

**STATE BOARD OF REGENTS MEETING  
SNOW COLLEGE, EPHRAIM, UTAH  
KAREN H. HUNTSMAN LIBRARY & NOYES BUILDING  
FRIDAY, NOVEMBER 15, 2013**

**AGENDA**

**8:00 – 9:15 AM**                      **BREAKFAST MEETING – STATE BOARD OF REGENTS, SNOW COLLEGE BOARD OF TRUSTEES, PRESIDENT WYATT, COMMISSIONER BUHLER**  
Location: Noyes Building - Founders Hall

**9:30 – 9:31 AM**                      **COMMITTEE OF THE WHOLE (Motion for Closed Session)**  
Location: Noyes Building – Heritage Room

**9:31 – 10:55 AM**                      **EXECUTIVE SESSION (CLOSED MEETING – STATE BOARD OF REGENTS)**  
Location: Noyes Building – Heritage Room

**10:45 – 11:00 AM**                      **REFRESHMENTS (In Committee Rooms)**

**11:00 AM – NOON**                      **MEETINGS OF BOARD COMMITTEES**

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**Regent France A. Davis, Chair**

Location: Huntsman Library – Room 307

**ACTION:**

- |  |       |
|--|-------|
| 1. Utah Valley University – Bachelor of Science in Physics Education | TAB A |
| 2. Utah Valley University – Bachelor of Science in Statistics        | TAB B |

**CONSENT:**

Please see the General Consent Calendar at TAB R.

**INFORMATION:**

- |   |       |
|---|-------|
| 1. USHE Counselor Conference for Secondary School Administrators and Counselors | TAB C |
| 2. Report to the Legislature on the New Century and Regents' Scholarships       | TAB D |

**FINANCE/FACILITIES COMMITTEE**

**Regent Robert S. Marquardt, Chair**

Location: Noyes Building – Heritage Room

**ACTION:**

- |   |       |
|---|-------|
| 1. Utah State University – Non-state Funded Science and Technology Classroom Building (Tooele Campus) | TAB E |
| 2. Dixie State University – Refinancing of Energy Savings Performance Contracting Project             | TAB F |
| 3. USHE – 2020 Financial Forecast   | TAB G |
| 4. Snow – Campus Master Plan Approval   | TAB H |

**CONSENT:**

Please see the General Consent Calendar at TAB R.

**INFORMATION:**

- |  |       |
|--|-------|
| 1. Southern Utah University – New Market Tax Credits Funding Update  | TAB I |
| 2. Utah Valley University – Institution Residence Expansion  | TAB J |
| 3. USHE – Fall 2013 Enrollment Report  | TAB K |
| 4. USHE – Annual Report on Leased Space  | TAB L |
| 5. USHE – Institutional Residences Annual Report   | TAB M |
| 6. Building Board Action on State-funded Capital Development Projects Recommended by the Board<br>of Regents for Funding | TAB N |
| 7. Summary of Statewide General Obligation Bonded Indebtedness   | TAB O |
| 8. Square Feet per FTE Student Charts  | TAB P |
| 9. R555, Competition with Private Sector Policy Revisions  | TAB Q |

**NOON – 12:45 PM**

**LUNCH**

Location: Huntsman Library – 2<sup>nd</sup> Floor

**12:45 – 1:15 PM**

**STATE OF THE COLLEGE – PRESIDENT WYATT**

Location: Huntsman Library – 3<sup>rd</sup> Floor

**1:15 – 2:45 PM**

**COMMITTEE OF THE WHOLE**

Location: Huntsman Library – 3<sup>rd</sup> Floor

- |  |       |
|--|-------|
| 1. Governor Gary R. Herbert  |       |
| 2. General Consent Calendar  | TAB R |
| 3. Reports of Board Committees   |       |
| 4. Board Training on Open Meetings   |       |
| 5. Appointment of Search Committees for Dixie State University (DSU) and Salt Lake Community<br>College (SLCC) | TAB S |
| 6. Appointment of Interim President of Salt Lake Community College   | TAB T |
| 7. Resolution of Appreciation  |       |

**2:45 – 3:30 PM**

**EXECUTIVE SESSION (Closed Meeting – State Board of Regents) (If Needed)**

Location: Huntsman Library – Room 102

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.

November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Science in Physics Education

Issue

Utah Valley University (UVU) requests approval to offer a Bachelor of Science (BS) in Physics Education, effective Spring Semester 2014. The Institutional Board of Trustees approved the degree on March 28, 2013. The Program Review Committee reviewed the proposal on October 9, 2013, and approved it to be placed on the Regents' agenda.

Background

UVU has offered a BS in Chemistry/Physics Education since 2002. Earlier in 2013, the Chemistry/Physics Education degree was restructured and approved by the Board of Regents on the General Consent Calendar as a BS in Chemistry Education. Now, a new BS in Physics Education is presented for approval to complete the original plan of splitting the previous Chemistry/Physics Education degree into separate and more robust Chemistry Education and Physics Education degrees.

According to many sources, the demand for highly-qualified secondary science teachers is high. In fact, the Utah State Office of Education (USOE) shows Physics tied for sixth out of 74 teaching fields/levels in its Teaching Field Index of Criticality for 2012. UVU's proposed BS in Physics Education responds with a 120-credit-hour program that includes study across several areas of physics, as well as general chemistry and calculus. The curriculum meets USOE requirements for an endorsement in Physics, and the new BS in Physics Education qualifies graduates to teach Advanced Placement Physics (which the previous Chemistry/Physics Education degree did not). The necessary courses, library and information resources, and personnel are already in place at Utah Valley University to offer the proposed degree. Furthermore, funding that previously supported the combined Chemistry/Physics Education degree is sufficient to support the separate Chemistry Education and Physics Education degrees. Students at UVU have indicated some preference to pursue more in-depth study of chemistry or physics, rather than a combination of the two disciplines. Accordingly, an upswing in student interest and number of majors is anticipated. Students will be admitted into the BS in Physics Education program upon acceptance into the Secondary Education program at UVU.

### Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah Valley University and the Board of Regents. The USHE Chief Academic Officers are supportive of UVU's request to offer a BS in Physics Education.

### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer a Bachelor of Science in Physics Education, effective Spring Semester 2014.

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David L. Buhler  
Commissioner of Higher Education

DLB/GVB  
Attachment



**Program Description  
Utah Valley University  
BS in Physics Education**

**Section I: The Request**

Utah Valley University requests approval to offer a Bachelor of Science in Physics Education, effective Spring Semester 2014. The institutional Board of Trustees approved the degree on March 28, 2013.

**Section II: Program Description**

**Complete Program Description**

Courses required in the Bachelor of Science in Physics Education program will provide students with a solid foundation in physics and related sciences in preparation for career entry into secondary education. The curriculum includes formal studies in the physical science topics of general physics, modern physics, experimental physics, astrophysics, classical mechanics, and thermodynamics, and education topics in educational psychology, development of the adolescent student, foundations of American education, instructional media, classroom management, content area reading and writing, multicultural instruction, ESL, and exceptional students. Required and recommended courses in mathematics, biology, and chemistry complement the Physics Education components. Students will have experiential opportunities, including secondary education curriculum instruction and assessment and student teaching. Students will be admitted directly to the baccalaureate degree program in Physics Education upon acceptance to the Secondary Education program.

**Purpose of Degree**

The program will provide a curriculum that emphasizes physics education within the larger context of physical sciences. The program is designed to prepare students for career opportunities in teaching physics in junior high or high school directly following program completion.

Upon receiving certification from the Utah State Office of Education, graduates from the program will be competitive for employment requiring physics education expertise and for admission to post-baccalaureate degree programs. Assessment of student success will be monitored by the Physics department and the University through analysis of nationally-normed tests in physics (e.g., GRE) and post-graduation employment and/or graduate school admissions success. The University monitors this through outcomes assessment reports.

**Institutional Readiness**

The current administrative structures of the Department of Physics, College of Science and Health, and School of Education are adequate and capable of supporting the proposed program. No new organizational structures are needed to deliver the program (i.e., required and elective courses are now being offered by current faculty, and students in the program will be advised by current Physics academic advisors). The delivery of undergraduate or lower-division education will be positively impacted through increased availability of courses concomitant with visibility of the program. By offering a physics education degree, student retention may well be enhanced (e.g., students contemplating transfer to another institution offering a physics education degree have indicated they would stay at UVU if a degree in physics education were offered).

## Faculty

No additional faculty members will be needed to support the proposed program.

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	5	0	5
Full-time Non-Tenured	3	0	3
Part-time Tenured	0	0	0
Part-time Non-Tenured	1	0	1
<b>With Master's Degrees</b>			
Full-time Tenured	2	0	2
Full-time Non-Tenured	1	0	1
Part-time Tenured	0	0	0
Part-time Non-Tenured	7	0	7
<b>With Bachelor's Degrees</b>			
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>Other</b>			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	11	0	11
<b>Total Headcount Faculty</b>			
Full-time Tenured	7	0	7
Full-time Non-Tenured	4	0	4
Part-time Tenured	0	0	0
Part-time Non-Tenured	20	0	20
<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.")	16.5	0	16.5

## Staff

No additional staff will be needed to support the proposed program.

## Library and Information Resources

All physical collections are located in the UVU library building in the QC call number range. Reference collection books are located on the 1<sup>st</sup> floor, videos on the 2<sup>nd</sup> floor, periodicals (both current and bound volumes) on the 3<sup>rd</sup> floor, and regular collection books on the 4<sup>th</sup> floor. In addition, UVU is a member of the USHE Library Consortium, providing students with access to all Utah State System and BYU libraries.

### Books

The regular book collection consists of 1077 titles. Physics education and science education books provide an additional 81 volumes. The reference collection consists of 49 reference books/sets. The online catalog also provides direct access to 23 electronic physics books.

### Periodicals

UVU Library currently hosts 237 physics journal titles, with 352 general science titles and 63 science education titles. This collection consists of a mix of print and electronic journals.

Important journal titles include: *Physics Teacher*, *American Journal of Physics*.

Major physics library databases include: IOP Publishing, JSTOR, and Applied Science and Technology, in addition to Academic Search Premier and Science Direct.

### Videos

The DVD and VHS physics collection consists of 112 titles.

### **Admission Requirements**

Students will be admitted to the baccalaureate degree program in Physics Education upon acceptance to the Secondary Education program. Admission to the teacher education licensure program is a separate process from, and in addition to, admission to Utah Valley University. Meeting the minimum requirements qualifies the student to be considered for admission. Matriculation requirements are as follows: (1) Students must obtain the departmental advisor's signature on an approved program plan prior to enrollment in their second semester of study; (2) ACT exam (7 years or less) composite score of 20 or higher with no individual score lower than 19; (3) GPA of 2.75 or higher; (4) Completion of all General Education requirements and required pre-professional education courses; (5) An interview directed by the Teacher Education Selection and Retention Committee; and (6) Pass criminal background check.

### **Student Advisement**

Prospective students will be advised of program matriculation and graduation requirements by the Physics department advisor(s). Progress in meeting the degree requirements and suggestions for elective courses related to a student's career goals will be accomplished by annual review with the department advisor(s). Additionally, Physics and Secondary Education faculty will be available to discuss program and career goals with the students.

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

Graduation standards are: (1) Completion of a minimum of 120 semester credits with a minimum of 40 upper-division credits; (2) Overall grade point average of 2.0 (C) or above with a minimum of 2.25 in Major; (3) Residency hours – minimum of 30 credit hours through course attendance at UVU, with at least 10 hours earned in the last 45 hours; (4) Completion of GE and specified departmental requirements; (5) A minimum of 52 credit hours must be in the major with a minimum of 20 credits taken at UVU. A minimum of 24 chemistry and physics credits must be upper-division; (6) Complete all chemistry and physics courses with a minimum grade of "C-" or better; and (7) Successful completion of at least one Global/Intercultural course.

**External Review and Accreditation**

No external consultants were involved in the development of the proposed program. No program-specific accreditation is required by any regional or national agency. Review of the program will be performed commensurate with the institutional accreditation cycle.

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

The following projected number of majors in the program is based on a survey of UVU physics majors over the past three years.

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	2	2	3	4	4	5
Total # of Declared Majors in Proposed Program	10	12	14	16	18	20
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as reported in Faculty table above)	16.5	16.5	16.5	16.5	16.5	16.5
Total Department Student FTE (Based on Fall Third Week)	573	573	573	573	573	573
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	34.7	34.7	34.7	34.7	34.7	34.7
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable.	NA	NA	NA	NA	NA	NA

**Expansion of Existing Program**

Not applicable.

**Section III: Need****Program Need**

Even though UVU had a BS degree in Chemistry/Physics Education (composite), graduates from this program were not allowed to teach AP physics or chemistry. By dividing the degree into two separate degrees of Chemistry Education and Physics Education, the graduates will be qualified to teach these AP courses. In addition, although some students have enjoyed being trained in depth in both physics and



chemistry, several have had a marked preference for one discipline over the other. These latter students have indicated that they would have liked depth only in physics or chemistry, but not in both.

### **Labor Market Demand**

The market demand for secondary science teachers in Utah and the rest of the United States is high. UVU Chemistry/Physics Education majors have all received job offers while completing their student teaching or internships at state high schools. According to the U.S. Bureau of Labor Statistics: (1) Employment for high school teachers is expected to grow 7% from 2010 to 2020; (2) Similarly, employment for middle school teachers is expected to grow 17% for the same time period; (3) Enrollment for the above groups is expected to be greater in the South and West; (4) Many schools report having difficulty filling teaching positions for certain subjects, including math and science (especially chemistry and physics); and (5) A significant number of teacher retirements is expected for 2010 to 2020.<sup>1</sup>

The "Teaching Field Index of Criticality for Utah's T. H. Bell Teaching Incentive Loan Program" dated November 2010 shows physics with an index of 3.7 on the high end of the range for "moderate shortage" (range 3.0 to 3.9). The overall criticality scale runs from 1.0 to 4.9. The need for physics teachers was the highest on the criticality scale for all teachers in the sciences.

Data from the Utah State Office of Education indicates there are three programs to approve an educator to teach physics or chemistry: State-Approved Endorsement Plans, Alternative Routes to Licensure, and Letters of Authorization. In the field of physics this past year, there were only 20 educators who were in teaching positions by virtue of one of those three plans. Yet, for physics there are 237 teachers currently assigned to teach course(s) that require a physics endorsement. Therefore, there were 217 instructors without an official endorsement or certification. This clearly indicates a substantial unfulfilled need for physics education.

Moreover, the "2007 Report on Teacher Education Supply and Demand Need of K-12 Education in the State of Utah" by David J. Sperry, Utah State Board of Regents, indicates two conclusions: "First, teacher shortages [especially science teachers] in Utah remain critical, and second Utah's colleges and universities need to be given the resources to recruit more students in education, as well as the resources to train them." The report further indicates that the degree of difficulty for hiring science and math teachers is extremely high. On the first day of school in fall 2007, public schools in the state had 14 vacancies in the area of math and science, which was more than double the number of vacancies in any of the other areas of study.

### **Student Demand**

According to the list of declared majors, the number of students in the BS in Chemistry/Physics Education program rose to 13 students for 2012-2013. These students were surveyed with regard to preferences in programs. Of the four students who responded, two students preferred the Chemistry/Physics Education program they have started and nearly finished. One student indicated she would have preferred a degree in physics education only. Another student said she would have preferred a degree in chemistry education only. Biology and earth science education students were also surveyed to find if any of them would have

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<sup>1</sup> U.S. Bureau of Labor Statistics: <http://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm#tab-6>;  
<http://www.bls.gov/ooh/education-training-and-library/middle-school-teachers.htm#tab-6>

chosen physics education if they would have had the opportunity. Twelve students responded. Three said they would have preferred chemistry education, and four indicated physics education would have been their first choice. Another student said he would have chosen either physics education or chemistry education and not his current program. The additional four respondents said they would remain in their current programs in biology or earth science education. Although some students have enjoyed being trained in-depth in both physics and chemistry with the current degree, over the last eight years several now-graduated students have indicated a marked preference for one discipline over the other. These latter students said that they would have preferred depth in either physics or chemistry, but not both. Additionally, it is expected the BS degree in Physics Education will facilitate with the recruitment of science education students into the Physics Education program more readily. The new Physics Education degree will also allow graduates to teach physics AP classes, which the current combined degree does not. The number of majors should increase as a result.

### **Similar Programs**

Similar BS in Physics Education programs are currently offered at the University of Utah and Utah State University.

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

Part of the agenda for the September 2012 USHE articulation meeting for physics was devoted to physics education programs. The unanimous consensus among all USHE physics participants was that physics education programs are critical, and many more physics secondary instructors are needed. In discussions over the phone with the chairs of the physics departments at Utah State University, the University of Utah, and Weber State University, all were in agreement that more physics teachers are needed in the state and nation, and a UVU physics education program would be welcomed and would help solve the shortage. No negative impact on existing programs at the other universities was anticipated. Most (70-80%) UVU students are from Utah County or the surrounding areas and prefer to remain in Utah after graduation.

### **Benefits**

Student recruitment is very important, and offering this program will enhance new student recruitment by emphasizing the availability of physics education at UVU. Both UVU students and prospective students who are interested in science education will be able to choose physics education as a major. Student retention will likely be improved by meeting both student interests and making market need for public and private employers more visible.

### **Consistency with Institutional Mission**

The proposed BS in Physics Education program will meet several goals and objectives of the Utah System of Higher Education Mission, as well as the mission of Utah Valley University. It will provide high quality academic and professional education that prepares students to become productive players in the global marketplace, as well as to encourage students to become lifelong learners. This program will provide opportunities for students to be engaged in real-world, hands-on experience in the community and region by engaging community partners. Students will use the most current technology and methodology to make them competitive with peers.

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

### **Program Assessment**

The overall goal of this degree program is to produce well-trained secondary education physics teachers. Assessment of student success will be monitored by the Physics department, University assessment specialists, analysis of nationally normed tests in physics (e.g., GRE), and post-graduation employment and/or graduate school admissions. These outcome assessments will be used to modify and strengthen the program. These assessment methods have been employed successfully for the last ten years for the Chemistry/Physics Education degree.

### **Expected Standards of Performance**

The performance standards currently used in the BS in Physics program shall apply to students in the BS in Physics Education program. For graduation, a minimum of a C- must be earned in all program core courses, and thus graduates will have demonstrated course competencies in the major areas of physics and physics education (general physics, modern physics, experimental physics, astrophysics, classical mechanics, thermodynamics, educational psychology, development of the adolescent student, foundations of American education, instructional media, classroom management, content area reading and writing, multicultural instruction ESL, and exceptional students), as well as in ancillary subjects (e.g., chemistry, biology, mathematics). Students will demonstrate the ability to analyze and critically evaluate scientific literature, design a scientific study and assess quality of data to formulate conclusions, and present well-reasoned arguments, both in writing and orally, through activities in different courses, including the required seminar (PHYS 490R).

### Formative

UVU will use the Degree Works program to track individual students throughout their college education. The Physics advisor(s) will consult with each student in the program to assess their progress toward graduation and to assist faculty to assess the success of the curriculum. Grades in prerequisite courses will be analyzed as predictors of performance in subsequent courses.

### Summative

Seniors in all Physics department degree programs have and will continue to take a nationally-normed assessment examination in physics. Currently, the Graduate Record Examination Physics Test is being used. Results from this examination have been used to improve the Physics BS curriculum and will be used as part of the outcomes assessment for the Physics Education degree. Follow-up questionnaires will be utilized to assess graduates' perceptions about how well the program prepared them for employment or graduate studies.



## Section V: Finance

### Budget

As the proposed Physics Education program does not require any additional courses or sections, no additional resources are anticipated. Student enrollments, faculty FTE, and budget are already part of UVU's Physics and Education departments. All required faculty and funds are currently in place.

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	1,035,251	1,035,251	1,035,251	1,035,251	1,035,251	1,035,251
Benefits	392,284	392,284	392,284	392,284	392,284	392,284
Total Personnel Expense	1,427,535	1,427,535	1,427,535	1,427,535	1,427,535	1,427,535
<b>Non-personnel Expense</b>						
Travel	5,753	5,753	5,753	5,753	5,753	5,753
Capital	7,591	7,591	7,591	7,591	7,591	7,591
Library						
Current Expense	22,337	22,337	22,337	22,337	22,337	22,337
Total Non-personnel Expense	35,681	35,681	35,681	35,681	35,681	35,681
<b>Total Expense (Personnel + Current)</b>	<b>\$ 1,463,215</b>	<b>\$1,463,215</b>	<b>\$1,463,215</b>	<b>\$1,463,215</b>	<b>\$1,463,215</b>	<b>\$1,463,215</b>
<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	1,463,215	1,463,215	1,463,215	1,463,215	1,463,215	1,463,215
Other:						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition						
<b>Total Revenue</b>	<b>\$ 1,463,215</b>	<b>\$1,463,215</b>	<b>\$1,463,215</b>	<b>\$1,463,215</b>	<b>\$1,463,215</b>	<b>\$1,463,215</b>
<b>Difference</b>						
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0

Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$80	\$80	\$80	\$80	\$80	\$80
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### Funding Sources

All courses in the program, both core requirements and recommended electives, are being offered by current UVU faculty. No new state appropriations, tuitions, or reallocation of funds are needed. As enrollments increase in courses, concomitant with UVU growth, it is anticipated that enrollment growth funding will be adequate to support program growth.

### Reallocation

Not applicable.

### Impact on Existing Budgets

Whereas all courses in the program, both core requirements and recommended electives, are being currently offered by current UVU faculty, there will be no negative impact on existing budgets.

## Section VI: Program Curriculum

Course Prefix and Number	Title	Credit Hours
ENGL 1010	Introduction to Writing	3
ENGL 2020	Intermediate Writing - Science and Technology	3
MATH 1210	Calculus I	5
American Institutions: Complete one of the following:		3
HIST 2700	US History to 1877	
and HIST 2710	US History since 1877	
HIST 1700	American Civilization	
HIST 1740	US Economic History	
POLS 1000	American Heritage	
POLS 1100	American National Government	
Complete the following:		
PHIL 2050	Ethics and Values	3
HLTH 1100	Personal Health and Wellness	2
or PES 1097	Fitness for Life	
Distribution Courses (see course lists in catalog)		
	Biology	3
CHEM 1210	Principles of Chemistry I	4

Course Prefix and Number	Title	Credit Hours
CHEM 1215	Principles of Chemistry I Laboratory	1
CHEM 1220	Principles of Chemistry II	4
CHEM 1225	Principles of Chemistry II Laboratory	1
	Humanities	3
	Fine Arts	3
	Social/Behavioral Science	3
Discipline Core Requirements:		
HIST 4320	History of Scientific Thought	3
MATH 1220	Calculus II	5
MATH 2210	Calculus III	3
PHYS 2210	Physics for Scientists and Engineers I	4
PHYS 2215	Physics for Scientists and Engineers I Lab	1
PHYS 2220	Physics for Scientists and Engineers II	4
PHYS 2225	Physics for Scientists and Engineers II Lab	1
PHYS 3010	Physics Experiments for Secondary Education	1
PHYS 3740	Modern Physics	3
PHYS 4200	Teaching Methods in Science	3
EDSC 3000	Educational Psychology	3
EDSC 3050	Foundations of American Education	2
EDSC 3250	Instructional Media	2
EDSC 4200	Classroom Management I	2
EDSC 4250	Classroom Management II	2
EDSC 4440	Content Area Reading and Writing	3
EDSC 445G	Multicultural Instruction ESL	3
EDSC 4550	Secondary Curriculum Instruction and Assessment	3
EDSC 4850	Student Teaching-Secondary	10
EDSP 3400	Exceptional Students	2
Complete the following set:		11
PHYSICS:		
PHYS 3210	Introduction to Experimental Physics I (2.0)	
PHYS 490R	Seminar (0.5)	
Complete 9 credits from the following:		
ASTR 3050	Astrophysics I (3.0)	
ASTR 3060	Astrophysics II (3.0)	
MATH 2270	Linear Algebra (3.0)	
PHYS 3220	Introduction to Experimental Physics II (2.0)	



Course Prefix and Number	Title	Credit Hours
PHYS 3230	Principles of Electronics for the Physical Sciences (3.0)	
PHYS 3300	Mathematical Physics (3.0)	
PHYS 3400	Classical Mechanics (3.0)	
PHYS 3500	Thermodynamics (3.0)	
PHYS 3800	Energy Use on Earth (3.0)	
PHYS 4700	Acoustics (3.0)	
	<b>Sub-Total</b>	<b>112</b>
Elective Requirements: Complete 8 additional credits of upper-division electives (preferably in physics or related sciences or math)		<b>8</b>
Track/Options (if applicable)		
	<b>Sub-Total</b>	
<b>Total Number of Credits</b>		<b>120</b>

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

No new courses are required for the proposed degree program.

### Program Schedule

YEAR 1			
Semester 1		Semester 2	
MATH 1210 Calculus I	5	MATH 1220 Calculus II	5
ENGL 1010 Introduction to Writing	3	ENGL 2020 Intermediate Writing Science and Technology	3
HLTH 1100 Personal Health and Wellness	2	CHEM 1210 Principles of Chemistry I	4
Fine Arts Distribution	3	CHEM 1215 Principles of Chemistry I Lab	1
Biology Distribution	3	American Institutions Course	3
TOTAL 16		TOTAL 16	
YEAR 2			
Semester 3		Semester 4	
CHEM 1220 Principles of Chemistry II	4	EDSP 3400 Exceptional Students	2
CHEM 1225 Principles of Chemistry II Lab	1	PHYS 2220 Physics for Scientists and Engineers II	4
MATH 2210 Calculus III	3	PHYS 2225 Physics for Scientists and Engineers II Lab	1
PHYS 2210 Physics for Scientists and Engineers I	4	Social /Behavioral Science Distribution	3
PHYS 2215 Physics for Scientists and Engineers I Lab	1	Humanities Distribution	3
TOTAL 13		TOTAL 13	
Summer			
PHIL 2050 Ethics and Values	3		

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**YEAR 3**

## Semester 5

EDSC 3000 Educational Psychology	3
EDSC 445G Multicultural Instruction ESL	3
PHYS 3210 Introduction to Experimental Physics I	2
PHYS 3740 Modern Physics	3
Elective	2
One Course from Physics Set	3

TOTAL 16

## Semester 6

EDSC 3050 Foundations of American Education	2
EDSC 3250 Instructional Media	2
EDSC 4550 Secondary Curriculum Instruction and Assessment	3
HIST 4320 History of Scientific Thought	3
PHYS 3010 Physics Experiments for Secondary Education	1
PHYS 490R Seminar	0.5
One Course from Physics Set	3

TOTAL 14.5

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**YEAR 4**

## Semester 7

EDSC 4200 Classroom Management I	2
EDSC 4440 Content Area Reading and Writing	3
PHYS 4200 Teaching Methods in Science	3
PHYS 490R Seminar	0.5
One Course from Physics Set	3
Elective	3

TOTAL 14.5

## Semester 8

EDSC 4250 Classroom Management II	2
EDSC 4850 Student Teaching-Secondary	10
Elective	3

TOTAL 15

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Total Program Credits: 120

Notes: (1) MATH 2280: prerequisite for this course is waived for students enrolled in this degree program; and (2) Select electives to meet the minimum departmental, upper-division credit, and residency requirements

**Section VII: Faculty**

Current full-time Physics faculty:

- Bonnie Andersen – Ph.D. - Acoustics
- Brent Bargerion – Ph.D. – Solid State Physics
- Alvin Benson – Ph.D. – Quantum Mechanics and Geophysics
- Malcolm Crawford – M.S. – Electricity and Magnetism
- Timothy Doyle – Ph.D. – Medical Physics
- Christian Draper—M.S. – Astronomy and General Physics
- Karl Haisch Jr. – Ph.D. – Astrophysics
- Joseph Jensen – Ph.D. – Astrophysics
- Phil Matheson – Ph.D. – Plasma Physics
- Paul Mills – M.S. – Optics and Holography
- Steve Wasserbaech – Ph.D. – Particle Physics

The Secondary Education department supports the Physics Education degree program.

November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Science in Statistics

Issue

Utah Valley University (UVU) requests approval to offer a Bachelor of Science (BS) in Statistics, effective Spring Semester 2014. The Institutional Board of Trustees approved the degree on March 28, 2013. The Program Review Committee reviewed the proposal on October 9, 2013, and approved it to be placed on the Regents' agenda.

Background

The proposed BS in Statistics would prepare students for graduate study in statistics or entry into the workforce. Although the Utah Department of Workforce Services shows modest demand in the narrowly-defined "statistician" occupational category, the UVU proposal notes that graduates in statistics are typically able to secure employment in a wide range of settings (business, government, health care, etc). Furthermore, those who continue their education and complete an MS in Statistics are in particularly high demand.

The necessary courses, funding, library and information resources, and personnel are in place at Utah Valley University to offer a BS in Statistics. The budget and faculty will need to be carefully managed during the early years, and an additional faculty member may become necessary as enrollments in the program rises. Appropriate Expected Standards of Performance have been outlined for the proposed BS in Statistics, as well as an assessment plan that includes use of the Major Field Test and surveys of graduates. UVU would be the first open-enrollment institution in Utah to offer a BS in Statistics, and 70 majors are projected to be enrolled in the program by Year Five.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah Valley University and the Board of Regents. Degrees in statistics are currently offered by the University of Utah and Utah State University, and the departments at those institutions have endorsed UVU's proposal. The USHE Chief Academic Officers have also reviewed and are supportive of Utah Valley University's request to offer a BS in Statistics.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer a Bachelor of Science in Statistics, effective Spring 2014.

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David L. Buhler  
Commissioner of Higher Education

DLB/GVB  
Attachment



**Program Description  
Utah Valley University  
BS in Statistics**

**Section I: The Request**

Utah Valley University requests approval to offer a Bachelor of Science in Statistics, effective Spring Semester 2014. The institutional Board of Trustees approved the degree on March 28, 2013.

**Section II: Program Description**

**Complete Program Description**

The BS in Statistics can be used in a wide variety of applications in the sciences and in industry to predict trends, determine the significance of the results of experiments, and estimate characteristics of populations with measurable confidence levels from statistics derived from samples. Students who continue into graduate school and receive an MS in Statistics are in high demand and have good starting salaries. The government is one of the largest employers of statistics graduates, who are employed in various capacities. In the health care industry, statisticians are used to measure the significance of the results of clinical trials and in the area of bioinformatics. Statisticians are employed for quality control in manufacturing industries. They also measure the usefulness of approaches to manufacturing problems by estimating the likelihood of associated factors. For example, they might determine the probable output from a system or determine which aspects of a product are best correlated with customer demand. In business, statisticians are employed to predict and manage risk, as well as optimize the effectiveness of marketing by measuring the most receptive demographic for a product or service and the response of that demographic to various marketing strategies. Statisticians are also employed to predict market trends for the stock market or foreign exchange. They are employed by banks, often as loan officers, and their skills can be used for setting interest rates and predicting which loans are likely to be good investments which will result in a positive return. Statisticians are also systems analysts, actuaries, auditors, security brokers, and trade specialists.

**Purpose of Degree**

Statistics degrees are highly marketable, and there is only one other USHE institution offering the same degree. Utah Valley University would make a good second “feeder” school for local graduate schools, such as the University of Utah. BYU also has a statistics program, but their admissions standards for in-state students are rather high, so their program does not meet all the needs of the local population. UVU would be able to provide this degree to Utah students who are not otherwise able to participate in such a program.

**Institutional Readiness**

The Mathematics department faculty members are already sufficient for the implementation of the program. The mathematics courses available include many of the courses needed for the statistics degree, and the remaining courses needed for the degree have been created. The mathematics degree already has an actuarial science emphasis, which has a substantial statistical component.

## Faculty

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	13		13
Full-time Non-Tenured	6		6
Part-time Tenured			
Part-time Non-Tenured	2		2
With Master's Degrees			
Full-time Tenured	4		4
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	10	1	11
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	1		1
Other			
Full-time Tenured			0
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	9		9
<b>Total Headcount Faculty</b>			
Full-time Tenured	17	0	17
Full-time Non-Tenured	6	0	6
Part-time Tenured	0	0	0
Part-time Non-Tenured	22	1	23
<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.")	31.2	.8	32

## Staff

The present Mathematics department advisors and administrative assistant will be sufficient support to implement the BS in Statistics.

## Library and Information Resources

### Books

Mathematical statistics materials are located in Library of Congress call number areas, QA 276-280, with 150 volumes, plus 19 e-books held in this classification range. A broader search in the catalog on the subject keyword term, "statistics," (which would include such terms as "medical statistics" or "business statistics") yields a total of 781 titles.

### Journals

The library holds 46 journals in mathematical statistics and 47 journals in general statistics, as well as the 14 titles published by the American Mathematical Association. The library subscribes to the major mathematical index, *MathSciNet*, as well. Any article not owned by UVU library can be obtained electronically through Interlibrary Loan on an average of two working days. Journals are accessible at all times from any point on the Web using the library homepage via a proxy server.

### Media

The library owns six titles (21 videos) in statistics.

### Reference

Statistics students and faculty have a librarian assigned specifically to the Mathematics department for the purposes of instruction, individual consultation, and collection development. The current librarian has a minor in mathematics from the University of Missouri.

Both books and journal articles may be placed on reserve for individual classes, either in print or electronically, and linked from the course management software, Canvas.

### Access

As UVU is a part of the Utah Academic Library Consortium, all UVU student cards are good at every public college or university library in Utah, as well as the libraries of two private schools, Brigham Young University and Westminster College.

### **Admission Requirements**

Completion of MATH 1210 and MATH 1220 (or equivalent) with an overall GPA of 2.0 or better is required for admission. The student must also meet with the Mathematics department advisor and declare their intent to major in statistics.

### **Student Advisement**

When students begin the BS in Statistics, they will meet with the Mathematics department advisor to go over a plan for graduation, including what classes should be taken during which semesters in order to graduate expeditiously.

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

The proposed program requires the standard 120 credit hours.

### **External Review and Accreditation**

No external consultants were used, and no special accreditation will be sought.

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

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	X	8	8	8	9	10
Total # of Declared Majors in Proposed Program	X	30	47	60	65	70
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as reported in Faculty table above)	31.2	31.7	32	32	32	32
Total Department Student FTE (Based on Fall Third Week)	970	977	976.1	977.67	978.47	979.13
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	31.1	30.8	30.6	30.6	30.6	30.6
<b>Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable.</b>	NA	NA	NA	NA	NA	NA

**Expansion of Existing Program**

The BS in Statistics would not be an expansion of an existing program.

**Section III: Need****Program Need**

Statistics is an important field of study with many well-paying job opportunities. UVU has students with an interest in a BS in Statistics, who have indicated they believe they would pursue this degree if it were available. Furthermore, the classes which would accompany such a degree would provide a good foundation for majors in other sciences who wish to better understand appropriate sampling design and the interpretation of data for use in research in their own fields. With a significant and growing number of statisticians in the Mathematics department, UVU is in a good position to offer a BS in Statistics. Many students are unable to get into BYU or USU, or simply wish to attend UVU, and it would be helpful to offer those students the option of pursuing this valuable degree.

**Labor Market Demand**

According to the Utah Department of Workforce Services website,<sup>1</sup> there is a need for about ten new

<sup>1</sup> <http://jobs.utah.gov>



statisticians per year in Utah (about 1% of the total U.S. demand).<sup>2</sup> However, it is important to keep in mind that this number only includes employment within the Bureau of Labor Statistics (BLS) employment category 152041, which is the statistician category as defined by the BLS Standard Occupational Classification system. This category does not include statistics faculty in colleges or universities, actuaries, or a number of other jobs with different Bureau of Labor Statistics classifications for which graduates with statistics degrees are frequently employed. For instance, recent job postings for statisticians at the Utah Department of Workforce Services website over a seventeen-day period (4/10/2012 to 4/26/2012 ) included Clinical Development Analyst, Biostatistician, Managed Care Analyst, Clinical Product Manager, Clinical Outcomes Analyst, and Senior Statistician. Therefore, a significant proportion of statistical jobs are not included in category 152041. Another approach to estimating market demand is to find out how many statisticians are graduating each year and how successful these graduates are in finding employment that is closely related to their major. The statistics department at Brigham Young University has the largest number of BS Statistics graduates in Utah. Upon contacting BYU, it was ascertained they graduate 20 to 25 statistics majors each year, and the department is able to place all the graduates in either graduate school or employment.

### **Student Demand**

About five students a year are taking courses in the Mathematics department in order to meet the prerequisites for the Master of Biostatistics program at the University of Utah. It is reasonable to expect that these students might be more interested in taking classes within the BS in Statistics program since that degree would more closely conform to the material for the Biostatistics program. Statistics graduates who go on to complete an MS degree are in particularly high demand and on average have a median starting salary of about \$80,000 (according to the American Statistical Association).

### **Similar Programs**

Utah State University and Brigham Young University both offer BS degrees in Statistics. Utah State University has both a BS in Statistics program and a BS in Composite Applied Mathematics and Statistics program. The University of Utah has an MS in Statistics program. The Utah Valley University Mathematics department is prepared to offer a BS degree in Statistics with minimal changes to faculty and no changes to staff, so the cost would be relatively small. The degree is highly marketable nationally, and UVU has the largest student population in the state. Though BYU has a BS in Statistics program, their entry requirements for in-state students exclude most applicants, so their program does not meet the needs of many Utah students. Currently, no open-enrollment institution in Utah offers a BS in Statistics.

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

The University of Utah may benefit indirectly because UVU is likely to produce some graduates that might feed into their MS Statistics program. Most USHE institutions will probably not be affected by the change at all.

### **Benefits**

UVU would benefit from offering a BS in Statistics because UVU has students who wish to pursue the degree. In addition, many students in majors in scientific fields would benefit from taking classes included in a BS in Statistics program. Such classes teach all those working on research involving experiments or observational studies (or any form of sampling) how to properly gather and interpret their data.

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<sup>2</sup> <http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do>

### **Consistency with Institutional Mission**

A serious university should endeavor to meet student needs in the most marketable areas, if it can reasonably do so, and create strong programs in fields which have a substantial impact upon the world as a whole. Statistics is among the most useful fields for most practical purposes. A BS in Statistics would make UVU a stronger university. In addition to the fact that such a degree is a valuable component of a serious institution, the mission statement of UVU states that "The University prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community." To be an effective steward of a globally interdependent community, it is important to be able to interpret predictive data demonstrating the effects of actions. The procedures for determining probability, trends, and the past effectiveness of influencing various events by imposing different types of stimuli are central to a BS in Statistics.

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

### **Program Assessment**

The fundamental goals of the program are: first, that students completing a BS in Statistics be able to either move on to graduate school or find a job which uses their degree; and second, that students completing the program must have achieved a high level of competence in the field of statistics. In particular, they should be able to determine appropriate sampling techniques, derive and use moment generating functions, understand proofs of the main theorems of statistics, and select and apply appropriate probability distributions to model and draw conclusions from data. In order to measure success in these (very general) goals, the UVU Mathematics department plans to administer the Major Field Test to assess weaknesses in comprehension. A survey is also planned for students who are graduating, or have graduated in the last year or two, for the purpose of determining whether graduates were accepted into a graduate program or were able to find a job that made use of statistics.

### **Expected Standards of Performance**

Students graduating with a BS in Statistics should be able to:

- Demonstrate an understanding of the theoretical basis for statistical inference and the proofs and applications of the central theorems of statistics, including (but not limited to) the Law of Large Numbers, the derivation of moment generating functions, Bayes' Theorem, Cramer's Theorem, the Neyman-Pearson Lemma and the Gauss-Markov theorem;
- Choose from appropriate sampling techniques and procedures for statistical analysis which are used in practice, and draw meaningful and reliable inferences from data. These procedures include analysis of variance, the design of experiments and surveys, and regression analysis. Students should know the standard probability distributions and know how and when to apply each distribution;
- Demonstrate competence in the effective use of computational aids such as the Statistics Analysis System (SAS);
- Communicate their results effectively, both orally and in writing.

These criteria were agreed upon by the statistics faculty and the department chair, primarily using typical outcomes at other universities as a template. The Major Field Test will be used as a summative assessment measure of these outcomes.

## 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 & Wages	\$1,863,243	\$1,874,353	\$1,880,575	\$1,881,268	\$1,881,989	\$1,882,739
Benefits	\$741,282	\$742,460	\$743,119	\$743,193	\$743,269	\$743,349
Total Personnel Expense	\$2,604,525	\$2,616,813	\$2,623,694	\$2,624,460	\$2,625,258	\$2,626,087
<b>Non-personnel Expense</b>						
Travel	\$19,917	\$20,417	\$20,417	\$20,417	\$20,417	\$20,417
Capital						
Library						
Current Expense	\$39,568	\$40,568	\$40,568	\$40,568	\$40,568	\$40,568
Total Non-personnel Expense	\$59,485	\$60,985	\$60,985	\$60,985	\$60,985	\$60,985
<b>Total Expense (Personnel + Current)</b>	\$2,664,010	\$2,677,798	\$2,684,679	\$2,685,445	\$2,686,243	\$2,687,072
<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	\$2,664,010	\$2,677,798	\$2,684,679	\$2,685,445	\$2,686,243	\$2,687,072
Other:						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition						
<b>Total Revenue</b>	\$2,664,010	\$2,677,798	\$2,684,679	\$2,685,445	\$2,686,243	\$2,687,072
<b>Difference</b>						
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$87	\$91	\$92	\$92	\$92	\$92

### Funding Sources

No external funding sources have been acquired, so funding will come through UVU, supplemented by enrollment growth.

### Reallocation

The problem will be maintaining a good teacher-to-student ratio for classes taught during the first few years, because of small class sizes in the upper-division statistics courses at the beginning of the degree



program. This could be offset somewhat by either slightly increasing class sizes for some of the Mathematics department classes or by being more meticulous about closing sections that have borderline enrollments, which might be integrated into other sections.

### Impact on Existing Budgets

The Mathematics department's hourly budget could be negatively impacted for a few years, but the effect will probably be manageable. There may also be other ways to cut spending (out-of-country travel requests without strong justification) so that funds could be shifted from the department budget to cover the deficiency in the hourly budget.

## 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
ENGL 2010 or ENGL 2020	Intermediate Writing – Humanities/ Social Sciences or Intermediate Writing – Science and Technology	3
MATH 1050	College Algebra	4
Complete one of the following:		
HIST 2700 and HIST 2710	US History to 1877 and US History since 1877	
HIST 1700	American Civilization	
HIST 1740	US Economic History	
POLS 1000	American Heritage	
POLS 1100	American National Government	
Complete the following:		
PHIL 2050	Ethics and Values	3
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2
Distribution Courses:		
Biology	Biology	3
PHYS 2210	Physics for Scientists and Engineers I	4
PHYS 2215	Physics for Scientists and Engineers I Lab	1
One other Biology or Physical Science Distribution	One other Biology or Physical Science Distribution	3
Humanities Distribution	Humanities Distribution	3
Fine Arts Distribution	Fine Arts Distribution	3
Social/Behavioral Science	Social/Behavioral Science	3
<b>Discipline Core Requirements:</b>		
MATH 1210	Calculus I	5
MATH 1220	Calculus II	5
MATH 2210	Calculus III	3
MATH 2270	Linear Algebra	3
MATH 3710	Applied Regression and Time Series	4

Course Prefix and Number	Title	Credit Hours
MATH 4710	Mathematical Statistics I	3
MATH 4720	Mathematical Statistics II	3
STAT 2050	Introduction to Statistical Methods	4
STAT 2060	Introduction to Statistical Computing	1
STAT 4100	Design of Experiment	3
STAT 4400	Multivariate Analysis	3
Complete three of the following:		
STAT 4200	Survey Sampling	
STAT 4300	Stochastic Processes	
STAT 4500	Nonparametric Statistics	
STAT 4600	Statistical Process Control	
Complete 9 hours of upper-level MATH or STAT courses		9
<b>Sub-Total</b>		<b>92</b>
<b>Elective Requirements</b>		
Complete 9 credits of upper-division electives		
Complete 18 credits of upper- or lower-division electives		
<b>Sub-Total</b>		<b>28</b>
<b>Total Number of Credits</b>		<b>120</b>

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

There are no new courses which are not already in the curriculum process.

### Program Schedule

Sample recommended class progression:

Semester 1		
Course Prefix and Number	Course Title	Credits
MATH 1050	College Algebra	4
ENGL 1010	Introduction to Writing	3
HIST 1700	American Civilization	3
PHIL 2050	Ethics and Values	3
Biology distribution		3
<b>Semester Total</b>		<b>16</b>
Semester 2		
Course Prefix and Number	Course Title	Credits
MATH 1060 (recommended elective, prerequisite for MATH 1210)	Trigonometry	3
STAT 2050	Introduction to Statistical Methods	4
STAT 2060	Introduction to Statistical Computing	1
Elective		3
ENGL 2020	Intermediate Writing – Science and Technology	3
PES 1097	Fitness for Life	2
<b>Semester Total</b>		<b>16</b>



Semester 3		
Course Prefix and Number	Course Title	Credits
MATH 1210	Calculus I	5
Fine Arts Distribution		3
Humanities Distribution		3
Biology or Physical Science Distribution		3
Elective		3
Semester Total		17
Semester 4		
Course Prefix and Number	Course Title	Credits
MATH 1220	Calculus II	5
PHYS 2210	Physics for Scientists and Engineers I	4
PHYS 2215	Physics for Scientists and Engineers I Lab	1
Behavioral Science Distribution		3
Elective		3
Semester Total		16
Semester 5		
Course Prefix and Number	Course Title	Credits
MATH 2210	Calculus III	3
MATH 2270	Linear Algebra	3
MATH 3710	Applied Regression and Time Series	4
STAT 4100	Design of Experiment	3
Upper-Division Elective		3
Semester Total		16
Semester 6		
Course Prefix and Number	Course Title	Credits
STAT 4400	Multivariate Analysis	3
STAT 4200	Survey Sampling	3
MATH 4710	Mathematical Statistics I	3
Upper-Division Electives		6
Semester Total		15
Semester 7		
Course Prefix and Number	Course Title	Credits
MATH 4720	Mathematical Statistics II	3
STAT 4300	Stochastic Processes	3
Upper-Division MATH or STAT course		3
Elective		3
Semester Total		12
Semester 8		
Course Prefix and Number	Course Title	Credits
MATH 4750 (recommended as part of the 9 credits of upper-division MATH or STAT course requirement)	Life Contingencies	3
STAT 4500	Nonparametric Processes	3

STAT 4600 (recommended as part of the 9 credits of upper-division MATH or STAT course requirement)	Statistical Process Control	3
Elective		3
<b>Semester Total</b>		<b>12</b>
<b>TOTAL</b>		<b>120</b>

### Section VII: Faculty

While the greater burden will be on the statistics faculty (the four with statistics doctorates), all full-time faculty in the Mathematics department will teach classes associated with this degree. Below is the current list of full-time faculty (excluding a temporary lecturer):

- Andrist, Kathryn
  - PhD Mathematics
- Bhattacharjee, Debanjan
  - PhD Statistics
- Brandt, David
  - MS Mathematics
- Brinkerhoff, Colin
  - MS Mathematics
- Carlson, Gary
  - MS Mathematics
- Faurot, Donald
  - PhD Mathematics
- Faurot, Vivienne
  - PhD Mathematics Education
- Fearnley, David
  - DPhil Mathematics
- Hamilton, Carolyn
  - MS Mathematics
- Heiny, Erik
  - PhD Statistics
- Hwang, Jong
  - PhD Education
- Ji, Xiaoyi
  - PhD Statistics
- Lewis, Scott
  - PhD Mathematics
- Li, Ya
  - PhD Mathematics
- Ling, Jun
  - PhD Mathematics
- Merrin, Christine
  - PhD Mathematics

- Merrin, Stephen
  - PhD Mathematics
- Palais, Robert
  - PhD Mathematics
- Quinn, Melissa
  - MA Mathematics Education
- Turnquist, R.
  - MS Mathematics
- Van Frankenhuijsen, Machiel
  - PhD Mathematics
- Vasilevska, Violeta
  - PhD Mathematics
- Walker, Christine
  - PhD Mathematics Education
- Zhu, Yingxian
  - PhD Mathematics

November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE Conference for Secondary School Administrators and Counselors

Issue

On September 20, 2013, the Utah System of Higher Education sponsored a conference titled "Paying for College is Possible" for secondary school administrators and counselors with the purpose of helping them gain a greater understanding of the many resources that exist to help students pay for college, as well as understanding the important step missed by most Utah seniors of filing the FAFSA. This annual conference is in its fifth year and was funded by the College Access Challenge Grant. This event was coordinated by Assistant Commissioner, Melissa Miller Kincart, and members of her staff specifically her Executive Assistant, Heidi Doxey, and supported by the Utah Council, College Access Network of Utah and the Outreach Team in UHEAA.

Approximately 527 administrators, counselors, presenters, college access, admissions and recruitment staff from across the state participated in this day-long conference at Thanksgiving Point in Lehi, Utah. Our participants came from approximately 32 of our 41 Utah school districts, in addition, a number of private and charter schools were represented. As Commissioner, it was my pleasure to welcome the group; Greg Darnieder, Senior Advisor to the Secretary on College Access from the U. S. Department of Education was the lunchtime keynote speaker and he discussed the national landscape surrounding FAFSA completion, affordability, and economic argument for a college credential.

Participants were able to choose from 28 workshops covering such topics as FAFSA completion, engaging students in social media, empowering Latino students, parent involvement, undocumented student support, as well as sessions on the statewide initiatives such as the 15 to Finish campaign, concurrent enrollment, Utah Scholars, UESP, scholarships, and panel sessions highlighting college, university, and business leaders. Representatives from all USHE schools, as well as UCAT, BYU, LDSBC and Westminster College, StepUp, Utah Scholars, UESP and UHEAA had information booths and were able to answer questions and distribute materials for the upcoming academic year.

Attached is the agenda from the conference for reference.



### Feedback

We received 248 evaluation responses, which is a response rate of 47% of our total attendees. The evaluation was available in hard copy at the conference and afterward as an online survey. Of the respondents:

- 75.5% are school counselors; 56% work at the high school level and 23% at junior/middle schools.
- 16.9% of the additional respondents were college and university outreach and access, financial aid, or admissions and recruitment personnel.
- 43% were in their first five years of providing assistance to students and families about postsecondary options, while 22% have been in their role between six to ten years.
- 85% were either "very satisfied" or "satisfied" with the choice of conference workshops.
- 80% agreed that they have developed a greater understanding of college preparation, admissions and financial aid processes.
- 91% agreed that this conference prepared them to help students and families plan for college.

Additionally, we collected information regarding suggestions for future sessions and based on the themes that emerged we plan to add more sessions geared toward middle school college readiness strategies, resources to help students access private scholarships, technology and college awareness apps, hands on social media and NCAA compliance. We continue to receive such positive feedback about this conference and try to build upon our experiences to improve our offering for the coming year.

### Commissioner's Recommendation

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

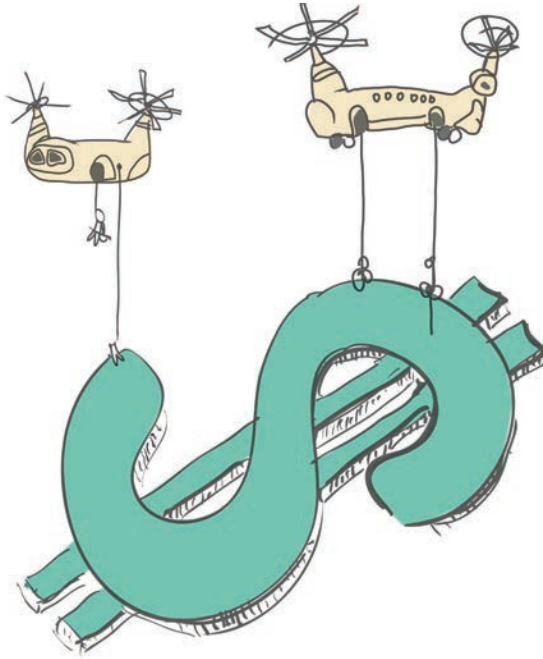
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David L. Buhler  
Commissioner of Higher Education

DLB/MMK  
Attachment



USHE Conference for Secondary School Administrators and Counselors

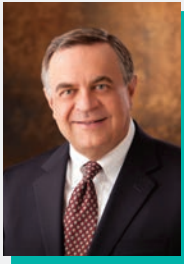


# Paying for College is Possible!

Friday, September 20, 2013

Thanksgiving Point • Lehi, Utah





## **David L. Buhler**

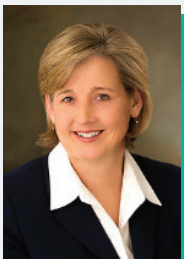
### **Commissioner of Higher Education, Utah System of Higher Education**

David L. Buhler was named as the eighth Commissioner of Higher Education on June 21, 2012, by the Utah State Board of Regents.

For nearly twelve years prior to his appointment, Commissioner Buhler served as Associate Commissioner for Public Affairs with responsibility for government and media relations and overseeing the system's strategic priority of participation and outreach. He also served as Interim Commissioner for eight months in 2008. Commissioner Buhler taught as an Adjunct Professor of Political Science at the University of Utah from 1990 to 2006, and was a member of the University of Utah Board of Trustees from 1999 to 2000.

Commissioner Buhler served twelve years as an elected official, including two terms as a member of the Salt Lake City Council (2000-2007), and one term as a Utah State Senator (1995-1999). On the City Council he served as Council Chair in 2002 and 2006. In the Senate, he served as Senate Chair of the Administrative Services and Capital Facilities Appropriations Subcommittee and Vice Chair of the Executive Appropriations Committee. He served eight years in state government including four years as Executive Director of the Utah Department of Commerce (1989-1992) and as a member of the staff of Governor Norman H. Bangerter (1984-89). He was also an executive in private business with a national testing firm for eight years (1992-2000).

A native of Salt Lake City, Dave received Bachelor of Science degrees in History and Political Science from the University of Utah and a Master of Public Administration degree from Brigham Young University. He is currently completing a PhD in Political Science at the University of Utah. He is married to the former Lori Goaslind; they are the parents of five children.



## **Natalie Gochnour**

### **Associate Dean, David Eccles School of Business, University of Utah Chief Economist, Salt Lake Chamber**

Natalie Gochnour serves as an associate dean in the David Eccles School of Business at the University of Utah and chief economist and senior advisor to the Salt Lake Chamber. In these roles she enhances the relevance, reputation and relationships of the University of Utah with business and community leaders throughout the state. She has the specific task of planning and implementing a new public policy initiative focused on serving Utah business and community leaders. The initiative will enhance the products and services shared by the David Eccles School of Business and the University of Utah with entities throughout Utah; the Salt Lake Chamber is a founding sponsor of this new initiative.

For the past seven years as the executive vice president for policy and communication, Gochnour has guided the public policy work of the Salt Lake Chamber. She helped create and lead the Downtown Rising movement; helped pass a ballot initiative to secure funds for the expansion of Utah's TRAX and FrontRunner service; co-led an effort to launch the Utah Health Exchange and assisted with the drafting and promotion of The Utah Compact. During Gochnour's state service she advised three Utah governors and served as the media spokesperson for the governor's office during the 2002 Olympic Winter Games.

Gochnour was the recipient of the Outstanding Achievement Award for business from the YWCA Salt Lake City; she was also selected by Wasatch Women magazine as the "Wasatch Woman of the Year," an honor bestowed to women who elevate the stature of women and serve the community good. Gochnour has both an undergraduate and graduate degree in economics from the University of Utah. When she is not working, you can find her walking her yellow lab along the Jordan River Parkway, spending time with her two children, or up on the slopes skiing with her husband of 28 years.



### **Gregory M. Darnieder**

Senior Advisor to the Secretary on the College Access Initiative,  
U.S. Department of Education

Greg began his career in education as a middle grades teacher in St. Louis and Riverdale MD. He has a BA in Sociology, a K-8 teaching certificate from St. Louis University and a MA in Christian Education from Wheaton College. He worked for 15 years as the executive director of youth development and college access organizations in Chicago's Cabrini Green Housing Development. Beginning in 1993, he oversaw the Steans Family Foundation's community focused philanthropic efforts in Chicago's North Lawndale community including early childhood, education, organizational development and affordable housing. He has served in leadership roles for several foundations and on over twenty non-profit organization boards.

In 2003 Greg established the Department of Postsecondary Education and Student Development (DPSESD) at Chicago Public Schools (CPS), designing and implementing an assortment of postsecondary, academic, financial, and social support programs and building university, corporate and civic partnerships to enhance college access. In 2008 he was named the director of the Department of College and Career Preparation (DCCP) for CPS, a newly formed department that consists of the DPSESD and the Department of Career and Technical Education.

In 2008 he was named Executive of the Year for the City of Chicago, in 2012 the National Forum to Accelerate Middle Grades Reform presented him with the Middle Grades Education Leadership Award, the National Association of College Admissions Counseling presented him with their Excellence in Education Award and the National Office for School Counselor Advocacy presented him with their National Advocacy Award.

In 2009, Secretary of Education, Arne Duncan, named Greg Senior Advisor to the Secretary on the College Access Initiative at the U.S. Department of Education, where he currently serves as a leading voice on the President's 2020 Goal.

## **Does a Money Tree Really Exist?**

While we all wish for magic beans or golden eggs, access to money for college does exist. Grants, scholarships, work study, and loans are just waiting to help you achieve your dream. Step up to possibility. Step up to Higher Education.

For tools, tips, and financial aid resources, visit [StepUPUtah.com](http://StepUPUtah.com)



8:15 – 9:00 am

## ■ Check-In & Continental Breakfast, College and University Booths

9:00 – 9:30 am

## ■ Welcome

Welcome by Melissa Miller Kincart, Assistant Commissioner for Outreach and Access, Utah System of Higher Education

Remarks by David L. Buhler, Commissioner of Higher Education, Utah System of Higher Education and Natalie Gochnour, Associate Dean, David Eccles School of Business, University of Utah and Chief Economist, Salt Lake Chamber

9:45 – 10:35 am

## BREAKOUT SESSION 1

### ■ Hosting a FAFSA Completion Event: Logistics and Outliers

Presented by Michelle Riddle, Community Outreach Officer, UHEAA; Sumiko Martinez, Community Outreach Officer, UHEAA

*Do you want to be better prepared to help your students with the FAFSA? Come join UHEAA's Outreach team in an interactive session covering the basics of FAFSA Completion, from coordinating an event to navigating students through unique situations.*

### ■ Making Social Media Work for You and Your Students

Presented by Bryan Lee, Social Media Manager, UHEAA; Pamela Silberman, Director of Communications, Utah System of Higher Education

*Advice, tools, & tips on how to use the most popular social media networks and sites to help you and your students find scholarships, research colleges, and explore financial aid options.*

### ■ Flipping the Equation: Recognizing and Empowering our Latino population through Latinos in Action

Presented by Dr. Jose Enriquez, Founder and Executive Director, Latinos in Action, Inc.; John Zurbuchen, Director, Davis School District Federal Programs

*Many districts in the country where the Latino population is growing typically view this subgroup as somewhat of a liability, as an educational issue centering around remediation. Through a partnership with Latinos in Action (LIA), with a small investment in funding, districts can flip the equation, looking at this population as a significant resource, both at the secondary and elementary levels and family engagement. LIA provides a curriculum centered around three domains: Cognitive, Social, and Linguistic. Students learn leadership through service, where they use their inherent dual-language abilities to provide literacy tutoring and mentoring to elementary students. This program is a K-16 process. The identified secondary students are provided with the training and support to be successful, not only in secondary, but also post-secondary education, as well as providing essential mentoring to elementary students. This all leads to better involvement in the community and in their own homes with parents! They begin to be the bridge that is so needed from the home to the school system and the System to the home. The elementary students and siblings "want to be like my tutor" who establishes the dreams of academic success and empowerment.*

### ■ Take 15 to Finish: Helping Your Students Graduate from College On Time

Presented by Dr. Christie Fox, Director of Utah Scholars and Completion Initiatives, Utah System of Higher Education

*Once students leave you and go to college, then what? What are institutions doing to help students graduate on time with a meaningful credential, and what can you do now to help them succeed once they are in college? This presentation will outline the new state-wide initiative "15 to Finish," which has redefined a full time college student as one taking at least 15 credits each semester. We will also discuss some of the other college completion initiatives passed by the Board of Regents and now in place at each of our institutions, including transformations in developmental education, graduation maps, and more.*



## ROOM KEY:

- = Show Barn
- = Tropical Room
- = Amber Room
- = Rose Room
- = Velvet Room
- = Saratoga Room

## The New Century and Regents' Scholarship

Presented by Carrie F. Beckman, Scholarship Manager, Utah System of Higher Education

*This workshop will briefly cover the basics of each scholarship with a major emphasis on the steps a student takes in order to successfully prepare and apply for the scholarship. The presentation will include an in-depth overview of the application process, as well as incorporate a question and answer session.*

## Charting New Concurrent Enrollment Eligibility Criteria: Middle Performing Students

Presented by Susan Malone, Principal, Hillcrest High School; Moya Kessig, Early College and Gifted and Talented Specialist, Utah State Office of Education; Cynthia Grua, Director in Academic Affairs, Utah System of Higher Education

*This session describes a Utah College Access Network Grant-funded pilot which sought to increase the number of underrepresented students who commit to and are successful in postsecondary education via concurrent enrollment (CE). Utah CE eligibility criteria targets students with high academic performance and voluntary participation. This project engaged public and higher educators to develop eligibility criteria for middle performing students, particularly students undecided about college, and a set of guidelines for identifying and recruiting students whose success in a college dual credit class may be the motivation needed to commit to college. Following alternative criteria developed during the pilot, middle performing students were identified and recruited into a Spring 2013 CE course. The presenters will share successes and challenges of that cohort. Participants will walk away with new advising tools validated by the pilot.*

10:45 – 11:35 am

## BREAKOUT SESSION 2

### Hosting a FAFSA Completion Event: Logistics and Outliers

Presented by Michelle Riddle, Community Outreach Officer, UHEAA; Sumiko Martinez, Community Outreach Officer, UHEAA

*Do you want to be better prepared to help your students with the FAFSA? Come join UHEAA's Outreach team in an interactive session covering the basics of FAFSA Completion, from coordinating an event to navigating students through unique situations.*

### Using Social Media to Engage Your School Community

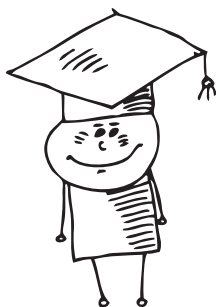
Presented by Ben Horsley, Director of Communication & Community Outreach, Granite School District; Jeff Haney, Chief Communications Officer, Canyons School District; Moderated by Pamela Silberman, Director of Communications, Utah System of Higher Education

*This workshop will highlight different types of social media and how they are being used by teachers, administrators, and school counselors to communicate with students and families. Social media experts from Granite and Canyons districts will discuss policies, innovative uses of social media, and how to evaluate the effectiveness and reach of various social media channels. Come join us for a discussion of how you can put social media to work in engaging students and parents in conversations on college readiness!*

### Toward 2020: Preparing Students for Jobs — a Business Perspective

Presented by Sophia DiCaro, Deputy Director, Governor's Office of Economic Development; Gene Levinzon, Managing Director, Technology Department, Goldman Sachs; Will Powley, Chief People Officer, Nelson Laboratories; Recruiter, ATK. Moderated by Prosperity 2020 leadership

*Prosperity starts with education. This is the mantra and motivation for Prosperity 2020, the largest multi-year statewide education movement in Utah's history. Utah business leaders have championed a spirit of collective impact — involving business, community, and education leaders, parents, teachers and students — to take education to a new level. Join Prosperity 2020 to learn more about the movement and why business leaders are involved. Ask questions of a CEO, recruiter for a STEM-related company, and key players in Utah's economic development strategy who will eventually hire the students you counsel today. Learn about the new STEM Action Center and emerging opportunities in science, technology, engineering, and math. Together we can help expand students' vision of their possibilities and help put them on a path that will lead to personal satisfaction and one of the strongest economies in the nation.*





## Utah Scholars Best Practices

**Presented by Dr. Christie Fox, Director, Utah Scholars and College Completion Initiatives, Utah System of Higher Education; Carlee Madsen, Utah Scholars Specialist, Utah System of Higher Education**

*This session will explore the “best practices” we’ve seen for implementing the Utah Scholars Initiative (USI) in schools and getting more students to sign up for Utah Scholars and pledge to graduate college ready. We will discuss the best ways to engage students and parents in Utah Scholars and will look forward to attendees sharing what works in their schools. This session will be most useful for schools that are already USI partner schools who wish to boost USI enrollment. But, if you are not yet a USI partner school and want to learn more about the 8th grade outreach that USHE is engaged in, please come and learn about the program.*

## Parent Involvement: The WISE Involvement Program

**Presented by Dean Curtis, Founder, Education Catch the Dream; Hector Cisneros, Director, Education Catch the Dream**

*The WISE Involvement Program will reach your English and Spanish speaking parents! Let us show you how! The WISE Involvement Program (Write it down, Involve a parent, Share with a friend, Engage a mentor) explains a fun, systematic way to commit your students to college and involve their parents. We will share specific parent night topics and parent involvement strategies with special materials for your Spanish-speaking parents. If you are serious about parent involvement you need to attend this fun, informative session that includes video clips, participation and specific action steps to improve parent participation.*

## A Dream Deferred: the Pursuit of Higher Education for Utah’s Undocumented Students

**Presented by Maria Martinez, College Access Challenge Grant Manager, Utah System of Higher Education; Richard A. Diaz, Director, First Year Experience, Salt Lake Community College**

*Local and national policies continue to shape the access undocumented students have to higher education. The ever changing policies and misinformation make it difficult for many students to realize their dream. The primary goal of this presentation is to provide answers to one of the most challenging questions we face in our field, “How do we support undocumented students’ access to higher education?” This session will: 1) discuss the current policies affecting approximately 110,000 undocumented individuals in Utah; 2) examine current trends related to the access and success of undocumented students in the K-16 pipeline; and 3) determine how we, as educational professionals, can help undocumented students reach their academic potential by exploring best practices, service guidelines, and the various resources available. Participants will receive a handout of the current policies and resources available.*

11:45 – 12:35 am

## BREAKOUT SESSION 3

### Using Certificates in Pathways - Helping Students get a Jump Start in College

**Presented by Blair Carruth, Assistant Commissioner for Academic Affairs, Utah System of Higher Education; Jared Haines, Vice President, Instruction and Student Services, Utah College of Applied Technology**

*This session will provide a discussion on a new statewide initiative to provide post-secondary certificates in pathway programs. Discussion will include advantages and opportunities these certificates could provide students for college completion and career preparation and how students could enroll in courses that fill certificate requirements during and after high school.*

### Toward 2020: Preparing Students for Jobs — a Business Perspective

**Presented by Sophia DiCaro, Deputy Director, Governor’s Office of Economic Development; Gene Levinzon, Managing Director, Technology Department, Goldman Sachs; Will Powley, Chief People Officer, Nelson Laboratories; Recruiter, ATK. Moderated by Prosperity 2020 leadership.**

*Prosperity starts with education. This is the mantra and motivation for Prosperity 2020, the largest multi-year statewide education movement in Utah’s history. Utah business leaders have championed a spirit of collective impact — involving business, community, and education leaders, parents, teachers and students — to take education to a new level. Join Prosperity 2020 to learn more about the movement and why business leaders are involved. Ask questions of a CEO, recruiter for a STEM-related company, and key players in Utah’s economic development strategy who will eventually hire the students you counsel today. Learn about the new STEM Action Center and emerging opportunities in science, technology, engineering, and math. Together we can help expand students’ vision of their possibilities and help put them on a path that will lead to personal satisfaction and one of the strongest economies in the nation.*



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## FAFSA Frenzy!

Presented by Judy Petersen, Director, College and Career Readiness, Granite School District; Kaye Poulton-Timm, Coordinator, Secondary Counseling, Granite School District; Claudia Travis, Counselor, Hunter High School

*Learn what Granite School District (GSD) is doing to increase FAFSA completion. GSD's charge and responsibility is that "Students will leave high school ready for college, career and life." Getting students and their families to complete the FAFSA is directly connected to our "charge and responsibility." This session will provide ideas and strategies, promising discussion, and takeaways.*

## ScholarshipWisely

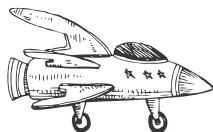
Presented by Stephen Rogers, Manager of Community Outreach, UHEAA

*Learn about the new ScholarshipWisely tool, a Utah-specific scholarship search engine and tracker. Come see how this new resource will help turn scholarship searches and applications into cold hard cash for your students.*

## Helping Undocumented Students Navigate the Utah Higher Education System

Presented by Yudi Lewis, Program Director, Latino Initiative, Utah Valley University

*This workshop will provide an overview of the resources and options that are available to undocumented students in the state of Utah. We will discuss the in-state tuition waiver, privately funded scholarship opportunities, and the Deferred Action for Childhood Arrivals (DACA) Program. We will discuss how to advise undocumented students and their families about their options to attend higher education.*



12:45 pm – 1:00 pm

1:00 pm – 2:00 pm

## Lunchbox Pick up

## Keynote Address: National Landscape for Improving College Access for All

Gregory M. Darnieder, U.S. Department of Education

*Mr. Darnieder will discuss the national landscape surrounding college access. Specifically FAFSA completion, affordability, the Presidential Plan for Higher Education, and the economic argument for a college credential. There will be ample time for questions.*

2:10 pm – 3:00 pm

## BREAKOUT SESSION 4

### Behind the Scenes of Financial Aid

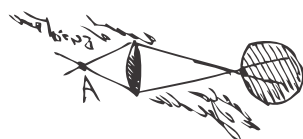
Presented by Michelle Riddle, Outreach Officer, UHEAA; Jed Spencer, Financial Aid Director, Weber State University; Lisa Oakes-Hawker, Financial Aid Manager, Mountainland ATC; Art Young, Associate Director of Financial Aid, Brigham Young University; Cristi Millard, Director of Financial Aid, Salt Lake Community College

*This session is a panel discussion with financial aid administrators from several of Utah's colleges and universities. Bring your questions!*

### College Persistence Tips & Tricks: How High School Counselors Can Make an Impact

Presented by Alexis Bucknam, Executive Director, Utah Campus Compact; Shannon Farber, Higher Education Elevated VISTA

*High school guidance counselors play a central role in college access efforts, and can also be instrumental in preparing students to achieve and persist once they reach college. Based on higher education research and best practice, this session will provide some key information and strategies that counselors can convey to first-generation, low-income college-bound students to increase their success. The UCC Higher Education Elevated VISTA Project is partnering with six Utah Campus Compact member campuses to place 12 full-time AmeriCorps VISTAs to support and facilitate locally developed college access and success efforts. Several of the VISTAs who are focused on student success and persistence will present some of what they have learned through their service.*



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- = Saratoga Room

### ■ College and University Panel

Presented by Salt Lake Community College, Snow College, and USU-Eastern

*Representatives from Utah's colleges and universities will share information related to school programs, admissions, and more. This will be a moderated Q&A session.*

### ■ College and University Panel

Presented by Dixie State University, Utah Valley University, and Weber State University

*Representatives from Utah's colleges and universities will share information related to school programs, admissions, and more. This will be a moderated Q&A session.*

### ■ College and University Panel

Presented by Brigham Young University, LDS Business College, and Westminster College

*Representatives from Utah's colleges and universities will share information related to school programs, admissions, and more. This will be a moderated Q&A session.*

### ■ College and University Panel

Presented by Southern Utah University, University of Utah, and Utah State University

*Representatives from Utah's colleges and universities will share information related to school programs, admissions, and more. This will be a moderated Q&A session.*

3:10 pm – 4:00 pm

## BREAKOUT SESSION 5

### ■ How to Jump Start Your Savings with UESP

Presented by Scott Pettett, Outreach Specialist, Utah Educational Savings Plan

*This session will provide participants with an overview of the Utah Educational Savings Plan, Utah's official nonprofit 529 college savings program, and how families can prepare and save for the future costs of higher education.*

### ■ College and University Panel

Presented by Salt Lake Community College, Snow College, and USU-Eastern

*Representatives from Utah's colleges and universities will share information related to school programs, admissions, and more. This will be a moderated Q&A session.*

### ■ College and University Panel

Presented by Dixie State University, Utah Valley University, and Weber State University

*Representatives from Utah's colleges and universities will share information related to school programs, admissions, and more. This will be a moderated Q&A session.*

### ■ The Certificate Advantage in Paying for College

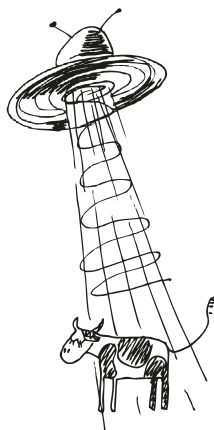
Presented by Jared Haines, Vice President, Instruction and Student Services, Utah College of Applied Technology; Jordan Rushton, Director, Public Relations, Utah College of Applied Technology; Representatives of Utah's Applied Technology College Campuses

*Paying for college is even more possible when college means an attainable certificate, or when you can help pay your way through school with a higher-paying and more relevant job. For many of your students, a certificate will be the best way for them to complete college. Certificates are the fastest-growing college credential in the U.S., are affordable, usually take less than a year to complete, and yield high returns. Many students use part-time and summer jobs to save and work through school: a certificate can qualify them for a higher-paying job that is relevant to a degree and career. Students can even complete part or all of a certificate while still in high school. Come explore with representatives of UCAT and Utah's eight Applied Technology Colleges how a certificate can launch your students onto the pathway of success.*

### ■ College and University Panel

Presented by Southern Utah University, University of Utah, and Utah State University

*Representatives from Utah's colleges and universities will share information related to school programs, admissions, and more. This will be a moderated Q&A session.*



# USHE Conference for Secondary School Administrators and Counselors

## Friday, September 20, 2013



Thank you for taking a moment to answer the following questions. Any information you provide is confidential.

Please mark your type of organization:

- ☐ Junior/Middle School
 ☐ High School
 ☐ Institution of Higher Education  
☐ District Office
 ☐ Utah State Office of Education
 ☐ Access & Outreach Program  
☐ Other (Please specify):

Please identify your position:

- ☐ School Counselor
 ☐ School Administrators (Principal, Vice Principal, etc.)  
☐ Public Education Administrator
 ☐ Financial Aid Administrator/Staff  
☐ Higher Education Administrator/Staff
 ☐ Other (Please specify):

How long have you been providing assistance to student to pursue education beyond high school?: \_\_\_\_\_

How many high school seniors will you work with in the 2013-14 academic year?: \_\_\_\_\_

### How would you rate the sessions you attended?

*Please only evaluate the session(s) you attended.*

	Poor	Fair	Neutral	Good	Excellent	N/A	Comments
<b>KEYNOTE:</b> Gregory M. Darnieder							

### Breakout Session 1

I attended the following session:

- ☐ Hosting a FAFSA Completion Event: Logistics and Outliers  
☐ Making Social Media Work for You and Your Students  
☐ Flipping the Equation: Recognizing and Empowering our Latino population through Latinos in Action  
☐ Take 15 to Finish: Helping Your Students Graduate From College On Time  
☐ The New Century and Regents' Scholarship  
☐ Charting New Concurrent Enrollment Eligibility Criteria: Middle Performing Students

I would rate this session as:

- ☐ Poor
 ☐ Fair
 ☐ Neutral
 ☐ Good
 ☐ Excellent

Comments:

### Breakout Session 2

I attended the following session:

- ☐ Hosting a FAFSA Completion Event: Logistics and Outliers  
☐ Using Social Media to Engage Your School Community  
☐ Toward 2020: Preparing Students for Jobs — a Business Perspective  
☐ Utah Scholars Best Practices  
☐ Parent Involvement: The WISE Involvement Program  
☐ A Dream Deferred: the Pursuit of Higher Education for Utah's Undocumented Students

I would rate this session as:

- ☐ Poor
 ☐ Fair
 ☐ Neutral
 ☐ Good
 ☐ Excellent

Comments:

### Breakout Session 3 (check one):

- ☐ Using Certificates in Pathways - Helping Students get a Jump Start in College  
☐ Toward 2020: Preparing Students for Jobs — a Business Perspective  
☐ FAFSA Frenzy!  
☐ ScholarshipWisely  
☐ Helping Undocumented Students Navigate the Utah Higher Education System

I would rate this session as:

- ☐ Poor
 ☐ Fair
 ☐ Neutral
 ☐ Good
 ☐ Excellent

Comments:

### Breakout Session 4

I attended the following session:

- ☐ Behind the Scenes of Financial Aid  
☐ College Persistence Tips and Tricks: How High School Counselors Can Make an Impact  
☐ Institutional Panel: SLCC, Snow, USU-E  
☐ Institutional Panel: Dixie, UVU, WSU  
☐ Institutional Panel: BYU, LDS-BC, Westminster  
☐ Institutional Panel: SUU, UU, USU

I would rate this session as:

- ☐ Poor
 ☐ Fair
 ☐ Neutral
 ☐ Good
 ☐ Excellent

Comments:



Breakout Session 5

I attended the following session:

- ☐ How to Jump Start Your Savings with UESP
- ☐ Institutional Panel: SLCC, Snow, USU-E
- ☐ Institutional Panel: Dixie, UVU, WSU
- ☐ The Certificate Advantage in Paying for College
- ☐ Institutional Panel: SUU, UU, USU

I would rate this session as:

- ☐ Poor ☐ Fair ☐ Neutral ☐ Good ☐ Excellent

Comments:

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Please evaluate the conference as a whole; place an “X” in the appropriate box.

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Comments
The length of individual sessions?						
The choice of session topics?						
The conference site?						
The food served at the conference?						
The booths and additional resource information?						

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Comments
This conference prepared me to help students plan for college.						
As a result of attending this conference I have gained a greater understanding of the financial aid process, options, and resources in applying to and paying for college.						
I received valuable information from the college & university representatives.						

What are the major take aways from this conference?

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What would you change about the conference to make it more useful to you?

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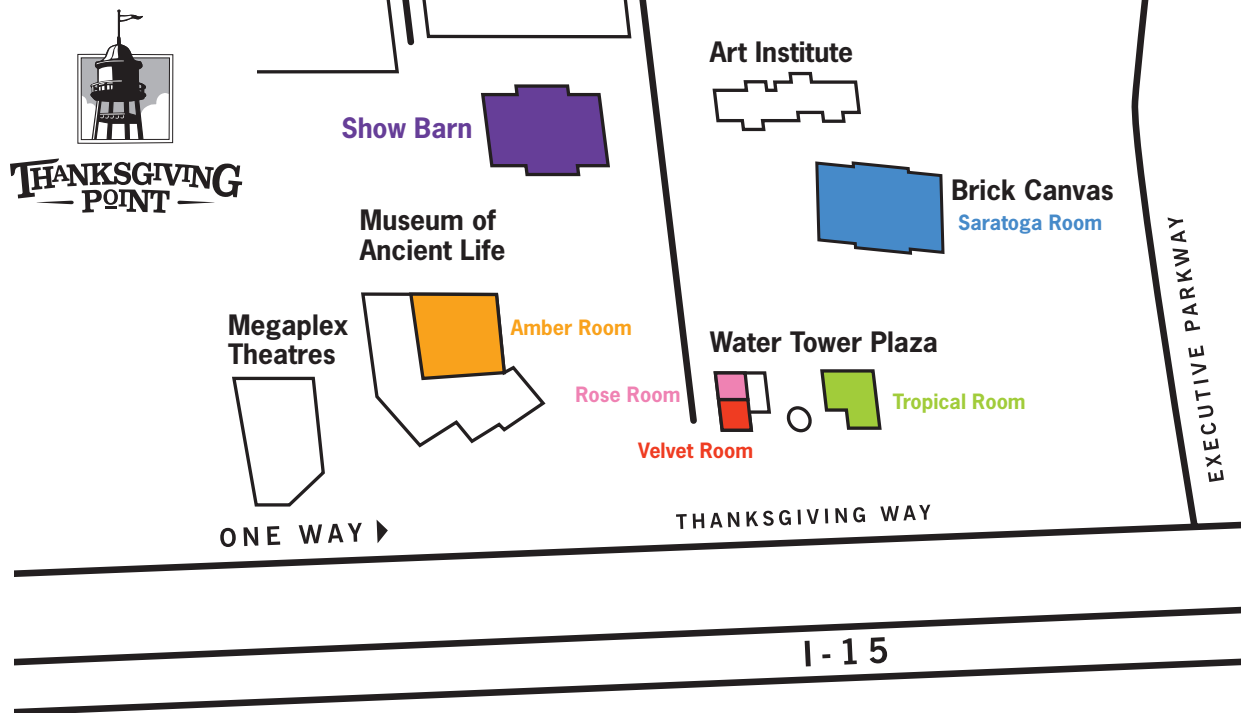
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What trainings or workshop topics would you like to see in the future?

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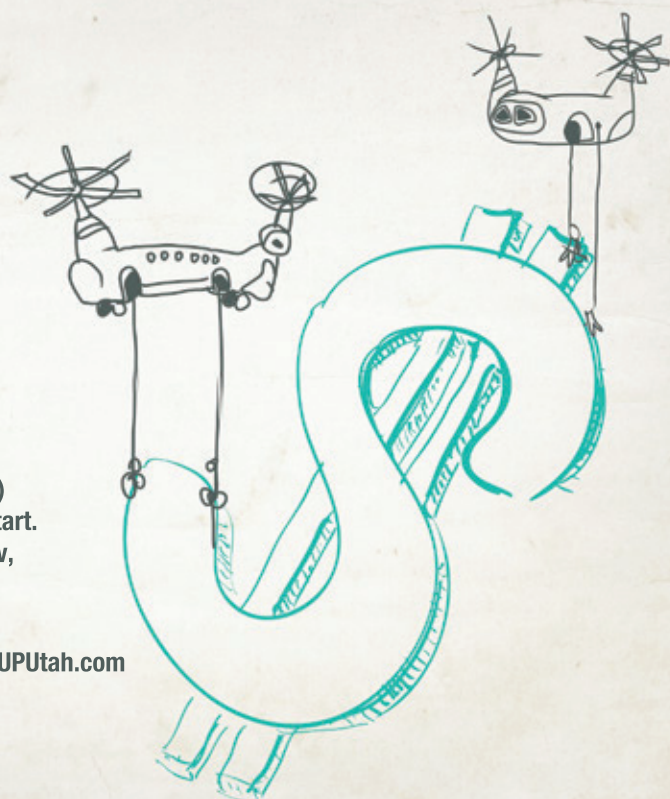
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# FAFSA ASAP

While every application process is unique, filling out the Free Application for Federal Student Aid (FAFSA) is a great place for every college-bound student to start. Based on the information you enter at [www.fafsa.gov](http://www.fafsa.gov), you can qualify for different types of financial aid, including grants, work-study, and student loans.

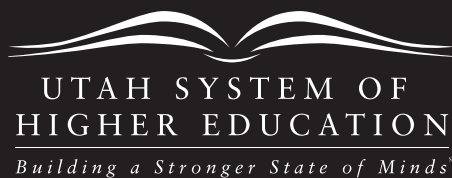
For tools, tips, and financial aid resources, visit [StepUPUtah.com](http://StepUPUtah.com)





Order your 2013-2014 College Guide Today!

[www.StepUpUtah.com](http://www.StepUpUtah.com)



*This conference is made possible under a grant from the U.S. Department of Education. However, the content presented does not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.*

November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report to Legislature on the New Century and Regents' Scholarships

Background

The Utah State Board of Regents administers two scholarship programs established by the Legislature. The New Century Scholarship was created in 1999 as a Governor's initiative to encourage students to accelerate their education by earning an associate degree in high school or by pursuing a math and science curriculum. The Regents' Scholarship was an initiative of the State Board of Regents in 2008 to encourage Utah High School students to prepare academically and financially in grades 9-12 for college by completing a defined course of study, meeting minimum GPA, specific course grade and ACT requirements.

Issue

The Education Interim Committee of the Legislature requires an annual report of the New Century and Regents' Scholarships. This report was presented at their October meeting. Since the report was compiled, the 2013 award cycle has closed and final numbers are now available, so the attached report has been updated for your information. In summary, the New Century Scholarship applications remained flat and recipients decreased by 22 percent. Further, 1,962 new students qualified for the Regents' Scholarship, an increase of 45 percent from the previous year. Also of note, more than two thirds (70%) of those who qualified for the base award qualified for the exemplary award (which requires a higher GPA and ACT score). Additionally, while only 13% of recipients also qualified for the UESP savings match, there was a 44 percent increase from 2012 recipients. In the Regents' budget request, it is estimated \$6,000,000 in new money will be necessary to fully fund new 2014 recipients and those students with continuing eligibility for both programs. Budget estimates will be updated in February 2014 taking into account application growth, and the budget request will be modified as needed during the legislative session.

Commissioner's Recommendation

This is an information item, no action is required.

---

David L. Buhler  
Commissioner of Higher Education

DAB/MMK  
Attachment



## Overview of Scholarships

The Utah State Board of Regents administers two scholarship programs established by the Legislature: the New Century Scholarship and Regents' Scholarship.

### New Century Scholarship

The New Century Scholarship was created in 1999 as a Governor's initiative to encourage students to accelerate their education by earning an associate's degree in high school or by pursuing the Math and Science Curriculum. Students qualify by earning an associate's degree at a Utah System of Higher Education institution with a 3.0 GPA by the date they graduate from a Utah high school with a minimum 3.5 cumulative grade point average. Students who are home schooled or complete high school through an on-line institution must take the ACT exam by June 15 of the year their peer group graduates from high school with a minimum score 26. The New Century Scholarship Award is a flat dollar amount and the maximum amount a recipient may receive is \$1,250 per semester, renewable for up to 60 credits or four semesters, whichever is first. The scholarship may be used at a four-year public college or university within the Utah System of Higher Education, as well as at Brigham Young University and Westminster College.

### Regents' Scholarship

The Regents' Scholarship was created to encourage Utah high school students to prepare for college academically and financially. It was established by the Utah Legislature in 2008 and requires completion of defined courses of study during grades 9-12 and saving for college.

- 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 Exemplary Award is a flat dollar amount and the maximum amount a recipient may receive is \$1,250 per semester, renewable for up to 65 credits or four semesters (whichever is first).
- The Utah Educational Savings Plan (UESP) Supplemental Award is available for students who earn the Base Award and who have contributed to a UESP account during ages 14-17. The award consists of a maximum of \$100 per year for each \$100 contributed to their account.
- The scholarship 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.

## Administration of the Scholarships

Administering these two scholarships is labor intensive requiring significant oversight and review of specific courses and grades received on scholarship applications. In August of 2013 a new scholarship unit was launched with a specific focus on improving quality and customer service. Six employees are involved in administering the two programs including overseeing the policies, communications, review process, school relations and educational outreach, with a portion of the costs paid out of the scholarship appropriation.

### **Funding for 2013-14 College Academic Year**

Although additional one-time dollars were allocated for these two scholarship programs for FY 14 it was not enough to fully fund recipients qualifying for the New Century Scholarship, and Regents' Scholarship Exemplary Academic Achievement award for the 2013-14 college academic year. The award was reduced from \$1,250 per semester to \$1,100 per semester. The Regents' Scholarship Base one-time award of \$1,000 and the UESP match were fully funded.

Since 2010 as required by law, all materials and communications to prospective applicants and recipients state the awards amounts are determined on an annual basis and are subject to legislative funding and the total number of qualified participants. Further, it is communicated that award amounts may be reduced, may vary from year to year, and are dependent on when the recipient is enrolled in college.

### **Legislative Changes**

During the 2013 Legislative Session, changes were made to both the New Century and Regents' Scholarship programs to align with the Board of Regents Completion Initiatives. As of Fall semester 2013 all students participating in these programs are required to enroll in and successfully complete 15 credits and earn a 3.3 GPA each semester in order to retain eligibility.

### **Look Ahead**

It is estimated that \$6,000,000 in new money will be necessary to fully fund new 2014 awardees and those continuing recipients with remaining eligibility. In 2013 new applications for the Regents' Scholarship grew by 30% and qualified recipients increased by 46% over 2012. New Century's applications remained flat and recipients decreased by 20%. The budget estimate is based on the number of students with remaining eligibility from 2010-13, deferral and leave of absence return dates, and expected new student recipient growth for the 2014 cycle based on 2013 growth. Budget estimates will be updated in February 2014 taking into account applications for the next cycle which are due February 3, 2014.

### **Conclusion**

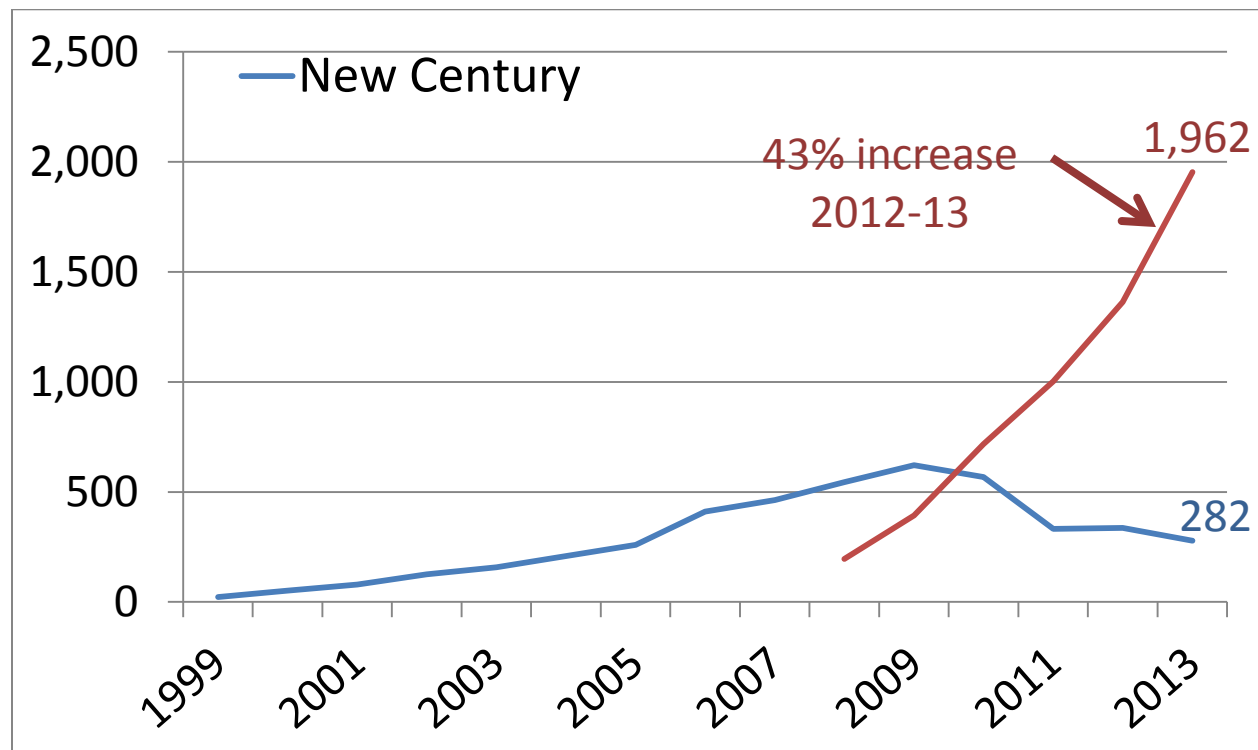
The Utah State Board of Regents appreciates the on-going legislative support of scholarships that encourage students to make good use of all four years of high school and better prepare for college and career. The Regents' and New Century Scholarships are provided in cooperation with the state's Step Up to Higher Education efforts. The StepUp campaign is a social awareness campaign, paid for and made possible by a grant from the U.S. Department of Education, the College Access Challenge Grant. The campaign encourages all Utah youth to dream big about their futures, and then act on those dreams by preparing for and completing college. StepUp provides tips, tools, and resources on preparing and paying for college so obtaining higher education can be a reality for all Utahns. The Board endorses such programs that support the statewide goal for 66% of Utahns to hold a postsecondary degree or certificate by the year 2020.

## Side By Side Comparison New Century and Regents' Scholarship Programs

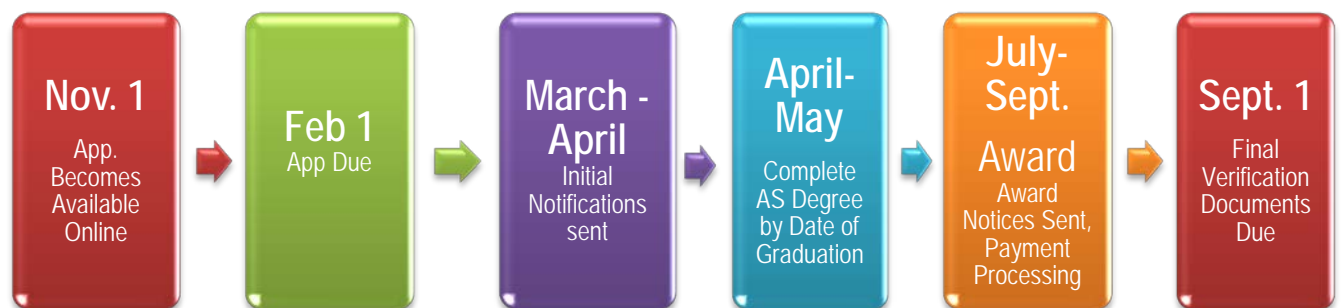


Program	New Century Scholarship	Regents' Scholarship
<b>Background</b>	<ul style="list-style-type: none"> <li>Created in 1999</li> <li>One award</li> <li>Purpose: Encourage students to complete college in less time than peers and enter the workforce more quickly</li> </ul>	<ul style="list-style-type: none"> <li>Created in 2008</li> <li>Three Awards: Base Award, Exemplary Academic Achievement Award, and the Utah Educational Savings Plan Supplemental Award</li> <li>Purpose: Encourage students to prepare for college academically and financially through course-taking patterns and saving for college</li> </ul>
<b>Basics To Qualify</b>	<ul style="list-style-type: none"> <li>Earn an associate's degree or complete a focused Math and Science curriculum by high school graduation</li> <li>College 3.0 GPA and High School 3.5 GPA</li> <li>26 ACT requirement for home school students</li> <li>U.S. Citizenship requirements</li> <li>No criminal record</li> <li>Application Deadline: February 1</li> <li>Final Verification Document Deadline: September 1</li> </ul>	<ul style="list-style-type: none"> <li>Complete the Utah Scholars Core Course of Study during grades 9-12 (see our website for classes that will satisfy the scholarship requirements)</li> <li>Minimum Grade and overall GPA Requirements                             <ul style="list-style-type: none"> <li>Base = "C" individual grades, 3.0 GPA</li> <li>Exemplary = "B" individual grades, 3.5 GPA</li> </ul> </li> <li>ACT Requirements                             <ul style="list-style-type: none"> <li>Base = submit a score</li> <li>Exemplary = submit a minimum score of 26</li> </ul> </li> <li>U.S. Citizenship requirements</li> <li>No criminal record</li> <li>UESP Award: to maximize, contribute \$100+ each year of the following years of age: 14, 15, 16, 17</li> <li>Application deadlines:                             <ul style="list-style-type: none"> <li>Priority Deadline: Announced Yearly</li> <li>Final Deadline: February 1</li> <li>Note: Students who are found "on-track" for the scholarship after the initial review, must submit final verification documents by July 1</li> </ul> </li> </ul>
<b>Award Information For The 2011-2012 College Academic Year</b>	<ul style="list-style-type: none"> <li>The New Century Award is a flat dollar amount                             <ul style="list-style-type: none"> <li><u>Maximum</u> award will be \$1,250 a semester</li> <li>Can be renewed for up to 4 semesters</li> </ul> </li> <li>Can be used at USHE institutions that grant bachelor's degrees, plus BYU and Westminster</li> <li>Students cannot receive both New Century and the Regents' Scholarship</li> </ul>	<ul style="list-style-type: none"> <li>The Base Award is a one-time award worth up to \$1,000</li> <li>The Exemplary Award is a flat dollar award                             <ul style="list-style-type: none"> <li><u>Maximum</u> award will be \$1,250 a semester</li> <li>Can be renewed for up to 4 semesters</li> </ul> </li> <li>Can be used at USHE institutions plus BYU, Westminster and LDSBC</li> <li>Students cannot receive both New Century and the Regents' Scholarship</li> </ul>
	Award amounts are determined on an annual basis and are subject to legislative funding and the total number of qualified participants. Therefore, award amounts may be reduced, may vary from year to year and are dependent on when the recipient is enrolled in college.	
<b>Renewing</b>	<ul style="list-style-type: none"> <li>Students must enroll in and successfully complete 15 credits fall and spring semesters (or receive an approved leave of absence) and earn a 3.3 GPA each semester that they utilize the scholarship</li> <li>Student must submit proof of meeting enrollment and minimum GPA requirements by set deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Students must enroll in and successfully complete 15 credits fall and spring semesters (or receive an approved leave of absence) and earn a 3.0 GPA each semester that they utilize the scholarship</li> <li>Student must submit proof of meeting enrollment and minimum GPA requirements by set deadlines</li> </ul>
<b>Contact Information</b>	Phone: 801-321-7221 Email: <a href="mailto:newcentury@ushe.edu">newcentury@ushe.edu</a> Web: <a href="http://highereducation.utah.gov">highereducation.utah.gov</a> New Century webpage: <a href="http://newcenturyscholarship.org">newcenturyscholarship.org</a>	Phone: 801-321-7159 Email: <a href="mailto:regentscholarship@ushe.edu">regentscholarship@ushe.edu</a> Web: <a href="http://highereducation.utah.gov">highereducation.utah.gov</a> Regents' Scholarship webpage: <a href="http://regentscholarship.org">regentscholarship.org</a>

## Scholarship Awards



## New Century Scholarship Application and Review Cycle





### Historical Recipient Overview

Graduate Year	Number of Approved Applications
1999	23
2000	52
2001	79
2002	125
2003	157
2004	208
2005	259
2006	413
2007	471
2008	544
2009	622
*2010	568
**2011	332
2012	347
2013	282

\*2010 is the first year with an application deadline. \*\*2011 is the first year that applicants must complete an associate degree by the time they graduate from high school (instead of by September 1 following high school graduation) and maintain a 3.5 cumulative high school GPA.

**2013 New Century Scholarship Awards by School District  
As of September 26, 2013**

District	# of Awards
Alpine District	79
Beaver District	1
Cache District	3
Canyons School District	6
Davis District	27
Granite District	4
Iron District	36
Jordan District	53
Millard District	1
Murray District	2
Nebo District	12
North Summit District	2
Ogden District	2
Piute District	1
Provo District	3
Rich District	7
San Juan District	3
South Summit District	7
Tooele District	2
Wasatch District	2
Washington District	19
Weber District	11
<b>Total</b>	<b>284</b>

## Regents' Scholarship Application and Review Cycle



## Historical Recipient Overview

Awards	2008	2009	2010	2011	2012	2013*	% Change from 2012
Base Only	73	74	201	296	398	535	34%
Base and Exemplary	102	214	448	583	788	1181	50%
Base and UESP Supplemental	7	41	14	26	35	49	40%
Base, Exemplary, and UESP	14	65	55	97	127	198	56%
<b>Total</b>	<b>196</b>	<b>394</b>	<b>718</b>	<b>1,002</b>	<b>1,348</b>	<b>1,963</b>	<b>46%</b>

\*As of October 29, 2013

**2013 Regents' Scholarship Cohort Applications and Award Information**  
**As of November 7, 2013**

<b>District</b>	<b>Applications</b>	<b>Non-Eligible</b>	<b>Base Only</b>	<b>Base and UESP</b>	<b>Base and Exemplary</b>	<b>Base, Exemplary and UESP</b>
Alpine	595	160	101	9	282	43
Beaver	5	1	3	0	1	0
Box Elder	70	21	18	2	26	3
Cache	114	41	16	1	50	6
Canyons	279	90	42	8	115	24
Charter	57	32	4	1	16	4
Daggett	1	1	0	0	0	0
Davis	355	101	64	7	156	27
Duchesne	3	0	0	0	3	0
Emery	7	1	0	0	5	1
Grand	2	1	0	0	1	0
Granite	166	57	27	2	67	13
Iron	8	2	1	0	5	0
Jordan	164	54	36	1	58	15
Juab	2	0	0	0	2	0
Kane	1	1	0	0	0	0
Logan	48	18	5	1	21	3
Millard	3	1	0	0	2	0
Morgan	18	2	2	0	11	3
Murray	10	1	0	0	5	4
Nebo	251	66	60	2	118	5
North Sanpete	6	3	0	0	3	0
Ogden	6	4	0	1	1	0
Park City	13	5	4	2	1	1
Private	39	23	3	2	10	1
Provo	64	16	9	1	32	6
Salt Lake	102	45	20	1	24	12
San Juan	1	0	0	0	0	1
Sevier	19	6	4	0	9	0
South Sanpete	21	6	4	0	10	1
South Summit	3	0	1	0	2	0
Tooele	43	10	10	3	14	6
Wasatch	69	31	11	1	21	5
Washington	218	52	70	2	81	13
Weber	70	18	20	2	29	1
<b>Total</b>	<b>2833</b>	<b>870</b>	<b>535</b>	<b>49</b>	<b>1181</b>	<b>198</b>



November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Non-state Funded Science and Technology Classroom Building (Tooele Campus)

Issue

Utah State University (USU) has requested Board approval for a change in scope for its previously approved non-state funded Tooele Campus Science and Technology Classroom Building.

Background

On September 14, 2012, the Regents approved this non-state funded project that consisted of 28,000 square feet of space at an estimated cost of \$8 million. The project also included authorization to be able to request an estimated amount of \$238,000 for ongoing O&M. The revised scope increases the space to 33,000 square feet and the cost to \$9.8 million; more details are available in the accompanying letter from Utah State University.

A key element of this request is authorizing USU to be able to again ask the Legislature for ongoing O&M support for a facility that clearly qualifies under Regents policy, but did not receive Legislative support from the 2013 Legislature. Up until the 2010 session, the Legislature routinely authorized requests for state-appropriated O&M support for non-state funded USHE projects that qualified for such support under Regents policy. The specific authorizing language stated that an institution *"may request state funds for operation and maintenance costs and capital improvements to the extent that the university is able to demonstrate to the Board of Regents that the facility meets approved academic and training purposes under Board of Regents policy R710."*

In 2010, during the funding challenges of the recession, the Legislature chose to suspend such consideration and, for that and the following year, prohibited institutions from asking for state-appropriated O&M by inserting the language stating that institutions *"may not request state funds for operation and maintenance or capital improvements."* In 2010, three USHE projects (one each for UU, USU, and SUU) were impacted by this prohibition. In 2011 this language impacted two more USU projects.

Beginning in 2012, the Legislature changed O&M language yet again, by stating that institutions *"may use previously authorized state funds"* or simply *"may use state funds"* for the O&M of the projects authorized for construction. This change impacted this USU project and a project at the UofU. This language

represents a "middle ground" that neither authorizes nor prohibits a future request for state-appropriated support for O&M costs, while also seeming to imply that institutions should use existing budgets for this purpose. It does, however, leave room for institutions to seek authorization again for the O&M support.

A copy of the letter from USU requesting this change in scope and authorization to seek O&M support again is attached for your information. Representatives from the institution will be present to respond to Board questions.

Commissioner's Recommendation

The Commissioner recommends approval of the scope change requested for this project and further recommends that authorization to seek state-funded O&M support be granted to USU.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment

October 24, 2013

Commissioner David L. Buhler  
Utah State Board of Regents  
Board of Regents Building The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

Utah State University requests approval of the revised Science and Technology Classroom building, a non-state funded project, located at the Tooele Regional Campus.

On September 14, 2012, the Board of Regents approved the \$8 million proposed building. The project was subsequently presented and approved by the State Building Board and the Legislature.

After further evaluating the needs of the Tooele Regional Campus, the classroom project has been revised to increase the number of laboratory spaces and reduce the number of classrooms. The overall new space of the project has increased slightly from 28,000 square feet to 33,000 square feet. Typically funding for laboratories is greater than funding for classrooms. Therefore, the revised project is proposed at a cost of approximately \$9.8 million. The project will be funded by Regional Campuses and Distance Education departmental funds and private donations. Operation and maintenance funding will be requested as allowed by Board of Regents Policy R710, Capital Facilities.

We appreciate your support in this endeavor and ask that you present this item for Regents approval.

Sincerely,



David T. Cowley  
Vice President for  
Business and Finance

C: Greg Stauffer, Associate Commissioner for Planning, Finance & Facilities  
Stan Albrecht, President  
Charles Darnell, Associate Vice President for Facilities



November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Refinancing of Energy Savings Performance Contracting Project

Issue

Dixie State University (DSU) has requested authorization to refinance the contract for the Energy Savings Performance Project they initiated in February of 2011.

Background

The energy savings project that was initiated in February of 2011 was undertaken under the State Building Energy Efficiency Program. Funding for this project, which under the provisions of the statute, was developed under the supervision of the DFCM Energy Director and approved by the Governor, comes from the energy savings generated as a result of the investment in physical plant assets.

The amount of the original \$3.8 million contract to be refinanced will be the \$3,482,990 balance that will be owed after December 17, 2013. The new contract interest rate will be 2.87%, a reduction of 1.63% from the current contract rate of 4.5%. The projected savings as a result of the refinance is calculated to be \$478,401 over the life of the contract.

A copy of the letter from the institution requesting this authorization and a summary of the terms of the new contract are attached for your information. Representatives from DSU will be in attendance at the meeting to respond to questions.

Commissioner's Recommendation

The Commissioner recommends approval of this request to refinance the DSU energy savings performance contract.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment



October 29, 2013

Paul C. Morris  
Vice President for  
Administrative Services

Dr. Gregory Stauffer  
Utah System of Higher Education  
Board of Regents Building  
60 South 400 West  
Salt Lake City, Utah 84101

Dear Dr. Stauffer,

#### Purpose

Dixie State University requests Regent approval to refinance its energy savings project. There will be no documentation charges and no fees associated with the refinance and the interest rate will be reduced from the current 4.5% to 2.87%. The savings over the life of the proposed new lease will be \$478,401 with a net present value of \$344,773.

#### Background

On February 14, 2011, Dixie State University entered into a contract with Johnson Controls, Inc. to undertake an energy savings project with the goal of putting energy conservation and management equipment in place to significantly reduce energy consumption and costs on campus. According to the contract, the annual forecasted savings would be sufficient to service the lease purchase payments and annual service costs and still produce a small amount of cash flow for the campus over the 17-year lease period. The more significant campus savings would be realized at the end of the lease when the campus would retain the entire annual forecasted savings of approximately \$450K per year.

Thus far, the cash flow of the project is meeting the lease payments and annual project costs. However, the savings realized from the refinance of the lease will produce an additional annual cash savings of \$33,957.

Thanks for your consideration of this request.

Paul C. Morris



cc: Steve Nadauld, Scott Talbot

# All American Investment Group, LLC

## Private Investment Banking

October 22, 2013

Mr. Scott Talbot  
Assistant VP of Business Services  
Dixie State College of Utah  
225 S. 700 East  
St. George, Utah 84770

Dear Mr. Talbot:

All American Investment Group, LLC (AAIG) is pleased to provide the following Financing Proposal for Dixie State College of Utah to refinance its energy savings performance contracting project.

### **I. Lender Information**

Name: All American Investment Group, LLC  
730 17<sup>th</sup> Street, Suite 830  
Denver, CO 80202

### **II. Financing Structure**

Purpose: Refinance the energy savings conservation project originally financed on February 17, 2011.

Structure: Tax-Exempt Lease Purchase Agreement. Transaction debt service for this project is fully covered by the annual project benefits as set forth in the original Energy Performance Contract by and between the College and JCI dated February 14, 2011.

Remaining Lease Term (following payment on 12/17/13): 14 annual payments

Original Interest Rate: 4.50%

Remaining total Payments **\$4,764,878.21 (after application of 12/17/13 payment)**

Refinance Interest Rate: 2.875

Total of payments: **\$4,289,476.60**

**Savings as a result of refinance: \$478,401.61.**

Security: Lessee Appropriations, Equipment

Amount to Finance: \$3,482,990.26 (Termination Value per Schedule on 12/17/13)

Term: 14 years (14 annual payments)

# All American Investment Group, LLC

## Private Investment Banking

Payments: Annual in arrears commencing December 17, 2014. Payments shall continue to be back-loaded so that savings for every year fully cover the annual debt service requirement.

Interest Rate: 2.87% fixed interest rate for the entire term.

Documents: AAIG shall provide required financing contracts to support project. There are no documentation charges.

Fees: There shall be no fees associated with the refinancing of this transaction charged by All American Investment Group to Dixie State College of Utah.

Closing  
Date: December 17, 2013

Requirements of Dixie State College: Execution of mutually acceptable lease documentation. Note: It is a requirement that Dixie State College of Utah provide written notice to PNC of its intent to prepay the existing lease no later than November 17, 2013. I am happy to assist in preparation and provide information to the College as to where to send this letter. Thank you for this opportunity!

Sincerely,

*Karen L. Keeler Pelzer*

By: Karen Keeler Pelzer

Title: Senior Vice President

Date: October 22, 2013



November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE - 2020 Financial Forecast

Background

As directed by the Board of Regents at its July 2013 meeting, the Commissioner's Office has created a USHE 2020 financial forecast, its purpose being to demonstrate the resources needed to reach the goal of 66% of the adult population having some form of post-secondary education credential by the year 2020.

During the presentation of this item at the September Board of Regents meeting, recommendations were made to separate tuition revenue into rate and enrollment increase components, and clarify efficiency savings possibilities. These suggestions have been incorporated. Additionally, the commissioner's staff has incorporated updates as new enrollment information has become available. Updated items of significance since the September meeting are listed below for your reference and consideration.

Issue

Future Appropriated Expenditures: The original 66% of the adult population forecast amount of \$2.9B was lowered to \$2.8B based on estimated enrollment growth change from 9% to 8% (result of 2012-13 enrollment *actuals* replacing *estimates*).

Chart 2 - Total E&G Appropriations to Reach 66% by 2020: Total operating expenditures (chart 2) was separated into tax, tuition, and other funds, with capital development, improvement, and utilities infrastructure collapsed into one facilities category. All cumulative narrative and amounts were removed for simplicity.

Student FTE Enrollment and Degrees: Both FTE narrative and charts 7 & 8 were updated to reflect *actual* 2012-13 enrollment and degrees rather than *estimates*. Tuition rates would need to increase 6% annually, additional enrollment at 6% annually (total 12%), with annual tax funds increase of 11%.

More Efficiency: The 20% efficiency scenario was changed to 10% as recommended; along with chart 5 displaying baseline 2012-13 data, and total amount rather than reduction amount.

Current Tax and Tuition Mix: Additional enrollment and tuition rate increases were separated, with cumulative references removed. Chart 6 was changed to show increases over time for tax, tuition, and additional enrollment.



Commissioner's Recommendation

The Commissioner recommends the Regents review and discuss the *updated* version and approve the use of the *updated* version of the USHE 2020 Financial Forecast to demonstrate the resources needed to reach 66% by 2020.

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David L. Buhler  
Commissioner of Higher Education

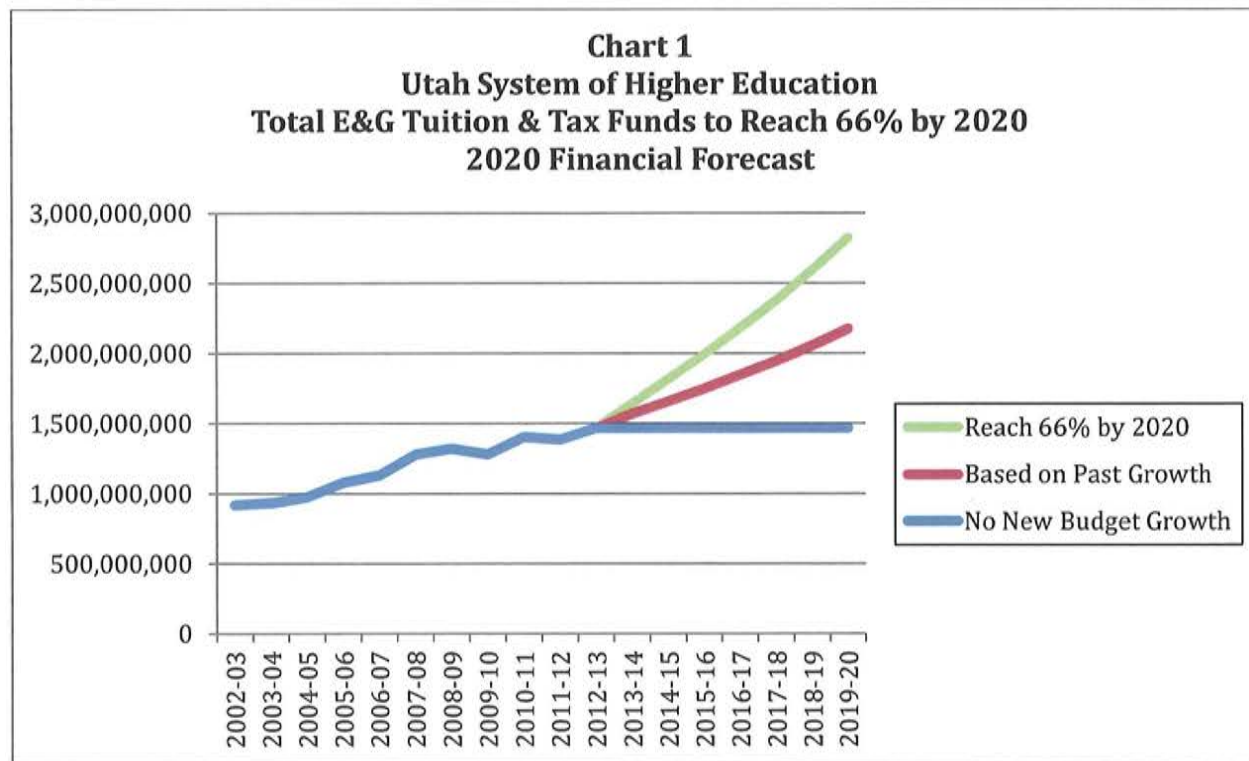
DLB/GLS/BLS  
Attachment



## Utah System of Higher Education 2020 Financial Forecast November 6, 2013

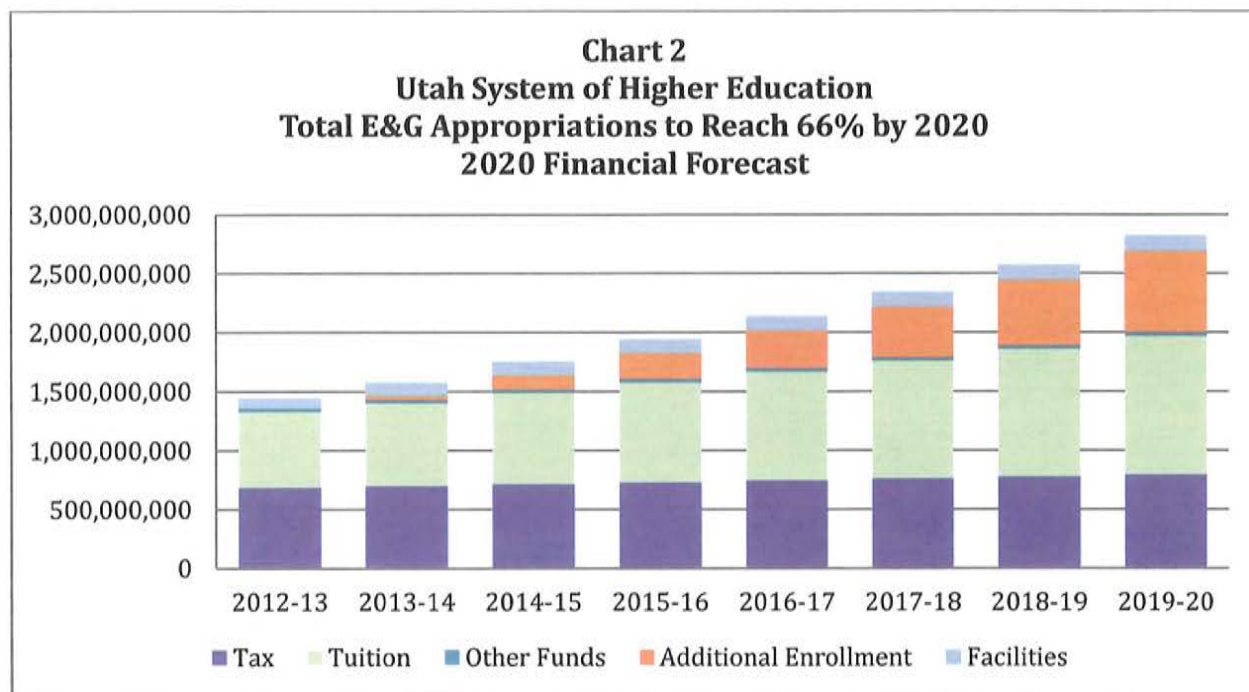
The Utah System of Higher Education (USHE) 2020 Financial Forecast is provided to facilitate understanding of and discussions regarding long-range financial plans. The following charts and narrative constitute forecasting models for attainment of the goal of 66% of Utah's adult population having some form of post-secondary education credential by 2020.

**USHE 2020 Financial Forecast (Chart 1):** Depicted are the estimated Education and General (E&G) enrollment expenditures of [primarily] tax and tuition funds needed to fund future growth. Displayed are, Actual Expenditures up to FY 2013 and then; a flat budget (**blue** line); estimates based on past growth (**red** line); and estimates to reach the goal of 66% by 2020 (**green** line). These lines serve to demonstrate the financial resources needed to serve current and additional number of students under various scenarios.



**Future Appropriated Expenditure** – If past trends continue, total USHE appropriated expenditures (state tax funds and tuition) will increase from \$1.5B in fiscal year 2013 to approximately \$2.2B in fiscal year 2020. In order to be able to increase capacity to reach the 66% goal, USHE appropriated expenditures (tax and tuition funds) will need to

increase from \$1.5B in fiscal year 2013 to approximately \$2.8B in fiscal year 2020. Capacity increases are needed to expand the number of faculty and student support staff, expand technology resources, and provide additional capital facilities to accommodate more students. **Chart 2** provides detail by source. Tax and tuition funds demonstrate estimated increases based on past growth. Additional enrollment (shown in orange) would also include a mixture of tax and tuition funds.



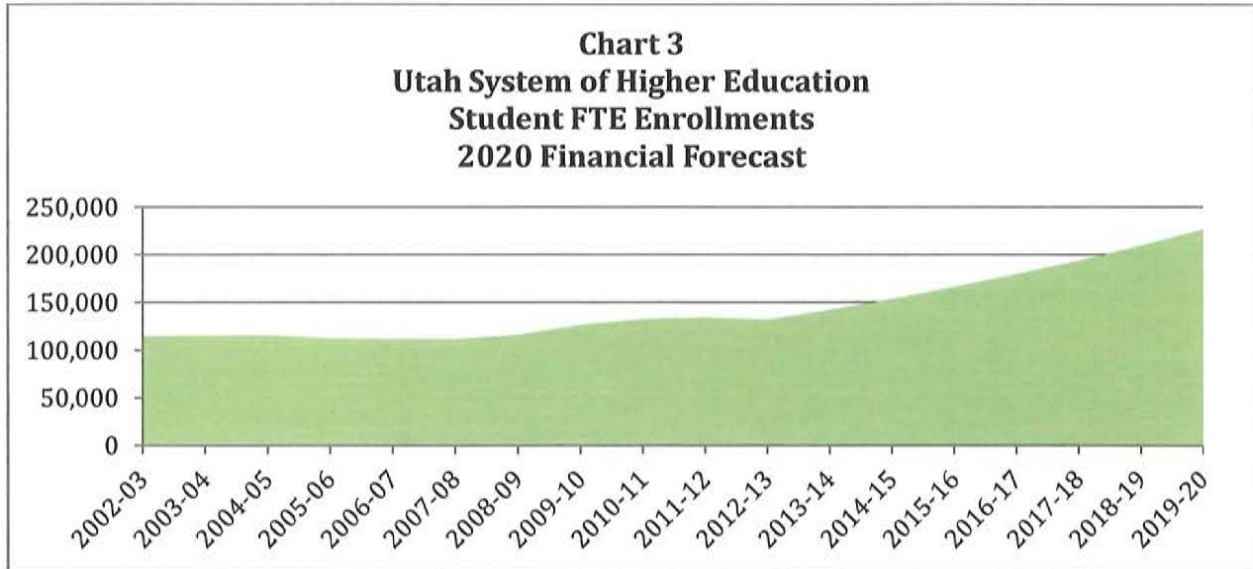
**Methodology** - Ratio analysis estimates and assumptions of future appropriated financial resources (primarily tax and tuition funds), are based on the needs of USHE to provide educational opportunities to students; based on (1) past growth and estimated inflation factors and (2) estimated additional student growth through increased participation & retention. All financial forecasts are compared to base line FY 2013 appropriated resources (held constant for future years).

**Assumptions** - Operating expenditure growth is based on average growth for the last 10 years (2% tax funds and 6% tuition fund increases, the amount needed in tuition increases could be decreased by additional increases in state tax funds). Capital development, improvement & infrastructure expenditures increase by 4% annual inflationary factor (DFCM). To reach 66% of the adult population having some form of post-secondary education credential by 2020, student FTE Enrollment growth at USHE would need to increase an average of 8% annually at current levels of completion.



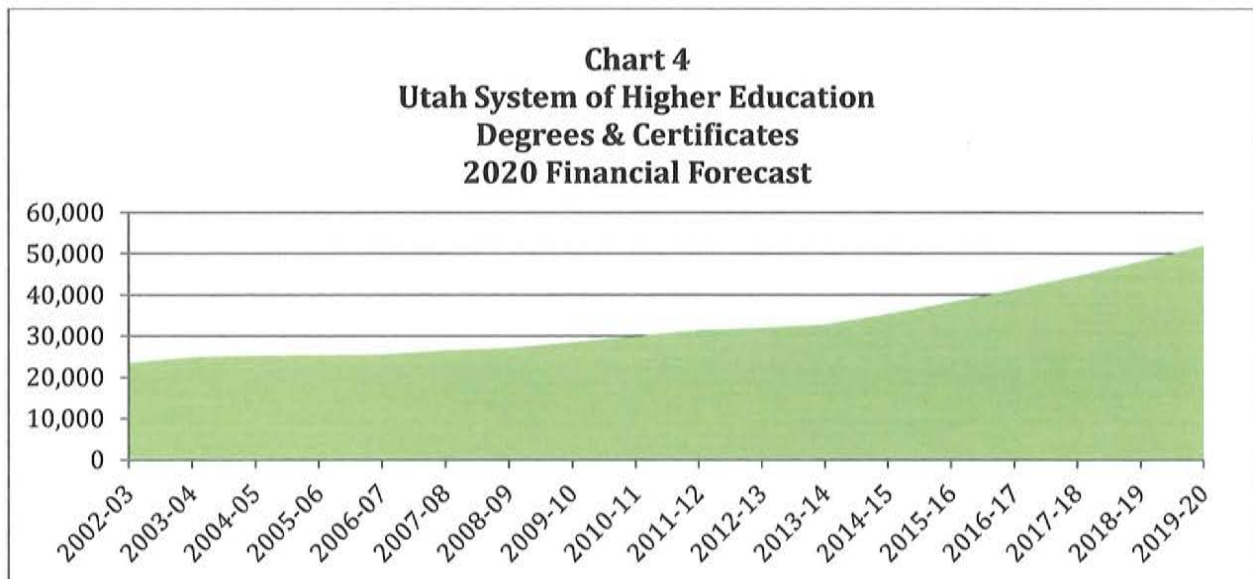
**Student Full Time Equivalent (FTE) Enrollments (Chart 3)**

Annual full time equivalent (FTE) enrollment growth to reach 66% would need to increase by approximately 8% each year, from 131,836 in 2012-13 to 226,439 in 2019-20. This would be an increase of 94,603 or 72%.



**Degrees and Certificates (Chart 4)**

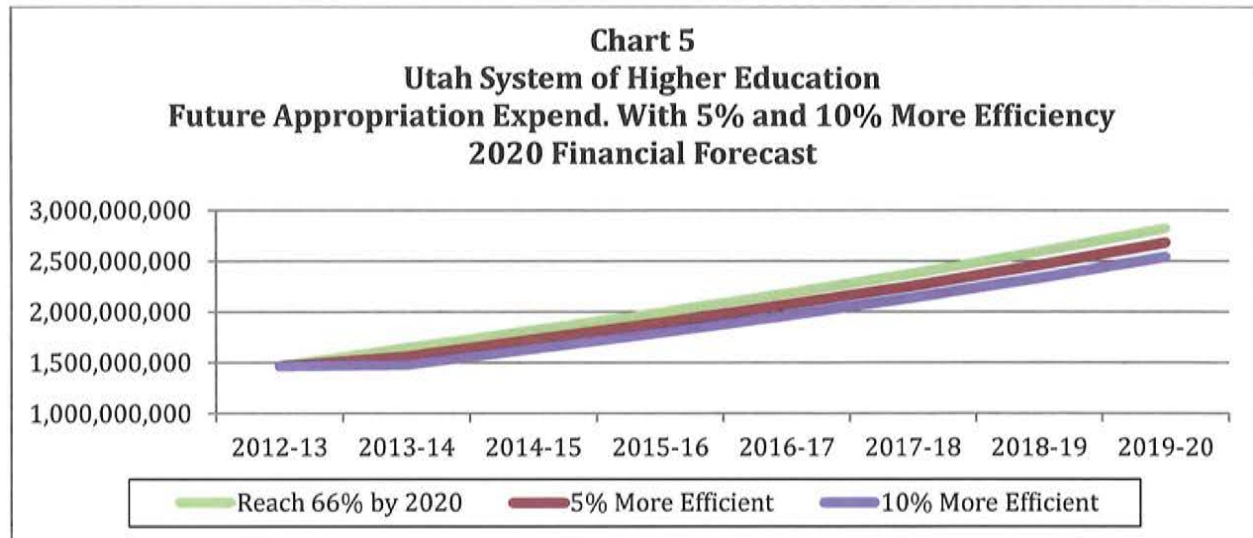
Student degrees and certificates awarded would need to increase an average 8% per year, to reach 66% by 2020. This is an increase in annual awards from 31,970 in 2012-13 to 52,000 by 2019-20.





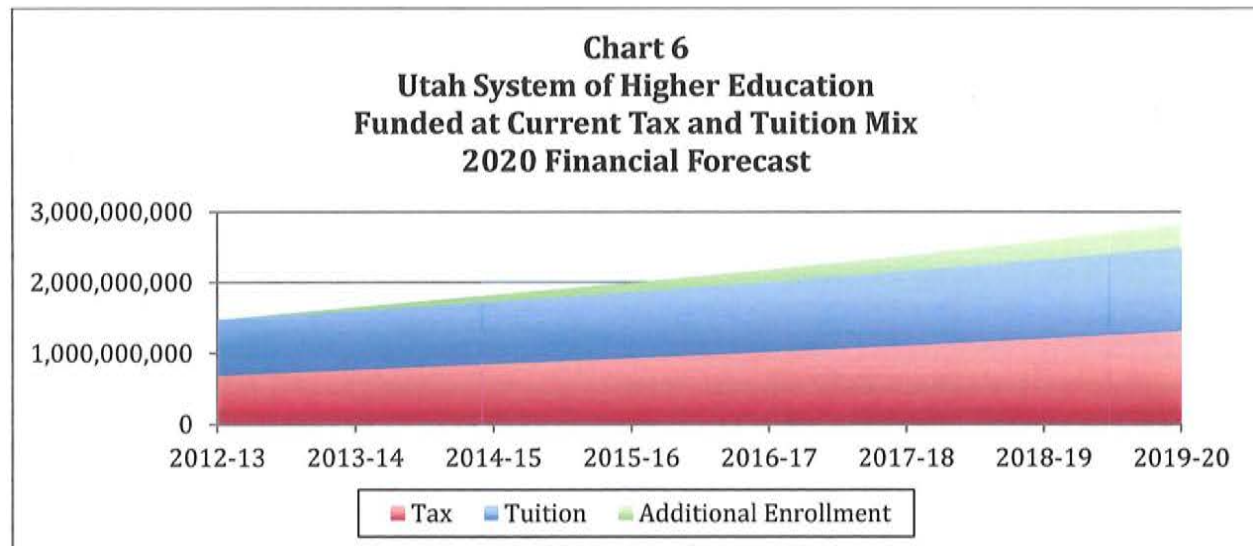
**Scenario 1: Future Appropriated Expend. With 5%, 10% More Efficiency (Chart 5)**

USHE appropriated expenditures with a 5% reduction in cost associated with achieving the 66% goal would see a reduction from \$2.8B to \$2.7B in fiscal year 2020. Likewise, a 10% reduction would decrease to \$2.5B. Efficiency may also be increased by improving the yield of graduates per FTE student through greater completion.



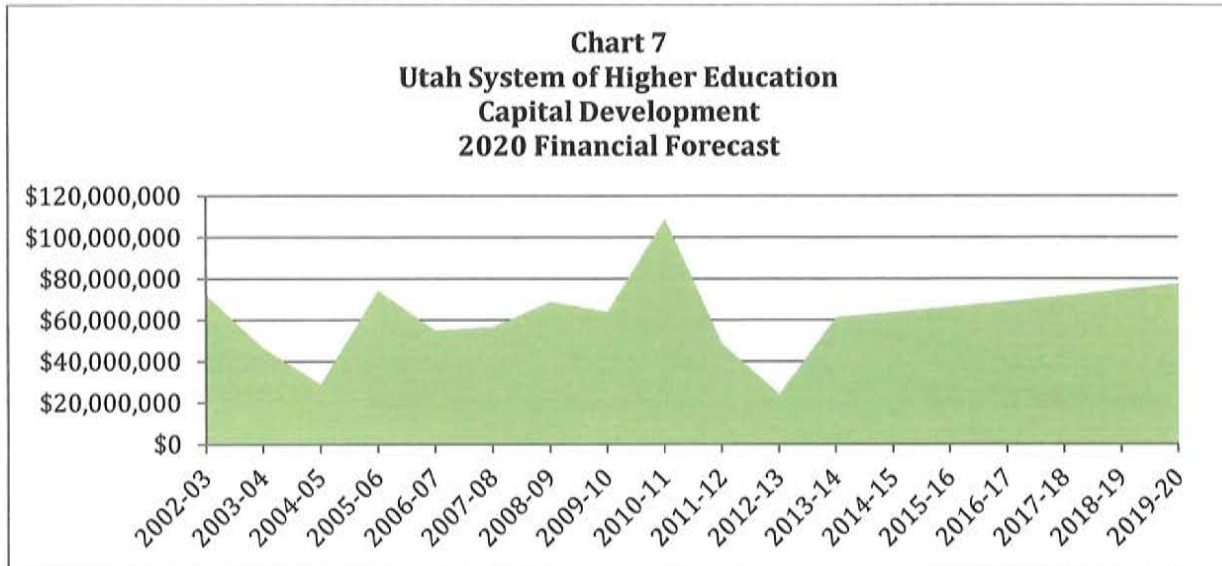
**Scenario 2: Funded at Current Tax and Tuition Mix (Chart 6)**

If future costs were funded by the current mix of state tax and tuition funds, overall tuition revenue from enrollment increases would average 6% and from rate increases of 6%, for a total revenue increase of 12% annually. Likewise, state tax fund revenue would increase an average of 11% annually.



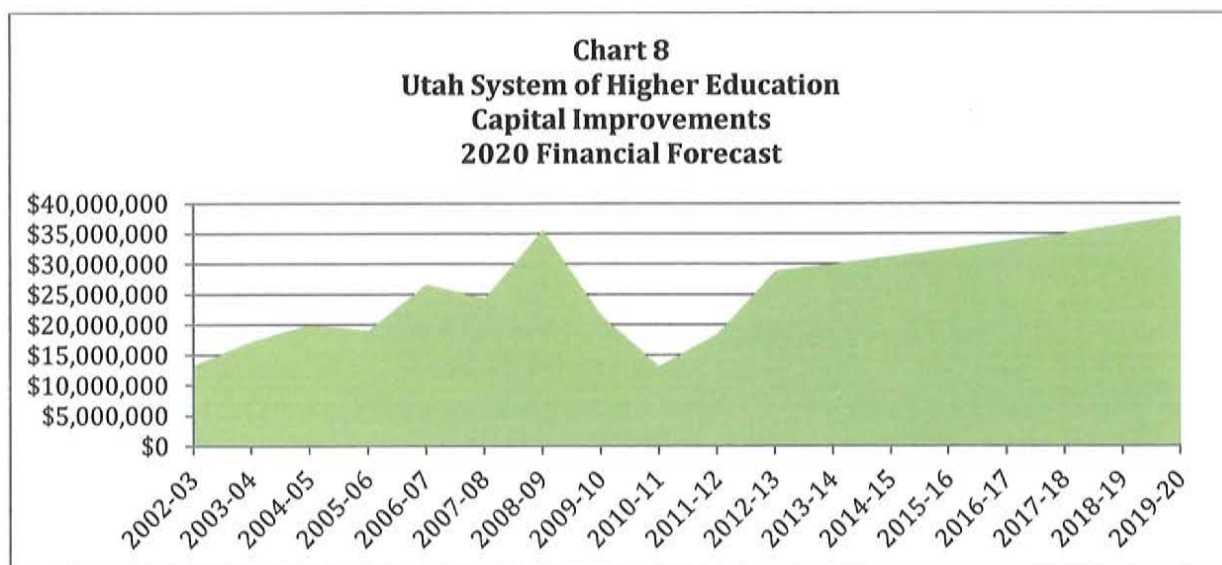
### Capital Development (Chart 7)

Funding for Capital Development Projects: Included are new facilities with construction costs of \$500,000 or more; remodeling or utility projects costing of \$2.5M or more; or purchase of real property. Since 2002-03 allocations have varied widely with an average of \$58.9M. To reach 66% by 2020 the 7-year average would need to be \$69.1M (4% annual growth rate).



### Capital Improvement (Chart 8)

Funding for facilities remodeling, replacement, site, and utility project costs less than \$2.5M; or new construction costs of less than \$500,000. Since 2002-03 allocations have averaged \$21.6M. To reach 66% by 2020 the 7-year average would need to be \$33.8M (4% annual growth rate).



### Summary

Increasing the number of Utahns with a college degree or certificate from 43% to 66% (23%) is significant and will require substantial resources. USHE appropriated expenditures (tax funds and tuition combined) would need to nearly double from \$1.5B to \$2.8B. If future costs were funded 100% by the current mix of tuition and tax funds, tuition revenues from enrollment increases would average 6% with rate increases of 6% for a total increase of 12% annually and tax funds increase would average 11% per year.

With the same enrollment-to-completion yield, FTE enrollment would need to increase 8% each year to 226,439 students in 2019-20; an increase of 94,603 or 72% above 2012-13. Institutions will continue to apply resources to target areas of retention, completion, and capacity that will increase efficiency of degree attainment. To the extent this combination of factors increases the completions yield, the number of required additional student enrollments might be reduced, and efficiency gains would lessen the cost increases.

Investment in facilities would need to increase to accommodate the additional students and keep pace with inflationary costs of 4% per year. Annual facility expenditures for capital development, capital improvement, and utilities infrastructure would increase to \$135.6M.

This forecast and its modeling assumptions are designed to be instructive in understanding the long-term needs and projected costs associated with increasing completions to 66% by 2020. Specific line item funding requests such as mission-based, performance, enrollment, compensation, etc. may be used to further refine allocations.



November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Snow College - Campus Master Plan Approval

Issue

Snow College has requested the opportunity to present an update of its campus master plan for Regent approval.

Background

The attached letter from the college describes the significant additions to the Ephraim campus in the past three years. Also included is a map showing the current configuration of facilities. Representatives from the college will be present to present the information and respond to questions from the Regents.

Commissioner's Recommendation

The Commissioner recommends approval of the Snow College campus master plan update.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment



October 24, 2013

Associate Commissioner Gregory Stauffer  
Utah Board of Regents  
The Gateway  
60 South 400 West  
Salt Lake City, UT 84101

RE: Update of Snow College Master Plan

Dear Dr. Stauffer,

In recognition of the Board of Regents meeting scheduled for November 15, 2013, at our Ephraim campus, and according to regent policy, I request that an update of Snow College's Master Plan be placed on the agenda.

Attached to this letter please find a copy of our most recent master plan document created by Method Studio Inc. in 2010. A number of changes on campus have resulted from this master plan which will be outlined during the Board's visit to campus. The following is a summary of the changes to be discussed.

1. Karen H. Huntsman Library completed in 2010 (Building 13). This 72,200 square foot building has added wonderful academic space for students on campus. The building is a combination of traditional library services, lecture and study space, computer labs, food services, and social gathering areas. In many ways this building is the hub of activity on campus.
2. Lucy Phillips Building remodel completed 2010 (Building 15). This 33,700 square foot building constructed in 1966 is the former library. Once vacated, the building was completely remodeled for use as a general classroom building. All new mechanical and electrical systems were installed, 15 new classrooms created, a new testing center, upgraded offices for the college Department of Information Technology, and a state-of-the-art data center.
3. Business Building remodel (former Ephraim Elementary School) located at 150 South Main Street, completed 2011 (Building 3). This 22,200 square foot building was purchased from the South Sanpete School District and renovated for the college Business Department. Two extended classroom wings were demolished with the remaining space receiving new mechanical and electrical systems, a new roof, eight classrooms including three computer labs, faculty offices, relocation of the campus Public Safety Department, and an expanded parking lot.
4. Suites at Academy Square student housing completed in 2012 (Building 19C). This 106,800 square foot building, financed with revenue bonds, includes 392 beds arranged in suites of 6 or 8 students with two full bathrooms and a kitchenette. Study rooms and laundry facilities are included on each floor with common areas for socializing, playing games, watching movies, or exercising. This project also included external amenities and the purchase of three residential homes that were demolished for construction of an expanded student resident parking lot.

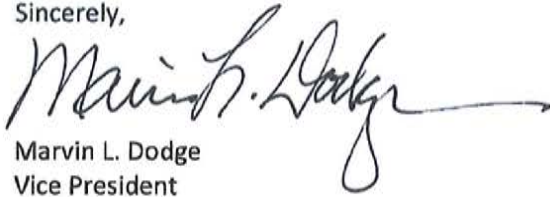
**Office of the Vice President for Finance and Administrative Services**  
150 East College Avenue • Box 1027 • Ephraim, Utah 84627  
(435) 283-7200 • Fax (435) 283-7014



5. Future plans include a request to the Board of Regents and State Legislature for a new science building. Snow's current science building (building 7) was completed in 1973 and has significant structural deficiencies, asbestos materials, ADA concerns, and teaching space that no longer satisfies current teaching techniques. The proposal includes construction of a new 52,600 square foot building at a projected cost of \$18.4 million.

Thank you for your consideration of this request. We look forward to hosting the Board of Regents and Commissioner's staff next month.

Sincerely,

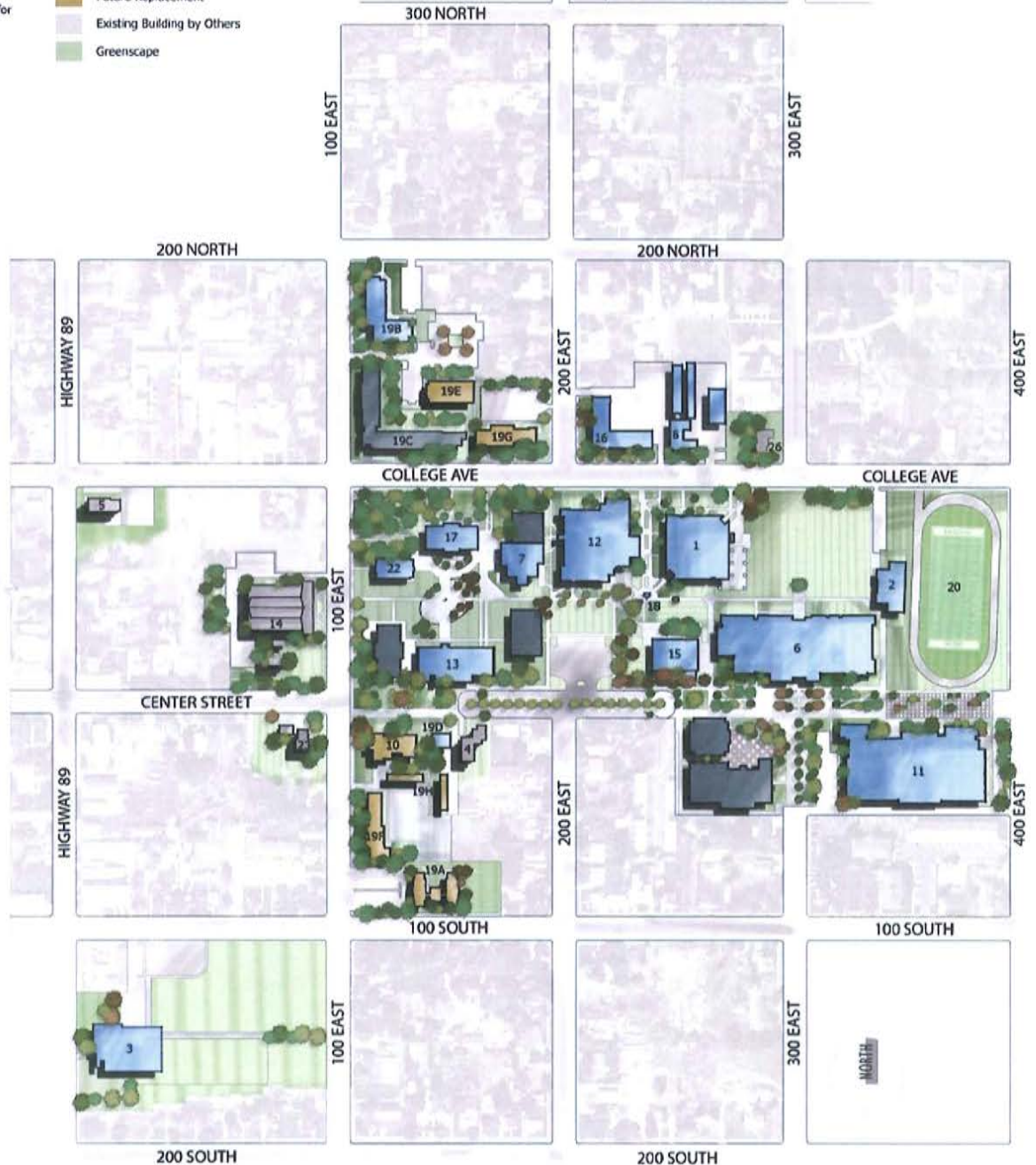
A handwritten signature in black ink, appearing to read "Marvin L. Dodge", with a long horizontal flourish extending to the right.

Marvin L. Dodge  
Vice President  
Finance and Administrative Services

# SNOW COLLEGE

- 1 Alma & Melissa B. Greenwood Student Center
- 2 Badger Stadium
- 3 Business Building
- 4 Catholic Church
- 5 Ephraim Co-op
- 6 George S. & Dolores Dore' Eccles Center for the Performing Arts
- 7 Hans Reed Christensen Science Building
- 8 Heat Plant
- 9 High Tech Building
- 10 Home & Family Studies
- 11 M. Seth Horne Activity Center
- 12 Humanities & Visual Arts Building
- 13 Karen H. Huntsman Library
- 14 LDS Institute of Religion
- 15 Lucy Phillips Classroom Building
- 16 Maintenance Building
- 17 Noyes Building
- 18 Rasmussen Bell Tower
- 19 Residence Halls
  - A Anderson Hall
  - B Castilleja Hall
  - C Future Student Housing
  - D Greenwood Hall
  - E Mary Nielson Hall
  - F Nuttal Hall
  - G Snow Hall
  - H The Cottages
- 20 Robert L. Stoddard Field
- 21 Snow College Sports Complex/ Ephraim City Park
- 22 Social Science Building
- 23 Solid Rock College Ministry
- 24 Theatre Prop Building
- 25 Trades & Industry Building
- 26 Traditional Building Skills Institute

- Existing Campus Building
- Future Campus Building
- Future Replacement
- Existing Building by Others
- Greenscape



November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – New Market Tax Credits Funding Update

Issue

Southern Utah University has requested the opportunity to update the Board on the progress and status of the New Market Tax Credits funding proposal that will provide additional funding for the new Shakespeare Festival Project. A letter from the university requesting this opportunity is attached. Representatives from the university and others involved in the proposal will be in attendance at the meeting to present this information and respond to questions as needed.

Commissioner's Recommendation

This is an information item; no action is needed.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment

November 5, 2013

David L. Buhler, Commissioner  
Utah System of Higher Education  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler:

Southern Utah University received Regents' approval to pursue a financing method that would net the University approximately \$3.4M in funding through the use of New Market Tax Credits (NMTCs). We request an information item on the November 15 agenda where we can provide an update on the progress and status of this initiative.

Sincerely,



Dorian G. Page, CPA  
Vice President Finance & Administration

Cc: President Rich Kendell  
Dr. Gregory L. Stauffer, Associate Commissioner for Finance & Facilities  
Ralph Hardy, Assistant Commissioner



November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Institutional Residence Expansion

Issue

At their July 19, 2013 meeting, the Regents authorized Utah Valley University to proceed with remodeling and expansion of the institutional residence to make it more suitable for the needs of a president with a young family, requiring a report back to the Board once bids were received and the project awarded. The attached letter from the institution details project status, including amount of the accepted bid.

Institutional representatives will be present at the meeting to respond to questions you might have.

Commissioner's Recommendation

This is an information item; no action is necessary.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment



UTAH VALLEY UNIVERSITY  
VICE PRESIDENT *for* FINANCE & ADMINISTRATION

October 29, 2013

Ralph Hardy  
Assistant Commissioner for Facilities,  
Utah System Higher Education,  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101-1284

Dear Ralph,

This letter is to inform you of the status on the Institutional Residence Remodel Project at Utah Valley University. The bid has been awarded to Jeff McNeil and Sons Construction. The project began on Monday, October 20, 2013 and will take approximately eight weeks to complete. We anticipate construction ending just before Christmas. The University received six bids in the initial bid and two bids in the best and final bid. The bid was as follows:

\$132,222 – Base bid

\$ 4,639 – Alt #2 additional connecting deck

\$136, 861 – Total

If you have any questions on the project please feel free to contact me at (801)863-8424 or [petersva@uvu.edu](mailto:petersva@uvu.edu).

Sincerely,

A handwritten signature in blue ink, appearing to read 'Val Peterson', with a stylized flourish at the end.

Val L. Peterson  
Vice President  
Finance and Administration

Attachment: Institutional Residence Plan

November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David Buhler

SUBJECT: USHE – Fall 2013 Enrollment Report

Utah's public colleges and universities have been bracing for temporary enrollment declines ever since the LDS Church announced last October that it was lowering the age at which young adults could serve a mission. In a report to the Board of Regents in January 2013, each of Utah's eight public colleges and universities projected the impact of the missionary age change on their enrollments, ranging from a one percent to a 20 percent decline in enrollments.

USHE institutions undertook substantial efforts to minimize the negative impact on enrollments and results of those efforts are displayed with the Fall 2013 numbers, as the temporary enrollment declines have generally been smaller than initially anticipated. The official Fall 2013 enrollment numbers show changes to headcount enrollment ranging from a 6.65% decrease to a 3.4% increase in total headcounts. Changes in budget-related, full-time equivalents (FTE) range from a 6.94% decrease to a .74% increase as of the third week of the Fall 2013 semester (see attachments). Presently, USHE institutions are enrolling over 10% more students than were enrolled in the fall semester of 2008, just prior to the recession.

USHE institutions anticipate recovering from the temporary enrollment dip with a surge of returned LDS missionaries over the next two to four years in combination with the anticipated 25% growth occurring within Utah's high schools graduating classes.

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.

Commissioner's Recommendation

This is an information item; no action is necessary.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/JAC  
Attachment

**Utah System of Higher Education***Fall 2013 3rd Week **Headcount** Enrollment Report*

<b>TOTAL HEADCOUNT (Budget Related &amp; Self Support)</b>	<b>2012</b>	<b>2013</b>	<b>CHANGE</b>	<b>CHANGE</b>	<b>% Change Since 2008</b>
University of Utah	32,398	32,080	- 318	-0.98%	6.13%
Utah State University	28,786	27,812	- 974	-3.38%	6.94%
Weber State University	26,680	25,301	- 1,379	-5.17%	16.73%
Southern Utah University	8,297	7,745	- 552	-6.65%	3.05%
Snow College	4,599	4,605	6	0.13%	21.25%
Dixie State University	8,863	8,350	- 513	-5.79%	29.60%
Utah Valley University	31,556	30,564	- 992	-3.14%	14.49%
Salt Lake Community College	30,112	31,137	1,025	3.40%	4.26%
<b>USHE</b>	<b>171,291</b>	<b>167,594</b>	<b>- 3,697</b>	<b>-2.16%</b>	<b>10.09%</b>

<b>BUDGET RELATED HEADCOUNT</b>	<b>2012</b>	<b>2013</b>	<b>CHANGE</b>	<b>CHANGE</b>	<b>% Change Since 2008</b>
University of Utah	32,034	31,645	- 389	-1.21%	13.81%
Utah State University	25,664	24,670	- 994	-3.87%	7.30%
Weber State University	21,090	19,597	- 1,493	-7.08%	10.64%
Southern Utah University	7,084	6,653	- 431	-6.08%	2.78%
Snow College	4,108	4,119	11	0.27%	22.85%
Dixie State University	8,150	7,795	- 355	-4.36%	32.37%
Utah Valley University	26,175	24,588	- 1,587	-6.06%	10.30%
Salt Lake Community College	26,161	25,456	- 705	-2.69%	1.04%
<b>USHE</b>	<b>150,466</b>	<b>144,523</b>	<b>- 5,943</b>	<b>-3.95%</b>	<b>10.34%</b>



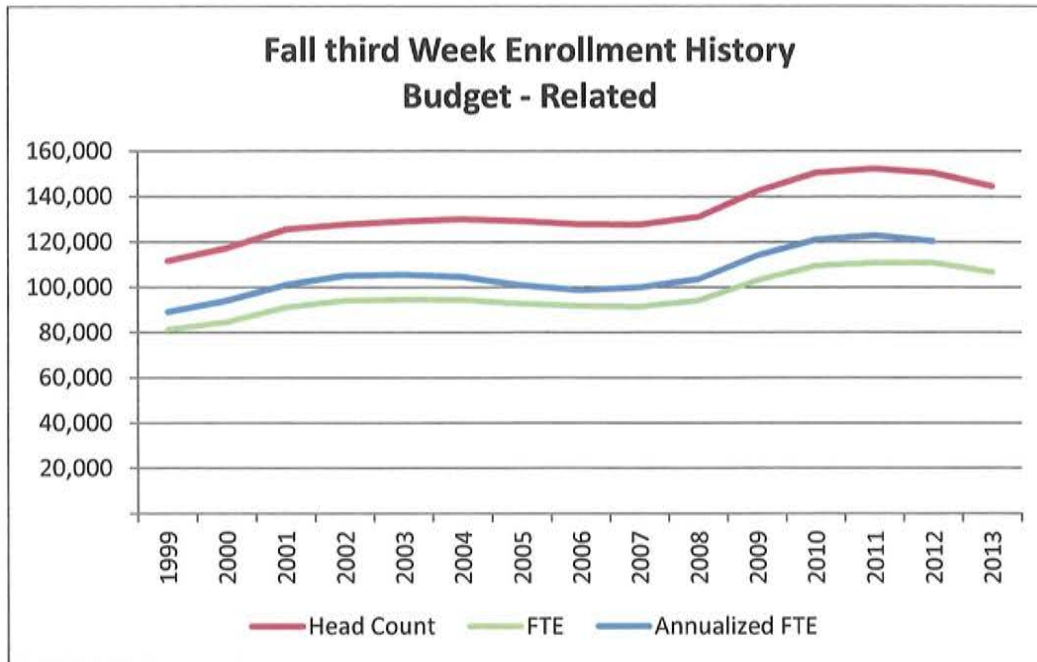
**Utah System of Higher Education***Fall 2013 3rd Week FTE Student Enrollment Report*

<b>TOTAL FTE (Budget Related &amp; Self Support)</b>	<b>2012</b>	<b>2013</b>	<b>CHANGE</b>	<b>CHANGE</b>	<b>% Change Since 2008</b>
University of Utah	27,163	26,933	- 230	-0.85%	14.98%
Utah State University	20,768	20,557	- 211	-1.02%	10.67%
Weber State University	16,661	15,617	- 1,044	-6.26%	16.42%
Southern Utah University	6,490	6,183	- 307	-4.72%	1.37%
Snow College	3,537	3,581	44	1.25%	39.06%
Dixie State University	6,539	6,184	- 355	-5.43%	39.85%
Utah Valley University	21,616	20,697	- 919	-4.25%	15.56%
Salt Lake Community College	16,613	16,924	311	1.87%	9.78%
<b>USHE</b>	<b>119,387</b>	<b>116,676</b>	<b>- 2,710</b>	<b>-2.27%</b>	<b>14.57%</b>

<b>BUDGET RELATED FTE</b>	<b>2012</b>	<b>2013</b>	<b>CHANGE</b>	<b>CHANGE</b>	<b>% Change Since 2008</b>
University of Utah	26,966	26,758	- 208	-0.77%	15.42%
Utah State University	19,296	18,904	- 393	-2.04%	10.82%
Weber State University	14,233	13,245	- 988	-6.94%	12.72%
Southern Utah University	6,193	5,835	- 358	-5.78%	1.51%
Snow College	3,306	3,331	25	0.74%	40.60%
Dixie State University	6,287	5,940	- 347	-5.51%	37.14%
Utah Valley University	19,117	17,952	- 1,166	-6.10%	14.97%
Salt Lake Community College	15,361	14,715	- 646	-4.21%	4.41%
<b>USHE</b>	<b>110,760</b>	<b>106,680</b>	<b>- 4,081</b>	<b>-3.68%</b>	<b>13.31%</b>

Notes:

Rounding Error - FTEs are calculated then rounded to the nearest one



### Utah System of Higher Education

*Fall 2013 3rd Week Total Headcount by Gender & Ethnicity*

GENDER	2012	2013	CHANGE	CHANGE
Female	85,105	83,778	- 1,327	-1.56%
Male	86,186	83,816	- 2,370	-2.75%
<b>Total</b>	<b>171,291</b>	<b>167,594</b>	<b>- 3,697</b>	<b>-2.16%</b>

Ethnicity	2012	2013	CHANGE	CHANGE
American Indian Alaskan	1,310	1,593	283	21.60%
Asian	3,657	3,675	18	0.49%
Black or African American	2,167	2,157	- 10	-0.46%
Hispanic or Latino	13,751	14,543	792	5.76%
Native Hawaiian or Pacific Islander	1,306	1,241	- 65	-4.98%
White	122,105	116,365	- 5,740	-4.70%
Multiple	1,403	1,541	138	9.84%
Non Resident Alien	5,680	5,881	201	3.54%
Unspecified	19,912	20,598	686	3.45%
<b>Total</b>	<b>171,291</b>	<b>167,594</b>	<b>- 3,697</b>	<b>-2.16%</b>

November 6, 2013

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: USHE – Annual Report on Leased Space

Issue

The USHE Annual Report of Leased Space, as required by Regent Policy R710, is attached for your information. A summary of this information will subsequently be submitted to DFCM for inclusion in the State Building Board Five-year Building Program document.

Background

USHE institutions have submitted their detailed lists of leased space currently under contract. A summary of those leases, including changes from the prior year, are summarized in the following table:

Institutional Leased Space Summary									
Institution	2012			2013			Summary of Changes		
	No. of Leases	Square Feet	Rent	No. of Leases	Square Feet	Rent	% Change		
							No. of Leases	Square Feet	Rent
UU	151	1,131,131	\$ 20,095,453	147	1,114,427	\$ 20,638,632	-2.6%	-1.48%	2.70%
USU	26	224,854	1,022,277	22	216,462	1,030,649	-15.4%	-3.73%	0.82%
WSU	5	41,385	186,866	6	40,682	226,363	20.0%	-1.70%	21.14%
SUU	17	53,443	602,373	13	48,579	510,716	-23.5%	-9.10%	-15.22%
Snow	0	0	0	0	0	0			
DSU	5	13,675	215,688	4	27,700	281,205	-20.0%	102.56%	30.38%
UVU	7	89,295	538,987	4	38,603	232,556	-42.9%	-56.77%	-56.85%
SLCC	9	146,699	1,360,736	9	153,872	1,489,917	0.0%	4.89%	9.49%
Total	220	1,700,482	\$ 24,022,380	205	1,640,325	\$ 24,410,038	-6.8%	-3.54%	1.61%

As noted on the summary, four of the institutions show double-digit percentage changes from the prior year:

- Weber State University – The large percentage increases in square footage and annual rent are the result of one lease for a grant-funded project.
- Southern Utah University – The significant percentage decreases are the result of elimination of 4 "Head Start" program leases.

- Dixie State University – The increase at DSU is the result of doubling the space rented in the University Plaza complex that is owned by the Dixie College Foundation.
- Utah Valley University – The large decreases at UVU are the result of eliminating one lease on a property that is now owned by the university (Murdock Property) and terminating a lease on space at the Provo City Airport.

A more detailed summary showing the sources of funding for the leases is attached for your information. A listing of all institutional leases, which includes additional detail about each of the leases, is on file in the Office of the Commissioner.

Commissioner's Recommendation

This is an information item; no action is required

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment



# Utah System Of Higher Education

## Annual Leased Space Report - FY 2013

Location	# of Leases	Gross Sq. Ft.	Average Cost Per Sq. Ft. (\$)	Annual Lease Payment (\$)	Source of Funding	Type of Space
<b>University of Utah</b>						
<b>Building Leases:</b>						
Bountiful, Academic Outreach & Continuing Education	1	29,856	\$ 2.85	\$ 85,068	State	Classroom/Office
Murray, Academic Outreach & Continuing Education	1	11,765	13.11	154,272	State	Classroom/Office
Sandy, Academic Outreach & Continuing Education	1	20,000	16.69	333,864	State	Classroom/Office
St. George, Academic Outreach & Continuing Education	1	6,600	15.39	101,544	State	Classroom/Office
Tanner Creative Dance - Ogden/Park City/So. Jordan/SLC/Brigham	4	Varies		Varies	Other	Classroom/Office
Research Park, Development Office	1	29,228	22.09	645,744	Other	Office
Research Park, Human Resources & Payroll Office	1	29,977	29.92	897,060	Other	Office
Research Park, Office of Technology Commercialization	1	23,559	27.80	654,972	Other	Office
Research Park, Information Technology Services	4	37,264	21.81	812,676	Other	IT Service/Training/Storage
Research Park, College of Health - Occupational Therapy	1	3,877	23.08	89,484	Other	Occupational/Medical Training Facility
Washington D.C., Hinkley Institute Apartments	7	-		210,588	Other	Student Apartments for Interns
Dialysis Centers, Various Locations	14	101,618	18.68	1,898,328	Clinical	Office/Clinical/Teaching & Research
Research Park, Hospital, Clinical, & Research	38	499,068	18.86	9,412,956	Clinical/Other	Office/Clinical/Research/Storage
Other Off-campus Leases, Hospital, Clinical, & Research	60	321,615	16.36	5,262,096	Clinical/Other	Office/Lab/Research/Storage
<b>Subtotal Building Leases</b>	<b>135</b>	<b>1,114,427</b>	<b>\$ 18.45</b>	<b>\$ 20,558,652</b>		
<b>Land Leases:</b>						
KUER/KUED Transmitter Sites	7	N/A	N/A	66,780	State	Ground
Biology Air Monitoring Site (South Salt Lake County)	1	N/A	N/A	1,200	N/A	Ground
Geology & Geophysics	1	N/A	N/A	-		
Millard County (near Delta) - Physics Dept. (120 acres)	1	N/A	N/A	-	Other	Ground
Seismograph Stations (BLM Land - 250 stations))	Various	N/A	N/A	-	Other	Ground
Madsen Health Center Parking Lot (.75 acres)	1	N/A	N/A	12,000	Other	Ground
Beta Corner Lease	1	N/A	N/A	-	Other	Ground
<b>Subtotal Land Leases</b>	<b>12</b>	<b>N/A</b>	<b>N/A</b>	<b>\$ 79,980</b>		
<b>TOTAL - UU</b>	<b>147</b>	<b>1,114,427</b>	<b>N/A</b>	<b>\$ 20,638,632</b>		

Location	# of Leases	Gross Sq. Ft.	Average Cost Per Sq. Ft. (\$)	Annual Lease Payment (\$)	Source of Funding	Type of Space
<b>Utah State University</b>						
<b>Building Leases:</b>						
Brigham City, Life Span Learning Center	3	66,755	\$ 3.52	\$ 235,304	State/Other	Classroom/Office/Storage
Logan, Airport	1	7,040	1.85	13,040	Other	Office/Hanger
Castle Dale, SW Early Intervention	1	1,760	4.09	7,200	Other	Classroom/Office
Blanding, CTE Program-Trucking & Hwy. Equip. Operations	1	56,628		6,000	State	Classroom/Office/Maint. Shoop/Storage
Logan, USU VP Commercialization & Res. Development	1	4,679	14.85	69,495	Other	Tech. Commercialization Office (Research)
Logan, USU Advancement	1	12,183	14.85	180,918	Other	Office/Classroom
Logan, Research/Technology Support	2	5,090	15.75	80,171	Other	Office/Classroom
Logan, Cache Valley Center for the Arts	1	980	1.53	1,500	Other	Radio Station/Office
Moab, CDP SW Early Intervention	1	1,104	7.07	7,800	Other	Classroom/Office
Price, CDP SW Early Intervention	1	1,290	7.91	10,200	Other	Classroom/Office
Orem, Provo Education Center	1	3,117	16.44	51,243	Other	Classroom/Office
Salt Lake City, Dairy Commission Nutrition & Food Sch.	1	231	12.99	3,000	State	Office
Salt Lake City, Development Office	1	1,601	10.99	17,592	Other	Development Office/Retail
Salt Lake City, Granite School District	1	25,689	8.75	224,808	Other	Classroom/Office
Tremonton, USUBC	1	1,100	14.59	16,045	Other	Classroom/Office
Washington D.C. Apartments	3	4,715	22.55	106,332	Other	Student Apartments for Interns/Advisor
USU-Eastern, Prehistoric Museum	1	22,500	0.00	1	State	Museum/Office
<b>TOTAL - USU</b>	<b>22</b>	<b>216,462</b>	<b>\$ 4.76</b>	<b>1,030,649</b>		

<b>Weber State University</b>						
<b>Building Leases</b>						
Kaysville, Davis High School	1	13,650	\$ 1.10	\$ 15,030	State	Classroom
Roy, WSU West	1	7,525	15.39	115,810	State/Other	Classroom/Office/Storage/Student Center
DATC, UCAID USTAR	1	210	20.86	4,380	Other	Office
Morgan School District	1		\$15/room/hr		Contin. Ed.	Modular Classrooms
UCAID - Indulgent Food (Farmington)	1	14,000	3.39	47,496	Other	Office
CE - United Way Building	1	5,297	8.24	43,647	Other	Work Rooms/Offices
<b>TOTAL - WSU</b>	<b>6</b>	<b>40,682</b>	<b>\$ 5.56</b>	<b>226,363</b>		



Location	# of Leases	Gross Sq. Ft.	Average Cost Per Sq. Ft. (\$)	Annual Lease Payment (\$)	Source of Funding	Type of Space
<b>Southern Utah University</b>						
<b>Building Leases</b>						
Cedar City, Business Resource Center	1	3,026	\$ 16.65	\$ 50,383	State/Other	Office
Cedar City, Global Engagement	1	4,097	8.46	34,680	State	Office
Cedar City, Community Engagement	1	2,658	10.36	27,540	State	Office
Head Start, Various Locations	7	26,568	7.91	210,217	Other	Classroom/Office
Cedar City, Utah Center for Rural Health	1	525	8.57	4,500	Other	Residential
Cedar City, Community Outreach Center	1	11,705	14.64	171,396	State/Other	Office
Subtotal Building Leases	12	48,579	\$ 10.27	\$ 498,716		
<b>Land Leases:</b>						
Cedar City, Parking Services	1	N/A	N/A	12,000	State	Parking
Subtotal Land Leases	1	N/A	N/A	\$ 12,000		
<b>TOTAL - SUU</b>	<b>13</b>	<b>48,579</b>	<b>N/A</b>	<b>\$ 510,716</b>		

<b>Snow College - No Leases</b>						
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<b>Dixie State University</b>						
<b>Building Leases</b>						
St. George, University Plaza (Bldgs. B1 and B2)	1	23,100	\$ 7.51	\$ 173,565	State	Classroom
St. George, Larkin Property Home #20	1	900	\$ 23.40	21,060	State	Office
St. George, Larkin Property Home #50	1	2,500	\$ 23.40	58,500	State	Office
St. George, Larkin Property (Wellness Center)	1	1,200	\$ 23.40	28,080	Other	Medical/Research
<b>TOTAL - DSU</b>	<b>4</b>	<b>27,700</b>	<b>\$ 10.15</b>	<b>\$ 281,205</b>		

<b>Utah Valley University</b>						
<b>Building Leases</b>						
Canyon Park Building L	1	38,603	\$ 4.84	186,761	State/Other	Classrooms/Kitchens/Offices/Other
Subtotal Building Leases	1	38,603	\$ 4.84	186,761		
<b>Land Leases:</b>						
Provo,Airport	3	N/A	N/A	\$ 45,795	State/Other	Ground
Subtotal Land Leases	3	N/A	N/A	\$ 45,795		
<b>TOTAL - UVU</b>	<b>4</b>	<b>38,603</b>	<b>N/A</b>	<b>\$ 232,556</b>		

Location	# of Leases	Gross Sq. Ft.	Average Cost Per Sq. Ft. (\$)	Annual Lease Payment (\$)	Source of Funding	Type of Space
<b>Salt Lake Community College</b>						
Building Leases						
Salt Lake City, Writing Center	1	1,545	\$ 7.06	\$ 10,905	State	Classroom/Office
Salt Lake City, Library Square	1	33,160	14.41	477,936	State	Classroom/Office
Salt Lake City, Westpointe Center	1	35,700	16.07	573,564	State/Other	Classroom/Office
Salt Lake City, Highland Center	1	31,354	5.67	177,706	Other	Classroom/Office
Salt Lake City, Warehouse	3	30,000	3.96	118,800	State	Storage
Salt Lake City, Airport Center	2	22,113	5.92	131,006	State	Classroom/Office/Lab/Hanger
<b>TOTAL - SLCC</b>	<b>9</b>	<b>153,872</b>	<b>\$ 9.68</b>	<b>\$ 1,489,917</b>		
<b>TOTAL - USHE Institutions</b>						
Building Leases	189	1,640,325	\$ 14.80	24,272,263		
Land Leases	16	N/A	N/A	\$ 137,775		
<b>TOTAL - USHE</b>	<b>205</b>	<b>1,640,325</b>	<b>N/A</b>	<b>24,410,038</b>		



November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Institutional Residences Annual Report

Regent Policy R207 requires that each USHE institution provide an annual report regarding institutional coverage of expenses for maintenance, repair, utilities, insurance and domestic assistance related to the institutional residences (IR). Beyond the Regent Policy requirement, institutional representatives support the presentation of this information to the Regents to maintain proper institutional internal control, ensure that IR budgets are set and expenditures are monitored, support the IR as a sanctioned institutional offering, and to provide public exposure and feedback regarding the facility's operation and maintenance.

The attached report summarizes the approved budget and expenditures for each institutional residence over the past three fiscal years. Footnotes have been added to describe the following: any significant change from prior years; any significant variances between the budgeted and actual expenditures; and/or any significant capital improvements to the residence.

Commissioner's Recommendation

This is a discussion item only; no action is needed.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/DAM  
Attachment

# Utah System of Higher Education

## Institutional Residences Operation and Maintenance Report

FY 2011-2014

	2010-11		2011-12		2012-13		2013-14		Source of Funds	Square Footage
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual		
U of U	\$ 59,200	\$ 51,998	\$ 53,225	\$ 46,762	\$ 53,225	\$ 53,389	\$ 60,900		Discretionary Funds	6,931
USU	\$ 73,350	\$ 67,612	\$ 72,000	\$ 52,988	\$ 72,000	\$ 67,426	\$ 72,000		E&G	12,403
WSU	\$ 22,600	\$ 21,089	\$ 22,600	\$ 20,919	\$ 22,600	\$ 21,489	\$ 27,400		E&G	3,900
SUU <sup>1</sup>	\$ 62,800	\$ 61,601	\$ 57,000	\$ 77,531	\$ 54,500	\$ 56,143	\$ 67,000		E&G & Discretionary	11,314
SNOW <sup>2</sup>	\$ 4,501	\$ 6,990	\$ 9,511	\$ 8,238	\$ 7,000	\$ 22,327	\$ 7,000		E&G	6,128
DSU	\$ 19,950	\$ 22,217	\$ 19,650	\$ 30,942	\$ 19,650	\$ 11,180	\$ 19,650		E&G & Discretionary	5,246
UVU <sup>3</sup>	\$ 31,638	\$ 40,470	\$ 47,940	\$ 33,330	\$ 43,940	\$ 33,788	\$ 50,940		E&G, Discretionary, & Donor Funds	5,705
SLCC <sup>4</sup>	\$ 33,700	\$ 24,155	\$ 33,700	\$ 26,282	\$ 48,100	\$ 26,414	\$ 36,100		E&G & Discretionary	8,343

\*Footnotes to this table contain explanations of significant budget variances and also institutional residence capital improvements which are not reflected in the O&M amounts in the table above.

<sup>1</sup> SUU installed an outdoor concrete ramp in FY 13 providing ADA access to the tradition room in the basement and completed work on an outdoor sport court. Budget-\$43,000; Actual- \$45,844

<sup>2</sup> Snow College purchased new furnaces and air conditioners which increased their actual expenditures over what was budgeted for FY 2013.

<sup>3</sup> UVU plans for a Regent-approved remodel and addition to the residence in FY 14 to better accommodate a President with a family. The remodel and improvements are budgeted for \$130,000.

<sup>4</sup> SLCC renovated and repaired the institutional residence kitchen and made major landscaping improvements to the sprinkler system, arbor, etc. in FY 2013. Actual-\$63,207; Budget- \$64,000.

<sup>5</sup> SLCC has budgeted for additional infrastructure needs for FY 2014 at a cost of \$50,000.

Board Policy R207 provides for institutional coverage of expenses for maintenance, repair, utilities, insurance, and domestic assistance serving institutional purposes. Policy requires annual reports for the previous year's actual expenses and the current year's budget, as summarized in the table above.

November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Building Board Action on State-funded Capital Development Projects Recommended by the Board of Regents for Funding

Issue

Following its October 9, 2013 hearings of state-funded capital development projects from all state agencies, the State Building Board met on October 10, 2013 to prioritize the projects and recommend them to the Governor and the Legislature for funding consideration. The Building Board's full priority listing is attached for your review. Its ranking of USHE projects is as follows:

Project	Building Board Priority	Regents' Priority
WSU: New Science Building	1	1
USU: Statewide Instructional Initiative (USU Eastern & Brigham City)	7	4
Snow College: New Science Building	9	2
UU: Crocker Science Center (George Thomas Bldg. Remodel & Expansion)	11	3
SLCC: CTE Learning Resource & Classroom Bldg. (Meadowbrook Campus)	16	5
DSU: Physical Education/Student Wellness Center	17	6
SUU: New Business Building	18	7
UVU: Performing Arts Center	28	8

As noted in the table above, in its ranking of USHE projects, the Building Board mirrored the Regents' priority order with the exception of the USU project.

Additionally, some of the projects' estimated costs have changed from the amounts presented and approved at the September Regents meeting. The original amounts are based on preliminary Capital Budget Estimates (CBE) available in July, when projects are first submitted jointly to OCHE and DFCM. Later in the process, DFCM utilizes a professional cost estimator to refine the numbers. These final DFCM cost estimates were not available before the September Board meeting. The following table shows the adjustments made this year:



Instit.	Regents Approved			Building Board			Difference		
	FY 2015 State Funds	Other Funds	Total	FY 2015 State Funds	Other Funds	Total	FY 2015 State Funds	Other Funds	Total
WSU	\$57,400,000	\$13,700,000	\$71,100,000	\$57,400,000	\$13,700,000	\$71,100,000	\$ -	\$ -	\$ -
Snow	18,945,575	-	18,945,575	18,369,778		18,369,778	(575,797)	-	(575,797)
UU	34,000,000	21,000,000	55,000,000	34,000,000	21,000,000	55,000,000	-	-	-
USU	26,500,000	8,000,000	34,500,000	26,500,000	8,000,000	34,500,000	-	-	-
SLCC	27,000,000		27,000,000	30,307,000		30,307,000	3,307,000	-	3,307,000
DSU	13,500,000	13,500,000	27,000,000	13,500,000	13,500,000	27,000,000	-	-	-
SUU	13,500,000	1,000,000	14,500,000	14,266,519	1,000,000	15,266,519	766,519	-	766,519
UVU	30,000,000	-	30,000,000	29,573,367		29,573,367	(426,633)	-	(426,633)

*Highlighted projects are those with estimates that differed from the original amount approved by the Regents*

### Commissioner's Recommendation

This is an information item; no action is needed.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment



## FY 2015 State Building Board Capital Development Project Rankings

Ranking	Agency/Institution	State Funding	Other Funding	Total
1	<b>WSU:- New Science Bldg.</b>	<b>\$ 57,400,000</b>	<b>\$ 13,700,000</b>	<b>\$ 71,100,000</b>
2	UCAT: SWATC Allied Health & Technology Building	19,267,072	118,000	19,385,072
3	Public Safety: Unified State Labs Module 2 Bldg.	39,741,481		39,741,481
4	National Guard: Camp Williams Infrastructure	3,900,000		3,900,000
5	Huntsman Cancer Institute: Primary Childrens & Families Cancer Research Ctr.	17,500,000	80,000,000	97,500,000
6	DHS: Development Ctr. Admissions & Durable Housing Units	6,508,361		6,508,361
7	<b>USU: Statewide Instructional Initiative (USU Eastern &amp; Brigham City Regional Campus</b>	<b>26,500,000</b>	<b>8,000,000</b>	<b>34,500,000</b>
8	Corrections: Central Utah Correctional Facility West Compound Expansion (Gunnison)	25,991,150	10,000,000	35,991,150
9	<b>Snow College: New Science Bldg.</b>	<b>18,369,778</b>		<b>18,369,778</b>
10	UCAT: DXATC Permanent Campus	29,792,109		29,792,109
11	<b>UU: Crocker Science Ctr. (George Thomas Bldg. Remodel &amp; Expansion)</b>	<b>34,000,000</b>	<b>21,000,000</b>	<b>55,000,000</b>
12	DHS: Weber Valley Multi-use Youth Ctr.	15,745,000		15,745,000
13	Courts: 8th District Dushesne County Courthouse Expansion	5,370,000	2,282,053	7,652,053
14	DHS: Development Ctr. Infrastructure Upgrade	24,914,533		24,914,533
15	DNR: Dock Replacement for Bear Lake & Utah Lake State Park	2,900,000		2,900,000
16	<b>SLCC: CTE Learning Resource &amp; Classroom Bldg.</b>	<b>30,307,053</b>		<b>30,307,053</b>
17	<b>DSU: Physical Education/Student Wellness Ctr.</b>	<b>13,500,000</b>	<b>13,500,000</b>	<b>27,000,000</b>
18	<b>SUU: New Business Bldg.</b>	<b>14,266,519</b>	<b>1,000,000</b>	<b>15,266,519</b>
19	Utah School for Deaf & Blind: Salt Lake Center	10,400,000		10,400,000
20	Courts: 4th District Utah County Provo Courthouse	39,295,000	6,507,068	45,802,068
21	UCAT: MATC Central Utah County Complex	8,447,687	887,000	9,334,687
22	Agriculture: Spry Agriculture Bldg.	21,582,892		21,582,892
23	UCAT: OWATC Business Depot Ogden Campus Bay 2 Buildout	9,288,005		9,288,005
24	Utah State Archives: Archive Storage & Training Room Enhancement	2,852,890		2,852,890
25	UCAT: BATC Health Science & Technology Bldg.	25,800,000		25,800,000
25	UCAT: DATC Allied Health Bldg.	25,607,674		25,607,674
27	Attorney General & ORS: New State & Salt Lake County Office Bldg.	88,391,724		88,391,724
28	<b>UVU: Performing Arts Bldg.</b>	<b>29,573,367</b>		<b>29,573,367</b>
29	UCAT: OWATC Instruction & Student Support Bldg.	18,750,000		18,750,000
<b>TOTAL</b>		<b>\$ 665,962,295</b>	<b>\$ 156,994,121</b>	<b>\$ 822,956,416</b>

November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Summary of Statewide General Obligation Bonded Indebtedness

Issue

During the September 12-13, 2013 Board Meeting presentation regarding *bonded indebtedness within the Utah System of Higher Education (USHE)*, a request was made for additional information regarding the composition of the State's outstanding General Obligation Bonded Indebtedness. The following information was provided to the Office of the Commissioner by the State Division of Finance:

Agency	Outstanding GO Bond Debt (in millions) 30 June 2013	Percent of Total
USHE	\$249.8	7.4%
UDOT	\$3,029.0	90.1%
Other State Agencies	\$82.1	2.5%
<b>TOTAL</b>	<b>\$3,360.9</b>	<b>100%</b>

The \$249.8 million of USHE general obligation bond debt pertains to the following capital facilities projects within USHE:

Project	GO Bond Debt (in millions)
UU Business Building	\$17.2
UU Neuroscience and Biomedical Tech Research Building (USTAR)	\$70.1
USU Business Building	\$13.5
USU Agricultural Science Classroom Building	\$39.7
USU Bio Innovations Research Institute (USTAR)	\$41.5
WSU Professional Programs Classroom Building (Davis Campus)	\$30.5
SUU Science Center	\$9.0
Snow College Library	\$8.2
DSU Centennial Commons Building	\$1.8

UVU Science/Health Science Building	\$1.6
SLCC Digital Design/Communication Technology Building	\$13.8
SLCC Herriman Campus Property	\$2.9
<b>TOTAL</b>	<b>\$249.8</b>

Commissioner's Recommendation

This is an information item; no action is needed.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH



November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Square Feet per FTE Student Charts

Issue

During the annual Capital Development Request process, the USHE is often asked for data regarding facilities space available for students. Annually, the USHE campuses and the Office of the Commissioner rely on the attached two graphs of Total Square Feet and of Academic Square Feet as partial response to those queries.

The attached **USHE - Total Square Feet per FTE Student** chart has been revised from that included in the Regents' Agenda Book for the September 2013 Board Meeting. The graph reflects an adjustment to the Utah State University (USU) bar: a drop from 151 sq ft/student to 144 sq ft/student. This reflects elimination of space pertaining exclusively to Utah State University's Agricultural Experiment Station and Cooperative Extension missions from the square feet per student calculation. Also attached is the **USHE – Academic Square Feet per FTE Student** chart; this graph has no changes from that presented to the Board in September.

Commissioner's Recommendation

This is an information item. No action is needed.

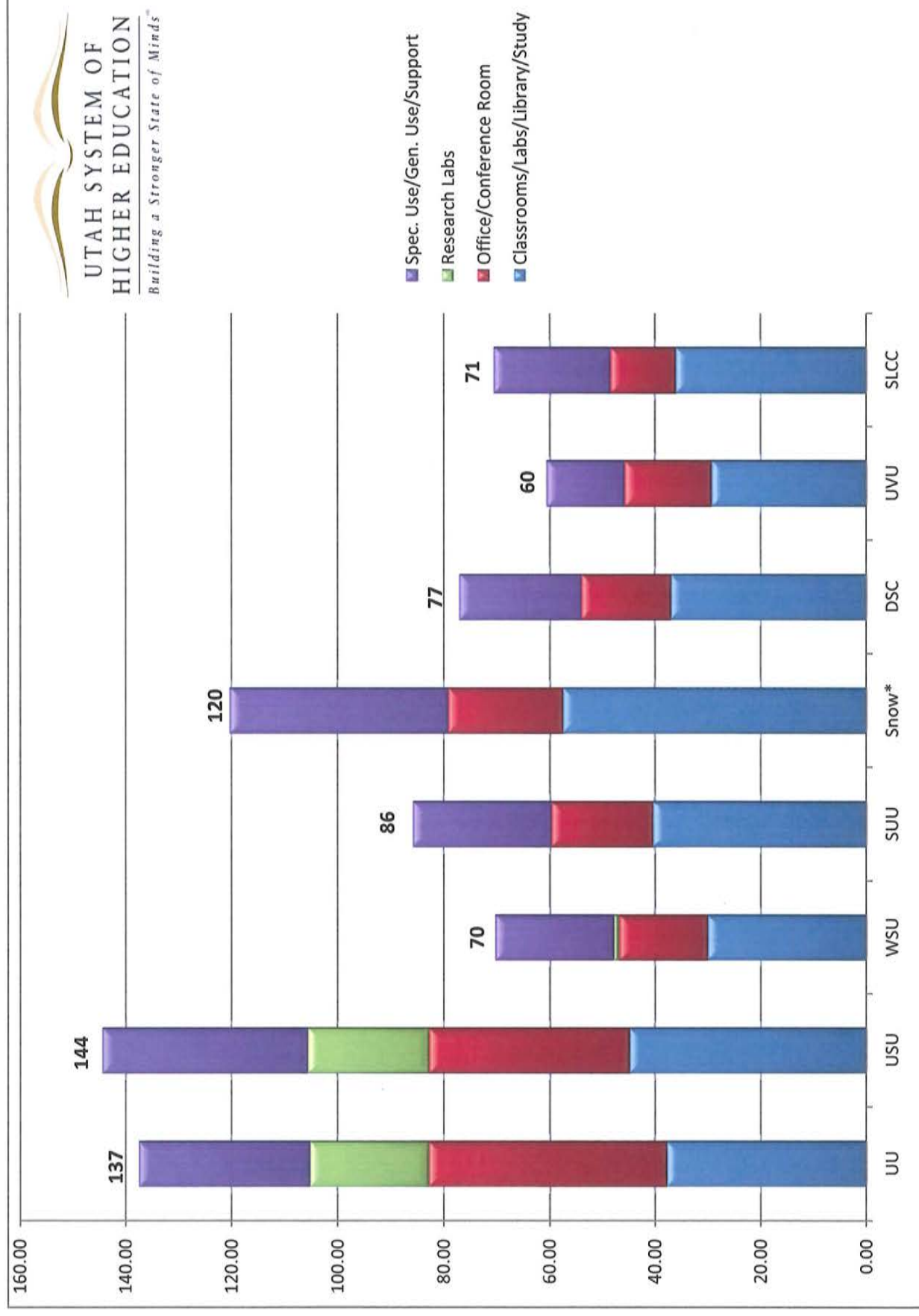
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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment



# USHE - TOTAL SQ. FT. PER FTE STUDENT - 2013-14 (Summarized by Category)

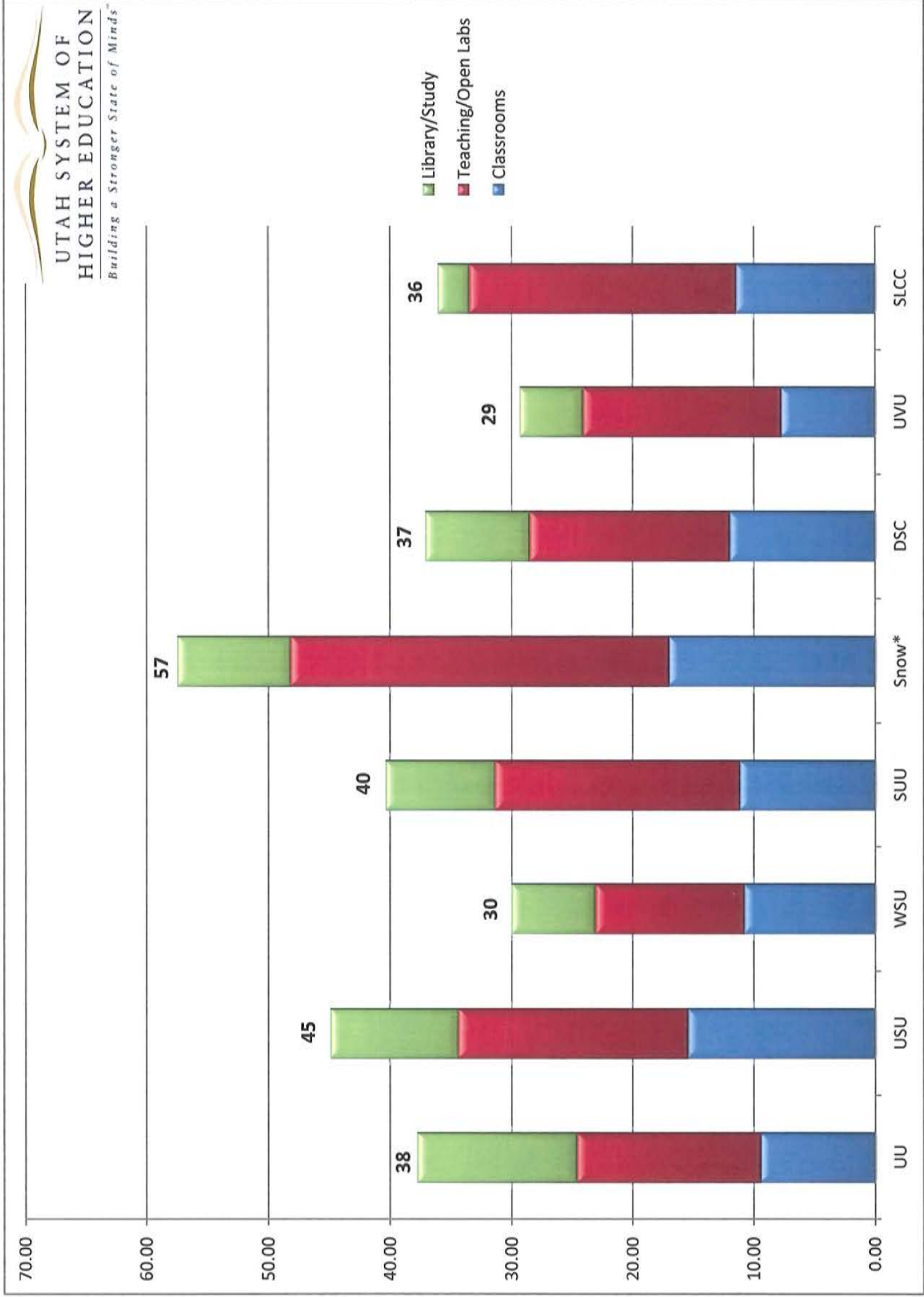


Space: Fall of 2012 USHE Space Inventories

Enrollment : Fall of 2012 Budget Related and Self Supporting End-of-Term FTE

\* Snow College Ephraim Campus Only

# USHE - ACADEMIC SQ. FT. PER FTE STUDENT - 2013-14



Space: Fall of 2012 USHE Space Inventories  
Enrollment : Fall of 2012 Budget Related and Self Supporting End-of-Term FTE  
\* Snow College Ephraim Campus Only

November 6, 2013

## MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: R555, Competition with Private Sector Policy Revisions

### Issue

On July 8, 2013, the Legislative Audit of Higher Education's Competition with the Private Sector was finalized and released to the general public. The Legislative Auditor General's recommendations included:

1. We recommend that the Legislature consider providing statutory policy guidance that addresses higher education competition with the private sector.
2. We recommend that the Board of Regents provide greater oversight and enforcement of its policy pertaining to institutions of higher education competition with the private sector.
3. We recommend that the Board of Regents update policy R555: Providing Facilities, Goods and services in Competition with Private Enterprise.

The USHE response to the audit recommendations concurred with the findings and indicated that the Commissioner's office would work with the USHE institutions in careful consideration of how best to implement them moving forward. In light of the fact that the first audit recommendation is directed to the Legislature to consider providing statutory guidance on auxiliary and/or service enterprises, I believe it is in the best interest of the system for the Board of Regents to update its policy in a way that increases the likelihood that the legislature would not act.

### Background

The Commissioner's staff has researched this topic and gathered ideas and suggestions from all eight USHE institutions as well as other states. First, the information gathered from other states is summarized and second, the key decision points have been identified and recommended for consideration by the Board of Regents. Suggestions and feedback provided by the institutions are reflected in revisions to the R555 policy draft.

### **Other States**

In staff's research of other states' policies, they found seven states which have formal auxiliary enterprise policies, either at the higher education system level or in statute. However, they could find only two which had language regarding competition with the private sector and these are Colorado and Arizona. Colorado

and Arizona have similar "exception" language to Utah, but both states have statutory guidance on grievance procedures which we do not have at the present time in USHE policy. The attached policy draft includes some possible language for handling grievances. Researching other states, and even reviewing a dissertation on this topic, staff found that the issue of competition with the private sector is present at most public institutions but few states have written guidance or policy. Since Utah is one of three states identified that have some level of policy, it makes it necessary to work within those parameters.

#### Possible Policy Changes for Board Consideration

As pointed out in the audit there are two basic needs with regard to revising R555:

- There is a need to update the current policy R555
- There is the need to provide improved oversight and enforcement of R555.

Key decision points for the Board's consideration and future action are:

- 1) Adding prospective students and alumni to the definition of "campus community", and adding a definition of "non-academic self-support services."
- 2) Addressing competition in the private sector and providing reasonable yet limited exceptions for when institutional auxiliary services advertise goods and services to the general public.
- 3) Requiring institutions to establish policies regarding competition with the private sector consistent with Regent policy.
- 4) Directing institutions, via Regents policy, to establish an institutional grievance process for resolution of complaints filed by a business regarding perceived competition.
- 5) Enforcement of exceptions to R555.

To assist the Board with addressing these decision points, there are two attachments accompanying this memorandum. First, there is a copy of the most pertinent portion of the Legislative Audit with general concerns directed towards the Board of Regents. Second, there is a draft copy of proposed policy language.

#### Commissioner's Recommendation

This is an information item; no action is needed. The Commissioner recommends, however, that the Board discuss the attached materials and possible policy changes and provide feedback and direction in anticipation of Policy R555 being brought back to the January 2014 Regents' meeting for action.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/DAM/CRW  
Attachment



## **Board of Regents Needs to Improve Enforcement And Oversight of Policy R555**

Regardless of whether the Legislature acts, we think the Board of Regents needs to improve enforcement and oversight of its policy limiting private sector competition. The fact that the Red Zone stores have been in business for the last three years shows a lack of oversight and enforcement by the Board of Regents. In addition, the Board of Regents should review and consider updating the policy, which has not been amended in many years. By clarifying policy and providing better oversight, the Board of Regents can prevent unwarranted competition with the private sector.

**Board of Regents Needs to Improve Policy Oversight and Enforcement.** The Board of Regents needs to improve its enforcement and oversight of policy R555 as business activities of institutions of higher education have gradually encroached on the private sector. As previously illustrated, both the off-campus Red Zone stores and a number of on-campus business enterprises routinely advertise and provide goods and services to the general public. The Board of Regents needs to better monitor the institutions of higher education to ensure compliance with policy R555.

The Board of Regents can improve oversight and enforcement of its policy by directing audit staff to monitor higher institutions' compliance with policy R555. Likewise, college and university administrators or internal auditors could be directed to annually report on policy compliance.

**The Board of Regents Also Needs to Improve and Update Policy R555.** The Board of Regents needs to improve policy R555 in order to prevent higher education institutions' unauthorized competition with the private sector.

One way the Board of Regents could improve policy R555 is by including a grievance process. This process would allow private individuals or businesses to submit complaints against colleges or universities who may be directly competing with the private sector. We found that Arizona, Colorado, and Iowa Boards of Regents have included a grievance process in their policies that deals with higher education competition with the private sector.

The Utah Board of Regents also needs to update its policies to address higher education business enterprises that function off-campus. The current language or intent of policy R555 is directed towards on-campus business enterprises. The policy does not account for business enterprises located off-campus. The University of Utah believes that, since policy R555 does not specifically address off-campus business enterprises, the university is allowed to operate them. The Board of Regents needs to update policy R555 to include guidelines to address higher education's business enterprises operating off-campus.

## **Recommendations**

1. We recommend that the Legislature consider providing statutory policy guidance that addresses higher education competition with the private sector.

2. We recommend that the Board of Regents provide greater oversight and enforcement of its policy pertaining to institutions of higher education competition with the private sector.

3. We recommend that the Board of Regents update policy R555: Providing Facilities, Goods and Services in Competition with Private Enterprise.

# R555, Providing Facilities, Goods and Services in Competition with Private Enterprise<sup>1</sup>

**R555-1. Purpose:** To establish policy and guidelines for ~~institutions on public colleges and universities~~ providing facilities, goods and services in competition with the private sector. ~~The following policy shall apply to all non-academic, self-support services.~~

## R555-2. References

- 2.1. Utah Code ~~§53B-7-101(10)~~ (Each Institution Handles Its Own Financial Affairs Under the General Supervision of the Board)
- 2.2. Policy and Procedures ~~R510~~ R550, Auxiliary Enterprises Operation and Accountability

## R555-3. Definitions

- 3.1. **"Institutions"**: colleges and universities which are part of the Utah System of Higher Education.
- 3.2. **"Campus Community"**: an institution's ~~prospective students~~, students, faculty, staff, ~~alumni~~ and campus guests.
- 3.3. **"Institutional Services"**: an institution's facilities, goods, and services.
- 3.4. **"Non-academic Self-support Services"**: ~~services that are complimentary to an institution's teaching, research, and public service functions and are funded through the services own activities or by charging a fee directly related to the costs of providing the goods or services.~~

**R555-4. Policy:** Institutions shall not sell or provide services to their campus community or to the general public except as set forth below.

- 4.1. **Services Necessary for the Education of Students or Basic Research:** Institutions are expected to provide their campus communities appropriate services which are necessary for the education of students, or the performance of basic research in accordance with the institution's mission as established by the Utah State Board of Regents. This responsibility includes, but is not limited to, instructional, research, and public service programs; libraries; computing programs; and other academic support services.
- 4.2. **Educationally Related Activities:** Institutions may provide other services to their campus communities even though such services are practically available elsewhere providing that the services satisfy reasonable educationally related needs of the campus community, e.g. campus newspapers, campus store(s), campus dining facilities, student housing, etc. ~~and provided such services are not advertised to the general public and are not generally provided to persons who are not members of the campus community.~~

- 4.2.1 Institutions may advertise institutional services to the campus community.

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<sup>1</sup> Adopted November 14, 1986, amended January 24, 1997.



**4.2.2.** Institutions may advertise or share information with the general public via an institution's webpage, the internet, social media, and e-mail.

**4.2.3.** Except as is necessary to meet the purposes of services listed in section 4.3, institutional services may not otherwise be advertised to the general public.

**4.3. Services to Persons Other Than Members of the Campus Community:** An institution shall not provide services to persons other than members of the campus community unless:

**4.3.1.** The service offers a substantial and valuable educational or research experience for registered students and faculty;

**4.3.2.** The service fulfills the institution's public service mission;

**4.3.3.** The service is incidental to the ordinary and authorized function of a campus entity, i.e., occasional sales by bookstores, food service, etc., to campus visitors;

**4.3.4.** The service consists of recreational, cultural, and athletic events; health services and medical treatment; public service radio and TV broadcasting; events of functions which have as their principal purposes the improvement of relations between the institutions and the general public; and sales of contributed services, if related to fund raising activities;

**4.3.5.** The equivalent service is not available in the local area; or

**4.3.6.** The service to persons not members of the campus community has been specifically authorized by the State Board of Regents.

**4.4. Private Enterprise on Campus:** Private enterprise entities which operate service or auxiliary units on a campus under contract with an institution are subject to this policy.

**4.5. Exceptions Authorized by State Board of Regents:** An institution may submit a proposal to the State Board of Regents requesting an exception to policy R555. Exceptions to this policy may be authorized if the Board determines, upon consideration and weighing of the various interests and public policies pertinent to providing the facilities, goods or services in competition with private enterprise, that the public interest favoring an exception outweighs the interest favoring denial of an exception.

**4.6. Monitoring Institutional Services Which May Compete with Private Enterprise:** Where an institution claims to provide services to persons other than members of the campus community in accordance with Sections 4.3. of this policy, the Board of Regents requires that the institution comply with the following requirements:

**4.6.1.** Each institution must establish a written policy regarding competition with private enterprise. This policy shall include the following provisions: (1) a requirement that the institution's provision of facilities, goods and services to persons other than members of the campus community complies with Policy R555; and (2) a description of the institution's grievance process, which must meet the requirements described in Section 4.7. The policy must designate an individual within the institution to whom complaints should be addressed. The policy must be accessible via the institution's website.



**4.7. Grievance Review Procedures:** In the event that the provision of a good or service by a higher education institution is perceived to be in competition with a privately owned business, that business shall be provided the opportunity for a hearing of such a complaint according to the following guidelines:

**4.7.1.** Each institution must establish a grievance hearing process as well as a first point of contact for that hearing process.

**4.7.2.** If resolution is not reached as a result of the institutional grievance hearing process, appeal may be made to the Board of Trustees of the institution.

November 6, 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 September 12 and 13, 2013, Utah State University, Logan, Utah.

B. Grant Proposals

1. University of Utah – US Department of Health and Human Services; "Head Start-EPICS"; \$2,132,041. Seung-Hee Son, Principal Investigator.
2. University of Utah – National Science Foundation; "EFRI 2012"; \$2,000,000. Swomitra Kumar Mohanty, Principal Investigator.
3. University of Utah – NIH National Institute for Neurological Disorders and Stroke; "Multichannel UEA" \$1,373,335. Sandeep Negi, Principal Investigator.
4. University of Utah – NIH National Institute for Arthritis and Musculoskeletal and Skin Diseases; "YU R01AR060484"; \$1,056,152. Patrick A. Tresco, Principal Investigator.
5. University of Utah – Washington State University; "Verification Technologies"; \$1,751,853. Keith David Koper, Principal Investigator.
6. University of Utah – NIH National Human Genome Research Institute; "Prenatal Testing Education"; \$2,718,816. Erin Witter Rothwell, Principal Investigator.
7. University of Utah – Patient Centered Outcomes Research Institute; "PCORI Mixed Methods"; \$1,050,000. Janice M. Morse, Principal Investigator.
8. University of Utah – DHHS National Institutes of Health; "Genomes to Natural Products"; \$11,175,000. Eric W. Schmidt, Principal Investigator.

9. University of Utah – NIH National Cancer Institute; "RGD-Polymer Targeting Plasmid"; \$1,341,000. Sung Wan Kim, Principal Investigator.
10. University of Utah – DHHS National Institutes of Health; "ET- CTN"; \$4,250,000. Sunil Sharma, Principal Investigator.
11. University of Utah – DHHS National Institutes of Health; "Triple Negative Breast Cancer"; \$2,387,665. Donald E. Ayer, Principal Investigator.
12. University of Utah – NIH National Institute for Child Health and Human Development; "Postdoc Train- OB/Fetal Pharm"; \$1,917,324. Michael W. Varner, Principal Investigator.
13. University of Utah – NIH National Heart Lung and Blood Institute; "Kim R01: Rapid MRI Detection"; \$1,617,877. Daniel Kim, Principal Investigator.
14. University of Utah – DHHS National Institutes of Health; "Guthery UDN U01"; \$7,200,000. Stephen L. Guthery, Principal Investigator.
15. University of Utah – NIH National Human Genome Research Institute; "Implementation of a Practical"; \$3,749,462. Kensaku Kawamoto, Principal Investigator.
16. University of Utah – DHHS National Institutes of Health; "Mobile Elements"; \$3,644,085. Lynn B. Jorde, Principal Investigator.
17. University of Utah – NIH National Human Genome Research Institute; "VCFCLIN: A Data Standard for"; \$2,626,647. Karen Eilbeck, Principal Investigator.
18. University of Utah – Global Research and Discovery Group LLC; "Chronic Alzheimer's Treatment"; \$2,161,988. Deborah Ann Yurgelun-Todd, Principal Investigator.
19. University of Utah – NIH National Institute for Allergy and Infectious Disease; "TLR Signaling During Host-Comm"; \$1,862,500. June Louise Round, Principal Investigator.
20. University of Utah – NIH National Institute for Arthritis and Musculoskeletal and Skin Diseases; "Biofilm Infection Prevention"; \$1,715,501. Roy D. Bloebaum, Principal Investigator.
21. University of Utah – DHHS Centers for Medicare and Medicaid SVC; "Increased Linkage to Care"; \$1,000,000. Harry Rosado-Santos, Principal Investigator.

22. University of Utah – DHHS National Institutes of Health; “CAT A Pathogens- Biodefense”; \$5,245,299. Marc D. Porter, Principal Investigator.
23. University of Utah – National Science Foundation; “IDBR:TYPE A”; \$1,117,500. Michael Granger, Principal Investigator.
24. University of Utah – AARP; “AARP Livability Index”; \$1,050,000. Reid Ewing, Principal Investigator.
25. University of Utah – National Aeronautics and Space Admin; “CO2 Emissions in Cities”; \$1,004,430. John Chun-Han Lin, Principal Investigator.
26. University of Utah – Ed Institute of Education Sciences; “Analysis of Repeated Reading”; \$1,128,216. Breda Victoria O’Keeffe, Principal Investigator.
27. University of Utah – Patient Centered Outcomes Research Institute; “Hispanic Asthma Medication”; \$2,750,000. Mark A. Munger, Principal Investigator.
28. University of Utah – NIH National Cancer Institute; “Chimeric P53 for TNBC Therapy”; \$1,862,500. Carol Lim, Principal Investigator.
29. University of Utah – DHHS National Institutes of Health; “Conus Peptides”; \$10,613,101. Baldomero M. Olivera, Principal Investigator.
30. University of Utah – Howard Hughes Medical Institute; “Ring”; \$2,500,000. Nalini M. Nadkarni, Principal Investigator.
31. University of Utah – NIH National Heart Lung & Blood Institute; “Improving Relationships”; \$1,102,434. Bert N. Uchino, Principal Investigator.
32. University of Utah – NIH National Cancer Institute; “Jette Zebrafish R01 Resub”; \$1,862,500. Cicely A. Jette, Principal Investigator.
33. University of Utah – NIH National Institute for Neurological Disorders and Stroke; “SCA2 – P01”; \$7,661,991. Stefan Mattias Pulst, Principal Investigator.
34. University of Utah – NIH National Institute for Child Health and Human Development; “Postpartum Vaginal Support”; \$7,409,144. Ingrid E. Nygaard, MD, Principal Investigator.
35. University of Utah – NIH National Heart Lung and Blood Institute; “MRI-Based Plaque Composition”; \$4,029,260. Gerald S. Treiman, Principal Investigator.



36. University of Utah – NIH National Institute of General Medical Science; “1W-NARCH”; \$3,111,907. Lillian J. Tom-Orme, Principal Investigator.
37. University of Utah – US General Services Administration; “Ideas Center”; \$2,677,137. John R. Hoidal, Principal Investigator.
38. University of Utah – DHHS Agency for Healthcare Research and Quality; “PCOR University”; \$2,496,952. Michael G. Spigarelli, Principal Investigator.
39. University of Utah – NIH National Heart Lung and Blood Institute; “Collecting Duct Renin & BP”; \$1,874,980. Donald E. Kohan, MD, Principal Investigator.
40. University of Utah – NIH National Institute on Aging; “Neural Dysfunction Aging & AD”; \$1,676,250. Jason Dennis Shepherd, Principal Investigator.
41. University of Utah – ED Institute of Education Sciences; “Evolution Curriculum for H.S.”; \$1,500,000. Louisa A. Stark, Principal Investigator.
42. DHHS National Institutes of Health; “S10: Prisma MRI Upgrade”; \$1,200,000. Dennis L. Parker, Principal Investigator.
43. University of Utah – National Science Foundation; “City Water & Energy Budgets”; \$2,994,465. Eric R. Pardyjak, Principal Investigator.
44. Utah State University – US National Science Foundation; “Quantifying plant-soil feedback effects in classic diversity –productivity experiments”; \$1,171,639. Andrew Kulmatiski, Principal Investigator; Jeanette Norton, Co-Principal Investigator.
45. Utah State University – US Department of Defense; “Department of Defense Child Curriculum Development Project”; \$4,545,388. Vonda Jump, Principal Investigator.
46. Utah State University – US Department of Education; “Supporting Knowledge in Language, Literary and Informational Texts”; \$1,473,181. Sandra Gillam, Principal Investigator; Cindy Jones, Ron Gillam, Jamison Fargo, Ray Reutzel, Co-Principal Investigators.
47. Utah State University – US Department of Education; “Designing and Engaging and Affable Robot (DEAR): Supporting Kindergartners Language and Literacy Ach”; \$1,499,635. Yanghee Kim, Principal Investigator; Kristy Mohr, Co-Principal Investigator.

48. Utah State University – US National Science Foundation; "WSC-Category 2 Collaborative: Water at the Nexus of Climate Change and Sustainability: Stakeholder Participation and Mitigation St"; \$1,253,418. Nancy Huntly, Principal Investigator; Carsten Meier, Rebecca Walton, Michelle Baker, Co-Principal Investigators.
49. Utah State University – US Department of Education; "Developing a Dual Language version of Read it Again-PreK"; \$1,036,413. Lillian Duran, Principal Investigator; Vonda Jump, Co-Principal Investigator.
50. Utah State University – Exelis Inc.; "Radiation Budget Instrument Calibration"; \$13,573,444. Deron Scott, Program Manager.
51. Utah State University – NASA-General; "Mass Spectrometry of the Turbopause Region (MSTR)"; \$1,317,524. Chad Fish, Program Manager.
52. Utah State University – Missile Defense Agency; "Space Layer Experiment (SLX) – Task Order 26"; \$12,359,186. Lorin Zollinger, Program Manager.
53. Utah State University – US Department of Ed –Institute of Education Sciences; "Peter's Picture Early Literacy Approach (PPELA): A Multimedia Program for Teaching Early Literacy to"; \$1,335,036. Deborah Golos, Principal Investigator; Ray Reutzel, Co-Principal Investigator.
54. Utah State University – US Department of Health and Human Services –National Institutes of Health (NIH); "Patient Infection Control Simulation (PICS)"; \$1,033,395. Andrew Walker, Principal Investigator.
55. Utah State University – Howard Hughes Medical Institute; "Sustaining Excellence: Innovation in the Biology Curriculum: Strategies to Promote Retention, Dive"; \$2,497,461. Alan Savitzky, Principal Investigator.

C. Awards

1. University of Utah – National Science Foundation; "Francour-MRSEC: SEED PROJ"; \$2,000,000. Anil Vasudeo Virkar, Principal Investigator.
2. University of Utah – National Science Foundation; "Phantom"; \$1,998,481. Jacobus Erasmus Van Der Merwe, Principal Investigator.
3. University of Utah – NIH National Cancer Institute; "Molecular and Clinical Approaches to Colon Cancer Precur"; \$1,059,665. Randall Walter Burt, MD, Principal Investigator.

4. University of Utah – National Multiple Sclerosis Society; "Pediatric MS Data Coordinating and Analysis Center"; \$2,590,685. Theron Charles Casper, Principal Investigator.
5. University of Utah – Patient Centered Outcomes Research Institute; "Nkoy PCORI Dec 2012"; \$1,899,142. Flory Lumu Nkoy, Principal Investigator.
6. University of Utah – NIH National Cancer Institute; "SEER"; \$1,438,410. Wallace Akerley, Principal Investigator.
7. University of Utah – NIH National Institute of General Medical Science; "Center for Integrative Biomedical Computing"; \$1,127,773. Christopher R. Johnson, Principal Investigator.
8. University of Utah – NIH National Institute Neurological Disorders and Stroke; "Identification and Characterization of Novel Therapeutic"; \$4,467,638. H. Steve White, Principal Investigator.
9. University of Utah – National Science Foundation; "Dimensions- Gut Microbiome"; \$1,700,000. Maria-Denise Dearing, Principal Investigator.
10. University of Utah – NIH National Institute for Child Health and Human Development; "Folic Acid Supplementation and Semen Quality Trial"; \$1,239,187. Ahmad Hammoud, Principal Investigator.
11. University of Utah – National Science Foundation; "IPGA: Developing and Effective, Portable Annotation Engin"; \$1,792,041. Mark Yandell, Principal Investigator.
12. Utah State University – US Department of Health and Human Services; "National Resource Center for Early Hearing Detection and Intervention Programs"; \$1,695,172. Karl White, Principal Investigator.
13. Utah State University – US Department of Education; "To Operate a Regional Resource Center Region No. 5"; \$1,300,000. John Copenhaver, Principal Investigator.
14. Utah State University – US Department of Education; "STARS! (Science, Technology, Arithmetic, Reading Students) GEAR UP"; \$2,234,400. Eric Packenham, Principal Investigator.
15. Utah State University – US Department of Ag-National Institute of Food & Ag (NIFA); "2013 Implementation of Western Region Sare Proposal"; \$2,915,082. Phil Rasmussen, Principal Investigator.
16. Utah State University – US Department of Ag-National Institute of Food & Ag; "2013 Implementation of Western Region Sare Professional Development Program (PDP)"; \$1,021,803. Phil Rasmussen, Principal Investigator.

17. Utah State University – Missile Defense Agency; "Air Force Distributed Common Ground System (DCGS) Virtualized Imagery Processing Capability (VIP-C) Support 2012"; \$2,189,568. Glen Wada, Program Manager.
  18. Utah State University – Missile Defense Agency; "Air Force Research Laboratory (AFRL) Space Electronics Branch Support"; \$1,000,000. John Santacroce, Program Manager.
  19. Utah State University – Missile Defense Agency; "Characterization of the Raytheon Multi-Spectral Targeting System (MTS-C)"; \$1,173,000. Deon Dixon, Program Manager.
  20. Utah State University – US National Science Foundation; "iUtah-Urban Transitions and Aridregion Hydro-Sustainability"; \$7,000,000. Todd Crowl, Principal Investigator; Michelle Baker, Douglas Jackson-Smith, Jeffery Horsburgh, Co-Principal Investigators.
  21. Utah State University – UT Department of Health; "Up to 3 Early Intervention"; \$1,525,822. Susan Olsen, Principal Investigator.
  22. Utah State University - US Department of Work Services- Office of Child Care; "CCPDI FY 14"; \$1,476,583. Ann Austin, Principal Investigator.
  23. Utah State University – Missile Defense Agency; "Space Layer Experiment (SLX)- Task Order 26"; \$3,000,000. Lorin Zollinger, Principal Investigator.
- D. Academic Items Received and Approved
1. New Programs
    - a. Utah Valley University – Endorsement in Dual Language Immersion
    - b. Utah Valley University – Endorsement in Educational Technology
    - c. Utah Valley University – Endorsement in Gifted and Talented
    - d. Utah Valley University – Endorsement in Reading I
    - e. Utah Valley University – Endorsement in English as a Second Language
    - f. Utah Valley University – Endorsement in Elementary Mathematics
  2. Name Change
    - a. University of Utah – Division of Cardiology to Division of Cardiovascular Medicine
    - b. Utah Valley University – Bachelor of Music in Media Composition and Production to Bachelor of Music in Commercial Music
  3. Restructure

Utah Valley University – Associate of Applied Science in Mechatronics Technology
  4. Discontinue

University of Utah – Revitalization of Endangered Languages and Culture Certificate



5. 7 Year Review

- a. University of Utah – Undergraduate Council Review LEAP Program
- b. University of Utah – Department of Ballet (Follow-Up Report/Memo from Linda Smith)
- c. University of Utah – David Eccles School of Business School-Wide Programs
- d. University of Utah – Department of Management
- e. University of Utah – School of Accounting
- f. University of Utah – Department of Pharmacology and Toxicology
- g. University of Utah – Department of Pharmaceutics and Pharmaceutical Chemistry
- h. University of Utah – Department of Modern Dance
- i. University of Utah – Department of Anthropology
- j. Utah State University – Department of Landscape Architecture and Environmental Planning
- k. Utah State University – Department of Family, Child, and Human Development
- l. Southern Utah University – Walter Maxwell Gibson College of Science and Engineering

E. Finance/Facilities Items Received and Approved

- 1. USHE FY15 Operating Budget Request Revisions

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David L. Buhler  
Commissioner of Higher Education

DLB/KLS  
Attachments

STATE BOARD OF REGENTS MEETING  
UTAH STATE UNIVERSITY, LOGAN, UTAH  
TAGGART STUDENT CENTER (TSC)  
THURSDAY, SEPTEMBER 12 & 13, 2013

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Salt Lake Community College – South City Campus Property Purchase	
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STATE BOARD OF REGENTS MEETING  
UTAH STATE UNIVERSITY, LOGAN, UTAH  
TAGGART STUDENT CENTER (TSC)  
THURSDAY, SEPTEMBER 12, 2013

COMMITTEE OF THE WHOLE  
MINUTES

Regents Present

Bonnie Jean Beesley, Chair  
Jessellie B. Anderson  
Nina R. Barnes  
Keith M. Buswell  
Wilford W. Clyde  
Marlin K. Jensen  
Robert S. Marquardt  
Erik Mikkelsen  
Jed H. Pitcher  
Robert W. Prince  
Harris H. Simmons  
Mark R. Stoddard  
Teresa L. Theurer  
Joyce P. Valdez  
John H. Zenger

Regents Absent

Daniel W. Campbell, Vice Chair  
Leslie Brooks Castle  
France A. Davis  
James T. Evans

Office of the Commissioner

David Buhler, Commissioner  
Elizabeth Hitch, Associate Commissioner for Academic and Student Affairs  
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities

Institutional Presidents

David W. Pershing, University of Utah  
Stan L. Albrecht, Utah State University  
Charles A. Wight, Weber State University  
Bradley J. Cook, Provost, Southern Utah University  
Scott L. Wyatt, Snow College  
Stephen D. Nadauld, Dixie State University  
Matthew S. Holland, Utah Valley University  
Cynthia A. Bioteau, Salt Lake Community College

Other Commissioner's Office and institutional personnel were also present. The signed role is on file in the Commissioner's Office.

The Committee of the Whole was called to order at **1:03 p.m.**

Commissioner's Overview

Commissioner Buhler gave the Board of Regents a quick overview of the following two day meeting.

Review of Regents' Role in the Prioritization Process for Capital Development Projects (TAB A)

Associate Commissioner Gregory Stauffer gave a presentation on the Regent's role in providing adequate capital facilities for USHE institutions. He discussed the Regent's statutory capital facilities responsibilities, the Capital Development Prioritization (CDP) policy, the role of the Capital Facilities Committee, and the role of the Committee of the Whole to approve the prioritized list of projects.

USHE – Institutional State-funded Capital Development Projects for 2014-15 (TAB B)

The Regents heard presentations on the following proposed state-funded projects:

- Salt Lake Community College – Career and Technical Education (CTE) Classroom and Learning Resource Space Expansion (Meadowbrook Campus)
- University of Utah – Crocker Science Center (George Thomas Building Renovation, Addition and Seismic Upgrade)
- Utah State University – Statewide Instructional Initiative (USU Eastern and USU Brigham City Campus)
- Weber State University – New Science Laboratory Building
- Southern Utah University – New Business Building and Partial Remodel of Existing Business Building)
- Snow College – New Science Building
- Dixie State University – Physical Education/Student Wellness Center
- Utah Valley University – Performing Arts Building 1

Associate Commissioner Gregory Stauffer commented that Tab B contained additional information for each request above which would be helpful for the Regents to prepare for the action that will be taken on the prioritization tomorrow.

USHE – Institutional Non-state Funded Projects and Land Bank Requests for 2014-15 (TAB C)

Associate Commissioner Gregory Stauffer reported that in addition to the state-funded projects, the Regents also must deliberate capital development needs in two other categories: projects to be built entirely with non-state appropriated funds, and land bank purchases for future expansion. At the end of the day's presentations these projects require approval to proceed. He also added that the University of Utah's Utility Distribution Infrastructure Replacement Phase II is unique in that a request for State appropriations also becomes a part of the USHE 2014-15 Operating Budget Request as a necessary revenue source.

The Regents heard presentations on the following proposed non-state funded projects:

Non-state Funded

- University of Utah
  - Utility Distribution Infrastructure Replacement Phase II
  - Lassonde Living Learning Center
  - Alumni House Expansion and Renovation

Land Bank Requests

- Dixie State University – East Elementary School Purchase



Following the presentations, Associate Commissioner Stauffer commented that along with the approval of these projects, the Regents are also approving the campus to request revenue bonding and in the case of the Dixie State University purchase, an associated O&M component. **It was moved by Regent Pitcher and seconded by Regent Clyde to approve the non-state funded and land bank requests outlined in Tab C. The motion carried.**

The Committee of the Whole adjourned at **3:09 p.m.** The Board of Regents Capital Facilities Committee met following the Committee of the Whole.

STATE BOARD OF REGENTS MEETING  
UTAH STATE UNIVERSITY, LOGAN, UTAH  
TAGGART STUDENT CENTER (TSC)  
FRIDAY, SEPTEMBER 13, 2013

COMMITTEE OF THE WHOLE  
MINUTES

Regents Present

Bonnie Jean Beesley, Chair  
Jessellie B. Anderson  
Nina R. Barnes  
Keith M. Buswell  
Wilford W. Clyde  
France A. Davis  
Marlin K. Jensen  
Robert S. Marquardt  
Erik Mikkelsen  
Jed H. Pitcher  
Robert W. Prince  
Harris H. Simmons  
Mark R. Stoddard  
Teresa L. Theurer  
Joyce P. Valdez  
John H. Zenger

Regents Absent

Daniel W. Campbell, Vice Chair  
Leslie Brooks Castle  
James T. Evans

Office of the Commissioner

David Buhler, Commissioner  
Elizabeth Hitch, Associate Commissioner for Academic and Student 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  
Richard E. Kendell, Southern Utah University  
Scott L. Wyatt, Snow College  
Stephen D. Nadauld, Dixie State University  
Matthew S. Holland, Utah Valley University  
Dennis Klaus, Vice President of Business Services, Salt Lake Community College

Other Commissioner's Office and institutional personnel were also present. The signed role is on file in the Commissioner's Office.

The Board of Regents began the day at 7:30 a.m. with a breakfast meeting; they were joined by the Utah State University Board of Trustees. This was followed by Board Committees.

The Committee of the Whole was called to order by Chair Beesley at **11:20 a.m.**

President Albrecht introduced Dr. Noelle E. Cockett, Utah State University's new Provost.

General Consent Calendar (TAB V)

**On a motion by Regent Davis, and seconded by Regent Marquardt, the following items were approved on the Regents' General Consent Calendar:**

- A. Minutes – Minutes of the Board meeting July 19, 2013, Southern Utah University, Cedar City, Utah.
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved
- E. Finance/Facilities Items

Utah State Board of Regents 2014-2015 Meeting Schedule Approval (TAB W)

**On a motion by Regent Theurer, and seconded by Regent Barnes, the 2014-2015 meeting schedule for the Board of Regents was approved.**

Reports of Board Committees

Academic and Student Affairs Committee

Snow College – Associate of Arts and Associate of Science in Outdoor Leadership and Entrepreneurship (TAB D)

Regent Davis reported that the Academic and Student Affairs Committee approved Snow's request for this new degree and added that it taps the local area's need for this type of degree. **Approval for the new degree was moved by Regent Davis and seconded by Regent Mikkelsen. The motion carried.**

Snow College – Certificate of Proficiency / Certificate of Completion / Associate of Applied Science in Industrial Manufacturing Technology (TAB E)

**Regent Davis reported on Snow's College request for this stackable credential and moved its approval. The motion was seconded by Regent Zenger and approved.**

Regents' Policy R315, Service Area Designations and Coordination of Off-Campus Courses and Programs (TAB F)

Regent Davis reported on four changes to this policy following recommendations from the R315 Task Force. **It was moved by Regent Davis and seconded by Regent Price to approve the changes to R315 as outlined in Tab F. The motion carried.**

StepUp to Higher Education Update and College Guide (TAB G)

Regent Davis recommended the Regents read the attached information item and StepUp College Guide, no action was taken.

Utah Scholars Initiative Annual Report (TAB H)

Regent Davis also reported on this information item, no action was taken.

Finance/Facilities Committee

USHE 2020 Financial Forecast (TAB I)

Regent Marquardt reported that the 2020 financial forecast demonstrates the amount of resources and capacity needed to reach the goal of 66% of the adult population having some form of post-secondary education by the year 2020. **It was moved by Regent Marquardt and seconded by Regent Clyde to approve the USHE 2020 Financial Forecast. The motion carried.**

Utah State University – Campus Master Plan Approval (TAB J)

**Regent Marquardt reported that the Finance/Facilities reviewed the Utah State University Campus Master Plan and moved its approval; it was seconded by Regent Pitcher. The motion carried.**

University of Utah – Environmental Humanities Education Center [Lakeview, Montana] Property (TAB K)

Regent Marquardt reported on the University of Utah's request for authorization to accept a generous gift of property by the John and Melody Taft family foundation of property in Lakeview Montana. **It was moved by Regent Marquardt and seconded by Regent Barnes to approve such authorization. The motion carried.**

Annual Report on Foreign Gifts and/or Donations (TAB L)

Regent Marquardt reported on this information item, no action was taken.

University of Utah – Series 2013 Bond & Commercial Paper Sales (TAB M)

Regent Marquardt reported on this information item, no action was taken.

Utah State University – Aggie Life & Wellness Center and Athletic Complex/Training Center Revenue Bond Sale (TAB N)

Regent Marquardt reported on this information item, no action was taken.

Southern Utah University – New Markets Tax Credit Financing for the Shakespeare Festival Project (TAB O)

Regent Marquardt reported that this item will come back to the board for approval in November. No action was taken on this information item.

Bonded Debt Summary (TAB P)

Regent Marquardt reported on this information item, and encouraged the Regents to read the report attached to Tab P. No action was taken.

University of Utah – University Student Apartments Replacement (TAB Q)

Regent Marquardt reported on this information item, no action was taken.

Salt Lake Community College – South City Campus Property Purchase (TAB R)

Regent Marquardt reported on this information item, no action was taken.

Legislative Audit of Higher Education's Competition with the Private Sector – An Update (TAB S)

Regent Marquardt reported that the Commissioner's Office will craft final policy language amendments for action and approval at the January 2014 meeting. No action was taken on this information item.

Review of Regents' Role in the Prioritization Process for Capital Development Projects (TAB T)

Regent Marquardt reported on this information item, no action was taken.

Federal Direct Student Loan Interest Rates (TAB U)

Executive Director of UHEEA, David Feitz reported on the recent new student loan legislation and how the changes will affect Utah's students.

Fiscal Year 2015 USHE Budget Request (TAB X)

Commissioner Buhler reported on the Utah System of Higher Education 2014-15 Operating Budget Request. He reported that the five categories that make up the USHE Budget Priorities for 2014-15: Compensation, Mission Based Funding (Acute Equity and Distinctive Mission), Performance Based Funding, Operational Imperatives and Statewide Programs.

**It was moved by Regent Pitcher and seconded by Regent Theurer to include in the Utah System of Higher Education budget request \$69,705,000 for Acute Equity Funding as the top priority in Mission Based Funding distributed as follows:**

<b>USU Regional Campuses</b>	<b>\$ 7,830,600</b>	<b>(11%)</b>
<b>Weber State University</b>	<b>\$ 6,200,600</b>	<b>(9%)</b>
<b>Dixie State University</b>	<b>\$ 4,529,500</b>	<b>(7%)</b>
<b>Utah Valley University</b>	<b>\$29,429,400</b>	<b>(42%)</b>
<b>Salt Lake Community College</b>	<b>\$21,714,900</b>	<b>(31%)</b>

**It is further moved that whatever amount is appropriated by the Legislature for Acute Equity be distributed among the institutions according to the percentages listed above. Further, by adopting this recommendation the Board acknowledges that all institutions face funding challenges and are funded less well either in tax funds, tuition, or both, than similarly situation institutions. The motion carried as outlined in Tab X.**



Capital Development Project Prioritization and Approval (TAB Y)

Regent Marquardt, Chair of the Capital Facilities Committee, reported and explained the process leading up to the ranking action taken on this day. The committee's top priority are the Weber State University, Snow College and University of Utah science buildings and would like the legislature to adopt these three as a package to support STEM in the state of Utah. The committees' specific rankings are as follows:

1. Weber State University – New Science Lab Building (STEM)
2. Snow College – New Science Building (STEM)
3. University of Utah – Statewide Instructional Initiative
4. Utah State University – Statewide Instructional Initiative
5. Salt Lake Community College – CTE Classroom & Learning Resource Space
6. Dixie State University – Physical Education/ Student Wellness Center
7. Southern Utah University – new Business Building
8. Utah Valley University – Performing Arts Building 1

**It was moved by Regent Marquardt and seconded by Regent Zenger to approve the rankings as outlined above. The motion carried.**

Chair Beesley thanked the hard work of the Capital Facilities Committee: Chair Marquardt, Regents Stoddard, Barnes and Clyde.

**The Committee of the Whole adjourned at 12:30 p.m.** and was followed by the State of the University. The Board of Regents did not meet in Executive Session.

State of the University

President Stan Albrecht gave a presentation on the state of Utah State University. His presentation focused on the unique and important mission of the land grant university celebrating 150 years of learning, discovery and engagement. His report featured two interesting research projects at Utah State University on the topics of spider silk and clean coke.

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Kirsten Schroeder, Executive Secretary

Date Approved:

CONSENT CALENDAR – AGENDA ITEM E.1.  
BOARD OF REGENTS  
NOVEMBER 6, 2013

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE FY15 Operating Budget Request Revisions

Included in the general consent calendar are proposed technical adjustments to the FY2015 USHE Budget Request, a result of the OCHE staff's continuing effort to update budget figures as new information becomes available. Budget categories that are being amended are listed below with issues highlighted for your reference.

**3% Performance Based Compensation**

The original amount of \$20,978,700 was increased to \$21,128,300 a difference of \$149,600 based on institutional reporting updates.

**9.5% Health & Dental**

Dental portion was originally included at a 9.5% increase but has been removed based on recent PEHP estimates of no cost increase. Original amount of \$9,321,400 was adjusted to \$8,675,600, a decrease of \$645,800.

**Utah Retirement System (URS)**

Added Utah State Retirement early estimates of \$1,807,400 for increases in tier 1 (7.9%) and tier 2 (9.3%) state retirement rates.

**Utah Data Alliance (UDA)**

It was determined to remove the \$150,000 budget request amount upon agreement that all six partner agencies should submit a consolidated request with USOE as the primary fiscal agent.

**Total On-Going Increase Request**

The aforementioned amounts will change the total request of new funds from \$126,852,300 (17.5% ) to \$128,013,500 (17.6%), an increase of \$1,161,200.

**Operating Budget Request Summary**

ESTIMATED FY 2014-15 STATE TAX FUNDS ADJUSTED BASE BUDGET 726,843,200

**USHE BUDGET PRIORITIES TOWARD THE 66% GOAL (On-Going Increase) 128,013,500**

<b>1. Compensation (75%)<sup>1</sup></b>		<b>\$31,611,300</b>
A. 3% Performance Based Compensation	21,128,300	
B. 9.5% Health	8,675,600	
C. Utah Retirement System (URS) <sup>2</sup>	1,807,400	
<b>2. Mission Based Funding</b>		<b>\$79,705,000</b>
A. Acute Equity	69,705,000	
B. Distinctive Mission (Participation, Completion, Economic Development)	10,000,000	
<b>3. Performance Based Funding</b>	2,000,000	<b>\$2,000,000</b>
<b>4. Operational Imperatives</b>		<b>\$7,047,200</b>
A. O & M for Non-State Funded Projects <sup>3</sup>	1,947,200	
B. University of Utah Utility Infrastructure	3,900,000	
C. Higher Education Technology Initiative (HETI)	1,200,000	
<b>5. Statewide Programs</b>		<b>\$7,650,000</b>
A. <b>Student Access</b>		
1. Regents' and New Century Scholarships	6,000,000	
2. Success Stipends (Need Based Financial Aid)	1,000,000	
3. Engineering & Computer Science (STEM) Scholarships	250,000	
B. <b>Collaborations</b>		
1. Technology Intensive Concurrent Enrollment (TICE)	150,000	
2. Utah Academic Library Consortium (UALC)	250,000	
<b>Total USHE Budget Priorities</b>		<b>128,013,500</b>
USHE Budget Priorities Percent Increase		17.6%

**STATE INITIATIVES (On-Going Increase) \$10,400,000**

1.	USU Veterinary Medicine & Graduate Program Support	3,000,000
2.	SLCC Student Access Support & Completion	3,400,000
3.	Dixie State University Implementation	2,500,000
4.	Snow College Rural Superintendents Concurrent Enrollment	1,500,000

<sup>1</sup> USHE dedicated credits portion of 3% compensation increase (25%) is \$6,616,300 for salary & related benefits (less URS), \$2,688,000 for Health, and \$566,800 for URS, totalling \$9,871,100. A 1% dedicated credits increase will generate an additional \$6,548,500, which would require 1.51% (\$9,871,100 / \$6,548,500) to fund the total compensation increase.

<sup>2</sup> URS Tier 1 total increase is 7.88%, with Tier 2 at 9.32%.

<sup>3</sup> The full O&M amount of need is \$5,841,500. Funding is requested in three equal payments over three years.

November 6, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Appointment of Search Committees for Dixie State University (DSU) and Salt Lake Community College (SLCC)

Issue

Pursuant to R203, *Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions*, "The Chair of the State Board of Regents shall appoint a search committee chair, vice-chair, and the full membership of a search committee following authorization by the Board and after consultation with the Chair or other members of the Board of Trustees and other constituencies, as is deemed advisable by the Chair of the Board of Regents."

Commissioner's Recommendation

The Commissioner recommends that the Board authorize Chair Beesley to appoint presidential search committees for DSU and SLCC pursuant to R203.

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David L. Buhler  
Commissioner of Higher Education

DLB/CRW  
Attachment



November 6, 2013

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Appointment of Interim President of Salt Lake Community College

Issue

Pursuant to R203, *Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions*, "In instances where unanticipated [presidential] vacancies occur without notice and without sufficient time for an extensive search, the Regents may appoint an interim president in order to provide the necessary time" for a full and complete search. In the present instance, the vacancy will occur *without sufficient time* for an extensive search, so the appointment of an interim president will be necessary.

Commissioner's Recommendation

A nomination for Interim President will be made at the November meeting. The Commissioner recommends that if in agreement, the Board approves the appointment of an Interim, to be effective January 2014.

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David L. Buhler  
Commissioner of Higher Education

DLB/CRW  
Attachment