recruit participants, arrange the program of study, facilitate the creation of supervisory committees, track progress toward graduation, and provide general graduate advising. It is a practical arrangement considering that the CSME is already managing the other MSSST cohort programs.

The only potential impact on any undergraduate programs is a positive one in that courses offered to the Masters of Science for Secondary School Teachers in Earth Sciences cohort in the Department of Geology and Geophysics will also be made available to pre-service teachers in the Earth Science Teaching Composite undergraduate program.

### Faculty

Because this is an interdisciplinary program, faculty will be drawn from multiple departments including Geology and Geophysics, Chemistry, Physics, Atmospheric Sciences, and the Urban Institute of Teacher Education within the College of Education. The main focus of the program, however, is Earth Science so faculty headcounts are included for the Department of Geology and Geophysics below. When feasible (and desirable), teachers will be taking regularly scheduled courses that are offered to the general population at the University. However, several of the necessary courses are not offered at a time teachers can take them (either after 4:00 p.m. during the school year or from mid-June to early August during the summer). Therefore, faculty will be recruited to teach special sections of the courses and will be compensated accordingly. As these courses will be offered through Academic Outreach and Continuing Education (AOCE), compensation will come directly from tuition. Since this amounts to an additional course per academic year semester, and two during the summer sessions, there is little impact on the participating department. Instructors have already been arranged for the majority of the courses.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees</b> (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	23	0	23
Full-time Non-Tenured	7	0	7
Part-time Tenured			
Part-time Non-Tenured			
<b>With Master’s Degrees</b>			

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Headcount Faculty</b>			
Full-time Tenured	23	0	23
Full-time Non-Tenured	7	0	7
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Department Faculty FTE</b> (As reported in the most recent A-1/S-11 Institutional Cost Study for “prior to program implementation” and using the A-1/S-11 Cost Study Definition for the projected “at full program implementation.”)			
	30	0	30

### Staff

The Center for Science and Mathematics Education will provide the necessary staff for the Masters of Science for Secondary School Teachers in Earth Sciences degree as part of its role in supporting the MSSST program:

- Dr. Holly Godsey, CSME Formal Science Education Manager and Assistant Professor (Lecturer) in the Dept. of Geology and Geophysics will serve as the program manager including developing the plan of study, coordinating with faculty advisors, communicating with the program evaluator, and teaching select courses.
- Dr. Louisa Stark, Faculty Associate of the CSME, Clinical Professor in the College of Education, and Director of the Genetic Science Learning Center, will provide pedagogical training, conduct seminars, coordinate with faculty from the College of Education and consult on program design and progress.
- Marcia Cook, CSME Accountant, will manage all of the financial aspects of the program including collecting tuition, coordinating with the USOE on state funding, and paying instructors.

- Alison Jarrett, MSSST Program Coordinator, will oversee the admissions process, track graduate student progress, communicate with participants regarding forms, policies and procedures, assist in setting up courses, and serve as the liaison to the Graduate School.
- Oversight will be provided by the Dept. of Geology and Geophysics and the MSSST Steering Committee.

### **Library and Information Resources**

No special resources are needed.

### **Admission Requirements**

The admission requirements for the MSSST Earth Science program are:

- A BS degree from a regionally accredited college or university.
- A minimum 3.00 undergraduate weighted mean GPA.
- Must have been teaching in a scientific discipline for at least three years in a secondary school.
- Recommendation from their school principal.
- Additional suggested prerequisites: one year of chemistry and one year of physics.

### **Student Advisement**

As this is a cohort program, all of the students will follow the same plan of study designed by the program personnel (see section VI below). Academic progress will be tracked by the MSSST Program Coordinator and the Program Manager will advise in the case of inadequate performance. Students will be assigned advisors from the Department of Geology and Geophysics to guide them through their Master's projects. Supervisory committees will consist of at least one tenure-track faculty member from the Department of Geology and Geophysics, and two additional members from the College of Mines and Earth Sciences, the College of Science, or the College of Education. Information on classes, University requirements, master's project expectations and other issues will be given at monthly cohort meetings that will serve as an informal means of advising and supporting the teachers. Cohort meetings have been an integral part of the success of the current MSSST Biology and Chemistry program and also serve as a professional learning community for the teachers where scientific topics, pedagogy and other classroom issues are discussed.

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

The program consists of 34 hours of study: 23 hours are core Geology, Physics and Chemistry courses, five hours are science-based pedagogical courses, and six hours are required for completion of a Master's project. The program also meets the USOE requirements for endorsements in Earth Science and Physical Science for teachers who have the prerequisites of one year each of Chemistry and Physics. The program also meets the requirements for an endorsement in Physics for those students who have already taken calculus. In order to graduate, teachers must have satisfactory performance as defined by the Graduate School in 30-36 credits of courses approved by the supervisory committee. Six credits must be for original work in the form of a project.

### **External Review and Accreditation**

Dr. Mary Burbank, Director of the Urban Institute for Teacher Education, and Dr. Margarita Cummings from the Jordan School District (currently with the CMSE) were involved in the conception of the MSSST cohort program. Dr. Melissa Goldsmith from the College of Education served as an evaluator for both the MSSST Math and MSSST Biology/Chemistry cohort programs and her data were used in designing the Masters of Science for Secondary School Teachers in Earth Sciences degree. Shannon Buchanan, Science

Education Specialist for the Utah State Office of Education was also highly involved in establishing the area of need (Earth and physical science teachers). The CSME will work with the USOE to ensure that endorsement criteria are met using the processes that are in place for the MSSST Math and MSSSST Biology/Chemistry programs.

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

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	X	16	16	16	16	16
Total # of Declared Majors in Proposed Program	X	16	16	16	16	16
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as reported in Faculty table above)	30	30	30	30	30	30
Total Department Student FTE (Based on Fall Third Week)	185	201	201	201	201	201
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	6.2	6.7	6.7	6.7	6.7	6.7
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____ )						

**Expansion of Existing Program**

The Masters of Science for Secondary School Teachers in Earth Sciences program is an additional disciplinary track of the existing MSSST degree program. Enrollment statistics are as follows:

Program	Years	Discipline	Enrolled (projected)	Graduated (projected)
MSSST Program (Independent)	1972-2009	All available (Physics, Chemistry, Biology, Math)	97	52
MSSST Program (Independent)	2009-present	All available (Physics, Chemistry, Biology, Math)	6	(6)
MSSST Cohort	2009-2011	Math	19	17

Program	Years	Discipline	Enrolled (projected)	Graduated (projected)
Program				
MSSST Cohort Program	2010-2012	Biology and Chemistry	27	(26)
MSSST Cohort Program	2011-2013	Math	24	(24)
MSSST Cohort Program	2012-2014	Earth and Physical Science	(16)	(16)

### Section III: Need

#### Program Need

In 2011, the Utah State Office of Education (USOE) identified a pressing need to increase the number of teachers qualified to teach Earth and Physical Sciences.<sup>1</sup> In addition, the USOE is in the process of revising the Earth Systems Core Curriculum into an Earth Science curriculum. The goal is to move from a descriptive format to one based on scientific inquiry and integration of the various scientific disciplines that contribute to the field of Earth Science. These higher-level concepts will require a deeper understanding in order to be taught effectively. Currently, the majority of teachers teaching Earth Systems have endorsements in Environmental Science, which only requires a single course in geology. Further, most Earth Systems teachers have an undergraduate degree in Biology, General Science or Science Education. These teachers will need much deeper content development to be successful with an enhanced Earth Science curriculum. A true understanding of the Earth and its systems requires a much more rigorous background in geologic and physical processes. For these reasons, we are proposing to add an Earth Sciences track to the existing Masters of Science program for Secondary School Teachers that will provide a solid grounding in geology while also integrating physics, chemistry and biology.

#### Labor Market Demand

Earth Science, Geology, Middle Level Science, and Physics range from 3.2 to 3.6 (the highest current ranking is 4.0 (Special Education)) on the Teaching Field Index of Criticality. This implies that demand for teachers that are qualified to teach these subjects is high and job placement should not be a problem. Additionally, with the changes in the USOE Core Curriculum to develop a new Earth Science course and move it to a more experience-based science, the demand for such courses will grow and therefore so will the need for more teachers.

#### Student Demand

When the program was announced by the USOE for feedback from teachers, over 40 responded that they would be interested in participating.

#### Similar Programs

To our knowledge, no other USHE institution offers a MS degree in Earth Sciences for practicing teachers. There are programs for pre-service (undergraduate) teachers and MEd or MAT degrees offered by colleges of education but none require the rigor of a science-based master's project and advanced scientific coursework. Our hypothesis is that by engaging teaching in authentic research activities with their master's project, they will be better prepared to teach scientific process to their students. We will also provide

<sup>1</sup> Teaching Field Index of Criticality for Utah, T.H.Bell Teaching Incentive Loan Program, 2011.

courses that tie the content and the pedagogy together and will require an aspect of classroom translation in the master's project.

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

While we have no plans to collaborate as this time with other institutions, there may be opportunities to do so based on experiences with the current MSSST program. For example, the MSSST Biology/Chemistry cohort needed to take a Cell Biology course with a laboratory component that was not available at the University of Utah. Therefore, we contracted with an instructor at Salt Lake Community College for the course. Also, one of the MSSST Chemistry teachers will be working with a professor at BYU for her master's project, an arrangement that will benefit all involved parties. We also foresee opportunities for combined professional development workshops with other local institutions.

### **Benefits**

The University of Utah will benefit from this program by having the opportunity to train the teachers who will directly influence the pipeline of students that the University hopes to attract. Better science teaching in the schools by teachers who have had positive experiences at the University of Utah will lead to more students pursuing STEM disciplines at the U and elsewhere. The University is deeply committed to STEM education and has demonstrated this commitment by supporting the creation of the Center for Science and Mathematics Education (CSME), a joint effort by the College of Science and the College of Education. The mission of the CSME is to build programs, provide resources, and foster partnerships between academia and the community at large that promote understanding and enthusiasm for science and mathematics. The CSME provides exemplary teacher education programs based on research on best practices and develops programs in science and mathematics that aim to increase the recruitment and retention of students in STEM areas. The University will also benefit by engaging its science faculty with professional teachers who have experience with pedagogical methods and who are constantly thinking of ways to communicate effectively with students.

### **Consistency with Institutional Mission**

The Masters of Science for Secondary School Teachers in Earth Sciences degree will help the University of Utah fulfill its mission to serve the people of Utah through the dissemination of knowledge by teaching and community engagement. The MSSST program facilitates this goal both by providing instruction to secondary teachers and through the instruction that these teachers will, in turn, provide their students. In its role as teaching institution, the University commits itself to providing challenging instruction for all its students and encourages interdisciplinary work and the integration of instruction and research opportunities. It expects and rewards superior teaching and academic excellence among its faculty. The Masters of Science for Secondary School Teachers in Earth Sciences degree will facilitate this goal through the very nature of the program content. Also, it is likely that the teaching skills of the science faculty will be improved by working with professional teachers in addition to improving the science content knowledge of the teachers. In its role as contributor to public life, the University's faculty, staff, and students are encouraged to contribute time and expertise to community and professional service. The Masters of Science for Secondary School Teachers in Earth Sciences degree allows for faculty to engage in K-12 education in a very meaningful and lasting way.

Finally, the President of the University has explicitly stated that that the University should make it a priority to reclaim its place in the state of producing the highest quality teachers of science in numbers that are significant. Prior to the MSSST cohort program, approximately two teachers a year were graduating with a



higher-level degree in the sciences. With this program, we can significantly and positively impact those numbers.

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

### **Program Assessment**

The goals of the Masters of Science for Secondary School Teachers in Earth Sciences degree are:

- To enhance and deepen the content knowledge of practicing Earth and physical science teachers in a manner that recognizes the professional goals of the teachers and is relevant to the USOE Core Curriculum Standards.
- To increase the number of teachers qualified to teach Earth and physical science courses.
- To provide meaningful instruction to teachers while simultaneously providing the benefits of a graduate degree and USOE-accredited endorsements.
- To support a professional learning community of Earth and physical science teachers who work and learn together while sharing ideas and best practices.
- To provide opportunities for professional development through seminars, workshops, interactions with faculty, and lab and field experiences.

### **Expected Standards of Performance**

By the time teachers complete this program they should:

- Understand scientific concepts in a way that enables effective teaching of those concepts.
- Understand the interdisciplinary nature of science.
- Develop an appreciation for how we know what we know in science.
- Be able to engage in independent inquiry and project development that will be translated into their classroom environments.

Standards and competencies were chosen in part from the National Science Education Standards for Earth, Physical and Space Science.<sup>2</sup>

Means of Assessment:

- Teachers will take the Praxis II Test 0571 - Earth and Space Science: Content Knowledge at the beginning and end of the program as a measure of change in content knowledge.
- Course evaluations will be gathered and summarized for each of the program courses with particular attention paid to the special topics courses.
- Student grades will be evaluated to determine if students are making adequate progress and if the courses are at the appropriate level for the participants.
- Surveys of participants' teaching confidence levels, approaches, and attitudes will be given throughout the program.
- Mid-course reflection sessions will be held once per semester during the monthly cohort meetings to evaluate program effectiveness, progress toward goals, attitudes of participants, etc.
- An annual report will be produced in August 2013 and distributed to all stakeholders including the College of Science, College of Mines and Earth Science, College of Education, Department of Physics, Department of Geology and Geophysics, the USOE, and the USHE.

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<sup>2</sup> National Research Council. National Science Education Standards for Earth, Physical and Space Science. Washington, D.C.: The National Academies Press, 1996.

- A final report will be produced at the completion of the program (Fall 2014) and similarly distributed.

Both formative and summative assesment criteria will be designed in collaboration with our program evaluator from the College of Education.

### Section V: Finance

#### Budget

5-Year Budget Projection						
Departmental Data	Current Budget— Prior to New Program Implementation <sup>a</sup>	Year 1	Year 2	Year 3 <sup>e</sup>	Year 4	Year 5
<b>Personnel Expense</b>						
Salaries and Wages- Instructors <sup>b</sup>		26,000	30,000	0	26,000	30,000
Salaries and Wages- Evaluator <sup>c</sup>		7,000	7,000	15,000	7,000	7,000
Salaries and Wages- CSME Staff Coordinator (0.1 FTE) <sup>d</sup>		5,000	5,000	5,000	5,000	5,000
Benefits (36%)		13,680	15,120	7,200	13,680	15,120
<b>Total Personnel Expense</b>		51,680	57,120	27,200	51,680	57,120
<b>Non-personnel Expense</b>						
Travel						
Capital						
Library						
Current Expense						
Other – AOCE course charge		2,560	1,920	640	2,560	1,920
Other expenses- Workshops, speaker honorariums, refreshments, poster session, supplies		6,000	10,000	500	6,000	10,000
<b>Total Non-personnel Expense</b>		8,560	11,920	1,140	8,560	11,920
<b>Total Expense (Personnel + Current)</b>	\$	\$60,240	\$69,040	\$28,340	\$60,240	\$69,040
<b>Departmental Funding</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Appropriated Fund						

Other:						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition	0					
Tuition (\$300 per credit hour)		62400	72000	28800	62400	72000
<b>Total Revenue</b>	\$	\$62,400	\$72,000	\$28,800	\$62,400	\$72,000
<b>Difference</b>						
Revenue - Expense	\$	\$2,160	\$2,960	\$460	\$2,160	\$2,960
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$170.00	\$170.00	\$170.00	\$170.00	\$170.00	\$170.00
<b>*Projected Instructional Cost/Student Credit Hour</b> data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.						

<sup>a</sup>No budget is included here because the Geology and Geophysics department budget will not be impacted.

<sup>b</sup>Instructors are paid \$2000 per credit hour for a course.

<sup>c</sup>The Evaluator's duties will be the greatest in year three when coursework is completed.

<sup>d</sup>A CSME staff person will be paid to coordinate the MSSST cohort.

<sup>e</sup>Note that there are no instructor salaries incurred in year 3 because participants will be doing their research internships and registering for project hours only.

### Funding Sources

The primary source of funding for the Masters of Science for Secondary School Teachers in Earth Sciences degree is the money generated through tuition.

### Reallocation

No funds will be reallocated for this program.

### Impact on Existing Budgets

Since the program is entirely funded through tuition, there will be no impact on existing budgets.

## Section VI: Program Curriculum

This is a sample curriculum for the cohort beginning in 2012. Some courses may vary depending on participants' background and needs:

Course Prefix and Number	Title	Credit Hours
<b>Required Courses</b>		
GEO 6920-1*	Global Geophysics for Teachers	3
GEO 6920-2* or MET E 5015	Earth Materials for Teachers <i>or</i> Global Influence of Metals for Teachers	3
GEO 6920-3*	Field Geology for Teachers	3
GEO 6920-4*	Paleobiology for Teachers	2
GEO 6470	Stable Isotope Ecology	3
GEO 6970	Thesis hours	6
ASTRO/PHYS 69XX*	Modern Physics for Teachers	3
ATMOS 5400	The Climate System	3
CHEM 5380*	Applied Chemistry for Teachers	3
EDU 6950-2*	Earth and Physical Science Teaching Seminar	2
EDU 6950	Multi-cultural Science Education	3
<b>Total Number of Credits</b>		<b>34</b>

\*Course will be set up as "Special Topics"

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

Although seven courses will need to be added for this program, all of the new courses will be designed as "special topics" courses for the Masters of Science for Secondary School Teachers in Earth Sciences degree. All of these courses are based on currently existing courses but their primary purpose will be to enhance the depth of content knowledge of teachers within the context of what they are expected to teach. Additional material will be added to each content-based course that involves subject-specific teaching methods. Courses will be open to non-cohort members as well and may be of appeal to the pre-service teachers in the Earth Science Teaching Composite (undergraduate) program or any science teacher. Faculty instructors have already been arranged for all but two of the below courses and instructors for those courses will be confirmed by May. The Earth Materials course will be taught in conjunction with faculty from Metallurgical or Mining Engineering and will contain a component of resource sustainability.

Semester	Course Prefix and Number	Course Title	Credit Hours
Summer 2012	CHEM 5380	Applied Chemistry for Teachers	3
Spring 2013 and Spring 2014	EDU 6950	Earth and Physical Science Teaching Seminar	2
Summer 2012	GEO 6920-1	Global Geophysics for Teachers	3
Fall 2013	ASTRO/PHYS 69xx	Modern Physics for Teachers	3
Spring 2013	GEO 6920-2	Earth Materials for Teachers	3
Summer 2013	GEO 6920-3	Field Geology for Teachers	3
Spring 2014	GEO 6920-4	Paleobiology for Teachers	3

### **Program Schedule**

Below is a suggested program schedule for the cohort starting in 2012. Alterations and substitutions may be made based on participants' backgrounds and needs:

## Section VII: Faculty

- Charles H. (Butch) Atwood, Ragsdale Professor of Chemical Education, Dept. of Chemistry
- Mary Burbank, Director, Urban Institute for Teacher Education
- David S. Chapman, Dean Emeritus of the Graduate School; Distinguished Professor, Dept. of Geology and Geophysics.
- David B. Kieda, Chair and Professor, Dept. of Physics
- Holly S. Godsey, Asst. Professor (Lecturer), Dept. of Geology and Geophysics; Formal Science Education Manager, Center for Science and Mathematics Education
- Michael S. Moats, Assoc. Professor, Dept. of Metallurgical Engineering
- Barbara P. Nash, MSSST Committee Member; Professor of Geology and Geophysics
- Mike Nelsen, Chair and Professor, Dept. of Mining Engineering
- Clayton S. Pierce, Research Asst. Professor, Urban Institute for Teacher Education
- Tom Richmond, MSSST Committee Member; Assoc. Professor of Chemistry
- Jon Seger, MSSST Committee Member; Professor of Biology
- Louisa A. Stark, Clinical Professor, Urban Institute for Teacher Education; Director, Genetic Science Learning Center
- Courtenay Strong, Assistant Professor, Dept. of Atmospheric Sciences
- Peter Trombi, Chair of the MSSST Committee; Professor of Mathematics

March 20, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Master of Fitness Promotion

Issue

Utah State University (USU) requests approval to offer a Master of Fitness Promotion degree, effective Fall Semester, 2013. The program was approved by the USU Board of Trustees on January 4, 2013.

Background

The Master of Fitness Promotion (MFP) degree is designed to prepare students to work within the field of health fitness in a variety of settings including fitness and wellness centers, hospitals and health care facilities, rehabilitation centers, senior centers, and other related organizations. A fitness promotion specialist is trained to help individuals combat cardiovascular and pulmonary diseases, metabolic disorders, and musculoskeletal problems. Students seeking advanced training beyond the baccalaureate level may do so for career advancement, need for further training in the field, or are new to the field of health fitness but already have an undergraduate degree in another field of study.

This program will replace the Corporate Wellness specialization of the current Master of Science in Health and Human Movement degree, with the specialization to be discontinued upon approval of this degree. Requirements between the two programs are similar and students in the existing program will be moved to the new program. Existing students will be able to seamlessly complete program requirements.

The United States Bureau of Labor Statistics forecasts job opportunities for fitness workers and cardiovascular technologists and technicians will increase by 24% and 29%, respectively, between 2010 and 2020. While Utah Department of Workforce Services data show that a master's degree is not required to work in this field, the institution, having offered a related program for a number of years, has noted that in Utah and the Intermountain Region, a master's degree is required for most cardiovascular technologist positions and is preferred for higher-end fitness worker positions.

According to the Utah Occupational Projections 2010 – 2020 published by the Utah Department of Workforce Services, fitness workers (SOC Code 39-9031) have a median wage of \$15.70 per hour and an annual job growth rate of 3.6%. Cardiovascular technologists and technicians (SOC Code 29-2031) have a

median wage of \$29.10 per hour and an annual job growth rate of 3.4%. The institution reported an annual starting salary range of \$30,000 to \$40,000.

The institution expects the program can be implemented utilizing existing institutional resources. No new funding is being requested to support the program.

#### 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.

#### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah State University to offer the Master of Fitness Promotion degree as a replacement program to USU's existing Corporate Wellness specialization within the Master of Science Health and Human Movement Degree, effective Fall Semester 2013.

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David L. Buhler  
Commissioner of Higher Education

DLB/BKC  
Attachment

**Program Description  
Utah State University  
Master of Fitness Promotion**

**Section I: The Request**

Utah State University requests approval to offer a Master of Fitness Promotion degree effective Fall Semester, 2013.

**Section II: Program Description**

**Complete Program Description**

The Masters of Fitness Promotion (MFP) degree is designed to replace the current Plan C option for the Corporate Wellness specialization within the Master of Science (MS) Health and Human Movement degree. The coursework and degree requirements will be the same for the MFP degree as for the previous Plan C option. The MFP is 36 credit hours (30 credits of coursework and 6 credits of practicum that involves a 400-hour fieldwork experience).

**Purpose of Degree**

The MFP degree is designed for students who desire to or currently hold a position within the field of health fitness. Students seeking advanced training beyond the baccalaureate level may do so for career advancement, need for further training in the field, or are new to the field of health fitness but already have an undergraduate degree in another field of study. While students in the MFP program will be required to complete rigorous research training (research methods and statistics courses), the primary focus of the degree is to acquire advanced skills specific to a profession in a health fitness setting. This degree would not replace the exercise science emphasis within the MS in Health and Human Movement but rather meets the needs of students who do not foresee pursuing a PhD or a career as a researcher. Student's extensive fieldwork (practicum) experience further ensures a practical benchmark for a career as a health-fitness professional. The lack of an independent research requirement, such as with the Plan A and Plan B, distinguishes the MFP degree as a professional degree rather than a research degree.

**Institutional Readiness**

All administrative structures are in place to support the MFP degree. The MFP degree replaces the MS Plan C specialization for Exercise Science so current faculty loads, teaching assignments, and role statements will remain unchanged.

**Faculty**

No additional faculty will be required for the MFP. Out of 15 full-time department faculty, there are currently six exercise science faculty who have the requisite qualification set and who teach the required courses in the MFP program. These six faculty are listed at the end of this proposal.

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees</b> (Including MFA and other terminal degrees, as specified by the institution)			



Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
Full-time Tenured	10		10
Full-time Non-Tenured	3		3
Part-time Tenured	2		2
Part-time Non-Tenured			
<b>With Master's Degrees</b>			
Full-time Tenured	1		1
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured			
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Headcount Faculty in the Department</b>			
Full-time Tenured	11		11
Full-time Non-Tenured	4		4
Part-time Tenured	2		2
Part-time Non-Tenured			
<b>Total Department Faculty FTE</b> (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	15.47	X	15.47

No additional faculty will be required for the MFP. The Exercise Science faculty members have previously taught the required courses for the degree as part of the Plan C options for the Corporate Wellness specialization within the MS Health and Human Movement degree.

Marketing and recruiting for the new degree option will be done along with the MS degree options within the Health, Physical Education, and Recreation (HPER) department.

#### Staff

The MFP will not require additional staff. Faculty will continue to advise students as in the previous Plan C option and current office support can meet the needs of the degree program.

### Library and Information Resources

No additional library or information resources will be needed for this degree.

### Admission Requirements

The admission requirements will reflect the requirements for the USU Graduate School and the MS degrees offered in HPER. These are a minimum GPA of 3.0, a score in the 40 percentile or greater on the GRE or MAT, and three satisfactory letters of recommendation.

### Student Advisement

The current doctoral level exercise science faculty will share student advisement for the MFP program, similar to their duties for the current MS in Health and Human Movement program.

### Justification for Graduation Standards and Number of Credits

The 36 credit hour requirement exceeds the 30 credit minimum for a master's degree at Utah State University, provides a complete program of study with valuable practicum experience, and allows for a student to complete the degree program within the planned two-year period.

### External Review and Accreditation

Currently there is not an accreditation process for a MFP degree.

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

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	X	6	7	8	10	10
Total # of Declared Majors in Proposed Program	X	8	10	10	10	10
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as reported in Faculty table above)	15.47	15.47	15.47	15.47	15.47	15.47
Total Department Student FTE (Based on Fall Third Week)	659.5	680	700	721	741	763
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	42.63	43.96	45.25	46.6	47.9	49.32
<b>Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio</b>	NA	NA	NA	NA	NA	NA

here: _____ _)						
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Based on previous Plan C enrollment, the department expects five-ten students per year to be accepted into the MFP degree program. This specialization is in addition to the graduate degree program specializations in Sports Medicine (11 graduate students enrolled) and Exercise Science (8 graduate students enrolled) plus the approximately 600 undergraduate majors in the BS in Human Movement Sciences that these faculty teach and support each year.

**Section III: Need**

**Program Need**

The MFP replaces the current Plan C option in the corporate wellness specialization of the MS in Health and Human Movement. This degree best meets the needs of many students who desire to work in the health-fitness field but do not need or plan to pursue a doctoral degree. Without a non-thesis option and because a research-oriented degree does not match their career goals, many students who are interested in this field will not apply for graduate studies. Based on previous experience with the Plan C option, the department expects to attract students who have undergraduate degrees in kinesiology, exercise science, or other health- and fitness-related majors. If a student desires research training in preparation for doctoral study, the Plan A and Plan B options will still be available within the exercise science specialization.

**Labor Market Demand**

A person with a professional degree in fitness promotion can work in a variety of positions and settings in which a specialist is needed to develop programs that combat cardiovascular and pulmonary diseases, metabolic disorders, and musculoskeletal problems. Employment opportunities are commonly found in fitness and wellness centers, hospitals and health care facilities, rehabilitation centers, senior centers, corporations, and universities. A 2002 Bureau of Labor Statistics publication listed the position of employee wellness coordinator among the new and emerging occupations. More recently, the Bureau predicted that job opportunities for fitness workers and cardiopulmonary rehabilitation specialists will increase by 24% and 29%, respectively, between 2010 and 2020, faster than the average for all occupations. Faculty in the HPER department have noted starting salaries range from approximately \$30,000 - \$40,000.

The institution has found success with Plan C students finding employment in health fitness-related jobs and does not anticipate anything different by offering the professional MFP degree.

Utah Department of Workforce Services data show that a master's degree is not required to work in this field. Having offered a related program for a number of years, however, the institution has noted that in Utah and the Intermountain Region, a master's degree is required for most cardiovascular technologist positions and is preferred for higher-end fitness worker positions.

**Student Demand**

The Plan C non-thesis option has been popular among many MS Health and Human Movement students who seek professional preparation rather than research preparation. The department expects this to be the same for the MFP degree. Students have found excellent employment and practicum placements. Students enrolled in the Plan C option have generally been high caliber students. The institution expects the same to hold true with the MFP program.

### **Similar Programs**

The University of Utah offers a MS non-thesis option titled Coaching Wellness which has a similar objective and coursework to the proposed Master of Fitness Promotion. Weber State University offers a MS degree in athletic training. This is a substantially different degree program than fitness promotion. In the Weber State program, students are trained to care for athletic injuries (e.g., sports medicine technicians). Southern Utah University offers a Master of Sports Conditioning and Performance. The focus on this degree is the training of coaches for the purpose of improving sports performance. Utah Valley University does not currently offer a graduate degree in this field.

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

Chief academic officers and faculty in the USHE system have reviewed this program and are supportive of it moving forward.

### **Benefits**

This new degree will best meet the needs of students who seek graduate study in fitness promotion to prepare for a profession in the field but do not desire or need to pursue doctoral study for their career aspirations. The emphasis on fieldwork (practicum) and relevant coursework will create a stronger health-fitness workforce for the state of Utah and beyond. The faculty will benefit by working on their own research rather than mentoring novice researchers. In addition, the department will benefit by graduating students in a timely fashion rather than have students who are not interested in research struggle through a research project. The university will benefit by an increase in qualified applications to a professional degree program.

### **Consistency with Institutional Mission**

The mission of Utah State University is to be one of the nation's premier student centered land grant and space grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.<sup>1</sup>

The offering of a master's degree in fitness promotion is consistent with this mission by providing a high quality academic experience for the citizens of Utah and beyond.

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

### **Program Assessment**

The MFP program will strive to meet high professional and educational standards. The faculty meets regularly to assess curriculum needs and possible changes, and they solicit input from fieldwork supervisors, employers, past graduates, current students, and other faculty. Student application materials (e.g., MAT scores, GPA), student diversity, graduation rates, and application numbers are also monitored.

### **Expected Standards of Performance**

Students will be expected to maintain USU graduate school GPAs while in the MFP program. Students are expected to have excellent performance while enrolled in practicum hours. A post-practicum presentation is required and evaluated by a committee of MFP experts.

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<sup>1</sup> <http://www.usu.edu/president/missionstatement/>

Section V: Finance

Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
<b>Personnel Expense</b>							
Salaries and Wages	\$1,220,000	0	\$1,220,000	0	\$1,220,000	0	\$1,220,000
Benefits	\$530,341	0	\$530,341	0	\$530,341	0	\$530,341
Total Personnel Expense	\$1,750,341	\$0	\$1,750,341	\$	\$1,750,341	\$	\$1,750,341
<b>Non-Personnel Expense</b>							
Travel	0	0	0	0	0	0	0
Capital	0	0	0	0	0	0	0
Library	0	0	0	0	0	0	0
Current Expense	\$46,500	0	\$46,500	0	\$46,500	0	\$46,500
Total Non-personnel Expense	0	0	0	0	0	0	0
Total Expense (Personnel + Current)	\$1,796,841	\$0	\$1,796,841	\$0	\$1,796,841	\$0	\$1,796,841
<b>Departmental Funding</b>							
Appropriated Fund	\$1,796,841	0	\$1,796,841	0	\$1,796,841	0	\$1,796,841
Other:	0	0	0	0	0	0	0
Special Legislative Appropriation	0	0	0	0	0	0	0
Grants and Contracts	0	0	0	0	0	0	0
Special Fees/Differential Tuition	0	0	0	0	0	0	0
Total Revenue	\$1,796,841	\$0	\$1,796,841	\$	\$1,796,841	\$	\$1,796,841
<b>Difference</b>							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental	\$90	\$0	\$90	\$0	\$90	\$0	\$90

Instructional Cost/Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>							
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**Funding Sources**

Existing resources within HPER, EEJCEHS and USU are sufficient to support the degree program.

**Reallocation**

No reallocation is required.

**Impact on Existing Budgets**

No impact on existing budgets is required.

**Section VI: Program Curriculum**

**All Program Courses**

The MFP curriculum includes:

- A. Required Graduate Core (14 credits):
  - PEP 6300 Seminar: Human Movement (1 credit)
  - PEP 6400 Advanced Exercise Physiology (4 credits)
  - PEP 6800 Advanced Biomechanics (3 credits)
  - PEP 6810 Research Methods in Health Sciences (3 credits)
  - EDUC/PSY 6600 Research Design and Analysis I (3 credits)
- B. Required MFP Specialization (15 credits)
  - PSY 6470 Graduate Seminar in Health Psychology (3 credits)
  - PEP 6450 ECG Interpretation, Exercise Benefits and Prescription (3 credits)
  - PEP 6540 Neuromuscular Adaptations (3 credits)
  - PEP 6500 Practicum – on campus (2 credits)
  - PEP 6500 Practicum – remote site (4 credits)
- C. MFP Electives (7 credits)
  - PEP 5100 Fitness Assessment and Exercise Programs (4 credits)
  - HEP 6000 Evaluating Health-Promotion Programs (3 credits)
  - HEP 6100 Current Trends in Health Promotion (3 credits)
  - NDFS 6200 Nutritional Epidemiology (2 credits)
  - NDFS 6210 Public Health Nutrition (2 credits)
  - NDFS 3020 Nutrition and Physical Performance (2 credits)
  - SOC 6460 Sociology of Health (3 credits)

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

No new courses are expected at this time.

### Program Schedule

For the MFP degree, the following schedule is recommended:

#### Fall Semester Year One (Total Credits: 10 credits)

- PEP 6300 Seminar: Human Movement (1 credit)
- PEP 6400 Advanced Exercise Physiology (4 credits)
- PEP 6810 Research Methods in Health Sciences (3 credits)
- NDFS 6200 Nutritional Epidemiology (2 credits)

#### Spring Semester Year One (Total Credits: 10 credits )

- PEP 6800 Advanced Biomechanics (3 credits)
- EDUC/PSY 6600 Research Design and Analysis I (3 credits)
- PEP 6450 ECG Interpretation, Exercise Benefits and Prescription (3 credits)
- PEP 6500 Practicum – on campus (1 credit)

#### Fall Semester Year Two (Total Credits: 7 Credits)

- PEP 6540 Neuromuscular Adaptations (3 credits)
- SOC 6460 Sociology of Health (3 credits)
- PEP 6500 Practicum – on campus (1 credit)

#### Spring Semester Year Two (Total Credits: 9 Credits )

- PSY 6470 Graduate Seminar in Health Psych (3 credits)
- NDFS 6210 Public Health Nutrition (2 credits)
- PEP 6500 Practicum – remote site (4 credits)

(36 credits total)

### Section VII: Faculty

#### Fitness Promotion Faculty

Name	Degree	Institution	Year Awarded	Subject of Degree	HE Yrs Experience	USU Title	USU Yrs Appt
Eadric Bressel	EdD	Northern Colorado University	1999	Exercise Science (Biomechanics)	13	Professor	12
Dennis G. Dolny	PhD	Kent State University	1985	Exercise Science (Exercise Physiology)	27	Professor	4
Bree Studenka	PhD	Purdue University	2008	Motor Control	3	Assistant Professor	1
Richard Gordin	PhD	University of Utah	1981	Sport Psychology	32	Professor	32

Name	Degree	Institution	Year Awarded	Subject of Degree	HE Yrs Experience	USU Title	USU Yrs Appt
Edward M. Heath	PhD	Oregon State University	1990	Exercise Science (Exercise Physiology)	22	Professor	13
Dale R. Wagner	PhD	Univ. of New Mexico	1997	Exercise Science (Exercise Physiology)	15	Assoc. Professor	8



March 20, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Master of Health Promotion

Issue

Utah State University (USU) requests approval to offer a Master of Health Promotion degree, effective Fall Semester, 2013. The program was approved by the USU Board of Trustees on January 4, 2013.

Background

The Master of Health Promotion (MMP) is a professional degree designed to prepare students to work as health educators in a variety of settings within the health promotion industry. Students seeking advanced training beyond the baccalaureate level may do so for career advancement. This degree will replace the Plan C Health Education specialization within the existing Master of Science in Health and Human Movement program. The institution reported an increase in the number of students enrolling in the Plan C option and desires a stand-alone professional degree to meet student and employer needs. Plan C is a non-research-based option for students seeking a master's degree. Upon program approval, the Plan C Health Education specialization program will be discontinued. Requirements of the existing program and this proposed program are similar. Students in the existing program will be moved to the new program. Existing students will be able to seamlessly complete program requirements.

Forecasts from the United States Bureau of Labor Statistics show an expected employment increase for health educators of 37 percent from 2010 to 2020. Growth is expected to be driven by national efforts to reduce healthcare costs by teaching people about healthy habits and behaviors. According to the Utah Occupational Projections 2010–2020, published by the Utah Department of Workforce Services, demand for health educators (SOC Code 21-1091) is expected to increase by 3.9% annually in Utah with a median wage of \$22.60 per hour. While Utah Department of Workforce Services data show that a master's degree is not required to work in this field, the institution, having offered a related program for a number of years, noted that a master's degree is either required or preferred for many positions. The institution reported that students will often not be hired in a health education role without a master's degree.

The institution expects that the program can be implemented utilizing existing institutional resources. No new funding is requested to support the program.

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.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah State University to offer the Master of Health Promotion degree as a replacement program to USU's existing Plan C Health Education specialization within the Master of Science in Health and Human Movement, effective Fall Semester 2013.

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David L. Buhler  
Commissioner of Higher Education

DLB/BKC  
Attachment

**Program Description  
Utah State University  
Master of Health Promotion**

**Section I: The Request**

Utah State University requests approval to offer a Master of Health Promotion degree effective Fall Semester, 2013.

**Section II: Program Description**

**Complete Program Description**

The Department of Health, Physical Education, and Recreation (HPER) at Utah State University proposes a new Master of Health Promotion (MHP) degree with student admissions to start Fall Semester, 2013. This degree will require the same coursework and requirements as the current Plan C option within the Health Education specialization of the Master of Science (MS) in Health and Human Movement degree. The new degree program will meet the needs of students who wish to pursue a professional degree rather than a research-oriented degree. The current MS in Health and Human Movement would remain in the Department, with the Plan A thesis option having the Health Education specialization. The MS Plan C specialization within the Health and Human Movement degree will be terminated upon approval of this new degree. The MHP includes 36 hours of coursework specific to health promotion, a 300 hour fieldwork experience, and required comprehensive exams based on required coursework. Students will qualify to sit for the Master Certified Health Education Specialist (MCHES) exam upon graduation.

**Purpose of Degree**

The MHP degree is designed to meet the needs of students who desire to or currently hold a position within the field of health promotion. Students seeking advanced training beyond the baccalaureate level may do so for career advancement plus need for further training. This degree will meet the needs of students who do not foresee pursuing a PhD in health-related studies. Extensive fieldwork experience and comprehensive exam requirements would ensure that the student achieves both practical and academic benchmarks for the MHP degree. The lack of an independent research requirement, such as with the Plan A and Plan B options, distinguishes the MHP degree as a professional rather than as a research degree.

**Institutional Readiness**

All administrative structures are in place to support the MHP degree. The MHP degree replaces the Plan C option for Health Education so current faculty loads, teaching assignments, and role statements will remain unchanged.

**Faculty**

No additional faculty will be required for the MHP. Out of 15 full-time department faculty, there are currently four health education faculty who have the requisite qualification set and who teach the required courses in the MHP program. These four faculty are listed at the end of this proposal.

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees</b> (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	10		10
Full-time Non-Tenured	3		3
Part-time Tenured	2		2
Part-time Non-Tenured			
<b>With Master's Degrees</b>			
Full-time Tenured	1		1
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured			
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Headcount Faculty in the Department</b>			
Full-time Tenured	11		11
Full-time Non-Tenured	4		4
Part-time Tenured	2		2
Part-time Non-Tenured			
<b>Total Department Faculty FTE</b> (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	15.47	X	15.47

### Staff

The MHP will not require additional staff. Faculty will continue to advise students as in the previous Plan C options and current office support can meet the needs of the degree program.

### Library and Information Resources

No additional library or information resources will be needed for this degree.

### Admission Requirements

The admission requirements will reflect the requirements for the USU Graduate School and the MS degrees offered in HPER. These are a minimum GPA of 3.0, a score in the 40 percentile or greater on the

GRE or MAT and three satisfactory letters of recommendation.

**Student Advisement**

The four PhD level health education faculty will share student advisement for the MHP program, similar to their duties for the current MS in Health and Human Movement program.

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

The 36 credit requirement exceeds the 30 credit minimum for a master’s degree at Utah State University, provides a complete program of study and allows for a student to complete the degree program within the planned two year period.

**External Review and Accreditation**

Currently there is not an accreditation process for a MHP degree.

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

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	X	4	6	8	8	8
Total # of Declared Majors in Proposed Program	X	7	8	8	8	8
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as reported in Faculty table above)	15.47	15.47	15.47	15.47	15.47	15.47
Total Department Student FTE (Based on Fall Third Week)	659.5	680	700	721	741	763
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	42.63	43.96	45.25	46.6	47.9	49.32
<b>Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)</b>	NA	NA	NA	NA	NA	NA

Based on previous Plan C enrollment, the institution expects five to eight students per year to be accepted

into the MHP degree program. These are in addition to the approximately 140 undergraduate majors in the Health Education and Promotion undergraduate program. Additionally, department faculty offer classes that graduate students in the Exercise Science (8 graduate students enrolled) and Corporate Wellness (6 graduate students enrolled) specialization regularly subscribe.

### **Section III: Need**

#### **Program Need**

The MHP replaces the current Plan C option in the Health Education specialization of the MS in Health & Human Movement. This degree best meets the needs of many students who desire to work in the health promotion field but do not expect to pursue further doctoral education. Prior to having a non-thesis option, many students who were interested in this field did not apply for graduate studies because a research-oriented degree did not match their career goals. Due to this lack of interest in research, prior to not having a non-thesis option, the institution struggled to have students complete their degrees in the expected two years. Based on previous experience with the Plan C option, department faculty expect to attract students who have undergraduate degrees in health education, dietetics, exercise science, education, psychology, and public health. However, should students desire research training in preparation for doctoral study, the Plan A and Plan B options will still be available within the health education specialization.

#### **Labor Market Demand**

Health education and promotion is a growing field. With the passage of the Patient Protection and Affordable Care Act, health prevention services will be at increased demand. According to the Bureau of Labor Statistics:

Employment of health educators is expected to grow by 37 percent from 2010 to 2020, much faster than the average for all occupations. Growth will be driven by efforts to reduce healthcare costs by teaching people about healthy habits and behaviors. As healthcare costs continue to rise, insurance companies, employers, and governments are trying to find ways to curb costs. One way is to employ health educators, who teach people how to live healthy lives and avoid costly diseases. Lifestyle changes can reduce the likelihood of contracting a number of illnesses, such as lung cancer, HIV, heart disease, and skin cancer. Health educators help people understand how what they do affects their health. For many illnesses, such as breast cancer and testicular cancer, finding the disease early greatly increases the likelihood that treatment will be successful. Therefore, it is important for people to know how to find possible problems on their own. The need to provide the public with this kind of information is expected to result in an increased demand for health educators.<sup>1</sup>

The institution has seen an increased demand in the State of Utah for master's-level training as evidence by employment postings. The MHP degree will meet this growing need in the state and region. Median salaries are reported to be \$22.60 per hour. While data from the Utah Department of Workforce Services show that a bachelor's degree is required to work in the health education occupational area, the institution has noted from its experience working with industry and helping place students in positions that many positions require or prefer a master's degree.

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<sup>1</sup> <http://www.bls.gov/oooh/community-and-social-service/health-educators.htm#tab-6>

### **Student Demand**

The institution has seen applications increase significantly since the creation of the Plan C non-thesis option for the health education option within the MS Health and Human Movement degree. This trend is expected to hold for the MHP degree. Students have found excellent employment and fieldwork placements. The students who have entered the Plan C option are generally high caliber students and are able to complete the degree within the two-year framework. This trend is expected to continue with the MHP program.

### **Similar Programs**

At present there are no professional degrees of Health Promotion in the USHE. Currently, the University of Utah offers a MS degree (thesis and non-thesis options) within the Department of Health Education and Promotion with emphasis areas in 1) community health, 2) eating disorders and obesity prevention, 3) emergency management, 4) international health, and 5) integrative health. Weber State University, Utah Valley University and Southern Utah University do not offer graduate degrees in health promotion or related fields.

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

Chief academic officers and faculty in the USHE system have reviewed this program and are supportive of it moving forward.

### **Benefits**

This new degree will meet the needs of students who seek graduate study in health promotion but do not desire to pursue doctoral study. The emphasis on fieldwork and relevant coursework will create a stronger health workforce for the state of Utah and beyond. The students will benefit by graduating in a timely fashion. The university will benefit by an increase in qualified applicants to the program.

### **Consistency with Institutional Mission**

The mission of Utah State University is to be one of the nation's premier student centered land grant and space grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.<sup>2</sup>

Offering a master's degree in health promotion is consistent with this mission by providing a high quality academic experience for the citizens of Utah and beyond.

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

### **Program Assessment**

Program faculty members meet regularly to assess curriculum needs and possible changes and to solicit input from fieldwork supervisors, employers, past graduates, current students, and other faculty. The department tracks students' Master Certified Health Education Specialist (MCHES) exam pass rates and monitors student application materials (e.g., MAT scores, GPA), student diversity, graduation rates, comprehensive exam pass rates, and application numbers.

### **Expected Standards of Performance**

Students will be expected to maintain minimum USU graduate school GPA's while in the MHP program.

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<sup>2</sup> <http://www.usu.edu/president/missionstatement/>

Prior to graduation, students are expected to pass comprehensive examinations. These comprehensive exams provide a benchmark to judge student performance. Students who fail the comprehensive exams after three attempts will be removed from the program. Additionally, students are expected to have excellent performance while enrolled in fieldwork hours. A negative review by a supervisor during fieldwork will be grounds for program termination.

### Section V: Finance

#### Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
<b>Personnel Expense</b>							
Salaries and Wages	\$1,220,000	0	\$1,220,000	0	\$1,220,000	0	\$1,220,000
Benefits	\$530,341	0	\$530,341	0	\$530,341	0	\$530,341
<b>Total Personnel Expense</b>	<b>\$1,750,341</b>	<b>\$0</b>	<b>\$1,750,341</b>	<b>\$0</b>	<b>\$1,750,341</b>	<b>\$0</b>	<b>\$1,750,341</b>
<b>Non-Personnel Expense</b>							
Travel	0	0		0		0	
Capital	0	0		0		0	
Library	0	0		0		0	
Current Expense	\$46,500	0	\$46,500	0	\$46,500	0	\$46,500
Total Non-personnel Expense		0		0		0	
<b>Total Expense (Personnel + Current)</b>	<b>\$1,796,841</b>	<b>\$0</b>	<b>\$1,796,841</b>	<b>\$0</b>	<b>\$1,796,841</b>	<b>\$0</b>	<b>\$1,796,841</b>
<b>Departmental Funding</b>							
Appropriated Fund	\$1,796,841	0	\$1,796,841	0	\$1,796,841	0	\$1,796,841
Other:	0	0		0		0	
Special Legislative Appropriation	0	0		0		0	
Grants and Contracts	0	0		0		0	
Special	0	0		0		0	



Fees/Differential Tuition							
Total Revenue	\$1,796,841	\$0	\$1,796,841	\$0	\$1,796,841	\$0	\$1,796,841
<b>Difference</b>							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$90	\$	\$90	\$	\$90	\$	\$90

### Funding Sources

Existing internal resources are sufficient to support the degree program.

### Reallocation

No reallocation is required.

### Impact on Existing Budgets

There is no impact on existing budgets.

## Section VI: Program Curriculum

### All Program Courses

The MHP curriculum (36 credits) includes:

- A. Required Core (28 credits)
  - HEP 6100 Current Trends in Health Promotion (3 credits)
  - HEP 6000 Program Evaluation for Health Education (3 credits)
  - HEP 6600 Fieldwork in Health Education (6 credits)
  - HEP 6800 Seminar in Health Behavior (3 credits)
  - EDUC 6570 Intro to Psych. And Educ. Research (3 credits)
  - EDUC 6600 Research Design and Analysis I (3 credits)
  - MGT 6500 Managing Individuals and Groups 3 (3 credits)
  - PEP 5100 Fitness Assessment and Exercise Programs (4 credits)
- B. Electives (8 credits)

Course electives are selected on the basis of the student's needs and interests, subject to the approval of the student's committee. They should come from the following approved courses. Courses taken while an undergraduate student will not count toward a student's program of study.

### Human and Social Nature

- FCHD 6020 Survey of Human Development Research
- FCHD 6060 Human Development Theories
- PSY 6470 Health Psychology
- SOC 6460 Sociology of Health
- SOC 6800 Population and Health

### Grantsmanship and Organizational Dynamics

- HEP 5300 Grant Proposal Writing
- POLS 6140 Leadership in Public Organizations

### Instructional Technology and Research

- FCSE 6210 Analysis of Social Research Data (SPSS)
- INST 5230 Instructional Graphic Production

### Educational Content

- HEP 6900 Independent Study
- HEP 6950 Independent Research
- NFS 6200 Nutritional Epidemiology
- NFS 6210 Advanced Public Health Nutrition
- PEP 6540 Neuromuscular Adaptations

### Disease and Injury Control

- PUBH 4030 Communicable Disease Control
- PUBH 4040 Fundamentals of Epidemiology
- PUBH 5400 Environmental Toxicology

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

No new courses are expected at this time.

### **Program Schedule**

For the MHP degree, the following schedule is recommended:

#### Fall Semester Year One (Total Credits: 9 credits)

- HEP 6100: Current Trends in Health Promotion (3 credits)
- HEP 6800: Seminar in Health Behavior (3 credits)
- EDUC 6570: Intro to Psych. And Educ. Research (3 credits)

#### Spring Semester Year One (Total Credits: 10 credits )

- HEP 6000 Program Evaluation for Health Education (3 credits)
- EDUC 6600 Research Design and Analysis I (3 credits)
- PEP 5100 Fitness Assessment and Exercise Programs (4 credits)

#### Fall Semester Year Two (Total Credits: 9 Credits)

- MGT 6500 Managing Individuals and Groups 3 (3 credits)
- Elective Credit (6 credits)

#### Spring Semester Year Two (Total Credits: 8 Credits )

- Elective Credit (2 credits)

- HEP 6600 Fieldwork in Health Education (6 credits)
- Comprehensive Exams

### Section VII: Faculty

#### Health Promotion Faculty

Name	Degree	Institution	Year Awarded	Subject of Degree	HE Yrs Experience	USU Title	USU Yrs Appt
Phillip J. Waite	PhD	University of Utah	2001	Health Promotion and Education	17	Associate Professor	9
Julie Gast	PhD	Southern Illinois University	1994	Health Education	22	Associate Professor	18
Steven Hawks	EdD	Brigham Young University	1990	Community Health Education	22	Dean, Exec Dir, Moab Ed Ctr and Professor	8
Travis Peterson	PhD	Brigham Young University	2002	Health Promotion	14	Assoc Vice Provost and Exec Dir, RCDE and Associate Professor	2

March 20, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Associate of Applied Science in Theatre for Children and Youth

Issue

Utah Valley University (UVU) requests approval to offer the Associate of Applied Science (AAS) Degree in Theatre for Children and Youth, effective Fall Semester 2013. The program was approved by the UVU Board of Trustees on September 20, 2012.

Background

In 2007, UVU established the Noorda Regional Theatre Center for Children and Youth. The center is housed within the UVU Department of Theatrical Arts for Stage and Screen and supported by an endowment from the Noorda Foundation. Part of the Noorda endowment is designated specifically for the support of a degree program and courses related to theatre for children and youth. This proposal is a direct response to fulfill the objectives of the Noorda endowment.

The AAS degree in Theatre for Children and Youth will train students to teach theatre and drama in community and school settings, serve as teaching artists in schools, create and manage companies and groups that present theatre productions in the schools, and direct, act, write, and design plays for and with young people. Students will graduate from the program with demonstrated skills in acting, script analysis, stagecraft, devised theatre, scriptwriting, creative drama, and directing with an understanding and working knowledge of child and adolescent development, and the state drama core curriculum.

A March 2012 survey of 107 of the 194 declared theatre majors at UVU indicated 20 students in the sample chose an AAS degree in Theatre for Children and Youth as their first or second choice from among current and proposed theatre arts degree program options. The same survey indicated 42% were somewhat interested or very interested in taking required classes that are part of the proposed degree. In addition to UVU theatre students, program courses may be partially filled by UVU elementary education majors, as well as in-service elementary teachers, storytellers, and puppeteers from the community.

Enrollment in the *Theatre for Young Audiences I* course increased by 62% between 2011 and 2012. In 2011, UVU's top musical theatre performance group initiated an ongoing partnership with the Noorda Center to produce touring productions for elementary and secondary schools. The Noorda Center was

able to hire 30 UVU students, almost all of whom were theatre majors, to teach and direct children and youth in the 2011 Noorda Theatre Summer Camp.

The Utah Department of Workforce Services and the United States Bureau of Labor Statistics show increases in both Utah and in the nation as a whole for several theatre arts job categories. In Utah, jobs for actors are expected to increase by 26%, producers/directors by 19%, set/exhibit designers by 24%, and writers/authors by 27%. Creators and members of theatre companies for young audiences are typically called upon to fill multiple roles in these categories. Median compensation was reported to range from \$11.11 per hour for actors to \$58,500 per year for producers/directors.

Utah Valley University reported that current and graduated theatre students have found work throughout the state in design (lights, set, sound, costume, and makeup), construction, stage management, directing, theatre production, motion picture, broadcast, television, video and public relations industries.

#### Policy Issues

The proposed program has been developed through established institutional procedures and Regent policy. Chief Academic Officers as well as faculty in theatre and theatre-related departments from the Utah System of Higher Education institutions have reviewed the proposal and are supportive of it.

#### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer the Associate of Applied Science in Theatre for Children and Youth, effective Fall Semester 2013.

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David L. Buhler  
Commissioner of Higher Education

DLB/BKC  
Attachment

**Utah Valley University  
AAS in Theatre for Children and Youth**

**Section I: The Request**

Utah Valley University (UVU) requests approval to offer the Associate of Applied Science Degree in Theatre for Children and Youth effective Fall Semester, 2013. The program was approved by the institutional Board of Trustees on September 20, 2012.

**Section II: Program Description**

**Complete Program Description**

The Associate of Applied Science (AAS) Degree in Theatre for Children and Youth is designed to train theatre artists to teach theatre and drama in community and after-school settings, to serve as teaching artists in schools, to create and manage companies and groups that present theatre productions in the schools, and to direct, act, write, and design plays for and with young people. Students will graduate from the program with demonstrated skills in acting, script analysis, stagecraft, devised theatre, scriptwriting, creative drama, and directing with an understanding and working knowledge of child and adolescent development and the state drama core curriculum.

**Purpose of Degree**

The AAS degree will increase students' vocational opportunities as theatre artists in areas that often offer work compatible with other job and family responsibilities. It is expected the degree program will increase the number and percentage of UVU students who graduate with degrees from the Department of Theatrical Arts for Stage and Screen and help attain the Utah Board of Regent's Prosperity 2020 goal of 66% of Utah adults holding post-secondary degrees by 2020.

**Institutional Readiness**

In 2007, UVU established the Noorda Regional Theatre Center for Children and Youth, housed within the UVU Department of Theatrical Arts for Stage and Screen and supported by an endowment from the Noorda Foundation. The Center has a staff of three full-time employees including a director who is also a tenured professor in the department, an outreach and workshop coordinator, and a media coordinator. The Center supports theatre productions specifically for young audiences, a summer theatre camp, school matinee performances of department productions, touring productions in elementary and secondary schools, and outreach activities with area schools. The Noorda Foundation's original gift helped fund the Noorda Theatre, constructed in 2009 to facilitate the needs of the Noorda Center programs.

**Faculty**

The faculty of the UVU Department of Theatrical Arts for Stage and Screen is committed to producing theatre for children and youth and to teaching about young people's theatre in each of their subject areas. The faculty directs and supports two touring productions a year that are presented in Utah Valley schools, as well as a main-stage show for elementary school audiences.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
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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)	15	0	15
Full-time Tenured	2	0	2
Full-time Non-Tenured	6	0	6
Part-time Tenured	0	0	0
Part-time Non-Tenured	7	0	7
With Master's Degrees	2	0	2
Full-time Tenured	1	0	1
Full-time Non-Tenured	1	0	1
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
With Bachelor's Degrees	5	0	5
Full-time Tenured	0	0	0
Full-time Non-Tenured	3	0	3
Part-time Tenured	0	0	0
Part-time Non-Tenured	2	0	2
Other	1	0	1
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	1	0	1
<b>Total Headcount Faculty</b>	<b>23</b>	<b>0</b>	<b>23</b>
Full-time Tenured	3	0	3
Full-time Non-Tenured	10	0	10
Part-time Tenured	0	0	0
Part-time Non-Tenured	10	0	10
<b>Total Department Faculty FTE</b> (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	15.56	0.46	16.02

### Staff

The Noorda Center includes two staff members, an outreach and workshop coordinator and a media coordinator, in addition to the Center director. Productions and other Center activities are also supported by costume and scene shop staff. No additional staff will be required to support this program.

### Library and Information Resources

Theatre, as with other subject areas at UVU, is assigned its own library budget. Collections are housed primarily in the PN 1991-2300 area using the Library of Congress classification system, including resources

in areas related to the specific subject area such as drama, acting, directing, production, history, etc. The Noorda Center Director will work with the library specialist assigned to theatre to augment the current collection with additional books on creative drama, puppetry, mask, storytelling, and other related areas as needed. A variety of books, audio/video resources, periodicals, and on-line data-bases are available to support the program.

The Noorda Center director will work with the library specialist assigned to the theatre area to ensure that students in the AAS program have access to periodicals from professional associations in the field including the American Alliance for Theatre and Education, Theatre for Young Audiences USA, and ASSITEJ International.

### **Admission Requirements**

There are no matriculation requirements for the proposed AAS degree program other than the admissions requirements established by the institution.

### **Student Advisement**

The School of the Arts employs a full-time advisor for the Department of Theatrical Arts for Stage and Screen. The advisor currently counsels students for the Bachelor of Arts (BA) and the Bachelor of Science (BS) in Theatrical Arts as well as the BS in Theatrical Arts Education and will counsel students for the AAS in Theatre for Children and Youth. Students will be interviewed at least once each semester by the Noorda Center director to assure they understand the program and its requirements, to identify at-risk students, and to assess student progress. The Noorda Center director will consult regularly with the advisor to assure that information about the AAS degree is being communicated accurately to students.

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

The AAS degree in Theatre for Children and Youth requires completion of 63 semester credit-hours. This includes 17 credits of general education, 34 credits of discipline core requirements, and 12 credits of electives. The discipline core requirements provide a solid foundation in theatre for children and youth as well as acting, script analysis, and stagecraft. The electives enable students to explore related specialties including storytelling, puppetry, children's literature, and child and adolescent development.

### **External Review and Accreditation**

The development of the AAS degree program has been developed in consultation with the Noorda Center Director's Advisory Board, chaired by Dr. Harold Oaks, former professor of theatre for children at Brigham Young University and former president of the International Association of Theaters for Children and Young People, the international children's theatre association. Other members of the advisory board include Nathan Criman, a theatre teacher at Mountain View High School; Katie Farmer, the founding director of the Noorda Center; Tye Noorda, who proposed and funded the Center, as well as the Noorda Center director and the chair of the Department of Theatrical Arts for Stage and Screen. The proposed degree has been developed in consultation with the curriculum committee of the Department of Theatrical Arts for Stage and Screen and with the support of the Noorda Center staff. The advisory board meets formally three times a year and board members consult with the Center director on an ongoing basis in the creation and operation of all of the Noorda Center's programs and activities. The program will also be assessed according to the university's program review calendar by a qualified external reviewer.



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

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	0	0	10	10	10	15
Total # of Declared Majors in Proposed Program	0	10	20	20	25	30
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as reported in Faculty table above)	15.56	15.69	16.02	16.02	16.02	16.02
Total Department Student FTE (Based on Fall Third Week)	316.28	318.28	319.28	319.28	319.28	319.29
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	20.33	20.29	19.93	19.93	19.93	19.93
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here)	NA	NA	NA	NA	NA	NA

**Expansion of Existing Program**

The proposed program is not an expansion of an existing program.

**Section III: Need**

**Program Need**

Research conducted by the Theatrical Arts for Stage and Screen Department shows a need for the proposed AAS degree in Theatre for Children and Youth based upon (1) growth in the child and adolescent population of Utah County; (2) growth in theatre majors at UVU; and (3) growth in need for associate’s degree programs at UVU and in the state.

1. Growth in the Child and Adolescent Population of Utah County

The growth of the young population of Utah County<sup>1</sup> indicates need for the program. Utah County has one of the fastest growing and youngest populations in the United States and has a community eager for additional theatrical opportunities for children and youth. According to the U.S. Census Bureau, Utah County’s population grew by 40% between 2000 and 2010 and the growth continues at a similar rate. In

<sup>1</sup> U.S.Census Bureau Quick Facts, Utah County, <http://quickfacts.census.gov/qfd/states/49/49049.html>

2010, 35% of its residents were under the age of 18 and 11% were under the age of 5. The AAS degree in Theatre for Children and Youth will prepare UVU graduates to work as teaching artists and to create and operate new theatre companies and groups that will assist in meeting the needs of Utah County's growing young population. The degree will also help UVU fulfill its community engagement mission throughout its service region.

UVU is located in the city of Orem, Utah; which uses the moniker Family City USA in its signage, website, and promotional materials. In 2010, Forbes magazine rated Orem the 5th best place in the United States to raise a family.<sup>2</sup> In Orem, families attend theatrical performances and events at the Hale Center Theater, the SCERA Theatre and SCERA Shell, and the Orem Library, as well as on UVU's main campus. Orem hosts and supports the Timpanogos Storytelling Festival, the second largest gathering of its kind in the nation.

In Utah County, more than a dozen semi-professional and community theatres employ individuals to teach and present theatre to children and youth. In addition, most Utah County cities have arts councils that support seasonal and year-round theatre opportunities for children, youth, and families.

The UVU Theatrical Arts for Stage and Screen department not only helps students get hired for existing jobs in theatre organizations serving young people, but also cultivates an entrepreneurial ability that has led its students and recent graduates to create new companies that serve this population. These new companies include Resonance Story Theatre and the Grassroots Shakespeare Company. Graduates of UVU's AAS in Theatre for Children and Youth will be prepared to create similar companies to meet the growing demand for performances in Utah County elementary schools.

## 2. Growth in Theatre Majors at UVU

A five year departmental review of the UVU Department of Theatrical Arts for Stage and Screen in May 2011 indicated a total instructional headcount of 197, an 89% increase from its 2006 headcount of 104. Total student credit hours between Fall Semester, 2006 and Fall Semester, 2011 increased by 67%.

Despite the increase in theatre majors in the Department of Theatrical Arts for Stage and Screen, the graduation rate for the department is relatively low. This suggests that a high percentage of department students are prepared for lower division work but may not be ready for upper division work. Many of these students could complete a two-year AAS degree, thus helping students complete a college credential and be better prepared for the workforce while increasing the graduation rate of the Department of Theatrical Arts for Stage and Screen.

## 3. Growth in Need for Associate's Degree Programs at UVU and in the State

Utah Valley University's student body is among the fastest growing in Utah. The institution serves over 30,000 students annually. Structured enrollment, which was implemented Fall Semester, 2012 will maintain an open enrollment provision while requiring remediation for students who are not fully prepared for university study. The institution continues to embrace its unique educational mission by serving both associate's and bachelor's degree seeking students.

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<sup>2</sup> Levy, Francesca (June 7, 2010). "America's Best Places to Raise a Family". *Forbes*.

The Prosperity 2020 goal to increase the percentage of working-age Utah adults with an earned board-approved post-secondary credential from 42% to 66% will require a significant increase in the number of Utahans who earn an associate's degree. According to the 2011 Higher Ed Utah Report, the number of Utah adults with an associate's degree will need to increase from a 2010 baseline of 143,171 to a 2020 total of 222,200, or from 9% to 14% of the working-age adult population. The Associate of Applied Science in Theatre for Children and Youth will play a role in meeting this objective.

### **Labor Market Demand**

The Utah Department of Workforce Services and the United States Bureau of Labor Statistics show increases in both Utah and in the nation as a whole for several theatre arts job categories. In Utah, jobs for actors are expected to increase by 26%, producers/directors by 19%, set/exhibit designers by 24%, and writers/authors by 27%. Creators and members of theatre companies for young audiences are typically called upon to fill multiple roles in these categories. Median compensation was reported to range from \$11.11 per hour for actors to \$58,500 per year for producers/directors.

While the reduced employability for actors has historically been a concern, there are many other specialties within theatre in which employability is very favorable. Utah Valley University's current and graduated theatre students have found work throughout the state in design (lights, set, sound, costume, makeup), construction, stage management, directing, and producing in the theatre, motion picture, broadcast, television, video and public relations industries.

### **Student Demand**

A March 2012 survey of 107 of the 194 declared theatre majors at UVU indicated 20 students in the sample chose an AAS degree in Theatre for Children and Youth as their first or second choice from among current and proposed theatre arts degree program options. The same survey indicated 42% were somewhat interested or very interested in taking required classes that are part of the proposed degree. In addition to UVU theatre students, program courses may be partially filled by UVU elementary education majors, as well as in-service elementary teachers, storytellers, and puppeteers from the community.

Enrollment in the *Theatre for Young Audiences I* course increased by 62% between 2011 and 2012. In 2011, UVU's top musical theatre performance group initiated an ongoing partnership with the Noorda Center to produce touring productions for elementary and secondary schools. The Noorda Center was able to hire 30 UVU students, almost all of whom were theatre majors, to teach and direct children and youth in the 2011 Noorda Theatre Summer Camp.

### **Similar Programs**

There are currently no other associate's degrees in Theatre for Children and Youth in the Utah System of Higher Education. While most USHE institutions offer courses in theatre for young audiences, the proposed AAS would be the only degree program in the state system focused on theatre performed for and with children and youth. While the degree is designed for workforce preparation, through existing transfer policy there are options for additional educational attainment in theatre for program graduates at UVU as well as other Utah institutions.

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

The proposed AAS degree in theatre for children and youth at UVU would be unique in the state system. The Noorda Center director will continue to work with professors at BYU, USU, and the University of Utah

in improving theatre opportunities for children and youth in the state of Utah through their mutual participation in the American Alliance for Theatre and Education and other professional associations.

### **Benefits**

The AAS degree will increase students' vocational opportunities as theatre artists in areas that offer full-time employment and often offer part-time paid work compatible with other job and family responsibilities. The degree program could significantly increase the number and percentage of UVU theatre students who graduate from the Department of Theatrical Arts for Stage and Screen and help attain the Board of Regents' goal to have 66% of Utah's working-age adults holding post-secondary credentials by the year 2020.

### **Consistency with Institutional Mission**

Utah Board of Regents' Policy R312.5.2.3 states that Utah Valley University, as a teaching institution, "prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community." The proposed AAS degree in Theatre for Children and Youth would enable UVU graduates to engage in local community theatres, community organizations, and schools as professionally competent instructors, directors, actors, designers and to create job opportunities for themselves and other theatre artists.

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

### **Program Assessment**

The proposed Associate of Applied Science in Theatre for Children and Youth will prepare students with the knowledge and skills required of professional theatre practitioners who teach children and youth in after-school and community settings, perform and work as teaching artists with young people, and produce and perform theatre for young audiences in the schools. The students will be expected to demonstrate competence in acting, scriptwriting, understanding of dramatic literature for young people, devising theatre with children and youth, leading creative drama, directing theatre for young audiences, and entrepreneurship.

The program director will meet with AAS students at least once a semester to assess their progress in completing degree requirements and in meeting the expected standards of performance. At these meetings, students will present their updated portfolios that will be assessed according to an established rubric covering the ten expected standards of performance. Students' acting ability will be assessed at the beginning of fall semester of their second year as part of the department's regular assessment auditions. The program will be assessed on an ongoing basis by the Noorda Center Advisory Board and according to the university's program review calendar by a qualified external reviewer. This review will include course instruction, student enrollment and progress in the program, and touring productions.

### **Expected Standards of Performance**

Students in the AAS program will be assessed in their coursework by formative assessments such as papers, tests, and performance rubrics. Summative assessments from each of these courses, such as major papers and final projects, will be included in the students' portfolios that will be reviewed each semester by the program director. By graduation, students will be expected to demonstrate competencies in the following roles. These competencies are based on the State Drama Core Curriculum, which is taught to children and youth in elementary and secondary schools throughout the state of Utah.

1. Acting (vocal projection, physical movement, ability to determine and play specific character objectives)
2. Script Analysis (identification of the appropriateness and effectiveness of a play for young audiences)
3. Stagecraft (demonstrated competency in at least two areas including set design and construction, costume design and construction, properties construction, lighting, sound, and projections)
4. Devising (demonstrated competency in devising an original work of theatre with young people)
5. Scriptwriting (writing and development of an original or adapted script for young audiences)
6. Creative Drama (planning and leading a successful creative drama session with children and youth)
7. Directing (direction of a scene for or with young people)
8. Child and Adolescent Development (demonstrated understanding of the developmental needs of children and youth and what kinds of theatre and drama activities can best serve those needs)
9. Core Curriculum (demonstrated familiarity and application of the State Drama Curriculum)
10. Specialty (demonstrated competency in another specialty area such as puppetry or storytelling)

### Section V: Finance

#### Budget

5-Year Budget Projection						
Departmental Data	Current Budget— Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Personnel Expense</b>						
Salaries and Wages		\$2,860	\$19,625	\$20,410	\$21,226	\$22,075
Benefits		\$303	\$7,529	\$7,830	\$8,144	\$8,470
Total Personnel Expense		\$3,163	\$27,154	\$28,240	\$29,370	\$30,545
<b>Non-personnel Expense</b>						
Travel		\$0	\$0	\$0	\$0	\$0
Capital		\$0	\$0	\$0	\$0	\$0
Library		\$0	\$0	\$0	\$0	\$0
Current Expense (TYA Tour Show)		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Total Non-personnel Expense		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<b>Total Expense (Personnel + Current)</b>	\$1,357,160	\$5,163	\$29,154	\$30,240	\$31,370	\$32,545
<b>Departmental Funding</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>

Legislative Appropriation		\$0	\$0	\$0	\$0	\$0
Grants		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Reallocated Funds		\$0	\$0	\$0	\$0	\$0
Tuition Generated by new FTE		\$3,944	\$11,832	\$11,832	\$15,776	\$17,748
Other (Tuition Growth in Other Programs)		\$0	\$15,322	\$16,408	\$13,594	\$12,797
<b>Total Revenue</b>	\$	\$5,944	\$29,154	\$30,240	\$31,370	\$32,545
<b>Difference</b>						
Revenue - Expense	\$	\$781	\$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")	\$150.61	\$150.68	\$152.32	\$152.44	\$152.32	\$151.95

### Funding Sources

In 2007 Utah Valley University received an endowed gift to support the Noorda Regional Theater Center for Children and Youth. Revenue from this endowment will provide support for the production tour course. The endowment also funds the salary of the Noorda Center director. This salaried faculty member has been hired and his teaching responsibilities will be redirected from general department courses to teaching the new courses in the Theatre for Children and Youth program. The gift agreement specifies that the funds from the endowment are to support sponsored courses as well as outreach programs, youth productions, and research activities related to theatre for children and youth. Noorda Center funds may be used to pay adjunct instructors as needed to teach the new courses in areas related to theatre for children and youth.

### Reallocation

UVU does not allocate tuition revenues directly to any programs. Increased tuition revenue from general UVU growth will fund the difference between anticipated expenditures and anticipated tuition revenue generated by the program.

### Impact on Existing Budgets

See above

## Section VI: Program Curriculum

### All Program Courses

Course Prefix and Number	Title	Credit Hours
<b>General Education Requirements</b>		
ENGL 1010	Introduction to Writing	3
THEA 1013	Introduction to Theatre	3
Any approved Social or Behavioral Science course from distribution list		3
Any approved Biology or Physical Science course from distribution list		3
Take one of the following		
MATH 1010	Intermediate Algebra	3
ACC 1150	Fundamentals of Business Math	3
Take one of the following		
HLTH 1100	Personal Health and Wellness	2
PES 1097	Fitness for Life	2
<b>Sub-Total</b>		<b>17</b>
<b>Discipline Core Requirements</b>		
THEA 1033	Fundamentals of Acting I	3
THEA 1513	Stagecraft for Stage and Screen I	3
THEA 159R	Production Practicum for Stage and Screen (1 credit course taken for 2 semesters)	2
THEA 1713	Script and Text Analysis	3
THEA 2211	Theatre for Children and Youth I	3
THEA 222R	Theatre for Young Audiences Tour	3
THEA 2231	Creative Drama I	3
THEA 2513	Introduction to Design for Stage and Screen	3
THEA 2713	Introduction to Writing for the Stage and Screen	3
THEA 281R	Theatre Internship	2
EDEL 2330	Children's Literature	3
PSY 1100	Human Development Life Span	3
<b>Sub-Total</b>		<b>34</b>
<b>Elective Requirements</b> (12 Credits with Courses Approved by Advisor)		
<b>Sub-Total</b>		<b>12</b>
<b>TOTAL</b>		<b>63</b>

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

Semester 1	Course Prefix and Number	Course Title
	none	none
<b>Semester 2</b>		
	THEA 2231	Creative Drama I (3)
<b>Semester 3</b>		
	THEA 222R	Theatre for Young Audiences Tour (3)

## Program Schedule

Semester 1 (16 credits)	Course Prefix and Number	Course Title
	ENGL 1010	Introduction to Writing (3)
	ACC 1150	Fundamentals of Business Math (3)
	THEA 1013	Introduction to Theatre (3)
	THEA 1513	Stagecraft for Stage and Screen I (3)
	THEA 159R	Production Practicum for Stage and Screen I (1)
	THEA 1713	Script and Text Analysis (3)
Semester 2 (17 credits)	Course Prefix and Number	Course Title
	Soc/Beh Sci Dist.	See Distribution List (3)
	Bio/Phys Sci. Dist.	See Distribution List (3)
	HLTH 1100	Personal Health and Wellness (2)
	THEA 1033	Fundamentals of Acting I (3)
	THEA 2211	Theatre for Children and Youth I (3)
	THEA 2231	Creative Drama I (3)
Semester 3 (15 credits)	Course Prefix and Number	Course Title
	EDEL 2330	Children's Literature (3)
	THEA 159R	Production Practicum for Stage and Screen I (1)
	THEA 281R	Theatre Internship (2)
	THEA 222R	Theatre for Young Audiences Tour (3)
	Elective A	(3)
	Elective B	(3)
Semester 4 (15 credits)	Course Prefix and Number	Course Title
	PSY 1100	Human Development Life Span (3)
	THEA 2513	Introduction to Design for Stage and Screen (3)
	THEA 2713	Introduction to Writing for the Stage and Screen (3)
	Elective C	(3)
	Elective D	(3)

## Section VII: Faculty

### Theatre for Children and Youth Faculty and Staff:

4. John Newman (Noorda Center Director)
  - a. PhD Educational Theatre, New York University
  - b. MA Theatre Teaching, University of Texas at Austin
  - c. MEd Critical and Cultural Studies, University of Utah
  - d. BFA Theatre Teaching, University of Utah
5. Eileen Nagle (Noorda Center Outreach and Workshop Coordinator)
  - a. MEd Educational Administration, University of Phoenix
  - b. BS Communication, Brigham Young University



6. Isaac Walters (Noorda Center Media Coordinator)
  - a. MBA Arts Administration, University of Wisconsin
  - b. MFA Directing, Columbia University
  - c. BA Theatre Arts, Brigham Young University

**Additional Full Time Theatre Department Faculty:**

- James Arrington
  - MA Theatre, Brigham Young University
  - BFA Theatre, Utah State University
- Christopher Clark
  - EdD Curriculum, Brigham Young University
  - MFA Directing Shakespeare, The Steppenwolf School
  - Bachelors in English, University of Exeter
- Lisa Hagan
  - PhD Theatre History and Criticism, University of Colorado
  - MA Playwriting, Boston University
  - BA Drama Performance, San Diego State University
- Laurie Harrop-Purser
  - MFA Acting, National Theatre Conservatory
  - BA Theatre Arts, Brigham Young University
- Rick Moody
  - PhD Film Studies, Brigham Young University
  - MA Telecommunications, San Diego State University
  - BS Radio, Television, and Film, San Diego State University
- Barrett Ogden
  - MFA Contemporary Performance, Naropa University
  - BA Acting, Brigham Young University
- Stephen Purdy
  - BA Communications, Brigham Young University
- Terry Petrie
  - PhD Theatre, Brigham Young University
  - BEd Theatre, University of Alberta
- Jill Robinson
  - MA Theatre and Media Arts, Brigham Young University
  - BA Theatre and Cinematic Arts, Brigham Young University
- Carla Summers
  - BA Fashion Design, Brigham Young University
- David Tinney
  - BFA Musical Dance Theatre, Brigham Young University
- Brian Healy
  - MFA University of Washington
  - BA Theatre, Truman State University

**Theatre Department Part Time Adjunct Faculty**

- Daryl Ball
  - MFA Acting, University of South Carolina

- BFA Acting Brigham Young University
- Lara Beene
  - MFA Costume Design and Technology, Brigham Young University
  - BA Theatre Arts and Technology, Brigham Young University
- Matthew Carlin
  - BFA Acting, Brigham Young University
- Benjamin Hopkin
  - MFA Dramatic Arts Acting, University of San Diego
  - BA Theatre, Brigham Young University
- Melissa Larson
  - MFA Playwriting, University of Iowa
  - BA English/Creative Writing, Brigham Young University
- Jon Liddiard
  - MFA Acting, University of Tennessee
- Jennifer Madsen
  - Credentials based on professional experience
- Kimberly Mellen
  - MFA Acting, DePaul University
  - BFA Musical Theatre Dance, Brigham Young University
- Martin Nabhan
  - BA Film Production, Brigham Young University
- Jason Tatom
  - MFA Acting, National Theatre Conservatory



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March 20, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Award Amounts for New Century and Regents' Scholarship Awards 2013-14

Background

The New Century Scholarship was established by the Utah Legislature in 1999 to encourage students to accelerate their education by earning an Associate's degree in high school from an institution within the Utah System of Higher Education, and requires at least a 3.0 college cumulative GPA and at least a 3.5 high school cumulative GPA. The Utah Legislature created the Regents' Scholarship in 2008 to encourage Utah high school students to prepare for college academically and financially by taking a core course of study during grades 9-12 while also saving for college. The Board of Regents is authorized to set the award amounts based on legislative appropriation and number of qualified applicants. Since 2010, the Commissioner's Office in behalf of the Board of Regents has also been required by law to advise scholarship applicants and potential applicants that the level of awards are subject to legislative appropriation and may be reduced and vary from year to year.

For the Regents' Scholarship, the Base Award is a one-time payment of up to \$1,000 for students who complete a core course of study, meet a minimum GPA, minimum grades on specific courses, and ACT requirements. Students qualify for the Exemplary Achievement Award by having no grade lower than a "B" in the required classes, at least a 3.5 cumulative GPA, and a composite ACT score of 26. The New Century and Exemplary Award is a flat dollar amount and the maximum amount a recipient may receive is \$1250 per semester, renewable for up four semesters. The Utah Educational Savings Plan (UESP) Supplemental Award in the Regents' Scholarship is available for students who earn the Base Award and who have contributed to a UESP account during ages 14-17 (a maximum of \$100 per year for each \$100 contributed to their account). The scholarships may be used at any public college or university in the Utah System of Higher Education, as well as at Brigham Young University, LDS Business College and Westminster College. New Century may only be used at the 4-year institutions.

We support continued investment in these students who have worked hard during high school to be college ready in support of the 66% goal.

Issue

The application deadline for both scholarships is February 1, in time to advise the legislature so they can take into account demand for the scholarships as they make budget decisions. On February 20, 2013, a memo was provided to the Higher Education Appropriations Subcommittee alerting them participation for

the Regents' Scholarship continues to surge. This year applications have increased by 30% on top of a similar increase in 2012, and preliminary estimates indicate a 50-60% increase in the total number of awards over 2012 due to improved student preparedness and compliance to scholarship requirements. New Century Scholarship applications have stabilized to just under 400 new recipients per year. We are also seeing increases in the number of students who qualify for a match for saving with UESP. To maximize the use of state dollars and to treat all students equitably we have combined scholarship administration and budgets (which are part of the same line-item) for both scholarships. We are also planning for a 50% increase in scholarship deferments (from 10 to 15% of total), although at this time it is not known precisely how many students will defer their scholarship to serve an LDS mission. Legislators were advised that without an increase in funding, the New Century and Regents' Exemplary Award and award would need to be reduced from \$1,250 per semester to \$950. To fully fund the award, \$2 million in additional appropriations was needed for 2013-14. Subsequently, the Higher Education Appropriations Subcommittee recommended to the Executive Appropriations Committee a \$2 million increase in funding.

As the Executive Appropriations Committee considered all of the requests from the various subcommittees, decisions were made in order to balance the budget that resulted in reducing many of these recommendations. As a result, the increased amount for the scholarships was reduced from \$ 2 million to \$1 million. This should provide enough resources to set the amount for the New Century and Regents' Exemplary awards from \$1,250 to \$1,100 per semester for 2013-14.

#### Commissioner's Recommendation

The Commissioner recommends that, pursuant to Utah Code Annotated 53B-8-108(8)(b), the Board approve the following amounts for the New Century and Regents' Scholarships for the academic year 2013-14:

<u>New Century Scholarship:</u>	<u>\$1,100 per semester (88% of full amount)</u>
<u>Regents' Base Award:</u>	<u>\$1,000 one-time (100% of full amount)</u>
<u>Regents' Exemplary Award:</u>	<u>\$ 1,100 per semester (88% of full amount)</u>
<u>Regents' UESP Savings Match</u>	<u>Up to \$400 one-time (100% of full amount)</u>

\_\_\_\_\_  
David L. Buhler  
Commissioner of Higher Education

DLB/MMK

March 20, 2013

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Revision of Policy R604, New Century Scholarship

Issue

This legislative session Senator Jerry S. Stevenson sponsored S.B. 100, Higher Education Scholarship Amendments to better align scholarship renewal requirements with best practices in degree completion and to improve efficiencies in program administration. Attached are revisions to the New Century Regents' policy, which conform to the statutory changes as dictated by the bill. In summary the changes are:

- Beginning fall semester 2013 New Century new recipients and students with remaining eligibility must register and successful complete 15 credit hours per semester and maintain a 3.3 GPA for two consecutive semesters in order to maintain eligibility.
- Exempts the Board of Regents from verifying lawful presence as required by S. B. 81 and requires New Century scholarship applicant to certify, under penalty of perjury, that the applicant is a United States citizen or lawfully present in the country.

The policy with proposed tracked changes is attached for your review.

Commissioner's Recommendation

The Commissioner recommends the Board consider and, if satisfied, approve the proposed revisions to Policy R604, New Century Scholarship.

---

David L. Buhler  
Commissioner of Higher Education

DLB/MMK  
Attachment

**R604-1. Purpose:** The New Century Scholarship encourages students to accelerate their education by earning an Associate's degree in high school from an institution within the Utah System of Higher Education.

## R604-2. References

- 2.1. Utah Code [§53B-8-105](#) (2010).
- 2.2. Policy and Procedures [R609](#), Regents' Scholarship.

## R604-3. Definitions

3.1. **"Applicant"**: is a student who is in their last term in high school and on track to complete the high school graduation requirements of a public school established by the Utah State Board of Education and the student's school district or charter school or a private high school in the state that is accredited by a regional accrediting body approved by the Utah State Board of Regents, or a home-school student.

3.2. **"Associate's Degree"**: An Associate of Arts, Associate of Science, or Associate of Applied Science degree received from, or verified by, a regionally accredited institution within the Utah System of Higher Education. If the institution does not offer the above listed degrees, equivalent academic requirements will suffice under subsection 3.5.2. of this policy.

3.3. **"Awards"**: New Century Scholarship funds.

3.4. **"Board"**: The Utah State Board of Regents.

3.5. **"Completes the requirements for an Associate's degree"**: Means that an applicant completes either of the following:

3.5.1. all the required courses for an Associate's degree from an institution within the Utah System of Higher Education that offers Associate's degrees; and applies for the Associate's degree from the institution; or

3.5.2. all the required courses for an equivalency to the Associate's degree from a higher education institution within the Utah System of Higher Education that offers Baccalaureate degrees but does not offer Associate's degrees.<sup>2</sup>

~~3.6. **"Full-time"**: a minimum of twelve credit hours.~~

3.7~~6~~. **"High school"**: a public high school established by the Utah State Board of Education or private high school within the boundaries of the State of Utah. If a private high school, it shall be accredited by a regional accrediting body approved by the Board.

<sup>1</sup> Adopted June 4, 1999, amended July 12, 1999, April 20, 2001, May 31, 2002, September 15, 2006. Amended and approved by the Board of Regents October 16, 2009, April 1, 2010, and March 25, 2011.

<sup>2</sup> Please note the requirement to have the coursework certified by the campus registrar under subsection 5.3 of this policy.

**3.87.** “**High school graduation date**”: the day on which the recipient's class graduates from high school. For home-schooled student refer to subsection 4.2.1 of this policy.

**3.98.** “**Home-schooled**”: refers to a student who has not graduated from a Utah high school and received a high school grade point average (GPA).

**3.109.** “**Math and science curriculum**”: the rigorous math and science curriculum developed and approved by the Board which, if completed, qualifies a high school student for an award. Curriculum requirements can be found at the website of the Utah System of Higher Education.

**3.140.** “**New Century Scholarship**”: a renewable scholarship to be awarded to applicants who complete the eligibility requirements of section 4 of this policy.

**3.121.** “**Reasonable progress**”: enrolling and completing at least ~~fifteen~~<sup>twelve</sup> credit hours during Fall and Spring semesters and earning a ~~3.03~~ GPA or higher each semester. If applicable, students attending summer must enroll full-time according to their institution and or program policy regarding full-time status.

**3.132.** “**Recipient**”: an applicant who receives an award under the requirements set forth in this policy.

**3.134.** “**Renewal Documents**”: a college transcript demonstrating that the recipient -has met the required semester GPA and a detailed schedule providing proof of ~~full-time~~ enrollment in fifteen credit hours for the semester which the recipient is seeking award payment.

**3.145.** “**Scholarship Review Committee**”: the committee to review New Century Scholarship applications and make final decisions regarding awards.

~~3.15. —“Two years of full-time equivalent enrollment”— is equal to four semesters of full-time enrollment (minimum of twelve credit hours per semester).~~

**3.157.** “**The Utah System of Higher Education USHE**”: the Utah System of Higher Education, which includes the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State ~~University~~College of Utah, Utah Valley University, and Salt Lake Community College.

**R604-4. Recipient Requirements:** This section enumerates the requirements to qualify as a recipient. Subsection 4.1. creates the general academic requirements. Subsections 4.2 and 4.3 clarify the exceptions and requirements specific for home-schooled students and students whose graduation date occurs in 2010 or before. Subsections 4.4. through 4.7. establish other generally applicable requirements.

**4.1 General Academic Requirements:** Unless an exception applies, to qualify as a recipient a student shall:

**4.1.1.** complete the requirements for an Associate's degree<sup>3</sup> or the math and science curriculum at a regionally accredited institution within the Utah State System of Higher Education

**4.1.1.1.** with at least a 3.0 grade point average

**4.1.1.2.** by applicant's high school graduation date; and

<sup>3</sup> Please refer to section 3.5 for clarification.

4.1.2. complete the high school graduation requirements of a Utah high school with at least a 3.5 cumulative GPA.

4.2. **Utah Home-schooled Students:** For Utah home-schooled applicants the following exceptions and requirements apply:

4.2.1. **High School Graduation Date for Home-schooled Applicants:**

4.2.1.1. **Completes High School in 2011 and After:** If a home-schooled applicant would have completed high school in 2011 or after, the high school graduation date (under subsection 4.1.1.2.) is June 15 of the year the applicant would have completed high school;

4.2.2. **ACT Composite Score Requirement:** A composite ACT score of 26 or higher is required in place of the high school GPA (under subsection 4.1.2).

4.3. **Mandatory Fall Term Enrollment:** A recipient shall enroll in and successfully complete fifteen credit hours full-time at an eligible institution by Fall semester immediately following the student's high school graduation date or receive an approved deferral or leave of absence from the Board under subsection 8.7 of this policy.

4.4. **Citizenship Requirement:** A recipient shall certify under penalty of law they are be a citizen of the United States or a noncitizen who is eligible to receive federal student aid.

4.5. **No Criminal Record Requirement:** A recipient shall not have a criminal record, with the exception of a misdemeanor traffic citation.

4.6. **Regents' Scholarship:** A recipient shall not receive both an award and the Regents' Scholarship established in Utah Code §53B-8-108 and administered in R609.

**R604-5 Application Procedures:** This section establishes the basic application procedures for an award.

5.1. **Application Contact:** Qualifying students shall apply for the award through the Board.

5.2. **General Procedure:** An application for an award shall contain the following:

5.2.1. **Application Form:** the official application will become available on the New Century website each November prior to the February 1 deadline.

5.2.2. **College Transcript:** an official college transcript showing college courses, AP and transfer work an applicant has completed to meet the requirements for the Associate's degree and verification of the date the award was earned; and

5.2.3. **High School Transcript:** an official high school transcript with high school graduation dated posted (if applicable).

5.2.4. **ACT Score:** a copy of the student's verified ACT score (if applicable).

5.3. **Registrar Verification:** If an applicant is enrolled at an institution which does not offer an Associate's degree or an institution that will not award the Associate's degree until the academic on-campus



residency requirement has been met, the registrar must verify that the applicant has completed the equivalent academic requirements under 4.1.1.

**5.4. Application Deadline:** Applicants shall meet the following deadlines:

**5.4.1. Application Submission:** Applicants must submit a scholarship application to the Scholarship Review Committee no later than February 1 of the year of their high school graduation date or the year they would have graduated from high school.

**5.4.2. Support Documentation Submission:** All necessary support documentation shall be submitted on or before September 1 following the student's high school graduation date. In some cases exceptions may be made as advanced placement and transfer work verification may be delayed at an institutional level and no fault of the applicant. Scholarship awards may be denied if all documentation is not complete and submitted by the specified deadlines. And if any documentation demonstrates that the applicant did not satisfactorily fulfill all coursework and GPA requirements, or if any information, including the attestation of criminal record and citizenship status, proves to be falsified.

**5.4.3. Priority Deadline:** A priority deadline may be established each year. Applicants who meet the priority deadline may be given first priority of consideration for awards.

**5.5. Incomplete Documentation:** Applications or other submissions that have missing information or missing documents are considered incomplete, will not be considered, and may result in failure to meet a deadline.

**R604-6 Awards:** This section establishes the total value of an award, the power of the Board to change that value, and the eligible institutions where the award may be used.

**6.1. Value of the Award:** The award is up to the amount provided by the law and determined each Spring by the Board based on legislative funding and number of applicants. –The total value may change in accordance with subsection 6.2. The award shall be disbursed semester-by-semester over the shortest of the following time periods:

**6.1.1.** Four semesters of ~~full-time~~ enrollment ~~in fifteen credit hours (minimum of twelve credit hours per semester.)~~

**6.1.2.** Sixty credit hours;

**6.1.3.** Until the student meets the requirements for a Baccalaureate degree.

**6.2. The Board May Decrease Award:** If the appropriation from the Utah Legislature for the scholarship is insufficient to cover the costs associated with the scholarship, the Board may reduce or limit the award.

**6.3. Eligible Institutions:** An award may be used at either

**6.3.1. Public Institution:** a four-year institution within the Utah System of Higher Education that offers Baccalaureate programs; or

**6.3.2. Private Nonprofit Institution:** a private not-for-profit higher education four-year institution in the state of Utah accredited by the Northwest Association of Schools and Colleges that offers Baccalaureate programs.

**6.4. Enrollment at Multiple Institutions:** The award may be used at more than one of the eligible institutions within the same semester for the academic year 2010-11. However, starting in 2011 when the award goes to a flat rate the award may only be used at the institution from which the student is earning a Baccalaureate degree.

**6.5. Student Transfer:** The award may be transferred to a different eligible institution upon the request of the recipient.

**6.6. Financial Aid and other Scholarships:** With the exception of the Regents' Scholarship (as detailed in subsection 4.6 of this policy) tuition waivers, financial aid, or other scholarships will not affect a recipient's total award amount.

**R604-7 Disbursement of Award:** This section details the disbursement of the award amounts.

**7.1. Disbursement Schedule of Award:** The award shall be disbursed semester-by-semester over the shortest of the following time periods:

7.1.1. Four semesters of ~~full-time~~ enrollment in fifteen credit hours;

7.1.2. sixty credit hours; or

7.1.3. until the recipient meets the requirements for a baccalaureate degree.

**7.2. Enrollment Documentation:** The recipient shall submit to the Scholarship Review Committee a detailed copy of a class schedule verifying that the recipient is enrolled in fifteen credit hours ~~full-time (twelve -or more credits)~~ at an eligible institution. Documentation must include the student's name, the semester the recipient will attend, institution that they are attending and the number of credits the recipient is enrolled.

**7.3. Award Payable to Institution:** The award will be made payable to the institution. The institution shall pay over to the recipient any excess award funds not required for tuition payments. Award funds should be used for higher education expenses including tuition, fees, books, supplies, and equipment required for instruction.

**7.4. Dropped Hours after Award:** If a recipient drops credit hours after having received the award which results in enrollment below fifteen credit hours ~~full-time~~ the scholarship will be revoked (see 8.1) unless the student needs fewer than fifteen credit ~~twelve~~ hours for completion of a degree.

**R604-8. Continuing Eligibility:** This section establishes the expectations of recipients to renew their award.

**8.1 Reasonable Progress Toward Degree Completion:** The Board may cancel a recipient's scholarship if the student fails to:

8.1.1. **Maintain 3.03 GPA:** to maintain a 3.03 GPA or higher for each semester for which he or she has received awards; or

**8.1.2. Reasonable Progress:** to make reasonable progress (~~twelve~~fifteen credit hours) toward the completion of a Baccalaureate degree and submit the documentation by the deadline as described in subsection 8.2. A recipient must apply and receive an approved deferral or leave of absence under subsection 8.7 if he or she will not enroll ~~full-time in~~ fifteen credit hours continuously ~~for~~ - Fall and Spring semesters.

**8.2. Duty of Student to Report Reasonable Progress:** Each semester, the recipient must submit to the Board a copy of his or her grades to verify that he or she ~~is not meeting~~ has met the required grade point average and ~~is~~ has completed a minimum of ~~fifteen~~ twelve credit hours each -semester ~~hours~~. Recipients will not be paid for the coming semester until the requested documentation has been received. If the recipient fails to maintain a 3.~~30~~ GPA or higher for two consecutive semesters or fails to enroll and complete ~~fifteen~~twelve credit hours, the scholarship may~~will~~ be revoked. These documents must be submitted by the following dates:

**8.2.1.** Proof of enrollment for Fall Semester and proof of completion of the previous semester must be submitted by September 30.

**8.2.2.** Proof of enrollment for Spring Semester and proof of completion of the previous semester must be submitted by February 15.

**8.2.3.** Proof of enrollment for Summer Semester and proof of completion of the previous semester must be submitted by June 30.

**8.2.4.** Proof of enrollment if you are attending Brigham Young University during Winter Semester and proof of completion of the previous semester must be submitted by February 15.

**8.2.5.** Proof of enrollment if you are attending Brigham Young University during Spring Term and proof of completion of the previous semester must be submitted by May 30.

**8.2.6.** Proof of enrollment if you are attending Brigham Young University during Summer Term and proof of completion of the previous semester must be submitted by July 30.

**8.3. Probation:** If a recipient earns less than a 3.~~03~~ GPA in any single semester, the recipient must earn a 3.~~03~~ GPA or better the following semester to maintain eligibility for the scholarship. If the recipient again at any time earns less than a 3.~~30~~ GPA the scholarship will be revoked.

**8.4. Final Semester:** A recipient will not be required to enroll in fifteen credit hours ~~full-time~~ if the recipient can complete the degree program with fewer credits.

**8.5. No Awards after Five Years:** The Board will not make an award to a recipient for an academic term that begins more than five years after the recipient's high school graduation date.

**8.6. No Guarantee of Degree Completion:** An award does not guarantee that the recipient will complete his or her Baccalaureate program within the recipient's scholarship eligibility period.

**8.7. Deferral or Leave of Absence:**

**8.7.1.** A recipient shall apply to the Board for a deferral of award or a leave of absence if they do not continuously enroll in fifteen credit hours ~~full-time~~.

**8.7.2.** A deferral or leave of absence will not extend the time limits of the scholarship under subsection 8.5.

**8.7.3.** Deferrals or leaves of absence may be granted, at the discretion of the Board, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.

## **R604-9 Appeals**

**9.1. Scholarship Determinations:** Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions are made, at the discretion of a Scholarship Review Committee. Awards are based on available funding, applicant pool, and applicants' completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his/her application.

**9.2. Appeals:** Applicants and recipients have the right to appeal an adverse decision.

**9.2.1.** Appeals shall be postmarked within 30 days of date of notification by submitting a completed Appeal Application found on the program website.

**9.2.2.** An appeal filed before the applicant/recipient receives official notification from the Regents' Scholarship Review Committee regarding their application, will not be considered.

**9.2.3.** The appeal shall provide evidence that an adverse decision was made in error, such as that in fact, the applicant/recipient met all scholarship requirements and submitted all requested documentation by the deadline.

**9.2.4.** Appeals are not accepted for late document submission.

**9.2.5.** A submission of an appeal does not guarantee a reversal of the original decision.

**9.2.6.** It is the applicant/recipient's responsibility to file the appeal, including all supplementary documentation. All documents shall be mailed to the New Century Scholarship address.

**9.2.7.** Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education.



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March 20, 2013

MEMORANDUM

TO: State Board of Regents  
 FROM: David L. Buhler  
 SUBJECT: Revision of Policy R609, Regents' Scholarship

Issue

This legislative session Senator Jerry S. Stevenson sponsored S.B. 100, Higher Education Scholarship Amendments to better align scholarship renewal requirements with best practices in degree completion and to improve efficiencies in program administration. Attached are revisions to the Regents' Scholarship policy, which conform to the statutory changes as dictated by the bill. In summary the changes are:

- Beginning fall semester 2013 Regents' Scholarship new recipients and Exemplary award students with remaining eligibility must register and successfully complete 15 credit hours per semester and maintain a 3.3 GPA for two consecutive semesters in order to maintain eligibility.
- Exempts the Board of Regents from verifying lawful presence as required by S. B. 81 and requires Regents' Scholarship applicant to certify, under penalty of perjury, that the applicant is a United States citizen or lawfully present in the country.
- Allows the Board of Regents to assign additional weights to grades earned in the International Baccalaureate program courses in determining scholarship eligibility. This is consistent with statutory authority and practice for other similar rigorous college preparatory programs such as concurrent enrollment and Advanced Placement.

The policy with proposed tracked changes is attached for your review.

Commissioner's Recommendation

The Commissioner recommends the Board consider and, if satisfied, approve the proposed revisions to Policy R609, Regents' Scholarship.

---

David L. Buhler  
 Commissioner of Higher Education

DLB/MMK  
 Attachment

**R609-1. Purpose:** The Regents' Scholarship encourages Utah high school students to prepare for college academically and financially by taking a core course of study in grades 9-12 and saving for college. This statewide scholarship is aligned with the Utah Scholars Core Course of Study which is based on national recommendations as outlined by the State Scholars Initiative. The courses required by the scholarship are proven to help students become college and career ready. In addition this scholarship encourages high school students to complete meaningful course work through their senior year.

### R609-2. References

- 2.1. Utah Code Ann. §53B-8-108 et seq., Regents' Scholarship Program.
- 2.2. Utah Admin. Code §R277-700-6, High School Requirements (Effective for Graduating Students Beginning with the 2010-2011 School Year).
- 2.3. Policy and Procedures R604, New Century Scholarship.

### R609-3. Definitions

- 3.1. **"Applicant"**: is a student who is in their last term in high school and on track to complete the high school graduation requirements of a public school established by the Utah State Board of Education and the student's school district or charter school or a private high school in the state that is accredited by a regional accrediting body approved by the Utah State Board of Regents.
- 3.2. **"Base award"**: a one-time scholarship to be awarded to applicants who complete the eligibility requirements of section 4.1 of this policy.
- 3.3. **"Board"**: the Utah State Board of Regents.
- 3.4. **"Core Course of Study"**: the Utah Scholars Core Course of Study taken during grades 9-12, includes:
  - 3.4.1. 4.0 credits of English;
  - 3.4.2. 4.0 credits of mathematics taken in a progressive manner (at minimum Algebra I, Geometry, Algebra II, and a class beyond Algebra II or Math 3);
  - 3.4.3. 3.5 credits of social studies;
  - 3.4.4. 3.0 credits of lab-based natural science (one each of Biology, Chemistry, and Physics); and
  - 3.4.5. 2.0 credits of the same world or classical language, other than English, taken in a progressive manner.

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<sup>1</sup> Adopted by the Board of Regents May 30, 2008. Amended and approved by the Board of Regents on May 29, October 16, 2009, April 1, 2010 and March 25, 2011.

**3.5. “Exemplary Academic Achievement award”:** a renewable scholarship to be awarded to applicants who complete the eligibility requirements of section 4.2 of this policy.

~~3.6. “Full-time”:~~ A minimum of twelve college credit hours.

**3.76. “High school”:** A public school established by the Utah State Board of Education or private high school within the boundaries of the State of Utah. If a private high school, it shall be accredited by a regional accrediting body approved by the Board.

**3.78. “Home-schooled”:** refers to a student who has not graduated from a Utah high school and received letter grades for the Core Course of Study in grades 9-12.

**3.89. “Recipient”:** An applicant who receives an award under the requirements set forth in this policy.

**3.910. “Regents’ Diploma Endorsement”:** a certificate or transcript notation that may be awarded to students who qualify for the Exemplary Academic Achievement award of the Regents’ Scholarship.

**3.110. “Reasonable progress”:** enrolling and successfully completing at least ~~fifteen~~twelve credit hours during Fall and Spring semesters and earning a ~~3.30~~ GPA or higher each semester.

**3.121. “Renewal Documents”:** a college transcript demonstrating that the recipient has met the required semester GPA and a detailed schedule providing proof of ~~full-time~~ enrollment in fifteen credit hours for the semester which the recipient is seeking award payment.

**3.132. “Scholarship Review Committee”:** the committee approved to review Regents’ Scholarship applications and make final decisions regarding awards.

~~3.14. “Two years of full-time equivalent enrollment”:~~ is equal to four semesters of full-time enrollment (minimum of twelve credit hours per semester).

**3.154. “UESP”:** the Utah Educational Savings Plan.

**3.165. “USHE”:** the Utah System of Higher Education, which includes the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State University College of Utah, Utah Valley University, and Salt Lake Community College.

**3.167. “Eligible Institutions”:** USHE, or at any private, nonprofit institution of higher education in Utah accredited by the Northwest Association of Schools and Colleges.

#### **R609-4 Conditions of the Regents’ Scholarship Program and Program Terms**

**4.1. Base award:** To qualify for the Regents’ Scholarship Base award, the applicant shall satisfy the following criteria:

**4.1.1. Complete the Core Course of Study** as defined in section 3.4 of this policy.

**4.1.2. GPA:** The applicant shall demonstrate completion of the Core Course of Study with a cumulative high school GPA of at least 3.0.

**4.1.3. Minimum Grade requirement:** the applicant shall have no individual core course grade lower than a "C" on a transcript. Certain courses may receive a weighted grade as outlined under subsection 9.5 of this policy.

**4.1.4. ACT Score:** The applicant shall submit at least one verified ACT score.

**4.1.5. Utah High School Graduation:** The applicant shall have graduated from a Utah high school.

**4.1.6. Citizenship Requirement:** A recipient shall ~~certify under penalty of law they are~~ a citizen of the United States or a noncitizen who is eligible to receive federal student aid.

**4.1.7. No Criminal Record Requirement:** A recipient shall not have a criminal record; with the exception of a misdemeanor traffic citation.

**4.1.8. Mandatory Fall Term Enrollment:** A recipient shall enroll ~~in fifteen credit hours full-time~~ at an eligible institution by Fall semester immediately following the student's high school graduation date or receive an approved deferral from the Board under subsection 7.2.

**4.1.9. New Century Scholarship:** A recipient shall not receive a Regents' Scholarship and the New Century Scholarship established in Utah Code §53B-8-105 and administered in ~~R604~~

**4.2. Exemplary Academic Achievement award:** To qualify for the Regents' Scholarship Exemplary Academic Achievement award, the applicant shall satisfy all requirements for the Base award, and additionally meet all of the following requirements:

**4.2.1. Required GPA:** The applicant shall have a cumulative high school GPA of at least 3.5.

**4.2.2. Minimum Grade requirement:** the applicant ~~earns a course grade on a transcript of "B" or above in each individual course listed in Utah Code §53B-8-109(1)(d)(i). shall have no individual core course grade lower than a "B" on a transcript.~~ Certain courses may receive a weighted grade as outlined under subsection 9.5 of this policy.

**4.2.3. Required ACT Score:** The applicant shall submit a verified composite ACT score of at least 26.

**4.2.4. Duty of Student to Report Reasonable Progress Toward Degree Completion:** In order to renew the Exemplary Academic Achievement award, the recipient shall submit renewal documents, providing evidence of reasonable progress toward degree completion.

**4.2.4.1.** If the recipient fails to maintain a ~~3.03~~ GPA in a single semester the recipient is placed on probation and shall earn a ~~3.30~~ GPA or better the following semester to maintain eligibility. If the recipient again at any time earns less than a ~~3.03~~ GPA or fails to enroll and complete ~~fifteen~~ credit hours, except as outlined in section 7.2 of this policy, the scholarship ~~may~~ be revoked.

**4.2.4.2.** Each semester, the recipient shall submit renewal documents to the Scholarship Review Committee providing evidence of making reasonable progress, by the deadlines listed below:



4.2.4.2.1. For Fall semester renewal documents shall be submitted by September 30.

4.2.4.2.2. For Spring/Winter semester renewal documents shall be submitted by February 15.

4.2.4.2.3. For Summer semester renewal documents shall be submitted by June 30.

4.2.4.2.4. If the recipient is attending Brigham Young University during Spring term renewal documents shall be submitted by May 30.

4.2.5. A recipient will not be required to enroll in fifteen credit full-time hours if the student can complete his/her degree program with fewer credits.

**4.3. Replacing Low Grades by Retaking a Course:** An applicant may retake a course to replace a low grade received. When retaking courses to replace a grade the following subsections apply:

4.3.1. **The Entire Course:** The applicant shall either (1) retake the entire original course, or (2) complete an approved course equal to or greater in credit value in the same subject-area. The math and foreign language requirement of progression shall be shown. This is true even if the applicant only received a lower grade in a single semester, term, trimester, or quarter.

4.3.2. **The Higher of Two Grades:** The higher of two grades in the same or an approved course will count towards meeting the scholarship requirements.

4.3.3. **Approved Courses and Progression Determined by the Regents' Scholarship Review Committee:** The Regents' Scholarship Review Committee reserves the right to determine if the repeated course qualifies as an approved course in the same subject-area and if progression is required and demonstrated.

4.4. **Student Transfer:** A scholarship may be transferred to a different eligible institution upon request of the student.

4.5. **"P" and "I" Grades not Accepted:** Pass/fail or incomplete grades do not meet the minimum grade requirement, nor do they qualify towards the scholarship renewal requirements.

## R609-5 Application Procedures

5.1. **Application Deadline:** Applicants shall submit a scholarship application to the Scholarship Review Committee no later than February 1 of the year that they graduate from high school. A priority deadline may be established each year. Applicants who meet the priority deadline may be given first priority or consideration for the scholarship.

5.2. **Required Documentation:** Scholarship awards may be denied if all documentation is not complete and submitted by the specified deadlines. And if any documentation demonstrates that the applicant did not satisfactorily fulfill all course work and GPA requirements, or if any information, including the attestation of criminal record or citizenship status, proves to be falsified. Required documents that shall be submitted with a scholarship application include:

5.2.1. the official online application;

5.2.2. an official high school paper or electronic transcript, official college transcript(s) when applicable, and any other miscellaneous transcripts demonstrating all completed courses and GPA. A final transcript showing the last semester of coursework will be requested if the student is found conditionally approved, meaning that the student appears to be on track to receive the scholarship;

5.2.3. verified ACT score(s); and

5.2.4. a class schedule form, provided by the Board, demonstrating the courses and credits that the student will complete during grade twelve. Simply submitting a high school transcript does not satisfy this requirement.

5.3. **Incomplete Documentation:** Applications or other submissions that have missing information or missing documents are considered incomplete, and will not be reviewed.

### R609-6 Amount of Awards and Distribution of Award Funds

6.1. **Funding Constraints of Awards:** The Board may limit or reduce the Base award and/or the Exemplary Academic Achievement award, as well as supplemental awards granted, depending on the annual legislative appropriations and the number of qualified applicants.

#### 6.2. Amount of Awards

6.2.1. **Base Award:** The Base award of up to \$1,000 may be adjusted annually by the Board in an amount up to the average percentage tuition increase approved by the Board for USHE institutions.

6.2.2. **Exemplary Academic Achievement Award:** The Exemplary Academic Achievement award is up to the amount provided by law and as determined each Spring by the Board based on legislative funding and the number of applicants. The Exemplary Academic Achievement award may be renewed for the shortest of the following:

6.2.2.1. Four semesters of ~~enrollment in fifteen full-time credit hours~~ enrollment (minimum of twelve credit hours per semester);

6.2.2.2. Sixty-five credit hours; or

6.2.2.3. Until the student meets the requirements for a Baccalaureate degree.

#### 6.3. Distribution of Award Funds

6.3.1. **Enrollment Documentation:** The award recipient shall submit to the Scholarship Review Committee a copy of the college class schedule verifying that the recipient is enrolled ~~in fifteen full-time (twelve or more credit hours or mores)~~ at an eligible institution. Documentation shall include: the recipient's name, the semester the recipient will attend, the name of the institution they are attending and the number of credits in which the recipient is enrolled.

6.3.2. **Award Payable to Institution:** The award will be made payable to the institution. The institution may pay over to the recipient any excess award funds not required for tuition payments. Award funds shall be used for any qualifying higher education expense including: tuition, fees, books, supplies, equipment required for course instruction, or housing.

**6.3.3. Credit Hours Dropped After Award Payment:** If a recipient drops credit hours after having received the award which results in enrollment below ~~fifteen~~twelve credit hours, the scholarship will be revoked.

**6.4. UESP Supplemental Award to Encourage College Savings:** Subject to available funding, an applicant who qualifies for the Base award is eligible to receive up to an additional \$400 in state funds to be added to the total scholarship award.

**6.4.1.** For each year the applicant is 14, 15, 16, or 17 years of age and had an active UESP account, the Board may contribute, subject to available funding, \$100 (i.e., up to \$400 total for all four years) to the recipient's award if at least \$100 was deposited into the account for which the applicant is named the beneficiary.

**6.4.2.** If no contributions are made to an applicant's account during a given year, the matching amount will likewise be \$0.

**6.4.3.** If contributions total more than \$100 in a given year, the matching amount will cap at \$100 for that year.

**6.4.4.** Matching funds apply only to contributions, not to transfers, earnings, or interest.

#### **R609-7 Time Constraints and Continuing Eligibility**

**7.1. Time Limitation:** A Regents' Scholarship recipient shall use the award in its entirety within five years after his/her high school graduation date.

**7.2. Deferral or Leave of Absence:** A recipient shall apply for a deferral or leave of absence if they do not continuously enroll ~~in fifteen credit hours~~full-time.

**7.2.1.** Deferrals or leaves of absence may be granted, at the discretion of the Scholarship Review Committee, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.

**7.2.2.** An approved deferral or leave of absence will not extend the time limits of the scholarship. The scholarship may only be used for academic terms which begin within five years after the recipient's high school graduation date.

**7.3. No Guarantee of Degree Completion:** Neither a Base award nor an Exemplary Academic Achievement award guarantees that the recipient will complete his or her Associate or Baccalaureate program within the recipient's scholarship eligibility period.

#### **R609-8 Scholarship Determinations and Appeals**

**8.1. Scholarship Determinations:** Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions are made at the discretion of a Scholarship Review Committee. Awards are based on available funding, applicant pool, and applicant's completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his/her application.

**8.2. Appeals:** Applicants and Recipients have the right to appeal an adverse decision.

- 8.2.1. Appeals shall be (postmarked) within 30 days of date of notification by submitting a completed Appeal Application found on the program's website.
- 8.2.2. An appeal filed before the applicant/recipient receives official notification from the Scholarship Review Committee regarding their application, will not be considered.
- 8.2.3. The appeal shall provide evidence that an adverse decision was made in error, such as that in fact, the applicant/recipient met all scholarship requirements and submitted all requested documentation by the deadline.
- 8.2.4. Appeals are not accepted for late document submission.
- 8.2.5. A submission of an appeal does not guarantee a reversal of the original decision.
- 8.2.6. It is the applicant/recipient's responsibility to file the appeal, including all supplementary documentation. All documents shall be mailed to the Regents' Scholarship address.
- 8.2.7. Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education.

#### **R609-9 Rules for Completing Course Work**

- 9.1. Although a course may meet state and individual district high school graduation requirements, the course may not meet the scholarship requirements. If the required course(s) are not taught at the school the applicant attends they can elect to enroll in the Utah Electronic High School, distance education concurrent enrollment, or a course offered at another accredited Utah high school or college. Course work found at additional online sources shall be from an accredited institution approved by the Board.
- 9.2. Applicants are required to complete the entire curriculum for a course. For example if a course is designed to be taken as a full year or for one full credit, the student shall complete the entire course in order to have it count toward the completion of a requirement for the scholarship.
- 9.3. Course work that is "tested out" of is not accepted for the Regents' Scholarship.
- 9.4. In each content area, the courses completed shall be unique.
  - 9.4.1. Students cannot take a standard course, and then enroll in the honors version of the same class and count both toward meeting the credit requirement and, in cases, the requirement of progression.
  - 9.4.2. Repeated course work does not count toward the credit fulfillment.
- 9.5. **Weighted Grade:** The grade earned in any course designated on the student's high school transcript as Advanced Placement (AP), International Baccalaureate (IB), or a college course concurrent enrollment shall be weighted (only if a college transcript is provided) according to the Scholarship Review Committee's standard procedures.
- 9.6. **College Course Work:** The Scholarship Review Committee reserves the right to apply a 3:1 ratio in relation to college course work. If an applicant enrolls in and completes a college course worth three or more college credits, this may be counted as one full credit toward the scholarship requirements. However;

the student then is evaluated on the college grade earned with the weight added to the college grade earned.

March 20, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Complete College America Update

Background

In 2011, Utah joined the Complete College America Alliance of States, pledging with 31 other states to take bold actions to significantly increase the number of students successfully completing college and achieving degrees and credentials. This initiative is one strategy to help us meet our "66 by 2020" goal.

In March 2012, teams of faculty and administrators from all of the USHE institutions and UCAT gathered for a two-day summit focused on transforming remedial education. In November, they reported their progress to Lt. Governor Greg Bell. Below is a summary of the report.

The Complete College Utah teams will meet again this spring. One of our goals will be to create guided pathways for success so that students can easily see their way through their college education. USHE is also sponsoring a signature drive in the spring 2013 in which students at all USHE institutions will sign a "pledge to graduate." USHE has been working with the student body presidents on this campaign.

Issue

The teams acknowledged Complete College America's guideline that "time is the enemy" of the student trying to complete a certificate or degree, meaning that the more time a student spends in remedial courses the less likely she is to graduate. The institutions collectively acknowledged the need to develop a systemic capacity to provide analytics in order to measure the effectiveness of the Complete College Utah initiatives.

Each institution has chosen to pursue specific mission-based goals to improve the retention and graduation of their students. Some of these were then reflected on mission-based funding budget requests.

The **University of Utah** summarized their retention and graduation initiatives as "The New U Student Experience." Their efforts include reforming general education, redefining "full time" so that students attempt more credit hours, and redesigning the curricular experience for students by placing them into learning communities.

**Utah State University's** team focused on transforming remediation and creating clear pathways for general education with the understanding that the goal is not better remediation but college completion. They provide math refresher courses and automatic pre-enrollment of students into sequential math courses. A curriculum task force has been created to develop a more prescribed first-year curriculum creating clear pathways to degree completion by transforming students' experiences with general education.

**Weber State University** created an institutional focus on transforming remedial math, with a goal to increase the rate at which students move into and pass credit-bearing math. Their explicit objectives include decreasing the amount of time students spend in remedial math; reducing the number of students held back by repeated test attempts; and creating a community of learners in each classroom, in part by piloting a "flipped" math classroom.

**Southern Utah University** identified two overall goals to positively impact student persistence and graduation rates: decrease the drop-out and failure rates of freshmen in "gateway" courses, and increase the 4-year graduation rate. They are using clear pathways for new students and improved assessment to meet these goals. They hope to have students complete general education requirements by the end of the second year.

**Snow College** added a focus on English remediation as well as math instruction. They are increasing the support for students advised to take English remediation; streamlining the math "pipeline" so that students move to credit-bearing courses more quickly by implementing hybrid math courses; and improving the math skills taught in Technical Math to more closely align with workforce needs.

**Dixie State College** started with the question, "what's best for students?" in mind, and developed a set of outcomes, including increasing the retention and completion rates for underprepared students and compressing the pipeline from developmental courses to credit-bearing courses. Online modules help meet students' individual needs in math, while in English, a pilot co-requisite model is in place.

**Utah Valley University's** focus on developmental courses precipitated a review of math requirements and student needs, with a goal to determine the best math course for each major. They are offering co-requisite math courses (Math 1010 and 1050 together), reviewing the placement parameters for Math 1050, and placing "refresher" material on the web and using an information campaign to inform students of these resources.

**Salt Lake Community College** is pursuing three goals: promote student intentionality in selecting and completing an educational pathway; closing the achievement gap in math and reading; and align faculty development programs to support these goals. Specifically, developmental courses are now offered through subject-area departments; the promotion of a specific pathway as the default choice for students starting in Fall 2013; and students enter learning communities, to take a series of classes with the same group of students.

**Utah College of Applied Technology**—MATC volunteered to be the pilot campus in UCAT for one approach to transforming remediation. They are moving toward an embedded model using the WorkKeys Career Ready 101 system, which combines self-paced and instructor-led lessons, and unites WorkKeys skills, soft skills, and life-literacy skills in one system.

Commissioner's Recommendation

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

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David L. Buhler  
Commissioner of Higher Education

DLB/CF



March 20, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Series 2013 Approving Resolution for Revenue Bonded Debt Restructuring and Issue

Issue

The University of Utah has requested revenue bonding authorization that will restructure its existing bonded debt portfolio and issue new bonded debt that has been authorized by the State Legislature.

Background

The issuance of revenue bonded debt for University of Utah capital projects has traditionally fallen into three separate bonding systems depending on the type of project being financed: 1) Auxiliary and Campus Facilities (AFCS); 2) Hospital System; and 3) Research Facility System. As a result of a significant amount of internal discussion and considerable assistance from professionals in the investment banking and legal communities, the University has determined that consolidation of its three bonding systems into one consolidated "General Revenue Bond" structure is warranted. This change in structure is designed to increase the strength and credit quality of the University's debt offering (lowering its borrowing costs by at least 20 basis points), gain financing parity for all future University-related bond issues, expand its borrowing bonding capability, and broaden the scope of projects that could qualify for debt financing in the future.

This financing strategy has been used in a number of other major research universities including the state systems in Texas, Michigan, North Carolina, Ohio, Washington, et al. University of Utah financial administrators, financial advisors, and bond counsel will attend the meeting to present the proposal in detail and respond to questions from the Regents.

Proposed Approving Resolution

The attached approving resolution is structured to authorize a revenue bond of up to \$550,000,000 consisting of unissued debt authorized by the State Legislature (approximately \$174,000,000 as listed in the resolution) and refunding a portion of the University's existing bonded debt. The specific items to be refunded will be determined based on a sensitivity analysis of bonds and market conditions when the final bonding documents are prepared.

The parameters specified in the Approving Resolution are:

- Principal amount not to exceed \$550,000,000
- Interest rate not to exceed 6%
- Up to \$100,000,000 of the Series 2013 Bonds may be issued as commercial paper and bear a rate of up to 12%
- Discount from par not to exceed 5%
- Final maturity not to exceed Forty(40) years from the date thereof
- The Series 2013 Bonds may be non-callable or callable at the option of University as determined at the time of sale

Please refer to the attached letter from the University for additional information about this proposal. Copies of a Financing Summary and the Approving Resolution are also attached. Representatives from the University and its financial advisors and bond counsel will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board, if after careful consideration of the merits of this proposal determines that it is in the best interest of the University of Utah, approve the proposed bonding resolution for issuance.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment



Office of the Vice President  
for Administrative Services

March 12, 2013

Mr. David Buhler  
Commissioner of Higher Education  
Utah System of Higher Education  
BOR, The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

The University of Utah (the "University") is requesting approval from the Board of Regents, at the meeting of the Board on March 29, 2013, to move forward with the restructuring of its debt portfolio as outlined below and issuance of bonds totaling approximately \$150 million (as approved by the Legislature) plus approximately \$88 million for projects before the Legislature in the current session, pending approval from both the Legislature and the Governor. In addition, we are requesting to refinance approximately \$200 million of existing debt as part of this transaction. Based on sensitivity analysis, were interest rates to improve by 25 basis points at the time of this transaction, the amount refinanced could increase by an additional \$100 million, bringing the par amount of the transaction to approximately \$550 million. The final amount may change due to market conditions at the time. Appropriate bond documents will be presented to the Board in advance of the Board meeting

By way of background, the issuance of debt for University capital projects has traditionally fallen into one of three bonding 'systems' depending on the type of project being financed. These three systems are: 1) The Auxiliary and Campus Facilities System ("ACFS"). Bonds from this system are issued for traditional auxiliary and revenue-generating projects on campus such as housing, parking and Bookstore, to name just a few. 2) Hospital System. This system was created for the financing of projects specific to the mission of the University's Hospitals and Clinics such as the West Pavilion Project and the University Neuropsychiatric Institute's recent expansion project. 3) Research Facilities System. Bonds issued under this system have traditionally funded the construction of facilities that support the University's research mission such as the Moran Eye Center and the Biology Research Building.

While these bonding systems have generally met the University's ongoing capital needs, the cost of capital within them is not the same despite similar bond ratings. A good example would be a hypothetical \$50 million bond issued under the ACFS compared to a similarly structured bond issued under the Hospital System. Notwithstanding identical 'AA'/'Aa2' ratings from Standard and Poor's and Moody's, respectively, on each bond, due to the market's perception that a healthcare-related bond is more risky than a general campus bond, the University Hospital will traditionally pay a borrowing cost premium of between 15

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Mr. David Buhler  
March 12, 2013  
Page Two

to 20 basis points. This ends up costing the Hospital hundreds of thousands of dollars more in interest than that of the ACFS bond.

In addition to the pricing disparity that currently exists between these bonding systems, the University is also facing the need to finance new projects—and renovate existing buildings—where a natural financing fit doesn't exist within any of the three current bond systems. Good examples of this would include financing a portion of the University's current "Infrastructure Project", the proposed new University Law School Building and the future renovation of Orson Spencer Hall. Each of these projects reflect an important part of the University's capital base and ongoing mission and would have a defined revenue stream for repaying the bonds; however, securing financing for them presents significant challenges due to the lack of immediate State funding support and the inability on the University's part to 'fit' any of these projects into one of its current bonding systems.

After considerable and ongoing internal discussions as well as outside assistance from professionals in the investment banking and legal communities, the University is proposing the consolidation of its three bonding systems into one "General Revenue Bond" structure for the purpose of increasing the strength and credit quality on its debt offerings (thus lowering its borrowing costs by at least 20 basis points on a consolidated system basis), gaining financing parity for all future University-related bond issues, expanding its borrowing bonding capability and broadening the scope of projects that could qualify for debt financing in the future. It is our understanding that both Moodys and Standard and Poors rating agencies have generally regarded this type of change favorably in their ratings decisions.

This financing strategy is not new to major Research Universities. Others that have recently restructured their debt financings included the state systems in Texas, Michigan, North Carolina, Ohio and Washington to name a few, all of whom are either AA or AAA rated.

We recognize due to the complexity of this issue that full discussion will require an expanded amount of time for Regent members and staff to thoroughly review. We look forward to working with you to place this important topic on the Regents' schedule.

Sincerely,



Arnold B. Combe  
Vice President

ABC/ah

cc: President David Pershing  
Dr. Gregory L. Stauffer  
Ralph Hardy

\$550,000,000\*  
State Board of Regents of the State of Utah  
University of Utah  
General Revenue and Refunding Bonds  
Series 2013

FINANCING SUMMARY

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PURPOSE:	<p>The University of Utah (the “University”) is requesting approval from the State Board of Regents of the State of Utah (the “Regents”) for the issuance of a multi-faceted bond transaction to secure financing for all or a portion of the construction costs of six new-money projects on the University of Utah’s campus plus the refunding of several currently outstanding bonds of the University. Proceeds from this bond issue may also fund capitalized interest, if necessary, and also pay costs associated with the issuance of the bonds.</p> <p>Incorporated into this bonding plan is a restructuring of the University’s existing debt portfolio—transitioning from its current three separate bonding systems (Auxiliary and Campus Facilities System, Hospital System and Research Facilities System) into one comprehensive ‘General Revenue Bond’ system. The outcome of this restructuring will mean increasing the strength and credit quality of the University’s debt portfolio, achieving lower overall borrowing costs for the University, gaining financing parity for all future University bond issues and expanding the University’s bonding capability.</p>
PAR AMOUNT:	\$550,000,000
SECURITY:	<p>The proposed bonds will be secured by a pledge of legally available revenue streams generated by the University including those that are currently pledged under the University’s ‘Auxiliary and Campus Facilities’ bond system, the University’s ‘Hospital Facilities’ bond system’ and the University’s ‘Research Facilities’ bond system.</p>
RATINGS:	<p>With the creation of a consolidated ‘General Revenue Bond’ structure at the University of Utah, the University expects its bond ratings to either remain at their current ‘AA’/‘Aa2’ levels by Standard and Poor’s and Moody’s, respectively, or potentially improve to ‘AA+’ and ‘Aa1’.</p>

MODE OF SALE: The proposed 'Series 2013 Bonds' are expected to be issued via the negotiated sale method by a syndicate of qualified investment banking firms.

UNDERWRITERS: Selection of underwriters will occur via a Request for Proposal ("RFP") issued by the University.

DATE OF SALE: TBD (Most likely within the second quarter of calendar 2013, depending on market conditions, ratings outcome and appropriate pre-marketing of the University's proposed Series 2013 Bonds).

NOT-TO-EXCEED PARAMETERS:

--Par amount: \$550,000,000\* (including up to \$100,000,000 of commercial paper)  
--Interest Rate: 6.00% (fixed-rate)  
12.00% (commercial paper rate)  
--Underwriter's Discount: 0.50% or \$5.00/\$1000 par  
--Total Discount: 95.00% stated as 'Discount Price'  
--Final Maturity: Up to 40-years from dated date of Series 2013 Bonds  
--Optional Redemption: Series 2013 Bonds may be callable or non-callable at the option of the University at the time of sale

INTEREST RATE MODE: 30/360 (tax-exempt bonds)  
Actual/Actual (taxable bonds)

REPAYMENT STRUCTURE: At the discretion of the University, the bonds will be structured to optimize pledged cash flows, ensure future University borrowing flexibility as well as take advantage of current low interest rates.

CONTACTS: Mr. Arnold B. Combe, VP of Administrative Services  
801-581-6404

Mr. Michael Allan, Consultant  
801-585-9566

Mr. Blake Wade, Bond Counsel, Ballard Spahr LLP  
801-531-3031

Mr. Kelly Murdock, 801-440-0094

\*Preliminary, subject to change

APPROVING RESOLUTION  
UNIVERSITY OF UTAH  
GENERAL REVENUE AND REFUNDING BONDS, SERIES 2013

Salt Lake City, Utah

March 29, 2013

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Salt Lake Community College, in Salt Lake City, Utah on March 29, 2013, commencing at 10:00 a.m. The following members were present:

Bonnie Jean Beesley	Chair
Daniel W. Campbell	Vice Chair
Nina Barnes	Member
Keith Buswell*	Member
Leslie Castle*	Member
Wilford Clyde	Member
France A. Davis	Member
James T. Evans*	Member
Marlin Jensen	Member
Nolan E. Karras	Member
Thomas D. Leavitt (Student Regent)	Member
Robert S. Marquardt	Member
Erik Mikkelsen (Student Regent) *	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 L. Buhler  
Kirsten Schroeder

Commissioner of Higher Education  
Secretary

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\* Non-voting member

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah University of Utah General Revenue and Refunding Bonds, Series 2013.

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

AYE:

NAY:

The resolution is as follows:



## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH GENERAL REVENUE AND REFUNDING BONDS, SERIES 2013, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$550,000,000; AUTHORIZING THE EXECUTION OF A GENERAL INDENTURE AND A SUPPLEMENTAL INDENTURE, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, ESCROW AGREEMENTS, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the "Board") is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended; and

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of University of Utah (the "University") for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended, the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, and the Industrial Facilities and Development Act, Title 11, Chapter 17, Utah Code Annotated 1953, as amended (collectively, the "Act"); and

WHEREAS, pursuant to the Act, the Board is empowered to issue refunding bonds to refund bonds issued by the Issuer on behalf of the University if, in the case of the refunding of bonds originally issued under Title 11, Chapter 17 of the Act (i) the refunding bonds are issued to reduce debt service costs; and (ii) the refunding bonds mature during the same time frame as the original bonds; and

WHEREAS, pursuant to a General Indenture dated as of July 1, 2000, between the Board and Wells Fargo Bank, N.A., as trustee, as heretofore amended and supplemented (the "Prior Research General Indenture"), the Board previously issued, for and on behalf of the University, various series of University of Utah Research Facilities Revenue Bonds (collectively, the "Outstanding Research Bonds"); and

WHEREAS, pursuant to a General Indenture of Trust dated as of June 1, 1997, between the Board and Wells Fargo Bank, N.A., as trustee, as heretofore amended and supplemented (the "Prior ACFS General Indenture"), the Board previously issued, for and on behalf of the University, various series of University of Utah Auxiliary and Campus Facilities System Revenue Bonds (collectively, the "Outstanding ACFS Bonds"); and

WHEREAS, pursuant to a General Indenture of Trust dated as of November 1, 1997, between the Board and Wells Fargo Bank, N.A., as trustee, as heretofore amended and supplemented (the “Prior Hospital General Indenture”), the Board previously issued, for and on behalf of the University, various series of University of Utah Hospital Revenue Bonds (collectively, the “Outstanding Hospital Bonds” and collectively with the Outstanding Research Bonds and the Outstanding ACFS Bonds, the “Prior Outstanding Bonds”); and

WHEREAS, in order to benefit the Board and the University by taking advantage of present lower interest rates and to achieve other purposes, the Board desires to refund all or any portion of the Prior Outstanding Bonds (the Prior Outstanding Bonds selected for refunding referred to as the “Refunded Bonds”); and

WHEREAS, pursuant to the following sections of Utah Code Annotated 1953, as amended (the “Utah Code”), the Board, for and on behalf of the University, is authorized to issue bonds payable from certain revenues of the University, as may be deposited into a special fund, for the purposes of financing the costs of the following projects (the “Projects”):

<u>LEGISLATIVE AUTHORIZATION PURSUANT TO UTAH CODE SECTIONS:</u>	<u>PROJECT</u>	<u>AUTHORIZED AMOUNT*</u>
63B-16-202	Student Life Center	\$42,500,000
63B-20-103(4)	Constructing a Healthcare Medical Services Building	\$25,857,000
63B-21-102(2)	Constructing a parking structure in the HPER area	\$21,702,000
63B-21-102(6)	College of Law Building	\$60,500,000
63B-22-101(4)	Basketball Training Center	\$23,600,000

\*Together with other amounts necessary to pay costs of issuance, to pay capitalized interest and fund any debt service reserve requirements.

; and

WHEREAS, the Board desires to (i) finance the Projects (including capitalized interest), (ii) refund the Refunded Bonds, (iii) fund reserves (if needed) and (iv) pay costs of issuance related thereto; and

WHEREAS, to accomplish the purposes set forth in the preceding recital, the Board desires to authorize and approve the issuance and sale of its University of Utah General Revenue and Refunding Bonds, Series 2013 (or such other title and/or series designation(s) as may be determined by the officers of the Board) (the “Series 2013

Bonds”) in an aggregate principal amount of not to exceed \$550,000,000, pursuant to a General Indenture of Trust (the “General Indenture”) between the Board and [Wells Fargo Bank, N.A.], as trustee (the “Trustee”), and a Supplemental Indenture of Trust between the Board and the Trustee (the “Supplemental Indenture” and collectively with the General Indenture, the “Indenture”); and

WHEREAS, the Series 2013 Bonds shall be payable solely from the University’s revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, in connection with funding one or more escrows to provide for the advance refunding of the Refunded Bonds, the Board may enter into Escrow Deposit Agreements with the Trustee, as escrow agent (the “Escrow Agreement”); and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the “Bond Purchase Agreement”) to be entered into among the Board, the University and the underwriter or purchaser for the Series 2013 Bonds (the “Purchaser”), a form of a Preliminary Official Statement relating to the Series 2013 Bonds, in the event the Series 2013 Bonds are publicly sold (the “Preliminary Official Statement”), and a form of the Indenture; and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to consider the lower interest rates and other objectives to be achieved due to the refunding of all or a portion of the Prior Outstanding Bonds and to approve the bonds to be refunded, the Projects to be financed, approve the interest rates, principal amounts, terms, maturities, redemption features, and purchase price at which the Series 2013 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

Section 2. All actions heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Series 2013 Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Series 2013 Bonds, in the event the Series 2012 Bonds are publicly sold. The Chair, Vice Chair and/or Chair of the Finance, Facilities and

Accountability Committee of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are also hereby authorized. The Board and the University may elect to privately place the Series 2013 Bonds without the use of an Official Statement.

Section 4. The Indenture and Escrow Agreement, in substantially the forms presented to this meeting are in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Indenture and the Escrow Agreement in substantially the same forms and with substantially the same content as the forms of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) financing the cost of the Projects (including capitalized interest), (ii) refunding the Refunded Bonds, (iii) funding any required deposit to a debt service reserve fund, and (iv) paying costs of issuance of the Series 2013 Bonds, the Board hereby authorizes the issuance of the Series 2013 Bonds in the aggregate principal amount of not to exceed \$550,000,000. The Series 2013 Bonds shall mature on such date or dates, be subject to redemption, and bear interest at the rates as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2013 Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2013 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2013 Bonds and to deliver the Series 2013 Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2013 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 Series 2013 Bonds in accordance with the provisions of the Indenture.

A portion of the Series 2013 Bonds in a principal amount of not to exceed \$100,000,000 may be issued as commercial paper as provided in the Indenture and the University may provide the liquidity for the payment of such commercial paper from the General

Revenues pledged under the Indenture and, if determined advantageous, may also enter into liquidity agreements with credit providers and secure the repayment obligation of the Board and the University under such liquidity agreements as a Security Instrument Agreement all as provided in the Indenture.

Section 7. The Series 2013 Bonds shall be sold to the Purchaser with a Purchaser's discount of not to exceed 0.50% of the face amount of the Series 2013 Bonds. The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2013 Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2013 Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Indenture.

Section 8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Indenture, the Escrow Agreement, the Series 2013 Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement, or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States or to permit the private placement or public sale of the Series 2013 Bonds.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers (including any reserve instrument guaranty agreements not in conflict with the Indenture) and to perform all other acts they may deem necessary or appropriate in order to

implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Indenture, the Preliminary Official Statement, the Official Statement, or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 11. Upon their issuance, the Series 2013 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2013 Bonds, the Bond Purchase Agreement, the Official Statement, the Escrow Agreement, the Indenture or any other instrument executed in connection with the issuance of the Series 2013 Bonds, 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. In accordance with the provisions of the Refunding Bond Act and the Industrial Facilities and Development Act, the Board shall cause the following "Notice of Bonds to be Issued" to be (i) published one (1) time in the Deseret News, a newspaper of general circulation in the State of Utah, (ii) posted on the Utah Public Notice Website (<http://pmn.utah.gov>) and (iii) posted on the Utah Legal Notices website ([www.utahlegals.com](http://www.utahlegals.com)) created under Section 45-1-101, Utah Code Annotated 1953, as amended, and shall cause a copy of this Resolution and the Indenture to be kept on file in the Board's office in Salt Lake City, Utah, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The "Notice of Bonds to be Issued" shall be in substantially the following form:

## NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended and Industrial Facilities and Development Act, Title 11, Chapter 17, Utah Code Annotated 1953, as amended, that on March 29, 2013, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Resolution") in which it authorized the issuance of the Board's University of Utah General Revenue and Refunding Bonds, Series 2013 (or such other or further designation as the officers of the Board may determine) (the "Series 2013 Bonds") in the aggregate principal amount of not to exceed Five Hundred Fifty Million Dollars (\$550,000,000), to bear interest at a rate or rates of not to exceed six percent (6%) per annum (except that up to \$100,000,000 of the Series 2013 Bonds may be issued as commercial paper and bear interest at rates of not to exceed twelve percent (12%) per annum), to mature not later than forty (40) years from the date thereof and to be sold at a price or prices not less than 95% of the total principal amount thereof, for the purpose of refunding all or a portion of certain of the Board's outstanding revenue bonds issued to finance facilities and improvements for the University of Utah (the "University"), funding additional facilities and improvements for the University as identified in the Indenture (defined below), funding a debt service reserve fund (if needed) and paying costs of issuance of the Series 2013 Bonds.

The Series 2013 Bonds are to be issued and sold by the Board pursuant to the Resolution, including as part of said Resolution a form of a General Indenture of Trust and a Supplemental Indenture of Trust (collectively, the "Indenture").

The Series 2013 Bonds are secured by a pledge of revenues of the University's auxiliary and campus facilities system, hospital system, research facilities and other legally available moneys of the University (as described in the Indenture).

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

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the Indenture, or the Series 2013 Bonds, or any provision made for the security and payment of the Series 2013 Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this 29<sup>th</sup> day of March, 2013.

/s/ Kirsten Schroeder  
Secretary

Section 13. After any of the Series 2013 Bonds are delivered by the Trustee to or for the account of the Purchaser and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2013 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 16. This Resolution shall become effective immediately upon its adoption.



PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE  
STATE OF UTAH THIS 29TH DAY OF MARCH, 2013.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

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Chair

ATTEST:

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Secretary

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

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Chair

ATTEST:

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Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on March 29, 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 29th day of March, 2013.

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Secretary

(SEAL)

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

I, Kirsten Schroeder, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the March 29, 2013 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1 to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on March \_\_, 2013, at least 24 hours prior to the convening of such meeting, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting; and (iii) provided on March \_\_, 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 State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2012-2013 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah on January 11, 2012; (ii) provided in January 2012 to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents, and (iii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year; and

(c) the State Board of Regents has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the State Board of Regents and to members of the public at least 24 hours before the meeting to allow members of the State Board of Regents and the public to participate in the meeting, including a description of how they could be connected to the meeting. The State Board of

Regents held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 29th day of March, 2013.

(SEAL)

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Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

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

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

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

SCHEDULE 3

ELECTRONIC MEETING POLICY



EXHIBIT A

PARAMETERS OF THE SERIES 2013 BONDS

Principal amount not to exceed	\$550,000,000
Interest rate not to exceed	6.0%
Up to \$100,000,000 of the Series 2013 Bonds may be issued as commercial paper and bear a rate of up to	12%
Discount from par not to exceed	5%
Final maturity not to exceed	Forty (40) years from the date thereof

The Series 2013 Bonds may be non-callable or callable at the option of University as determined at the time of sale

March 20, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Policy addendum to R207, *Institutional Residences for Colleges and Universities in the Utah System of Higher Education*

Issue

The policy revision to R207 *Institutional Residences for Colleges and Universities in the Utah System of Higher Education* provides for Regental delegation of authority to the institutional Boards of Trustees, thereby allowing Trustee Boards the ability to approve and oversee the remodeling of existing institutional residences when certain specific conditions are met.

Background

The draft policy revisions to R207 *Institutional Residences for Colleges and Universities in the Utah System of Higher Education* follow discussion of the subject at a recent Regents' Finance and Facilities Committee meeting. From the discussion, it was evident that Regents and several of the Presidents desired to have more flexibility in remodeling institutional residences in order to better utilize the residences as a campus resource as well as to accommodate the needs of presidents and their families. The sentiment was expressed that in order to facilitate needed changes to the residences that the Regents delegate authority to the Board of Trustees to approve and oversee the remodeling of the residences within specified parameters.

Parameters governing any remodeling as defined in the proposed rule revision would include: 1) project will not exceed \$100,000 as defined in Utah Code §63A-5-206, Construction, alteration, and repair of state facilities; 2) expansion of the square footage of the home may not exceed 10% of the existing footprint and must be consistent with existing architectural features of the home; and 3) no state-appropriated funds be used in the project.

Policy Changes

The proposed amendments to R207 are in compliance with Utah state statutes: Utah Code §63A-5-206, Construction, alteration, and repair of state facilities.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revisions to R207, *Institutional Residences for Colleges and Universities in the Utah System of Higher Education*, effective immediately.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/CRW  
Attachment

# R207, Institutional Residences for Colleges and Universities in the Utah System of Higher Education<sup>1</sup>

**R207-1. Purpose:** To provide for a designated institutional residence for each college and university, on or near the respective campuses, appropriate for the functions of the presidential office and the residential requirements of the presidents. The duties of a president require residence on or near the campus so as to permit personal hosting of activities and events and involvement in administrative problems requiring personal and immediate attention. Moreover, the scope of activities is such as to preclude the personal performance of routine repair and maintenance of a residence which may necessarily be larger than the president's private needs require. Provision and maintenance of institutional residences serves the best interests of the institutions, is a convenience to the Utah System of Higher Education, and reflects generally accepted practice throughout American higher education.

## R207-2. References

- 2.1. Utah Code §53B-2-102, Board to Appoint President of Each Institution
- 2.2. Policy and Procedures R205, Presidential Appointment, Term of Office, and Compensation and Benefits

## R207-3. Policy

**3.1. Functions of an Official Institutional Residence:** The Board of Regents shall designate an official institutional residence for each college and university, located on or near the campus, owned and maintained by the institution, and occupied by the President as a condition of employment. Such a residence is considered an institutional resource to be used for the convenience and benefit of the institution. The institutional residence is used by the President as an important extension of the campus in performing the functions of the presidential office. It will be the President's official residence and be used substantially for work-related purposes, both administrative and social. The institutional residence serves as a vital center of social activity important to institutional advancement, where receptions for faculty, staff, students, and guests are held, and where influential visitors, lecturers, performers, potential donors, and others may be hosted.

### 3.2. Criteria for Designation of Institutional Residences

**3.2.1.** The Board of Regents, in designating an official institutional residence, shall take into account the type of institution (university, baccalaureate college, or community college), living standards and cost of housing in the community, ability to meet the president's needs for campus related activities, accessibility to the campus, suitability for family needs, estimated cost or market value, and other appropriate factors.

**3.2.2.** A report summarizing the facts as to the adequacy and appropriateness of the residence on these points shall be prepared by the Commissioner in consultation with the President, the Chairman of the institutional Board of Trustees, and the Chairman of the Board of Regents. The report will be submitted to both the institutional Board of Trustees and the Board of Regents for

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<sup>1</sup> Adopted April 22, 1975; amended June 28, 1979, April 20, 1982, May 15, 1984, and July 17, 1984, replaced February 26, 1988, amended March 25, 1988, August 19, 2005, and July 17, 2009.

approval. If approved, the report will be filed in the Office of the Commissioner as evidence of official designation.

**3.3. Construction, Purchase, and Remodeling:** The costs of construction, purchase, major remodeling, landscaping, and improvements of existing and future institutional residences must have the prior recommendation of the institutional Board of Trustees and approval of the Board of Regents. Such costs will be financed from sources other than state-appropriated funds unless otherwise specifically authorized by the Board of Regents.

**3.3.1** The Regents delegate authority to the institutional Boards of Trustees to approve and oversee the remodeling of existing institutional residences to accommodate the needs resulting from changes in presidents, when the following specific conditions are met:

**3.3.1.1.** The cost of improvements and remodeling is governed by Utah Code §63A-5-206, Construction, alteration, and repair of state facilities.

**3.3.1.2.** No state-appropriated funds may be used in the improvements and remodeling.

**3.3.1.3.** Improvements and remodeling of institutional residences should primarily enhance the purpose of the residence as a campus resource and benefit and also meet the familial needs of the president.

**3.3.1.4.** Expansion of the square footage of the home may not exceed 10% of the existing footprint and must be consistent with existing architectural features of the home.

**3.4. Selling of a Current Institutional Residence:** Should the Regents determine that an institutional residence is no longer adequate or suitable to meet the needs of the institution, appropriate appraisals may be obtained, sufficient advertising and bid time allowed, and the residence sold. Revenue from the sale will be applied as designated and approved by the Board of Regents.

**3.5. Costs of Maintaining Institutional Residences**

**3.5.1.** Maintenance costs, including utilities, routine care of the residence and grounds, equipment replacement, repairs and improvements, will be borne by the institution. The utility costs covered by this policy include fuel, power, water, sewer, internet service, basic telephone service, and long distance telephone service for institutional purposes. Each president shall be responsible for the costs of personal long distance telephone service, cable television, and any other personal telecommunications service.

**3.5.2.** Domestic assistance serving institutional purposes may be provided as appropriate, and as set forth and approved in the budget in 3.6.

**3.5.3.** With the approval of the institutional Board of Trustees, furnishings and equipment of a type serving primarily institutionally-related functions of the residence may be provided by the institution and shall remain on the property inventory of the institution.

**3.5.4.** Fire and liability insurance shall be carried on all institutional residences and property, with the costs being borne by the institutions. Insurance costs on personal belongings shall be paid for by the presidents.

**3.6. Budget Approval by the Board of Regents:** On or before September 15 of each year, the President shall file with the Chairman of the institutional Board of Trustees and the Commissioner of Higher Education a budget for the institutional residence, detailing estimated expenditures for maintenance costs, domestic assistance, and insurance, as provided in 3.5. The budget will include a detailed report comparing the previous year's actual expenditures with the budget approved for that year. The Commissioner shall submit the budget to the Board of Regents for approval.

**3.7. Equitable Adjustments for Full Compliance with the Policy:** The Board of Regents shall oversee the equitable adjustments necessary to bring about full compliance with this policy.

**3.8. Exceptions to Policy:** The provisions of this policy shall not apply to the Commissioner of Higher Education. The Board of Regents may provide an equitable housing allowance, or make other equitable and appropriate arrangements, to accommodate the residential housing requirements of the Commissioner or institutional Presidents.

March 20, 2013

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Revision of Policy R143, Succession Plan for Commissioner of Higher Education

Issue

The policy revision to R143 *Succession Plan for Commissioner of Higher Education* updates the policy with the titles of the persons the Commissioner has chosen to be acting CEO should the need arise including Associate Commissioner for Planning, Finance, & Facilities Gregory Stauffer and Associate Commissioner for Academic & Student Affairs Elizabeth Hitch. R211 *Succession Plan for Commissioner of Higher Education* is a duplicate policy that should be eliminated.

Background

Amendments to R143 *Succession Plan for Commissioner of Higher Education* reflect the reorganization and streamlining of the Commissioner's executive leadership team and the elimination of two Associate Commissioner positions that has occurred within the last six months. The outcome of this process is a proposed succession plan for an acting CEO in the event the Commissioner becomes temporarily incapable of leading due to a weather emergency, illness, short-term disability, travel delay, civil unrest, terrorist threat, or other unexpected circumstance.

Policy Changes

The proposed amendment to R143 is in compliance with Utah state statutes: Utah Code §53B-1-105, Appointment of the Commissioner of Higher Education.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve R143 Succession Plan for Commissioner of Higher Education, and delete the duplicate policy of R211 Succession Plan for Commissioner of Higher Education, effective immediately.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/CRW  
Attachment

# R143, Succession Plan for Commissioner of Higher Education<sup>1</sup>

**R143-1. Purpose:** The purpose of this policy is to establish procedures necessary to ensure stability, continuity, and accountability of the Board of Regents and the Office of the Commissioner of Higher Education in the event the Commissioner of Higher Education becomes unable to lead due to a sudden and unexpected change in circumstances (e.g., illness, emergency, disability, death) or due to planned retirement. This policy is intended to provide a clear plan for delegation of management authority so that operations of the Regents and Utah System of Higher Education (USHE) continue in an efficient, legally responsible manner during the period of time in which the Commissioner is unable to perform the duties of chief executive officer to the Board.

## R143-2. References

- 2.1. Utah Code Ann. § 53B-1-105, Appointment of Commissioner of Higher Education – Qualifications – Duties
- 2.2. Utah Code Ann. § 53B-2-102, Board to Appoint President of Each Institution
- 2.3. Policy and Procedure R120, Bylaws of the State Board of Regents
- 2.4. Policy and Procedure R141, Functions of the Commissioner of Higher Education
- 2.5. Policy and Procedures R205, Presidential Appointment, Term of Office, and Compensation and Benefits
- 2.6. Policy and Procedures R209, Evaluation of Chief Executive Officers

## R143-3. Policy

3.1. The Board of Regents is responsible for the effective management of the USHE and its member institutions. Specific responsibilities are delegated to the Commissioner of Higher Education, as the Board's chief executive officer. Therefore, the Board will address any interruption, planned or unplanned, temporary or permanent, of the Commissioner's responsibilities according to the following succession procedures.

3.2. This policy will be reviewed annually at the time of the Commissioner's Research and Review Team report or formal evaluation report. An acting CEO will be identified at that time.

## R143-4. Delegation of Authority During Unplanned and Temporary Absence of the Commissioner

4.1. In the event the Commissioner becomes temporarily incapable of leading due to a weather emergency, illness, short-term disability, travel delay, civil unrest, terrorist threat, or other unexpected circumstance, the Associate Commissioner designated by the Commissioner shall be appointed Acting CEO of the USHE, and authorized to act on behalf of the Commissioner and the Board as may be necessary. The Acting CEO shall have the authority to take all actions necessary to ensure that the USHE continues to operate without disruption, and that all organizational responsibilities normally assigned to the Commissioner are adequately executed, including but not limited to loan and lease approval; completion and filing of reports; fulfillment of contracts; communication with the press and political leaders; supervision

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<sup>1</sup> Adopted December 8, 2006; amended May 18, 2012.



of employees within the Office of the Commissioner of Higher Education; direction of regular meetings of the Board, as well as meetings of Board committees, including the Executive Committee; and implementing other actions as assigned by the State Board of Regents.

4.2. If the Acting CEO is for some reason unavailable, the designation of Acting CEO will be made by the Regents from the following list:

~~4.2.1. Associate Commissioner for Public Affairs~~

~~4.2.2.~~ 4.2.1. Associate Commissioner for Planning, Finance & Facilities

~~4.2.3.~~ 4.2.2. Associate Commissioner for Academic & Student Affairs

~~4.2.4. Associate Commissioner for Economic Development and Planning~~

#### **R143-5. Delegation of Authority During Unplanned, Extended Absence of Commissioner**

5.1. In the event of the death, extended absence, termination, or unplanned resignation of the Commissioner, the Acting CEO designated by the Commissioner shall serve as Acting Commissioner until the Board of Regents determines otherwise. If the designated Acting CEO is for any reason unavailable or indisposed, the position of Acting Commissioner will be filled according to the list above, pending action to the contrary of the Board of Regents.

5.2. Within 15 business days after the occurrence of the Commissioner's absence, the Executive Committee of the Board shall meet and determine whether a permanent change in leadership is required, and if so, shall establish an executive transition committee, which shall minimally be comprised of the Board Chair and Vice Chair. The executive transition committee shall have the responsibility to implement the following transition plan:

5.2.1. Communicate with the Governor, the Board of Regents, USHE employees, and other key stakeholders regarding actions taken by the Board in naming an interim successor, establishing an executive transition committee, and implementing this succession policy.

5.2.2. Consider the need for a search consultant or search firm, based on the circumstances of the transition.

5.2.3. Review the Board's strategic plan and conduct an assessment of the USHE's strengths, weaknesses, challenges, and opportunities in order to identify priorities that need to be addressed during the transition period, and to identify attributes and characteristics that are important to consider in the selection of the next permanent Commissioner.

5.2.4. Establish a time frame and plan for the recruitment and selection process.

5.2.5. Refer to and follow the procedures outlined in R205 in appointing a permanent successor.

#### **R143-6. Planned Transition When the Commissioner Is Retiring or Providing Extended Notice**

6.1. Planning for the Commissioner's succession should be discussed between the Commissioner and the Board Chair as early as possible, preferably at least one year before the effective date.

**6.2.** Upon learning of the Commissioner's intended retirement, the Executive Committee of the Board shall meet and establish an executive transition committee, which shall minimally be comprised of the Board Chair and Vice Chair. The duties of the executive transition committee shall include:

**6.2.1.** Discuss with the Commissioner his/her plans and develop a transition plan and schedule.

**6.2.2.** Discuss the possible future role of the Commissioner within the USHE. If the Commissioner is to have a role in USHE after retirement, that role should be clearly defined so as to not interfere with the next permanent Commissioner's responsibilities.

**6.2.3.** Ensure communication by the Board Chair and the Commissioner of the planned change in leadership to the Governor, the Board of Regents, USHE employees and institutions, the public, and key stakeholders.

**6.2.4.** Assess the need to conduct a search for the next permanent Commissioner in consultation with the Governor. If it is determined there is a need to conduct a search, recommend to the Board such action be taken and if a search consultant or firm should be employed to enrich the candidate pool. Searches are to be conducted in accordance with the procedures outlined in Regents' Policy R205.

**6.2.5.** Identify the characteristics that will be critical to the success of the next permanent Commissioner. In developing the criteria, the Committee will seek the input of the Governor, Regents, the Commissioner, USHE employees, institutional presidents, institutional trustees, and other important stakeholders.

**6.2.6.** During the period of a search, the Board and Office of the Commissioner of Higher Education shall be managed in accordance with the emergency/temporary procedures set forth above.

March 20, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Policy R513, Tuition Waivers and Reductions

Issue

The policy revision to R513 *Tuition Waivers and Reductions* updates the policy to reflect the changes as a result of the passage of SB 51 Higher Education Tuition Waivers (sponsored by Senator Stephen Urquhart) at the recently concluded 2013 Utah legislative session.

Background

SB 51 Higher Education Tuition Waivers addresses the impact of the Church of Jesus Christ of Latter Day Saint's missionary age change on USHE enrollments by creating enrollment flexibility and tuition incentives for out of state students who may be considering enrolling in USHE institutions. Amendments to R513 *Tuition Waivers and Reductions* allow the president of each USHE institution to waive all or part of the nonresident portion of tuition for meritorious nonresident undergraduate and graduate students. Additionally, a president may waive the resident portion of tuition after the meritorious nonresident undergraduate student completes a year of full-time study at the institution. A president may waive all or part of the nonresident portion of tuition for nonresident summer school students. Presidents are expected to use this additional discretion prudently to protect the financial stability of their institution and keep an appropriate balance of Utah residents and non-residents.

Other changes to R513 include: upon recommendation of the Board of Regents, a president shall grant additional full or partial tuition waivers to encourage students to enroll for instruction in specifically identified occupations critical to the state for which trained personnel are in short supply; the Board of Regents setting the percentage assessed as a surcharge per credit hour for the Dixie State University Good Neighbor Waiver; and a change in the institutional criteria in order to satisfy the Alumni Legacy Nonresident Scholarship that allows for a grandparent who has graduated with an associate's degree or higher from the same institution in which the student is enrolling to meet the legacy requirement. In addition to the changes to R513 as a result of SB 51, is an adjustment to the Western Undergraduate Exchange (WUE) Program that clarifies that the Regents may establish the number of waivers an institution may provide to students in the WUE program and eliminates language regarding current maximum number of waivers. Since WUE students pay more than the resident rate (but less than non-resident) and most states do not limit the number granted, there no longer seems to be a good policy reason for maintaining a limit on the number that can be offered.

Policy Changes

The proposed amendment to R513 is in compliance with Utah state statutes: Utah Code §53B-8-101, Waiver of Tuition.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve R513 *Tuition Waivers and Reductions*, effective immediately.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/CRW  
Attachment

# R513, Tuition Waivers and Reductions<sup>1</sup>

**R513-1. Purpose:** To establish procedures for Utah System of Higher Education (USHE) institutions to administer tuition waiver and reduction programs.

## R513-2. References

- 2.1. Utah Code §53B-8-101, Waiver of Tuition—Resident—National Guard—Nonresident—Critical Occupations—Summer School—Graduate Students
- 2.2. Utah Code §53B-8-103, Partial Waivers Pursuant to Reciprocal Agreements
- 2.3. Utah Code §53B-8-104, Nonresident Partial Tuition Scholarships—Border Waivers
- 2.4. Utah Code §53B-8-104.5, Nonresident Tuition Scholarships
- 2.5. Utah Code §53B-8-106, Resident Tuition Scholarships—Requirements—Rules
- 2.6. Western Interstate Commission for Higher Education Western Undergraduate Exchange Bulletin
- 2.7. Utah Code Title 53B, Chapter 9, Higher Education for Senior Citizens
- 2.8. Utah Code Title 53B, Chapter 8c, Police Officer's and Firefighter's Survivor Tuition Waiver
- 2.9. Utah Code Title 53B, Chapter 8d, Tuition Waivers for Wards of the State
- 2.10. Utah Code Title 53B, Chapter 8e, Tuition Waivers for Purple Heart Recipients
- 2.11. Utah Code §53A-6-104, Tuition Exemption for Teachers
- 2.12. Utah Code §53A-15-101.5, Concurrent Enrollment Instruction in Mandarin Chinese
- 2.13. Policy and Procedures R510, Tuition and Fees
- 2.14. Policy and Procedures R512, Determination of Resident Status
- 2.15. Utah Code §53B-8-107, Scott B. Lundell Waiver of Tuition for Dependents of Military Members Killed in Action
- 2.16. Utah Code §53B-8-103.5, Alumni Legacy Nonresident Scholarships
- 2.17. Utah Code §53B-8-102, Definition of Resident Student

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<sup>1</sup> Approved October 19, 2001, amended November 8, 2002, March 14, 2003, April 16, 2004, March 10, 2006, June 9, 2006 and June 8, 2007. Revisions approved by the Board of Regents on May 29, 2009, November 18, 2011.

**R513-3. Waiver of Tuition:** Resident, National Guard, Nonresident, Critical Occupations, Summer School, Graduate Students: Pursuant to §53B-8-101

**3.1. Resident Students:** The president of each institution may waive all or part of the tuition in behalf of meritorious or impecunious resident students to an amount not exceeding 10 percent of the total amount of tuition which, in the absence of the waivers, would have been collected from all Utah resident students at the institution.

**3.2. National Guard Set Aside:** Of the amount waived for resident students under 3.1, 2.5 percent of the total amount shall be set aside by institutions for waivers reserved for members of the Utah National Guard.

**3.2.1.** Each institution shall report the total waiver set aside amount for the upcoming academic year to the Utah National Guard Administration by April 15 of each year.

**3.2.2.** The Utah National Guard Administration will provide to the institutions a prioritized list of qualified candidates for tuition waivers by June 1 of each year. Candidates for Utah National Guard tuition waivers will be full-time students and will receive full waivers of resident tuition up to the 2.5 percent National Guard set aside amount of the total tuition waiver funding at each institution.

**3.2.3.** Any National Guard tuition waivers set aside but not claimed 60 days prior to the beginning of the term may be used for other qualified students.

~~**3.3. Annual Number of Waivers of Resident Tuition for Nonresident Students:** Each academic year the president of each of the following institutions may waive all or part of the resident portion of the tuition in behalf of the additional number of meritorious nonresident students set forth below who are not current recipients of the waiver:~~

<b>Institution</b>	<b>Number of Nonresident Students</b>
University of Utah	190
Utah State University	183
Weber State University	135
Southern Utah University	68
Dixie State College of Utah	30
Utah Valley University	114
Snow College	18
Salt Lake Community College	43
USHE Total	781

~~**3.3.1. Waiver of Resident Portion of Tuition after the First Year:** The president may continue to waive the resident portion of the tuition during the entire time the affected meritorious nonresident student remains an undergraduate student in good standing at the institution. The resident portion of the tuition for each nonresident student is equal to the tuition for resident students at the institution.~~

~~**3.3.2. Waiver of Nonresident Portion of Tuition after the First Year:** The president may waive the nonresident portion of tuition for a meritorious nonresident student receiving a waiver under this section after completion of the student's first year of full-time study at the institution.~~

~~3.4. — **Waiver of Nonresident Tuition:** In addition to the waivers authorized by 3.3, the president may waive all or part of the nonresident portion of tuition for a meritorious nonresident student during the student's first year of full-time study at the institution. The number of these nonresident waivers for each institution is limited to the percentage of nonresident students at each institution times the nonresident student number allowed under 3.3.~~

**3.3. Waivers for Nonresident Undergraduate, Graduate, or Summer School Students:** The president of each institution may waive all or part of the nonresident portion of tuition for meritorious nonresident undergraduate and graduate students.

**3.3.1. In determining which students are meritorious for purposes of granting a tuition waiver under 3.3, a president shall consider students who are performing above the average at the institution, including having an admissions index higher than the average for the institution, if an admission index is used.**

**3.3.2. A president may continue to waive the nonresident portion of tuition for a student described in 3.3 for as long as the student is enrolled at the institution.**

**3.3.3. In addition to waiving the nonresident portion of tuition for a meritorious nonresident undergraduate student under 3.3, a president may waive the resident portion of tuition after the meritorious nonresident undergraduate student completes a year of full-time study at the institution.**

**3.3.4. A president may waive all or part of the nonresident portion of tuition for nonresident summer school students.**

**3.4. Partial Tuition Waivers for Critical Occupations:** ~~The president may request from the Board authority to~~ Upon recommendation of the Board of Regents, a president shall grant additional full or partial tuition waivers to encourage students to enroll for instruction in specifically identified occupations critical to the state for which trained personnel are in short supply.

~~3.5. **Nonresident Summer School Students:** The president or his/her designee may waive all or part of the difference between resident and nonresident tuition in the case of nonresident summer school students.~~

~~3.6. **Graduate Students:** The president of a USHE university or his/her designee may waive all or part of the difference between resident and nonresident tuition in the case of meritorious graduate students.~~

**3.5. Annual Budget Requests:** The board shall submit annual budget appropriation requests for each institution which include requests for funds sufficient in amount to equal the estimated loss of dedicated credits that would be realized if all of the tuition waivers authorized by 3.3 and 3.4 were granted.

**R513-4. Partial Waivers Pursuant to Reciprocal Agreements:** Pursuant to §53B-8-103

**4.1. Partial Waiver of Nonresident Differential:** The Board may grant a full or partial waiver of the nonresident differential in tuition rates charged to undergraduate students pursuant to reciprocal agreements with other states. In making the determination, the Board considers the potential of the waiver

to: (A) enhance educational opportunities for Utah residents; (B) promote mutually beneficial cooperation and development of Utah communities and nearby communities in neighboring states; (C) contribute to the quality of educational programs; and (D) assist in maintaining the cost effectiveness of auxiliary operations in Utah institutions of higher education.

**4.2. Dixie State College of Utah University Good Neighbor Waiver:** Dixie State College of Utah University may offer a good neighbor full waiver of the nonresident differential in tuition rates charged to undergraduate students pursuant to the reciprocal agreements with other states or to a resident of a county that has a portion of the county located within 70 miles of the main campus of Dixie State College of Utah University. A student who attends Dixie State College of Utah University under a good neighbor tuition waiver shall pay a surcharge per credit hour in addition to the regular resident tuition and fees of Dixie State College of Utah University. The surcharge per credit hour shall be based on a percentage of the approved resident tuition per credit hour each academic year. The percentage assessed as a surcharge per credit hour ~~may not be less than 70 percent of resident tuition per credit hour~~ shall be set by the State Board of Regents. Dixie State College of Utah University may restrict the number of good neighbor tuition waivers awarded. A student who attends Dixie State College of Utah University on a good neighbor tuition waiver may not count the time during which the waiver is received towards establishing resident student status in Utah.

**4.3. Reciprocal Agreements with Other States:** Consistent with its determinations made pursuant to section 4.1, the board may enter into agreements with other states to provide for a full or partial reciprocal waiver of the nonresident tuition differential charged to undergraduate students. An agreement shall provide for the numbers and identifying criteria of undergraduate students, and shall specify the institutions of higher education that will be affected by the agreement.

**4.4. Policy Guidelines:** Each Utah institution affected by tuition waivers authorized by this part shall establish policy guidelines for evaluating applicants for such waivers.

**4.5. Report and Financial Analysis:** A report and financial analysis of any waivers of tuition authorized under this part shall be submitted annually to the general session of the Legislature as part of the budget recommendations of the board for the USHE.

**R513-5. "Border Waiver" Nonresident Partial Tuition Scholarships:** Pursuant to §53B-8-104

**5.1. Border Waivers:** An institution may grant a scholarship for partial waiver of the nonresident portion of total tuition charged by public institutions of higher education to nonresident undergraduate students, subject to the limitations provided in this part, if the institution determines that the scholarship will (a) promote mutually beneficial cooperation between Utah communities and nearby communities in states adjacent to Utah; (b) contribute to the quality and desirable cultural diversity of educational programs in the institution; (c) assist in maintaining an adequate level of service and related cost effectiveness of auxiliary operations in the institution; and (d) promote enrollment of nonresident students with high academic aptitudes.

**5.2. Policy Guidelines:** The institution shall establish policy for the administration of any "border waiver" partial tuition scholarships authorized under this part and for evaluating applicants for those scholarships. The institutional policy shall include the following provisions:



5.2.1. The amount of the approved scholarship may not be more than ½ of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

5.2.2. a "border waiver" nonresident partial tuition scholarship may be awarded initially only to a nonresident undergraduate student who has not previously been enrolled in a college or university in Utah and who has enrolled full time for ten or more credit hours, whose legal domicile is within approximately 100 highway miles of the USHE institution at which the recipient wishes to enroll, or within such distance or such designated eligible communities or regions as the Board may establish for each institution;

5.2.3. the total number of "border waiver" nonresident partial tuition scholarships granted by the institution may not exceed a total of 600 such scholarships in effect at any one time as provided in the table below; and

5.2.4. the institution shall determine eligibility for "border waiver" nonresident partial tuition scholarships on the basis of program availability at the institution and on a competitive basis, using quantifiable measurements such as grade point averages and results of test scores.

Institution	Number of Scholarships
University of Utah	30
Utah State University	290
Weber State University	35
Southern Utah University	74
Dixie State College of Utah University	157
Utah Valley University	10
Snow College	0
Salt Lake Community College	4
USHE Total	600

5.3. **Annual Report:** The Board submits an annual report and financial analysis of the effects of offering nonresident partial tuition scholarships authorized under this section to the Legislature as part of its budget recommendations for the USHE.

**R513-6. Nonresident Tuition Scholarships:** Pursuant to §53B-8-104.5

6.1. **Nonresident Tuition Scholarships:** In addition to the "border waiver" scholarships authorized under Section 53B-8-104, USHE presidents are authorized to grant scholarships for a waiver of the nonresident portion of total tuition charged to nonresident students when the scholarships will:

6.1.1. assist in maintaining an adequate level of service and related cost-effectiveness of auxiliary operations; and

6.1.2. promote enrollment of nonresident students with high academic aptitudes.

6.2. **Policy Guidelines:** Nonresident tuition scholarships may be awarded at the institutions with the following provisions:

6.2.1. the amount of the approved scholarship may be up to 100 percent of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

6.2.2. 675 of the approved scholarships may be at a level of more than 50 percent of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

6.2.3. a nonresident scholarship may be awarded initially only to a nonresident student who has not previously been enrolled in a college or university in Utah and who has enrolled full time for ten or more credit hours; and

6.2.4. a nonresident student who receives a scholarship of greater than 50 percent of the differential tuition charged to nonresident students for an equal number of credit hours of instruction may not be counted against the funded target for the institution attended.

6.3. **Annual Number of Nonresident Tuition Scholarships:** Each academic year the president of the following institutions may award nonresident tuition scholarships as set forth below, not to exceed a total of 900 such scholarships in effect at any one time:

Institution	Differential Tuition Scholarships (up to 100%)	Differential Tuition Scholarships (up to 50%)	Total
University of Utah	24	14	38
Utah State University	330	112	442
Weber State University	55	15	70
Southern Utah University	96	25	121
Snow College	2	7	9
Dixie State College University	161	44	205
Utah Valley University	0	0	0
Salt Lake Community College	7	8	15
USHE Total	675	225	900

6.3.1. Institutions shall determine award eligibility on a meritorious basis, considering measures such as grade point averages and test scores.

6.3.2. In determining eligibility for these scholarships, institutions may consider the impact of maintaining critical enrollment levels in academic programs.

6.3.3. Institutions shall report to the Office of the Commissioner by June 30 each year regarding their intention to use the number of scholarships allocated in 6.3. (Some of these scholarships may be made available to qualified Job Corps students). The Office of the Commissioner may reallocate unused scholarships to other institutions.

6.4. **Annual Report:** The board submits an annual report and financial analysis of the effects of offering nonresident tuition scholarships authorized under this section to the Legislature as part of its budget recommendations for the USHE.

**R513-7. Higher Education for Senior Citizens:** Pursuant to Title 53B, Chapter 9

**7.1. Senior Citizens Audit Waivers:** Utah residents age 62 and over shall be permitted to enroll on a space available audit basis in classes for which they are qualified, in any USHE institution, without regular tuition charges, but subject to payment of the following:

**7.1.1.** A minimum administrative fee shall be charged, for the institution's cost of registration, record keeping, and report preparation. The fee shall be at least \$10 per semester of registration.

**7.1.2.** Where applicable, specific course fees also shall be charged.

**7.2. Senior Citizens Must Pay Full Tuition to Obtain Credit:** No credit shall be awarded to a senior citizen for a course taken pursuant to the senior citizens waiver in 6.1. To receive credit a senior citizen must pay regular tuition.

**R513-8. Western Undergraduate Exchange:** Pursuant to §53B-8-103

**8.1. Authorization to Participate:** USHE institutions are authorized to participate in the WICHE Western Undergraduate Exchange (WUE) Program. This program allows students in 15 participating states to enroll in selected programs at a participating institution outside the student's home state at 150 percent of regular resident tuition.

**8.2. WUE Eligible Programs:** Each USHE institution shall identify instructional programs in which a WUE student may participate. Institutions shall accept WUE students only in identified WUE eligible programs.

~~**8.3. No Preference for WUE Students:** An institution shall not give preference to WUE students over Utah residents.~~

**8.3. Time as WUE Student does not Count toward Residency Requirements:** The period of time enrolled as a WUE student may not count toward the continuous 12 months requirement for residency for tuition purposes.

**8.4. Repay Tuition Differential to Enroll in Restricted Program:** An institution may require a WUE student who changes his or her enrollment to a restricted program to repay the difference in tuition that accumulated between the WUE tuition and nonresident tuition during his or her enrollment as a WUE student.

**8.5. Institutions WUE Participation Rate:** The State Board of Regents **may** establishes the number of waivers an institution may provide to students in the WUE program. ~~Waivers are granted on a headcount basis each semester. No institution shall exceed the maximum number of waivers established by the Regents in any given semester. The current maximum number of waivers is set forth in the table below.~~

Institution	Number of WUE Slots
University of Utah	125
Utah State University	330
Weber State University	150
Southern Utah University	140
Dixie State College of Utah	80
Utah Valley University	54
Snow College	80
Salt Lake Community College	37
USHE Total	996

8.6. **Reports of Participation:** Reports and recommendations regarding participation in the WUE program shall be provided to the Board upon request.

**R513-9. Police Officer's and Firefighter's Survivor Tuition Waiver:** Pursuant to Title 53B, Chapter 8c

9.1. **Definitions:** As used in this part:

9.1.1. **"Child"** means an individual who (a) is a natural or adopted child of a deceased peace officer or deceased firefighter; and (b) was under the age of 25 at the time of the peace officer's or firefighter's death.

9.1.2. **"Department"** means the Department of Public Safety.

9.1.3. **"Killed"** means that the peace officer's or firefighter's death is the direct and proximate result of a traumatic injury incurred in the line of duty.

9.1.4. **"Line of Duty"** means an action that a peace officer or firefighter is obligated or authorized to perform by rule, regulation, condition of employment or service, or law, including a social, ceremonial, or athletic function that the peace officer or firefighter is assigned to or compensated for by the public agency being served.

9.1.5. **"Occupational Disease"** means a disease that routinely constitutes a special hazard in, or is commonly regarded as concomitant of, the peace officer's or firefighter's occupation.

9.1.6. **"Traumatic Injury"** means a wound or the condition of the body caused by external force, including an injury inflicted by bullet, explosive, sharp instrument, blunt object, or other physical blow, fire, smoke, chemical, electricity, climatic condition, infectious disease, radiation, or bacteria, but excluding an occupational disease.

9.1.7. **"Tuition"** means tuition at the rate charged for residents of the state.

9.1.8. **"Utah Firefighter" or "Firefighter"** means a member, including volunteer members and members paid on call, of a fire department or other organization that provides fire suppression and other fire related services, of a political subdivision who is responsible for or is in a capacity that

includes responsibility for the extinguishment of fires. This does not include a person whose job description, duties, or responsibilities do not include direct involvement in fire suppression.

**9.1.9. "Utah Peace Officer" or "Peace Officer"** means an employee of a law enforcement agency that is part of or administered by the state or any of its political subdivisions, and whose duties consist primarily of the prevention and detection of crime and the enforcement of criminal statutes or ordinances of this state or any of its political subdivisions.

**9.2. Tuition Waivers for Surviving Spouses and Children:** Subject to the limitations in 9.3, 9.4 and 9.5 below, a USHE institution shall waive tuition for each child and surviving spouse of a Utah peace officer or Utah firefighter who has been killed or is killed in the line of duty if the individual meets the following requirements:

**9.2.1.** applies, qualifies, and is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate;

**9.2.2.** is a resident student of the state as determined under R512, Determination of Resident Status;

**9.2.3.** applies to the Department for a waiver of tuition under this chapter and provides evidence satisfactory to the Department that (a) the applicant is the surviving spouse or child of a peace officer or firefighter who was killed in the line of duty; (b) the course or courses for which the applicant is seeking a tuition waiver meet the requirements of 9.3; and (c) the applicant meets the other requirements of this part;

**9.2.4.** for a child of a peace officer or firefighter killed in the line of duty, applies under section 9.2.3 for the first time before the age of 25;

**9.2.5.** is certified by the financial aid officer at the institution as needing the tuition waiver in order to meet recognized educational expenses, with the understanding that if the applicant's family income, excluding any income from death benefits attributable to the peace officer's or firefighter's death, is below 400 percent of the poverty level under federal poverty guidelines, then the income from any death benefits accruing to the applicant as a result of the death may not be counted as family income in determining financial need under this 9.2.5;

**9.2.6.** maintains satisfactory academic progress, as defined by the institution, for each term or semester in which the individual is enrolled, which may be measured by the definition used for federal student assistance programs under Title IV of the Higher Education Act of 1965; and

**9.2.7.** has not achieved a bachelor's degree and has received tuition reimbursement under this chapter for less than 124 semester credits or 180 quarter credits at an institution of higher education.

**9.3. Limited Term for Waiver:** A child or surviving spouse of a peace officer or firefighter who was killed in the line of duty is eligible for a tuition waiver under this section of not more than nine semesters or the equivalent number of quarters.

**9.4. Waiver Only If Tuition Not Otherwise Covered:** Tuition shall be waived only to the extent that the tuition is not covered or paid by any scholarship, trust fund, statutory benefit, or any other source of tuition coverage available for a waiver.

**9.5. Waiver for Required Courses Only:** An institution shall waive tuition under this chapter only for courses that are applicable toward the degree or certificate requirements of the program in which the child or surviving spouse is enrolled.

**9.6. Prior Approval by Department:** Upon receiving an application under Utah Code 53B-8c-103(1)(c), the Department shall determine whether the applicant and the courses for which tuition waiver is sought meet the requirements of Section 53B-8c-103 and, if so, shall approve the application and notify the higher education institution that the application has been approved.

**9.7. Department Cooperation:** The institutions shall cooperate with the Department in developing efficient procedures for the implementation of this program and shall use the forms and applications provided by the Department.

**9.8. Annual Reports:** The institutions shall provide information to the Department for the Department's annual report to the Legislature's Higher Education Appropriations Subcommittee on the number of individuals for whom tuition has been waived at each institution and the total amounts paid under this chapter for the fiscal year. The institutions shall provide reports to the Board as part of the annual budget process.

**9.9. Annual Appropriation:** The statute provides that the Legislature may annually appropriate the funds necessary to implement this program, including moneys to offset the tuition waivers at each institution.

**R513-10. Tuition Waivers for Wards of the State:** Pursuant to Title 53B, Chapter 8d

**10.1. Definitions:** As used in this part:

**10.1.1. "Division"** means the Division of Child and Family Services.

**10.1.2. "Long-term Foster Care"** means an individual who remains in the custody of the Division, whether or not the individual resides with licensed foster parents or in independent living arrangements under the supervision of the Division.

**10.1.3. "State Institution of Higher Education"** means those institutions designated in Section 53B-1-102 and any public institution that offers postsecondary education in consideration of the payment of tuition or fees for the attainment of educational or vocational objectives leading to a degree or certificate, including business schools, technical schools, applied technology centers, trade schools, and institutions offering related apprenticeship programs.

**10.1.4. "Tuition"** means tuition at the rate for residents of the state.

**10.1.5. "Ward of the State"** means an individual (a) who is at least 17 years of age and not older than 26 years of age; (b) who had a permanency goal in the individual's treatment plan, as defined in Sections 62A-4a-205 and 78-3a-312, of long-term foster care while in the custody of the Division; and (c) for whom the custody of the Division was not terminated as a result of adoption.

**10.2. Tuition Waivers for Wards of the State:** Subject to the limitations in 10.3, 10.4, and 10.5, a state institution of higher education shall waive tuition for each ward of the state applicant who meets the following requirements:

**10.2.1.** applies, qualifies, and is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate;

**10.2.2.** is a resident student of the state as determined under R512, Determination of Resident Status;

**10.2.3.** provides the institution with documentation from the Division that the Division has verified: (a) applicant is at least 17 years of age and not older than 26 years of age; (b) applicant had a permanency goal in the Division treatment plan, as defined in Sections 62A-4a-205 and 78-3a-312, of long-term foster care while in the custody of the Division; (c) applicant's custody was not terminated as a result of adoption; (d) applicant was in the custody of the Division for an aggregate period of not less than 24 months; (e) applicant applied for the first time under this program before the age of 22; and (f) applicant has not achieved a bachelors degree, and has received tuition reimbursement under this program for less than 124 semester credits (or 180 quarter credits) and for not more than nine semesters at an institution of higher education.

**10.2.4.** verifies that the course or courses for which the applicant is seeking a tuition waiver meet the requirements of 10.3;

**10.2.5.** is certified by the financial aid officer at the higher education institution as needing the tuition waiver in order to meet recognized educational expenses;

**10.2.6.** maintains satisfactory academic progress, as defined by the institution of higher education, for each term or semester in which the individual is enrolled, which may be measured by the definition used for federal student assistance programs under Title IV of the Higher Education Act of 1965; and

**10.3. Limited Term of Waiver:** A ward of the state is eligible for a tuition waiver under this section for not more than nine semesters.

**10.4. Waiver Only if Tuition Not Otherwise Covered:** Tuition shall be waived (a) after the individual has applied for financial assistance, including scholarships and Pell Grants; and (b) only to the extent that the tuition is not covered or paid by any scholarship, trust fund, statutory benefit, Pell Grant, or any other source of tuition coverage available for a waiver.

**10.5. Waiver for Required Courses Only:** An institution of higher education shall waive tuition under this chapter only for courses that are applicable toward the degree or certificate requirements of the program in which the student is enrolled.

**10.6. Reimbursement of Waivers by Division:** The institutions shall seek reimbursement from the Division for any tuition waived under this chapter.

**10.7. Report to Legislature:** As part of the annual budget process, the Board shall report to the Legislature's Higher Education Appropriations Subcommittee on the number of individuals for whom tuition has been waived at the institution and the total amounts reimbursed by the Division under this program for the fiscal year.

**R513-11. Tuition Exemption for Teachers:** Pursuant to §53A-6-104

**11.1. "Educator" Defined:** An educator is a person currently employed in the Utah public school system who is a licensed educator in good standing or has been issued a letter of authorization permitting such employment under Utah Code 53A-6-104, the Board Licensure section of the Educator Licensure and Professional Practices Act.

**11.2. Tuition Waivers for Teachers:** An educator who enrolls in a course of study determined by the State Board of Education to satisfy the professional development requirements of §53A-6-104(2)(b)(i) is exempt from the tuition charges for a class taken as part of that course of study provided that the following conditions are met:

**11.2.1. Master's and Doctoral Degree Candidates:** Because of the extensive involvement of faculty members in committees, mentoring, and counseling of master's and doctoral degree candidates, the concept of surplus space does not apply and such educators are not eligible for the exemption from tuition under this section.

**11.2.2. Administrative Semester Registration Fee:** The institution may charge an educator an administrative semester registration fee not to exceed \$100 per semester to cover the actual increased costs associated with registration, verification of educator status, identification of eligible courses, certification of space availability, and record keeping.

**11.2.3. Surplus Space Enrollment:** The educator may be enrolled on the basis of surplus space as determined by the institution under these rules and guidelines as follows:

**11.2.3.1.** If a principal or substantial reason for the institution to offer the class is to serve educators, then no educator enrolled in that class can be considered to be enrolled on the basis of surplus space, and therefore cannot be eligible for this exemption from tuition charges;

**11.2.3.2.** If the class meets the requirements of 53A-6-104(2)(b)(i) but does not have as a principal or substantial purpose to serve educators, then the institution shall define the optimum class size of the class in accordance with regular procedures and normal teaching loads in that space within the institution's approved budget. The number of surplus space enrollments available to educators is determined by subtracting from the optimum class size the number of tuition paying students enrolled in the class. The surplus space enrollments may then be filled by educators on a first come first served basis. However, in order to maintain the optimum class size, educators exempt from tuition may be bumped (last in, first out) by regular tuition paying students who later register for the class.

**R513-12. Tuition Reimbursement for Sequential Mandarin Chinese Course:** Pursuant to 53A-15-101.5

**12.1. Extended Sequential Study for Difficult Languages:** Difficult languages require extended sequences of study to acquire proficiency in listening, speaking, reading, and writing.

**12.2. Mandarin Chinese Program:** The Board and the State Board of Education, in consultation with the Utah Education Network, may develop and implement a concurrent enrollment course of study in Mandarin Chinese. The course shall be taught over EDNET to high school juniors and seniors in the state's public education system.

**12.3. Tuition Reimbursement:** Students who successfully complete the concurrent enrollment course in Mandarin Chinese offered under the part shall receive tuition reimbursement for a sequential Mandarin Chinese course they successfully complete with a "B" grade or above at an institution within the USHE.



**R513-13. Exemption for Certain Students with Utah High School Graduation:** Pursuant to §53B-8-106. A student, other than a non-immigrant alien within the meaning of paragraph (15) of subsection (a) of Section 1101 of Title 8 of the United States Code, shall be exempt from paying the nonresident portion of total tuition if the student:

- 13.1. attended high school in Utah for three or more years;
- 13.2. graduated from a high school in this state or received the equivalent of a high school diploma in Utah; and
- 13.3. registers as an entering student at a USHE institution not earlier than the fall of the 2002-03 academic year.
- 13.4. **Affidavit:** In addition to the requirements of R513-13, a student without lawful immigration status shall file an affidavit with the USHE institution stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.
- 13.5. For the purposes of this section, "entering student" means a student whose first matriculation in any institution of higher education is in a public institution of higher education within the Utah System of Higher Education.

**R513-14 Exemption of Nonresident Tuition for Certain Foreign Nationals:** Pursuant to §53B-8-102. A student shall be exempt from paying the nonresident portion of total tuition if the student

- 14.1. is a foreign national legally admitted to the United States;
- 14.2. attended a Utah high school in Utah for three or more years; and
- 14.3. graduated from a Utah high school or received the equivalent of a high school diploma in Utah.

**R513-15 Waiver of Tuition for Purple Heart Recipients:** Pursuant to §53B-8e-101. USHE institutions shall waive undergraduate tuition for each Purple Heart recipient who is admitted as a full-time, part-time, or summer school student in an undergraduate program of study leading to a degree or certificate, provided that the student is a resident of the state as determined under Section 53B-8-102, and that the student submits verification from the Division of Veterans Affairs that the student has earned a Purple Heart award as a result of military service.

**R513-16 Scott B. Lundell Waiver of Tuition for Dependents of Military Members Killed in Action:** Pursuant to §53B-8-107

**16.1. Tuition Waiver:** USHE institutions shall waive undergraduate tuition for surviving dependents of a Utah resident, as defined in Utah Code §53B-8-107, who, as a member of the armed forces of the United States, including the Utah National Guard or a reserve component, was killed or died of wounds or injuries received while serving on federal active duty, under orders of competent authority and not as a result of the member's own misconduct.

**16.1.1.** The dependent must be accepted by the institution as a student in accordance with the institution's admission guidelines.

**16.1.2.** The dependent must be a resident student as defined by Utah Code §53B-8-102 and Regent Policy R512.

16.1.3. The dependent may not be excluded from the waiver if the dependent has previously taken courses at, or has been awarded credit by, a USHE institution.

16.2. **Certification by Adjutant General or Designee:** The adjutant general, after consultation with federal authorities if necessary, shall certify to the institution that the dependent is a surviving dependent eligible for the waiver. The adjutant general may delegate this responsibility to the Utah Department of Veterans Affairs.

16.3. **Definition of "Dependent":** For purposes of this policy, the term "dependent" shall include a surviving spouse.

16.4. **Limitations on Waiver:** The waiver is subject to the following limitations:

16.4.1. The waiver is not applicable if the dependent has already completed an undergraduate degree.

16.4.2. The waiver is applicable for undergraduate study only.

16.4.3. The dependent may only utilize the waiver for courses that are applicable toward the degree or certificate requirement of the program in which the dependent is enrolled.

16.4.4. The waiver is not applicable to fees, books, or housing expenses, and tuition shall be waived only to the extent that tuition is not covered by scholarships, Pell Grants, statutory benefit, or any other form of non-loan tuition coverage.

**R513-17. Alumni Legacy Nonresident Scholarships:** Pursuant to §53B-8-103.5

17.1. **Alumni Legacy Nonresident Scholarships:** In addition to other nonresident tuition scholarships, USHE presidents may also waive an amount up to the full nonresident portion of tuition for alumni legacy nonresident scholarships when the scholarship will:

17.1.1. assist in maintaining an adequate level of service and related cost-effectiveness of auxiliary operations in institutions of higher education; and

17.1.2. promote enrollment of nonresident students with high academic aptitudes;

17.1.3. recognize the legacy of past graduates and promote a continued connection to their alma mater.

17.2. **Policy Guidelines:** The institution shall establish institutional procedures for the administration of any Alumni Legacy Nonresident Scholarships authorized under this part and for evaluating applicants for those scholarships. The institutional procedures shall include the following criteria and provision:

17.2.1. enroll at an institution within the USHE for the first time; and

17.2.2. have at least one parent or grandparent who graduated with an associate's degree or higher from the same institution in which the student is enrolling.

17.2.3. A student who attends an institution within the USHE on an Alumni Legacy Nonresident Scholarship may not count the time during which the scholarship is received towards establishing resident student status in Utah.

**R513-18. Exemption of Nonresident Tuition as Athletic Scholarships:** Pursuant to §53B-8-102. In addition to the waivers of nonresident tuition available to each institution under Utah Code Ann. § 53B-8-101 et seq., and this policy (R513), each institution may, at its discretion, grant as athletic scholarships full waiver of fees and nonresident tuition, up to the maximum number allowed by the appropriate athletic conference, and as recommended by the president of each institution.

March 20, 2013

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Revision of Policy R208, Resource and Review Teams

Issue

The policy revisions to R208 *Resource and Review Teams* are being proposed to allow for greater participation and input by institutional Boards of Trustees during the Presidential Resource and Review (R&R) process.

Background

The Chairs of the institutional Boards of Trustees have historically played a significant and meaningful role in the Regents' review of presidents. The changes outlined in the proposed amendments reaffirm that role and strengthen Trustee participation by adding the Vice-Chair of each Board of Trustees to the appropriate R&R Teams. The proposed amendments to R208 allow the Regents to continue to strengthen the ongoing collaborative relationship with Boards of Trustees through the presidential review process by having equal numbers of Regents and Trustees serve on the R&R Teams.

Policy Issues

The proposed amendments to R208 are in compliance with Utah state statutes: Utah Code §53B-2-103, Board of Trustees – Power and duties.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the amendments to R208 *Resource and Review Teams*, effective immediately.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/CRW  
Attachment

# R208, Resource and Review Teams<sup>1</sup>

**R208-1. Purpose:** The purpose of this policy is to help the president be successful in his or her responsibilities through (1) regular communication between the presidents and Regents; (2) informing the Regents about institutional issues and problems in a timely manner; (3) appointing liaisons between the Board of Regents and institutional Boards of Trustees; and (4) providing a mechanism for informal, periodic consultation with each president.

## R208-2. References

- 2.1. Utah Code §53B-2-102, Board to Appoint President of Each Institution
- 2.2. Utah Code §53B-2-103, Board of Trustees – Powers and Duties
- 2.3. Utah Code §63G-2-20, Right to Inspect Records and Receive Copies of Records
- 2.4. Utah Code §63G-2-302, Private Records
- 2.5. Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees
- 2.6. Policy and Procedures R209, Evaluation of Presidents

## R208-3 Definitions

- 3.1. **Board of Regents:** As used in this policy, "Board of Regents" means the Utah State Board of Regents.
- 3.2. **Board of Trustees:** As used in this policy, "Board of Trustees" means the Board of Trustees for an institution of higher education.
- 3.3. **Commissioner:** As used in this policy, "Commissioner" means the Utah Commissioner of Higher Education.
- 3.3. **Confidential:** As used in this policy, "confidential" means the document is a "private record" under Utah Code §63G-2-302. As a private record any such documents are exempt from public records requests and shall not be disclosed except pursuant to Utah Code §63G-2-201(5).
- 3.4. **Institution:** As used in this policy, "institution" refers to institutions within the Utah System of Higher Education listed in Utah Code §53B-2-101.
- 3.5. **President:** As used in this policy, "president" means the chief executive officer of the applicable institution within the Utah System of Higher Education appointed by the Board of Regents under Utah Code §53B-2-102.
- 3.6. **Resource and Review Team:** As used in this policy, "Resource and Review Team" refers to a team of two Regents and the Chair and Vice-Chair of the institution's Board of Trustees. This three-four-person team acts as the Resource and Review Team for its respective institution. This team is created

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<sup>1</sup> Adopted September 11, 1987, amended November 17, 1989, April 26, 1991, April 17, 1992, November 3, 1995 and April 22, 2005, and December 14, 2007. Revisions approved by the Board of Regents on May 29, 2009 and April 1, 2010.

pursuant to section 4.1 of this policy. The duties and powers of the Resource and Review Team are limited to those enumerated in this policy.

### R208-3. Policy

**3.1 Fall Meeting:** Each fall (during the months of September through November) each president shall meet with his or her Resource and Review Team.

**3.1.1. Objectives:** The objective of the fall meeting is to (1) inquire as to the ways the Board of Regents and the Board of Trustees can better assist the president, (2) update the Resource and Review Team regarding ongoing and current issues important to the president and the institution, and (3) build a positive relationship between the president, the Board of Regents, and the Board of Trustees.

**3.1.2. Agenda:** The president is to set the agenda and conduct the meeting. The duration and content of the meeting is at the discretion of the president.

**3.1.3. Report:** There shall be no written or formal report of the fall meeting.

**3.2 Spring Review:** Each spring (during the months of March through May) each president shall meet with his or her Resource and Review Team to conduct a limited presidential performance review.

**3.2.1. Objectives:** In addition to the objectives of 3.1.1., the objective of the spring review is to provide limited performance review of the president's performance.

**3.2.2. Agenda:** The Chair of the Resource and Review Team shall set the agenda in consultation with the president and pursuant to parts 4.2 and 4.3 of this policy.

**3.2.3. Report:** The Resource and Review Team shall produce a written and confidential report pursuant to part 4.4 of this policy.

**3.2.4. Criteria for Evaluation:** The Resource and Review Team shall focus on building a positive, productive relationship between the president, the Board of Regents, and the Board of Trustees by reviewing the following matters:

**3.2.4.1 Institutional and Presidential Priorities:** The Resource and Review Team shall work with the president to identify and implement institutional and personal priorities. Such priorities may include the following: (1) the charge given to the president by the Board of Regents at the time of appointment, (2) any remaining identified priorities from previous Resource and Review Team meetings, and (3) any other priorities identified by the Board of Regents or Board of Trustees.

**3.2.4.1 Presidential Effectiveness:** The Resource and Review Team, in collaboration with the president, shall identify issues, challenges, and problems which impede the accomplishment of identified priorities. Such problems may relate directly to the institution, the president's cabinet, the president's performance, or the president's relationship with the Board of Trustees or Board of Regents. The Resource and Review Team shall focus on both the president's accomplishments and areas in which advice, counsel, and support may be necessary to help the president be more effective.

**3.2.5. Performance-related Incentives:** Spring Review reports may be used as a basis for adjusting the president's compensation.

**3.3. Liaisons:** The Resource and Review Team shall function as liaisons between the institution and the Board of Regents. As time and circumstances permit, the Resource and Review Team shall do the following: (1) visit campus, (2) attend trustee meetings, (3) attend campus events—especially commencement ceremonies, (4) identify specific ways that the Board of Regents can build a positive and productive relationship with the Board of Trustees and president, and (5) coordinate and facilitate communication between the Board of Regents, Board of Trustees, and the president. The team chair shall note such activities and suggestions in the written report to the Board of Regents.

**3.4. Integration with R209 Evaluation:** Pursuant to Regents' Policy R209, presidents are to be comprehensively and formally evaluated following the first year of employment, and every fourth year thereafter (i.e., formal evaluation will occur during years 2, 6, and 10 of the president's tenure). During the year of R209 evaluation, the Resource and Review Team shall not conduct a spring review but shall participate in the fall meeting. As specified in R209, the Resource and review team participates directly in the R209 evaluation.

#### R208-4. Procedures

**4.1. Appointment of Resource and Review Teams:** Each Resource and Review Team shall consist of the Chair and Vice-Chair of the institution's Board of Trustees and two Regents. The Regents' Chair shall (1) appoint the two Regents to serve on the Resource and Review Team, (2) notify the chair and vice-chair of the institutional Board of Trustees as to his or her/their responsibility to serve on the institution's Resource and Review Team, and (3) designate the Chair of the Resource and Review team.

**4.2. Campus Meetings with President:** The fall meeting under 208-3.1 and the spring review under R208-3.2 should preferably occur on campus.

**4.3. Interaction with Board of Trustees and Consultation with Regents' Committees:** In preparation for the spring review, the Resource and Review Team should consult with the Chairs of the Regents' committees and the Commissioner to identify any concerns or issues with either the president's performance or institutional direction that needs to be addressed.

**4.4. Written Reports:** A written, confidential report of the spring review shall be prepared by the Chair of the Resource and Review team. The report shall be marked confidential.

**4.4.1 Who Receives the Report:** Copies of the report are to be forwarded to the president, the chair of the Board of Trustees, the Commissioner, and the Chair and Vice Chair of the Board of Regents. The report shall not be disclosed to other individuals or entities without Regents' approval pursuant to Utah Code §63G-2-201.

**4.4.2. Presidential Comments:** The president shall have opportunity to comment in writing on the report. The presidential statement shall be included in the final report prior to submitting it to the Board of Regents.

**4.4.3 Confidentiality of Spring Review Report:** All spring review reports, including notes and drafts, all meetings conducted pertaining to the Resource and Review Team's work, and all recommendations and responses, are confidential private records protected from disclosure by Utah Code §63G-2-201, 302.

**4.4.4. Retention of Presidential Records:** Reports (along with presidential comments) shall be stored in the president's personnel file at the Board of Regents' office.

**4.4.5. Regents' Review of Report:** The report shall be reviewed in closed session by the Board of Regents—typically at the next regularly scheduled meeting. The Chair of the Board of Regents may direct a Resource and Review Team to report to the Board of Regents on a more frequent basis.



March 20 2013

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Revision of Policy R209, *Evaluation of Presidents*

Issue

The revisions to R209 *Evaluation of Presidents* involve updating the evaluation schedule for newer presidents at the University of Utah and Weber State University and for the Commissioner of Higher Education as well as allowing the Commissioner (Chair of the Board of Regents for the evaluation of the Commissioner) to approve potential interviewees of the presidential Evaluation Committees.

Background

Comprehensive and formal evaluations for the institutional presidents and the Commissioner begin in year two of their respective tenures and occur every four years thereafter according to R209 *Evaluation of Presidents*. The evaluation schedule for President Pershing, President Wight, and Commissioner Buhler will now be current.

As part of the presidential evaluation process, a president submits a list of potential interviewees (internal and external to the institution) to the Commissioner for consideration by the Evaluation Committee. The amended policy clarifies that the Commissioner (Chair of the Board of Regents for the evaluation of the Commissioner) is to approve potential interviewees for consideration by the Evaluation Committee. This action will permit increased objectivity and therefore added credibility to the evaluation process by allowing the Commissioner/Chair of the Board more input as to the selection and approval of potential interviewees.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the amendments to R209 *Evaluation of Presidents*, effective immediately.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/CRW  
Attachment

**R209-1. Purpose:** The purpose of this policy is to establish procedures for the comprehensive and formal evaluation of the performance of each president in the Utah System of Higher Education in order to ensure high quality education at each institution. These procedures are designed to assess the quality of the president's administrative performance within the context of the institution's mission, vision, strategic goals, and in fulfillment of his or her presidential charge. The comprehensive evaluation process is intended to reflect the full scope of administrative duties expected of the president, and to provide meaningful, substantive feedback from key constituents, e.g., colleagues, members of the institutional Board of Trustees, Regents, and leaders in the community, regarding the president's efforts and areas of strength as well as the areas that need improvement.

## R209-2. References

- 2.1. Utah Code §53B-2-102 (Board to Appoint President of Each Institution)
- 2.2. Policy and Procedures R120, Bylaws; 3.3.3., Institutional Governance and Administration
- 2.3. Policy and Procedures R208, Resource and Review Teams

## R209-3. Definitions

- 3.1. **Commissioner:** the Commissioner of Higher Education.
- 3.2. **Institution:** for evaluations of presidents this refers to the college or university for which the president is the chief executive officer. For evaluation of the Commissioner this refers to the Office of the Commissioner and Board of Regents.
- 3.3. **President:** the chief executive officer of each college or university within the Utah System of Higher Education.

## R209-4. Policy

- 4.1. **Comprehensive Evaluation:** The performance of each president will be comprehensively evaluated following the first year of his or her tenure (during year 2) and every four years thereafter (during years 6 and 10). The evaluations under this policy shall occur in the spring in lieu of the spring review under R208. The Regents or the president may request a comprehensive evaluation at a shorter interval.
- 4.2. **Resource and Review Team Assessment:** The performance of each president will be assessed annually by a Resource and Review Team, as provided in Regents' Policy R208. During the year of comprehensive evaluation, the Resource and Review Team shall not conduct a spring review, but shall participate in the fall meeting. The Resource and Review Team may meet with the president throughout the year by mutual agreement with the president. The information and reports gathered by the Resource and Review Team will be made available to the Evaluation Committee.
- 4.3. **Guidelines for Evaluation:** The comprehensive evaluation required by this policy shall adhere to the following guidelines in order to make the evaluation process fair, meaningful, and effective:

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<sup>1</sup> Adopted April 26, 1977; amended July 27, 1977; May 17, 1983; September 11, 1987; July 21, 1989; November 4, 1994; November 3, 1995, April 22, 2005, April 3, 2009 and April 1, 2010.

**4.3.1. Objectivity:** Objectivity extends to the criteria to be assessed, the process for the completion of the evaluation, and the selection of persons who will participate in the evaluation.

**4.3.2. Clearly-defined criteria that relate to the institution's missions and goals:** The criteria for evaluation must encompass an appropriate scope. The criteria shall include outcome standards that relate the actions of the individual to the mission and goals of the institution as well as process criteria that describe the critical behaviors of effective leaders.

**4.3.3. Meaningful evaluation:** Appraisal of an individual's job performance should be made only by those in a position to observe that performance. Opinions concerning the president's performance will be limited to those faculty, students, staff, and others in positions that afford them enough interaction with the president to make meaningful judgments.

**4.3.4. Well-planned schedule of implementation:** A timetable for evaluation will be utilized in order to provide an adequate period for data collection, review, and feedback.

**4.3.5. Clear policy for reporting and use:** An Evaluation Committee will carry out the evaluation, and the results of each evaluation are to be shared with the president. The results of the evaluation shall remain confidential. Documentation that the evaluation has taken place will be maintained for accreditation records.

**4.3.6. Opportunity for response and self-assessment:** By engaging in the planning for the performance evaluation, i.e., the setting of performance goals, the presentation of evidence related to the attainment of those goals, and discussion of the performance plan with the Evaluation Committee, each president will have the opportunity to complete a self-assessment and provide a response to the evaluation.

**4.3.7. Review of the evaluation process:** The evaluation process outlined herein must be periodically reviewed and revised as necessary.

## **R209-5. Procedures**

### **5.1. Evaluation Committee**

**5.1.1. Composition of Evaluation Committee:** The evaluation will be conducted by an Evaluation Committee of no fewer than three (3) members, including an Evaluation Consultant. The president shall submit a list of potential committee members to the Commissioner for consideration. The Chair of the Board of Regents shall appoint the Evaluation Committee members upon the recommendation of the Commissioner and the Vice Chair of the Board of Regents.

**5.1.2. Evaluation Consultant/Chair of Evaluation Committee:** The Evaluation Committee shall be chaired by an Evaluation Consultant who has extensive experience in higher education, and who has knowledge of the type of institution involved. The president shall submit a list of potential consultants to the Commissioner for consideration. The Commissioner, in consultation with the Vice Chair of the Board of Regents, will then recommend the appointment of a Consultant to the Chair of the Board of Regents, who shall make the appointment.

**5.1.3. Appointment of Evaluation Committee:** The Evaluation Consultant and the other members of the Evaluation Committee shall be appointed by the Chair of the Board of Regents, after consultation with the president, the Commissioner, and the Board of Regents Vice Chair.

## 5.2. Evaluation Planning

**5.2.1. Planning Meeting:** In advance of the evaluation, the Evaluation Committee Chair (Evaluation Consultant), the Commissioner, and the president may discuss the details of the evaluation and any issues that pertain to the evaluation process.

**5.2.2. Selection of Interviewees:** The president shall submit a list of potential interviewees ~~to~~ for approval by the Commissioner (for evaluation of presidents) or the Chair of the Board of Regents (for evaluation of the Commissioner) for consideration by the Evaluation Committee. This list shall normally consist of individuals both internal and external to the institution who are knowledgeable about the institution, and who have had enough interaction with the President to make meaningful judgments.

**5.2.3. Preparation for Interviews:** Prior to conducting confidential interviews, the Evaluation Committee shall meet with the president and his or her Resource and Review Team for the purpose of reviewing strategic plans, goals, objectives, resource allocation policies, major challenges and successes.

**5.2.4. Self-Report:** The president shall prepare a confidential self-evaluation based upon the criteria of evaluation outlined in Section 5.5 of this policy. The self-report shall be submitted to the Commissioner or Evaluation Consultant and provided to the Evaluation Committee.

## 5.3. Evaluation Process

**5.3.1. Confidential Interviews:** Confidentiality shall be observed throughout the interview process. The Evaluation Committee will assure those being interviewed that their responses will remain confidential and that only a composite of responses will be made available to the Regents and the president.

**5.3.2. Required Interviews:** In addition to the interviewees identified by the president during the planning of the evaluation, the Evaluation Committee will interview a representative sample of vice presidents, deans, academic and administrative department heads, faculty, students, and community and alumni leaders. The Evaluation Committee shall also take into consideration input provided by the Faculty Senate, Board of Trustees, and Board of Regents. The Evaluation Consultant may also solicit written comments about the president's performance from various internal and external constituencies. Any written comments provided must be signed and will remain confidential. The Consultant shall not utilize a questionnaire or survey as part of the evaluation procedure.

**5.3.3. Format of Interviews:** The Evaluation Committee will normally spend at least two days at the institution conducting interviews. Appropriate accommodations will be made for conducting interviews at the campus location(s).

**5.3.4. Exit Meeting:** Prior to the end of the campus evaluation visit, the Evaluation Committee Chair (Evaluation Consultant) will meet with the president to review the preliminary results and to follow up on any questions that may remain.

**5.4. Subject of Interviews:** The Evaluation Committee will function as a fact-finder, and should review and carry out its duties consistent with this statement. In conducting the interviews, the Evaluation Committee members should ask those being interviewed to express their best judgment as to the

performance of the chief executive officer in the following areas. All of the items below may not be appropriate as items of inquiry for all individuals being interviewed. In such cases the items should be omitted from the interview process.

**5.4.1. Budgetary Matters and Fiscal Management**

5.4.1.1. Evidence of sound fiscal management, including the ability to address budgetary matters in a way that achieves more efficient and effective use of resources.

5.4.1.2. Ability to allocate fiscal resources in a manner that is conducive to achieving institutional goals and objectives.

5.4.1.3. Ability to comprehend and evaluate fiscal and budgetary matters.

5.4.1.4. Ability to attract funds for the institution.

**5.4.2. Academic Administration and Academic Planning**

5.4.2.1. Existence of well developed and widely understood institutional goals and objectives.

5.4.2.2. Ability to link planning, resource allocation, and evaluation functions and a quality of judgment demonstrated in establishing ultimate priority in those areas.

5.4.2.3. Existence of a good academic program review procedure designed to serve as a basis for staff allocation and budgetary support, the evaluation of the quality of instruction, and to assist in the implementation of the university's or college's institutional goals and objectives.

5.4.2.4. Ability to initiate curricular change in response to student and societal interests and needs.

5.4.2.5. Awareness of educational ideas, trends, and innovations.

**5.4.3. Personnel**

5.4.3.1. Evidence of ability to relate to faculty and staff within the particular governance structure of the institution.

5.4.3.2. Effectiveness in forming, developing, and supervising an administrative network for making and implementing policies.

5.4.3.3. Evidence of the chief executive officer's commitment to make personnel changes when those changes are necessary to further enhance the effectiveness of the institution.

5.4.3.4. Evidence of ability to select strong subordinates.

5.4.3.5. Ability of the chief executive officer to have trust and confidence of subordinates.

5.4.3.6. Evidence of ability to seek and use counsel of immediate subordinates.

5.4.3.7. Ability to determine those issues which are the proper responsibility of subordinates and those which require the action of the chief executive officer.

5.4.3.8. Evidence of ability to delegate responsibility to subordinate managers and to support them in carrying out their responsibilities.

5.4.3.9. Evidence of an ongoing procedure for evaluation of other members of the institutional management team.

**5.4.4. Decision Making and Problem Solving**

5.4.4.1. Ability to assume responsibility for decisions.

5.4.4.2. Sensitivity to individuals affected by decisions.

5.4.4.3. Ability to deal with reaction to unpopular decisions.

5.4.4.4. Ability to identify and analyze problems and issues confronting the institution.

5.4.4.5. Ability to identify potential areas of conflict.

5.4.4.6. Ability to comprehend the inter-related nature of such factors as budgeting, curriculum, social and political realities, group interests and pressures, laws, and rules and regulations having implications for the management of the institution.

5.4.4.7. Ability to initiate new ideas and change.

5.4.4.8. Ability to make decisions in critical situations and to handle crises.

5.4.4.9. Ability to communicate ideas, information, and resources for decisions.

5.4.4.10. Awareness of implications of decisions.

5.4.4.11. Ability to re-evaluate and if necessary retract decisions.

5.4.4.12. Where appropriate, ability to involve institutional groups and individuals in support of decisions and in their implementation.

5.4.4.13. Ability to surmount personal criticism.

**5.4.5. External Relations**

5.4.5.1. Ability to relate to and communicate with the community in which the institution is located.

5.4.5.2. Evidence of an active alumni program.

5.4.5.3. Ability to meet the social obligations of a chief executive officer.

5.4.5.4. Ability to work with other chief executive officers in the System.

5.4.5.5. Ability to understand the role of politics and governmental offices in higher education.

5.4.5.6. Ability to relate to legislators, the Governor's office, other state and federal agencies, and with other public officials on matters affecting the institution.

5.4.5.7. Ability to represent the institution to its various public's.

#### **5.4.6. Relationship to the Institutional Board of Trustees and to the Board of Regents**

5.4.6.1. Ability to provide professional leadership for the institutional Board of Trustees or in the case of the Commissioner for the Board of Regents and to supply it with professional judgments on matters affecting the institution.

5.4.6.2. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents informed of all relevant issues affecting or having bearing on managerial policies of the institution.

5.4.6.3. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents abreast of local, state, and regional affairs affecting the institution.

5.4.6.4. Ability to identify for the Trustees and the Regents problems confronting the institution and to assess alternative solutions and to recommend appropriate action.

5.4.6.5. Ability to carry out duties which have been or may be delegated or assigned to the chief executive officer by the Board of Regents or by the institutional Board of Trustees.

5.4.6.6. Ability to review and analyze budgetary problems and to make effective presentations on the same to the institutional Board of Trustees and the Board of Regents.

#### **5.4.7. Student Affairs**

5.4.7.1. Evidence of formal and informal mechanisms for involving students in decision making.

5.4.7.2. Evidence of effective recruitment, admission, counseling, and placement programs.

5.4.7.3. Ability to relate to students as individuals and in groups.

5.4.7.4. Evidence of sensitivity on the part of the chief executive officer to individual differences and tolerance of and respect for such differences.

### **5.5. Evaluation Report**

**5.5.1. Report to be Factual:** The Evaluation Committee Chair shall compile factual information gathered during the course of the evaluation in a written report documenting the president's strengths and areas for future focus and improvement.

**5.5.2. Opportunity for Response:** The Chair will submit the final, confidential report to the Commissioner for transmittal to the president, and the president shall be given the opportunity to prepare a written response to the report.

**5.5.3. Review by Regents' Officers:** the Evaluation Report, together with the president's response to the Report and the president's self-evaluation, will be sent to the Chair and Vice Chair of the Board of Regents, and to the president's Resource and Review Team.

**5.5.4. Review by Board of Regents:** As soon as practical after the submission of the evaluation reports, the president will meet with the Commissioner, the Chair and Vice Chair of the Board of Regents to review the findings and recommendations of the Evaluation Report.

**5.5.5. Recommendations to Board of Regents:** At the conclusion of the evaluation process, the Chair of the Board of Regents may recommend commendations or other actions to the Board of Regents.

**5.5.6. Retention of Report in Personnel File:** A copy of the Evaluation Report, together with a copy of the president's self-evaluation and response to the Report, will be retained as a confidential record in the president's personnel file.

**5.5.7. Confidentiality of Report:** The Evaluation Report, including all documents pertaining thereto, including all notes, drafts, records of meetings conducted during the course of the evaluation, and all recommendations and responses, are confidential personnel records protected from disclosure by Utah law.

**5.6. Application of Evaluation Procedures to Commissioner**

**5.6.1. General Procedures to Be Followed:** The evaluation of the Commissioner shall generally follow the procedures outlined in this policy for the evaluation of presidents.

**5.6.2. Variations to be Determined in Consultation with Commissioner:** Variations in the specific procedures and timelines specified for the evaluation of presidents may be needed for the evaluation of the Commissioner, and shall be determined by the Chair and Vice Chair of the Board of Regents upon consultation with the Commissioner.

**SCHEDULE FOR EVALUATION OF PRESIDENTS**

Institution	Year of CEO Appointment	First Evaluation	Second Evaluation	Third Evaluation
Dixie State College-University	2010	2011	2015	2019
Salt Lake Community College	2005	2007	2011	2015
Snow College	2007	2009	2013	2017
Southern Utah University	2007	2009	2013	2017
University of Utah	2012	2015 2014	2019 2018	2023 2022
Utah State University	2005	2007	2011	2015
Utah Valley University	2009	2010	2014	2018
Weber State University	2002 2013	2003 2015	2007 2019	2011 2023
Commissioner of Higher Education	2012	2015 2014	2019 2018	2023 2022

The evaluations under this policy shall occur in the spring in lieu of the spring review under R208. Evaluations begin in year 2 and occur every four years thereafter (during years 6, 10, etc).



March 20, 2013

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Revision of Policy R120, *Bylaws of the State Board of Regents*

Issue

The revisions to R120 *Bylaws of the State Board of Regents* include allowing the Executive Committee some membership flexibility as it relates to strategic planning discussions, updating the name and function of a Board committee, and correcting the number of committees in policy.

Background

Under R120 *Bylaws of the State Board of Regents*, Board standing committees have been the Executive Committee, the Programs and Planning Committee, and the Finance and Facilities Committee. The amendments to the policy will rename the Programs and Planning Committee to the Academic and Student Affairs Committee. The Executive Committee for purposes of strategic planning discussions will be able to add an additional Regent. The amendments allow for more deliberate Board leadership planning discussions and focused academic program and student affairs discussions in committee. The policy is updated to reflect the three Board standing committees – previously had erroneously indicated five.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the amendments to R120 *Bylaws of the State Board of Regents*, effective immediately.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/CRW  
Attachment

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

## R120-2. References

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

## R120-3. Bylaws

### 3.1. The State Board of Regents

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

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

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

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

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<sup>1</sup> Adopted June 17, 1970; amended July 28, 1970, September 11, 1970, January 20, 1971, July 27, 1971, December 20, 1973, July 22, 1975, July 14, 1980, August 31, 1981, October 11, 1985, September 12, 1986, August 6, 1987, December 16, 1988 and Bylaws February 24, 1989, June 18, 1993, May 31, 2002, September 11, 2003, and March 30, 2012.

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

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

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

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

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

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

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

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

### 3.3.2. Governance and Administration of the System

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

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

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

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

**3.3.2.5. Professional Staff:** Upon the recommendation of the Commissioner as its chief executive officer, the State Board of Regents shall appoint and hire a staff of professional and administrative personnel to serve at the pleasure of the Board at such salaries, retirement provisions and other benefits, and in such capacities as the Board may from time to time determine and direct. The State Board of Regents may also develop arrangements for any transfers of function, personnel, or other cooperative arrangements with member institutions, for the benefit of the work of the Board and the effective

performance of its duties (See Utah Code §53B-1-106; also Section 3.3.3. of these bylaws.)

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

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

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

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

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

**3.3.3.1. Responsibility of Presidents:** The Presidents are responsible to the State Board of Regents for the governance and administration of their respective institutions. Presidents with the assistance of their institutional Boards of Trustees are responsible (1) for the property, both personal and real, established at their respective institutions, together with such additions thereto as the State Board of Regents may from time to time

approve (See Utah Code §53B-20-101); and (2) for the education, safety and welfare, for the good of education in the state and their respective institutions, of all persons admitted and enrolled, employed, or otherwise entering their premises, under such rules and regulations as the institution shall establish.

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

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

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

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

**3.3.3.6. Advocacy Consistent with Board Actions:** Except as expressly required by Title 53B, Chapter 2a, under no circumstances shall the Commissioner, any President, or other officer of an institution present or advocate budget items, capital facilities priorities, or other legislation to legislators, legislative committees, the Legislature, the Governor, or any other state agency that are inconsistent with actions or policies of the Board of Regents on such matters. The Commissioner and such other persons as may be designated by the State Board of Regents shall be the spokespersons for the Board at all

official hearings before the legislators, legislative committees, the Legislature, the Governor, or any other state agency. Nothing herein shall preclude a President or other officer of an institution from appearing at hearings involving his or her institution.

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

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

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

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

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

**3.3.4.5. Bylaws, Institutional Rules, and Other Reports Submitted to State Board of Regents:** The President of each institution is responsible for submitting to the State Board of Regents or making available electronically copies of both (1) the institutional Board of Trustees' bylaws for its own government, and (2) copies of the institutional rules and regulations governing the institution, to be issued by the President with the approval of the Institutional Board of Trustees, as set forth and delegated in Sections 3.3.3.1. and 3.3.3.4.

of these bylaws above, and any other reports of institutional business required by the State Board of Regents.

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

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

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

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

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

## **3.4. Offices**

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

## **3.5. Meetings**

### **3.5.1. Regular Meetings**

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



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

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

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

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

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

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

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

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

**3.5.6. Agenda Preparation Procedures:** All matters submitted by member institutions to the State Board of Regents for its approval shall be directed to the Commissioner and be referred by

her or him to the appropriate standing committees of the Board unless the Commissioner or the Board, by majority vote, decides to consider a particular matter initially as a committee of the whole. Items submitted to the State Board of Regents by the institutions shall be placed on the agenda of the Board committees by the Commissioner or his or her designee, and the President of each institution submitting an item which is on the agenda of a Board committee shall be given notice of committee meetings in the manner provided in these bylaws.

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

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

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

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

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

### 3.6. Committees

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

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

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

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

- (1) Executive Committee (see Section 3.6.2, below);
- (2) ~~Programs and Planning~~ Academic and Student Affairs Committee; and
- (3) Finance and Facilities Committee

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

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

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

### **3.6.2. Executive Committee**

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

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

**3.6.2.3. Strategic Planning:** For purposes of strategic planning discussions, an additional Regent may be added to the Executive Committee.

**3.6.3. Committee Meetings:** Meetings of all committees of the State Board of Regents may be held upon the call of the Chair of the committee, the Chair of the Board, or at the request of the Commissioner. The State Board of Regents may also meet as a committee of the whole on the call of the Chair. Notice of the time and place of every committee meeting and of the business to be acted upon shall be given to the members of the committee and the Commissioner and institutional Presidents by the person calling such meeting, by mail or other personal communications.

### **3.7. Quorum**

**3.7.1. State Board of Regents and Committees:** A quorum of the State Board of Regents necessary to conduct and transact its business shall consist of nine members of the Board. (Utah

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

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

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

### **3.8. Public Information**

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

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

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

### **3.9. Pecuniary Interest**

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

### **3.10. Amendments**

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

March 20, 2013

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Salt Lake Community College – Campus Master Plan Approval

Issue

Salt Lake Community College is requesting review and approval of its updated Campus Master Plan.

Background

The Board last reviewed and approved the Salt Lake Community College Campus Master Plan on January 21, 2011. The changes that have occurred since that time are summarized in the attached memo from the institution and are identified on the attached campus maps.

Salt Lake Community College officials will be present at the meeting to present the information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board, after their review of the information presented, approve the updates to the Salt Lake Community College Campus Master Plan.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment

March 5, 2013

Commissioner David L. Buhler  
Utah System of Higher Education  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

Re: Salt Lake Community College Comprehensive Facilities Master Plan Update

We appreciate the opportunity to host the Board of Regents meeting on March 29, 2013 at Salt Lake Community College. At that meeting we request the opportunity to present Salt Lake Community College's Comprehensive Facilities Master Plan, as updated, to the Board of Regents for approval.

The Board of Regents approved the SLCC Comprehensive Facilities Master Plan, prepared by AJC Architects and SRG Partnership, Inc., in its present form in 2011. The plan provides for periodic updates to reflect completed projects or changes to the plan required by changed demographics or updates to the College Strategic Plan.

We plan on presenting the information in a booklet that summarizes the changes made as a result of the updating process. The entire plan is available online for easy access. Following is a summary of the updates which have been proposed, with the assistance of AJC Architects, and reflected in the plan:

#### Demographics

- Population
- Enrollment
- Population Shifts

#### New Sites/Centers Added

- Herriman Campus – approximately 90 acres
- Westpointe Center
- Bowles property acquisition

#### New Future Sites/Centers

- Southeast Quadrant—Sandy/Draper

Commissioner David L. Buhler  
March 5, 2013  
Page Two

Physical Facility Changes from 2010-2013

- Construction nearing completion on the Center for New Media
- Construction in process for the state-funded Instructional and Administration Building on the Taylorsville Redwood Campus
- Construction nearing completion on the new high-voltage electrical substation

Thank you for your ongoing support.

Sincerely,

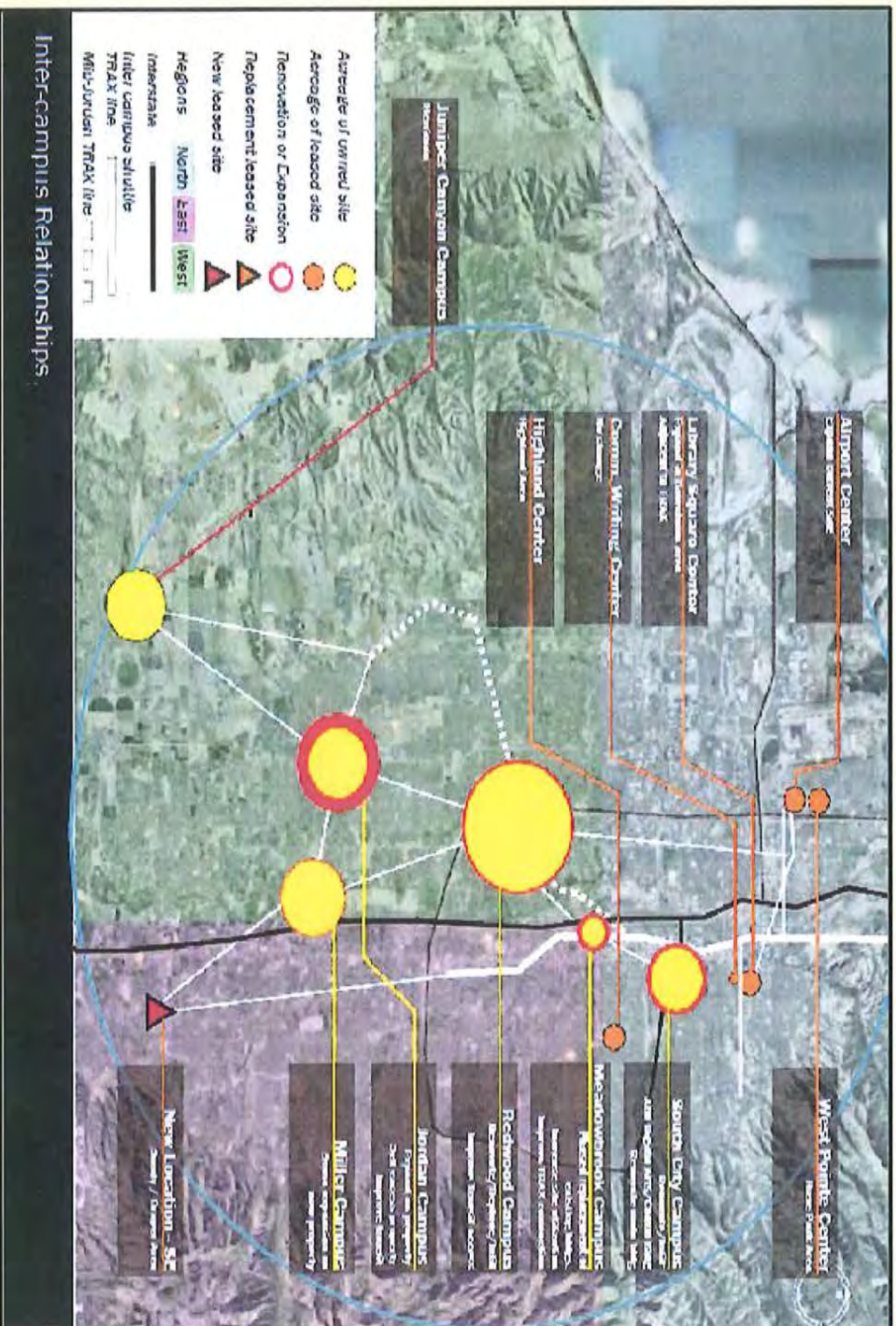
A handwritten signature in black ink, appearing to read "D R Klaus", with a long horizontal line extending to the right.

Dennis R. Klaus  
Vice President of Business Services

# 2013 UPDATE REPORT

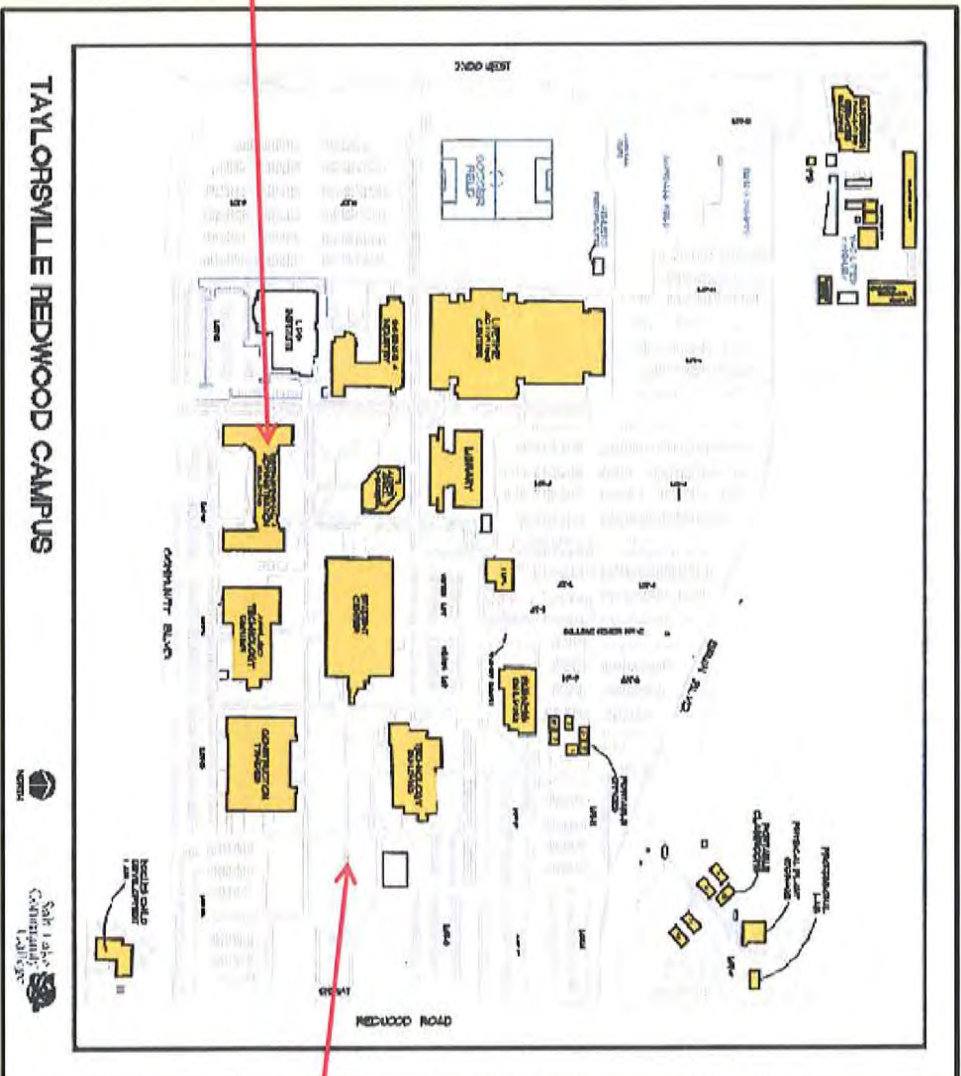
## COMPREHENSIVE FACILITIES MASTER PLAN

2008-2028



Inter-campus Relationships



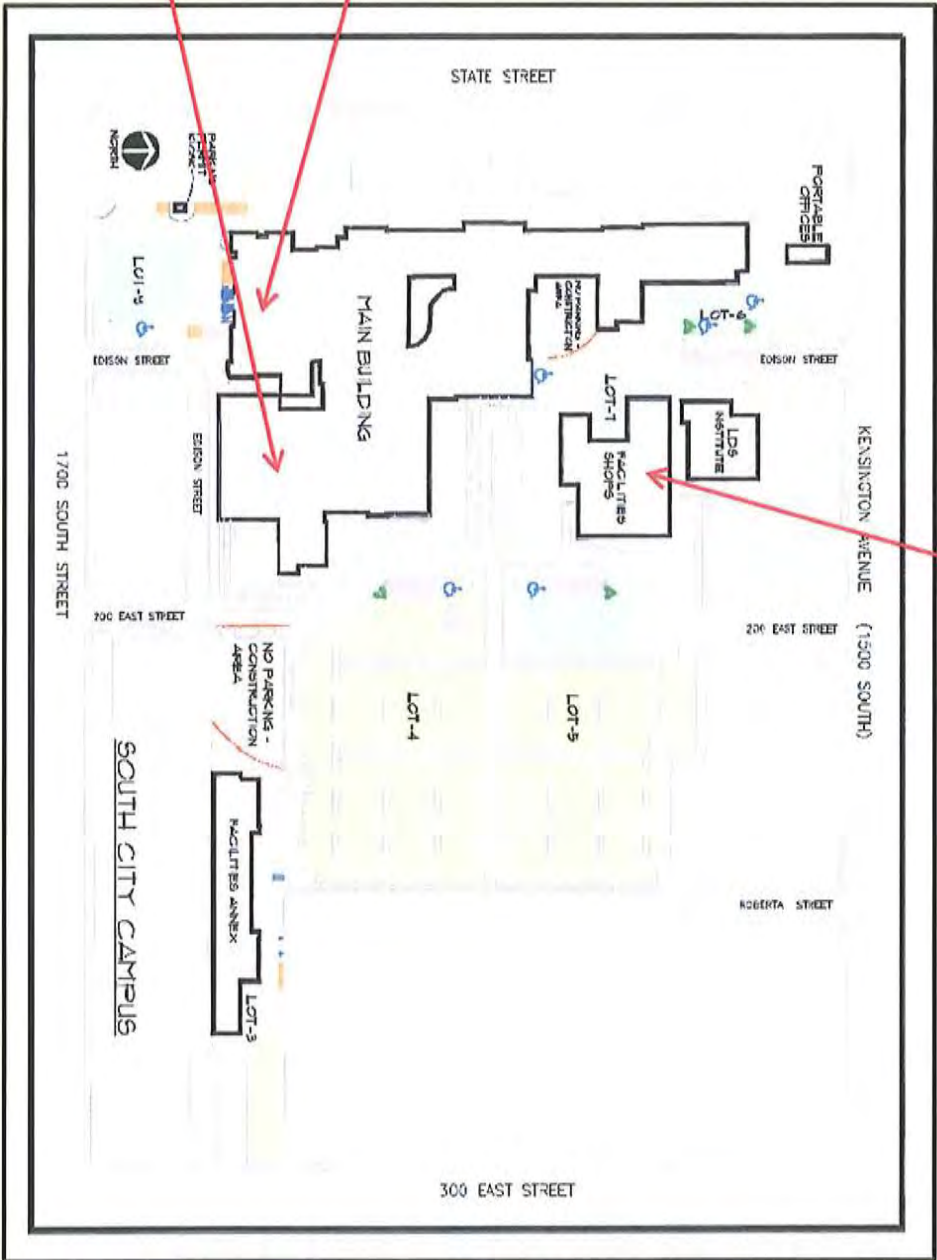


New Instructional & Administration Building

Demolition of Administration Building

# Taylorville Redwood Campus

Demolition of Facilities Shop Building



Salt Lake School District Building

Center for New Media

# South City Campus

March 20, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: USHE – Spring 2013 Enrollment Report

After three straight years of enrollment growth, the Utah System of Higher Education (USHE) enrollment for the Spring 2013 semester decreased by 3,251 full-time equivalent students – a decrease of 3.08%. Two reasons contributed to the decline, with impacts varying by institution. First, the effects of a recent change in the age of L.D.S. mission eligibility that has created a short-term impact on enrollments. Second, as the economy improves, some part-time students are leaving college to rejoin the workforce.

An analysis of the change in headcount enrollments at USHE institutions in relation to the change in the number of mission calls issued by county of origin and gender resulted in a correlation co-efficient of .89 for females and .95 for males. The co-efficient statistics support the assertion that the increased number of mission calls were a significant factor in the decrease in enrollment at USHE institutions. In future years the reverse may also hold true in that as missionaries return enrollments should increase at USHE institutions (attachment).

Definitionally, *headcount* includes all students enrolled at an institution, while *FTE (Full Time Equivalent)* approximates the number of students enrolled full-time (15 semester hours for undergraduate students and 10 semester hours for graduate students) each semester. Additionally, the System serves several thousand students in non-traditional programs which are not budget-related and do not receive any taxpayer support. These students are not accounted for in this report.

Total and budget-related headcounts and FTE numbers are included in the following attachments (budget-related are enrollments eligible for state funding). Also included in the attachments are USHE headcounts summarized by gender and ethnicity.

Recommendation

This item is for information only; no action is needed.

DLB/GLS /JAC  
Attachment

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David L. Buhler  
Commissioner of Higher Education

## Utah System of Higher Education

### Spring 2013 3rd Week Headcount Enrollment Report

TOTAL HEADCOUNT (Budget Related & Self Support)				
	PRIOR*	CURRENT*	CHANGE #	CHANGE %
UU	30,816	31,037	221	0.72%
USU	28,455	26,498	(1,957)	-6.88%
WSU	22,479	22,038	(441)	-1.96%
SUU	7,750	7,556	(194)	-2.50%
SNOW	3,732	3,723	(9)	-0.24%
DSU	7,971	7,709	(262)	-3.29%
UVU	29,584	27,562	(2,022)	-6.83%
SLCC	30,774	29,756	(1,018)	-3.31%
USHE	161,561	155,879	(5,682)	-3.52%

\* Headcount can reflect multiple students attending multiple institutions

BUDGET RELATED HEADCOUNT				
	PRIOR	CURRENT	CHANGE #	CHANGE %
UU	30,452	30,521	69	0.23%
USU	24,801	23,561	(1,240)	-5.00%
WSU	19,118	18,743	(375)	-1.96%
SUU	6,618	6,499	(119)	-1.80%
SNOW	3,572	3,617	45	1.26%
DSU	7,692	7,418	(274)	-3.56%
UVU	26,402	24,206	(2,196)	-8.32%
SLCC	27,022	25,873	(1,149)	-4.25%
USHE	145,677	140,438	(5,239)	-3.60%

Notes: Source for "Prior" year and "Current" headcount information from USHE Data Warehouse

## Utah System of Higher Education

### Spring 2013 3rd Week FTE Student Enrollment Report

TOTAL FTE (Budget Related & Self Support)	PRIOR	CURRENT	CHANGE #	CHANGE %
UU	25,577	25,650	73	0.29%
USU	19,933	18,464	(1,469)	-7.37%
WSU	14,465	14,363	(102)	-0.70%
SUU	5,980	5,855	(125)	-2.09%
SNOW	3,000	2,903	(97)	-3.24%
DSU	5,927	5,748	(180)	-3.03%
UVU	20,414	19,078	(1,336)	-6.55%
SLCC	17,117	16,402	(715)	-4.18%
USHE	12,412	108,462	(3,950)	-3.51%

BUDGET RELATED FTE	PRIOR	CURRENT	CHANGE #	CHANGE %
UU	25,364	25,458	95	0.37%
USU	18,216	17,440	(776)	-4.26%
WSU	12,932	12,768	(164)	-1.27%
SUU	5,698	5,630	(68)	-1.20%
SNOW	2,963	2,871	(91)	-3.08%
DSU	5,849	5,659	(190)	-3.25%
UVU	18,714	17,408	(1,306)	-6.98%
SLCC	15,815	15,065	(750)	-4.74%
USHE	105,551	102,299	(3,251)	-3.08%

Notes: Rounding Error - FTEs are calculated then rounded to the nearest one

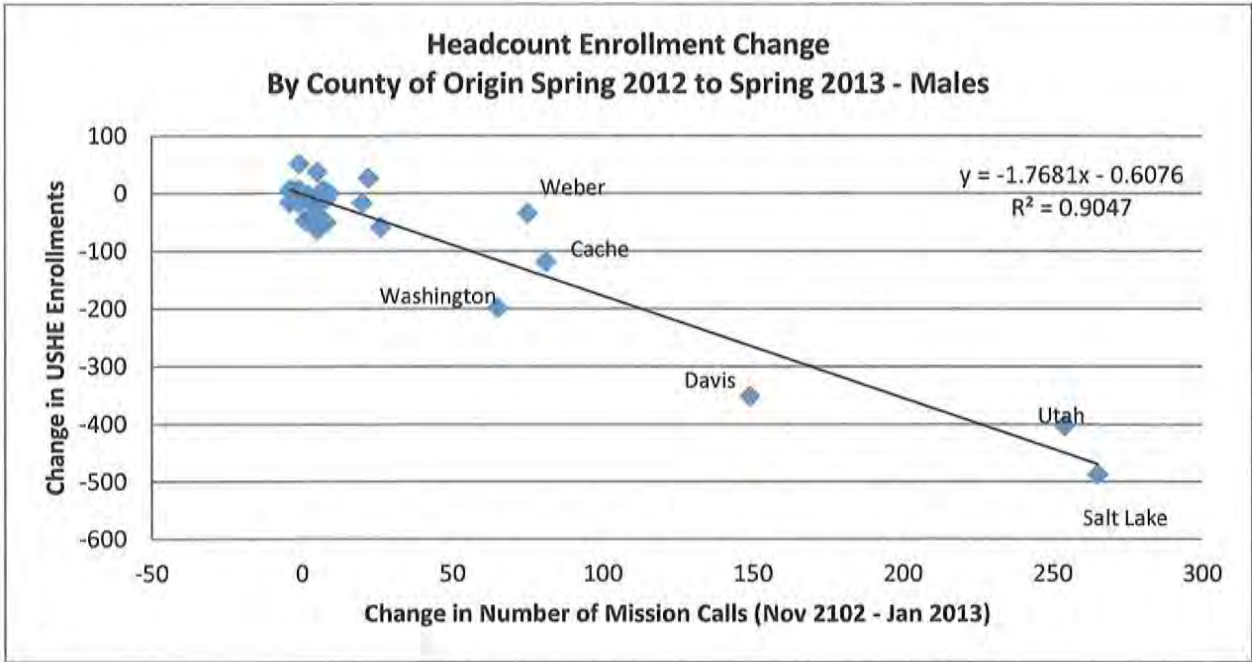
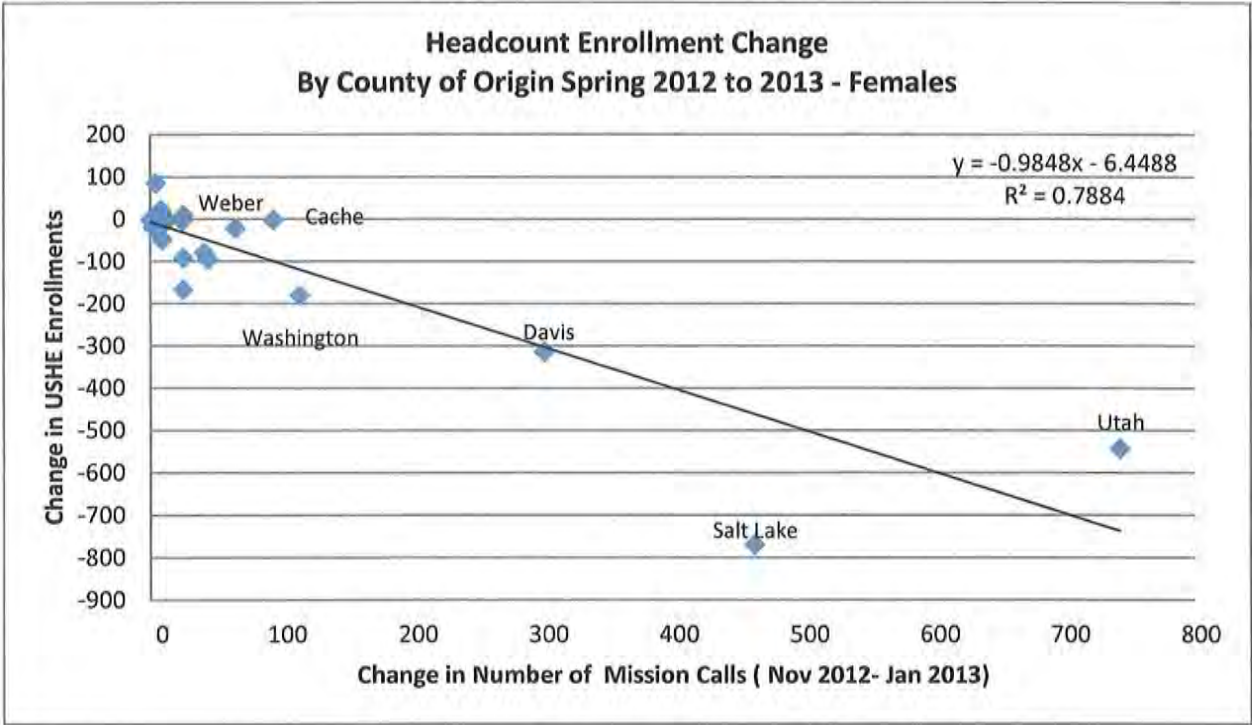
**Utah System of Higher Education***Spring 2013 3rd Week USHE Total Headcount by Gender*

<b>GENDER</b>	<b>PRIOR</b>	<b>CURRENT</b>	<b>CHANGE #</b>	<b>CHANGE %</b>
Female	80,084	76,570	(3,514)	-4.39%
Male	81,232	79,309	(1,923)	-2.37%
Unknown	245	-	(245)	-100.00%
<b>Total</b>	<b>161,561</b>	<b>155,879</b>	<b>(5,682)</b>	<b>-3.52%</b>

**Utah System of Higher Education***Spring 2013 3rd Week USHE Total Headcount by Ethnicity\**

<b>Ethnicity</b>	<b>PRIOR</b>	<b>CURRENT</b>	<b>CHANGE #</b>	<b>CHANGE %</b>
American Indian Alaskan	1,562	1,468	(94)	-6.0%
Asian	3,627	3,500	(127)	-3.5%
Black or African American	2,124	2,027	(97)	-4.6%
Hawaiian or Pacific Islander	1,280	1,208	(72)	-5.6%
Hispanic or Latino	12,110	12,527	417	3.4%
White	119,543	113,315	(6,228)	-5.2%
Multiple Categories	1,149	1,330	181	15.8%
Non-Resident Alien	4,913	5,579	666	13.6%
Unspecified	15,253	14,925	(328)	-2.2%
<b>Total</b>	<b>161,561</b>	<b>155,879</b>	<b>(5,682)</b>	<b>-3.52%</b>

*\*Adjustments have been made to prior year data to correct non-resident alien counts to match students who have a non-resident visa record*



March 20, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2012

Issue

Pursuant to *Utah Code 51-7-13(3)(a)(c)*, *Utah Code 51-8-303(6)*, and Board of Regents policy (R541), the State Board of Regents shall receive from each institution monthly, and annually, reports detailing the deposit and investment of funds in its custody or control, and submit annually to the governor and the legislature a summary report of all investments by institution under its jurisdiction. This report is compiled and summarized from the investment reports submitted by the institutions and meets the requirements of the statutes.

On a monthly and annual basis each institution prepares investment reports that are reviewed and approved by the treasurer of the institution attesting to the compliance of said institution to UPMIFA (Uniform Prudent Management of Institutional Funds Act) and the State Money Management Act, and submitted for approval to each of the institution's Board of Trustees (the responsibility for approving these reports has been delegated by the Board of Regents).

The annual report is also audited by the internal auditor(s) of each institution to verify compliance with state statutes, Regents policy, institutional policy, federal regulation, strength of controls, and to certify the completeness and accuracy of the reports. Institutional reports (monthly and annual) are on file in the Commissioner's Office. The attached tables and graphs are a summary of what was approved by each institution and demonstrate the relative size of institutional investments and the asset allocations in place at each school. This report is presented for the Board of Regents as an information item prior to being submitted to the governor and legislature.

Background

In order to provide the required audited numbers to the governor and the legislature, this report is prepared after the state auditors complete their audit schedules with the institutions (the investment figures used in this report tie to the audited "Statement of Net Assets" found in the financial statements for each institution). While that impacts the timeliness of this annual report, please be aware that the trustees and the Office of the Commissioner do receive monthly updates on the investments made by the institutions.



Note that the report shows the total USHE investments by class, based on the specific governing regulations. These classes are: Endowments-governed by UPMIFA and Regents Policy R541; Foundations- governed by a Foundation Board of Trustees/Directors and operating under the requirements of non-profit 501(c)(3)s; and Other Funds (all funds not Endowment or Foundation) operating under the guidelines and requirements of Utah Code 51-7, the Utah Money Management Act. Other Funds are required to be invested in a qualified depository.

The attached tables and graphs show the funds invested by class, institution, and category. Table/Graph 1 shows the Endowment Funds, Table/Graph 2 shows the Foundation Funds, and Table/Graph 3 shows investments of all Other Funds. Also attached are Table 4, and Graph 4, which show the trends in the total value of all funds invested by each institution over the previous three year period.

#### Additional Information

In response to Regental questions, Commissioner's staff have worked with USHE controllers in providing the following information regarding the oversight and review of the investment process, including asset allocation, compliance with laws and regulations, return on assets, and risk management. The following additional information has been provided by the institutions describing their processes and procedures for evaluating the performance of their respective investments, as well as the various benchmarks that are used in the evaluation process, and a note regarding the use of outside industry professionals to help in the management of the institutional investments.

#### Oversight and Review

The responsibility for oversight, management and reporting of assets invested, including the management of the portfolio, selection of investment products, and investiture/divestiture decisions have been delegated by the Board of Regents to an institution's Boards of Trustees. To assist in this work, the institutions have given operational responsibility for this oversight to investment committees. These committees vary by campus, but may include trustees, institutional officers, designated treasurers, institution employees, and members of the business community, and, in some cases, investment professionals. The various committees evaluate their respective investments relative to returns, risk mitigation, institutional needs, reasonableness, effectiveness, overall position, prudence, compliance with statutes, authorities, and regulations. Reports of the positions, instruments, and balances, are produced on a monthly and a quarterly basis, approved by both the committees, and the designated treasurer, and presented to the institutional presidents and Boards of Trustees for review and approval.

#### Performance Measurement

Institutional use of outside professionals varies amongst institutions. In some cases, outside vendors are utilized to directly manage pieces of investment portfolios. Some of these outside professional vendors include Commonfund, Strategic Solutions, Wells Fargo, LCG Associates, Albourne America, and Strata Financial Services. In other cases, individuals who are recognized as investment professionals may sit on the investment committees.

Industry standard benchmarks are used by the various institutions to measure both the return on their investments, as well as the allocation of assets. These include S&P 500, Russell 3000, Morgan Stanley (MSCI) for equity funds, UBS index, Barclays Capital Index, London Interbank Offered Rate (LIBOR), and

NACUBO peer group comparisons. The University of Utah also participates in a national survey by NACUBO (which includes all major colleges and universities in the U.S.). The results of this annual study are a key indicator of how their investment results compare to other major universities. The NACUBO study results also provide insights into current investment trends and ways to improve overall results. Dixie State University has chosen to place the bulk of their investments with the University of Utah, thus getting the benefit of all the tools that the U of U has access to, as well as professionals on staff at the U of U.

### Foundations

The Foundations are governed in a similar manner, having a board and committee that oversee and direct the investments of each foundation. The foundations are subject to federal regulations. In the case of Dixie State University and Utah Valley University, their foundations are completely separate entities from the institutions. Dixie State University does not house any institutional investments within their foundation.

Utah State University's Foundation is considered to be a "dependent foundation". It is dedicated to maximizing support from private donations for Utah State University. The foundation is considered a part of the university. As such, foundation funds are invested as part of the university endowment according to current university guidelines, oversight protocols, and performance evaluation standards and according to the same investment policies as all other university funds.

### Commissioner's Recommendation

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

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David L. Buhler  
Commissioner of Higher Education

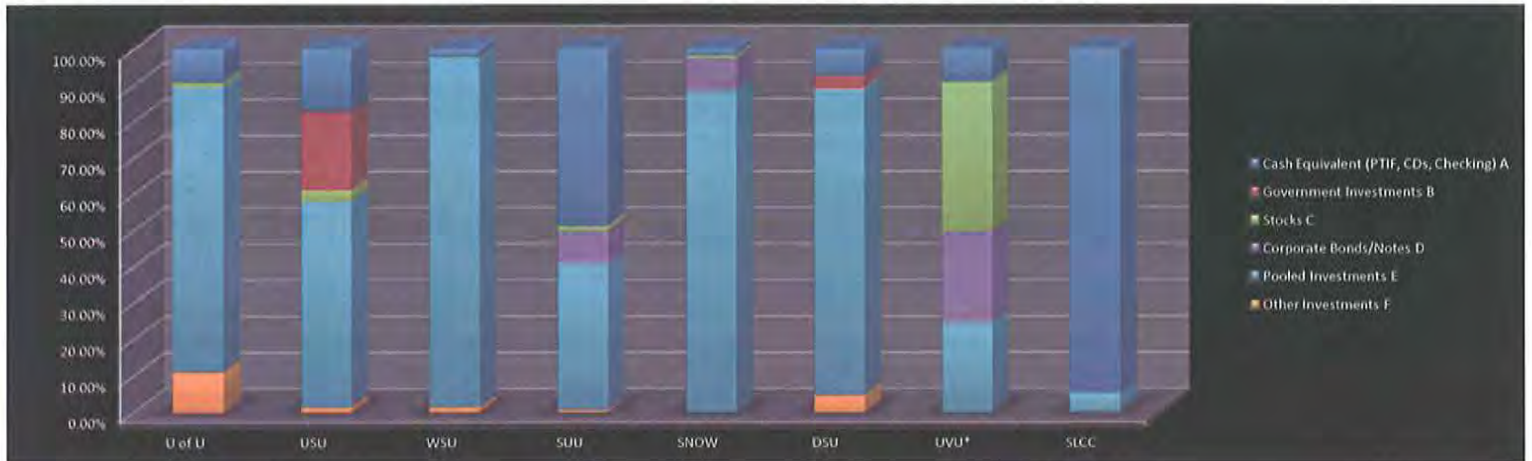
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Attachment

## ENDOWMENT FUNDS BY CATEGORY AS A % OF TOTAL

GRAPH 1: This graph indicates the June 30, 2012 investment allocation of endowment funds for each USHE institution.

### E N D O W M E N T I N V E S T M E N T S

CATEGORY OF INVESTMENT	CLASS	U of U	USU	WSU	SUU	SNOW	DSU	UVU*	SLCC
Cash Equivalent (PTIF, CDs, Checking)	A	8.96%	16.84%	1.95%	48.66%	1.54%	7.07%	8.75%	94.75%
Government Investments	B	0.00%	21.98%	0.00%	0.00%	0.00%	3.71%	0.00%	0.00%
Stocks	C	1.43%	2.97%	0.30%	1.34%	0.98%	0.13%	41.40%	0.00%
Corporate Bonds/Notes	D	0.00%	0.07%	0.00%	8.98%	8.88%	0.00%	25.28%	0.00%
Pooled Investments	E	78.28%	56.57%	96.19%	40.22%	88.60%	84.22%	24.57%	5.25%
Other Investments	F	11.33%	1.57%	1.56%	0.80%	0.00%	4.87%	0.00%	0.00%



## SCHEDULE OF ENDOWMENT FUNDS

TABLE 1: This table indicates the June 30, 2012 total endowment funds invested for each USHE institution, by investment Sub-Category. Endowment funds are invested according to policy guidelines of the Uniform Prudent Management of Institutional Funds Act (UPMIFA) and Regents Policy R541.

### S U M M A R Y O F E N D O W M E N T I N V E S T M E N T S

CATEGORY OF INVESTMENT	CATEGORY	U of U	USU	WSU	SUU	SNOW	DSU	UVU*	SLCC
Saving/Checking/Money Mkt Accounts	A	\$ 6,828,039	\$ 2,928,520	\$ 372,424	\$ 908,910	\$ 129,998	\$ 599,891	\$ 2,738,483	\$ -
Repurchase Agreements	A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Certificates of Deposit	A	\$ -	\$ 17,666,530	\$ -	\$ 237,374	\$ -	\$ 97,200	\$ 568,252	\$ -
Commercial Paper	A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Utah PTIF Accounts	A	\$ 11,252,290	\$ 2,750,980	\$ 2,426,785	\$ 5,965,340	\$ -	\$ 520,152	\$ -	\$ 6,081,049
Obligations of US Government	B	\$ -	\$ 21,844,114	\$ -	\$ -	\$ -	\$ 557,314	\$ 2,271,126	\$ -
Obligations of State / Local Government	B	\$ -	\$ 3,287,178	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Stocks	C	\$ 9,135,209	\$ 5,300,200	\$ 246,870	\$ 394,113	\$ 70,464	\$ 19,004	\$ 4,566,667	\$ -
Corporate Bonds / Notes	D	\$ -	\$ 14,886,098	\$ -	\$ 3,947,486	\$ 512,922	\$ -	\$ 3,449,152	\$ -
Mutual Funds	E	\$ 483,135,928	\$ 28,240,070	\$ -	\$ 6,288,877	\$ 5,312,430	\$ 7,865,044	\$ 457,554	\$ 341,519
Commonfund Accounts	E	\$ 2,324,499	\$ 61,733,010	\$ 72,123,809	\$ -	\$ -	\$ -	\$ -	\$ -
Alternative Investments	F	\$ 62,295,589	\$ 9,702,679	\$ -	\$ 126,250	\$ -	\$ 299,496	\$ -	\$ -
Other Investments	F	\$ -	\$ -	\$ 1,272,400	\$ -	\$ -	\$ -	\$ -	\$ -

**Total**      \$ 574,971,554    \$ 168,339,379    \$ 76,442,288    \$ 17,868,350    \$ 6,025,814    \$ 9,958,101    \$ 14,051,234    \$ 6,422,568

\* UVU manages its Endowment within it's Foundation.

For informational purposes, we have shown the Endowment Investments by Institution, at the Sub-Category level. These categories roll up into six classifications. See legend for detail.

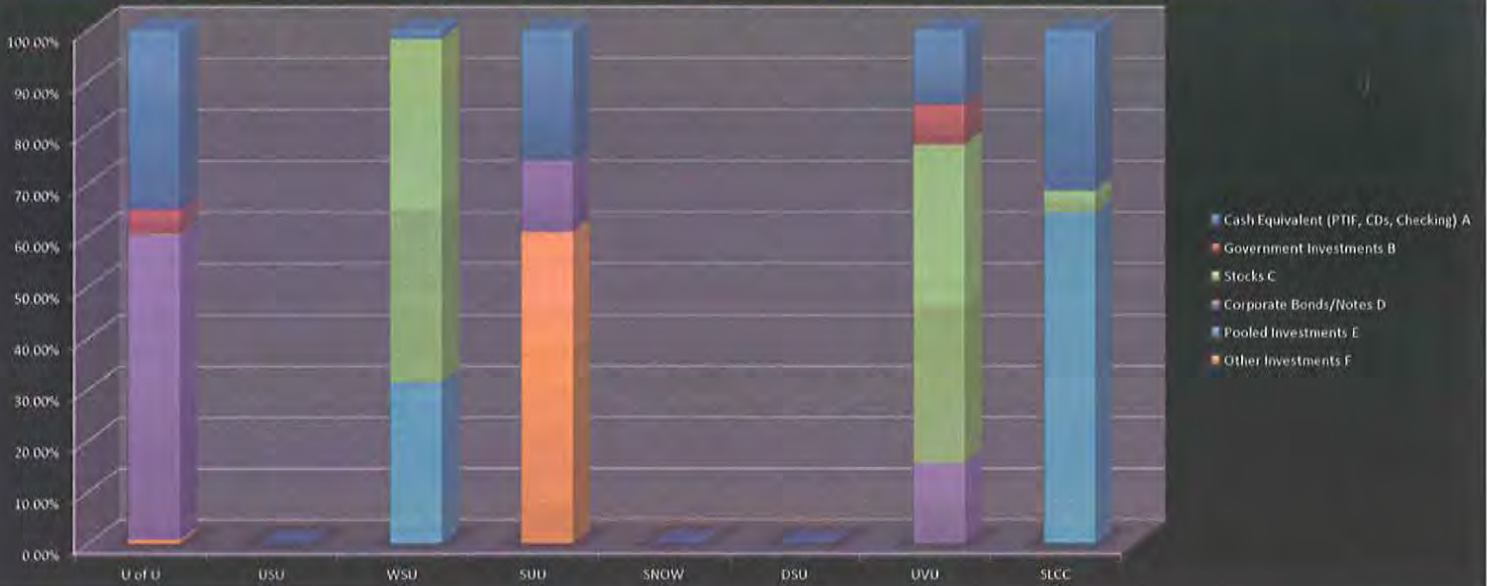
#### TABLE LEGEND

Category	Definition	Category	Definition
A	Cash/Cash Equivalent	D	Corp Bond/Notes
B	Government Investment	E	Pooled Investments
C	Stocks	F	Other Investments

## FOUNDATION FUNDS BY CATEGORY AS A % OF TOTAL

GRAPH 2: This graph indicates the June 30, 2012 investment allocation of foundation funds for each USHE institution.

FOUNDATION INVESTMENTS									
CATEGORY OF INVESTMENT	CATEGORY	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Cash Equivalent (PTIF, CDs, Checking)	A	34.58%	0.00%	1.59%	25.18%	0.00%	0.00%	14.31%	31.07%
Government Investments	B	4.98%	0.00%	0.00%	0.00%	0.00%	0.00%	7.83%	0.00%
Stocks	C	0.20%	0.00%	66.75%	0.00%	0.00%	0.00%	62.03%	4.19%
Corporate Bonds/Notes	D	59.46%	0.00%	0.00%	13.92%	0.00%	0.00%	15.78%	0.00%
Pooled Investments	E	0.00%	0.00%	31.66%	0.00%	0.00%	0.00%	0.05%	64.74%
Other Investments	F	0.78%	0.00%	0.00%	60.90%	0.00%	0.00%	0.00%	0.00%



## SCHEDULE OF FOUNDATION FUNDS

TABLE 2: This table indicates the June 30, 2012 total foundation funds invested for each USHE institution. Foundation investments are approved by the Foundation's Board of Trustees. They operate under requirements of nonprofit 501 (c)(3) foundations.

SUMMARY OF FOUNDATION INVESTMENTS									
CATEGORY OF INVESTMENT	CATEGORY	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Saving/Checking/Money Mkt Accounts	A	\$ 12,193,074	\$ -	\$ 160,909	\$ (1,512)	\$ -	\$ -	\$ 1,371,473	\$ 2,156,818
Repurchase Agreements	A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Certificates of Deposit	A	\$ 11,883,581	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Commercial Paper	A	\$ 32,750,311	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Utah PTIF Accounts	A	\$ -	\$ -	\$ 6,494	\$ 107,762	\$ -	\$ -	\$ 427,200	\$ -
Obligations of US Government	B	\$ 8,178,140	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 984,089	\$ -
Obligations of State / Local Government	B	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Stocks	C	\$ 333,357	\$ -	\$ 7,032,722	\$ -	\$ -	\$ -	\$ 7,798,805	\$ 290,590
Corporate Bonds / Notes	D	\$ 97,702,815	\$ -	\$ -	\$ 58,717	\$ -	\$ -	\$ 1,983,388	\$ -
Mutual Funds	E	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,380	\$ 4,494,241
Commonfund Accounts	E	\$ -	\$ -	\$ 3,335,999	\$ -	\$ -	\$ -	\$ -	\$ -
Alternative Investments	F	\$ 1,280,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Investments	F	\$ -	\$ -	\$ -	\$ 257,000	\$ -	\$ -	\$ -	\$ -
<b>Total</b>		<b>\$ 164,321,278</b>	<b>\$ -</b>	<b>\$ 10,536,124</b>	<b>\$ 421,967</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 12,571,335</b>	<b>\$ 6,941,649</b>

For informational purposes, we have shown the Foundation Investments by Institution, at the sub-category level. These sub-Categories roll up into six Categories (see legend for detail). There are three Institutions that do not show any Foundation investments. USU reports their Foundation information as part of their Financial Statements, and are included as part of their Institutional Endowments as shown in Table 1. DSU's Foundation is not part of/nor managed by the Institution. DSU does not have any Institutional Investments within the Foundation, therefore they show a zero balance. Snow College has a zero balance in it's Foundation. UVU's Foundation is separate from the Institution, although they have reported the investments here as a courtesy.

### TABLE LEGEND

Category	Definition	Category	Definition
A	Cash/Cash Equivalent	D	Corp Bond/Notes
B	Government Investment	E	Pooled Investments
C	Stocks	F	Other Investments

**OPERATING FUNDS INVESTED (TERMED OTHER) BY CATEGORY, AS A % OF TOTAL**

GRAPH 3: This graph indicates the June 30, 2012 investments allocation of Operating Funds Invested (termed other- not endowment or foundation) for each USHE institution.

**OPERATING FUNDS INVESTED (TERMED OTHER)**

CATEGORY OF INVESTMENT	CLASS	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Cash Equivalent (PTIF, CDs, Checking)	A	26.42%	41.58%	86.62%	67.21%	59.93%	100.00%	100.00%	24.37%
Government Investments	B	73.51%	39.97%	13.38%	0.00%	15.30%	0.00%	0.00%	1.93%
Stocks	C	0.07%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Corporate Bonds/Notes	D	0.00%	18.45%	0.00%	32.79%	24.77%	0.00%	0.00%	73.70%
Pooled Investments	E	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Other Investments	F	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%



**SCHEDULE OF OPERATING FUNDS INVESTED (TERMED OTHER-NON ENDOWMENT/FOUNDATION)**

TABLE 3: This table indicates the June 30, 2012 total operating funds invested (termed other-not endowment or foundation) for each USHE institution. The guidelines and requirements for these investments follow Utah Code 51-7- Utah Money Management Act. These funds are required to be invested in a qualified depository.

**SUMMARY OF OPERATING FUNDS INVESTED (TERMED OTHER)**

CATEGORY OF INVESTMENT	CLASS	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Saving/Checking/Money Mkt Accounts	A	\$ 79,901,472	\$ 17,265,804	\$ 904,695	\$ 686,380	\$ 810,888	\$ 807,326	\$ 16,618,808	\$ 7,524,550
Repurchase Agreements	A	\$ 29,000,000	\$ 4,682,340	\$ -	\$ -	\$ 885,852	\$ -	\$ -	\$ -
Certificates of Deposit	A	\$ 12,749,755	\$ 58,393,000	\$ 40,989,686	\$ 771,439	\$ 250,000	\$ -	\$ -	\$ -
Commercial Paper	A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Utah PTIF Accounts	A	\$ 235,028,147	\$ 7,139,824	\$ 68,671,846	\$ 24,716,143	\$ 12,999,955	\$ 21,090,927	\$ 131,279,865	\$ 16,104,064
Obligations of US Government	B	\$ 988,727,677	\$ 71,470,267	\$ 17,073,799	\$ -	\$ 1,002,828	\$ -	\$ -	\$ 1,869,514
Obligations of State / Local Government	B	\$ 3,919,300	\$ 12,634,332	\$ -	\$ -	\$ 2,811,453	\$ -	\$ -	\$ -
Stocks	C	\$ 1,005,067	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Corporate Bonds / Notes	D	\$ -	\$ 38,809,966	\$ -	\$ 12,770,193	\$ 6,177,515	\$ -	\$ -	\$ 71,446,563
Mutual Funds	E	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Commonfund Accounts	E	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alternative Investments	F	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Investments	F	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**Total** \$ 1,350,331,418 \$ 210,395,533 \$ 127,640,026 \$ 38,944,155 \$ 24,938,491 \$ 21,898,253 \$ 147,898,673 \$ 96,944,691

For informational purposes, we have shown the Operating Funds Invested (termed Other-not Endowment/Foundation) by Institution, at the sub-Category level. These sub-Categories roll up into six Categories (see legend for detail).

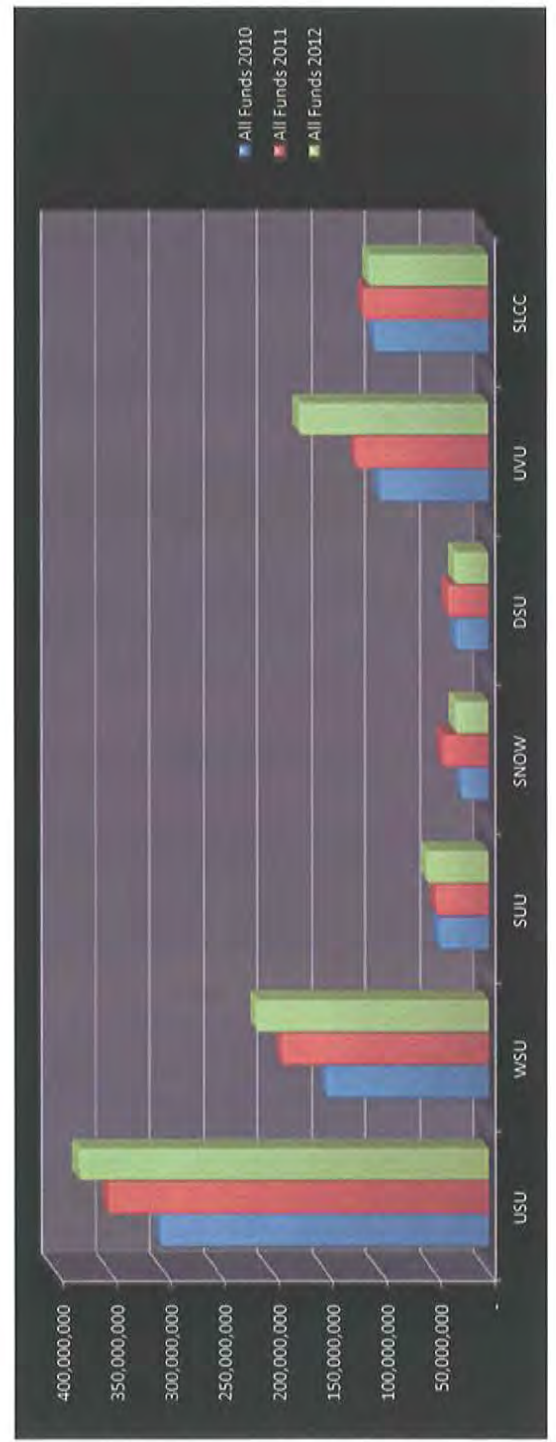
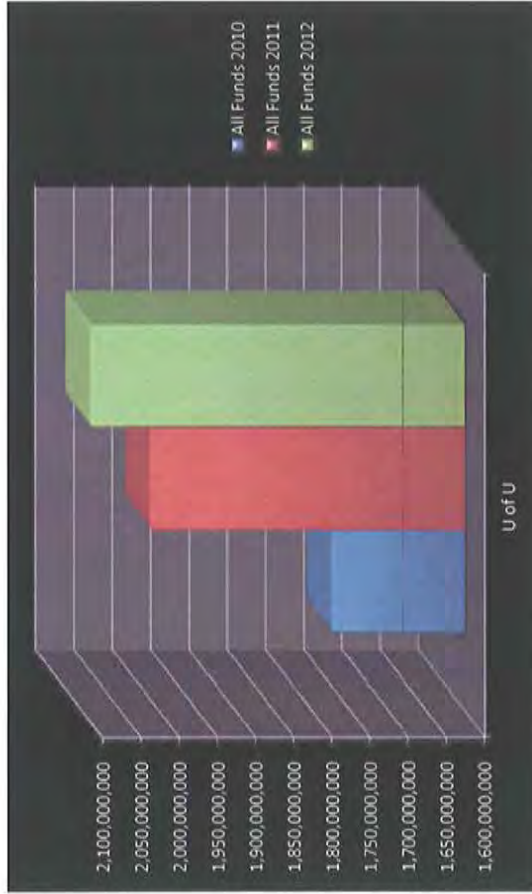
**TABLE LEGEND**

Category	Definition	Category	Definition
A	Cash/Cash Equivalent	D	Corp Bond/Notes
B	Government Investment	E	Pooled Investments
C	Stocks	F	Other Investments

## SCHEDULE OF ALL FUNDS INVESTED, 3 YEAR COMPARISON

TABLE 4, GRAPH 4, show a comparison of all funds invested by institution over the previous three years. This comparison shows the trends that the institutions are seeing in the value of their respective investments. It should be noted that the University of Utah is shown independently from the other institutions for no other reason than the size in investment totals; thus, the U's total dollars invested were separated out.

ALL FUNDS INVESTED BY FISCAL YEAR										
CATEGORY OF INVESTMENT	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC		
All Funds 2010	1,774,244,421	303,547,883	150,489,635	45,279,102	25,041,303	30,487,039	100,532,513	104,943,008		
All Funds 2011	2,010,652,147	351,992,785	191,879,049	48,218,157	42,157,128	37,590,771	122,485,879	115,189,352		
All Funds 2012	2,089,624,250	378,734,912	214,618,438	57,234,472	30,964,305	31,856,354	174,521,242	110,308,908		



March 20, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE Capital Facilities Update for 2013-14

The recently concluded State Legislature funded Capital Development Projects totaling \$63,500,000 for USHE institutions. They also provided \$87,739,100 of statewide Capital Improvement Funding and authorized several USHE non-state funded projects totaling \$131,572,000. These project approvals are broken down into the following categories:

1. Capital Facilities Funding - The legislature funded the following capital facilities projects from ongoing tax revenues:

• UVU Classroom Building	\$54,000,000	Construction
• WSU New Science Building	3,500,000	Design
• DSU East Elementary School	500,000	Purchase
• USU Eastern Instructional Bldg.	500,000	Design
• USU Brigham City Academic Bldg.	500,000	Design
• Huntsman Cancer Institute	2,500,000	Capital Project
• SUU Shakespeare Festival	<u>2,000,000</u>	Construction
Total	\$63,500,000	

The Huntsman Cancer Institute funding was appropriated as a one-time item through the Higher Education Committee. The SUU Shakespeare Theater funding was appropriated through the Business, Economic Development, and Labor Committee to the Division of Arts and Museums for the new Center for the Arts complex.

Please refer to Attachment A for a listing of all capital development projects funded by the Legislature this year.

2. Capital Improvement Funding - The amount provided statewide this year is \$87,739,100, an increase of \$16,000,000 over last year. This is 1.02% of the replacement cost of existing state buildings compared to 0.84% funded last year. While again a noteworthy improvement over the recent past, this amount is about \$17.3 million below the statutory base-line amount (1.1% of the replacement cost of existing state facilities).

This year the Legislature adopted intent language that directs the Department of Administrative Services and the Division of Facilities Construction and Management to propose a prioritized scoring process for capital improvements to be used by the State Building Board in allocating these funds, with a copy of the prioritized list to be distributed to the Infrastructure and General Government Subcommittee prior to final approval of the list. The full intent language is included in Attachment B.

In addition, the Legislature imposed more strict guidelines pertaining to how these funds can be used, effective July 1, 2013, as follows:

- At least 80% of the funds appropriated for capital improvements are to be used for maintenance or repair of existing buildings or facilities. A list of projects that meet the criteria for inclusion in this category is included in Attachment B .
- No more than 20% may be used for remodeling and aesthetic upgrades to meet state programmatic needs or to construct an addition to an existing building or facility.

The statute does allow the Building Board to modify these requirements if it determines that a different allocation is in the best interests of the state. Since these are significant departures from past practice, they could delay distribution of the funds and potentially could materially change their distribution.

3. Non-state Funded Projects - Authorization was provided to build, plan, and bond several non-state funded projects as noted in the table that follows:

Institution	Project	Amount	Building Authorization	Bonding Authorization	O&M Funding	
					Requested	Approved
UU	Kennecott Building Renovation and Addition Phase II	\$11,040,000	Yes	n/a	\$230,000	*
UU	Basketball Training Center-HPER Addition	23,600,000	Yes	Yes	n/a	n/a
USU	Aggie Life Wellness Center	30,000,000	Yes	Yes	n/a	n/a
USU	USU Tooele Science & Technology Bldg.	8,000,000	Yes	n/a	\$239,000	*
USU East.	Blanding Campus Recreation Center	900,000	Yes	Yes	n/a	n/a
USU	Space Dynamics Lab	20,532,000	Yes	Yes	n/a	n/a
USU	Athletics Competitive/ Training Facility**	7,500,000	Yes	Yes	n/a	n/a
SUU	Center for the Arts	30,000,000	Yes	n/a	n/a	n/a
TOTAL - OTHER FUNDS PROJECTS		\$131,572,000			\$469,000	\$0
* The Legislature authorized institutions to use state funds for O&M						
** This project was authorized for construction by the 2011 Legislature and authorized for bonding this year.						

The majority of these projects were not eligible for state-funded O&M support and none was requested by the institutions. Relevant to new buildings or facilities paid for by non-state funds that will require an immediate or future increase in state funding for operations and maintenance, the Legislature enacted a provision requiring that the Legislature may not authorize construction of these projects without appropriating the required O&M and capital improvement funding. The Legislature accommodated this provision for the two projects requesting state-funded O&M by authorizing their construction and authorizing them to use existing state funds for the needed O&M support. This makes 20 capital development projects over the span of the past several years that qualified under the



provisions of Regents' policy to receive state-appropriated O&M but were not funded by the Legislature. The total amount of foregone O&M funding for these facilities now exceeds \$5.0 million.

Commissioner's Recommendation

This is an information item; no action is required.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH

ATTACHMENT A

STATE FUNDED CAPITAL DEVELOPMENT PROJECTS  
FISCAL YEAR 2014

**Capital Projects Funded Through Infrastructure and General Government (IGG)**

Ogden Juvenile Courts	\$29,300,000	Construction
UVU-Classroom Building	54,000,000	Construction
DHS State Hospital	5,000,000	Construction
Unified State lab Module 2	2,000,000	Design
WSU- New Science Building	3,500,000	Planning & Design
USU- Eastern Central Instructional Building	500,000	Design
USU Brigham City Campus -Academic Building	500,000	Design
DSU – East Elementary School	<u>500,000</u>	Purchase
Total Funded Through IGG	\$95,300,000	

**Funding Provided Through the Higher Education Committee**

Huntsman Cancer Institute	\$2,500,000	Construction
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**Project Funded Through Business, Economic Development, and Labor**

SUU – Utah Shakespeare Festival	\$ 2,000,000	Construction
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## ATTACHMENT B

### I. Legislative Intent Prioritization Requirement

"The Legislature intends that the Department of Administrative Services and the Division of Facilities Construction and Management propose a prioritized scoring process for capital improvements similar to what the Transportation Commission uses to prioritize highway capacity projects, and that the proposal be provided to the Legislative Fiscal Analyst by July 1, 2013, with copies provided to the members of the Infrastructure and General Government Subcommittee. The Legislature also intends that the Department of Administrative Services and the Division of Facilities Construction and Management provide the State Building Board's prioritized list for distribution of Capital Improvement Funds to the members of the Infrastructure and General Government Subcommittee before the State Building Board gives final approval to that list."

### II. Allowable Uses of 80% Maintenance or Repair Funds

Statutory language defines the allowable uses of the 80% "maintenance or repair of existing buildings or facilities" requirement to include the following:

- Projects that address structural issues, fire safety, code violations, or issues that impact health and safety.
- Projects that upgrade HVAC systems, electrical systems, essential equipment, essential building components, or infrastructure, including utility tunnels, water lines, gas lines, sewer lines, roofs, parking lots, or roads.
- Projects that demolish and replace existing buildings that are in extensive disrepair and cannot be fixed by repair or maintenance

March 20, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Student Building Fee Revenue Refunding Bonds, Series 2013

Issue

On January 25, 2013 the Board authorized Utah State University (USU) to issue revenue bonds to refund its Series 2004A Student Building Fee Revenue Bonds. The attached Financing Summary provides the Board with the relevant details of the bond sale which was completed on February 28, 2013 and closed on March 12, 2013. The final par amount of the issuance was \$8,405,000. The issue had an aggregate True-Interest-Cost of 2.01% resulting in actual savings of 17.7% (\$1.3 million). Final maturity of the issue is not to exceed 13.1 years.

Commissioner's Recommendation

This is an information item; no action is needed.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment

**Utah State University**  
**Student Building Fee Revenue Refunding Bonds, Series 2013**  
**Final Summary Sheet**

Proposed Issue: Student Building Fee Revenue Refunding Bonds

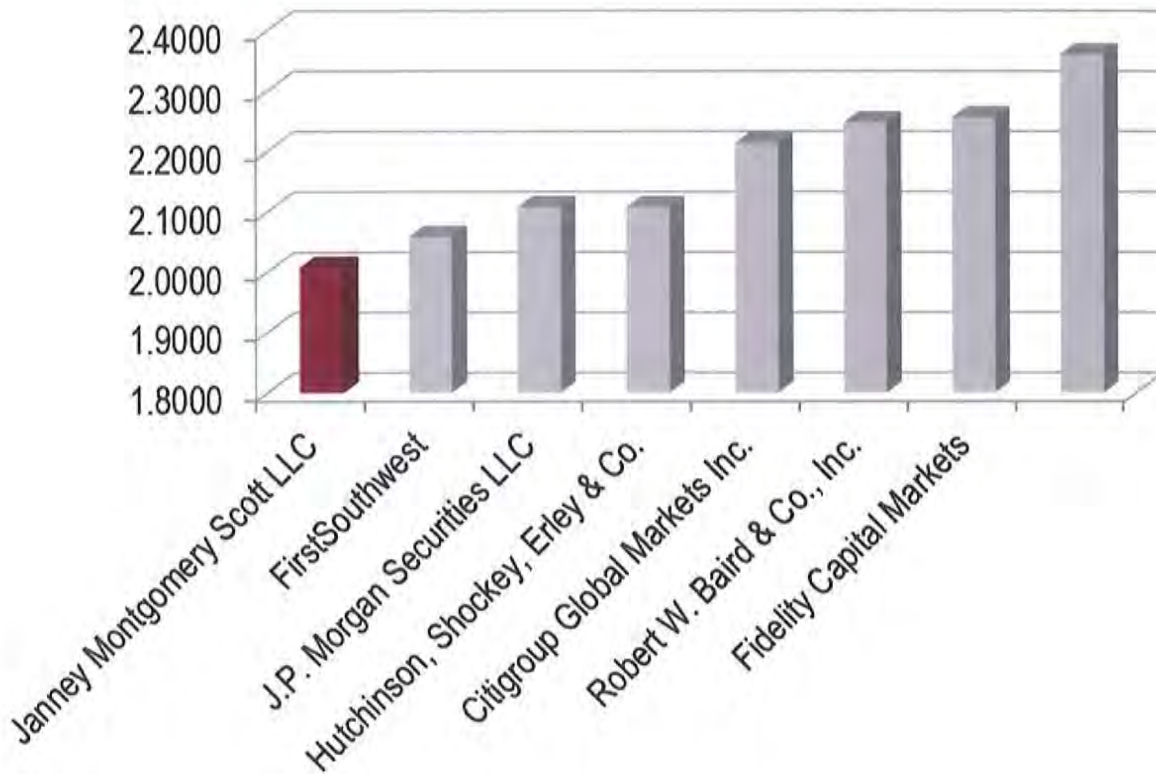
Total Approximate Issue Size: \$7,600,000 (\$8,405,000 final par amount. The difference is due to the funding of the debt service reserve fund amount of \$843,612.50. USU's indenture requires a AAA-rated bond insurance provider to avoid cash-funding the DSRF, and there currently are none)

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. The Board of Regents was advised at their June 25 meeting that the estimated NPV savings was approximately 14.0% or \$1,050,000. Actual savings was 17.7% or \$1,347,933 due to improved market and strong bids from seven competing underwriters from around the country. See the attached Summary of Bid Results.

Detail of Proposed Series 2010 Bonds:

Principal Amount:	Not to exceed \$8,500,000 (\$8,405,000)
Interest Rate:	Not to exceed 4.5% (max coupon of 4% and True Interest Cost of 2.0088%)
Maturity Date:	Not to exceed 14 years (13.1 years)
Aggregate Discount:	Not to exceed 2% (premium bid of 106.4%)
Underwriter's Discount:	Not to exceed 2% (0.662% or \$6.62/\$1,000)
Bond Rating:	AA from S&P (bonds to be insured) AA rating confirmed, bonds sold without bond insurance
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 2004A 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.



**Bid Comparison**

Par Amount: \$8,405,000      S&P rating: "AA"  
 Dated Date: March 12, 2013      Final Maturity Date: April 1, 2026  
 Delivery Date: March 12, 2013

Underwriters	TIC Bid	Difference from Winning Bid	% NPV Savings	\$ NPV Savings	Difference from Winning Bid
Janney Montgomery Scott LLC	2.0075%	--	17.72%	\$1,347,933	
FirstSouthwest	2.0580%	0.0505%	17.24%	\$1,311,415	\$36,518
J.P. Morgan Securities LLC	2.1067%	0.0992%	16.77%	\$1,275,394	\$72,539
Hutchinson, Shockey, Erley & Co.	2.2131%	0.2056%	15.76%	\$1,198,147	\$149,786
Citigroup Global Markets Inc.	2.2471%	0.2396%	15.44%	\$1,173,880	\$174,053
Robert W. Baird & Co., Inc.	2.2563%	0.2489%	15.35%	\$1,167,266	\$180,667
Fidelity Capital Markets	2.3609%	0.3534%	14.35%	\$1,091,588	\$256,345

March 20, 2013

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: USHE Research Parks Information "Brief"

Issue

At the January 25, 2013 Board Meeting, the Finance and Facilities Committee asked the Office of the Commissioner to provide information pertaining to the Regents role in the activities of the Research Parks at the two research universities. The attached Information "Brief" on the Establishment and Operation of University Research Parks provides historical information, including statutory references authorizing their establishment and Regents actions regarding their operation. A copy of the existing Regent policy, R491, University Research Parks, that governs their operation is also attached.

Commissioner's Recommendation

This is an information item; no action is required. However, a future recommendation will be coming from the Commissioner to update R491 to conform with current practice.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment

## Information "Brief" on the Establishment And Operation of University Research Parks

### HISTORY

#### University of Utah:

The Utah State Legislature, in its First Special Session in May of 1969, authorized the University of Utah to develop a Research Park on land to be conveyed to the University of Utah from the United States of America. The University, by statute (UCA §53B-17-504) was empowered, "without any other or further authorization":

*(1) to establish, acquire, develop, maintain, and operate a research park, including the acquisition of all necessary or suitable buildings, facilities, and improvements, and to acquire, purchase, construct, reconstruct, improve, remodel, add to, extend, maintain, equip, and furnish the research park or any building or facility, including research and service facilities and areas intended for the common use of the research park tenants;*

*(2) to form nonprofit corporations or foundations to aid and assist the University of Utah to attain its charitable, scientific, literary, and educational objectives, including the acquisition, construction, financing, operation, and management of a research park;*

*(3) to lease to the nonprofit corporation or foundation all or part of the land and facilities included in the research park upon terms and conditions established by the University of Utah, and to enter into any other contract or agreement with the nonprofit corporation or foundation as necessary for the construction, financing, operation, and management of the research park;*

*(4) to lease, either directly or through a nonprofit corporation or foundation, to any person, firm, partnership, or corporation engaged in business for a profit any part or all of the land, buildings, or facilities of the research park under guidelines established by the university;*

*(5) to allow a lessee to acquire or construct necessary or suitable buildings, facilities, and improvements upon the leased property. Any improvements acquired or constructed upon the premises during the term of the lease reverts to and becomes the property of the university at the termination of the lease, its renewal, or extension; and*

*(6) to finance all or part of the cost of the research park including the purchase, construction, reconstruction, improvement, remodeling, addition to, extension, maintenance, equipment, and furnishing as permitted by law for the financing of self-liquidating projects by institutions of higher education.*

In response to this statutory authorization, on October 20, 1969, the Utah State Board of Higher Education adopted a resolution delegating "**authority to the president, with the advice and consent of the institutional council of the University of Utah, to establish, develop and administer the research park, subject to Board approval of major funding requirements, and that a report be submitted to the Board quarterly.**" The statutory language and Board of



Regents resolution have never been codified into the existing Board of Regents policy pertaining to Research Parks (R491, Research Parks).

The Research Park was created in 1970 when the 320 acres of land referred to in the statute (declared as surplus by Fort Douglas and set aside for that purpose) had been received by the University. The University began to make the quarterly reports required by the Board resolution, and on April 21, 1975 that requirement was amended to *“require an annual, rather than quarterly, report, with the understanding that the President of the University of Utah may report at any time at his discretion.”*

#### Utah State University:

On July 17, 1984 the Board of Regents approved “ in principle the proposed development of a research park at Utah State University and encouraged university officials to proceed with the necessary planning and negotiations to implement the concept in detail, subject to final approval by the Regents...” On February 15, 1985 Utah State University was authorized by Board of Regents Policy R491.4.1.) to *“establish, develop, and operate”* a Research Park consisting of approximately 30 acres of land within the confines of the University campus.

The policy *“...delegates to the President with the approval of the institutional Board of Trustees of Utah State University, and authorizes the use and exercise of all the powers, duties, responsibilities and functions which may be necessary or desirable for the establishment, development, operation and administration of the said Research Park...”*

The policy was adopted subject to its being brought back for final approval with modifications suggested by Board members. On March 15, 1985 it was brought back with the modifications in place, specifically, provision for an annual reporting process, appointment of an outside member to the review board of the research park, and the provision that any hotel or other overnight accommodations proposed required Board of Regents approval.

#### Other Statutory and Policy Implications

- State Building Board\_– State statutes (§63A-5-206) exempt from DFCM *“direct supervision over the design and construction...all new facilities and all alterations, repairs, and improvements of existing facilities...” that are within “a designated research park at the University of Utah or Utah State University...”*

This exemption does not apply if a facility is to be built with state-appropriated or General Obligation bond capital funds or if state-appropriated funds for O&M are being requested.

- Financing from Revenue Bonds\_– The statute authorizing establishment of the University of Utah Research Park authorizes the University to finance research park projects “as

permitted by law..." Extant statute requires facilities to be financed by institutional revenue bonds receive legislative authorization for bonding.

## **OBSERVATIONS**

The empowering language in statute authorizing establishment, development, operation, and administration of Research Parks at the two research universities clearly delegates those roles to the institutional presidents with the approval of their Boards of Trustees with certain limitations. This has been the practice since their inception. Both institutions have established covenants, conditions, and restrictions approved by their Boards of Trustees which govern the operation of their Research Parks. Copies of those documents are on file in the Office of the Commissioner.

There are two issues that might benefit from attention and clarification:

1. The existing policy requires annual reports from the institutions to the Regents regarding the status of the Research Parks. Receipt of these reports was, apparently, discontinued some time ago. If the Board determines it is not interested in reinstating this practice, the policy should be amended to reflect current practice.
2. The existing policy might be improved by a review with an eye towards updating; the two institutions working with the Office of the Commissioner to review for clarity and substance in order to make it more useful.

March 20, 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 January 25, 2013, Dixie State University, St. George, Utah.
2. Minutes of the Board Meeting February 4, 2013, Conference Call.

B. Grant Proposals

1. Utah State University – US National Science Foundation; “STEM Talent Expansion Program: Collaborative Efforts to Recruit, Engage and Retain STEM Majors”; \$1,991,650. Michelle Larson, Principal Investigator; Ning Fang, Scott Bates, Co-Principal Investigators.
2. Utah State University – US National Science Foundation; “Scoping Problems in Engineering Education Design Thinking (SPEED)”; \$2,282,142. Kurt Becker, Principal Investigator.
3. Utah State University – Missile Defense Agency; “Radio Frequency Beacon Receiver (RFBR)”; \$1,068,270. Chad Fish, Program Manager.
4. Utah State University – Naval Research Lab; “Naval Research Laboratory (NRL Intelligence, Surveillance, and Reconnaissance Systems (ISRS) –Marine Corp Wide Area Airborne Surveillance (MC-WAAS)”; \$1,431,000. Kenny Reese, Program Manager.
5. Utah State University – US Department of Health and Human Services – Institute of Allergy and Other Infectious Diseases; “Animal Models of Infectious Diseases (IDIQ)”; \$1,191,373. John Morrey Principal Investigator; Brian Gowen, Justin Julander Co-Principal Investigators.
6. Utah State University – US National Science Foundation; “PULSE: A weekly summary of critical STEM teacher practices from the secondary student perspective”; \$1,329,801. Matthew Taylor, Principal Investigator; Richard West, Daniel Coster Co-Principal Investigators.

7. Utah State University – US National Science Foundation; "Multi-scale flows from a data assimilation system for global ionosphere-thermosphere-electrodynamics"; \$1,300,000. Robert Schunk, Principal Investigator; Ludger Scherliess Co-Principal Investigator.
8. Utah State University – UT Department of Transportation; "WAVE Bus Electrification Project"; \$3,000,000. Hunter Wu, Principal Investigator.
9. Utah State University – Missile Defense Agency; "AFRL/RV Engineering Research and Experimentation Support (ERES)"; \$2,790,991. John Santacroce, Program Manager.
10. Utah State University – Missile Defense Agency; "Missile Defense Agency Knowledge Center Support"; \$1,537,099. Bruce Guilmain, Program Manager.

C. Awards

1. Utah State University – Missile Defense Agency; "Precision Tracking and Space System (PTSS) Support"; \$3,000,000. Lorin Zollinger, Program Manager.
2. Utah State University – Naval Research Lab; "Naval Research Laboratory (NRL) Intelligence, Surveillance, and Reconnaissance Systems (ISRS) –Advanced Data Transfer Equipment (ADTE) reengineering and Test Development"; \$1,975,000. Amy Secrist, Doug Jewell, Program Manager.
3. Utah State University – Naval Research Lab; "Naval Research Laboratory (NRL) Intelligence, Surveillance, and Reconnaissance Systems (ISRS) –Marine Corp Wide Area Airborne Surveillance (MC-WAAS). Kenny Reese, Program Manager.
4. Utah State University – US Department of Health and Human Services – Institute of Allergy and Infectious Diseases; "Animal Models of Infectious Diseases (IDIQ)"; \$1,191,373. John Morrey, Principal Investigator; Donald Smee, Dale Barnard, Brian Gowen, Justin Julander, Bart Tarbet, Co-Principal Investigators.
5. Utah State University – Misc Federal Sponsors; "OPTIMUS PRIME"; \$1,700,000. Doug Jewell, Program Manager.

Please note the following message from the University of Utah, Office of Sponsored Projects:

The University of Utah has implemented a new financial system that links pre and post award data. Due to the implementation, our reporting structure has been changed and issues have arisen so that it has not been possible to produce the monthly reports. We hope to have the situation rectified within the next few weeks and will be able to again provide the necessary reports.

D. Academic Items Received and Approved

1. New Programs

- a. University of Utah – Minor in Gerontology
- b. University of Utah – Emphases in Educational Psychology Programs
  - i. Emphases in Masters of Education in Educational Psychology
    - (1) Emphasis in College and Career Readiness
    - (2) Emphasis in Clinical Mental Health Counseling
    - (3) Emphasis in School Psychology
    - (4) Emphasis in Instructional Design and Educational Technology
  - ii. Emphases in Masters of Science in Educational Psychology
    - (1) Emphasis in School Psychology
    - (2) Emphasis in Instructional Design and Educational Technology
    - (3) Emphasis in Reading and Literacy
  - iii. Emphases in Doctor of Philosophy in Educational Psychology
    - (1) Emphasis in School Psychology
    - (2) Emphasis in Counseling Psychology
    - (3) Emphasis in Reading and Literacy
- c. University of Utah – Emphases in Bachelor of Arts / Bachelor of Science Political Science
  - i. Emphasis in International Politics
  - ii. Emphasis in Public Policy
  - iii. Emphasis in Law and Politics
- d. Dixie State University – Emphasis in Earth Sciences
- e. Salt Lake Community College – Certificate of Completion in Welding
- f. Salt Lake Community College – Certificate of Proficiency in Business and Personal Computing
- g. Salt Lake Community College – Certificate of Proficiency in Computer Science Fundamentals
- h. Salt Lake Community College – Certificate of Proficiency in Database Information Systems and Technology
- i. Salt Lake Community College – Certificate of Proficiency in Linux System Administration
- j. Salt Lake Community College – Certificate of Proficiency in Mobile Application Development
- k. Salt Lake Community College – Certificate of Proficiency in Network and Cyber Security
- l. Salt Lake Community College – Certificate of Proficiency in Network and System Administration
- m. Salt Lake Community College – Certificate of Proficiency in Network Routing and Switching
- n. Salt Lake Community College – Certificate of Proficiency in Software Development
- o. Salt Lake Community College – Certificate of Proficiency in Software Engineering
- p. Salt Lake Community College – Certificate of Proficiency in Web Programming and Development
- q. Salt Lake Community College – Certificate of Proficiency in Windows System Administration

- r. Salt Lake Community College – Non-Credit Certificate of Completion in Automation and Instrumentation Technician
2. New Unit
    - a. University of Utah – James Lee Sorenson Center for Global Impact Investing
    - b. Southern Utah University – Betty McDonald Pre-Med Institute
  3. Program Change

University of Utah – Track in Child Life to Emphasis in Child Life in Bachelor of Science Human Development and Family Studies
  4. Program Restructure
    - a. Salt Lake Community College – Associate of Applied Science in Computer and Information Sciences (*merges the following programs into the Associate of Applied Science degree*):
      - i. Associate of Applied Science in Computer Information Systems
      - ii. Emphasis in Computer Programming and Design
      - iii. Emphasis in Database Design, Management, and Administration
      - iv. Emphasis in Web Programming and Development
  5. Discontinue
    - a. Utah State University – Education Specialist in Communicative Disorders and Deaf Education
    - b. Utah State University – Masters of Arts in Geography and Masters of Science Specializations
    - c. Utah State University – Specialization in Audiology for the Masters of Arts / Masters of Science / Master of Education / Audiology
  6. Three-Year Report
    - a. University of Utah – Bachelor of Arts in Latin American Studies
    - b. University of Utah – Minor in Integrative Human Biology
    - c. Utah Valley University – Bachelor of Arts / Bachelor of Science in Finance
  7. Five-Year Review
    - a. Weber State University – Bachelor of Integrated Studies
    - b. Weber State University – Department of Automotive Technology
    - c. Weber State University – Department of Computer Science
    - d. Weber State University – Department of Criminal Justice
    - e. Weber State University – Department of Criminal Justice (Master's Degree)
    - f. Weber State University – Department of Emergency Care and Rescue
    - g. Weber State University – Department of English
    - h. Weber State University – Department of Geography
    - i. Weber State University – Department of Health Administrative Services
    - j. Weber State University – Department of History
    - k. Weber State University – Department of Nursing
    - l. Weber State University – Department of Political Science and Philosophy

- m. Weber State University – Department of Psychology
- n. Weber State University – Department of Social Work
- o. Weber State University – Department of Sociology and Anthropology
- p. Dixie State University – Dance Program

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David L. Buhler  
Commissioner of Higher Education

DLB/KLS  
Attachment

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

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STATE BOARD OF REGENTS MEETING  
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FEBRUARY 4, 2013, 11:30 AM

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

COMMITTEE OF THE WHOLE  
MINUTES

Regents Present

Bonnie Jean Beesley, Chair  
Daniel W. Campbell, Vice Chair  
Nina R. Barnes  
Leslie Brooks Castle  
Wilford W. Clyde  
France A. Davis  
Marlin K. Jensen  
Nolan E. Karras  
Thomas D. Leavitt  
Robert S. Marquardt  
Erik Mikkelsen  
Jed H. Pitcher  
Robert W. Prince  
Marlon O. Snow  
Mark R. Stoddard  
Teresa L. Theurer  
John H. Zenger

Regents Excused

Keith M. Buswell  
James T. Evans  
Harris H. Simmons

Office of the Commissioner

David Buhler, Commissioner  
Elizabeth Hitch, Associate Commissioner for Academic Affairs  
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities  
David A. Feitz, Associate Commissioner and Executive Director, UHEAA

Institutional Presidents

David W. Pershing, University of Utah  
Stan L. Albrecht, Utah State University  
Charles A. Wight, Weber State University  
Provost Bradley J. Cook, Southern Utah University  
Scott L. Wyatt, Snow College  
Stephen D. Nadauld, Dixie State College  
Matthew S. Holland, Utah Valley University  
Cynthia Bioteau, 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 Dixie State College Board of Trustees. The Committee of the Whole was called to order by Chair Beesley at **8:59 a.m.**

**It was moved by Regent Stoddard and seconded by Regent Davis for the Board to meet in Executive Session. The motion carried.**

The Board met in Executive Session until 9:40 a.m. followed by a short break. The Committee of the Whole was again called to order by Chair Beesley at **9:59 a.m.**

Chair Beesley welcomed newly appointed Weber State University President, Charles (Chuck) Wight, and new Regent, Leslie Castle, representing the State Board of Education, to the Board of Regents meeting in their new roles.

#### Commissioner's Overview

Commissioner Buhler gave a brief update and overview of the day's meeting and preparations on the upcoming legislative session.

#### Legislative Priorities for 2013 (TAB A)

Commissioner Buhler reported on the Board of Regents priorities for the 2013 legislative session, and the Governor's budget recommendations and key legislation that may affect the Utah System of Higher Education. **It was moved by Regent Marquardt and seconded by Regent Pitcher to approve the Commissioner's recommendations as outlined in TAB A. The motion carried.**

#### 2013-14 Mission Based Funding Initiatives (TAB B)

Commissioner Buhler and Associate Commissioner Gregory Stauffer reported briefly on the Distinctive Mission Initiative component of Mission Based Performance Funding. The institutions each submitted distinctive mission initiatives for presentation to the Board of Regents, Governor Herbert and the Utah Legislature, and are included in the attached report. This was an information item and no action was taken.

#### 2013-14 66% Goal Initiatives (TAB C)

Commissioner Buhler reported that the attached report contained the USHE institutions 66% Goal initiatives on increasing student capacity and completion rates to help achieve the State's goal of 66% of Utahns with a postsecondary certificate or degree by 2020. As part of the UHSE consolidated budget request, approved by the Board of Regents, and as a part of Governor Herbert's budget recommendation, \$20 million has been requested to implement these initiatives. This was an information item and no action was taken.

#### Proposed Revision to Policy R203, Search Committee Appointment and Function, and Regent's Selection of Presidents of Institutions (TAB D)

Commissioner Buhler reported on the changes to policy R203 including the presidential search committee, which "will include an equal number of Regent and Trustees numbering up to five of each body"; the trustee chair, vice-chair and other executive committee members are invited to "fully participate" in the final

interviews and in the final deliberation of the board, and Board of Trustee members will meet with finalists in a dedicated campus meeting. **It was moved by Regent Karras and seconded by Regent Pitcher to approve the policy revision to R203. The motion carried.**

LDS Missionary Age Change & Institutional Planning (TAB E)

Associate Commissioner Gregory Stauffer reported on the report of compiled intuitionally-provided updates, outlining projected impacts on student enrolments and early intuitional plans in responding to the projected enrolment changes expected by the change of the eligibility age for mission service in the LDS Church. The impact is projected to vary across USHE institutions and thus the need for operational changes will vary as well. One of the responses institutions are taking is to work to fine-tune their deferment/interrupted enrollment policies. This was an information item and no action was taken.

The Committee of the Whole broke for committee meetings at **10:29 a.m.** followed by lunch.

State of the College

President Stephen Nadauld gave a presentation of the state of Dixie State College. His report focused on DSC's student success and the environment for that success including the academic, student services and physical environment. He also reported on the vision of Dixie State as a university within the System of Higher Education and helping the state reach its 66% goal.

Following the State of the College, President Nadauld took the Regents on a tour of the new Holland building for Campus Connections.

The Committee of the Whole reconvened and was called to order at **1:52 p.m.**

Reports of Board Committees

Finance/Facilities Committee

Proposed Revision to Policy R710, Capital Facilities (TAB O)

Associate Commissioner Gregory Stauffer reported that the proposed changes in R710 are in red and blue type face. The revisions in blue type face are not changes in policy, but reformatting existing language for consistency. The revisions in red type face are additions to the policy. The new language authorizes institutional Boards of Trustees to approve disposal of donated or gifted properties under certain circumstances. **It was moved by Regent Pitcher and seconded by Regent Marquardt to approve the policy revision of R710. The motion carried.**

Proposed Revision to Policy R220, Delegation of Responsibilities to the Presidents and Board of Trustees (TAB P)

Associate Commissioner Gregory Stauffer reported that the proposed changes are delegated 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 issuance of revenue bonds. **It was moved by Regent Pitcher and seconded by Regent Barnes to approve the revision of R220. The motion carried.**

Policy R212, Presidential Travel Oversight (TAB Q)

Associate Commissioner Gregory Stauffer reported that there are no verbiage changes, solely a policy numbering change. **It was moved by Regent Pitcher and seconded by Regent Snow to approve the change. The motion carried.**

Utah State University – Space Dynamics Laboratory (SDL) Facility (Non-state Funded Capital Development Project) (TAB R)

Regent Pitcher reported that a revised memo for Tab R was distributed to the Regents in their folders. **Regent Pitcher moved that the Regents approve the university's request for authorization to request bonding for the possible exercise of an option to purchase a facility to be built by a private developer on the Innovation Campus for the Space Dynamics Lab, with the understanding that the financing arrangements for the purchase of the facility will be brought back to the Regents for final approval. The motion was seconded by Regent Clyde and it carried.**

Utah State University – Student Building Fee Revenue Refunding Bonds, Series 2013 (TAB S)

Regent Pitcher reported that there is a new authorizing resolution attachment to Tab S in the Regent's folders. He reported that Utah State University 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. Analysis shows that net-present-value savings exceeding \$1.2 million or 16% are attainable. **It was moved by Regent Pitcher and seconded by Regent Campbell to approve Utah State University's request. The motion carried.**

Approval of Change in University of Utah Endowment Investment Guidelines (TAB T)

Regent Pitcher reported on the changes the University of Utah is seeking in intuitional endowment guidelines relative to alternative investments. **It was moved by Regent Pitcher and seconded by Regent Barnes to approve the changes outlined in Tab T. The motion carried.**

University of Utah – Gift of West Institute Property (TAB U)

Regent Pitcher reported that the University of Utah is requesting authorization to accept a gift of the West Institute property and existing building located at 300 South and University Drive. **It was moved by Regent Pitcher and seconded by Regent Zenger to authorize the acceptance of this significant gift to the University. The motion passed.**

Dixie State College – Campus Master Plan Update (TAB V)

**It was moved by Regent Pitcher and seconded by Regent Prince the four changes outlined in Tab V to the Dixie State College Campus Master Plan. The motion carried.**

Weber State University – Receipt and Sale of Donated Property (TAB W)

Regent Pitcher reported that under unique circumstances Weber State University was authorized by Board Executive Committee to accept an offer of donated property with the immediate sale of the property resulting in a \$279,735 cash gift to the university. **It was moved by Regent Pitcher and seconded by Regent Campbell to ratify the property transaction. The motion carried.**

Update on Institutional Audit Reports to the Regents' Audit Committee (TAB X)

Vice Chair Campbell reported to the board that the Regents Audit Committee, consisting of Regents Wilford Clyde, Nolan Karras, Robert Marquardt and Daniel Campbell, along with Commissioner's Office members,

Associate Commissioner Gregory Stauffer and Manager of Audit and Financial Services Darren Marshall, met with each institution's audit committees on January 23<sup>rd</sup>. He was pleased to report that the presidents are setting the tone of accountability and the system is improving in this area. The institutions have strong trustees who are overseeing the audit process. In addition the internal audit teams are improving in qualifications and man power. As an overview the system seems to be in good shape. A number of items will be followed up on. **This was an information item and no action was taken.**

USHE – Report of Auxiliary Funds (TAB Y)

Regent Pitcher recommended the Regents' review of this information item, particularly as it relates to campus bookstores.

USHE – Annual Report of Institutional Revenue Bonded Indebtedness (TAB Z)

Regent Pitcher reported on in relation to his information item the Regents would find a letter in their folders from the Legislature Auditor General that commends the USHE for its control and monitoring of its annual revenue bonded indebtedness.

USHE – Annual Contracts and Grants Report (TAB AA)

USHE – 2013 Data Book (TAB BB)

Pell Grants (TAB CC)

Regent Pitcher also recommended the Regents' review of the above information items.

Regent Pitcher concluded his report of the Finance/Facilities Committee.

General Consent Calendar (TAB DD)

**On a motion by Regent Stoddard, seconded by Regent Snow, the following items were approved on the Regents' General Consent Calendar:**

- A. Minutes – Minutes of the Board meeting November 16, 2012, Utah Valley University, Orem, Utah.
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved

Resolution

E. LaMar Buckner

**It was moved by Regent Karras and seconded by Regent Leavitt to approve a resolution of appreciation for the late E. LaMar Buckner who served on the Board of Regents from 1981 through 1985. The motion carried.**

Reports of Board Committees (Continued)

Programs/Planning Committee

University of Utah – Bachelor of Science in Multi-Disciplinary Design (TAB F)

**Regent Davis reported on the new degree proposal and moved the approval of it. It was seconded by Regent Leavitt and the motion carried.**

University of Utah – Master of Arts in Latin American Studies (TAB G)

Regent Davis reported on the University of Utah request for a Master of Arts in Latin American Studies and in this global society degrees such as this will meet the needs of the population. **It was moved by Regent Davis and seconded by Regent Leavitt to approve the new degree. The motion carried.**

Southern Utah University – Master of Arts in Art Administration (Online) (TAB H)

Regent Davis reported on Southern Utah University's request for a new online Master of Arts in Art Administration. It is a degree that will provide for the practical aspects of art administration. There were concerns raised that there may be limited opportunities for graduates. **It was moved by Regent Davis and seconded by Regent Stoddard to approve the new degree. The motion carried.**

Utah Valley University – Bachelor of Music in Media Composition and Production with Emphasis in Media Composition and Emphasis in Music Technology (TAB I)

Regent Davis reported on Utah Valley University's request for this new degree. It was reported that there was a similar degree at Snow College, but they felt this degree is not a duplication but a compliment to it, and added the two institutions can work together. **It was moved by Regent Davis and seconded by Regent Leavitt to approve the request. The motion carried.**

Salt Lake Community College – Associate of Applied Science Degree in Homeland Security/Emergency Management (TAB J)

Regent Davis reported on Salt Lake Community College's request for this new degree. He reported that there are thousands of people working locally in this field. There has been an articulation agreement with Utah Valley University (UVU) so that once students earn this degree they can finish their education at UVU. **It was moved by Regent Davis and seconded by Regent Snow to approve the request. The motion carried.**

Dixie State College – Bachelor of Arts/Bachelor of Science and Minor in History (TAB K)

Regent Davis reported that the proposed new degree requested by Dixie State College is the last degree that will allow the college to complete the benchmarks the Board of Regents set forth to achieve university status. **It was moved by Regent Davis and seconded by Regent Barnes to approve the new degree. The motion carried.**

HigherEdUtah2020 - 2013 Session Report (TAB L)

Regent Davis reported that the 2013 Session Report of the HigherEdUtah2020 Plan captures the progress made during 2012 towards the "state's" big goal of having 66% with a postsecondary credential by 2020. **It was moved by Regent Davis and seconded by Regent Leavitt to accept the report and to approve consideration by the USHE as to the best mix of degrees and certificates to meet the economic needs of the state between now and 2020. The motion carried.**

College Access Challenge Grant ImPACT Subgrantees (TAB N)

Regent Davis reported on this information item. No action was taken.

Dixie State College – University Benchmark Update, University Status Approval, and Name Change (TAB M)

Regent Davis reported that the Programs/Planning Committee listened to the report and response by the Commissioner's Office and they are prepared to make a recommendation regarding university status for Dixie State College.

President Nadauld spoke of the long time dream of the community to have the educational resources available that are associated with a university. He thanked faculty and administrative staff, community, students, all stake holders, and the Regents with their support over the years.

**It was moved by Regent Prince to accept the Commissioner's recommendation, recognizing the historic day and remarkable effort of President Nadauld, and recognizing the vision of the pioneers and citizens of the area, he moved the approval of Dixie State College as a university, as a dual mission institution, and that the name change of Dixie State University be accepted as recommended and approved by the Board of Trustees. It was seconded by Regent Zenger.**

Concerns were expressed by Regents Davis and Marquardt regarding Dixie State retaining the word "Dixie" in their new name.

**The vote was called for and the motion carried.**

Board of Trustees Chair Caplin, Board of Regents Chair Beesley, Commissioner Buhler and President Nadauld each made comments offering congratulations.

The Committee of the Whole adjourned at **3:03 p.m.**

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Kirsten Schroeder, Executive Secretary

Date Approved:



STATE BOARD OF REGENTS MEETING  
CONFERENCE CALL  
FEBRUARY 4, 2013, 11:30 AM

COMMITTEE OF THE WHOLE  
MINUTES

Regents Present

Bonnie Jean Beesley, Chair  
Nina R. Barnes  
Keith M. Buswell  
France A. Davis  
Nolan E. Karras  
Erik Mikkelsen  
Jed H. Pitcher  
Harris H. Simmons  
Marlon O. Snow  
Teresa L. Theurer  
John H. Zenger

Regents Excused

Daniel W. Campbell, Vice Chair  
Leslie Brooks Castle  
Wilford W. Clyde  
James T. Evans  
Marlin K. Jensen  
Thomas D. Leavitt  
Robert W. Prince  
Robert S. Marquardt  
Mark R. Stoddard

Office of the Commissioner

David L. Buhler, Commissioner  
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities

Institutional Staff

Stan L. Albrecht, President, Utah State University  
Joe Peterson, Chancellor, Utah State University-College of Eastern Utah

Chair Beesley called the board to order shortly after 11:30 a.m. Roll was called and it was determined that the board had a quorum attending the conference call.

Proposed name change for Utah State University-College of Eastern Utah

Commissioner Buhler introduced the topic of the meeting. He reported that as of Friday, the Utah State University Board of Trustees voted to approve the name change and that the change needed to be approved by the Board of Regents so legislation can be drafted to make the change in Utah code. President Albrecht reported that they were working with Senator Hinkins, Representative Ipson and other legislators to seek approve of the bill following Regent approval. Chancellor Peterson reported that community input was sought and the response has been universally positive. **It was moved by Regent Pitcher and seconded by Regent Zenger to approve the name change to Utah State University Eastern. The motion carried.**

Minutes of Meeting  
February 4, 2013  
Page 2

The conference call adjourned at 11:46 a.m.

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Kirsten Schroeder, Executive Secretary

Date Approved:

March 20, 2013

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Tuition Increases for 2013-2014 (1<sup>st</sup> and 2<sup>nd</sup> tier)

Issue

The Board of Regents holds statutory responsibility for setting tuition rates for Utah's public colleges and universities. Regents are asked to review and finalize first- and second-tier tuition increases for the upcoming year, 2013-2014, for all institutions.

Background

Regents are asked to consider a number of factors when setting tuition, such as state funding levels, institutional need, Consumer Price Index, Higher Education Price Index, regional tuition rate increases, and comparisons of tuition and fee levels at western higher education institutions. With limited state tax fund appropriations, institutions continue to use tuition increases to fund personnel and mandated costs. Attachments one and two summarize undergraduate and graduate proposed tuition by residency for each USHE institution.

**First-tier Increases** - By Regent policy, first-tier tuition rate increases shall be uniform for all institutions, shall be implemented at the same time, shall be based on evaluations of current data on inflation, and use national and regional tuition increases to justify specific needs in the Utah System of Higher Education (R510-3.1).

For the upcoming year, the Utah System of Higher Education is recommending a first-tier tuition increase of 5.0%. Revenue generated from first-tier tuition will be used to fund compensation, student support, enrollment declines, retention and completions, and other mandated cost increases as demonstrated in Attachment 3.

**Second-tier Increases** - Each institutional president, with the approval of the institutional Board of Trustees, may recommend a second-tier of tuition rate increases to meet specific institutional needs. Second-tier tuition rate increases may apply to all programs equally or they may be different for specific programs (R510-3.2). As part of second-tier increase requests, institutions are required to hold a "Truth in Tuition" hearing to provide an explanation of the reasons for the proposed tuition increase, an explanation of how the revenue generated by the increase will be used and an opportunity for public comment from students.

Most institutions decided not to participate in a second-tier tuition increase this year, while both UVU and SLCC proposed a modest 1% increase to fund enrollment declines, compensation, technology, retention and completion.

**Differential Tuitions** - Utah State University is requesting an increase in differential tuition for the undergraduate and graduate courses in the College of Arts, and Masters of Natural Resources program. Weber State University is requesting an increase for upper-division undergraduate courses in Business & Economics, and Masters of Education program.

**Summary Attachments** - The Commissioner's staff has prepared eight other attachments providing benchmark and comparative data regarding tuition rates, with additional information on proposed differential increases.

- Attachment 4: Charted resident tuition comparison with WICHE and rocky mountain states
- Attachment 5: Charted non-resident tuition comparison with WICHE and rocky mountain states
- Attachment 6: Benchmark inflation and regional tuition increases
- Attachment 7: 2012-2013 undergraduate tuition by credit hour load
- Attachment 8: USU request for differential tuition for the graduate program in Natural Resources
- Attachment 9: USU request for differential tuition for the College of Arts
- Attachment 10: WSU request for differential tuition for Business & Economics
- Attachment 11: WSU request for differential tuition for Education program

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve tuition rates for 2013-14 by:

- Finalizing the first-tier tuition increase at 5.0 percent for all USHE institutions
- Approving the second-tier tuition increase proposals as described in Attachment 3
- Approving graduate differential tuition for Master of Natural Resources at USU
- Approving undergraduate and graduate differential tuition for the College of Arts at USU
- Approving undergraduate differential tuition for School of Business & Economics at WSU
- Approving graduate differential tuition for Masters of Education at WSU

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/BLS  
Attachment

2013-14 Tuition Proposal (Combined 1st & 2nd Tier Increases) - Resident Undergraduate & Graduate Students

Utah Resident Undergraduate Students					
Institution	Type of Student	2012-13 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2013-14 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Utah Resident Undergraduate (Lower Div.)	\$6,201	\$310	\$6,511	5.0%
USU	Utah Resident Undergraduate (Logan/RCDE)	\$5,021	\$252	\$5,273	5.0%
WSU	Utah Resident Undergraduate	\$3,961	\$198	\$4,159	5.0%
SUU	Utah Resident Undergraduate	\$4,960	\$248	\$5,208	5.0%
Snow	Utah Resident Undergraduate	\$2,696	\$134	\$2,830	5.0%
DSU	Utah Resident Undergraduate	\$3,468	\$174	\$3,642	5.0%
UVU	Utah Resident Undergraduate	\$4,122	\$246	\$4,368	6.0%
SLCC	Utah Resident Undergraduate	\$2,759	\$165	\$2,924	6.0%

Annual tuition amount based on 15 credit hours per semester for two semesters

Utah Resident Graduate Students					
Institution	Type of Student: Utah Resident Graduate	2012-13 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2013-14 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Resident Graduate (Base Rate)	\$5,418	\$271	\$5,689	5.0%
USU	Resident Graduate (Base Rate)	\$4,703	\$235	\$4,938	5.0%
WSU	Resident Graduate (MED)	\$4,000	\$200	\$4,200	5.0%
SUU	Resident Graduate (MED)	\$5,046	\$252	\$5,298	5.0%
UVU	Resident Graduate (MED)	\$4,620	\$280	\$4,900	6.1%

Annual tuition amount based on 10 credit hours per semester for two semesters

Generally, graduate tuition rates vary by program at each institution

The graduate tuition rates listed above are the lowest graduate tuition rates at each institution

Programmatic tuition increase proposals, above the standard institutional tuition increase rate, will be presented as a request for differential tuition rates

## 2013-14 Tuition Proposal (Combined 1st &amp; 2nd Tier) - Non-Resident Undergraduate &amp; Graduate Students

Non-Resident Undergraduate Students					
Institution	Type of Student	2012-13 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2013-14 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Non-Resident Undergraduate (Lower Div.)	\$21,704	\$1,086	\$22,790	5.0%
USU	Non-Resident Undergraduate (Logan/RCDE)	\$16,168	\$808	\$16,976	5.0%
WSU	Non-Resident Undergraduate	\$12,058	\$422	\$12,480	3.5%
SUU	Non-Resident Undergraduate	\$16,368	\$818	\$17,186	5.0%
Snow	Non-Resident Undergraduate	\$9,840	\$492	\$10,332	5.0%
DSU	Non-Resident Undergraduate	\$11,100	\$556	\$11,656	5.0%
UVU	Non-Resident Undergraduate	\$12,854	\$684	\$13,538	5.3%
SLCC	Non-Resident Undergraduate	\$9,601	\$575	\$10,176	6.0%

\*Annual tuition amount based on 15 credit hours per semester for two semesters

Non-Resident Graduate Students					
Institution	Type of Student: Non-Resident Graduate	2012-13 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2013-14 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Non-Resident Graduate (Base Rate)	\$19,126	\$956	\$20,082	5.0%
USU	Non-Resident Graduate (Logan/RCDE)	\$16,461	\$823	\$17,284	5.0%
WSU	Non-Resident Graduate (MED)	\$12,177	\$426	\$12,603	3.5%
SUU	Non-Resident Graduate (MED)	\$16,648	\$832	\$17,480	5.0%
UVU	Non-Resident Graduate (MED)	\$14,220	\$760	\$14,980	5.3%

\*Annual tuition amount based on 10 credit hours per semester for two semesters

Generally, graduate tuition rates vary by program at each institution

The graduate tuition rates listed above are the lowest graduate tuition rates at each institution

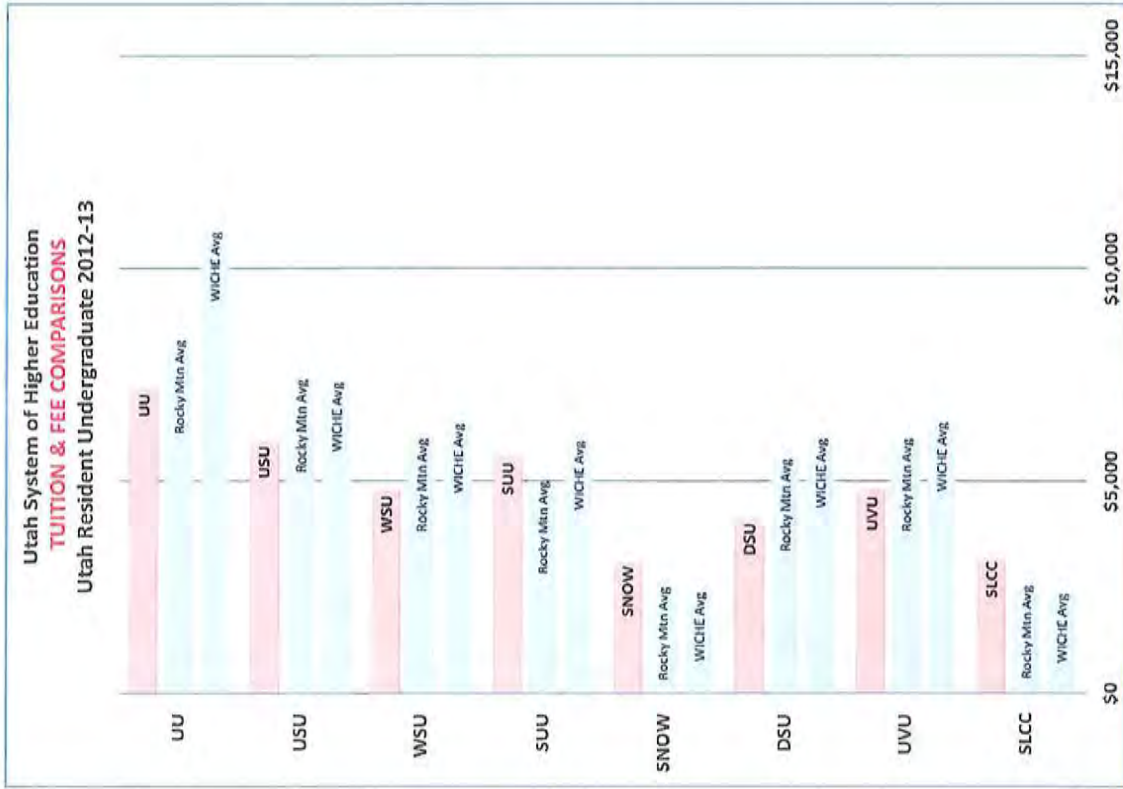
Programmatic tuition increase proposals, above the standard institutional tuition increase rate, will be presented as a request for differential tuition rates

### Utah System of Higher Education - 1st-Tier Tuition Increase Proposal

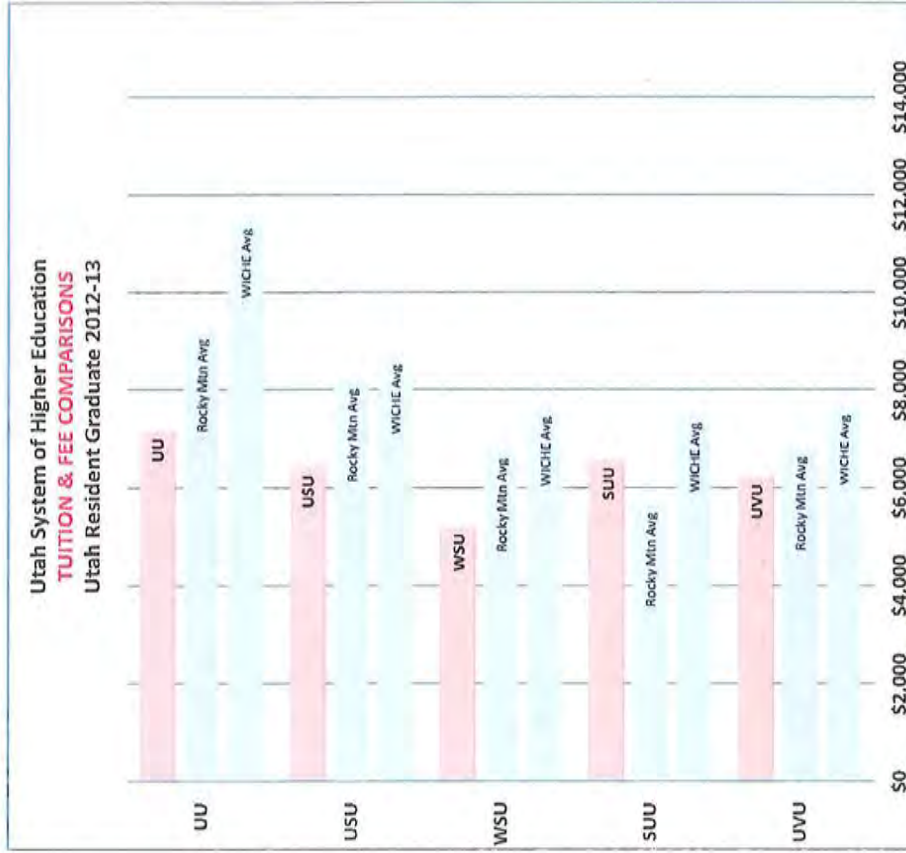
Institution	Proposed Use of Revenue	Revenue Required	1st-Tier % of Total
All USHE Institutions	Compensation	\$19,586,442	68.5%
	Student Support	\$4,587,000	16.1%
	Enrollment Decline	\$3,517,100	12.3%
	Retention & Completion	\$548,400	1.9%
	Other (IT, Equipment, Cost Increases)	\$335,199	1.2%
	<b>Total 1st-Tier Tuition</b>	<b>\$28,574,141</b>	<b>100.0%</b>

### Institutional 1st-Tier Tuition Increase Proposal

Institution	Proposed Use of Revenue	Revenue Required	1st-Tier % Increase
UU	Compensation and Related Benefits	\$5,513,000	2.7%
	Student Support	\$3,981,000	2.0%
	Student Aid	\$606,000	0.3%
	<b>Total U of U 1st-Tier</b>	<b>\$10,100,000</b>	<b>5.0%</b>
USU	1% COLA	\$1,843,700	1.9%
	Health/Retirement - 25% Match	\$569,300	0.6%
	Promotion & Tenure	\$548,000	0.6%
	Missionary Contingency	\$1,000,000	1.0%
	Targeted Salary Increases	\$1,000,000	1.0%
	<b>Total USU 1st-Tier</b>	<b>\$4,961,000</b>	<b>5.0%</b>
WSU	Benefit Cost Increases	\$361,300	0.6%
	Mandated Cost Increases (Primarily Fuel & Power)	\$150,000	0.2%
	Enrollment Decline 2.4% (Make-up for Lost Tuition)	\$1,302,600	2.0%
	Compensation	\$1,282,500	2.0%
	IT Support	\$168,600	0.3%
	<b>Total WSU 1st-Tier</b>	<b>\$3,265,000</b>	<b>5.0%</b>
SUU	1% Employee COLA	\$470,000	1.5%
	Insurance & Retirement Benefits	\$181,600	0.6%
	Faculty Rank Advancements	\$75,000	0.2%
	Student Recruitment	\$325,000	1.0%
	Student Retention and Completion Initiates	\$548,400	1.7%
	<b>Total SUU 1st-Tier</b>	<b>\$1,600,000</b>	<b>5.0%</b>
Snow	New Faculty/Staff for New or Expanded Programs	\$240,000	2.9%
	Faculty Retention from Expired/Previous Grants	\$40,000	0.5%
	Benefits	\$122,450	1.5%
	Supplies for New Personnel	\$16,599	0.2%
	<b>Total Snow 1st-Tier</b>	<b>\$419,049</b>	<b>5.0%</b>
DSU	Rank and Tenure	\$136,350	0.6%
	Equity	\$178,242	0.8%
	1% COLA	\$279,100	1.3%
	9% Health & Dental	\$378,000	1.8%
	1.7% URS	\$107,400	0.5%
	<b>Total DSU 1st-Tier</b>	<b>\$1,079,092</b>	<b>5.0%</b>
UVU	Compensation and Institutional Needs TBD	\$4,500,000	5.0%
SLCC	Summer and Adjunct Wages	\$320,100	0.6%
	1% Salary Increase (COLA)	\$815,100	1.5%
	Merit, Retention, Equity	\$565,000	1.1%
	Budget Shortfall (Enrollment Decline)	\$889,500	1.7%
	State Retirement	\$60,300	0.1%
	<b>Total SLCC 1st-Tier</b>	<b>\$2,650,000</b>	<b>5.0%</b>

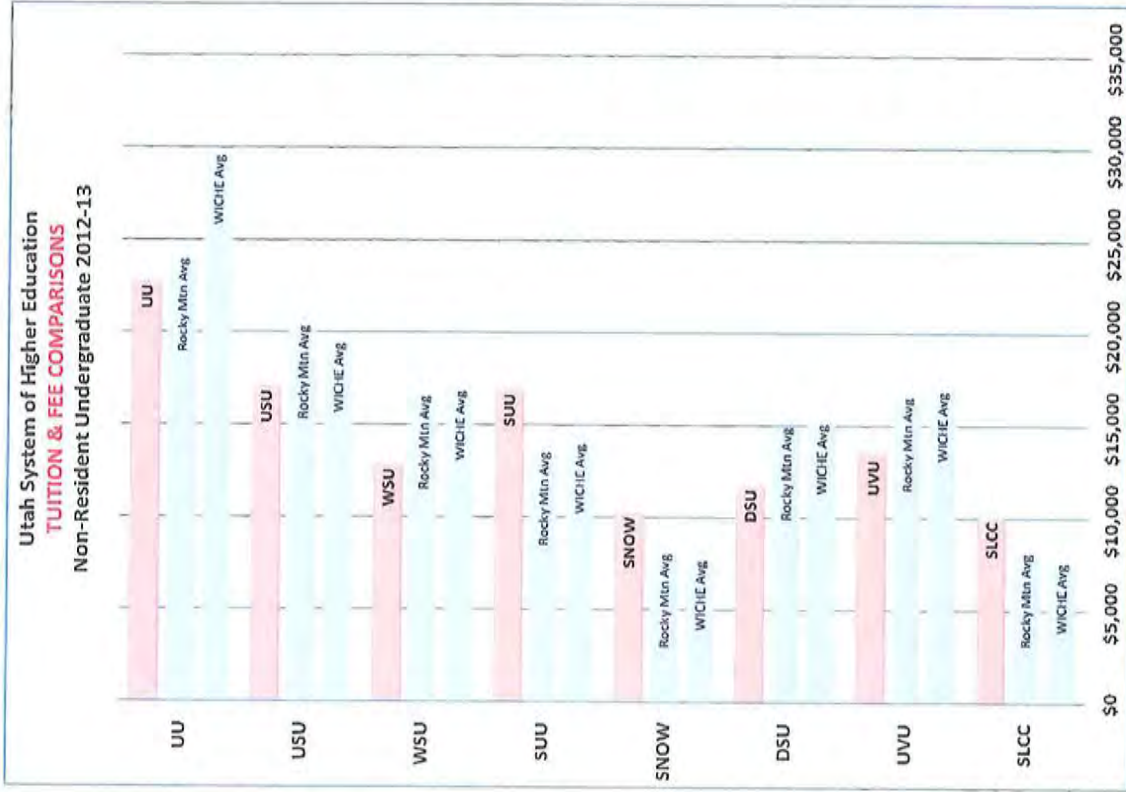


\*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota and South Dakota  
 \*\*Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming & Montana  
 \*\*\* Resident undergraduate tuition and fees based on 15 credit hours per semester for two semesters

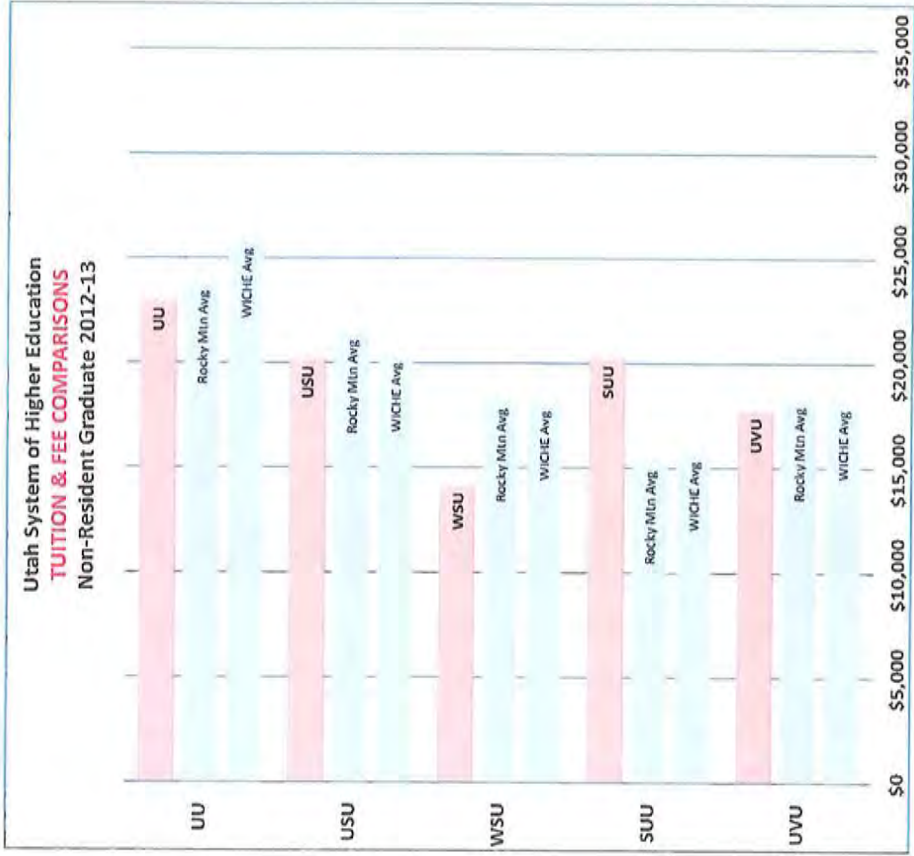


\*\*\* Resident graduate tuition and fees based on 12 credit hours per semester for two semesters





\*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota and South Dakota  
 \*\*Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming & Montana  
 \*\*\* Non-resident undergraduate tuition and fees based on 15 credit hours per semester for two semesters



\*\*\*Non-resident graduate tuition and fees based on 12 credit hours per semester for two semesters

## Utah System of Higher Education

### Benchmark Inflation and Tuition Increase Information

#### Consumer Price Index, July 2003 to December 2012

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012
Academic Year Increase	3.2%	2.7%	3.8%	2.4%	5.0%	-1.9%	1.2%	3.5%	1.6%	
Most Recent 12-months (January to December)										1.3%

Source: Bureau of Labor Statistics. Consumer Price Index—Urban (Not Seasonally Adjusted) June to July, March 2013 ([www.bls.gov](http://www.bls.gov))

#### Higher Education Price Index, July 2003 to June 2012

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
	223.5	231.7	240.8	253.1	260.3	273.2	279.3	281.8	
	231.7	240.8	253.1	260.3	273.2	279.3	281.8	288.4	
Academic Year Increase	3.7%	3.9%	5.1%	2.8%	5.0%	2.2%	0.9%	2.3%	

Source: HEPI, Research Associates of Washington and Common Fund Institute. Higher Education Price Index. 2013 Update

#### WICHE Region Tuition & Fee Increases at Public Institutions, 2003-04 to 2012-13

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Public Four-year institutions</b>										
Resident Undergrad.	14.9%	10.0%	8.6%	6.6%	8.4%	6.4%	12.5%	7.7%	13.7%	4.1%
Resident Graduate	15.3%	12.3%	9.7%	7.1%	6.0%	8.6%	10.8%	4.7%	12.7%	4.2%
Nonresident Undergrad.	8.4%	10.6%	5.0%	5.8%	3.2%	5.2%	6.7%	5.3%	7.5%	4.0%
Nonresident Graduate	8.6%	11.3%	4.7%	3.2%	4.4%	5.7%	4.7%	3.2%	7.3%	6.2%
<b>Public Two-year institutions</b>										
Resident	9.6%	9.0%	8.5%	5.8%	4.1%	3.9%	6.4%	7.1%	14.7%	5.5%
Nonresident	7.8%	3.1%	9.0%	2.5%	0.9%	6.8%	2.1%	2.5%	2.8%	3.1%

2003-04 through 2012-13 Sources: WICHE. Tuition and Fees in Public Higher Education in the West 2012-2013.

\*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico.

Utah, Colorado, Wyoming, Montana, North Dakota and South Dakota

Table 5. Tuition Increase History

#### USHE Undergraduate Resident and Nonresident Tuition Increases, 2003-04 to 2012-13

	2003-04 <sup>(1)</sup>	2004-05 <sup>(1)</sup>	2005-06 <sup>(2)</sup>	2006-07 <sup>(2)</sup>	2007-08 <sup>(2)</sup>	2008-09 <sup>(2)</sup>	2009-10 <sup>(2)</sup>	2010-11 <sup>(2)</sup>	2011-12 <sup>(2)</sup>	2012-13 <sup>(2)</sup>
<b>Resident Increases</b>										
UU	11.5%	10.0%	7.9%	9.5%	7.5%	6.0%	9.5%	9.5%	7.8%	6.0%
USU	9.5%	7.0%	9.8%	8.0%	7.0%	6.0%	5.5%	7.5%	9.0%	6.0%
WSU	9.5%	10.1%	9.8%	8.5%	7.0%	5.5%	6.5%	6.0%	6.0%	5.0%
SUU	23.5%	11.0%	9.5%	8.0%	7.0%	7.0%	6.5%	12.5%	11.0%	6.5%
Snow	9.4%	9.1%	9.5%	9.0%	5.5%	4.5%	9.5%	9.5%	7.0%	7.0%
DSU	7.3%	7.6%	5.1%	31.1%	9.0%	6.5%	8.1%	11.4%	11.8%	5.5%
UVU	12.5%	14.5%	8.8%	9.0%	6.7%	6.3%	8.7%	6.0%	7.4%	4.5%
SLCC	8.5%	8.0%	7.4%	4.0%	6.0%	5.4%	4.0%	6.0%	5.0%	4.5%
USHE Average <sup>(1)</sup>	11.1%	9.4%	8.3%	10.6%	6.6%	5.7%	7.5%	8.7%	8.1%	5.6%
USHE First-tier only <sup>(2)</sup>	4.5%	3.0%	3.5%	4.0%	4.0%	3.5%	1.0%	1.5%	5.0%	4.5%
<b>Nonresident Increases</b>										
UU	11.5%	10.0%	7.9%	9.5%	7.5%	6.0%	9.5%	9.5%	7.8%	6.0%
USU	9.5%	7.0%	9.7%	8.0%	7.0%	6.0%	5.5%	7.5%	9.0%	6.0%
WSU	9.5%	10.0%	9.8%	8.5%	7.0%	0.0%	3.5%	3.0%	3.0%	5.0%
SUU	11.8%	11.0%	9.5%	8.0%	7.0%	7.0%	6.5%	12.5%	11.0%	6.5%
Snow	4.5%	3.0%	9.5%	4.0%	5.5%	4.5%	0.0%	9.5%	7.0%	7.0%
DSU	7.5%	7.8%	5.1%	23.6%	4.0%	6.5%	8.1%	11.4%	11.8%	-14.2%
UVU	12.5%	14.5%	8.8%	9.0%	6.7%	4.3%	3.2%	2.9%	5.8%	4.5%
SLCC	8.5%	8.0%	7.4%	4.0%	6.0%	5.4%	4.0%	6.0%	5.0%	4.4%
USHE Average <sup>(1)</sup>	9.3%	8.7%	8.3%	9.2%	6.1%	-1.1%	5.5%	8.0%	7.6%	3.2%
USHE First-tier only <sup>(2)</sup>	4.5%	3.0%	3.5%	4.0%	4.0%	3.5%	1.0%	1.5%	5.0%	4.5%

(1) Simple Average.

(2) The systemwide first-tier increase is shown for 2003-04 through 2012-13. This amount applied to all institutions. Institutional amounts include both first and second-tier increases.

(3) Percentages represent increases that apply to greatest number of students at the institution, and do not include differential increases for some students or programs.

# Utah System of Higher Education

## USHE 2012-13 Resident Undergraduate Student Tuition by Semester Credit Hour Load

	UofU <sup>(1)</sup>	USU	WSU	SUU	Snow	DSU	UVU	SLCC
1	\$661.68	\$439.65	\$356.60	\$383.00	\$119.00	\$154.54	\$312.00	\$114.50
2	835.88	612.24	519.01	616.00	182.00	299.08	471.00	229.50
3	1,010.08	784.83	681.42	849.00	480.00	443.62	630.00	344.50
4	1,184.28	957.42	843.83	1,082.00	604.00	578.16	789.00	459.50
5	1,358.48	1,130.01	1,006.24	1,315.00	728.00	722.70	948.00	574.50
6	1,532.68	1,302.60	1,168.65	1,548.00	852.00	867.24	1,107.00	689.50
7	1,706.88	1,475.19	1,331.06	1,781.00	976.00	1,011.78	1,266.00	804.50
8	1,881.08	1,647.78	1,493.47	2,014.00	1,100.00	1,156.32	1,425.00	919.50
9	2,055.28	1,820.37	1,655.88	2,247.00	1,224.00	1,300.86	1,584.00	1,034.50
10	2,229.48	1,992.96	1,818.29	2,480.00	1,348.00	1,445.40	1,743.00	1,149.50
11	2,403.68	2,165.55	1,980.70	2,480.00	1,348.00	1,589.94	1,902.00	1,264.50
12	2,577.88	2,338.14	1,980.70	2,480.00	1,348.00	1,734.48	2,061.00	1,379.50
13	2,752.08	2,510.73	1,980.70	2,480.00	1,348.00	1,734.48	2,061.00	1,379.50
14	2,926.28	2,510.73	1,980.70	2,480.00	1,348.00	1,734.48	2,061.00	1,379.50
15	3,100.48	2,510.73	1,980.70	2,480.00	1,348.00	1,734.48	2,061.00	1,379.50
16	3,274.68	2,510.73	1,980.70	2,480.00	1,348.00	1,734.48	2,061.00	1,379.50
17	3,448.88	2,510.73	1,980.70	2,480.00	1,348.00	1,734.48	2,061.00	1,379.50
18	3,623.08	2,510.73	1,980.70	2,480.00	1,348.00	1,734.48	2,061.00	1,379.50
19	3,797.28	2,683.32	2,143.11	2,713.00	1,348.00	1,734.48	2,220.00	1,494.50
20	3,971.48	2,855.91	2,305.52	2,946.00	1,348.00	1,734.48	2,379.00	1,609.50
21	4,145.68	3,028.50	2,467.93	3,179.00	1,472.00	1,879.02	2,538.00	1,724.50
22	4,319.88	3,201.09	2,630.34	3,412.00	1,596.00	2,023.56	2,697.00	1,839.50
23	4,494.08	3,373.68	2,792.75	3,645.00	1,720.00	2,168.10	2,856.00	1,954.50
24	4,668.28	3,546.27	2,955.16	3,878.00	1,844.00	2,312.64	3,015.00	2,069.50
25	4,842.48	3,718.86	3,117.57	4,111.00	1,968.00	2,457.18	3,174.00	2,184.50

## Utah System of Higher Education

### USHE 2012-13 Resident Undergraduate Student Tuition & Fees by Semester Credit Hour Load

	UofU <sup>(1)</sup>	USU	WSU	SUU	Snow	DSU	UVU	SLCC
1	\$948.41	\$737.90	\$459.76	\$421.00	\$119.00	\$164.54	\$362.00	\$167.00
2	1,135.63	923.54	652.19	684.00	182.00	309.08	568.00	299.00
3	1,322.85	1,109.18	844.62	947.00	537.00	453.62	774.00	431.00
4	1,510.07	1,294.82	1,037.05	1,210.00	680.00	724.61	980.00	563.00
5	1,697.29	1,480.46	1,229.48	1,473.00	828.00	896.30	1,186.00	695.00
6	1,884.51	1,666.10	1,421.91	1,736.00	971.00	1,067.99	1,392.00	827.00
7	2,071.73	1,851.74	1,614.34	1,999.00	1,114.00	1,239.78	1,598.00	959.00
8	2,258.95	2,037.38	1,806.77	2,262.00	1,257.00	1,411.42	1,757.00	1,091.00
9	2,446.17	2,223.02	1,999.20	2,525.00	1,400.00	1,583.26	1,916.00	1,223.00
10	2,633.39	2,408.66	2,191.63	2,788.00	1,543.00	1,755.40	2,075.00	1,355.00
11	2,820.61	2,594.30	2,384.06	2,788.00	1,543.00	1,899.94	2,234.00	1,470.00
12	3,007.83	2,779.94	2,384.06	2,788.00	1,543.00	2,044.48	2,393.00	1,585.00
13	3,195.05	2,965.58	2,384.06	2,788.00	1,543.00	2,044.48	2,393.00	1,585.00
14	3,382.27	2,965.58	2,384.06	2,788.00	1,543.00	2,044.48	2,393.00	1,585.00
15	3,569.49	2,965.58	2,384.06	2,788.00	1,543.00	2,044.48	2,393.00	1,585.00
16	3,750.06	2,965.58	2,384.06	2,788.00	1,543.00	2,044.48	2,393.00	1,585.00
17	3,930.63	2,965.58	2,384.06	2,788.00	1,543.00	2,044.48	2,393.00	1,585.00
18	4,111.20	2,965.58	2,384.06	2,788.00	1,543.00	2,044.48	2,393.00	1,585.00
19	4,291.77	3,151.22	2,546.47	3,021.00	1,543.00	2,044.48	2,552.00	1,700.00
20	4,472.34	3,336.86	2,708.88	3,254.00	1,543.00	2,044.48	2,711.00	1,815.00
21	4,652.91	3,522.50	2,871.29	3,487.00	1,667.00	2,189.02	2,870.00	1,930.00
22	4,833.48	3,708.14	3,033.70	3,720.00	1,791.00	2,333.56	3,029.00	2,045.00
23	5,014.05	3,893.78	3,196.11	3,953.00	1,915.00	2,478.10	3,188.00	2,160.00
24	5,194.62	4,079.42	3,358.52	4,186.00	2,039.00	2,622.64	3,347.00	2,275.00
25	5,375.19	4,265.06	3,520.93	4,419.00	2,163.00	2,767.18	3,506.00	2,390.00

(1) Lower division (freshman & sophomore) rate only. Differential rates for upper division (junior and senior) may apply.

**ITEM FOR ACTION**

**RE:** Proposal to establish differential tuition for the Jessie E. Quinney College of Natural Resources

**EXECUTIVE SUMMARY**

Utah State University (USU) seeks to establish differential tuition for USU graduate courses that are part of the online Masters of Natural Resources (MNR) degree program, offered by the S.J. and Jessie E. Quinney College of Natural Resources (QCNR). These courses are identified in an MOA between the QCNR and USU's office of Regional Campuses and Distance Education (RCDE). The increase in tuition would be effective for academic year 13-14. It will apply to all students taking these courses, including matriculated and non-matriculated, resident and non-resident students. The differential tuition will be used to offset costs for a program coordinator and administrative assistant, both necessary for QCNR to continue to provide this degree program at its current number of students.

Authorization is requested for an increase in the tuition for courses in the Master of Natural Resources online program in the amount of \$42 per credit hour. This will apply to all MNR program courses identified in the Quinney College of Natural Resources MOU with RCDE. At the current enrollment level (70 active students), this additional tuition will generate an estimated \$26,000 / year from tuition paid by MNR students. The college also anticipates that an additional \$10,000 will be generated from students at other institutions who take these online courses.

**RECOMMENDATION**

Based on the above proposal and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the establishment of a differential tuition for the Jessie E. Quinney College of Natural Resources.

**RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES**

WHEREAS, Utah State University is proposing to create differential tuition for courses in the online Master of Natural Resources degree program in the Quinney College of Natural Resources, and

WHEREAS, The Masters of Natural Resources degree is designed specifically for working professionals, and

WHEREAS, USU's course offerings are enhanced through its membership in the Natural Resources Distance Learning Consortium, and

WHEREAS, The college does not have other mechanisms for funding support for this degree offering, and

WHEREAS, Enrollments in this degree will continue to be high for the foreseeable future, and

WHEREAS, The revenue generated from differential tuition is to be used for support staff for the program, and

WHEREAS, The Proposal has the approval of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State Board of Trustees hereby approve the proposed differential tuition for the online Masters of Natural Resources degree program in the S.J. and Jessie E. Quinney College of Natural Resources and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education for their approval.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

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Date

**Request for Differential Tuition for the online Masters of Natural Resources Degree  
Utah State University  
S.J. and Jessie E. Quinney College of Natural Resources**

**Summary**

Utah State University (USU) seeks to establish differential tuition for USU graduate courses that are part of the online Masters of Natural Resources (MNR) degree program, offered by the S.J. and Jessie E. Quinney College of Natural Resources (QCNR). These courses are identified in an MOA between the QCNR and USU's office of Regional Campuses and Distance Education (RCDE). The increase in tuition would be effective for academic year 13-14. It will apply to all students taking these courses, including matriculated and non-matriculated, resident and non-resident students. The differential tuition will be used to offset costs for a program coordinator and administrative assistant, both necessary for QCNR to continue to provide this degree program at its current number of students.

**Differential Tuition Proposed**

USU seeks authorization for an increase in the tuition for courses in the Master of Natural Resources online program in the amount of \$42 per credit hour (an increase from \$333/credit hour to \$375/credit hour). This will apply to all MNR program courses identified in the Quinney College of Natural Resources MOU with RCDE.

At the current enrollment level (70 active students), this additional tuition will generate an estimated \$26,000 / year from tuition paid by MNR students. The college also anticipates that an additional \$10,000 will be generated from students at other institutions who take these online courses. The differential tuition will provide funding to support a full time coordinator and administrative assistant position.

**Degree description**

The Masters of Natural Resources (MNR) is a Plan C degree designed specifically for working professionals. The degree is administered through the dean's office in the Quinney College of Natural Resources. The degree is interdisciplinary and focuses on the need for those in natural resource management to be familiar with the tools and diverse disciplines involved in natural resource management in the early 21<sup>st</sup> century.

The MNR degree requirements have been revised significantly since 2007 in response to input from federal and state natural resource and land management agencies and other partners. These changes have resulted in rapid increase in student enrollment from approximately 10 students in 2007 to 71 in 2012. This increase has occurred primarily through word of mouth with no marketing of the degree.

The MNR targets working professionals with at least two years' experience. All but six of our current students are off campus, obtaining the degree through distance-delivered courses. Students pursuing the MNR degree take 20 credit hours from seven core areas (Table 1), 7-10 credit hours of elective courses related to their career disciplinary area, and complete a 3- 6 credit hour capstone project. Each student has a three-person graduate committee, comprised of the assigned chairperson, the program coordinator, and a third faculty member. The committee oversees development of a Program of Study, helps identifies a capstone project that meets the specific needs of the student, guides in the capstone project and reviews and grades the capstone report.

**Table 1. Seven Core Competency Areas for USU's MNR Degree**

<b>Core Area</b>	<b>Credits</b>	<b>Required competency</b>
Ecological Foundations	3	Learn ecological principles at individual, population, community, and ecosystem levels and apply them to management practices.
Human Dimensions	3	Explore human linkages to natural resources (such as land use, attitudes, historical and cultural contexts) and learn how these linkages affect management decisions.
Quantitative Methods	3	Gain an understanding of experimental design and sampling strategies, and acquire the ability to discriminate between high quality, meaningful studies, and those that are less rigorous.
Spatial Information Management	3	Gain a working knowledge of tools and techniques for representing and analyzing spatial data.
Policy	3	Examine differences between treaties, laws, regulations and policies and gain a working knowledge of major federal laws that affect natural resource management.
Economics	3	Learn to apply economic principles to natural resource management.
Administration	2	Learn leadership and administrative skills relevant to management positions in resource agencies.

The Quinney College of Natural Resources offers a set of online courses that meet all but one of the core area requirements (Table 2). These offerings are enhanced through online courses offered through the Natural Resources Distance Learning Consortium (NRDLC), whose membership includes Steven F. Austin State University, the University of Idaho, Mississippi State, the University of Montana, North Carolina State, Oregon State, Pennsylvania State, University of Tennessee at Martin, and Virginia Tech. In 2009, Utah State University was invited to become a member of the NRDLC and in 2010 USU's Graduate School entered into an MOU with the CNR allowing students pursuing an MNR to include up to 15 of their 33 credit hours on the Program of Study from other members of the NRDLC. This has greatly expanded the offerings for USU students pursuing the MNR, and also provides a larger base of interested students who take the online courses offered by USU.

**Table 2. Online courses offered by USU for the distance-delivered Master of Natural Resources Program (from 2012 MOA between RCDE and QCNR)**

<b>Course number</b>	<b>Course name</b>	<b>Credits</b>
ENVS 6010	Applied Human Dimensions of Natural Resource Management	3
ENVS 6310	Introduction to Environmental Law and Policy	3
ENVS 6530	Natural Resources Administration	2
ENVS 6580	Sustainable Nature-based Tourism	3
ENVS 6610	Foundations of Environmental Education	3
ENVS 6620	Environmental Education Practicum	3
NR 6535	Leadership for Natural Resources Professionals	2
NR 6580	Data Analysis and Programming	3
NR 6570	Ecological Foundations of Natural Resource Management	3
NR 6600	Natural Resources Integrative Experience	3-6
NR 6910	Geographic Information Systems for Natural Resource Applications	3
WATS 5650	Analysis of Fisheries Data with R	3
WATS 6500	Limnology of Inland Waters	3
WATS 6650	Principles of Fishery Management	3
WILD 5850	Urban / Community Forestry	3
WILD 6900	Ecology of Animal populations	3

### **Rational for differential tuition**

Most of the Plan A and Plan B graduate students in the Quinney College of Natural Resources are funded through external grants or contracts that support their research. These grants generate indirect costs, some of which are returned to the departments and help cover administrative costs associated with graduate programs. MNR students do not conduct research and therefore cannot be supported by external research grants. As a result, the college does not have a mechanism for generating funding to support this degree offering. The differential tuition will provide the necessary funds to efficiently manage this degree at its current level.

### **Impact of proposed differential tuition on USU students**

This differential tuition will not affect undergraduates, nor will it affect students in other USU or CNR graduate programs. The tuition increase will affect students enrolled in the MNR program and other students from the NRDLC programs who will continue to take these online courses. These students are able to save significantly by not having to leave their jobs in order to pursue this degree. In addition, many students have had part or all of their tuition costs covered by their employers. Finally, if approved, the differential tuition will result in a per-credit tuition rate that falls within the range of tuition charged by the other members of the NRDL (Table 3).



**Table 3. Tuition per credit at member institutions of NR Distance Learning Consortium 2011- 2012 Academic Year.**

University	Online tuition / credit	Comment
Utah State University	\$333	If differential tuition request is approved, tuition would increase to \$375/credit
University of Montana	\$181 - \$202	
University of Idaho	\$394	Includes a \$35 web fee per credit
Mississippi State University	\$473	
Steven F. Austin State University	\$315.86 \$435.86	In-state Out-of-state
Oregon State University	\$475 \$712.50 \$950	Per quarter Semester equivalent for 3 cr. course Semester equivalent for 4 cr. course
North Carolina State University	\$356 - \$475 \$693 - \$924	In-state Out-of-state
University of Tennessee / Martin	\$481 \$525	In-state Out-of-state
Virginia Tech University	\$662 \$1,302	In-state (includes federal employees) Out-of-state
Penn State University	\$736	+ IT fee that varies with # of credits \$83 - \$244

### **Growth and sustainability of the MNR**

The rapid increase in student numbers results from efforts to create a need that meets the needs of the target students. The college has worked closely with federal and state agencies and has obtained input from current and past students in developing this degree. The college has created an interdisciplinary degree that provides the skill sets required by natural resource management agencies and private entities.

Enrollments in this degree will continue to be high into the foreseeable future. Natural resource management agencies anticipate a severe shortage of qualified employees over the next decade. Many of those currently in natural resource management positions were hired during the 1970s and 1980s in response to requirements of environmental legislation being passed at that time (National Environmental Policy Act (NEPA), the Endangered Species Act, the Clean Air Act, the Clean Water Act and more.) These employees are reaching retirement age. Advancement to this level of position requires a Masters degree. The online MNR degree allows place-based professionals to pursue a Master's degree without having to relocate or take time away from their jobs.

**ITEM FOR ACTION**

**RE:** Proposal to establish differential tuition for the Caine College of the Arts

**EXECUTIVE SUMMARY**

Utah State University (USU) seeks to institute a differential tuition for students taking courses in the Caine College of the Arts (CCA). Differential tuition is needed to address the gap between the cost of offering a high quality education in the arts and the funding currently available to CCA. The financial challenge of providing the kinds of specialized equipment, infrastructure, faculty, and programmatic staff requires a multifaceted solution. USU's central administration has brought close to \$2M to the table since the founding of the CCA, and the college has been very successful in development initiatives. Even with these new funds, additional resources are needed for the college to realize the ambitious plans that led to its founding.

Beginning with the Academic Year 2013-14, differential tuition will be phased in over three years and will be charged on all college courses with departmental prefixes (ART, ARTH, CCA, ID, MUSC, THEA), but not on USU courses, courses that are taken almost exclusively by students majoring in other disciplines. The differential tuition will begin modestly at \$12 per student credit hour, and will be increased to \$36 per credit hour over the subsequent two years. The college is recommending that the entire increase be approved so that the college will not need to return for approvals in years two and three.

The proposed differential tuition has been discussed with the CCA Senator and Student Arts Council and with the Dean's Advancement Council. Every student and faculty member in the college received a copy of the proposal and the "Frequently Asked Questions" document, both of which are appended to this proposal. Both the Arts Council and the Advancement Council have expressed support for the concept of differential tuition as a new funding stream in order to expand the CCA's ability to offer students a high quality education in the arts at USU.

**RECOMMENDATION**

Based on the above proposal and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the establishment of a differential tuition for the Caine College of the Arts.

**RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES**

WHEREAS, Utah State University (USU) is proposing to create differential tuition for courses in the Caine College of the Arts, and

WHEREAS, The revenue generated from differential tuition is to be used to increase and maintain the high quality of arts education, and

WHEREAS, USU prefix courses in the Caine College of the Arts are not subject to differential so as not to unduly burden USU students majoring in other disciplines, and

WHEREAS, The differential tuition will be phased in over three years and the amount established so as not to unduly burden students at USU, and

WHEREAS, Many of the current course fees in the college will be reduced once differential tuition is approved, and

WHEREAS, The central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships; and

WHEREAS, The Caine College of the Arts Student Arts Council and the Dean's Advancement Council have expressed their support, and

WHEREAS, The Proposal has the approval of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State Board of Trustees hereby approve the proposed differential tuition for undergraduate and graduate courses in the Caine College of the Arts and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education for their approval.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

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Date

Request for Differential Tuition  
Caine College of the Arts  
Utah State University

## Request

Beginning in the Academic Year 2013-14, the Caine College of the Arts at Utah State University seeks to institute a differential tuition on all undergraduate and graduate courses in the college with the exception of courses bearing the "USU" prefix. This will apply to all students, resident and non-resident. In prior years, differential tuition rates have been authorized for a variety of programs, most recently for a program in Commercial Music at Snow College that closely mirrors some degree programs that this tuition will support at USU.

## Proposal

The Caine College of the Arts proposes to charge differential tuition on all undergraduate and graduate courses with departmental prefixes ART, ARTH, CCA, ID, MUSC, and THEA. These courses constitute approximately 70% of the coursework for students majoring in disciplines in the arts. For the typical undergraduate arts major, this tuition would apply to 9-12 credits of coursework per semester. Since arts students begin taking courses in the major from their first semester on campus, this tuition would apply equally to lower- and upper-division courses.

The proposed differential is \$12 per credit hour in 2013-14, then \$24 per credit hour in 2014-15, and \$36 per credit hour in 2015-16. At 16 credits (9 in the major), this differential would add \$108 per semester in the first year, followed by an additional \$108 per semester in each of the next two academic years for a total of \$324 per semester by AY 2015-16.

In the first year, the proposed differential tuition would raise an additional \$260,000 for the college from courses offered on campus and through RCDE. As part of this proposal, the college will mitigate student impact by reducing or eliminating many course fees, which now generate approximately \$225,000 annually. Following the approval of differential tuition, these fees will be reduced by an average of 42%. In addition, the college will work with donors to provide some scholarship funding to lessen the impact on students with financial need in the early phases of this plan.

## Rationale

College Mission. Adopted in the fall of 2011, the mission statement of the Caine College of the Arts states:

The Caine College of the Arts serves the people of the State of Utah and supports the mission of Utah State University by cultivating artistic and academic excellence, by preparing our students to realize their full creative potential as artists and citizens,

by increasing the visibility of the college and university, and by fostering professionalism and collegial relationships in all aspects of our operations.

The rationale for differential tuition derives directly from the first two points: cultivating artistic and academic excellence and preparing our students to realize their full creative potential as artists and citizens.

In order to provide excellence in education and professional preparation for our students, it is important that students have experiences that are on a par with those that they can expect to have in the professional world. USU students in the arts work with faculty members who are held in eminent standing in their professions. Artist faculty members in visual arts, design, theatre and music are active in their professions, and faculty in historical and theoretical disciplines regularly publish in prestigious academic venues. Faculty in arts education are engaged with the community as educators and artists in residence.

In addition to a high-quality faculty, however, students should be able to work in conditions that are in line with those in the professional industry. Students working in technical areas should work with state of the art computers, lighting instruments, and sound reinforcement equipment. Music students should have access to appropriate equipment, venues, and performance technical personnel. Art and design students should be making work in facilities that support their creative development with modern equipment such as kilns, ventilation hoods, and studios. For an arts college, these kinds of support spaces and equipment constitute the academic infrastructure of the college. Unfortunately, the Caine College of the Arts currently falls short of achieving our educational mission due to critical shortcomings in this area.

Academic Infrastructure Needs. Differential tuition is needed to help the college address the academic infrastructure of the college. In our performance and exhibition facilities, students are often forced to make do with antiquated space and outdated equipment. Students who will be seeking jobs in professional venues are being trained on equipment that is outmoded or obsolete. Current resources do not provide an ongoing budget for replacement and maintenance of computers and other specialized equipment, nor are E&G resources adequate to fund the needed personnel to run and maintain the specialized equipment and performance/production/fabrication/exhibition spaces that are needed to educate our students at the level of the workplace they will be entering.

Sculpture students work under a tarpaulin behind the art department because the sculpture lab space is too small and too poorly ventilated to accommodate their work. Ceramics students rely on a clay mixer that was purchased in the 1960s and for which replacement parts are no longer available. Theatre technology and design majors work with lighting instruments that have not been used in professional venues for 20 or more years. The stage house of the Caine Lyric Theatre, the only USU venue that could support a full fly system for our theatre students, has been condemned for safety reasons. The temporary truss system currently in place prevents the students--design majors, technical theatre majors, and actors--from gaining experience designing for, operating, and performing in a professional-grade venue. Music students are using many instruments that still carry the "Utah Agricultural College" stencil. Some areas, such as piano and the

marching band, have purchased new instruments with donated funding, but resources do not allow for the regular maintenance and replacement of these instruments. Upgrades to the stage in the Kent Concert Hall and the addition of the Performance Hall have provided better performance spaces for music students, but lack of funding for positions means that the facilities are being staffed, in many cases, by technical personnel without appropriate expertise.

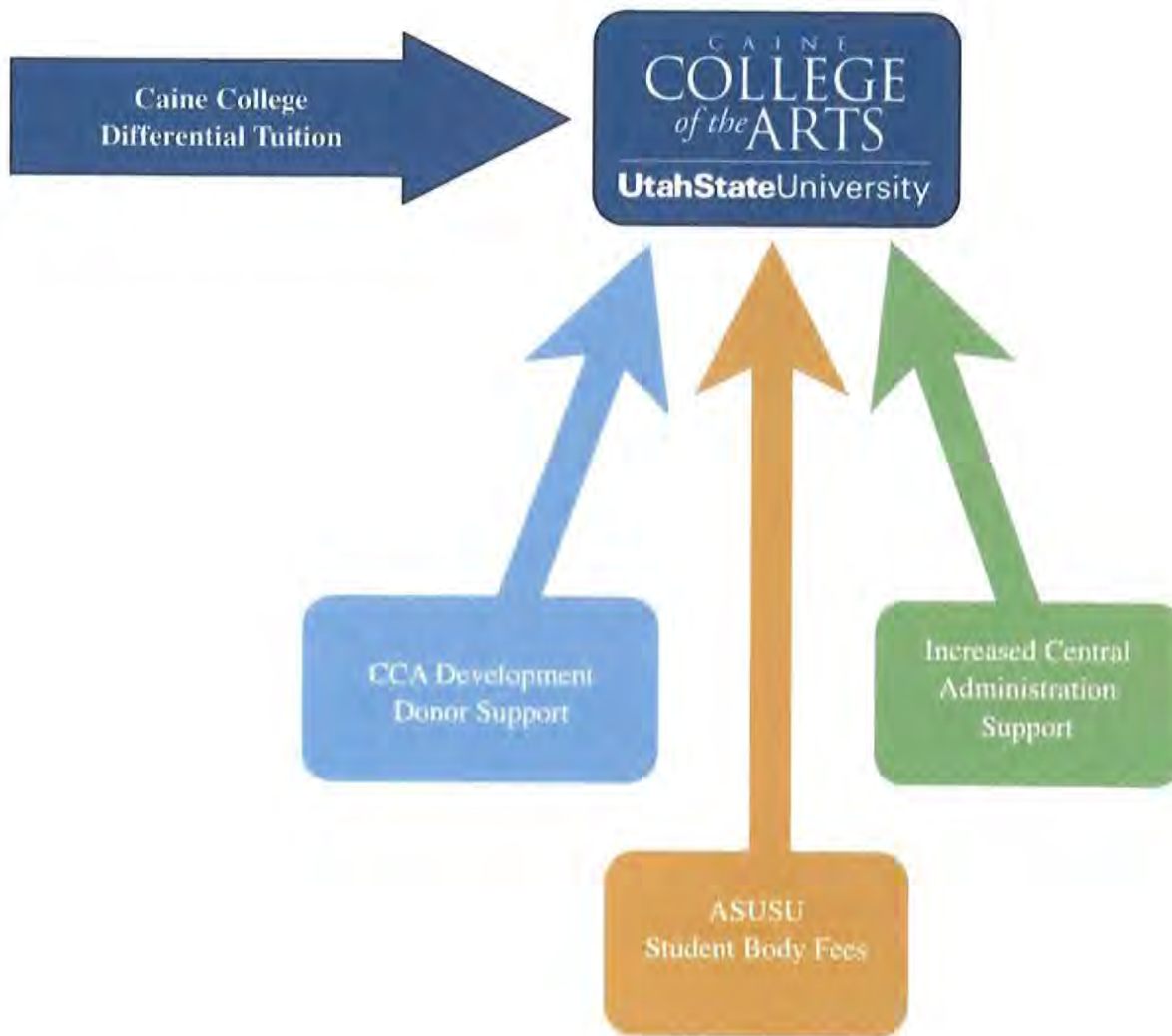
Programmatic Needs. Additional areas that differential tuition will help the college address in the future will include student-centered initiatives such as enhanced advising and career placement, internship and study abroad opportunities, visiting artists and scholars, and assistance with startup costs and faculty for programs in film, dance, animation, commercial music, and musical theatre, all programs that have been requested by students.

Financial Impact on Students. Although any increase in cost to students is a matter of concern, the benefits of this proposal will outweigh the costs. Concurrently with the implementation of differential tuition, the college will mitigate the impact of the new tuition by reducing or eliminating many course fees. The following will serve as guiding principles in balancing course fee reductions with differential tuition implementation:

1. Differential tuition will be used to the direct benefit of students, and all students will benefit from differential tuition.
2. Differential tuition funding will not be used to support activities that benefit an individual student during the finite period of a specific course. Some course fees will remain in place and continue to support expenses such as one-on-one instruction, individual supervision, or consumable course materials that directly benefit an individual student.
3. Course fee eliminations or reductions and differential tuition increments will be balanced in a way that is financially fair and transparent. The college will work to avoid having students in particular programs be disproportionately burdened.
4. A portion of differential tuition will be used to offset the impact to departments of the course fee reductions.
5. Departmental operations budgets or resources available to individual classes will not suffer as a result of the reduction of course fees.

Administration and Oversight. When this proposal for differential tuition is approved, the dean will appoint an advisory board consisting of the academic department heads of the college, one faculty member from each academic department, and two students from each academic department. The associate dean over student affairs will chair the board, and the dean and senior associate dean will serve as ex-officio members. The advisory board will be charged with making an annual recommendation to the dean regarding the disposition of the funds generated by differential tuition.

Additional Revenue Streams. Differential tuition is only one in several revenue streams that will be used to help the college deliver the educational experience our students deserve and need as they prepare for their careers as artists and citizens. (Please see figure below.)



Additional sources of funding include increases in the E&G budget of the college, both from startup funding at the founding of the college and additional commitments made for operations funding from the Vice President for Business and Finance and the Office of the Provost, continued support from the arts fee paid by every USU student (\$17.18 per student per year, yielding a total of ca. \$220,000 annually), and increased support from donors (ca. \$7.8 million since the founding of the college, which represents approximately \$2,800 per student per year in program and scholarship funding.) When fully implemented, the revenue from differential tuition is expected to add approximately \$550,000 to the annual budget of the college. Combined with these other sources of income, differential tuition will be a truly transformative step.

Tuition at Other Programs The differential tuition recently approved by the Utah State Board of Regents for the music program at Snow College represents a 20% increase. When

fully phased in after three years, the total differential tuition for the Caine College of the Arts will represent a 12% increase in tuition for students taking a standard major course load of 9 credits in the arts, some of which will be offset by reductions in the course fees students currently pay.

Even with differential tuition, costs to Caine College of the Arts students will remain among the lowest in the nation for students studying the arts at public universities, several of which have differential tuition for their arts programs, as demonstrated by the table below.

Institution	Arts Differential Tuition	Other Arts Fees (including course fees)	Average Arts Tuition & Fees, 2012-2013	Approx. 4-yr Degree Cost
University of California-Davis	No	Yes	\$15,707	\$62,830
University of Washington	Yes	Yes	\$13,268	\$53,072
University of Colorado-Boulder	Yes	Yes	\$12,538	\$50,150
Western Michigan University	Yes	Yes	\$11,921	\$47,684
Arizona State University	Yes	Yes	\$10,058	\$40,232
Oklahoma State University	Yes	Yes	\$9,955	\$39,818
Colorado State University	Yes	Yes	\$9,004	\$36,017
Iowa State University	No	Yes	\$7,936	\$31,743
University of Utah	No	Yes	\$7,766	\$31,062
South Dakota State University	No	Yes	\$7,671	\$30,684
<b>Utah State University</b>	<b>Proposed</b>	<b>Yes</b>	<b>\$7,549</b>	<b>\$30,197</b>
Montana State University	No	Yes	\$6,960	\$27,840
Idaho State University	No	Yes	\$6,576	\$26,304
New Mexico State University	Yes	Yes	\$6,157	\$24,717
Southern Utah University	No	Yes	\$5,996	\$23,984
Weber State University	No	Yes	\$5,636	\$22,545
Utah Valley University	No	Yes	\$5,278	\$21,112
University of Wyoming	Yes	Yes	\$4,730	\$18,920

Degree Satisfaction of Arts Graduates.



According to the recent Strategic National Arts Alumni Project (SNAAP) survey, arts alumni express high levels of overall satisfaction with their education even though salaries for careers in the arts are not typically as high as those for some other careers. Contrary to conventional wisdom that suggests arts graduates work primarily in the food service industry, more often than not, they are currently working as artists in the areas for which they were trained. Even when working in fields that may be seemingly unrelated to the arts, they still report using their creative training in their work. In addition, arts graduates as a whole, including those who pursue careers in non-arts areas, contribute to the arts as volunteers and donors at rates substantially higher than those of the general population, and many make or perform art in their non-work time.

These and other data that are coming out of the work done by SNAAP demonstrate the intrinsic value of the arts degree. According to the 2011 survey, arts graduates are largely happy with their education, and they appreciate what their schools have taught them. The data also show that arts students want more. Survey responses show that most arts majors would have liked to have received more in-depth career advising and to have been offered greater opportunities to engage in sustained interactions with guest artists working in their intended fields of endeavor. These are exactly the kinds of value-added improvements that our student arts council identified as important to their education and what the Caine College of the Arts seeks to offer our students, funded in part by differential tuition.

### Conclusion.

The implementation of differential tuition represents an opportunity for Utah State University to transform the quality of its programs in the arts, both now and in the future. Since the founding of the Caine College of the Arts in 2010, USU has brought increased E&G resources to the college to hire new faculty and administrators; donors have stepped forward to fund scholarships and programs; and an increased emphasis on public visibility has brought an upturn in revenues generated through our public events. It is now appropriate that our students join in building the college by investing in their own education. The college appreciates your consideration of this proposal.

## **Caine College of the Arts: Differential Tuition FAQ**

### **Will I pay more?**

*A simple question deserves a straight answer: Yes. It would be unrealistic to think that we could generate more funding from differential tuition without an increase in cost. In order to improve the quality of our programs, everyone will pay a little more, but we will work to make sure the costs are shared equitably among all students for the benefit of all students.*

### **How much will it cost?**

*In the first year, 2013-14, differential tuition will add \$12 per credit hour to courses offered by our college. We anticipate that the reduction in course fees will offset a little more than half of this increase in the first year depending on the number of credits a student takes.*

### **What about after the first year?**

*In 2014-15 and 2015-16, differential tuition will increase by \$12 per credit hour for courses offered by our college to a total of \$36 per credit hour. Following that time, differential tuition will increase at the same rate as regular tuition.*

### **What course fees will I continue to pay?**

*The following principles will guide the reduction of course fees during the implementation of differential tuition:*

- 1. The college will reduce or eliminate most course fees. The fees that will remain in place will be those for expenses such as one-on-one instruction, individual supervision, consumable course materials, and other expenses that benefit an individual student.*
- 2. Course fee eliminations or reductions and differential tuition increments will be balanced in a way that is financially fair and transparent. The college will work to avoid having students in particular programs be disproportionately burdened.*
- 3. A portion of differential tuition will be used to offset the impact to departments of the course fee reductions.*
- 4. Departmental operational budgets and resources available to individual classes will not suffer as a result of the reduction of course fees.*

### **Who will decide how the money is spent?**

*When the proposal for differential tuition is approved, Dean Jessop will form an advisory board to oversee the distribution of the funds. Associate Dean Christopher Terry will chair the board, and members will include each of the department heads. Each department of the college will choose one additional faculty member and two students to serve as members who will represent their colleagues in the allocation process. This board will make recommendations to the dean regarding how the funding is to be used.*

### **Will the college use part of this funding to pay off debt?**

*No.*

## **I need to plan for next year. When will I know exactly how much I will need to pay?**

*The Board of Regents will consider the proposal in March when they set regular tuition. You will know the new fee and tuition cost prior to the end of this academic year.*

## **Any increase in cost will be hard for me to pay. Will there be any help available?**

*Yes. The college is serious about providing you with a great value in high-quality education. Most of you work; many have young families. We have already begun discussions with donors about additional scholarship support for those for whom this would be an insurmountable hardship. Our success in bringing in scholarship funding since the formation of the college has been excellent, and, with support from our donors and friends, we are confident that we will be able to ease the financial burden of this new program.*

## **What are some specifics that I can expect to see as a result of differential tuition?**

*Since the increase will be phased in over several years, initial results will be small and will grow in time. Some examples of key initiatives follow:*

*2013-14*

- Reductions in course fees will offset the impact of differential tuition to students. Much of the initial year's funding will be used to offset the course fee reductions.*
- Reductions in many departmental fees, such as those for practice rooms or lockers.*
- Upgrade/replacement of needed equipment.*
- Increased availability of visiting artist presentations and master class opportunities.*

*2014-15 and after*

- Regular maintenance and replacement of classroom and performance equipment.*
- Expanded advising and career placement support for students.*
- Expanded opportunities for internship and study abroad programs.*
- Increased support for visiting artists and scholars.*
- Development of new programs such as Film, Musical Theatre, Commercial Music, Animation, and Dance, as recommended by the advisory board.*

## **Will USU remain a good value for the over-all cost of a degree?**

*Yes, differential tuition will raise the cost of a degree in the Caine College, but, compared with most other public or private universities, your four-year experience at Utah State will remain an excellent value for a high-quality education. With the proposed differential tuition added to current tuition at Utah State, we will still be among the lowest cost in our peer group.*

## **Why should I support differential tuition?**

*Differential tuition, when combined with state funding and donations, gives you a chance to change your education for the better. The phased approach, combined with reducing course fees, means that students who are nearing graduation and will receive fewer benefits will pay less of the cost. For students who have more than a year or two in the program left, you will see the direct benefits of this funding in the quality of your experience here. None of us by ourselves can afford to start a new degree program, nor could one of us pay for a visiting artist of national stature to come work in classes, nor provide a smoother transition for our students from college to the workplace or graduate school. Working together we can accomplish all of this and more.*

**Proposal to Institute Differential Tuition for Weber State University Upper-Division Courses in the  
John B. Goddard School of Business & Economics**

*November 29, 2012*

**Proposal**

The John B. Goddard School of Business & Economics at Weber State University proposes to charge differential tuition for all of its upper-division undergraduate courses effective with the fall term of 2013. The \$60/credit hour differential tuition would apply to all 3000-, 4000- and 5000-level courses offered by the Goddard School. In order to limit the effect on current students, the tuition will be phased in over a three-year period, as follows:

<u>Academic Year</u>	<u>Differential Tuition</u>
2013-14	\$30/credit hour
2014-15	\$45/credit hour
2015-16 and beyond	\$60/credit hour

**Rationale**

The Goddard School needs to hire more full-time faculty.

The School serves a diverse body of students with a wide variety of educational needs and schedules. The School has struggled in recent years to offer sufficient courses in the variety of delivery methods and times that its diverse student body demands. Because of its limited number of faculty, this has resulted in significant overload teaching by faculty and heavy reliance on adjunct instruction. For example, during 2011-12, 40% of Goddard School faculty taught at least one overload course and 19% taught multiple overloads. In general, faculty are teaching overloads not to increase their compensation, but rather to ensure that the students may proceed toward graduation in a timely manner.

The Goddard School is proud to hold both business and accounting accreditation from AACSB International, the premier global accreditor of business programs. However, in both its 2008 and 2012 reviews of the School, AACSB noted the inappropriate reliance on overload teaching, which can detract from faculty scholarship and service to the university and the Northern Utah community. In accreditation terms, the Goddard School does not have “sufficient faculty” to accomplish its mission. AACSB has directed the Goddard School to reduce overloads considerably (that is, to zero, except in extraordinary circumstances) before the next review in 2017. It has stated that the failure to do so will put WSU in serious danger of losing AACSB accreditation.

The loss of AACSB accreditation would put the School at a major disadvantage in recruiting faculty, because AACSB is the accepted mark of quality for business schools. Given the shortage of faculty in many business disciplines, the best faculty members will simply opt not to apply to an unaccredited business school. Furthermore, some of the Goddard School’s best faculty would likely leave for positions at AACSB-accredited universities. Students have also become much more aware of the AACSB brand—its loss means that the best, most well-informed students will no longer consider WSU for their

undergraduate or master's degrees. The Goddard School's current and future international partnerships would also be at risk, since most high-quality foreign institutions will only partner with AACSB-accredited business schools. Finally, the negative publicity associated with losing accreditation would have significant negative impacts on the School's capital campaign efforts.

Since the Goddard School already uses adjuncts to the maximum extent consistent with AACSB standards, the only option for eliminating overload teaching while remaining true to the WSU mission of reasonably-sized classes characterized by a high degree of student-faculty interaction is to hire additional faculty members. Differential tuition is the only viable method of generating enough revenue to address this problem before AACSB's 2017 re-accreditation review of the School.

The remainder of this proposal specifies the differential tuition model and explains how it will address the faculty sufficiency issue.

### **Current and Proposed Tuition Structure**

All students enrolled in 3000-, 4000- and 5000-level courses offered by the Goddard School will pay the differential tuition of \$60/credit for those courses. Prefixes to which the differential tuition would apply initially include ACTG, BSAD, ECON, FIN, IST, MGMT, MKTG, QUAN, and SCM. In addition, differential tuition will apply to any new courses prefixes used by the Goddard School in the future. The table below shows the effect on tuition depending on the number of credit hours taken during a semester:

### Current WSU Resident Undergraduate Tuition Structure

Credits Per Semester	Tuition	Proposed Differenti al Tuition	Total Proposed Tuition	% Tuition Increase from Diff. Tuition
1	\$ 356.60	\$ 60.00	\$ 416.60	17%
2	\$ 519.01	\$120.00	\$ 639.01	23%
3	\$ 681.42	\$180.00	\$ 861.42	26%
4	\$ 843.83	\$240.00	\$1,083.83	28%
5	\$1006.24	\$300.00	\$1,306.24	30%
6	\$1,168.65	\$360.00	\$1,528.65	31%
7	\$1,331.06	\$420.00	\$1,751.06	32%
8	\$1,493.47	\$480.00	\$1,973.47	32%
9	\$1,655.88	\$540.00	\$2,195.88	33%
10	\$1,818.29	\$600.00	\$2,418.29	33%
11	\$1,980.70	\$660.00	\$2,640.70	33%
12	\$1,980.70	\$720.00	\$2,700.70	36%
13	\$1,980.70	\$780.00	\$2,760.70	39%
14	\$1,980.70	\$840.00	\$2,820.70	42%
15	\$1,980.70	\$900.00	\$2,880.70	45%
16	\$1,980.70	\$960.00	\$2,940.70	48%
17	\$1,980.70	\$1,020.00	\$3,000.70	51%
18	\$1,980.70	\$1,080.00	\$3,060.70	55%
19	\$2,143.11	\$1,140.00	\$3,283.11	53%
20	\$2,305.52	\$1,200.00	\$3,505.52	52%
21	\$2,467.93	\$1,260.00	\$3,727.93	51%
22	\$2,630.34	\$1,320.00	\$3,950.34	50%
23	\$2,792.75	\$1,380.00	\$4,172.75	49%
24	\$2,955.16	\$1,440.00	\$4,395.16	49%
25	\$3,117.57	\$1,500.00	\$4,617.57	48%

For students enrolled in six credits per semester, the \$60/credit differential tuition represents a 31% increase in tuition. At 15 credit hours per semester, differential tuition results in a 45% increase over normal WSU tuition.

### Comparison of Proposed Tuition with Tuition at Other USHE Institutions

The following table compares the proposed WSU differential tuition rates for those business schools that have differential undergraduate tuition—UU and USU.

#### Undergraduate Resident Normal and Differential 15-Credit/Semester Tuition in USHE Institutions

Institution	Normal 2012-13 tuition	Differential tuition (per credit hour)	Total differential tuition	Total tuition	Differential tuition as % of normal tuition
Dixie	\$ 1,734			\$ 1,734	
Snow	\$ 1,348			\$ 1,348	
SUU	\$ 2,480			\$ 2,480	
USU	\$ 2,511	\$ 97.00	\$ 1,455.00	\$ 3,966	58%
USU-Eastern	\$ 1,310			\$ 1,310	
UU	\$ 3,137	\$ 101.50	\$ 1,522.50	\$ 4,660	49%
UVU	\$ 2,061			\$ 2,061	
WSU	\$ 1,981	\$ 60.00	\$ 900.00	\$ 2,881	45%

The differential tuition rates are \$101.50 per credit at UU and \$92 per credit at USU. The proposed WSU upper-division business differential tuition of \$60 per credit is lower than both UU and USU's. In addition, WSU's differential tuition is also a smaller percentage of tuition (45%) than UU (49%) or USU's (58%). The following table shows analogous information for non-resident tuition.

#### Undergraduate Non-Resident Normal and Differential 15 Credit/Semester Tuition in USHE Institutions

Institution	Normal 2012-13 tuition	Differential tuition (per credit hour)	Total differential tuition	Total tuition	Differential tuition as % of normal tuition
Dixie	\$ 5,550			\$ 5,550	
Snow	\$ 4,920			\$ 4,920	
SUU	\$ 8,184			\$ 8,184	
USU	\$ 8,084	\$ 97.00	\$ 1,455.00	\$ 9,539	18%
USU-Eastern	\$ 2,620			\$ 2,620	
UU	\$10,987	\$101.50	\$ 1,522.50	\$12,509	14%
UVU	\$ 6,427			\$ 6,427	
WSU	\$ 6,029	\$ 60.00	\$ 900.00	\$ 6,929	15%

### **Expected Use of Differential Tuition Funds**

During 2011-12, the Goddard School generated 19,363 upper-division student credit hours. Differential tuition of \$60/credit on 19,363 credits would have generated \$1,161,780 in revenue. Given enrollment increases since then, the revenue generated is expected to exceed that figure.

This revenue will be used for two purposes—hiring additional faculty and retaining current faculty.

As stated in the introduction, the primary use of the revenue from differential tuition will be hiring additional tenure-track faculty and additional instructors, allowing the Goddard School to ensure timely graduation of its students and to comply with AACSB's accreditation standards. The School would allocate approximately \$900,000-\$1,000,000 of the revenue toward new faculty hires. The number of faculty hired will depend upon the faculty disciplines, as well as whether faculty are hired as instructors or on the tenure track. Given the expected distribution of hires, it is estimated that the revenue from differential tuition will allow the School to hire 8-12 additional faculty members.

The proposal phases differential tuition in beginning in fall 2013 at \$30/credit hour. Therefore, approximately half of these new faculty hires would begin teaching at WSU in fall 2014. An additional quarter of the hires would begin in fall 2015 and the remainder in fall 2015.

Given the rapid rise in salaries in many business disciplines, some of the revenue will be used for a second purpose. In addition to ensuring that its salaries are competitive both for new hires, the Goddard School must increase salaries of talented current faculty in order to retain them in an increasingly competitive national market for business faculty. It is estimated that \$150,000-\$200,000 would be necessary to bring faculty salaries in line with market requirements. As with new hires, salary increases would take place beginning in fall 2014 and continuing through fall 2016.





March 11, 2013

Dr. Norm Tarbox  
Administrative Services  
Weber State University

Dear Norm:

The Master of Education program would like to institute differential tuition for students in its program using the same surcharge as the Master of Criminal Justice program, which is currently \$58.58 per credit hour. Presently, the Master of Education program has no differential tuition.

The rationale for adding this surcharge, along with other related data, is documented below in three sections: (a) need, (b) impact on students, and (c) comparison chart.

A. Need

- Currently, faculty receive no financial compensation for serving on graduate committees because there are insufficient funds in the budget. For committee chairs the work load is approximately 25-40 extra hours to guide the student through the project (thesis), and for committee members the commitment is approximately 15-20 hours. Though an attempt is made to spread committees among the faculty, some faculty members serve on or chair five committees per semester.
- National accreditation requires load differentiation for master's courses. Currently there are no designated graduate faculty within the Teacher Education Department, and there are no plans to create such differentiation. Each faculty member carries a load based on undergraduate criteria (i.e., 12 credit hours per semester). Since master's courses do take more time to prepare, and the reading of student work is at a much higher level, faculty teaching such courses should be compensated accordingly, either financially or with a reduced load.
- Because the Master of Education program now has (for the past 5 years) a strong licensing component, it has seen a major growth in its student population by allowing those who have bachelor's degrees to seek Utah State licensing in either elementary, secondary, or special education. This change has created additional financial needs that were unanticipated. A couple of those needs include supervision during the practicum experience, additional advisement by the secretary and director of the program, and interfacing with Utah State Office of Education on a regular basis to complete the licensing process.
  - Accreditation is also impacted by this licensing component, which will result in increased administrative work as the department pursues TEAC (Teacher Education Accreditation Council) accreditation in the fall of 2014.

B. Impact on students

- The majority of Master of Education students take approximately 6 credit hours per semester. If the increase is granted, it means that students will pay approximately \$2808 more for their master's degree. However, most school districts pay teachers with master's degrees approximately \$2500 more per year than their bachelor-degreed colleagues. Thus, students will make up that difference in less than one year and have the increased salary for the rest of their careers.

C. Comparison chart

**Comparison of current tuition and fees for Master of Education programs in the state**

	6 credits	Amount different from WSU	Full Time	Amount different from WSU (based on 12 credit hours)	Other Information
WSU	\$1539		\$2582		FT=11-18 credits
USU	\$1900	+ \$361 (\$60.17 per credit hour)	\$3417	+ \$835 (\$69.48 per credit hour)	FT=13-18 credits All master's degrees pay same amount
U of U	\$ 2071	+ \$532 (\$88.67 per credit hour)	\$ 3258	+ \$676 (\$56.33 per credit hour)	FT=12 credits – over 12 adds \$190 per credit hour
UVU	\$1668	+ \$129 (\$21.50 per credit hour)	\$3101	+ 519 (\$43.25 per credit hour)	FT=12 credits – over 12 adds \$231 per credit hour
SUU	\$1807	+\$268 (\$44.67 per credit hour)	\$3283	+ 701 (\$58.42 per credit hour)	FT=12 credits – over 12 adds \$226 per credit hour

Would you please forward this request to the Weber State University President's Council and Board of Trustees and to the State Board of Regents.

Thanks,

*Betty*

Betty Kusnierz  
Director of Academic Finance & Administration

Cc: Provost Vaughan

March 20, 2013

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Fee Increases for 2013-2014

Issue

USHE officials seek Regent approval of the general student fee schedules for 2013-14.

Background

Fees are charged to students in conjunction with the payment of tuition and go to support various campus programs or needs such as student activities/support, building bonds, building support, athletics, student health, and technology. Institutional presidents consult with student leaders to determine the level of general student fees to be assessed during the upcoming year.

As a general rule-of-thumb, the Regents have allowed institutions to increase student fees each year up to the rate at which first-tier tuition is increased. Institutions with proposed fee increases exceeding the first-tier increase must justify and provide evidence of student support for the increase. The proposed first-tier increase for 2013-14 is 5.0%.

Based on the proposed first-tier tuition increase, the proposed general fee increase from SUU and UVU exceed the first-tier tuition increase. Therefore, letters from the student body leaders at these institutions have been included in the attachments.

The Commissioner's staff has prepared five attachments that summarize the information.

- Attachment 1: Summary of USHE 2013-14 annual fees for a full-time student
- Attachment 2: Summary and comparison of 2013-2014 annual fees by institution and credit hour
- Attachment 3: Summary of proposed changes
- Attachment 4: Ten-year history of fee increases for the USHE institutions
- Attachment 5: Support letters from the student body organizations

Commissioner's Recommendation

The Commissioner recommends approval of the fee schedules included in the attachments.

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David L. Buhler  
Commissioner for Higher Education

DLB/GLS/BLS  
Attachment

**2013-14 UNDERGRADUATE STUDENT FEES**

Annual Fee Rate for a Full-Time Student (Fifteen Credit Hours for 2 Consecutive Semesters)

Fees	UU	USU	WSU	SUU	Snow	Dixie	UVU	SLCC
Student Activity/ Support Fees	\$140.82	\$208.16	\$257.72	\$118.00	\$63.90	\$290.10	\$119.72	\$123.50
Building Bond Fees	0.00	177.60	241.72	212.00	0.00	0.00	226.68	118.00
Building Support Fees	258.48	17.50	57.68	110.00	234.60	131.30	94.44	57.00
Athletic Fees	168.02	258.76	121.00	204.00	42.00	130.00	213.52	60.00
Health Fees	40.96	82.36	50.70	8.00	9.60	14.50	21.20	29.00
Technology Fees	227.04	127.72	91.64	64.00	31.90	77.10	28.68	20.50
Other Fees	111.00	40.00	10.44	0.00	8.00	0.00	13.76	10.00
<b>Total Fees</b>	<b>\$946.32</b>	<b>\$912.10</b>	<b>\$830.90</b>	<b>\$716.00</b>	<b>\$390.00</b>	<b>\$643.00</b>	<b>\$718.00</b>	<b>\$418.00</b>

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have different fee schedules (typically lower)

## Utah System of Higher Education

Summary of General Student Fees 2012-13 vs. 2013-14 (for a Full-time Student 2 semesters - 15 credit hours each)

University of Utah: Undergraduate Fees					
Fee Category	Fee Description	2012-13 Fees	2013-14 Fees	Annual Change	% Change
Student Activity/ Support Fees	ASUU	\$46.24	\$46.24	\$0.00	0.00%
	Collegiate Readership Program	8.60	8.60	\$0.00	0.00%
	Fine Arts	20.00	24.00	\$4.00	20.00%
	Publications	12.36	12.36	\$0.00	0.00%
	Recreation	37.62	37.62	\$0.00	0.00%
	Money Management	6.00	6.00	\$0.00	0.00%
	Study Abroad	6.00	6.00	\$0.00	0.00%
Building Support Fees	Building	238.48	238.48	\$0.00	0.00%
	Utilities (Formerly Fuel and Power)	20.00	20.00	\$0.00	0.00%
Athletic Fees	Athletics	164.72	168.02	\$3.30	2.00%
Health Fees	Health	40.96	40.96	\$0.00	0.00%
Technology	Computer Fee	227.04	227.04	\$0.00	0.00%
Other	Transportation	84.00	84.00	\$0.00	0.00%
	Library	21.00	22.00	\$1.00	4.76%
	Sustainability	5.00	5.00	\$0.00	0.00%
<b>Total Fees</b>		<b>\$938.02</b>	<b>\$946.32</b>	<b>\$8.30</b>	<b>0.88%</b>

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2013-14 per Semester

University of Utah: Undergraduate Fees	
Credit Hours	\$ Amount
1	\$290.88
2	303.90
3	316.92
4	329.94
5	342.96
6	355.98
7	369.00
8	382.02
9	395.04
10	408.06
11	421.08
12	434.10
13	447.12
14	460.14
15	473.16
16	479.53
17	485.90
18	492.27
19	498.64
20	505.01
21	511.38
22	517.75
23	524.12
24	530.49
25	536.86

## Utah System of Higher Education

Summary of General Student Fees 2012-13 vs. 2013-14 (for a Full-time Student 2 semesters - 15 credit hours each)

Utah State University: Fees					
Fee Category	Fee Description	2012-13 Fees	2013-14 Fees	Annual Change	% Change
Student Activity/ Support Fees	Activity	\$67.06	\$67.78	\$0.72	1.07%
	Campus Recreation	55.36	56.04	\$0.68	1.23%
	Library	55.66	55.66	\$0.00	0.00%
	Music & Theater	17.18	17.18	\$0.00	0.00%
	Blue Bikes	4.50	5.50	\$1.00	22.22%
	Sustainability	6.00	6.00	\$0.00	0.00%
Building Bond Fees	Building	177.60	177.60	\$0.00	0.00%
Building Support Fees	Building	17.50	17.50	\$0.00	0.00%
Athletic Fees	Athletics	258.76	258.76	\$0.00	0.00%
Health Fees	Health Services	82.36	82.36	\$0.00	0.00%
Technology Fees	Computer Labs	127.72	127.72	\$0.00	0.00%
Other Fees	Aggie Shuttle	40.00	40.00	\$0.00	0.00%
<b>Total Fees</b>		<b>\$909.70</b>	<b>\$912.10</b>	<b>\$2.40</b>	<b>0.26%</b>

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have different fee schedules (typically lower)

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2013-14 per Semester

Utah State University Fees			
Credit Hours	Logan	RCDE	Eastern
0.5			\$14.10
1	\$299.09	\$228.42	\$28.20
2	\$312.17	\$238.38	\$47.00
3	\$325.25	\$248.34	\$65.80
4	\$338.33	\$258.30	\$84.60
5	\$351.41	\$268.26	\$103.40
6	\$364.49	\$278.22	\$122.20
7	\$377.57	\$288.18	\$141.00
8	\$390.65	\$298.14	\$159.80
9	\$403.73	\$308.10	\$178.60
10	\$416.81	\$318.06	\$197.40
11	\$429.89	\$328.02	\$216.20
12	\$442.97	\$337.98	\$235.00
13	\$456.05	\$347.94	\$235.00
14	\$456.05	\$347.94	\$235.00
15	<b>\$456.05</b>	<b>\$347.94</b>	<b>\$235.00</b>
16	\$456.05	\$347.94	\$235.00
17	\$456.05	\$347.94	\$235.00
18	\$456.05	\$347.94	\$235.00
19	\$469.13	\$357.90	\$253.80
20	\$482.21	\$367.86	\$272.60
21	\$495.29	\$377.82	\$291.40
22	\$508.37	\$387.78	\$310.20
23	\$521.45	\$397.74	\$329.00
24	\$534.53	\$407.70	\$347.80
25	\$547.61	\$417.66	\$366.60

## Utah System of Higher Education

Summary of General Student Fees 2012-13 vs. 2013-14 (for a Full-time Student 2 semesters - 15 credit hours each)

Weber State University: Fees					
Fee Category	Fee Description	2012-13 Fees	2013-14 Fees	Annual Change	% Change
Student Activity/ Support Fees	Activity	\$191.30	\$189.12	(2.18)	-1.14%
	ID Cards	7.00	7.00	0.00	0.00%
	Recreation	52.40	61.60	9.20	17.56%
Building Bond Fees	Building	208.98	241.72	32.74	15.67%
Building Support Fees	Union Building	60.96	57.68	(3.28)	-5.38%
Athletic Fees	Athletic	125.16	121.00	(4.16)	-3.32%
Health Fees	Medical	53.32	50.70	(2.62)	-4.91%
Technology Fees	Student Computer Labs	24.46	23.84	(0.62)	-2.53%
	Computer	73.14	67.80	(5.34)	-7.30%
Other Fees	Transportation	10.00	10.44	0.44	4.40%
<b>Total Fees</b>		<b>\$806.72</b>	<b>\$830.90</b>	<b>24.18</b>	<b>3.00%</b>

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2013-14 per Semester

Weber State University Fees	
Credit Hours	\$ Amount
1	106.25
2	137.17
3	168.09
4	199.01
5	229.93
6	260.85
7	291.77
8	322.69
9	353.61
10	384.53
11	415.45
12	415.45
13	415.45
14	415.45
15	415.45
16	415.45
17	415.45
20	415.45
19	415.45
20	415.45
21	415.45
22	415.45
23	415.45
24	415.45
25	415.45



## Utah System of Higher Education

Summary of General Student Fees 2012-13 vs. 2013-14 (for a Full-time Student 2 semesters - 15 credit hours each)

### Southern Utah University: Fees

Fee Category	Fee Description	2012-13 Fees	2013-14 Fees	Annual Change	% Change
Student Activity/ Support Fees	Student Activity	\$97.00	\$93.00	(4.00)	-4.12%
	Student Union	15.00	15.00	0.00	0.00%
	Service Learning	7.00	7.00	0.00	0.00%
	ID Card	3.00	3.00	0.00	0.00%
	Library	6.00	0.00	(6.00)	-100.00%
Building Bond Fees	Building	212.00	212.00	0.00	0.00%
Building Support Fees	Building	0.00	110.00	110.00	N/A
Athletic Fees	Athletics	204.00	204.00	0.00	0.00%
Health Fees	Health Services	8.00	8.00	0.00	0.00%
Technology Fees	Computer	64.00	64.00	0.00	0.00%
<b>Total Fees</b>		<b>\$616.00</b>	<b>\$716.00</b>	<b>\$100.00</b>	<b>16.23%</b>

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2013-14 per Semester

### Southern Utah University Fees

Credit Hours	\$ Amount
1	\$43.00
2	78.00
3	113.00
4	148.00
5	183.00
6	218.00
7	253.00
8	288.00
9	323.00
10	358.00
11	358.00
12	358.00
13	358.00
14	358.00
15	358.00
16	358.00
17	358.00
18	358.00
19	358.00
20	358.00
21	358.00
22	358.00
23	358.00
24	358.00
25	358.00

**Utah System of Higher Education**

*Summary of General Student Fees 2012-13 vs. 2013-14 (for a Full-time Student, 2 semesters - 15 credit hours each)*

**Snow College: Fees**

Fee Category	Fee Description	2012-13 Fees	2013-14 Fees	Annual Change	% Change
Student Activity/ Support Fees	Activity	\$37.00	\$37.00	0.00	0.00%
	Intramurals	12.00	12.00	0.00	0.00%
	Music	6.00	6.00	0.00	0.00%
	Theater	8.90	8.90	0.00	0.00%
Building Support Fees	Building	234.60	234.60	0.00	0.00%
Athletic Fees	Athletics	42.00	42.00	0.00	0.00%
Health Fees	Insurance	9.60	9.60	0.00	0.00%
Technology Fees	Computer	31.90	31.90	0.00	0.00%
Other Fees	Communication	8.00	8.00	0.00	0.00%
<b>Total Fees</b>		<b>\$390.00</b>	<b>\$390.00</b>	<b>\$0.00</b>	<b>0.00%</b>

**Utah System of Higher Education**

*Per Credit Hour Charges for General Student Fees 2013-14 per Semester*

**Snow College Fees**

Credit Hours	\$ Amount
1	\$0.00
2	0.00
3	57.00
4	76.00
5	100.00
6	119.00
7	138.00
8	157.00
9	176.00
10	195.00
11	195.00
12	195.00
13	195.00
14	195.00
15	195.00
16	195.00
17	195.00
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19	195.00
20	195.00
21	195.00
22	195.00
23	195.00
24	195.00
25	195.00

## Utah System of Higher Education

Summary of General Student Fees 2012-13 vs. 2013-14 (for a Full-time Student: 2 semesters - 15 credit hours each)

## Dixie State University: Fees

Fee Category	Fee Description	2012-13 Fees	2013-14 Fees	Annual Change	% Change
Student Activity/ Support Fees	Associated Students	\$69.00	\$66.00	(\$3.00)	-4.35%
	Associated Students Director	26.00	30.00	\$4.00	15.38%
	Student ID Card	2.00	2.00	\$0.00	0.00%
	Radio & Broadcast Advertising	2.00	4.00	\$2.00	100.00%
	Multicultural & Diversity	2.00	2.00	\$0.00	0.00%
	Tutoring	8.00	8.00	\$0.00	0.00%
	One-time Fund	3.00	3.00	\$0.00	0.00%
	Student Recreational Services	37.30	37.30	\$0.00	0.00%
	Student Center Programs	111.80	111.80	\$0.00	0.00%
	Writing Center	4.00	4.00	\$0.00	0.00%
	Dixie Sun	2.00	2.00	\$0.00	0.00%
	Testing Center	11.00	11.00	\$0.00	0.00%
	Theater	4.00	4.00	\$0.00	0.00%
Road to Success	0.00	5.00	\$5.00	N/A	
Building Support Fees	Student Center Operations	40.00	40.00	\$0.00	0.00%
	Building (Future New)	50.00	82.30	\$32.30	64.60%
	Unexpended Plant	9.00	9.00	\$0.00	0.00%
Athletic Fees	Athletic Fee - General	120.00	130.00	\$10.00	8.33%
Health Fees	Student Health Services	14.00	14.00	\$0.00	0.00%
	AED	0.00	0.50	\$0.50	N/A
Technology Fees	Instructional Computers	34.90	39.40	\$4.50	12.89%
	Banner IT Support	70.00	37.70	(\$32.30)	-46.14%
<b>Total Fees</b>		<b>\$620.00</b>	<b>\$643.00</b>	<b>\$23.00</b>	<b>3.71%</b>

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2013-14 per Semester

## Dixie State College Fees

Credit Hours	\$ Amount
1	\$10.00
2	10.00
3	10.00
4	150.15
5	178.90
6	207.62
7	237.74
8	264.66
9	293.18
10	321.50
11	321.50
12	321.50
20	321.50
14	321.50
15	321.50
16	321.50
17	321.50
18	321.50
19	321.50
20	321.50
21	321.50
22	321.50
23	321.50
24	321.50
25	321.50

## Utah System of Higher Education

Summary of General Student Fees 2012-13 vs. 2013-14 (for a Full-time Student, 2 semesters - 15 credit hours each)

### Utah Valley University: Fees

Fee Category	Fee Description	2012-13 Fees	2013-14 Fees	Annual Change	% Change
Student Activity/ Support Fees	Student Programs	\$116.08	\$116.08	0.00	0.00%
	Issue Room	3.64	3.64	0.00	0.00%
	One Card	1.96	0.00	(1.96)	-100.00%
Building Bond Fees	Building	202.68	226.68	24.00	11.84%
Building Support Fees	Student Center	62.48	62.48	0.00	0.00%
	Student Life & Wellness Building	0.00	31.96	31.96	N/A
Athletic Fees	Athletics	213.52	213.52	0.00	0.00%
Health Fees	Wellness Center	21.20	21.20	0.00	0.00%
Technology Fees	Computer	28.68	28.68	0.00	0.00%
Other Fees	Transportation UTA	13.76	13.76	0.00	0.00%
<b>Total Fees</b>		<b>\$664.00</b>	<b>\$718.00</b>	<b>\$54.00</b>	<b>8.13%</b>

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2013-14 per Semester

### Utah Valley University

Credit Hours	\$ Amount
1	\$53.00
2	104.00
3	155.00
4	206.00
5	257.00
6	308.00
7	359.00
8	359.00
9	359.00
10	359.00
11	359.00
12	359.00
13	359.00
14	359.00
15	359.00
16	359.00
17	359.00
18	359.00
19	359.00
20	359.00
21	359.00
22	359.00
23	359.00
24	359.00
25	359.00

## Utah System of Higher Education

Summary of General Student Fees 2012-13 vs. 2013-14 (for a Full-time Student 2 semesters - 15 credit hours each)

### Salt Lake Community College: Fees

Fee Category	Fee Description	2012-13 Fees	2013-14 Fees	Annual Change	% Change
Student Activity/ Support Fees	Activity Fee	\$53.50	\$49.50	(\$4.00)	-7.48%
	Student Service Center	32.00	29.50	(\$2.50)	-7.81%
	ID Card	14.50	23.50	\$9.00	62.07%
	Fine Arts/Lecture	7.00	7.00	\$0.00	0.00%
	Publication - Student Newspaper	1.50	1.50	\$0.00	0.00%
	Media Fee	1.00	0.00	(\$1.00)	-100.00%
	Community Service	5.50	8.00	\$2.50	45.45%
	Child Care	4.50	4.50	\$0.00	0.00%
Building Bond Fees	Building Fee	118.00	118.00	\$0.00	0.00%
Building Support Fees	Union Building	58.00	57.00	(\$1.00)	-1.72%
Athletic Fees	Athletics	60.00	60.00	\$0.00	0.00%
Health Fees	Medical/Health Fee	29.00	29.00	\$0.00	0.00%
Technology Fees	Computer/Technology	16.50	20.50	\$4.00	24.24%
Other Fees	Transportation Fee	7.00	7.00	\$0.00	0.00%
	Sustainability Fee	3.00	3.00	\$0.00	0.00%
<b>Total Fees</b>		<b>\$411.00</b>	<b>\$418.00</b>	<b>\$7.00</b>	<b>1.70%</b>

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2013-14 per Semester

### Salt Lake Community College Fees

Credit Hours	\$ Amount
1	\$56.00
2	73.00
3	90.00
4	107.00
5	124.00
6	141.00
7	158.00
8	175.00
9	192.00
10	209.00
11	209.00
12	209.00
13	209.00
14	209.00
15	209.00
16	209.00
17	209.00
18	209.00
20	209.00
20	209.00
21	209.00
22	209.00
23	209.00
24	209.00
25	209.00

Summary of Recommended 2013-14 Undergraduate Fee Changes <sup>(1)</sup>

Fifteen Credit Hour Load for 2 Semesters

Institution and Fee Type	Increase from 2012-13	
	Dollars	Percent
<b>University of Utah</b>		
<i>Student Activity/ Support Fees</i>		
Fine Arts	\$4.00	20.00%
<i>Athletic Fees</i>		
Athletics	\$3.30	2.00%
<i>Other Fees</i>		
Library	\$1.00	4.76%
<b>Total Increase</b>	<b>\$8.30</b>	<b>0.88%</b>

<b>Utah State University</b>		
<i>Student Activity/ Support Fees</i>		
Activity	\$0.72	1.07%
Campus Recreation	\$0.68	1.23%
Blue Bikes	\$1.00	22.22%
<b>Total Increase</b>	<b>\$2.40</b>	<b>0.26%</b>

<b>Weber State University</b>		
<i>Student Activity/ Support Fees</i>		
Activity	(\$2.18)	-1.1%
Recreation	\$9.20	17.6%
<i>Building Bond Fees</i>		
Building	\$32.74	15.7%
<i>Building Support Fees</i>		
Union Building	(\$3.28)	-5.38%
<i>Athletic Fees</i>		
Athletic	(\$4.16)	-3.32%
<i>Health Fees</i>		
Medical	(\$2.62)	-4.91%
<i>Technology Fees</i>		
Student Computer Labs	(\$0.62)	-2.53%
Computer	(\$5.34)	-7.30%
<i>Other Fees</i>		
Transportation	\$0.44	4.40%
<b>Total Increase</b>	<b>\$24.18</b>	<b>3.00%</b>

<b>Southern Utah University</b>		
<i>Student Activity/ Support Fees</i>		
Student Activity	(\$4.00)	-4.12%
Library	(\$6.00)	-100.00%
<i>Building Support Fees</i>		
Building	\$110.00	N/A
<b>Total Increase</b>	<b>\$100.00</b>	<b>16.23%</b>

	Increase from 2012-13	
	Dollars	Percent
<b>Snow College</b>		
<i>No Change</i>		
	<b>\$0.00</b>	<b>0.00%</b>

<b>Dixie State University</b>		
<i>Student Activity/ Support Fees</i>		
Associated Students	(\$3.00)	-4.35%
Associated Students Director	\$4.00	15.4%
Radio & Broadcast Advertising	\$2.00	100.00%
Road to Success	\$5.00	N/A
<i>Building Support Fees</i>		
Building (Future New)	\$32.30	64.60%
<i>Athletic Fees</i>		
Athletic Fee - General	\$10.00	8.33%
<i>Health Fees</i>		
AED	\$0.50	N/A
<i>Technology Fees</i>		
Instructional Computers	\$4.50	12.89%
Banner IT Support	(\$32.30)	-46.14%
<b>Total Increase</b>	<b>\$23.00</b>	<b>3.71%</b>

<b>Utah Valley University</b>		
<i>Student Activity/ Support Fees</i>		
One Card System	(\$1.96)	-100.00%
<i>Building Bond Fees</i>		
Building Bond	\$24.00	11.84%
<i>Building Support Fees</i>		
Building (Future New)	\$31.96	N/A
<b>Total Increase</b>	<b>\$54.00</b>	<b>8.13%</b>

<b>Salt Lake Community College</b>		
<i>Student Activity/ Support Fees</i>		
Activity Fee	(\$4.00)	-7.5%
Student Service Center	(\$2.50)	-7.8%
ID Card	\$9.00	62.1%
Media Fee	(\$1.00)	-100.0%
Community Service	\$2.50	45.5%
<i>Building Support Fees</i>		
Union Building	(\$1.00)	-1.72%
<i>Technology Fees</i>		
Computer/Technology	\$4.00	24.24%
<b>Total Increase</b>	<b>\$7.00</b>	<b>1.70%</b>

HISTORY OF GENERAL UNDERGRADUATE STUDENT FEES AND PERCENTAGE INCREASES

2004-05 through 2013-14 Proposed

Fifteen Credit Hour Load -- 2 Semesters

Ten Year History and Proposed 2013-14 Amounts by Institution

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
U of U	\$636.40	\$669.40	\$690.60	\$717.26	\$758.88	\$789.60	\$846.92	\$912.76	\$938.02	\$946.32
USU	523.50	544.00	571.00	585.00	627.12	784.62	804.36	825.88	909.70	912.10
WSU	532.00	591.80	639.40	674.58	701.56	729.62	751.62	774.20	806.72	830.90
SUU	466.00	524.00	504.50	522.00	526.00	539.00	540.00	540.00	616.00	716.00
Snow	300.00	360.00	380.00	380.00	380.00	390.00	390.00	390.00	390.00	390.00
DSU	361.60	382.00	392.00	436.00	451.20	505.20	549.20	600.00	620.00	643.00
UVU	416.00	442.00	496.00	528.00	564.00	584.00	616.00	640.00	664.00	718.00
SLCC	342.00	344.00	357.50	366.50	373.50	414.00	412.00	412.00	411.00	418.00
USHE <sup>(1)</sup>	\$447.19	\$482.15	\$503.88	\$526.17	\$547.78	\$592.01	\$613.76	\$636.86	\$669.43	\$696.79

Ten Year History and Proposed 2013-14 Percent Change from Prior Year by Institution

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
U of U	8.19%	5.19%	3.17%	3.86%	5.80%	4.05%	7.26%	7.77%	2.77%	0.88%
USU	(0.48%)	3.92%	4.96%	2.45%	7.20%	25.11%	2.52%	2.68%	10.15%	0.26%
WSU <sup>(2)</sup>	5.98%	11.24%	8.04%	5.50%	4.00%	4.00%	3.02%	3.00%	4.20%	3.00%
SUU	0.87%	12.45%	(3.72%)	3.47%	0.77%	2.47%	0.19%	0.00%	14.07%	16.23%
Snow	0.00%	20.00%	5.56%	0.00%	0.00%	2.63%	0.00%	0.00%	0.00%	0.00%
DSU	0.00%	5.64%	2.62%	11.22%	3.49%	11.97%	8.71%	9.25%	3.33%	3.71%
UVU	10.05%	6.25%	12.22%	6.45%	6.82%	3.55%	5.48%	3.90%	3.75%	8.13%
SLCC	1.18%	0.58%	3.92%	2.52%	1.91%	10.84%	(0.48%)	0.00%	(0.24%)	1.70%
USHE <sup>(1)</sup>	3.52%	7.82%	4.51%	4.42%	4.11%	9.05%	3.39%	3.76%	5.11%	4.09%

(1) Simple averages.

# Utah System of Higher Education

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## Student Support Letters for 2013-14 General Fee Increases Greater than 4.5%

	Fee Increase
Southern Utah University	16.23%
Utah Valley University	8.13%



# M E M O R A N D U M

TO: Board of Trustees

FROM: Donna M. Eddleman   
Vice President for Student Services

DATE: March 8, 2013

SUBJECT: Student Fee Increases

Attached are proposed changes to student fees for 2013-2014 submitted by the Student Fee Review Committee to President's Council for their consideration.

President's Council supports the proposed fee modifications and applauds the diligence of the committee to be fiscally responsive to needs that are important to both the student experience and the University.

TO: President's Council

FROM: Student Fee Review Committee

DATE: February 28, 2013

RE: Recommendations for Consideration

The Student Fee Review Committee, as authorized by University policy 11.8, submits the following recommendations for your consideration:

- ***Increase the Sharwan Smith Student Center Building fee by \$55 to a total of \$161 per semester.*** This decision was reached based on the following assumptions:
  - Responsibility to fund the Student Center is shared by students and the university based on space allocations. The student obligation has been kept artificially low because of E&G subsidies.
  - There was a strong possibility that should the committee choose not to support the fee, it would be mandated at a later date by bond covenants.
  - In raising the student fee, we offset the current E&G subsidies. This action makes the E&G funds available to assist the administration in avoiding a second tier tuition increase.
  
- ***Reduce the SUUSA fee by \$2 to the amount of \$24.50 per semester.***
  - This decision was based on the idea that the \$2 given to the Multicultural and International Center (see below) would be used, in large part, for programming purposes and could therefore be taken from the SUUSA programming budget. SUUSA was supportive of this decision because of their desire to support multicultural awareness on campus.
  
- ***Create a new fee for the Multicultural and International Center in the amount of \$2 per semester.***
  - This decision was reached in an effort to create more multicultural awareness on campus and expose students to new experiences. The fee was passed with the expectation that The Polynesian Dance Review, The Black Student Union Step Show and The Native American Pow-Wow be funded and programmed each academic year.

- ***Increase the Outdoor Recreation fee by \$2 per semester.***
  - This fee was approved to allow diversification of outdoor equipment offerings so that students can capitalize on the convenient location of SUU. The committee would like to commend the Coordinator of Outdoor Recreation for creating a successful program and appealing to a wide student population.
  
- That all other existing fees remain as they currently stand.

***The net increase to students will be \$57 per semester for 2013-2014.***

**Note:** The estimated additional revenue from the Sharwan Smith Student Center fee is approximately \$600,000. Because of this, the same amount of E&G money may be used where most needed at the discretion of the President's Council. The additional \$55 dollars per semester per student amounts to nearly a 2% increase in the cost of attending SUU. We urge administrators to use this revenue as a substitute for any second tier tuition increase.

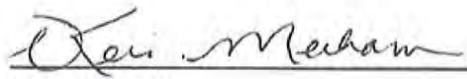
***Additional Observations:***


Last year, a large student fee was passed to replace E&G funding for athletics. With the increase in the Student Center fee this year, approximately 1.1 million dollars have been given back to E&G budgets on an ongoing basis through student fees in just two years. In addition, our tuition increases, as a percentage, have been the highest in the state over the last four years.

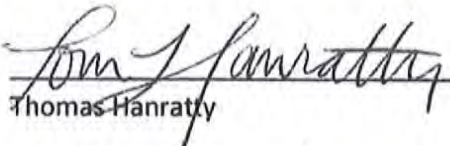
According to [higheredutah.org](http://higheredutah.org), our tuition has increased by over \$1200 per year, after adjusting for inflation, since 2009-10. While SUU continues to improve the student experience and while tuition increases appear to be for strategic and worthy efforts, we are concerned that there has been little effort to cut costs and minimize the impact on students. We ask that, rather than raising tuition, the administration look to offset costs associated with new initiatives by cutting programs and services that are no longer vital to the mission of the University.

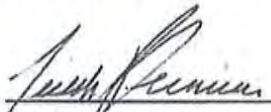
Thank you for your consideration and for allowing the SUU student voice to be a part of this process.


  
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Ryan Horlacher, Chair

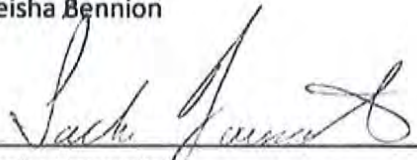
  
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Keri Mecham

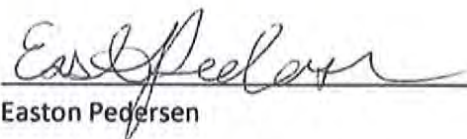
  
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Sam Findley

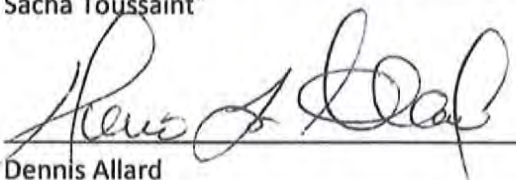
  
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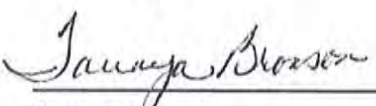
  
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Teisha Bennion

  
\_\_\_\_\_  
Corbin Edginton

  
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Sacha Toussaint

  
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Easton Pedersen

  
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Dennis Allard

  
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Taunya Bronson



UTAH VALLEY UNIVERSITY

STUDENT LEADERSHIP & ACTIVITIES

TO: Board of Regents  
FROM: Chad Workman, Student Body President 2012-13  
DATE: March 29, 2013  
SUBJECT: 2013-14 Student Fee Proposal

At the beginning of Spring 2013 semester, UVUSA began the annual review of student fees and allocations. This process is vitally important and is one of the most critical activities of the student council. After reviewing accountability reports for each fee area and reviewing several fee change requests, UVUSA recommends the following fee changes per semester for 2013-14.

One Card	-\$0.98
Building	+\$12.00
Student Life & Wellness Building	+\$15.98

These changes have been reviewed and approved by the UVUSA Student Council, UVU's Institutional Council and will be presented to UVU's Board of Trustees on March 28<sup>th</sup> for their approval.

Please let me know if you need any additional information or have any questions.