Agenda
AGENDA
REGULAR MEETING OF THE
UTAH STATE UNIVERSITY BOARD OF TRUSTEES
CONFERENCE CALL
CHAMP HALL CONFERENCE ROOM, OLD MAIN 136
MAY 23, 2008

9:00 a.m. REGULAR MEETING

1. Introductory Items
2. Chairman's Report
3. President's Report
4. Consent Agenda
5. Action Agenda
6. Other

ADJOURN
Chairman
AGENDA
CHAIRMAN’S REPORT
MAY 23, 2008

A. Information Items

1. Oath of Office – Grondon B. Brimley

2. Committee Assignments for Grondon B. Brimley

3. Report by ASU SU President, Grondon B. Brimley

4. Report by Alumni Association President, Paul D. Parkinson

5. Report on the National Conference on Trusteeship held in Boston,
   April 11-15, 2008

6. Date of the Next Regular Meeting, June 27, 2008

B. Other
President
AGENDA
PRESIDENT’S REPORT
MAY 23, 2008

A. Discussion Items

1. Legislative Interim Study Committee Update
2. Comprehensive Campaign Goal and Timeline
3. Internet Textbook Sales

B. Information Items

1. Enrollment Update
2. Search Updates

C. Recent Events

1. Tooele Campus Building Groundbreaking (April 14, 2008)
3. Legislative Appreciation Dinner, SLC (April 16, 2008)
4. Robins Awards (April 19, 2008)
5. International Research Reception (April 21, 2008)
6. Announcement of the Naming of the Emma Eccles Jones College of Education and Human Services (April 23, 2008)
7. Sunrise Sessions (April 25, 2008)
8. USU Retirement Dinner (April 25, 2008)
10. Regional Campus and Center Commencements
   • Brigham City (April 18, 2008)
   • Tooele (April 19, 2008)
   • Price (April 23, 2008)
   • Moab (April 24, 2008)
   • Uintah Basin (April 26, 2008)
   • Ephraim/Southwest (May 1, 2008)
   • San Juan (May 2, 2008)
11. South Korea (May 11-18, 2008)

D. Upcoming Events

1. NASA Pre-Launch Education Conference (May 30-31, 2008)
2. WAC Conference (June 1-3, 2008)
3. Sunrise Sessions (June 13, 2008)
4. David G. Sant Engineering Innovation Building Dedication (June 13, 2008)
5. Comprehensive Campaign Event (August 6, 2008)
6. Old Main Society Dinner (September 12, 2008)
7. Supreme Court Justice Antonin Scalia (September 15, 2008)
8. Homecoming (October 25, 2008)
9. Commencement (December 13, 2008)
Consent Agenda
CONSENT AGENDA
MAY 23, 2008

1. Minutes of the Executive Session Held on April 11, 2008  
2. Minutes of the Regular Meeting Held on April 11, 2008  
3. Faculty and Staff Adjustments  
6. Capital Facility Acquisition  
9. Executive Session, June 27, 2008
Minutes of the Executive Session of the Utah State University Board of Trustees held in the Alma Sonne Board Room of the University Inn at 9:25 a.m.

MEMBERS PRESENT

Richard L. Shipley          Chair
Suzanne Pierce-Moore        Vice Chair
David P. Cook               
Douglas S. Foxley            
David Johnson III           
Peter A. McChesney          
Richard L. Nelson           
Paul D. Parkinson           
Scott R. Watterson          

MEMBER EXCUSED

Robert L. Foley             (By telephone)

UNIVERSITY REPRESENTATIVES PRESENT

Stan L. Albrecht            President
Raymond T. Coward           Executive Vice President and Provost
Sydney M. Peterson          Chief of Staff and Board of Trustees Secretary

Chairman Shipley conducted the meeting.

Personnel items and property issues were discussed.

The Executive Session adjourned at 10:05 a.m.

Richard L. Shipley, Chairman          Sydney M. Peterson, Secretary

Date

1
REGULAR MEETING
UTAH STATE UNIVERSITY BOARD OF TRUSTEES
APRIL 11, 2008

Minutes of the Regular Meeting of the Utah State University Board of Trustees held in the Alma Sonne Board Room of the University Inn at 10:10 a.m.

MEMBERS PRESENT

Richard L. Shipley Chairman
Suzanne Pierce-Moore Vice Chairman
David P. Cook
Robert L. Foley (By Telephone)
Douglas S. Foxley
David Johnson III
Peter A. McChesney
Richard L. Nelson
Paul D. Parkinson
Scott R. Watterson

UNIVERSITY REPRESENTATIVES PRESENT

Stan L. Albrecht President
Raymond T. Coward Executive Vice President and Provost
Gary A. Chambers Vice President for Student Services
Brent C. Miller Vice President for Research
F. Ross Peterson Vice President for University Advancement
Ned M. Weinhken Executive Director of Public Relations and Marketing
Byron R. Burnham Vice Provost and Dean of the School of Graduate Studies
David T. Cowley Associate Vice President for Business and Finance
John DeVilbiss
Annalisa Fox Public Relations Specialist
Karen Hoffman President of the Classified Employees Association
Norman L. Jones Head of the Department of History
Michael J. Kennedy Special Assistant to the President for Federal and State Relations
Shelley L. Lindauer Associate Dean of the School of Graduate Studies
JaLynne Lyon Center for Persons with Disabilities
Katie Jo Nielsen Associate Director of Recruitment
Betsy H. Newman President of the Professional Employees Association
Sydney M. Peterson Chief of Staff and Board of Trustees Secretary
Jenn Putnam  
Director of Admissions
R. Douglas Ramsey  
President of Faculty Senate
Jeffrey D. Sorensen  
Associate Director of Admissions
Mira G. Thatcher  
Secretary

OTHERS PRESENT
Adrian Beorchia  
Sky View High School Student
Grandon B. Brimley  
New Student Body President
Cameron Grant  
Student, College of Engineering
Shannon Johnson  
Student, College of HASS
Kaitlyn Roe  
Mountain Crest High School Student
Erica South  
Student, College of Education and Human Services
Makeda Trujillo  
Student, College of Science
Jennifer Twitchell  
Student, College of Agriculture
Richard Wilson  
Student, College of Science

MEMBER OF THE MEDIA PRESENT
Erin Brunson  
The Salt Lake Tribune (for part of the meeting)
Kim Burgess  
The Herald Journal

Chairman Shipley conducted the meeting and welcomed those present.

I. Chairman’s Report

A. Resolution of Commendation and Appreciation to Peter A. McChesney

Chairman Shipley expressed appreciation to Trustee McChesney for his service as student body president and as a member of the Board of Trustees. He read the Resolution of Appreciation and Commendation to Peter A. McChesney (Appendix A). President Albrecht expressed appreciation to Trustee McChesney for the great leadership he has provided, and said it had been a pleasure to work with him.

B. Introduction of Grandon B. Brimley, New Student Body President

Trustee McChesney introduced Grady B. Brimley, the new student body president, effective April 18. He indicated that Mr. Brimley is respected by his
peers and will continue the work that the Council started. Mr. Brimley stated that he is excited to represent USU’s student body.

President Albrecht welcomed Mr. Brimley. He said he is impressed with the students who come to USU. Many students are involved in service projects inside and outside the country, and several international students are completing degrees and then will return to their countries and make a difference.

C. ASUSU Report

Trustee McChesney reported that the removal of sales tax from text books this year was a big success for students in the state of Utah. It is estimated that this will save students approximately $500,000 each year, which is a few hundred dollars for individual students. Trustee McChesney also noted that the Student Service Center opened this year. (See Appendix HH)

D. Alumni Association Report

Trustee Parkinson reported on the Alumni Association. He stated that the focus has been on students and scholarships. This year they received approximately 450 applications for Alumni Association scholarships, which is more applicants than ever before.

The 2008 goal for license plate sales is 4,000, which would add $100,000 to scholarships offered through the Alumni Association.

Trustee Parkinson also briefly reviewed upcoming alumni events. He said that merit citations will be awarded to individuals at chapter events which will be held in Las Vegas. There will be a good turn out for those events.

The Alumni Association is negotiating with a different credit card company. Revenues from the previous credit card did well, but will now be less. The new company is flexible and will help market the card. (See Appendix GG)

E. Report on Audit Committee Meeting Held April 11, 2008

Audit Committee Chairman Cook reported that the Audit Committee met to review the internal audit plans for this year and approved the minutes of the meeting held on March 7, 2008 (Appendix B). He stated that USU has a reputable internal audit team.

The Audit Committee will give its annual report to the Utah State Board of Regents Audit Committee on April 18.
F. National Conference on Trusteeship

The national conference on Trusteeship sponsored by the Association of Governing Boards will be held in Boston, Massachusetts, April 11-15. Chairman Shipley, Vice Chairman Pierce-Moore, and Sydney Peterson, Secretary of the Board, will attend that conference.

G. Date of the Next Board of Trustees Meetings

The next Board of Trustees meeting will be held on Friday, May 23, 2008, as a telephone conference call.

II. President’s Report

A. Student Resolutions

Trustee McChesney stated that student leadership received nominations from peers of students to be recognized for both academic excellence and extra curricular activities. Six students were nominated to receive Resolutions of Commendation from President Albrecht.

President Albrecht congratulated students from six colleges for being recognized as outstanding students at USU. The resolutions were presented to the following:

- Cameron Grant, College of Engineering (Appendix C)
- Shannon Johnson, College of HASS (Appendix D)
- Erica South, College of Education and Human Services (Appendix E)
- Makeda Trujillo, College of Natural Resources (Appendix F)
- Jennifer Twitchell, College of Agriculture (Appendix G)
- Richard Wilson, College of Science (Appendix H)

B. Enrollment Update

Vice President Chambers reported that the goal set by the Executive Enrollment Committee of 2,600 applications for fall semester will be surpassed. There were 250 more students registered currently than last year at this time. This will be the third consecutive year of strong freshman class enrollment. (See Appendix CC)

C. USTAR Report

Vice President Weinshenker reported that USTAR received an additional $2.5 million one-time from the Legislature, rather than the $10 million ongoing it
requested. USU’s share will be $1 million, which will be used with existing uncommitted funds to propose two new research teams—one in space weather (Physics) and one in bio-manufacturing (Engineering). These teams will be vetted by the USTAR hiring committee in May in anticipation of approval in June.

The building committee for the USTAR building at the Innovation Campus has chosen the design team and the construction manager. The building is expected to be completed in the first half of 2010.

The e-Station, which is being constructed in conjunction with Grow Utah Ventures and will be used by start-up companies, is moving forward. Approximately 1,600 square feet of space has been allocated for that project.

Vice President Weinschenker indicated that USU has completed its investment in the KickStart seed fund in conjunction with vSpring, the U of U, two angel groups, corporate partners, and other universities. The first investment meeting will be held in April. He reported that investments are at $4 million, and it is hoped to increase that amount to $10 million. This will help fund spin-off companies from all of the Utah universities.

USU is involved with the Seed Cache Valley Initiative along with Grow Utah Ventures. President Albrecht is the honorary chair and will make a presentation. This group will identify resources in Cache Valley and help to increase and develop entrepreneurship. (See Appendix AA)

D. Comprehensive Campaign Report

Vice President Peterson reported that the $200 million goal for the comprehensive campaign has been surpassed. He said USU was fortunate to receive a number of large gifts last year, and the amount received to date is $203 million.

A public announcement will be made on April 23 that the Emma Eccles Jones Foundation will donate $25 million to the College of Education and Human Services over a ten year period.

The Foundation Board met on April 11. Ongoing goals for University Advancement include increasing the university endowment, scholarships, assistantships, fellowships, and student-oriented initiatives.

Vice President Peterson said they will now find individuals who are excited about USU and have them assist in the next phase of the campaign. There are many commitments for buildings and physical needs, but student needs and helping colleges and departments in recruiting will also be a priority.
Vice President Peterson expressed appreciation to the Trustees for their assistance in the comprehensive campaign. He said the work is just beginning. (See Appendix DD)

E. College of HASS Dean Search Update

Provost Coward reported that three finalists for the position of Dean of the College of Hass have visited the USU campus. Provost Coward has met with the department heads and program directors of the College of HASS as well as the Search and Screening Committee to receive their input. He and President Albrecht will meet with the finalists and their spouses and will make an appointment in the next three weeks.

F. Tooele Regional Campus Leadership

Provost Coward stated that Kathleen P. Robinson will retire as Executive Director of the Tooele Regional Campus. Following the model used for selecting new leadership at the Uintah Basin, a new Dean and Director will be recruited for Tooele.

G. USU Commencement, May 2008

Sydney Peterson distributed Commencement information to the Trustees. USU Commencement will be held on May 2-3, 2008.

Honorary Degree recipients have been notified and arrangements are being made for them to attend Commencement and receive their awards.

Chairman Shipley encouraged Trustees to attend the Commencement and college ceremonies held on campus as well as graduations at Regional Campuses. He especially encouraged attendance at Brigham City, Tooele, and the Uintah Basin.

H. Utah State Greats (in brief)

Utah State Greats (in brief) was distributed to the Trustees (Appendix I).

I. Recent Events

1. Founder’s Day, March 8, 2008
3. Legislative Appreciation Dinner, Logan, March 18, 2008
J. **Upcoming Events**

1. USU Foundation Board Meeting, April 11-12, 2008
3. Robins Awards, April 19, 2008
4. International Research Reception, April 21, 2008
5. Emma Eccles Jones Foundation Gift Announcement, April 23, 2008
7. USU Retirement Dinner, April 25, 2008
8. USU Commencement, May 2-3, 2008
9. Regional Campus and Center Commencements
   • Brigham City, April 18, 2008
   • Tooele, April 19, 2008
   • Price, April 23, 2008
   • Moab, April 24, 20-08
   • Uintah Basin, April 26, 2008
   • Ephraim/Southwest, May 1, 2008
   • San Juan, May 2, 2008

K. **Tooele Campus Building Groundbreaking**

President Albrecht stated that a groundbreaking would be held at the Tooele Regional Campus on April 14. The mayor of Tooele and the chair of the Tooele County Commission plan to present a gift to USU.

L. **Legislative Leadership Appreciation Dinner**

Michael Kennedy stated that a Legislative leadership dinner will be held in Salt Lake City on April 16 to express appreciation to Legislative leadership and the Executive Appropriations Subcommittee for the great work they did during the 2008 Legislative session, and to continue to educate them about the great things happening at USU.

M. **South Korea Trip**

President Albrecht stated that he and Provost Coward will travel to South Korea May 11-18, 2008. This will provide an opportunity to follow up with one of last year’s Honorary Degree recipients who would like to do some things to help USU. Arrangements have been made for President Albrecht and Provost Coward to meet with senior political leaders and presidents of institutions. President Albrecht stated that they will also meet with alumni in South Korea.
III. Consent Agenda

Trustees were given the following consent agenda material for their consideration:

Minutes of the Executive Session Held on March 7, 2008
Minutes of the Regular Meeting Held on March 7, 2008
Resolution 08-4-1 Faculty and Staff Adjustments (JI)
Resolution 08-4-2 Certificate of the Treasurer for the Period December 2007
   (Appendix K)
Resolution 08-4-3 Certificate of the Treasurer for the Period January 2008
   (Appendix L)
Resolution 08-4-4 Report of Investments for December 2007 (Appendix M)
Resolution 08-4-5 Report of Investments for January 2008 (Appendix N)
Resolution 08-4-6 Capital Facility Acquisition (Appendix O)
Resolution 08-4-7 Contract/Grant Proposals and Awards for January 2008
   (Appendix P)
Resolution 08-4-8 Contract/Grant Proposals and Awards for February 2008
   (Appendix Q)

Acceptance of the following written reports:
   Academic/Provost (Appendix R)
      Faculty and Staff Activities and Achievements (Appendix S)
   Business and Finance (Appendix T)
      Business and Finance Performance Dashboard, April 2008 (Appendix U)
   Extension/Continuing Education (Appendix V)
   Information Technology (Appendix W)
   Research (Appendix X)
      Research Performance Dashboard, FY 2007 (Appendix Y)
      Undergraduate Research Report (Appendix Z)
   Strategic Ventures and Economic Development (Appendix AA)
   Student Services (Appendix BB)
      Enrollment Summary Information (Appendix CC)
   University Advancement (Appendix DD)
      Campaign Progress by Purpose (Appendix EE)
      Monthly Gift Comparison (Appendix FF)
      Significant Gifts Received, February 2008 (Appendix GG)
   Alumni Association (Appendix HH)
   ASUSU (Appendix II)
   Athletics (Appendix JJ)
   Public Relations and Marketing (Appendix KK)
      Public Relations and Marketing Performance Dashboard, March 2008
       (Appendix LL)
   Faculty Senate (Appendix MM)
   Professional Employees Association (Appendix NN)
Classified Employee Association (Appendix OO)
Executive Session to be held on May 23, 2008, to discuss those items which are permitted by law to be discussed in Executive Session.

**Action:** Trustee Foxley moved approval of the Consent Agenda items with a correction to the Faculty and Staff Adjustments, and Trustee Johnson seconded the motion. The voting was unanimous in the affirmative.

IV. **Action Agenda**

A. **Request from the Department of History to Offer a Latin Teaching Minor, Effective Fall Semester 2009**

Trustees were given the request from the Department of History to offer a Latin teaching minor effective fall semester 2009 (Appendix PP) for their consideration. Provost Coward said this program will reach a small number of students. A number of high schools are adding Latin to their curriculum, so there is demand for Latin teachers. This program will be good for Utah as well as surrounding states. No new faculty will be required, and no additional resources are needed.

Dr. Jones, Head of the Department of History, said the need for Latin in Utah schools is increasing, and the three local high schools need Latin teachers this year. This is a national movement because they have discovered that learning Latin improves students’ English.

**Action:** Trustee Foley moved approval of Resolution 08-4-9 the request from the Department of History to offer a Latin teaching minor, effective fall semester 2009 (Appendix PP), and Trustee Pierce-Moore seconded the motion. The voting was unanimous in the affirmative.

B. **Tenure and Promotion Decisions for 2007-2008**

Trustees were given information concerning the Tenure and Promotion decisions for 2007-2008 (Appendix QQ) for their consideration.

Provost Coward stated that 36 faculty will be offered promotion and tenure.

**Action:** Trustee Foxley moved approval of Resolution 08-4-10 the Tenure and Promotion decisions for 2008-2009 (Appendix QQ). Trustee Nelson seconded the motion, and the voting was unanimous in the affirmative.
V. Strategic Agenda

A. School of Graduate Studies

Byron Burnham, Vice Provost and Dean of the School of Graduate Studies, distributed the Graduate Studies 2007-2008 Bulletin listing the degrees offered at USU for masters and PhD graduate students. He said that graduate students represent an army of budding researchers who learn skills working side-by-side with faculty. They help to move forward the research agenda of the university. He said that faculty members would not be as successful as they are without graduate students. These students multiply the activities and effectiveness of faculty members in various ways.

Dean Burnham reported that there are approximately 2,229 post baccalaureate students, and 628 doctoral students. Approximately 1,200 students are non-matriculated and are working toward a certificate or additional study beyond their bachelor’s degree. These students are not enrolled in a graduate program.

Dean Burnham reported the approximate number of graduate students in the colleges as follows:

- College of Education and Human Services – 1,000 students
- College of Science – 300 students
- College of Engineering – 300 students
- College of Business – 277 students
- College of HASS – 222 students
- College of Natural Resources – 157 students
- College of Agriculture – 100 students

The average age of graduate students is 35 years old. Dean Burnham said that this year they will award masters degrees to a 72 year old woman and a 74 year old woman.

A program has recently been initiated to evaluate doctoral faculty productivity. Graduate Studies contracted with a company to rank its program compared to peer institutions – ten other land-grant universities in the west. The results list USU in fifth place. In addition, USU was ranked as the lowest percent of graduate students at approximately 12%, compared to 20% for some institutions. He said that USU is extremely effective for the small number of graduate students enrolled.

Dean Burnham reported that approximately 900 graduate students are awarded assistantships each year through state funding or research dollars.
Dean Burnham reported that fall semester, for the first time, health insurance will be offered to USU graduate students who have assistantships and work 20 hours a week. The University will subsidize the premium at 80%. Students will pay approximately $233 annually for this health insurance coverage. Dean Burnham said the coverage is comparable to faculty and staff insurance. He said that graduate students are recruited by offering stipends, assistantships, and other benefits such as health insurance. USU has been one of only two land-grant universities in the western United States that did not offer health insurance, so this will be extremely beneficial in competing and bidding for graduate students.

Shelley Lindauer, Associate Dean of Graduate Studies, stated that recruiting graduate students is different from recruiting undergraduate students. Graduate students choose a university to study with a particular faculty member or a department. Their home is not with the School of Graduate Studies, but with the department or college they work with. She works closely with departments. She receives information from possible students and determines how to connect those students with departments and faculty members. They are informed about types of research taking place, faculty members willing to work with them, and what they would do after they get their graduate degrees. Graduate students consider the graduate program as the beginning of their careers.

Associate Dean Lindauer agreed that USU is in a better position to recruit graduate students because health benefits will now be offered. She said that USU does not have the resources to compete successfully for graduate students when compared with many programs nationwide, but it does have the advantage of excellent graduate programs. Many students are willing to take less money to come to USU and work in our programs. The health insurance, along with other funding opportunities which Graduate Studies is working on, will give an even greater advantage.

Associate Dean Lindauer said it is helpful for students to come to campus and different symposiums are sponsored for that purpose. The symposiums offer opportunities to speak one-on-one with potential doctoral students.

David Johnson asked how many PhDs are offered through Extension. Associate Dean Lindauer said there is one doctoral program, which is in Education and Human Services. Dean Burnham estimated that there are 20 to 26 masters programs offered through distance education.

Trustee Parkinson asked whether most of distance education is taught through Extension sites or on-line. Associate Dean Lindauer said the Technical Writing program is the only course offered entirely on-line. The majority of distance education programs are delivered through a variety of distance education formats.
Trustee McChesney left the meeting at this time.

B. Admissions

Vice President Chambers introduced Jenn Putnam, Director of the Admissions Office; Katie Jo Nielson, Associate Director of Recruitment; and Jeff Sorensen, Associate Director of Admissions. Director Putnam introduced Kaitlyn Roe, Mountain Crest High School senior; and Adrian Beorchia, Sky View High School senior. She distributed information to those present (Appendix RR).

Associate Director Sorensen discussed projections for enrollment and high school graduation rates throughout the country using numbers published by the Western Interstate Commission for Higher Education (WICHE). Those projections indicate that by 2015, the largest growth nationwide in high school graduates will be in minority groups. WICHE projected that by 2015, in Utah, there will be an increase of 2,490 Hispanic graduates (102% increase) and an increase of 2,629 white graduates (7% increase). He said USU needs to be prepared to attract multicultural students.

Director Putnam said five years ago there were approximately 7 multicultural students annually at USU who were not documented (illegal immigrants), but there are now more than 20. Undocumented students can receive a waiver of the nonresident differential and pay in-state tuition if they have completed 3 years of high school in Utah and graduated. Director Putnam stated that there are 20 to 25 applications from ethnic students out of 5,000 applications, which is a 500% increase in the last 5 years. She said that the undocumented student population is increasing more than any other group. Some high school counselors have asked USU for support and direction for this group of students. Multicultural students in general make up 6% of the new freshmen class each fall. This percentage has held steady over the past few years, but the mix has changed significantly with an increasing number of Hispanic students applying and enrolling. It has been helpful to have Spanish speaking recruiters meet with these students and their parents. Some scholarship dollars have been dedicated to students because of need rather than academic achievement. We do not currently award scholarship dollars to undocumented students.

Provost Coward added that there are two programs through the College of Education and Human Services working with Cache Valley schools to provide information about college to Latino parents and students. These programs are not specifically USU oriented. This program answers questions for parents of underrepresented groups.
Associate Director Nielsen said the competition for recruiting students is getting stronger. Many things influence a student’s decision of which college to attend, including parents, faculty, and alumni. USU focuses on building relationships with high school students. She said that the recruiting staff at USU is incredible. Each is an alum and each loves USU. Each is assigned to a specific territory and is responsible for specific schools. Each has constant contact with students and the schools through e-mails and visits. In addition to the recruiting staff, there are 84 dynamic student ambassadors who are assigned to specific schools and send weekly e-mails to the students. The student ambassadors and recruiters have visited 800 schools this year.

Associate Director stated that individual student financial needs are reviewed. New involvement scholarships have been added this year which will be awarded to dynamic, involved students who may not qualify for academic scholarships.

This year approximately 300 high school counselors attended USU’s high school counselors conference. Associate Director Nielsen stated that these counselors are influential in helping students make decisions. Throughout the year the recruiting staff meets with high school counselors, supplies materials, and consults with them. The counselors continue to send great students to USU.

High school administrators and teachers who are USU alum have a great influence on students. As a new recruiting program this year, they have been asked to talk with students about USU. More than 350 alumni in the high schools have participated, and they have helped to recruit many students.

The recruiting staff works with parents and faculty. They work with USU’s retention office to try to build programs. The programs on campus have a parent’s component.

The recruiting staff has traveled more than 110,000 miles and recruited in more than 10 states. They have held college fairs and open houses, as well as events for prospective students on campus. Associate Director Nielsen reiterated that recruiting is about relationships and meeting students.

Kaitlyn Roe, a senior at Mountain Crest High School, said both of her parents graduated from USU, and she has attended sporting events on campus over the years. She considered attending different institutions, but USU people cared that she came to USU. She visited the campus for the Aggie Leadership Conference and met several people. She had the opportunity to meet several individuals in Education and visited the pre-school. She liked the atmosphere and personal contact, and chose to enroll at USU.
Adrian Beorchia, a senior at Sky View High School, planned to attend the U of U because of its Science program, and he also received many mailings from other institutions such as BYU. He said he chose to enroll at USU because he is known at USU as an individual. Hillary West, the USU student ambassador for Sky View, sent him personal communications. She has contacted all of the seniors and the majority of juniors at Sky View. USU brought Aggie ice cream to the students, gave them tee shirts, and got to know them. He added that visiting campus also helped in his decision. He earned 30 credits through concurrent enrollment classes, had the opportunity to come to the writing center, and met and talked with several individuals. He said that USU alumni who had positive experiences were helpful in making the decision, and his father and sister are alumni. Financial assistance was also a factor, because other universities did not recognize his abilities and hard work as much as USU.

Director Putnam emphasized the importance of building relationships for successful recruiting. She said that USU has always realized the importance of building relationships. Faculty and staff at USU realize their role in recruiting, and they talk with prospective students. Faculty members are willing to travel with the recruiting team, and parents and students appreciate their efforts. Student ambassadors talk about research opportunities with students, and the student body president has visited the high schools. Director Putnam stated that they focus on individual students. USU's recruiters reflect the kinds of experiences students will have at USU because they lived the experience, and their communications with prospective students are positive.

Director Putnam expressed appreciation for her job and the opportunity she has to meet individual students and their parents and help them realize their dreams. She expressed appreciation for her amazing staff, and the support the Trustees have extended.

Trustee Parkinson said that he has been involved with the Admissions Office for more than 20 years – 4 of those years as an ambassador. He said that the staff is as good now as it has ever been. They produce an unbelievable amount of quality work. He said that Vice President Chambers does an excellent job of directing the recruiting staff and giving them opportunities to accomplish their jobs. He said he endorsed 100% what the Admissions Office is doing.

Trustee Pierce-Moore asked what the Admissions Office needs to help further their success. Director Putnam said the support they get from campus is unparalleled with their competition. She said many of the needs have already been addressed. She expressed appreciation to John DeVilbiss and his marketing staff for the materials they produce and said it has been a huge help.

Trustee Parkinson asked how USU's welcome center compares to other universities. Director Putnam said USU's welcome space is adequate.
Vice President Peterson asked if it would be helpful to have materials which would introduce students to campus. Director Putnam said that parking is always an issue, but the Parking Office is good to work with them. She said that better signage on buildings would be helpful, and some of that is being addressed. John DeVilbiss said that the new Visitor’s Guide will soon be published. His office worked closely with Admissions to add information that was needed. A new and improved map will be ready by May. Marketing is working on publications for recruiting.

VI. Health Insurance for Students

Trustee Foxley indicated that students have asked for mandatory health insurance coverage, and many institutions of higher education require health insurance. Governor Huntsman assigned a Task Force to study this issue.

Trustee Foxley suggested that the USU Trustees give support to President Albrecht and USU administration to work with the Commissioner of Higher Education to explore providing health insurance for students systemwide. He said President Albrecht could communicate to Governor Huntsman and Legislative leadership that USU will lead out on this issue if others will join in the effort. President Albrecht agreed that this is an issue that must be considered systemwide.

The Board agreed that they are supportive of President Albrecht and USU leading the effort to provide health insurance to students systemwide.

VII. Textbooks and the Bookstore

Trustee Foxley asked for a report on how internet college textbook sales have affected the Bookstore. Associate Vice President Cowley indicated that his department would furnish a report at a future meeting.

Action: Trustee Johnson made a motion that the meeting adjourn. The Regular Meeting adjourned at 12 noon.

Richard L. Shipley, Chairman

Sydney M. Peterson, Secretary

(Date Taken by Mira G. Thatcher)
ITEM FOR ACTION

RE: Faculty and Staff Adjustments

The attached faculty and staff adjustments are submitted for the Trustees consideration. They have received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The faculty and staff adjustments include three new appointments and three changes in titles or assignments.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the attached faculty and staff adjustments.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The President and the Provost recommend that the Board of Trustees approve three new appointments and three changes in titles or assignments;

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approve the recommendation of the faculty and staff adjustments;

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date
Faculty and Staff Adjustments

a. New Appointment

1. Yolanda Flores Niemann, Dean of the College of Humanities, Arts and Social Sciences, and professor with tenure in the Department of Political Science, effective 1 July 2008. B.A., University of Houston, 1987; M.Ed., University of Houston, 1989; M.A., University of Houston, 1991; Ph.D., University Houston, 1992. Salary to be $168,500/12 mo.

2. Craig D. Jessop, Department Head and professor with tenure, Department of Music, College of Humanities, Arts and Social Sciences, effective May 5, 2008. B.S., Utah State University, 1973; M.A., Brigham Young University, 1976; Ph.D., Stanford University, 1980. Salary to be $136,000/12 mo.

3. Joann Wilson, Program Director and associate professor with tenure, Interior Design Program, College of Humanities, Arts and Social Sciences, effective July 1, 2008. B.S., University of Utah, 1969; M.F.A., University of Utah, 1972; M. Arch., Texas Tech University, 2007. Salary to be $98,000/12 mo.

b. Change in Title or Assignment

1. DeeVon Bailey, Interim Department Head, Department of Economics, Jointly Administered, College of Agriculture and the Jon M. Huntsman School of Business to be Associate Vice President for International Program Development, effective May 1, 2008. Salary to be $127,122/12mo.

2. Todd Moon, Interim Department Head, Department of Electrical Engineering, College of Engineering to be Department Head in the same area, effective May 1, 2008. No change in salary.

3. D. Richard Cutler, Professor, Department of Mathematics and Statistics, College of Science to be Department Head in the same area, effective June 1, 2008. Salary to be $115,000/12 mo.
ITEM FOR ACTION

RE: Certificate of Treasurer for February 2008

The attached Certificate of Treasurer for February 2008 is submitted for the Trustees consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The State Appropriated Funds budget at 29 February 2008 totaled $258,501,669, up $25,518,805 (10.95%) over the same 2006-2007 period. The year-to-date state appropriated funds expenditures totaled $147,683,379, up $15,662,778 (11.86%) over the same 2006-2007 period and represented 57% of the total budget. The percent of budget expended, 57%, was 10% less than would be expected to be spent on a strict time of budget year expired basis. Total expenditures for all funds totaled $353,046,588, up $29,418,229 (9.09%) over the same 2006-2007 period.

RECOMMENDATION

The President and Interim Vice President for Business and Finance recommend that the Board of Trustees approve the Certificate of Treasurer for February 2008.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, authorized invoices and supporting papers have been filed pertaining to those expenditures listed on the attached Certificate of Treasurer;

WHEREAS, expenditures listed on the attached Certificate of Treasurer have been reviewed and approved for payment by the USU Controller's Office, Purchasing Department, and other departments;

WHEREAS, the expenditures listed on the attached Certificate of Treasurer are in accordance with the laws and rules of Utah State University and the State of Utah;

WHEREAS, the Chief Financial Officer for Utah State University, Fred R. Hunsaker, Interim Vice President for Business and Finance, has certified to the best of his knowledge and belief that all expenditures listed on the attached Certificate of Treasurer are legitimate claims against Utah State University and funds were available for payment of said claims;

WHEREAS, Interim Vice President Hunsaker requests approval of the listed expenditures by fund for the period 1 July 2007 to 29 February 2008 on the attached Certificate of Treasurer;

WHEREAS, the President of Utah State University has reviewed the attached Certificate of Treasurer and recommends its approval of those expenditures listed thereon by the Utah State University Board of Trustees; and

WHEREAS, the USU Board of Trustees has reviewed and given due consideration, review, and authorization of the expenditures listed on the attached Certificate of Treasurer:

NOW, THEREFORE, BE IT RESOLEVED that the USU Board of Trustees hereby approves the attached Certificate of Treasurer as presented and ratifies the expenditures listed on said Certificate of Treasurer for February 2008.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date

24
CERTIFICATE OF TREASURER

I, Fred R. Hunsaker, Interim Vice President for Business and Finance, of Utah State University, do hereby certify as follows and request approval of the listed expenditures by fund for the period 1 July 2007 to 29 February 2008.

Authorization, invoices, and supporting papers have been filed pertaining to the following enumerated expenditures, which have been reviewed and processed for payment by the Controller's Office, Purchasing Department, and other departments; according to the laws, rules, and regulations of Utah State University and the State of Utah. To the best of my knowledge and belief, all are legitimate claims against Utah State University and funds were available for payment of said claims.

<table>
<thead>
<tr>
<th>State Appropriated Funds</th>
<th>Budget</th>
<th>Percent of Budget Expended</th>
<th>01-Feb 29-Feb-08</th>
<th>Year to Date</th>
<th>Prior Year to Date</th>
<th>Increase (Decrease) from Prior Year</th>
<th>Percent Increase (Decrease) from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and General (Except Athletics)</td>
<td>$183,772,171</td>
<td>59%</td>
<td>$14,882,228</td>
<td>108,254,077</td>
<td>$99,134,336</td>
<td>$9,119,741</td>
<td>9.20%</td>
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<tr>
<td>Athletics</td>
<td>2,725,211</td>
<td>66%</td>
<td>218,437</td>
<td>1,786,973</td>
<td>1,592,620</td>
<td>194,353</td>
<td>12.20%</td>
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<tr>
<td>Agricultural Experiment Station</td>
<td>17,633,841</td>
<td>46%</td>
<td>1,125,131</td>
<td>8,076,466</td>
<td>7,373,135</td>
<td>703,331</td>
<td>9.54%</td>
</tr>
<tr>
<td>UWRLE Appropriation</td>
<td>2,722,415</td>
<td>35%</td>
<td>102,013</td>
<td>951,645</td>
<td>920,932</td>
<td>30,713</td>
<td>3.33%</td>
</tr>
<tr>
<td>UWRLE Apportionment</td>
<td>5,143,265</td>
<td>31%</td>
<td>210,509</td>
<td>1,592,112</td>
<td>1,504,613</td>
<td>87,499</td>
<td>5.82%</td>
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<tr>
<td>Tooele - Cont. Ed. Center</td>
<td>8,336,821</td>
<td>68%</td>
<td>1,071,291</td>
<td>5,639,806</td>
<td>4,166,820</td>
<td>1,472,986</td>
<td>35.35%</td>
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<tr>
<td>Educationally Disadvantaged</td>
<td>295,131</td>
<td>69%</td>
<td>16,402</td>
<td>202,528</td>
<td>180,542</td>
<td>21,986</td>
<td>12.18%</td>
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<tr>
<td>Southeastern Utah - Cont. Ed. Center</td>
<td>1,636,827</td>
<td>59%</td>
<td>152,362</td>
<td>961,140</td>
<td>731,876</td>
<td>229,264</td>
<td>31.33%</td>
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<tr>
<td>Uintah Basin - Cont. Ed. Center</td>
<td>7,009,511</td>
<td>54%</td>
<td>423,754</td>
<td>3,756,231</td>
<td>3,970,519</td>
<td>(214,288)</td>
<td>(5.40)%</td>
</tr>
<tr>
<td>Cooperative Extension</td>
<td>14,565,363</td>
<td>55%</td>
<td>990,920</td>
<td>8,003,242</td>
<td>7,856,946</td>
<td>146,296</td>
<td>1.86%</td>
</tr>
<tr>
<td>Brigham City - Cont. Ed. Center</td>
<td>10,149,666</td>
<td>58%</td>
<td>1,210,714</td>
<td>5,925,908</td>
<td>3,899,540</td>
<td>2,026,368</td>
<td>51.96%</td>
</tr>
<tr>
<td>USTAR</td>
<td>4,511,447</td>
<td>56%</td>
<td>354,994</td>
<td>2,533,251</td>
<td>688,722</td>
<td>1,844,529</td>
<td>267.82%</td>
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<tr>
<td><strong>Total State Appropriated Funds</strong></td>
<td><strong>$258,501,669</strong></td>
<td><strong>57%</strong></td>
<td><strong>20,758,755</strong></td>
<td><strong>147,683,379</strong></td>
<td><strong>132,020,601</strong></td>
<td><strong>15,662,778</strong></td>
<td><strong>11.86%</strong></td>
</tr>
</tbody>
</table>

Total State Appropriated Funds 2006-2007: $232,982,864
Increase from 2006-2007: $25,518,805
Percent Increased from 2006-2007: 10.95%
### Other Unrestricted Funds

<table>
<thead>
<tr>
<th></th>
<th>01-Feb</th>
<th>Year to Date</th>
<th>Prior Year to Date</th>
<th>Increase (Decrease) from Prior Year</th>
<th>Percent Increase (Decrease) from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29-Feb-08</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overhead Reimbursement for R &amp; D</td>
<td>$147,507</td>
<td>$3,925,575</td>
<td>$4,780,351</td>
<td>($854,776)</td>
<td>(17.88) %</td>
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<tr>
<td>Designated</td>
<td>3,534,691</td>
<td>25,800,082</td>
<td>31,628,523</td>
<td>(5,828,441)</td>
<td>(18.43) %</td>
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<tr>
<td>Service Departments</td>
<td>4,498,748</td>
<td>30,863,464</td>
<td>27,428,043</td>
<td>3,435,421</td>
<td>12.53 %</td>
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<tr>
<td>Auxiliary Enterprises (Except Athletics)</td>
<td>2,289,213</td>
<td>22,825,551</td>
<td>22,037,129</td>
<td>788,422</td>
<td>3.58 %</td>
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<tr>
<td>Athletics</td>
<td>502,752</td>
<td>7,696,515</td>
<td>5,890,972</td>
<td>1,805,543</td>
<td>30.65 %</td>
</tr>
<tr>
<td></td>
<td>10,972,911</td>
<td>91,111,187</td>
<td>91,765,018</td>
<td>(653,831)</td>
<td>(0.71) %</td>
</tr>
</tbody>
</table>

### Other Restricted Funds

<table>
<thead>
<tr>
<th></th>
<th>01-Feb</th>
<th>Year to Date</th>
<th>Prior Year to Date</th>
<th>Increase (Decrease) from Prior Year</th>
<th>Percent Increase (Decrease) from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29-Feb-08</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>887,933</td>
<td>9,390,937</td>
<td>8,650,150</td>
<td>740,787</td>
<td>8.56 %</td>
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<tr>
<td>Research</td>
<td>3,897,694</td>
<td>31,404,062</td>
<td>31,776,837</td>
<td>(372,775)</td>
<td>(1.17) %</td>
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<tr>
<td>Public Service</td>
<td>2,337,805</td>
<td>20,523,586</td>
<td>16,770,732</td>
<td>3,752,854</td>
<td>22.38 %</td>
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<tr>
<td>Academic Support</td>
<td>485,321</td>
<td>2,495,639</td>
<td>2,090,110</td>
<td>405,529</td>
<td>19.40 %</td>
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<tr>
<td>Student Services</td>
<td>341,671</td>
<td>1,716,466</td>
<td>2,457,516</td>
<td>(741,050)</td>
<td>(30.15) %</td>
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<tr>
<td>Institutional Support</td>
<td>65,488</td>
<td>404,923</td>
<td>655,497</td>
<td>(250,574)</td>
<td>(38.23) %</td>
</tr>
<tr>
<td>Operation and Maintenance of Plant</td>
<td>1,284</td>
<td>41,177</td>
<td>23,575</td>
<td>17,602</td>
<td>74.66 %</td>
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<tr>
<td>Scholarships and Fellowships</td>
<td>1,199,400</td>
<td>29,362,036</td>
<td>26,940,648</td>
<td>2,421,388</td>
<td>8.99 %</td>
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<tr>
<td>Service Departments</td>
<td>2,347</td>
<td>11,955</td>
<td>9,920</td>
<td>2,735</td>
<td>29.66 %</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>7,901</td>
<td>113,711</td>
<td>99,438</td>
<td>14,273</td>
<td>14.35 %</td>
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<tr>
<td></td>
<td>9,226,844</td>
<td>95,464,492</td>
<td>89,473,723</td>
<td>5,990,769</td>
<td>6.70 %</td>
</tr>
</tbody>
</table>

### Other Funds

<table>
<thead>
<tr>
<th></th>
<th>01-Feb</th>
<th>Year to Date</th>
<th>Prior Year to Date</th>
<th>Increase (Decrease) from Prior Year</th>
<th>Percent Increase (Decrease) from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29-Feb-08</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plant Funds</td>
<td>1,423,372</td>
<td>17,812,013</td>
<td>9,502,473</td>
<td>8,309,540</td>
<td>87.45 %</td>
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<tr>
<td>Associated Students</td>
<td>81,426</td>
<td>757,823</td>
<td>662,736</td>
<td>95,087</td>
<td>14.35 %</td>
</tr>
<tr>
<td>Other Agency Funds</td>
<td>3,670</td>
<td>217,694</td>
<td>203,808</td>
<td>13,886</td>
<td>6.81 %</td>
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<tr>
<td></td>
<td>1,508,468</td>
<td>18,787,530</td>
<td>10,369,017</td>
<td>8,418,513</td>
<td>81.19 %</td>
</tr>
<tr>
<td>Total All Funds</td>
<td>$42,466,978</td>
<td>$353,046,588</td>
<td>$323,628,359</td>
<td>$29,418,229</td>
<td>9.09 %</td>
</tr>
</tbody>
</table>

**May 12, 2008**

Date

Signature: Fred R. Hunsaker
ITEM FOR ACTION

RE: Report of Investments for February 2008

The attached Report of Investments for February 2008 is submitted for the Trustees consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY


CASH MANAGEMENT INVESTMENT POOL

The average daily fair value invested during February 2008 was $225,537,067, up $178,813 over January 2008. Total investment income was $1,328,027, up $158,475 over January 2008, reflecting the increase in the amount available for investing and an increase in total investment return. The annualized total investment return was 7.31%, up 1.28% over January 2008.

Year-to-date numbers show that the average daily fair value invested for FY 2007-2008 was $201,315,617, up $30,187,652 (17.64%) over FY 2006-2007. Total interest income for FY 2007-2008 amounted to $6,495,684, up $1,210,782 (22.91%) over FY 2006-2007, reflecting an increase in the amount available for investing and an increase in interest rates.

The total amount invested at 29 February 2008 was $225,512,706, up $38,917,875 (20.86%) over 28 February 2007.

ENDOWMENT POOL

The average daily fair value invested during February 2008 was $72,512,713, down $2,061,004 from January 2008. Interest and dividend income of $138,074 plus net realized gains of $3,869 totaled $141,943 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2007-2008 was $74,261,134, up $20,954,474 (39.31%) over FY 2006-2007. Total realized income for FY 2007-2008 was $1,519,509, up $522,126 (52.35%) over FY 2006-2007. This increase resulted from $517,807 more in interest and dividends and $4,319 more net realized gains during FY 2007-2008.

The total amount invested at 29 February 2008 was $72,216,274, up $16,051,214 (28.58%) over 28 February 2007.

WELLS FARGO BANK - BALANCED FUND

The average daily fair value invested during February 2008 was $8,671,703, down $441,960
from January 2008. Interest and dividend income totaled $6,432 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2007-2008 was $9,445,527, down $527,621 (5.29%) from FY 2006-2007. Total realized income for FY 2007-2008 was $448,209, up $73,607 (19.65%) over FY 2006-2007. This increase in realized income resulted from $76,098 more in interest and dividends and $2,491 more net realized losses during FY 2007-2008.

The total amount invested at 29 February 2008 was $8,555,070, down $1,677,747 (16.40%) from 28 February 2007.

THE COMMONFUND - COMMINGLED INVESTMENT FUNDS

The average daily fair value invested during February 2008 was $43,897,041, down $1,777,501 from January 2008. Interest and dividend income of $60,931 plus net realized gains of $3,869 totaled $64,800 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2007-2008 was $46,538,920, up $11,085,668 (31.27%) over FY 2006-2007. Total realized income for FY 2007-2008 was $483,495, up $103,731 (27.31%) over FY 2006-2007. This increase resulted from $96,921 more in interest and dividends and $6,810 more net realized gains during FY 2007-2008.

The total amount invested at 29 February 2008 was $43,681,670, up $6,804,033 (18.45%) over 28 February 2007.

OTHER INVESTMENTS

The average daily fair value invested during February 2008 was $2,096,202, down $3,629 from January 2008. Interest and dividend income totaled $5,022 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2007-2008 was $2,119,836, up $622,025 (41.53%) over FY 2006-2007. Total realized income for FY 2007-2008 was $99,228, up $52,527 (112.48%) over FY 2006-2007. This increase resulted from $49,990 more in interest and dividend income and $2,537 less net realized losses during FY 2007-2008.

The total amount invested at 29 February 2008 was $2,116,050 up $587,399 (38.43%) over 28 February 2007.

ENDOWMENT TRUSTS

The average daily fair value invested during February 2008 was $6,311,584, down $332,009 from January 2008. Interest and dividend income of $7,043 totaled $7,043 in realized income for the month.
Year-to-date numbers show that the average daily fair value invested for FY 2007-2008 was $6,760,762, up $445,003 (7.05%) over FY 2006-2007. Total realized income for FY 2007-2008 was $911,689, up $754,634 (480.49%) over FY 2006-2007. This increase resulted from $10,455 more interest and dividend income and $744,179 more net realized gains during FY 2007-2008.

The total amount invested at 29 February 2008 was $6,101,890, down $156,156 (2.50%) from 28 February 2007.

PLANT FUND TRUSTS

The average daily fair value invested during February 2008 was $2,534,946, down $34,656 from January 2008. Interest income totaled $8,997 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2007-2008 was $4,333,572, down $12,017,497 (73.50%) from FY 2006-2007. Total realized income for FY 2007-2008 was $184,113, down $418,712 (73.87%) from FY 2006-2007. This decrease reflects the decreased amount available for investing and a decrease in the rate of return.

The total amount invested at 29 February 2008 was $2,338,875, down $8,667,723 (78.75%) from 28 February 2007.

SUMMARY OF INVESTMENT TRANSACTIONS

This report summarizes all investment transactions for February 2008. The aggregate net realized gains for the month were $3,869 and earnings were $889,952.

RECOMMENDATION

The President and Interim Vice President for Business and Finance recommend that the Board of Trustees approve the Report of Investments for February 2008.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, the attached Report of Investments containing authorized transactions, documentation, and supporting papers has been filed for review by the Board of Trustees pertaining to the investment activities;

WHEREAS, the investment transactions listed on the attached Report of Investments have been approved by the USU Controller’s Office;

WHEREAS, the investment activities listed on the attached Report of Investments are in accordance with the Utah State Money Management Act, the rules of the Utah State Money Management Council, the Utah State Uniform Prudent Management of Institutional Funds Act, and the laws and rules of Utah State University and the State of Utah;

WHEREAS, the Chief Financial Officer for Utah State University, Fred R. Hunsaker, Interim Vice President for Business and Finance, has certified to the best of his knowledge and belief all investment transactions listed on the attached Report of Investments were made in accordance with the guidelines, rules, and laws;

WHEREAS, Interim Vice President Hunsaker requests approval of the attached Report of Investments for the period 1 February 2008 to 29 February 2008 and comparative year-to-date totals for the periods 1 July 2006 to 28 February 2007 and 1 July 2007 to 29 February 2008;

WHEREAS, the President of Utah State University has reviewed the attached report and recommends its approval by the Utah State University Board of Trustees; and

WHEREAS, the USU Board of Trustees has reviewed and given due consideration, review, and authorization of the investment transactions listed on the attached Report of Investments for the period 1 February 2008 to 29 February 2008 and comparative year-to-date totals for the periods 1 July 2006 to 28 February 2007 and 1 July 2007 to 29 February 2008:

NOW, THEREFORE, BE IT RESOLVED that the USU Board of Trustees hereby approves the attached Report of Investments as presented and ratifies the transactions listed on said Report of Investments for 1 February 2008 to 29 February 2008.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date
UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
FEBRUARY 2008

The following schedules (A through F) provide a report of the University's investments. To the best of my knowledge, Utah State University is in compliance with the Utah State Money Management Act and the rules of the Utah State Money Management Council and the Utah State Uniform Prudent Management of Institutional Funds Act.

David T. Cowley
Associate Vice President for Business and Finance

5/1/08
Date

Fred R. Hunsaker
Interim Vice President for Business and Finance

May 12, 2008
Date
## UTAH STATE UNIVERSITY
### CASH MANAGEMENT INVESTMENT POOL
#### SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

<table>
<thead>
<tr>
<th></th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Fair Value</th>
<th>Total Interest Income</th>
<th>Less Service Charges</th>
<th>Net Interest Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul 2007</td>
<td>$170,264,111</td>
<td>$102,529,533</td>
<td>$93,900,714</td>
<td>$300,233</td>
<td>$179,193,163</td>
<td>$176,066,419</td>
<td>$726,548</td>
<td>$4,253</td>
<td>$722,295</td>
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<tr>
<td>Oct 2007</td>
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<td>113,011,359</td>
<td>113,529,795</td>
<td>69,700</td>
<td>199,290,918</td>
<td>197,244,833</td>
<td>831,578</td>
<td>5,961</td>
<td>825,617</td>
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<td>Nov 2007</td>
<td>199,290,918</td>
<td>119,928,595</td>
<td>124,373,038</td>
<td>360,430</td>
<td>195,206,905</td>
<td>194,161,684</td>
<td>791,160</td>
<td>5,060</td>
<td>786,100</td>
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<tr>
<td>Dec 2007</td>
<td>195,206,905</td>
<td>152,941,256</td>
<td>138,317,394</td>
<td>(24,720)</td>
<td>209,806,047</td>
<td>203,124,031</td>
<td>841,609</td>
<td>4,111</td>
<td>837,498</td>
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<tr>
<td>Jan 2008</td>
<td>209,806,047</td>
<td>186,804,021</td>
<td>167,655,683</td>
<td>239,518</td>
<td>229,193,903</td>
<td>225,358,254</td>
<td>930,034</td>
<td>5,145</td>
<td>924,889</td>
</tr>
<tr>
<td>Feb 2008</td>
<td>229,193,903</td>
<td>198,689,323</td>
<td>202,897,020</td>
<td>526,500</td>
<td>225,512,706</td>
<td>225,537,067</td>
<td>801,527</td>
<td>6,474</td>
<td>795,053</td>
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<tr>
<td>Mar 2008</td>
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<td>May 2008</td>
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</table>

### Comparative Totals:

<table>
<thead>
<tr>
<th>Year-to-date</th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Fair Value</th>
<th>Total Interest Income</th>
<th>Less Service Charges</th>
<th>Net Interest Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2007-08</td>
<td>$170,264,111</td>
<td>$1,260,549,163</td>
<td>$1,207,415,920</td>
<td>$2,115,352</td>
<td>$225,512,706</td>
<td>$201,315,617</td>
<td>$6,495,684</td>
<td>$39,688</td>
<td>$6,456,996</td>
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<tr>
<td>FY 2006-07</td>
<td>146,237,242</td>
<td>1,001,416,779</td>
<td>962,439,003</td>
<td>1,379,813</td>
<td>186,594,831</td>
<td>171,127,965</td>
<td>5,284,902</td>
<td>40,630</td>
<td>5,244,272</td>
</tr>
<tr>
<td>Amt Change</td>
<td>38,917,875</td>
<td>20.86%</td>
<td>17.64%</td>
<td>22.91%</td>
<td>-2.32%</td>
<td>23.11%</td>
<td></td>
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</tbody>
</table>

### Note:
The Cash Management Investment Pool includes cash of all funds over estimated daily operating requirements.
UTAH STATE UNIVERSITY  
CASH MANAGEMENT INVESTMENT POOL  
SUMMARY OF INVESTMENT TRANSACTIONS AND PERFORMANCE  
For the Month of February 2008  

<table>
<thead>
<tr>
<th></th>
<th>Purchases</th>
<th>Cost</th>
<th>Sales</th>
<th>Earnings</th>
<th>Change in Fair Value</th>
<th>Total Investment Income</th>
<th>Average Daily Fair Value</th>
<th>Annualized Total Investment Return</th>
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<tr>
<td>Wells Fargo - Sweep Account</td>
<td>$116,738,813</td>
<td>$123,535,353</td>
<td>$123,535,353</td>
<td>$14,015</td>
<td>$14,015</td>
<td>$7,203,492</td>
<td>2.42%</td>
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<td>Utah Public Treasurers' Investment Fund</td>
<td>20,000,000</td>
<td>258,050</td>
<td>258,050</td>
<td>75,973,358</td>
<td>4.22%</td>
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<tr>
<td>Time Certificates of Deposit</td>
<td>13,000,000</td>
<td>12,000,000</td>
<td>12,000,000</td>
<td>237,338</td>
<td>237,338</td>
<td>59,172,414</td>
<td>4.98%</td>
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<tr>
<td>Commercial Paper and Corporate Notes</td>
<td>3,830,510</td>
<td>9,289</td>
<td>3,728</td>
<td>13,017</td>
<td>2,377,558</td>
<td>6.80%</td>
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<tr>
<td>Obligations of U. S. Government</td>
<td>45,120,000</td>
<td>67,361,667</td>
<td>67,361,667</td>
<td>282,835</td>
<td>805,607</td>
<td>80,810,245</td>
<td>12.38%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$198,689,323</strong></td>
<td><strong>$202,897,020</strong></td>
<td><strong>$202,897,020</strong></td>
<td><strong>$801,527</strong></td>
<td><strong>$526,500</strong></td>
<td><strong>$1,328,027</strong></td>
<td><strong>$225,537,067</strong></td>
<td><strong>7.31%</strong></td>
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</table>
## UTAH STATE UNIVERSITY
### ENDOWMENT POOL
### SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

<table>
<thead>
<tr>
<th></th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Fair Value</th>
<th>Total Interest and Dividends</th>
<th>Realized Gain or (Loss)</th>
<th>Total Realized Income</th>
<th>Less Expenses</th>
<th>Net Realized Income/(Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul 2007</td>
<td>$72,929,183</td>
<td>$531,966</td>
<td>$487,481</td>
<td>($858,208)</td>
<td>$72,115,460</td>
<td>$72,749,318</td>
<td>$142,230</td>
<td>$4,302</td>
<td>$146,532</td>
<td>0</td>
<td>$146,532</td>
</tr>
<tr>
<td>Aug 2007</td>
<td>72,115,460</td>
<td>84,348</td>
<td>17,562</td>
<td>61,359</td>
<td>72,743,605</td>
<td>72,429,754</td>
<td>144,057</td>
<td>4,382</td>
<td>148,439</td>
<td>0</td>
<td>148,439</td>
</tr>
<tr>
<td>Sep 2007</td>
<td>72,743,605</td>
<td>163,658</td>
<td>88,223</td>
<td>2,230,712</td>
<td>75,049,752</td>
<td>73,899,636</td>
<td>97,506</td>
<td>4,564</td>
<td>102,070</td>
<td>354</td>
<td>101,716</td>
</tr>
<tr>
<td>Oct 2007</td>
<td>75,049,752</td>
<td>698,669</td>
<td>101,667</td>
<td>1,628,225</td>
<td>77,274,979</td>
<td>76,406,187</td>
<td>132,276</td>
<td>4,693</td>
<td>136,969</td>
<td>0</td>
<td>136,969</td>
</tr>
<tr>
<td>Nov 2007</td>
<td>77,274,979</td>
<td>194,630</td>
<td>222,909</td>
<td>(1,934,025)</td>
<td>75,312,675</td>
<td>76,295,564</td>
<td>130,110</td>
<td>1,039</td>
<td>131,149</td>
<td>0</td>
<td>131,149</td>
</tr>
<tr>
<td>Dec 2007</td>
<td>75,312,675</td>
<td>595,639</td>
<td>41,447</td>
<td>(807,950)</td>
<td>75,058,917</td>
<td>75,222,182</td>
<td>559,332</td>
<td>4,543</td>
<td>563,875</td>
<td>25,340</td>
<td>538,535</td>
</tr>
<tr>
<td>Jan 2008</td>
<td>75,058,917</td>
<td>1,539,665</td>
<td>153,116</td>
<td>(3,636,912)</td>
<td>72,808,554</td>
<td>74,573,717</td>
<td>144,275</td>
<td>4,257</td>
<td>148,532</td>
<td>0</td>
<td>148,532</td>
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<td>Feb 2008</td>
<td>72,808,554</td>
<td>85,415</td>
<td>21,123</td>
<td>(656,572)</td>
<td>72,216,274</td>
<td>72,512,713</td>
<td>138,074</td>
<td>3,869</td>
<td>141,943</td>
<td>0</td>
<td>141,943</td>
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<td>Mar 2008</td>
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<td>May 2008</td>
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<td>Jun 2008</td>
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</tbody>
</table>

### Comparative Totals:

<table>
<thead>
<tr>
<th></th>
<th>Year-to-date</th>
<th></th>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2007-08</td>
<td>$72,929,183</td>
<td>$3,893,990</td>
<td>$1,133,528</td>
<td>($3,473,371)</td>
<td>$72,216,274</td>
<td>$74,261,134</td>
<td>$1,487,860</td>
<td>$31,649</td>
</tr>
<tr>
<td>Amt Change</td>
<td>16,051,214</td>
<td>20,954,474</td>
<td>517,807</td>
<td>4,319</td>
<td>522,126</td>
<td>12,621</td>
<td>209,505</td>
<td>51.76%</td>
</tr>
</tbody>
</table>

### Note:

The Endowment Pool includes endowment funds designated for long-term investment. Included in this pool are endowment funds invested in the University's Cash Management Investment Pool (CMIP) consisting of $19,970,807 principal beginning balance, a $19,979,534 ending balance, and a $19,943,969 average daily balance for the current month. Current month interest and dividends from the CMIP were $70,721 bringing the total to $587,825 year to date. These amounts have also been reported in schedules A-1 and A-2.

The July beginning fair value has been adjusted to reflect the amount distributed to expendable accounts at fiscal year end.
<table>
<thead>
<tr>
<th>Total Number of Units</th>
<th>Fair Value Per Unit</th>
<th></th>
<th></th>
<th></th>
<th>Net Earnings</th>
<th>Earnings Per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning of Month</td>
<td>End of Month</td>
<td>Percent Change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 2007</td>
<td>403,881.34</td>
<td>$180.5708</td>
<td>$178.5561</td>
<td>-1.12%</td>
<td>$142,230</td>
<td>$0.3522</td>
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<tr>
<td>August 2007</td>
<td>403,881.34</td>
<td>178.5561</td>
<td>180.1113</td>
<td>0.87%</td>
<td>144,057</td>
<td>0.3567</td>
</tr>
<tr>
<td>September 2007</td>
<td>403,881.34</td>
<td>180.1113</td>
<td>185.8213</td>
<td>3.17%</td>
<td>97,506</td>
<td>0.2414</td>
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<tr>
<td>October 2007</td>
<td>405,790.47</td>
<td>185.8213</td>
<td>190.4307</td>
<td>2.48%</td>
<td>132,276</td>
<td>0.3260</td>
</tr>
<tr>
<td>November 2007</td>
<td>405,790.47</td>
<td>190.4307</td>
<td>185.5950</td>
<td>-2.54%</td>
<td>130,110</td>
<td>0.3206</td>
</tr>
<tr>
<td>December 2007</td>
<td>405,790.47</td>
<td>185.5950</td>
<td>184.9696</td>
<td>-0.34%</td>
<td>559,332</td>
<td>1.3784</td>
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<tr>
<td>January 2008</td>
<td>411,750.00</td>
<td>184.9696</td>
<td>176.8271</td>
<td>-4.40%</td>
<td>144,275</td>
<td>0.3504</td>
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<td>February 2008</td>
<td>411,750.00</td>
<td>176.8271</td>
<td>175.3886</td>
<td>-0.81%</td>
<td>138,074</td>
<td>0.3353</td>
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<td>April 2008</td>
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<td>June 2008</td>
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### UTAH STATE UNIVERSITY
WELLS FARGO BANK - BALANCED FUND
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

<table>
<thead>
<tr>
<th></th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Fair Value</th>
<th>Total Interest and Dividends</th>
<th>Realized Gain or (Loss)</th>
<th>Total Realized Income</th>
<th>Loss Expenses</th>
<th>Net Realized Income/(Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-07</td>
<td>$9,693,451</td>
<td>$1,430</td>
<td>$26,596</td>
<td>($252,565)</td>
<td>$9,415,720</td>
<td>$9,554,586</td>
<td>$6,836</td>
<td>($11)</td>
<td>$6,825</td>
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<td>$6,825</td>
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<td>Aug-07</td>
<td>9,415,720</td>
<td>8,453</td>
<td>6,415</td>
<td>130,094</td>
<td>9,547,852</td>
<td>9,481,786</td>
<td>8,925</td>
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<td>8,925</td>
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<td>8,925</td>
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<tr>
<td>Sep-07</td>
<td>9,547,852</td>
<td>83,122</td>
<td>75,395</td>
<td>306,992</td>
<td>9,862,571</td>
<td>9,705,212</td>
<td>6,672</td>
<td>172</td>
<td>6,844</td>
<td>354</td>
<td>6,490</td>
</tr>
<tr>
<td>Oct-07</td>
<td>9,862,571</td>
<td>6,048</td>
<td>88,597</td>
<td>132,615</td>
<td>9,912,637</td>
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<td>9,912,637</td>
<td>114,988</td>
<td>215,029</td>
<td>(338,749)</td>
<td>9,473,847</td>
<td>9,693,242</td>
<td>6,076</td>
<td>(3,404)</td>
<td>2,672</td>
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<tr>
<td>Dec-07</td>
<td>9,473,847</td>
<td>402,438</td>
<td>31,013</td>
<td>(406,282)</td>
<td>9,438,990</td>
<td>9,456,419</td>
<td>403,084</td>
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<td>403,084</td>
<td>25,340</td>
<td>377,744</td>
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<tr>
<td>Jan-08</td>
<td>9,438,990</td>
<td>112</td>
<td>137,746</td>
<td>(513,020)</td>
<td>8,788,336</td>
<td>9,113,663</td>
<td>6,762</td>
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<td>6,762</td>
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<tr>
<td>Feb-08</td>
<td>8,788,336</td>
<td>13,688</td>
<td>13,719</td>
<td>(233,235)</td>
<td>8,555,070</td>
<td>8,671,703</td>
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<td>May-08</td>
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<td>Jun-08</td>
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</tbody>
</table>

#### Comparative Totals:

**Year-to-date**

<table>
<thead>
<tr>
<th></th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
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<th>Realized Gain or (Loss)</th>
<th>Total Realized Income</th>
<th>Loss Expenses</th>
<th>Net Realized Income/(Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2007-08</td>
<td>$9,693,451</td>
<td>$630,279</td>
<td>$594,510</td>
<td>($1,174,150)</td>
<td>$8,555,070</td>
<td>$9,445,527</td>
<td>$451,452</td>
<td>($3,243)</td>
<td>$448,209</td>
<td>$25,694</td>
<td>$422,515</td>
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<tr>
<td>FY 2006-07</td>
<td>9,422,748</td>
<td>468,102</td>
<td>232,490</td>
<td>574,457</td>
<td>10,232,817</td>
<td>9,973,148</td>
<td>375,354</td>
<td>(752)</td>
<td>374,602</td>
<td>13,073</td>
<td>361,529</td>
</tr>
<tr>
<td>Amt Change</td>
<td>(1,677,747)</td>
<td>(527,621)</td>
<td>(76,098)</td>
<td>(2,491)</td>
<td>73,607</td>
<td>12,621</td>
<td>60,986</td>
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<tr>
<td>% Change</td>
<td>-16.40%</td>
<td>-5.29%</td>
<td>20.27%</td>
<td>-331.25%</td>
<td>19.65%</td>
<td>96.54%</td>
<td>16.87%</td>
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</tbody>
</table>

**Note:** The Wells Fargo Bank - Balanced Fund includes endowment funds designated for long-term investment.
<table>
<thead>
<tr>
<th>Month</th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Fair Value</th>
<th>Total Interest and Dividends</th>
<th>Realized Gain or (Loss)</th>
<th>Total Realized Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul 2007</td>
<td>$46,468,313</td>
<td>$6,493</td>
<td>$460,885</td>
<td>($605,643)</td>
<td>$45,408,278</td>
<td>$45,938,296</td>
<td>$65,343</td>
<td>$4,313</td>
<td>$69,656</td>
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<tr>
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<td>45,408,278</td>
<td>2,705</td>
<td>8,647</td>
<td>431,265</td>
<td>45,833,601</td>
<td>45,620,940</td>
<td>64,077</td>
<td>4,382</td>
<td>68,459</td>
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<tr>
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<td>45,833,601</td>
<td>5,000</td>
<td>7,828</td>
<td>1,923,720</td>
<td>47,754,493</td>
<td>46,794,047</td>
<td>21,669</td>
<td>4,392</td>
<td>26,061</td>
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<td>Oct 2007</td>
<td>47,754,493</td>
<td>5,000</td>
<td>8,070</td>
<td>1,495,610</td>
<td>49,247,033</td>
<td>48,500,763</td>
<td>49,808</td>
<td>4,693</td>
<td>54,501</td>
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<td>Nov 2007</td>
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<td>0</td>
<td>7,880</td>
<td>(1,595,276)</td>
<td>47,643,877</td>
<td>48,445,455</td>
<td>50,190</td>
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<td>2,449</td>
<td>7,985</td>
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<td>47,236,673</td>
<td>47,440,275</td>
<td>80,494</td>
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<td>7,870</td>
<td>(3,123,892)</td>
<td>44,112,411</td>
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<td>43,897,041</td>
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</table>

Comparative Totals:

Year-to-date

| FY 2007-08 | $46,468,313 | $29,147 | $516,569 | ($2,299,221) | $43,681,670 | $46,538,920 | $448,603 | $34,892 | $483,495 |
| FY 2006-07 | 33,669,909 | 0       | 200,015  | 3,407,743  | 36,877,637 | 35,453,252 | 351,682 | 28,082 | 379,764 |
| Amt Change | 6,804,403  | 11,085,668 | 96,921  | 24,251 | 103,731 |
| % Change   | 18.45%     | 31.27%   | 27.56%   | 24.25% | 27.31% |

Note: Commonfund - Commingled Investment Funds includes endowment funds designated for long-term investment.
<table>
<thead>
<tr>
<th></th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
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<th>Realized Gain or (Loss)</th>
<th>Total Realized Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul 2007</td>
<td>$2,107,554</td>
<td>$25,481</td>
<td>$19,277</td>
<td>($13,077)</td>
<td>$2,100,681</td>
<td>$2,104,118</td>
<td>$11,048</td>
<td>$765</td>
<td>$11,813</td>
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<td>2,100,681</td>
<td>172,132</td>
<td>174,627</td>
<td>7,560</td>
<td>2,105,746</td>
<td>2,103,214</td>
<td>5,603</td>
<td>(884)</td>
<td>4,719</td>
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<td>Sep 2007</td>
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<td>56,783</td>
<td>49,944</td>
<td>33,552</td>
<td>2,146,137</td>
<td>2,125,942</td>
<td>7,552</td>
<td>(666)</td>
<td>6,886</td>
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<td>76,135</td>
<td>19,517</td>
<td>2,157,862</td>
<td>2,152,000</td>
<td>5,598</td>
<td>(2,690)</td>
<td>2,908</td>
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<td>49,418</td>
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<td>2,136,801</td>
<td>2,147,332</td>
<td>5,461</td>
<td>(1,652)</td>
<td>3,809</td>
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<td>201,410</td>
<td>154,545</td>
<td>(60,358)</td>
<td>2,123,308</td>
<td>2,130,055</td>
<td>59,588</td>
<td>23</td>
<td>59,611</td>
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<td>9,842</td>
<td>(42,688)</td>
<td>2,076,354</td>
<td>2,099,831</td>
<td>5,149</td>
<td>(689)</td>
<td>4,460</td>
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<td>52,360</td>
<td>511</td>
<td>(12,153)</td>
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<td>2,096,202</td>
<td>5,022</td>
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Comparative Totals:

<table>
<thead>
<tr>
<th></th>
<th>Year-to-date</th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
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<th>Total Interest and Dividends</th>
<th>Realized Gain or (Loss)</th>
<th>Total Realized Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2007-08</td>
<td>$2,107,554</td>
<td>$647,447</td>
<td>$534,299</td>
<td>($104,652)</td>
<td>$2,116,050</td>
<td>$2,119,836</td>
<td>$105,021</td>
<td>($5,793)</td>
<td>$99,228</td>
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<tr>
<td>FY 2006-07</td>
<td>1,447,164</td>
<td>2,838,434</td>
<td>2,783,374</td>
<td>26,427</td>
<td>1,528,651</td>
<td>1,497,811</td>
<td>55,031</td>
<td>(8,330)</td>
<td>46,701</td>
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<tr>
<td>Amt Change</td>
<td>38.43%</td>
<td>41.53%</td>
<td>90.84%</td>
<td>30.46%</td>
<td>112.48%</td>
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</table>

Note: Other Investments include donor designated and other specified investments.
### UTAH STATE UNIVERSITY
### ENDOWMENT TRUSTS
### SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

<table>
<thead>
<tr>
<th></th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Fair Value</th>
<th>Total Interest and Dividends</th>
<th>Realized Gain or (Loss)</th>
<th>Total Realized Income</th>
<th>Leas Expenses</th>
<th>Net Realized Income/(Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul 2007</td>
<td>$6,786,188</td>
<td>$35,548</td>
<td>$23,539</td>
<td>($133,125)</td>
<td>$6,655,072</td>
<td>$6,725,630</td>
<td>$29,951</td>
<td>$189</td>
<td>$30,140</td>
<td>$575</td>
<td>$29,565</td>
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<td>9,323</td>
<td>2,439</td>
<td>48,302</td>
<td>6,720,258</td>
<td>6,692,665</td>
<td>7,132</td>
<td>79</td>
<td>7,211</td>
<td>69</td>
<td>7,142</td>
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<td>Sep 2007</td>
<td>6,720,258</td>
<td>832,580</td>
<td>823,363</td>
<td>279,994</td>
<td>7,009,469</td>
<td>6,864,864</td>
<td>17,530</td>
<td>603,262</td>
<td>620,792</td>
<td>4,990</td>
<td>615,802</td>
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<td>Nov 2007</td>
<td>7,105,108</td>
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<td>9,499</td>
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<td>95,365</td>
<td>69,701</td>
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<td>6,521,277</td>
<td>6,643,593</td>
<td>27,359</td>
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<td>27,359</td>
<td>576</td>
<td>26,783</td>
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<td>457,577</td>
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Comparative Totals:

<table>
<thead>
<tr>
<th></th>
<th>FY 2007-08</th>
<th>FY 2006-07</th>
<th>Amt Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Fair Value</td>
<td>$6,786,188</td>
<td>$5,899,695</td>
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<td>Sales Proceeds</td>
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<td>452,638</td>
<td>7.05%</td>
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<tr>
<td>Change in Fair Value</td>
<td>$2,248,319</td>
<td>442,846</td>
<td>10,455</td>
<td>7.29%</td>
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<tr>
<td>Ending Fair Value</td>
<td>$6,101,890</td>
<td>6,238,046</td>
<td>143,341</td>
<td>13.71%</td>
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<tr>
<td>Average Daily Fair Value</td>
<td>$6,101,890</td>
<td>6,315,759</td>
<td>13,714</td>
<td>11.269%</td>
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<tr>
<td>Total Interest and Dividends</td>
<td>$153,796</td>
<td>10,455</td>
<td>744,179</td>
<td>353</td>
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<td>754,281</td>
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<td>517,399</td>
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<td>Leas Expenses</td>
<td>$11,622</td>
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<tr>
<td>Net Realized Income/(Loss)</td>
<td>$900,067</td>
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</table>

Note: Endowment Trusts include externally managed endowment trusts.
### UTAH STATE UNIVERSITY

#### PLANT FUND TRUSTS

#### SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

<table>
<thead>
<tr>
<th></th>
<th>Beginning Fair Value</th>
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<th>Less Expenses</th>
<th>Net Realized Income/(Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul 2007</td>
<td>$7,037,885</td>
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<td>$2,206,866</td>
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<td>$6,682,957</td>
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<td>$26,825</td>
<td>$26,825</td>
<td>$21,369</td>
<td>$5,456</td>
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<td>21,369</td>
<td>21,369</td>
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<td>4,880,053</td>
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<td>151,480</td>
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<td>2,534,946</td>
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Comparative Totals:

**Year-to-date**

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<tr>
<th></th>
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<th>Net Realized Income/(Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2006-07</td>
<td>23,929,357</td>
<td>6,803,511</td>
<td>19,731,148</td>
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<td>11,006,598</td>
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<td>568,369</td>
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<td>566,825</td>
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<td>566,825</td>
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<tr>
<td>Amt Change</td>
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<td>(12,017,497)</td>
<td>(420,256)</td>
<td>1,544</td>
<td>(418,712)</td>
<td>0</td>
<td>100.00%</td>
<td>-73.87%</td>
<td>-73.87%</td>
<td>0.00%</td>
<td>-73.87%</td>
</tr>
</tbody>
</table>

**% Change**

Note: Plant Fund Trusts include all debt service reserve accounts in compliance with bond issue covenants and the construction funds for the Roosevelt and Innovation Campuses, Housing and Stadium / Spectrum.
# UTAH STATE UNIVERSITY
## SUMMARY OF INVESTMENT TRANSACTIONS
### For the Month of February 2008

<table>
<thead>
<tr>
<th>Purchases</th>
<th>Sales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shares</td>
<td>Cost</td>
</tr>
<tr>
<td><strong>Cash Management Investment Pool</strong></td>
<td></td>
</tr>
<tr>
<td>Repurchase Agreements</td>
<td>$116,738,813</td>
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<tr>
<td>Utah Public Treasurers' Investment Fund</td>
<td>20,000,000</td>
</tr>
<tr>
<td>Time Certificates of Deposit</td>
<td>13,000,000</td>
</tr>
<tr>
<td>Commercial Paper and Corporate Notes</td>
<td>3,830,510</td>
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<tr>
<td>Obligations of U.S. Government</td>
<td>45,120,000</td>
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<tr>
<td><strong>Total Cash Management Investment Pool</strong></td>
<td>198,689,323</td>
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### Endowment Pool - Transactions of External Managers

<table>
<thead>
<tr>
<th>Wells Fargo Bank - Balanced Fund</th>
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</thead>
<tbody>
<tr>
<td>Obligations of U.S. Government</td>
</tr>
<tr>
<td>GNMA</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Corporate Bonds and Notes</td>
</tr>
<tr>
<td>Bond Interest</td>
</tr>
<tr>
<td>Money Market</td>
</tr>
<tr>
<td>Fidelity Instl Cash # 59</td>
</tr>
<tr>
<td>Cash</td>
</tr>
<tr>
<td>Wells Fargo Advantage Cash #250</td>
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<tr>
<td><strong>Total Wells Fargo Bank - Balanced Fund</strong></td>
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</tbody>
</table>

### Commonfund - Commingled Investment Funds

<table>
<thead>
<tr>
<th>Mutual Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonfund-Growth Equity Fund</td>
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<tr>
<td>Commonfund-Multi-Strategy Bond</td>
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<tr>
<td>Commonfund-Multi-Strategy Equity</td>
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<td><strong>Total Commonfund - Commingled Investment Funds</strong></td>
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<tr>
<td><strong>Total Endowment Pool - Transactions of External Managers</strong></td>
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</table>

### Other Investments

<table>
<thead>
<tr>
<th>Corporate Bonds and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Treasury Bond</td>
</tr>
<tr>
<td>U.S. West Communications</td>
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*Schedule F*

*page 1 of 3*
<table>
<thead>
<tr>
<th>Purchases</th>
<th>Sales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shares</td>
<td>Cost</td>
</tr>
<tr>
<td>Obligations of U.S. Government</td>
<td></td>
</tr>
<tr>
<td>A.G. Edwards</td>
<td></td>
</tr>
<tr>
<td>Federal National Mortgage Association</td>
<td>$3,074</td>
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<tr>
<td>US Treasury Note</td>
<td>7,262</td>
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<td>6,368</td>
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<tr>
<td>US Treasury Note</td>
<td>6,550</td>
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<tr>
<td>US Treasury Note</td>
<td>6,562</td>
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<tr>
<td>Federal Home Loan Mortgage Corporation</td>
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<td>Federal Home Loan Mortgage Corporation</td>
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<td>US Treasury Note</td>
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<td>US Treasury Note</td>
<td>2,193</td>
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<td>US Treasury Note</td>
<td>2,188</td>
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<tr>
<td>Utah Public Treasurer's Investment Fund</td>
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<tr>
<td>Mutual Funds</td>
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<tr>
<td>American Funds CIA</td>
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<tr>
<td>American Balanced Fund - Class A</td>
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<td>Cash</td>
<td></td>
</tr>
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<td>A G Edwards</td>
<td>401</td>
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<tr>
<td>Smith Barney</td>
<td>$511</td>
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<td>Total Other Investments</td>
<td>52,360</td>
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Endowment Trusts

| Obligations of U.S. Government |
| Interest | 146 |
| Common and Preferred Stock |
| BP Amoco PLC | 120,000 | 76,891 |
| Progress Energy Inc | 5,000,000 | 226,549 |
| Dividends | 3,823 |
| Mutual Funds |
| Dividends | 1,076 |
| Money Market Funds |
| Wells Fargo Advantage #454 | 5,144 | 457,507 | 457,507 | 0 | 1,809 |
| Wells Fargo #250 | 12 | 12 |
| Wells Fargo #250 | 13 |
| Federated Treasury Obl FD #68 | 1,513 | 930 |
| Wells Fargo Advantage #645 | 70 | 70 | 0 | 26 |
| Total Endowment Trusts | 311,052 | 457,572 | 457,572 | 0 | 7,043 |
### UTAH STATE UNIVERSITY
### SUMMARY OF INVESTMENT TRANSACTIONS
### For the Month of February 2008

#### Schedule F

<table>
<thead>
<tr>
<th>Purchases</th>
<th>Sales</th>
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</thead>
<tbody>
<tr>
<td><strong>Plant Trusts</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Wells Fargo</strong></td>
<td><strong>Obligations of U.S. Government</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Utah Public Treasurer's Investment Fund</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Plant Trusts</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total All Investments</strong></td>
</tr>
</tbody>
</table>

| **Earnings** | | | | | | | | |
ITEM FOR ACTION

RE: Capital Facility Acquisition

The proposed real property acquisition described herein is submitted for the Utah State University Board of Trustees review and approval. The proposed action has received appropriate administrative review and approval.

EXECUTIVE SUMMARY

Utah State University (USU) desires to acquire property located south of, but near, the current USU Tooele Regional Campus (USUTRC). The proposed property acquisition has been identified on the USU Master Plan for the Tooele Campus as needed to support future expansion and replacement of the present USUTRC (see the attached Preliminary Master Plan Study area in comparison to the existing Tooele Campus).

On April 2, 2008, the Tooele City Council approved Resolution 2008-11 authorizing the city administration to negotiate a real estate contract to transfer ownership of thirty (30) acres of land to USU and to give USU an option to purchase an additional twenty (20) adjoining acres within a few years. The City Redevelopment Agency Consultant has stated that the subdivision planning is to be completed within a few weeks and that such plans are to include the USUTRC Master Plan as presently envisioned by the USUTRC, the City, and the Tooele County School District. Therefore, USU has verbally agreed to acquire the land subject to approvals received by USU governing boards. Such approval is hereby requested on the conditions that there are no significant environmental problems that USU will have to remediate or cleanup and that the value of the land purchased by USU will not exceed the fair market value, as supported by an independent appraisal.

It is mutually understood that USU will provide land on which the School District may construct a Career Technology Education Center.

If USU acquires any of the property referred above, maintenance of such additional land will be supported by the USURTC until such time as state funding for Operation and Maintenance can be justified and approved.

USU has committed to the City to use all reasonable efforts to obtain the necessary approvals from the Board of Trustees and the Board of Regents.

RECOMMENDATION

The President and Interim Vice President for Business and Finance recommend approval by the USU Board of Trustees of the land acquisition subject to the conditions and by the process described above and further recommend that the Interim Vice President for Business and Finance be authorized to execute all necessary documents to complete the acquisition of the property subject to obtaining approval from the Board of Regents.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University (USU) desires to acquire property located south of, but near, the current USU Tooele Regional Campus (USUTRC). The proposed property acquisition has been identified on the USU Master Plan for the Tooele Campus as needed to support future expansion and replacement of the present USUTRC (see the attached Preliminary Master Plan Study area in comparison to the existing Tooele Campus);

WHEREAS, on April 2, 2008, the Tooele City Council approved Resolution 2008-11 authorizing the city administration to negotiate a real estate contract to transfer ownership of thirty (30) acres of land to USU and to give USU an option to purchase an additional twenty (20) adjoining acres within a few years;

WHEREAS, the City Redevelopment Agency Consultant has stated that the subdivision planning is to be completed within a few weeks and that such plans are to include the USUTRC Master Plan as envisioned by USUTRC, the City, and the School District;

WHEREAS, USU has verbally agreed to acquire the land subject to approvals received by USU governing boards. Such approval is hereby requested on the conditions that there are no significant environmental problems that USU will have to remediate or cleanup and that the value of the land purchased by USU will not exceed the fair market value, as supported by an independent appraisal;

WHEREAS, it is mutually understood that USU will provide land on which the School District may construct a Career Technology Education Center; and

WHEREAS, maintenance of such additional land will be supported by the USUTRC until such time as state funding for Operation and Maintenance can be justified and approved:

NOW, THEREFORE, BE IT RESOLVED the President and Interim Vice President for Business and Finance recommend approval by the USU Board of Trustees of the land acquisition subject to the conditions and by the process described above and further recommend that the Interim Vice President for Business and Finance be authorized to execute all necessary documents to complete the acquisition of the property subject to obtaining approval from the Board of Regents.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

______________
Date

48
ITEM FOR ACTION

RE: Contract/Grant Proposals and Awards (March, 2008)

The summary of the Status of Sponsored Program Awards, prepared by our Sponsored Programs Office for March, 2008, is submitted for the Trustees' consideration. They have received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The awards for the month of March, 2008 amounted to $7,040,556 versus $10,361,848 for March, 2007. The current year's March awards figure was (-32%) less than the March, 2007 figure.

The comparative graph, "Utah State University Sponsored Program Awards" indicates that March, 2008 cumulative awards were (-4.3%) less than last year for the same time period. Scholarships, fellowships, and state appropriations for research are not included in either figure.

The cumulative value of proposals submitted by faculty decreased from $278,693,761 in March, 2007 to $276,231,757 during March, 2008 (-0.38%). The number of current year proposals (1,054) increased 6.1% compared to that of March, 2007 (993).

RECOMMENDATION

The President and Vice President for Research recommend that the Board of Trustees approve the contract and grant status report for March, 2008.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The attached lists of contract/grant proposals and awards (March, 2008) are recommended by the President and the Vice President for Research to the Board of Trustees:

NOW THEREFORE, BE IT NOW RESOLVED, That the USU Board of Trustees hereby approves the recommendation of the President and the Vice President for Research.

RESOLUTION APPROVED BY BOARD OF TRUSTEES:

____________________________________

Date
<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>AWARDS FY 2006/2007</th>
<th>AWARDS FY 2007/2008</th>
<th>TOTAL CHANGE $</th>
<th>#'s 06/07</th>
<th>#'s 07/08</th>
<th>TOT CHG</th>
<th>AWARDS FY 2006/2007</th>
<th>AWARDS FY 2007/2008</th>
<th>TOTAL CHANGE $</th>
<th>#'s 06/07</th>
<th>#'s 07/08</th>
<th>TOT CHG</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRICULTURE</td>
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<td>$68,740.00</td>
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<td>31</td>
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<tr>
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<td>8</td>
<td>1</td>
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<td>(5,287,668.98)</td>
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<td>(15)</td>
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<tr>
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<td>(426,175.22)</td>
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<td>16</td>
<td>(1)</td>
<td>$10,668,237.00</td>
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<td>(2)</td>
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<td>22</td>
<td>3</td>
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<td>$705,218.92</td>
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<td>14</td>
<td>8</td>
<td>$7,799,480.52</td>
<td>$5,174,243.24</td>
<td>(2,625,237.28)</td>
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<td>104</td>
<td>(16)</td>
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<tr>
<td>NAT. RESOURCES</td>
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<td>9</td>
<td>0</td>
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<td>$894,691.87</td>
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<td>74</td>
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<td>(1,477,612.00)</td>
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<td>17</td>
<td>(1)</td>
<td>$41,079,277.92</td>
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<td>(5,020,488.52)</td>
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<td>141</td>
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<td>8</td>
<td>2</td>
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<td>$4,814,611.96</td>
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<td>130</td>
<td>35</td>
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<tr>
<td>MISCELLANEOUS</td>
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<td>79</td>
<td>1</td>
<td>$100,013,697.98</td>
<td>$95,714,334.78</td>
<td>(4,299,363.20)</td>
<td>846</td>
<td>834</td>
<td>38</td>
</tr>
<tr>
<td>JT. ADMIN. PROG. ADJUSTMENT</td>
<td>$ - $ - $ - $ - $ - $ - $ -</td>
<td>$ - $ - $ - $ - $ - $ -</td>
<td>$ - $ - $ - $ - $ - $ -</td>
<td>$ - $ - $ - $ - $ - $ -</td>
<td>$ - $ - $ - $ - $ - $ -</td>
<td>$ - $ - $ - $ - $ - $ -</td>
<td>$ - $ - $ - $ - $ - $ -</td>
<td>$ - $ - $ - $ - $ - $ -</td>
<td>$ - $ - $ - $ - $ - $ -</td>
<td>$ - $ - $ - $ - $ - $ -</td>
<td>$ - $ - $ - $ - $ - $ -</td>
<td></td>
</tr>
</tbody>
</table>

**CURRENT MONTH**

**CUMULATIVE TOTALS**

---

**DOLLARS**

MAR 2007 to 2008: -32.05%

MAR 2007 to 2008: 1.28%

FY 06/07 to FY 07/08: -4.30%

FY 06/07 to FY 07/08: 4.49%

---

**PERCENTAGE CHANGE**

**NUMBERS**

**TOTAL DOLLARS**

**TOTAL NUMBERS**

Notes: This report no longer includes Scholarship, Fellowship, State Legislative Research, or IOI/FOIOT funds.

The Miscellaneous line includes the School of Graduate Studies, Life Span Learning, Cooperative Extension, Learning Resources, Information Technology, Student Administration, University & Community Relations, VP Administrative Affairs, VP Research, and Provost.
## Award #1: Continuation

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<th>Control Number</th>
<th>06S035</th>
<th>Agency</th>
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<td>Agency</td>
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<td>Total</td>
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</tr>
<tr>
<td>College</td>
<td>COLLEGE OF ENGINEERING</td>
<td>Total</td>
<td>1012000.00</td>
</tr>
<tr>
<td>Admin. Center</td>
<td>USU RESEARCH FOUNDATION</td>
<td>Total</td>
<td>1012000.00</td>
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<tr>
<td>Type of Proposal</td>
<td>RESEARCH-APPLIED</td>
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<tr>
<td>Principal Investigator</td>
<td>DUANE HILL</td>
<td>Total</td>
<td>1012000.00</td>
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<td>Co-PI(s)</td>
<td></td>
<td>Total</td>
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<td>Period of Performance</td>
<td>02-16-2006 to 02-14-2009</td>
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<td>Award Date</td>
<td>03-31-2008</td>
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<tr>
<td>Program Name</td>
<td>PRECISION WEAPONS PLATFORM (PWP) FOR AN AUTONOMOUS ROTORCRAFT SNIPER SYSTEM (ARSS)</td>
<td>Total</td>
<td>1012000.00</td>
</tr>
<tr>
<td>Statement</td>
<td>SPACE DYNAMICS LABORATORY WILL PROVIDE A PRECISION WEAPONS PLATFORM (PWP) FOR AN AUTONOMOUS ROTORCRAFT SNIPER SYSTEM (ARSS) FOR THE AERIAL DELIVERY OF EFFECTS FROM LIGHTWEIGHT AIRCRAFT (ADELA) PROGRAM. OUR DESIGN WILL BE BASED UPON AN EXISTING PWP DESIGN THAT WILL BE MODIFIED TO MEET THE MISSION REQUIREMENTS FOR THE ARSS PROJECT AND TO MEET FUTURE GIMBALED WEAPON SYSTEMS REQUIREMENTS FOR THE ADELA PROGRAM</td>
<td>Total</td>
<td>1012000.00</td>
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</tbody>
</table>

* Only awards from the listed filters are included in this report. If you believe that you should have access to information about additional departments, colleges, or research centers, please submit a support request on the Electronic-Office website or email Laurie Littledike: Laurie.Littledike@usurf.usu.edu.
## UTAH STATE UNIVERSITY
SPONSORED PROGRAMS OFFICE
PROPOSALS BY COLLEGE
FOR PERIOD: March 2008

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>PROPOSALS FY 2006/2007</th>
<th>PROPOSALS FY 2007/2008</th>
<th>TOTAL CHANGE</th>
<th>#’s 06/07</th>
<th>#’s 07/08</th>
<th>TOT CHG</th>
<th>PROPOSALS FY 2006/2007</th>
<th>PROPOSALS FY 2007/2008</th>
<th>TOTAL CHANGE</th>
<th>#’s 06/07</th>
<th>#’s 07/08</th>
<th>TOT CHG</th>
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<td>(4)</td>
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### PERCENTAGE CHANGE:
- **DOLLARS:** MAR 2007 to 2008 101.10%
- **NUMBERS:** MAR 2007 to 2008 -11.57%
- **TOTAL DOLLARS:** FY 06/07 to FY 07/08 -0.88%
- **TOTAL NUMBERS:** FY 06/07 to FY 07/08 6.14%

**Notes:**
- This report no longer includes Scholarship, Fellowship, State Legislative Research, or IOT/FIOT funds.
- The Miscellaneous line includes the School of Graduate Studies, Life Span Learning, Cooperative Extension, Learning Resources, Information Technology, Student Administration, University & Community Relations, VP Administrative Affairs, VP Research, and Provost.
Selected List of Proposals Over $1,000,000 from 03-01-2008 to 03-31-2008

* FILTER(S) APPLIED: DBA: SDL; DBA: FSP; DBA: USURF; DBA: SDLTRL; DBA: URI; DBA: NONE; DBA: USU; DBA: BSL; DBA: WDL; DBA: TCO

### Proposal # 1: New

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<td></td>
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<td>Statement</td>
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<tr>
<td>Principal Investigator</td>
<td>TODD CAMPBELL</td>
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For Official Use Only

Prepared: April 21, 2008
Proposal Date: 03-23-2008
Program Name: UTAH SCIENCE-LABORATORY AND TECHNOLOGY INITIATIVE (US-LTI)
Statement: THIS PROJECT WILL BENEFIT THE PUBLIC BY PROVIDING PROFESSIONAL DEVELOPMENT AS WELL AS TECHNOLOGIES FOR IMPROVING SCIENCE LABORATORY EXPERIENCES FOR HIGH SCHOOL STUDENTS FOR UP TO EIGHTEEN UTAH SCHOOL DISTRICTS. THIS PROJECT WILL ALSO PROVIDE RESEARCH INTO THE EFFECTIVENESS OF THESE EFFORTS.

Proposal #4: New

Control Number: 080827
Funding Agency: US DEPARTMENT OF AGRICULTURE
Department: PLANTS, SOILS & BIOMETEOROLOGY
College: COLLEGE OF AGRICULTURE
Research Center: COOPERATIVE EXTENSION
Type of Proposal: RESEARCH-BASIC
Principal Investigator: V. RASMUSSEN
Period of Performance: 04-01-2008 to 03-31-2013
Proposal Date: 03-31-2008
Program Name: IMPLEMENTATION OF WESTERN REGION SUSTAINABLE AGRICULTURE RESEARCH AND EDUCATION (SARE) PROFESSIONAL DEVELOPMENT PROGRAM (PDP)
Statement: THIS PROJECT WILL BENEFIT THE PUBLIC BY: THE COORDINATION AND IMPLEMENTATION OF THE SARE PROGRAM FOR THE WESTERN REGION PROVIDES AND 3 1/2 MILLION DOLLARS IN FUNDING ANNUALLY. THIS PROGRAM OFFERS OPPORTUNITIES TO COMPETE FOR USDA FUNDING FOR SUSTAINABLE AGRICULTURE RESEARCH AND EDUCATION.

Proposal #5: New

Control Number: 08S044001
Funding Agency: US NAVAL RESEARCH LABORATORY
Department: ELECTRICAL & COMPUTER ENGINEERING
College: COLLEGE OF ENGINEERING
Research Center: USU RESEARCH FOUNDATION
Type of Proposal: RESEARCH-APPLIED
Principal Investigator: NIEL HOLT
Period of Performance: 03-31-2008 to 03-30-2010
Proposal Date: 03-28-2008
Program Name: NAVAL RESEARCH LABORATORY (NRL) ADVANCED GROUND, AIR, SPACE, SYSTEMS INTEGRATION (AGASSI) TASK ORDER 0001
Statement: THIS IS FOR TASK ORDER 1 OF THE NAVAL RESEARCH LABORATORY (NRL) ADVANCED GROUND, AIR, SPACE, SYSTEMS INTEGRATION (AGASSI) PROGRAM. THIS IS FOR EFFORTS IN ADVANCED SPACE, AIRBORNE, AND GROUND SUPPORT SYSTEMS INCLUDING SOFTWARE AND ADVANCED TECHNOLOGIES INCLUDING DIGITAL PROCESSING, COMPRESSION, AND CONTROL, ANALOG SYSTEMS, POWER, COMMUNICATIONS, COMMAND AND TELEMETRY, RADIO FREQUENCY/OPTICAL SENSOR PAYLOADS AND ELECTROMECHANICAL SYSTEMS/SUPPORT. SPACE DYNAMICS LABORATORY WILL BE THE PRIMARY TECHNICAL SUPPORT IN DEVELOPING AND DEMONSTRATING HARDWARE AND SOFTWARE SYSTEMS FOR ACQUIRING, RECORDING, SCREENING, DISSEMINATION, FUSION, AND EXPLOITATION OF MULTI-INT SENSOR SYSTEMS.
FOR SPACE, AIRBORNE, AND GROUND SUPPORT SYSTEMS. THIS PROPOSED EFFORT WILL REQUIRE SYSTEM AND CONTROL STATION DESIGN, DEVELOPMENT, PROCUREMENT, INSTALLATION, SOFTWARE DEVELOPMENT, SENSOR AND DATA LINK INTERFACING, ALGORITHM DEVELOPMENT, DOCUMENTATION, CERTIFICATION, AND SUPPORT FOR OPERATOR APPLICATIONS AND SYSTEM PLATFORMS.

<p>| | |</p>
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<td>Grand Total</td>
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* Only proposals from the listed filters are included in this report. If you believe that you should have access to information about additional departments, colleges, or research centers, please submit a support request on the Electronic-Office website or email Laurie Little cute: Laurie.Little cute@usurf.usu.edu.
ITEM FOR ACTION

RE: Contract/Grant Proposals and Awards (April, 2008)

The summary of the Status of Sponsored Program Awards, prepared by our Sponsored Programs Office for April, 2008, is submitted for the Trustees' consideration. They have received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The awards for the month of April, 2008 amounted to $14,651,704 versus $10,408,556 for April, 2007. The current year's April awards figure was (+40.8%) more than the April, 2007 figure.

The comparative graph, “Utah State University Sponsored Program Awards” indicates that April, 2008 cumulative awards were about the same as last year for the same time period. Scholarships, fellowships, and state appropriations for research are not included in either figure.

The cumulative value of proposals submitted by faculty decreased from $314,136,861 in April, 2007 to $311,089,870 during April, 2008 (-1%). The number of current year proposals (1,161) increased 4% compared to that of April, 2007 (1,116).

RECOMMENDATION

The President and Vice President for Research recommend that the Board of Trustees approve the contract and grant status report for April, 2008.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The attached lists of contract/grant proposals and awards (April, 2008) are recommended by the President and the Vice President for Research to the Board of Trustees:

NOW THEREFORE, BE IT NOW RESOLVED, That the USU Board of Trustees hereby approves the recommendation of the President and the Vice President for Research.

RESOLUTION APPROVED BY BOARD OF TRUSTEES:

_____________________________________

Date

62
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<th>COLLEGE</th>
<th>AWARDS FY 2006/2007</th>
<th>AWARDS FY 2007/2008</th>
<th>TOTAL CHANGE $</th>
<th>#'s 06/07</th>
<th>#'s 07/08</th>
<th>TOT CHG</th>
<th>AWARDS FY 2006/2007</th>
<th>AWARDS FY 2007/2008</th>
<th>TOTAL CHANGE $</th>
<th>#'s 06/07</th>
<th>#'s 07/08</th>
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**PERCENTAGE CHANGE:**

- DOLLARS APR 2007 to 2008: 40.77%
- NUMBERS APR 2007 to 2008: 3.45%
- TOTAL DOLLARS FY 06/07 to FY 07/08: -0.95%
- TOTAL NUMBERS FY 06/07 to FY 07/08: 4.35%

**Notes:** This report no longer includes Scholarship, Fellowship, State Legislative Research, or IOT/FOT funds.

- The Miscellaneous line includes the School of Graduate Studies, Life Span Learning, Cooperative Extension, Learning Resources, Information Technology, Student Administration, University & Community Relations, VP Administrative Affairs, VP Research, and Provost.
List of Awards Over $1,000,000 from 04-01-2008 to 04-30-2008

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**Award #1: New**

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<td>NIEL HOLT</td>
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<td>NAVAL RESEARCH LABORATORY (NRL) ADVANCED GROUND, AIR, SPACE, SYSTEMS INTEGRATION (AGASSI) TASK ORDER 0001</td>
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ADVANCED GROUND, AIR, SPACE, SYSTEMS INTEGRATION (AGASSI) PROGRAM. THIS IS FOR EFFORTS IN ADVANCED SPACE, AIRBORNE, AND GROUND SUPPORT SYSTEMS INCLUDING SOFTWARE AND ADVANCED TECHNOLOGIES INCLUDING DIGITAL PROCESSING, COMPRESSION, AND CONTROL, ANALOG SYSTEMS, POWER, COMMUNICATIONS, COMMAND AND TELEMETRY, RADIO FREQUENCY/OPTICAL SENSOR PAYLOADS AND ELECTROMECHANICAL SYSTEMS/SUPPORT. SPACE DYNAMICS LABORATORY WILL BE THE PRIMARY TECHNICAL SUPPORT IN DEVELOPING AND DEMONSTRATING HARDWARE AND SOFTWARE SYSTEMS FOR ACQUIRING, RECORDING, SCREENING, DISSEMINATION, FUSION, AND EXPLOITATION OF MULTI-INT SENSOR SYSTEMS FOR SPACE, AIRBORNE, AND GROUND SUPPORT SYSTEMS. THIS PROPOSED EFFORT WILL REQUIRE SYSTEM AND CONTROL STATION DESIGN, DEVELOPMENT, PROCUREMENT, INSTALLATION, SOFTWARE DEVELOPMENT, SENSOR AND DATA LINK INTERFACING, ALGORITHM DEVELOPMENT, DOCUMENTATION, CERTIFICATION, AND SUPPORT FOR OPERATOR APPLICATIONS AND SYSTEM PLATFORMS.

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* Only awards from the listed filters are included in this report. If you believe that you should have access to information about additional departments, colleges, or research centers, please submit a support request on the Electronic-Office website or email Laurie Littledike: Laurie.Littledike@usrf.usu.edu.
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<th>PROPOSALS FY 2007/2008</th>
<th>TOTAL CHANGE $</th>
<th>#’s 06/07</th>
<th>#’s 07/08</th>
<th>TOT CHG</th>
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<th>PROPOSALS FY 2007/2008</th>
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**PERCENTAGE CHANGE:**
- DOLLARS: APR 2007 to 2008 -1.65%  
- NUMBERS: APR 2007 to 2008 -13.01%  
- TOTAL DOLLARS: FY 08/07 to FY 07/08 -9.97%  
- TOTAL NUMBERS: FY 08/08 to FY 07/08 4.03%

**Notes:** This report no longer includes Scholarship, Fellowship, State Legislative Research, or IOT/FIOT funds.  
- The Miscellaneous line includes the School of Graduate Studies, Life Span Learning, Cooperative Extension, Learning Resources, Information Technology, Student Administration, University & Community Relations, VP Administrative Affairs, VP Research, and Provost.
### Proposal # 1: Continuation

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<tr>
<td>Statement</td>
<td>SERVE REGION 5 IN PROVIDING FLEXIBLE, DATA-DRIVEN TECHNICAL ASSISTANCE FOCUSED ON EFFORTS THAT LEAD TO AND SUPPORT SUSTAINED CHANGE OF THE STATE AND LOCAL LEVELS BY WORKING COLLABORATIVELY WITH STATE EDUCATION AGENCIES, LEAD AGENCIES, OSEP, AND OTHER PARTNERS TO DEVELOP AND IMPLEMENT ACTIVITIES THAT SUPPORT SYSTEMIC CHANGE.</td>
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### Proposal # 2: New

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<td>THIS TASK IS A SCHEDULE AND COST DRIVEN BEST EFFORT TO CHARACTERIZE AND CALIBRATE THE FIRST OF THE 3GIRS-RR PAYLOAD SENSORS PROCURED BY THE AIR FORCE RESEARCH LABORATORY, SPACE VEHICLES DIRECTORATE AT KIRTLAND AFB. IN ORDER TO STAY WITHIN CURRENT FUNDING AND SCHEDULE CONSTRAINTS SDL PROPOSES TO SPLIT THE TASKS REQUESTED IN THE RFP INTO TWO PHASES. PHASE 1 IS TO PERFORM THE EFFORTS REQUIRED TO PREPARE FOR AND CALIBRATE THE FIRST 3GIRS-RR SENSOR SDL PROPOSES THE FINAL REPORT AND BRIEFING BE PART OF PHASE 2 AND PREPARED UNDER FY09 FUNDING.</td>
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For Official Use Only

Prepared: May 7, 2008
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<td>PROVIDE AN EMPIRICALLY VALIDATED INTERVENTION FOR ADULTS WITH AUTISM SPECTRUM DISORDER</td>
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<td><strong>Statement</strong></td>
<td>THE PROJECT WILL PROVIDE AN EMPIRICALLY VALIDATED INTERVENTION FOR ADULTS WITH AUTISM SPECTRUM DISORDER TO ASSIST THEM IN OBTAINING AND MAINTAINING COMPETITIVE EMPLOYMENT IN THEIR COMMUNITIES.</td>
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**Proposal # 4: New**

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<td>THE GOAL OF THIS WORK IS TO UNDERSTAND DYNAMIC GENOME NETWORKS, DEVELOP ROBUST AND PREDICTIVE TECHNOLOGIES FOR GENE EXPRESSION ASSESSMENT, AND TO EXPLOIT FUNCTIONAL GENOMICS FOR AGRICULTURALLY IMPORTANT ANIMALS AND MICROBES. A SIGNIFICANT PORTION OF THE EFFORT IN THIS WORK WILL BE TO REFINING THE TECHNOLOGY AND EQUIPMENT OFFERINGS IN THE CIB TO MEET THE NEEDS OF AGRICULTURAL BIOTECHNOLOGY RESEARCH AND ADVANCED TECHNIQUES FOR GENOME DISCOVERY. AN IMPORTANT AIM OF THIS WORK IS TO BRING GENOMIC TECHNOLOGIES TO THE FOREFRONT OF STUDY AT THE INTERFACE BETWEEN THE ENVIRONMENT AND AGRICULTURE.</td>
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ACTIVITY. A NEW USU PLASMA CONTAINMENT THEORY IS BEING USED TO
DESIGN A TORUS-SHAPED MAGNETIC/ELECTRIC CONFINEMENT DEVICE TO
HEAT PLASMA AND PRODUCE FUSION WITH NEUTRONS AS A BY-PRODUCT.
EXPERIMENTAL AND COMPUTATIONAL STUDIES OF THE DEVICE ARE
PROCEEDING ON CAMPUS.

### Proposal # 6: New

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<tr>
<td>Statement</td>
<td>THIS PROJECT FOCUSES ON THE DEVELOPMENT OF A NEW ANTIVIRAL THERAPY BASED ON T-705 FOR THE OFTEN FATAL DISEASES CAUSED BY THE SOUTH AMERICAN HEMORRHAGIC FEVER ARENAVIRUSES. THIS RESEARCH WILL ALSO COMPLIMENT THE DEVELOPMENT OF T-705 FOR THE TREATMENT OF LASA FEVER, CAUSED BY THE OLD WORLD LASA ARENAVIRUS.</td>
<td></td>
<td></td>
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</table>

### Proposal # 7: New

<table>
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<tr>
<th>Control Number</th>
<th>080961</th>
<th>Funding Agency</th>
<th>US DEPARTMENT OF AGRICULTURE</th>
<th>Agency</th>
<th>$3,150,058.00</th>
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</thead>
<tbody>
<tr>
<td>Department</td>
<td>PLANTS, SOILS &amp; BIOMETEOROLOGY</td>
<td>College</td>
<td>COLLEGE OF AGRICULTURE</td>
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<td>Research Center</td>
<td>AGRIC. EXPERIMENT STATION</td>
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<td>$3,150,058.00</td>
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<tr>
<td>Type of Proposal</td>
<td>RESEARCH-BASIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Investigator</td>
<td>V. RASMUSSEN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period of Performance</td>
<td>04-01-2008 to 03-31-2013</td>
<td></td>
<td></td>
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<tr>
<td>Proposal Date</td>
<td>04-16-2008</td>
<td></td>
<td></td>
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<tr>
<td>Program Name</td>
<td>IMPLEMENTATION OF WESTERN REGION SUSTAINABLE AGRICULTURE RESEARCH AND EDUCATION (SARE) PROPOSALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>THE COORDINATION AND IMPLEMENTATION OF THE SARE PROGRAM FOR THE WESTERN REGION PROVIDES ABOUT 3 1/2 MILLION DOLLARS IN FUNDING ANNUALLY. THIS PROGRAM OFFERS OPPORTUNITIES TO COMPETE FOR USDA FUNDING FOR SUSTAINABLE AGRICULTURE RESEARCH AND EDUCATION.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Proposal # 8: New

<table>
<thead>
<tr>
<th>Control Number</th>
<th>085063</th>
<th>Funding Agency</th>
<th>US AIR FORCE RESEARCH LABORATORY</th>
<th>Agency</th>
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</thead>
<tbody>
<tr>
<td>Department</td>
<td>ELECTRICAL &amp; COMPUTER ENGINEERING</td>
<td>College</td>
<td>COLLEGE OF ENGINEERING</td>
<td>Other</td>
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<td>Research Center</td>
<td>USU RESEARCH FOUNDATION</td>
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<tr>
<td>Type of Proposal</td>
<td>RESEARCH-APPLIED</td>
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</table>
Principal Investigator: CHAD FISH
Period of Performance: 07-01-2008 to 03-31-2013
Proposal Date: 04-17-2008
Program Name: RESPONSIVE SPACE TECHNOLOGIES CALL 0010
Statement: SDL PROPOSES TASKS FURTHERING STATE-OF-THE-ART TECHNOLOGIES IN SPACE-SUITABLE ELECTRONIC COMPONENTS AND RESPONSIVE SYSTEMS ELEMENTS, WITH AN EMPHASIS ON SPACE PLUG-AND-PLAY AVIONICS COMPONENTS, INTERFACES, AND ASSOCIATED METHODOLOGIES

<table>
<thead>
<tr>
<th></th>
<th>$22,552,916.30</th>
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</thead>
<tbody>
<tr>
<td>Agency Total</td>
<td>$22,552,916.30</td>
</tr>
<tr>
<td>USU Total</td>
<td>$.00</td>
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<tr>
<td>Other Total</td>
<td>$.00</td>
</tr>
<tr>
<td>Grand Total</td>
<td>$22,552,916.30</td>
</tr>
</tbody>
</table>

* Only proposals from the listed filters are included in this report. If you believe that you should have access to information about additional departments, colleges, or research centers, please submit a support request on the Electronic-Office website or email Laurie Littledike: Laurie.Littledike@usurf.usu.edu.
Action
Agenda
## ACTION AGENDA
### MAY 23, 2008

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Utah State University 2008-09 Budget</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Proposal from Utah State University to Dissolve the Current Department of Economics and Create Two New Departments</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Proposal to Change the Name of the College of Education and Human Services to the Emma Eccles Jones College of Education and Human Services</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Proposal from the Department of Engineering and Technology Education to Offer a Doctor of Philosophy (Ph.D.) in Engineering Education, Effective Fall Semester 2008</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>Proposal from the Department of Family, Consumer, and Human Development to Change the Name of the Human Development Emphasis within the Family, Consumer and Human Development Major to Child Development</td>
<td>39</td>
</tr>
<tr>
<td>5</td>
<td>Proposal from the Department of Instructional Technology to Change the Name of the Department to Instructional Technology and Learning Sciences</td>
<td>43</td>
</tr>
<tr>
<td>6</td>
<td>Proposal from the Department of Plants, Soils and Climate to Offer a Bachelor of Science in Residential Landscape Design and Construction, Effective Fall Semester 2008</td>
<td>47</td>
</tr>
<tr>
<td>7</td>
<td>Proposal to Revise the Utah State University Policy Manual, Policy #350, Educational Benefits</td>
<td>63</td>
</tr>
<tr>
<td>8</td>
<td>Proposal to Revise the Utah State University Policy Manual, Policy #335, Relocation Assistance</td>
<td>69</td>
</tr>
<tr>
<td>9</td>
<td>Proposal from the Utah State University Faculty Senate to Amend the Utah State University Policy Manual, Section 402.12.1(2)(b), Senate Standing Committees</td>
<td>73</td>
</tr>
<tr>
<td>10</td>
<td>Proposal from the Utah State University Faculty Senate to Amend the Utah State University Policy Manual, Section 402.3.1, Membership; Alternates; Term; Vacancies (Membership)</td>
<td>77</td>
</tr>
</tbody>
</table>
11. Proposal from the Utah State University Faculty Senate to Amend the Utah State University Policy Manual, Section 407.7.2, Reasons for Non-Renewal

12. Proposal from the Utah State University Faculty Senate to Amend the Utah State University Policy Manual, Section 402.10.1, Senate Elections

13. Proposal from the Department of Animal, Dairy and Veterinary Science to Consolidate the General Animal Science Minor and the General Dairy Science Minor into a Single Minor entitled Animal and Dairy Science

14. Proposal from the Department of Animal, Dairy and Veterinary Science to Consolidate the Horse Production Minor and the Horse Training Minor into a Single Equine Minor

15. Proposal from the Department of Elementary Education to Implement a Kindergarten through Grade 6 (K-6) Licensure Program

16. Proposal from the Interior Design Program to Transition (1) the BA/BS in Interior Design, Studio Specialization to a Bachelor of Interior Design (BID), and (2) the BA/BS in Interior Design Specialization in Design, Sales and Marketing to a BA/BS in Interior Design, Sales and Marketing

17. Approval of the Appointment of Utah State University Research Foundation Trustees (David A. Bell and James Russell)
ITEM FOR ACTION

RE: Utah State University 2008-09 Budget

Information related to the Utah State University 2008-09 Budget is submitted to the Board of Trustees for consideration. The budget information has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

State Appropriated Line Items
The total of the state appropriated line items (including Education & General) for the Utah State University 2008-09 Budget is $240,509,600. This budget is based on the following sources of revenue:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Tax Funds</td>
<td>$162,355,500</td>
</tr>
<tr>
<td>Dedicated Credits (tuition)</td>
<td>71,276,600</td>
</tr>
<tr>
<td>Mineral Lease / Trust Lands</td>
<td>2,044,600</td>
</tr>
<tr>
<td>All Other Funds</td>
<td>4,832,900</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$240,509,600</strong></td>
</tr>
</tbody>
</table>

The largest single component of the state appropriated line item budgets is the Education & General budget in the amount of $179,335,600.

Auxiliary Enterprises
The total of the Auxiliary Enterprises for the Utah State University 2008-09 Budget is $34,412,700.

Service Enterprises
The total of the Service Enterprises for the Utah State University 2008-09 Budget is $10,297,600.

RECOMMENDATION

The President and Interim Vice President for Business and Finance recommend that the USU Board of Trustees approve the Utah State University 2008-09 Budget as presented.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University, a major Research I University, receives substantial
state appropriations and student tuition for its operation;

WHEREAS, the Utah State University 2008-09 Budget has been carefully prepared by
all colleges and divisions of the University;

WHEREAS, the total of the state appropriated line items for the Utah State University
2008-09 Budget is $240,509,600;

WHEREAS, the $240,509,600 budget is based on different revenue sources, including
$162,355,500 State Tax Funds, $71,276,600 Dedicated Credits (tuition), $2,044,600
Mineral Lease / Trust Lands, and $4,832,900 All Other Funds;

WHEREAS, the largest single component of the state appropriated line item budgets is
the Education & General budget in the amount of $179,335,600;

WHEREAS, the total of the Auxiliary Enterprises for the Utah State University 2008-09
Budget is $34,412,700;

WHEREAS, the total of the Service Enterprises for the Utah State University 2008-09
Budget is $10,297,600;

WHEREAS, the Utah State University 2008-09 Budget has been duly considered and
approved by the central administration; and

WHEREAS, the President and Interim Vice President for Business and Finance
recommend approval of the Utah State University 2008-09 Budget by the USU Board of
Trustees:

NOW, THEREFORE, BE IT RESOLVED that the USU Board of Trustees hereby
approves the Utah State University 2008-09 Budget as presented.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date
# UTAH STATE UNIVERSITY
## 2008-09 STATE APPROPRIATED LINE ITEM BUDGETS

<table>
<thead>
<tr>
<th>LINE ITEM</th>
<th>2008-09 BUDGET</th>
<th>% OF TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education &amp; General</td>
<td>$179,335,600</td>
<td>74.56%</td>
</tr>
<tr>
<td>Uintah Basin Center</td>
<td>6,001,100</td>
<td>2.50%</td>
</tr>
<tr>
<td>Southeastern Utah Center</td>
<td>1,285,300</td>
<td>0.53%</td>
</tr>
<tr>
<td>Brigham City Center</td>
<td>9,485,100</td>
<td>3.94%</td>
</tr>
<tr>
<td>Tooele/Wasatch Center</td>
<td>8,143,800</td>
<td>3.39%</td>
</tr>
<tr>
<td><strong>RESEARCH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Experiment Station</td>
<td>16,097,300</td>
<td>6.69%</td>
</tr>
<tr>
<td>Utah Water Research Laboratory</td>
<td>4,015,700</td>
<td>1.67%</td>
</tr>
<tr>
<td><strong>PUBLIC SERVICE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Extension</td>
<td>15,888,100</td>
<td>6.61%</td>
</tr>
<tr>
<td><strong>MISCELLANEOUS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educationally Disadvantaged</td>
<td>257,600</td>
<td>0.11%</td>
</tr>
<tr>
<td><strong>TOTAL STATE APPROPRIATED BUDGET</strong></td>
<td>$240,509,600</td>
<td>100.00%</td>
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</tbody>
</table>
# UTAH STATE UNIVERSITY
## AUXILIARY ENTERPRISES
### 2008-09 OPERATING & CAPITAL BUDGETS

<table>
<thead>
<tr>
<th>Division</th>
<th>Budgeted Operating Revenue</th>
<th>Other¹ Revenue</th>
<th>Budgeted Expenses (Incl. COGS)</th>
<th>Budgeted Net Revenue</th>
<th>Debt Service</th>
<th>Support to E&amp;G Budget</th>
<th>Available for Repairs &amp; Replacement/ Contingency</th>
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</thead>
<tbody>
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<td>Bookstore (multi-campus)</td>
<td>$12,100,300</td>
<td>$0</td>
<td>$12,010,500</td>
<td>$89,800</td>
<td>$0</td>
<td>$10,400</td>
<td>$79,400</td>
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<tr>
<td>Dining Services</td>
<td>6,805,100</td>
<td>0</td>
<td>6,565,600</td>
<td>239,500</td>
<td>221,700</td>
<td>16,800</td>
<td>1,000</td>
</tr>
<tr>
<td>Parking Operations</td>
<td>1,368,900</td>
<td>0</td>
<td>1,032,500</td>
<td>336,400</td>
<td>313,300</td>
<td>0</td>
<td>23,100</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>1,293,100</td>
<td>0</td>
<td>1,293,000</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Student Housing</td>
<td>9,728,700</td>
<td>60,000</td>
<td>6,722,700</td>
<td>3,066,000</td>
<td>2,953,100</td>
<td>1,700</td>
<td>111,200</td>
</tr>
<tr>
<td>Taggart Student Center</td>
<td>2,100,400</td>
<td>800,000</td>
<td>1,993,000</td>
<td>907,400</td>
<td>564,300</td>
<td>220,100</td>
<td>123,000</td>
</tr>
<tr>
<td>University Inn</td>
<td>1,016,200</td>
<td>0</td>
<td>878,100</td>
<td>138,100</td>
<td>0</td>
<td>30,100</td>
<td>108,000</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$34,412,700</strong></td>
<td><strong>$860,000</strong></td>
<td><strong>$30,495,400</strong></td>
<td><strong>$4,777,300</strong></td>
<td><strong>$4,052,400</strong></td>
<td><strong>$279,100</strong></td>
<td><strong>$445,800</strong></td>
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</table>

¹ Other Revenue sources: Student Housing - land grant interest; Taggart Student Center - student building fees

---

# UTAH STATE UNIVERSITY
## SERVICE ENTERPRISES
### 2008-09 OPERATING BUDGETS

<table>
<thead>
<tr>
<th>Division</th>
<th>Budgeted Operating Revenue</th>
<th>Budgeted Expenses (Incl. COGS)</th>
<th>Budgeted Net Revenue</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$1,242,800</td>
<td>$1,700</td>
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<tr>
<td>Motor Pool</td>
<td>1,460,700</td>
<td>1,365,900</td>
<td>94,800</td>
</tr>
<tr>
<td>Information Technology</td>
<td>6,088,000</td>
<td>6,008,000</td>
<td>80,000</td>
</tr>
<tr>
<td>Publication Design &amp; Production</td>
<td>1,425,200</td>
<td>1,332,100</td>
<td>93,100</td>
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<tr>
<td>Surplus Property</td>
<td>79,200</td>
<td>71,700</td>
<td>7,500</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$10,297,600</strong></td>
<td><strong>$10,020,500</strong></td>
<td><strong>$277,100</strong></td>
</tr>
</tbody>
</table>

² Net Revenue reflects deductions for interest and depreciation expenses. Since depreciation is a non-cash expense, those funds are also available for repairs, replacements and other applications.
ITEM FOR ACTION

RE: A proposal from Utah State University to dissolve the current Department of Economics and create two new departments.

EXECUTIVE SUMMARY

Utah State University requests approval to dissolve the existing Department of Economics and create two new, separate departments. For many decades, the Department of Economics has been jointly-administered by the College of Agriculture and the Huntsman School of Business. Under the proposed new structure, a Department of Applied Economics will be created in the College of Agriculture and a separate and distinct Department of Economics and Finance will be created in the Huntsman School of Business. The two independent departments will better serve and fulfill the vision and strategic plans of their respective academic colleges.

The proposed restructuring will not have a significant impact on enrollments in the four undergraduate majors or three minors. At the graduate level, the greater focus of the two new departments may have a small positive impact on enrollments. In the short term, the proposed restructuring will not require any new physical facilities. This proposal has the support of the faculty in the current department of economics, the USU Faculty Senate, the dean of the College of Agriculture and the dean of the Huntsman School of Business.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the restructuring of the Department of Economics.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University (USU) is proposing to dissolve the Department of Economics, and

WHEREAS, Two new, separate departments will be created, one in the College of Agriculture and one in the Huntsman School of Business, and

WHEREAS, The restructuring will not have a significant impact on enrollment, and

WHEREAS, No new physical facilities are required, and

WHEREAS, The faculty in the Department of Economics, the USU Faculty Senate, the dean of the College of Agriculture and the dean of the Huntsman School of Business have expressed their support, and

WHEREAS, The proposal has the approval of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State Board of Trustees hereby approve the proposed restructuring of the Department of Economics and that this approval be forwarded to the Utah State Board of Regents of the Utah State Systems of Higher Education for their approval.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Date
Request to Restructure the Department of Economics: Creating Two New Departments

The Department of Applied Economics

and the

Department of Economics and Finance

College of Agriculture
Huntsman School of Business
Utah State University
March 2008
Section I: The Request

Utah State University requests approval to dissolve the existing Department of Economics and create two new, separate departments. For many decades, the Department of Economics has been jointly-administered by the College of Agriculture and the Huntsman School of Business. Under the proposed new structure, a Department of Applied Economics will be created in the College of Agriculture and a separate and distinct Department of Economics and Finance will be created in the Huntsman School of Business (see Figure 1). The two independent departments will better serve and fulfill the vision and strategic plans of their respective academic colleges.

This request involves the creation of no new degree programs and will require no additional faculty to implement the curriculum. Rather, the existing resources will be divided to form two viable academic units and administrative responsibility for the existing degree programs will be assigned to one or the other of the new departments (see Figure 2). In the short-term, the teaching assignments of individual faculty members will remain constant. Over time, if changes to the curriculum are necessary, both departments will follow established procedures identified in university policy for proposing such changes.

Section II: Need

While the jointly-administered department has been operationally functional, that unique configuration (reporting to two deans) has resulted in some challenges. Starting in April 2007, in a series of six meetings that included the Executive Vice President and Provost, the deans of the two colleges and the faculty of the Department of Economics, the group collectively explored and discussed the advantages and disadvantages of various administrative configurations.

Ultimately, the Executive Vice President and Provost and the Deans of the two colleges concluded that a new proposed structure (two independent departments each embedded in one of the colleges) would allow each college to fully develop and utilize the intellectual and academic resources which it is assigned. Indeed, both colleges are prepared and poised to invest in a more focused economics program which reflects their distinctive areas of academic interest and which can be synergistic with other programs in their college. While there is not unanimous agreement among the faculty of the current department that creating two new departments is the preferred solution for resolving these problems, the majority of the faculty are supportive of the decision to move this proposal forward.

The new proposed organizational structure is intended to achieve several goals:
We expect the more focused academic units to achieve a greater alignment with the mission of the colleges in which they reside—becoming more of an intellectual force in their respective colleges. The respective deans will have the opportunity to shape the future of each department and to mold them to reflect the priorities of the colleges.

Because of their greater relevancy to the other majors in their college, we also expect the more focused academic units to contribute more substantially to the growth and development of students in other majors located in their college.

We expect the more focused academic units to be engaged more in the strategic future of their respective colleges.

We expect the more focused academic units to gain greater national visibility for their expertise in more defined areas of academic inquiry.

Finally, because the respective deans will have a vested interest in the success of the department in their college, we expect the more focused academic units to acquire greater financial support from their respective colleges because their efforts and actions will be perceived as more central to the future of their respective colleges.

Section III: Institutional Impact

Enrollments: The proposed restructuring will not have a significant impact on enrollments in the four undergraduate majors or three minors. At the graduate level, the greater focus of the two new departments may have a small positive impact on enrollments. Administrative responsibility for the specific degree programs will be distributed in the following manner (see Figure 2):

- The new department in the College of Agriculture will be assigned administrative responsibility for the undergraduate major in agribusiness (including both the business option and the agricultural systems option), the undergraduate major in agricultural economics and the undergraduate major in international agribusiness. The College of Agriculture will also be responsible for the minors in agribusiness management and agricultural economics. At the graduate level, the College of Agriculture will assume administrative responsibility for the doctorate in economics and the master’s degree in applied economics (including the three specializations in agricultural economics, natural resource economics and regional economic development).

- The new department in the Huntsman School of Business will have administrative responsibility for the undergraduate economics major (including the emphasis areas of
economic theory, managerial economics and prelaw economics) and the economics minor. At the graduate level, this department will be responsible for the M.S. and M.A. in economics.

Administrative Structure: The proposed restructuring will result in two new departments – one located administratively in the College of Agriculture (The Department of Applied Economics) and another located administratively in the Huntsman School of Business (the Department of Economics and Finance). Table 1 lists the names of the faculty and the number of open lines that will be assigned to each department.

Facilities: In the short-term, no new physical facilities will be required. All of the faculty will remain in their current offices. In the long-term (3 to 5 years), the faculty and staff of the Department of Applied Economics will be relocated to the new Agricultural Sciences building on the University Quad.

Faculty: In the Fall 2007, the Executive Vice President and Provost met individually with each member of the existing Department of Economics (in person with those faculty members in Logan and by telephone with two faculty members who were abroad on sabbatical). As part of these discussions, each faculty member was asked to designate their preferred departmental affiliation. All of the preferences of the existing faculty were accommodated. That is, each continuing faculty member was able to select with which of the two new departments they would be affiliated. The open positions (6 assistant professor positions) were divided to create two viable departmental structures. Between now and July 1, 2008, the staff will be similarly consulted and a disaggregation plan devised.

Section IV: Finances

Costs Anticipated: No cost savings are anticipated. Indeed, there will be some marginal additional costs associated with implementing this restructuring. For example, there is currently money in the budget for one department head. When we move to two departments, we will identify the resources necessary to pay an administrative stipend to a second department head. Similarly, as the disaggregation is implemented fully and the two departments are physically separated (when the Department of Applied Economics moves to the new Agricultural Sciences Building on the Quad in 3 to 5 years), there may be a need for some additional staff. Monies for these additional expenditures will come from internal college and university reallocations or the use of new discretionary monies.
Figure 1: Dissolve the Existing Department of Economics and Create Two New Separate Departments

Current Department of Economics
(22 faculty lines)

Department of Applied Economics
(11 faculty lines)

Department of Economics and Finance
(11 faculty lines)

1. DeeVon Bailey
2. Marion Bentley
3. Arthur Caplan
4. E. Bruce Godfrey/Dillon Fuez
5. Paul Jakus
6. Ken Lyon
7. Gholamreza Oladi
8. Donald Snyder
9. Ruby Ward
10. OPEN
11. OPEN

1. Biswas Basudeb
2. Tyler Bowles
3. Frank Caliendo
4. Christopher Fawson
5. John Gilbert
6. Terrence Glover
7. Dwight Israelsen
8. OPEN
9. OPEN
10. OPEN
11. OPEN
**Figure 2: Administrative Responsibility for Existing Degree Programs Under New Organizational Structure**

<table>
<thead>
<tr>
<th>College of Agriculture</th>
<th>Huntsman School of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Degree Programs</strong></td>
<td>1. Economics Major (214 enrolled)</td>
</tr>
<tr>
<td>1. Agribusiness Major (57 enrolled)</td>
<td>* Economic Theory Emphasis</td>
</tr>
<tr>
<td>* Business Option</td>
<td>* Managerial Economics Emphasis</td>
</tr>
<tr>
<td>* Agricultural Systems Option</td>
<td>* Prelaw Economics Emphasis</td>
</tr>
<tr>
<td>2. Agricultural Economics Major (4 enrolled)</td>
<td>2. Economics Minor</td>
</tr>
<tr>
<td>3. International Agribusiness Major (4 enrolled)</td>
<td></td>
</tr>
<tr>
<td>5. Agricultural Economics Minor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Degree Programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ph.D. in Economics (12 enrolled)</td>
<td>1. M.S. and M.A. in Economics (6 enrolled)</td>
</tr>
<tr>
<td>2. M.S. in Applied Economics (3 enrolled)</td>
<td></td>
</tr>
<tr>
<td>* Agricultural Economics Specialization</td>
<td></td>
</tr>
<tr>
<td>* Natural Resource Economics Specialization</td>
<td></td>
</tr>
<tr>
<td>* Regional Economic Development Specialization</td>
<td></td>
</tr>
</tbody>
</table>
ITEM FOR ACTION

RE: Request to change the name of the College of Education and Human Services to the Emma Eccles Jones College of Education and Human Services.

EXECUTIVE SUMMARY

On December 5th, 2008, Clark P. Giles, Chairman of the Emma Eccles Jones Foundation, announced a gift to Utah State University of $25 million. This gift is directed toward the College of Education and Human Services. When combined with other gifts to the College from Emma Eccles Jones herself and from the Emma Eccles Jones Foundation, the total giving to the College is more than $45 million. In recognition of this new gift and the Foundation’s total giving, the College of Education and Human Services is seeking formal authorization to change the name of the college to the Emma Eccles Jones College of Education and Human Services.

Speaking at a celebration of this gift on April 23, 2008, President Albrecht said, “This gift is a reflection of the great confidence the Foundation has in us. We are humbled by that confidence, but we enthusiastically embrace this great challenge.”

Dean Carol Strong, responding to the gift, said: “The gift will allow the already highly ranked college to affirm even further its status as one of the nation’s leaders in early childhood education, research and service. The synergy created by this gift will serve as a powerful catalyst, helping to transform early childhood education not only regionally and nationally but internationally.”

Mr. Giles, speaking at the event, commented: “We are pleased to provide this gift to further enhance the early childhood education programs at USU . . . Aunt Em focused her career on providing training and education for teachers of early childhood education, and the new center at USU will be a great benefit to the university, the state and the nation.”

RECOMMENDATION

In light of this gift and the others from Emma Eccles Jones and her Foundation, the largest total giving from a single foundation in Utah State University history, President Stan L. Albrecht recommends changing the name of the College of Education and Human Services to the Emma Eccles Jones College of Education and Human Services.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Clark P. Giles, Chairman of the Board for the Emma Eccles Jones Foundation, has announced a gift of $25 million to the USU College of Education and Human Services, and

WHEREAS, This gift, when combined with the other gifts from the Emma Eccles Jones Foundation, represents the largest giving from a single foundation in the history of Utah State University, and

WHEREAS, Emma Eccles Jones touched the lives of many children when she was a teacher herself, and the College will extend that touch to countless generations of young children, and

WHEREAS, Emma Eccles Jones was a dedicated kindergarten teacher, an educator of preservice kindergarten teachers, and a loyal friend to the teaching profession, and

WHEREAS, Every teacher who graduates from the College of Education and Human Services will carry on the tradition of excellence established by Emma Eccles Jones, and

WHEREAS, This proposal has the approval of the Dean of the College of Education and Human Services, and

WHEREAS, The proposal has the approval of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to change the name of the College of Education and Human Services to the Emma Eccles Jones College of Education and Human Services, and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education as an information item.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE

16
ITEM FOR ACTION

RE: A proposal from the Department of Engineering and Technology Education to offer a Doctor of Philosophy (Ph.D.) in Engineering Education, effective Fall Semester 2008.

EXECUTIVE SUMMARY

This proposal represents the culmination of a multiyear initiative to refocus the Department of Engineering and Technology Education and develop a new emphasis in engineering education. This focus has been supported by a $10 million grant from the National Science Foundation. While the department has offered a Ph.D. in Technology Education through the College of Education and Human Services for many years, the proposed Ph.D. in Engineering Education will be offered through the College of Engineering. The goal of the program is to produce doctoral graduates prepared to teach engineering design skills and conduct research as to how these skills are best taught and learned. More specifically, the program will produce graduates who:

1. Are familiar with the theory and practice of engineering education within their area of engineering specialization.
2. Have the ability to conduct research in engineering education in areas such as engineering epistemologies, engineering learning mechanisms and learning systems, engineering diversity and inclusiveness, and engineering assessment.
3. Have the ability to develop, implement and assess engineering curricula at both the high school and university levels.

The proposal was prepared by the Department of Engineering and Technology Education and has been approved by the Dean of the College of Engineering, the Educational Policies Committee, and the Utah State University Faculty Senate.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the proposal from the Department of Engineering and Technology Education to offer a Doctor of Philosophy Degree in Engineering Education.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The Department of Engineering and Technology Education proposes to offer a Doctor of Philosophy Degree in Engineering Education, and

WHEREAS, The degree represents the culmination of a multiyear initiative to refocus the department toward engineering education, and

WHEREAS, The degree will prepare graduates with expertise in teaching engineering design, and the assessment of engineering education processes, and

WHEREAS, The proposal has been approved by the Dean of the College of Engineering, and

WHEREAS, The proposal has been approved by the Educational Policies Committee and the Utah State University Faculty Senate, and

WHEREAS, The proposal has the approval of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal from the Department of Engineering and Technology Education to offer a Doctor of Philosophy Degree in Engineering Education, and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education as an action item.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE
SECTION I: THE REQUEST

Utah State University requests approval to offer a doctorate of philosophy in engineering education effective Fall Semester 2008.

SECTION II: PROGRAM DESCRIPTION

The Engineering and Technology Education Department will offer a Doctorate of Philosophy in Engineering Education.

Background

The Department of Engineering and Technology Education (ETE is administratively housed in the College of Engineering). The department has offered graduate degrees at the master's degree level for many years. In addition, Ph.D. degrees in technology education have been offered to students through the College of Education and Human Services in Curriculum and Instruction specialization. Currently, there are seven full time technology education doctoral students supported on research and teaching assistantships. Three students will receive their Ph.D. degrees in 2008. Graduates have been employed primarily in universities where they are involved in technology teacher education and supporting research.

This proposal requests authorization to offer the Ph.D. degree through the Department of Engineering and Technology Education in the College of Engineering. This degree request is the culmination of a multiyear initiative to refocus the department and develop a new emphasis in engineering education. This new focus was supported by a ten million dollar grant from the National Science Foundation to establish the National Center for Engineering and Technology Education at Utah State. While ETE will continue to support a Ph.D. in technology education through the College of Education and Human Services, the new emphasis in engineering education within the department is sufficiently different from the technology education program that a new doctoral degree with a very different set of requirements is warranted. Approval to offer the Engineering Education Ph.D. through the ETE department will be a major step in meeting the department's established long-range goals.

Program Description

While engineering education has some similarities to existing science, technology, and mathematics education specializations, it has one critical difference. Engineering education emphasizes the learning and teaching of engineering design, a decision making process which utilizes results from basic sciences, mathematics, and the engineering sciences. The goal of this program is to produce doctoral students with proficiency in developing engineering design skills in others and expertise in research into how those skills are best learned and taught. This program will produce graduates who:

1. Are familiar with the theory and practice of engineering education and are adept at these aspects within their specific area of engineering specialization

2. Have the ability to conduct research in engineering education in areas such as engineering epistemologies, engineering learning mechanisms, engineering learning systems, engineering diversity and inclusiveness, and engineering assessment.

3. Have the ability to develop/implement/assess engineering curricula at both the high school and university levels.
To achieve these goals, students will complete a minimum of sixty credit hours, combining course work and research. The curriculum has been divided into three components, an engineering education core, an area of specialization, and a research component.

The Engineering Education Core. This curricular component recognizes that engineering education is an emerging discipline. As such, students are unlikely to enter the program with strengths in both engineering and education. The core curriculum will be used to fortify the engineers' skills in program design and assessment and to fortify the educators' skills in analysis and design.

The Area of Specialization. This curricular component will allow the students to develop an in-depth knowledge in one area of engineering education. Students will identify a theme for their research and take courses within that area. The theme and courses will be identified and chosen with the advice and approval of the student's doctoral advisory committee. Three credits of these courses must be taken outside the Engineering and Technology Education Department.

The Research Core. The research core ensures that program graduates have the skills necessary for, and experience in, performing engineering education research. This curricular component has two sections. The first is a series of courses in research methods. Education research methodologies fall into two broad categories, quantitative and qualitative. Students will take one course focused on each of these techniques, followed by an advanced course in the methodology being used in their dissertation. In the second section students develop a research project that culminates in a dissertation.

Purpose of the Degree

The Engineering Education doctorate will produce graduates who are familiar with the theory and practice of engineering education, are able to guide and perform research within a specific area of engineering education, and have the ability to design, implement, and assess both high school and college level engineering curricula. These individuals are expected to enter a variety of professions including engineering education faculty, engineering faculty, and engineering technology faculty.

Institutional Readiness

Utah State University is ready to implement this degree program with no significant additional resource requirements.

New Organizational Structures

Engineering Education will be a program of the College of Engineering. The Engineering Education Program will be lead by the Head of Engineering and Technology Education, reporting to the Dean of the College of Engineering.

Impact on Learning Resources and Instructional Technology

The department has been working with university resources, such as the library, since the change process began. For example, the journal subscriptions required for the new emphasis have already replaced those that are no longer needed. No additional impact on the learning resources, such as the library, or on instructional technology facilities, is expected. (see Appendix A – Letter from Library)
Impact on the Budget

No impact on the university budget is expected. The new degree program results from changes within the department; no new financial resources will be required.

Impact on Faculty

No additional faculty will be required for the implementation of this program. This program will primarily use courses already taught by faculty in a number of different departments but primarily within the Engineering and Technology Education Department. Required courses taught by the College of Education will be done so in agreement with the College of Engineering and College of Education and Human Services. (see Appendix B – Letter of Agreement between College of Engineering and College of Education and Human Services) All of the new courses required for this new program have been created as part of the National Center for Engineering and Technology Education and are, therefore, already in existence. Some existing Engineering and Technology Education Department courses will be revised. However, these revisions will occur as part of the normal course updating process. (See Appendix C: Program Curriculum)

Impact on Staff

This program will use existing staff within the Engineering and Technology Education Department. No additional staff is required.

Faculty

This degree proposal represents the completion of a departmental change in emphasis that began with the name change three years ago. As such, the change is evolutionary rather than revolutionary. Because of the changes within the department, no additional faculty will be required. Using State appropriated funding (Engineering Initiative Funds), the Department will be hiring two new faculty over the next two years. Faculty will teach undergraduate engineering courses for the College of Engineering, and each faculty member will participate in the PhD program. The Engineering and Technology Education Department had a retirement of one professor this past year, and his replacement will be directed toward support of the new degree program by hiring an individual with a background in cognition and a specialization in engineering and technology education. The Program will not depend on the use of adjunct faculty. Adjunct faculty may be utilized to provide special opportunities to students, but tenure track faculty with doctorates will be the norm.

Staff

No additional staff members are required. The current resources from within the Department of Engineering and Technology Education will be able to accommodate the new program. Additional office support for the new faculty will be augmented from externally funded research projects.

Library and Information Resources

The new degree program is an evolutionary change of the department. The changes to the library and information resources needed to support excellence in the program have already been made. (see Appendix A – Letter from Library)
Admission Requirements

Students accepted into the program will be required to meet the current standards for admission to the Graduate School including:

- a master's degree in engineering that will be completed before matriculation in the degree program,
- a 3.0 or higher grade point average (or equivalent) on the last 60 semester or 90 quarter credits,
- a score at or above the 40th percentile on Graduate Record Examination, and
- satisfactory letters of recommendation.

In addition, the program will require the submission of a short, typed essay (2 to 3 pages, double-spaced) in which the student identifies his or her particular academic interests and the submission of a current curriculum vita.

Student Advisement

The Graduate Coordinator of the Engineering and Technology Education Department will act as each student's advisor until the student chooses a research advisor and committee. Once the advisor and committee are chosen, they will take over student advising.

Justification for Number of Credits

This program will require the completion of 60 credits beyond the completion of a master's degree. The number of credits is consistent with the requirements of the Graduate School.

External Review and Accreditation

There are no accreditations available for engineering education at the doctoral level. To ensure excellence, the department will assemble an external advisory committee to review the program (as described in Section IV: Program and Student Assessment). This review process is similar to what is being used in the engineering education program at Purdue University.

Projected Enrollment

Projected FTE Engineering Education majors relative to FTE Engineering and Technology Education dedicated faculty is shown in the chart below. This ratio does not include other faculty providing courses used by Engineering Education majors because they will not be paid from Engineering and Technology Education funds.
<table>
<thead>
<tr>
<th>Year</th>
<th>FTE Students (Doctoral)†</th>
<th>ETE Faculty (Current)</th>
<th>Approximate: Student: Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-9</td>
<td>3</td>
<td>7</td>
<td>1 : 2.33</td>
</tr>
<tr>
<td>2009-10</td>
<td>6</td>
<td>9</td>
<td>0.66 : 1</td>
</tr>
<tr>
<td>2010-11</td>
<td>9</td>
<td>9</td>
<td>1 : 1</td>
</tr>
<tr>
<td>2011-12</td>
<td>12</td>
<td>9</td>
<td>1.33 : 1</td>
</tr>
<tr>
<td>2012-13</td>
<td>15</td>
<td>9</td>
<td>1.66 : 1</td>
</tr>
</tbody>
</table>

† Only students within the new program are included in these numbers. Currently, there are 7 doctoral students enrolled in the Interdepartmental Doctoral Program in the College of Education and Human Services.

No negative impact is expected on the enrollments of other programs. The Engineering and Technology Education Department currently offers a Doctorate through the Interdepartmental Doctoral Program in the College of Education and Human Services. Continued participation in that program is expected.

**SECTION III: NEED**

**Program Need**

The Engineering and Technology Education Department is building on the existing strengths in technology education research and K-12 education by the addition of engineering education research and engineering education.

Engineering, as a profession, differs from many science and mathematics disciplines in its emphasis on creation and design rather than inquiry. Rapid changes in the worldwide engineering enterprise have motivated the profession to rethink how future generations of engineers should be educated to build analysis-based design skills. The recent NSF sponsored *Engineering Education Research Colloquies* identified five research areas of importance to the future of engineering. The research areas include: engineering epistemologies, engineering learning mechanisms, engineering learning systems, engineering diversity and inclusiveness, and engineering assessment. Success in these areas will require the creation of individuals with expertise in engineering education.

Utah State University is home to one of only three departments in the nation in engineering education, with the other two programs at Purdue University and at Virginia Polytechnic Institute and State University. All three of these departments have been formed within the past three years.

The engineering education program is modeled after those at Purdue and Virginia Tech. The doctoral requirements chart shown in figure 1 indicates the coursework comparison of the three programs. Shown are the requirements for the program in the areas of research, engineering, and education.
# Doctoral Program Requirements for Utah State University, Purdue University, and Virginia Tech.

<table>
<thead>
<tr>
<th>Engineering (Elective - Area of Specialization)</th>
<th>Purdue</th>
<th>Virginia Tech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Education (Core)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETE 7400 - Occupational Analysis in Engineering and Technology Education</td>
<td>Students are required to complete 15 credit hours of graduate level engineering technical coursework.</td>
<td>5024-Design in Engr. Education and Practice</td>
</tr>
<tr>
<td>ETE 7020 - Design Thinking in ETE</td>
<td></td>
<td>5204-Design of Laboratory Courses for Engr. &amp; Science Educ.</td>
</tr>
<tr>
<td>(9 Credits Required)</td>
<td>(15 Credits Required)</td>
<td>5104-Preparing for the Engineering Professorate</td>
</tr>
<tr>
<td>Engineering Education (Core)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETE 7810 - Research Seminar</td>
<td>ENE 500 or 600 Level Engineering Education Courses Seminar in Engineering Education</td>
<td>5404-Assessment Techniques in Engineering Education</td>
</tr>
<tr>
<td>EDUC 7300 - Foundations of Education</td>
<td></td>
<td>5504-Practicum in the Engineering Classroom</td>
</tr>
<tr>
<td>ETE 7010 - Role of Cognition in ETE</td>
<td></td>
<td>5004-History, Theory and Practice of Engineering</td>
</tr>
<tr>
<td>ETE 6150 - Evaluation and Assessment</td>
<td></td>
<td>5034-Contemporary Issues in Engineering Education</td>
</tr>
<tr>
<td>ETE 7230 - Foundations of Engr. &amp; Technology Education</td>
<td></td>
<td>5014-Foundations of Engineering Education</td>
</tr>
<tr>
<td>ETE 6450 - Administration and Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 7310 - Teaching &amp; Learning Foundations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETE 7460 - Finance &amp; Grant Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(18 Credits Required)</td>
<td>(15 Credits Required)</td>
<td>(12 Credits Required)</td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 6800 - Research Design &amp; Analysis I</td>
<td>Introductory Statistics (e.g. STAT 511)</td>
<td>5604-Quantitative Research Methods in Engineering Education</td>
</tr>
<tr>
<td>EDUC 7610 - Research Design &amp; Analysis II</td>
<td>Introductory Research (e.g. EDPS 533, TECH 646B)</td>
<td>5614-Quantitative Research Methods in Education</td>
</tr>
<tr>
<td>EDUC 6770 - Qualitative Methods I</td>
<td>Introductory Research Methods</td>
<td>6604-Advanced Engineering Research Methods</td>
</tr>
<tr>
<td>EDUC 7780 - Qualitative Methods II</td>
<td>Elective (qualitative or quantitative)</td>
<td>5314-Documenting Engineering Research</td>
</tr>
<tr>
<td>EDUC/SPED 7700 - Single Subject Meth &amp; Design</td>
<td></td>
<td>5324-Presenting Engineering Research</td>
</tr>
<tr>
<td>EDUC 7650 - Logitudinal Research Design &amp; Analysis</td>
<td></td>
<td>6624-Contemporary Issues in Engineering Education Research</td>
</tr>
<tr>
<td>PSY 7070 Adv. Measurement Theory &amp; Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(9 Credits Required)</td>
<td>(6 Credits Required)</td>
<td>(9 Credits Required)</td>
</tr>
<tr>
<td>Dissertation Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD Dissertation Research (students must take an appropriate # of research credit hours to complement their grad program &amp; be consistent with the Graduate School requirements)</td>
<td>PhD Dissertation Research (students must take an appropriate # of research credit hours to complement their grad program &amp; be consistent with the Graduate School requirements)</td>
<td>PhD Dissertation Research (students must take an appropriate # of research credit hours to complement their grad program &amp; be consistent with the Graduate School requirements)</td>
</tr>
<tr>
<td>(minimum 24 credits)</td>
<td>(24 credits)</td>
<td>(30 credits)</td>
</tr>
</tbody>
</table>
Labor Market Demand

Depending on their individual skills and preferences, it is anticipated that graduates of this program would enter one of the following careers.

*Engineering Faculty or Engineering Technology Faculty* – There is significant demand for engineering faculty with strength in curriculum development and management in the regional branches of universities, community colleges, and other universities whose primary mission is teaching.

*Engineering Education Faculty* – Engineering education is an emerging discipline. Nationally, we anticipate the addition of 2-4 new programs in the next five years, in addition to the 3 existing programs.

*Industry Trainer* – With corporate needs to educate their employees on a variety of engineering-based subjects (e.g. safety and engineering education), it is anticipated that a number of graduates would enter industry to develop and manage these programs.

Currently there is a national shortage of doctoral level engineering/engineering technology faculty. This shortage is due to high retirement rates in existing programs.

Student Demand

In the past three years, the ETE department has had a substantial increase in the number of inquiries for admission. In that time the number of in-house doctoral students has increased from two to five with a 3:1 application to admission ratio. Based on the applications for the coming year, the department anticipates this growth to continue. In addition, the department has been developing new recruiting materials to further support this growth rate.

Two factors have driven this growth. The first is the emergence of engineering education as its own discipline at the university. The National Center for Engineering and Technology Education, located in the Engineering and Technology Education Department, is the most obvious example of this creation. The second is the significant interest in engineering education in K-12 at the state as well as national level. The National Academy of Engineering has convened a special committee to report on the status of P-12 engineering education. Their report should be available in 2008. The ETE department is assisting with the development of the Utah Pre-Engineering Pathway for the Utah State Office of Education.

Collaboration with and Impact on Other USHE Institutions

No USHE institution offers a doctoral degree in Engineering Education. There are no similar programs in Utah or the Intermountain West region.

Benefits to USU and USHE

This program will be the first in the State of Utah (and the third in the nation) that explicitly addresses the unique needs of engineering education. The program will generate graduates familiar with the theory and practice of engineering education, are adept at these aspects within their specific area of engineering specialization, have the ability to design, perform, analyze, and report state-of-the-art research in engineering education, and have the ability to design, implement, and assess engineering curricula according to national standards.
Consistency with Institutional Mission

The engineering education doctorate is consistent with the institution's mission to discover, create, and transmit knowledge through education programs at the graduate level, through research and development, and through service programs.

SECTION IV: PROGRAM AND STUDENT ASSESSMENT

Program Assessment

Every five years, the department will assemble an external advisory committee. The committee will examine the program's objectives and outcomes to determine if they continue to meet the needs of the program's stakeholders and to recommend necessary changes. Currently, the program's stakeholders include the State of Utah, Utah State University, the Utah State Office of Education and its schools, the engineering education community, and our graduates. As currently specified, the five member committee will include members of the engineering education community, the technology education community, the College of Education and Human Services, and local industry. The first meeting of this committee is scheduled for 2012, allowing the graduation of two to three graduate student cadres and data gathering from the graduates.

In addition, the Engineering Education Doctoral Program will be internally assessed using a continuous quality improvement process. Each year the graduate faculty will meet to compare its stated objectives and outcomes with those achieved by the program. Weaknesses will be identified and corrective actions recommended. The following year, the results of the corrective actions will be examined and further changes recommended, if necessary.

Expected Standards of Performance

The students' performance of these outcomes will be determined using a combination of formative and summative assessments. The assessment points will include:

- Engineering Education and Specialization Cores
  - Classroom Performance (formative & summative) – Students are required to maintain a 3.0 overall average in all courses, with no less than a C- grade in any single course.
  - Comprehensive Examination (summative) – Students are required to pass a comprehensive written examination based on their degree course work. This examination will be taken after completion of the required degree course work.

- Research Core
  - Research Proposal (formative) – Students are required to write and successfully defend the proposal for their dissertation research.
  - Dissertation (summative) – Students are required to perform research, write a dissertation, and defend the research and dissertation before their research advisor and committee.
SECTION V: FINANCES

Funding Sources

This program is already funded. Any additional funds required for implementation of the program will be reallocated from the current College of Engineering and Department of Engineering and Technology Education Department Budgets.

Table 1 shows revenues from graduate student enrollment and conservative revenue projections from externally funded projects and E&G funding to support graduate students.

<table>
<thead>
<tr>
<th>Table 1: Proposed PhD Program Budget - Five Year Revenue &amp; Expense Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATE STUDENTS</td>
</tr>
<tr>
<td>New Resident and Non-Resident</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>REVENUES</td>
</tr>
<tr>
<td>Fees (fall and spring) - (12 credits/semester = $292.50)</td>
</tr>
<tr>
<td>Grant Revenue (externally funded projects and E&amp;G funds) $17,500 per graduate student</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
</tr>
<tr>
<td>EXPENSES</td>
</tr>
<tr>
<td>Staff Assistant</td>
</tr>
<tr>
<td>Staff Benefits (8%)</td>
</tr>
<tr>
<td>* Graduate Assistantships ($15,000 per graduate student)</td>
</tr>
<tr>
<td>Graduate Benefits (8%)</td>
</tr>
<tr>
<td>Graduate Insurance ($1000/student)</td>
</tr>
<tr>
<td>Recruitment</td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
</tr>
</tbody>
</table>

* All graduate assistantships funded at $15,000 per year for three years. During the first year of the program the department will enroll 3 graduate students. In year 2, three more students will be funded. In years 3, 4 and 5, four additional students will be funded each year.
APPENDIX A: PROGRAM SCHEDULE

Engineering Education Core Courses (18 credits)
These courses are aimed at strengthening the student’s background in engineering education. Students will choose courses to strengthen their existing background.

Engineering Education Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETE 7010</td>
<td>Role of Cognition in Engineering and Technology Education</td>
<td>3</td>
</tr>
<tr>
<td>ETE 6090</td>
<td>Program Design</td>
<td>3</td>
</tr>
<tr>
<td>ETE 6150</td>
<td>Evaluation and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ETE 6450</td>
<td>Administration and Organization</td>
<td>3</td>
</tr>
<tr>
<td>ETE 7230</td>
<td>Foundations of Engineering &amp; Technology Education (revised course)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7300</td>
<td>Historical, Social, and Cultural Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7310</td>
<td>Teaching &amp; Learning Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ETE 7460</td>
<td>Finance and Grant Writing</td>
<td>3</td>
</tr>
<tr>
<td>ETE 7810</td>
<td>Research Seminar</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Area of Specialization (9 credits)
Graduates will have an in-depth knowledge of specialization within Engineering Education. This area is to be specified by the student in writing (with approval of their advisor and graduate committee) within the first year of their program of studies. This expertise will be obtained through the use of approved elective courses and regular interaction between the student, their major professor, and their graduate committee. This expertise must be demonstrated in the required written and oral examinations.

To encourage breadth of viewpoint in the students, doctoral students are required to take at least one elective in their area of specialization from another department (e.g. Education, Social Sciences, or Engineering)

Area of Specialization –Specialization Electives 9 credits

Research Core (9 + 24 = 33 credits)
The research core ensures that program graduates have the skills necessary for and experience in performing engineering education research. This curricular component has two sections. The first is a series of courses in research methods. Education research methodologies fall into two broad categories, quantitative and qualitative. Students will take one course in each of these techniques, followed by an advanced course in the methodology being used in their dissertation. In the second section students perform a research project culminating in a dissertation.

Research Theory Core (9 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 6600</td>
<td>Research Design and Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6770</td>
<td>Qualitative Methods I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7780</td>
<td>Qualitative Methods II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7610</td>
<td>Research Design and Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7700</td>
<td>Single Subject Methods &amp; Design</td>
<td>3</td>
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<tr>
<td>EDUC 7650</td>
<td>Longitudinal Research Design &amp; Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSY 7070</td>
<td>Advanced Measurement Theory &amp; Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Research Practice Core (24 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ETE 7970</td>
<td>Dissertation Research</td>
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</tbody>
</table>

minimum 24 credits
Additional Degree Requirements

1. Seminar - Students are required to register for ETE 7810 (research seminar) every fall semester during which they are in residence at Utah State University. A minimum of 1 credit and a maximum of 3 credits are applicable to the doctoral degree requirements.

2. Proposal Defense

3. Comprehensive Examination

4. Dissertation Defense/Examination

5. 2 publications submitted to peer reviewed journals

6. Teaching experience including one or more of the following
   a. One year of experience as a K-12 teacher
   b. One year of experience as university/college/community college faculty
   c. Two semesters of guided teaching experience
   d. Other equivalent experience approved by the department chair and the student's graduate committee

7. Presentation of dissertation research at a regional or national professional society meeting

8. Grant proposal preparation
Appendix B: Program Curriculum

Revised Courses

The courses in this group are either new to the Engineering Education Curriculum or have been significantly revised to reflect the new doctoral program's objectives and outcomes.

ETE 7230 Foundations of Engineering and Technology Education (revised) 3 credits
Study of the objectives, legislative foundations, principles, philosophy, impact, and organization of engineering education and technology education. (F, Sp, Su)

ETE 7460 Research Finance and Grant Writing 3 credits
Procedures in financial administration of education and research monies. Budget preparation, budget operation and control, and accounting. In-depth review of steps and techniques needed for grant writing. (F, Sp, Su)

All Program Courses

ETE 6100 Contemporary Issues in Engineering and Technology Education 3 credits
Study of present and future foundational professional developments in engineering and technology education. Students identify and investigate contemporary trends and issues affecting and facing engineering and technology education. (F, Sp, Su)

ETE 6250 Internship 1-6 credits
Advanced instruction through supervised work experience in teaching, supervising, or administering educational or industrial program. (F, Sp, Su)

ETE 6440 Technology and Society (dual listing 4440) 3 credits
Challenges students to develop an understanding of the dynamic interaction between science, technology, and society. Explores the responsibility of humans to direct the utilization of technology as a creative enterprise. Students critically investigate technological innovations, issues, and impacts on society from a global perspective. (F, Sp)

ETE 6450 Administration and Organization in Engineering and Technology Education 3 credits
Administrative and supervisory techniques for successful operation of technology education and applied technology education programs. (F, Sp, Su)

ETE 6520 Explorations of Engineering Industry 3 credits
Study of contemporary industry, business, and service through a series of site visits. Includes various management and finance methods and techniques. (F, Sp, Su)

ETE 6750 Research Methods and Design in Engineering and Technology Education 3 credits
Introduction to practical research planning and design. Guides students from proposal selection to completed proposal to final research report. (F, Sp, Su)
ETE 6900  Readings and Conference  1-3 credits
Advanced individualized study on selected topics in engineering and technology education. Scheduled consultation with faculty member. (F, Sp, Su)

ETE 6910  Experimental Laboratory  3 credits
Introduction to elements of a research report through selection and development of experimental study utilizing tools, equipment, materials, and processes for improving programs and teaching techniques. (F, Sp, Su)

ETE 7010  The Role of Cognition in Engineering and Technology Education  3 credits
Study of cognitive science and research relating to engineering and technology education. (F)

ETE 7020  Design Thinking in Engineering and Technology  3 credits
Engineering design as applied to technology education. (Sp)

ETE 7030  Engineering Design and Analysis for Engineering and Technology Education  3 credits
Engineering design methodology for technology education teacher educators. Focuses on science principles and predictive mathematics comprising the engineering sciences needed to solve problems in a design framework that is analytical, predictive, and repeatable. (F)

ETE 7040  Dynamic and Network Engineering Processes for Technology Education  3 credits
Examines dynamic and network processes in engineering through the use of simulation software. Students use these techniques to develop standards-based engineering curricular modules for use in grades 6 through 12. (Sp)

ETE 7400  Occupational Analysis and Curriculum Development*  3 credits
Students learn techniques for conducting an occupational analysis (both job and task analysis) and for developing performance-based or competency-based curriculum. Explores industrial and educational applications for this style of curriculum development.

ETE 7500  Internationalizing Institutions of Higher Education  3 credits
Explores the need and methodology of internationalizing higher education institutions, with the purpose of understanding the global society and delivering education worldwide. (F, Sp, Su)

ETE 7600  Academic Issues and Politics in Higher Education  3 credits
Study of higher education, the social political impacts, and the role of faculty members in higher education institutions. (F, Sp, Su)

ETE 7810  Research Seminar  1-6 credits
Identification of research problems, consideration of research strategies and methods, application of research and statistical concepts in departmental focus, and interaction with faculty. (F, Sp, Su)

ETE 7900  Independent Study  1-3 credits
Individually directed reading and conference. Departmental approval required before registration. (F, Su)

ETE 7970  Dissertation Research  1-15 credits
(F, Sp, Su)
ETE 7990  Continuing Graduate Advisement  1-3 credits
(F, Sp, Su)

EDUC 7300  Historical, Social, and Cultural Foundations of Education  3 credits
Examines relationship of modern school in terms of historical, cultural, and social foundations of education. Prerequisites: EDUC 6410, ELED 6020/7020, or permission of instructor. (F)

EDUC 7310  Teaching & Learning Foundations  3 credits
Seminar in which learning theories and teaching models/skills are demonstrated, critically examined, and integrated. Prerequisite: Graduate course in educational psychology or equivalent. (Sp)

EDUC 6600  Research Design and Analysis I  3 credits
Research design and statistical concepts for research in education, human services, and psychology, with focus on the selection and interpretation of statistical analyses. Prerequisites: EDUC/PSY 6570, passing score on 6600 Pretest via WebCT, and permission of instructor. Also taught as PSY 6600. (F,Sp,Su)

EDUC 6770  Qualitative Methods I  3 credits
Introduction to qualitative research, including foundations; research designs and strategies of inquiry (case studies, ethnography, phenomenology, grounded theory, biographical, historical, participative inquiry); sampling; fieldwork and data collection; and analysis. Prerequisite: EDUC/PSY 6570. (Sp)

EDUC 7780  Qualitative Methods II (dual listing 6780)  3 credits
Builds on and applies concepts covered in EDUC 6770, emphasizing analysis of data, critique of qualitative research, and design and implementation of qualitative research. Students registered for 6780 conduct a qualitative research project. Prerequisite: EDUC 6770. (Sp)

EDUC 7610  Research Design and Analysis II  3 credits
Advanced treatment of research design and statistical concepts and issues in educational, human services, and psychological research. Prerequisite: EDUC/PSY 6600. Also taught as PSY 7610. (F,Sp,Su)

EDUC 7700  Single Subject Methods & Design (dual listing 6700)  3 credits
Examines single-subject research methodology for applied research in schools, including measurement, design, and analysis issues. Also taught as SPED 7700/6700. (F)

EDUC 7650  Longitudinal Research Design & Analysis  3 credits
Applied longitudinal study design and analysis for research in behavioral and educational sciences. Explores case-control, cohort, cross-over, complex sample, and randomized controlled trial designs. Examines analytical methods for observed outcomes of various distributions (e.g., Gaussian, Binomial, Poisson). Prerequisite: EDUC/PSY 7610. Also taught as PSY 7650. (Sp)

PSY 7070  Advanced Measurement Theory & Practice  3 credits
Covers psychometric topics, including classical test theory, generalizability theory, item response theory, and issues concerning bias in psychological testing. Prerequisites: PSY 5330/6330, EDUC/PSY 6600. (Sp)
APPENDIX C: EXISTING Faculty

Kurt H. Becker, Ph.D., Professor, Department Head
Technology Education, Texas A&M University
Teaching Specializations – Teacher Education, Computer-Aided Design and Drafting, Construction
Research Specializations – Adult learning cognition, K-12 engineering and technology education professional development, K-12 engineering and technology education curriculum development, and technical training

Ward Belliston, Ph.D., Associate Professor
Vocational Administration and Supervision, Colorado State University, Fort Collins, Colorado
Teaching Specializations – Electricity and Electronics
Research Specializations – Course curriculum and developing innovative teaching materials, electrical engineering education for non electrical engineering majors.

Ning Fang, Ph.D., Associate Professor
Mechanical Engineering, Huazhong University of Science and Technology, China
Teaching Specializations – Engineering mechanics, manufacturing processes, design
Research Specializations – Developing innovative and effective teaching pedagogy and course curriculum, Engineering and Technology Education reform, the retention of freshmen in engineering, K-12 Engineering and Technology Education

Edward Reeve, Ph.D., Professor
Education and Industrial Technology, The Ohio State University, Columbus, Ohio
Teaching Specializations – Technology education, curriculum development, communication technology.
Research Specializations – Developing standards-based curricula for technology and Engineering and Technology Education, improving teaching and learning in engineering and technology educations, internationalizing the curriculum.

Paul Schreuders, Ph.D., Assistant Professor
Biomedical Engineering, University of Texas, Austin
Teaching Specializations – Engineering systems, engineering design, systems Modeling
Research Specializations – Engineering career decisions, teaching engineering design and simulation, classroom group structures and their relationships with success in engineering

Gary A. Stewardson, Ph.D., Associate Professor
Technology Education, University of Maryland, College Park
Teaching Specializations – Manufacturing, automation and control systems, student assessment, curriculum development, and instructional strategies
Research Specializations – Developing innovative curriculum utilizing problem solving and design instructional strategies, K-12 engineering education, occupational and task analysis.
**New Faculty**

**New Tenure Track Faculty Member, PhD., Engineering and Technology Education**

Teaching Specializations – Introduction to Engineering, K-12 Engineering Education, Graduate Research Methods

Research Specializations – K-12 Engineering Education and Technology Education

**New Tenure Track Faculty Member, PhD., Civil Engineering**

Teaching Specializations – Statics, Dynamics, CAD, Graduate Engineering Education

Research Specializations – Engineering Education

**New Tenure Track Faculty Member, PhD., Electrical Engineering**

Teaching Specializations – Circuits, Electronics, Statics, Graduate Engineering Education

Research Specializations – Engineering Education
March 4, 2008

To Whom It May Concern,

I am the subject librarian for the Department of Engineering and Technology Education. I have been working with the faculty for the past several years to adjust our Library's books and journals to best meet the teaching and research needs of this department.

In recent years we have been able to cancel journals that no longer served the department well, and acquire new journals more focused on the program. I have worked with faculty to assess their needs, and prioritized the journals they listed as essential to their work. To this end, we were able to acquire four new titles identified as necessary to support the department and its plans to launch a doctoral program in Engineering Education.

Currently, Thomson’s Journal Citation Reports includes seven journals that pertain to engineering education (listed under the headings of “Education, Scientific Disciplines” and “Engineering, Multidisciplinary.” We currently have access to all of these journals. Additionally, faculty and graduate students identified 14 journals upon which they heavily relied. We now have access to all but one of these title, which is available to our faculty and students through Interlibrary Loan. In addition to journals focused on Engineering Education, we have a robust collection of journals in the fields of education, general engineering, and specific fields of engineering.

Access to the journal literature is available through a number of databases, including Ei Compendex, the full suite of IEEE publications, the Web of Science, Digital Dissertations, Wilson’s Education Full Text, and ERIC.

The Library’s book collection has been updated. Two years ago, I searched World Cat, a composite global database of library holdings, for books pertaining to engineering and technology education. I identified key titles not owned by our library and systematically purchased these to complete our collection. I continue to seek out new monographic publications for this field, and am generally able to purchase any book requested by our faculty.
In summary, the Library is well poised to support a new doctoral program in Engineering Education. If you have any questions about the collections or services we can offer, please contact me.

Sincerely,

Betty Rozum
Associate Director for Technical Services

After reviewing Betty Rozum’s assessment, I believe the Merrill-Cazier Library could fully support a Ph.D. program in Engineering Education. Our holdings have been evaluated and greatly improved in this area recently. The collections for engineering topics in general have great depth, as do those for science education.

Steven R. Harris
Collection Development and Management Librarian
APPENDIX E - Letter of Agreement between College of Engineering and College of Education and Human Services

February 25, 2008

To Whom It May Concern:

This is a letter of agreement between the College of Education and Human Services and the College of Engineering in support of the proposed PhD in Engineering Education through the College of Engineering. Through the proposed program, 12 credits of education courses will be taught by the College of Education and Human Services. The list of courses that will be offered through the College of Education and Human Services are:

EDUC 6600  Design and Analysis I
EDUC 6770  Qualitative Methods I
EDUC 6710  Research Design and Analysis II
EDUC 7780  Qualitative Methods II
EDUC 7650  Longitudinal Research Design & Analysis
EDUC 7700  Single Subject Methods & Design
EDUC 7300  History, Social, and Cultural Foundations of Education
EDUC 7310  Teaching and Learning Foundations
PSY 7070  Advanced Measurement Theory & Practice

The College of Engineering has agreed to provide support for the courses and will negotiate on a yearly basis the cost of instruction for educational research and foundations courses taught by the college of education and human services.

Sincerely,

Scott Hinton
Dean of Engineering

Carol Strong
Dean of Education and Human Services
ITEM FOR ACTION

RE: A proposal from the Department of Family, Consumer, and Human Development to change the name of the Human Development Emphasis within the Family, Consumer and Human Development Major to Child Development.

EXECUTIVE SUMMARY

This change is proposed to more accurately reflect the content of the emphasis. The present name, Human Development, sometimes creates confusion for students wishing to study adulthood or adolescence, when the focus of the emphasis is really centered in infancy and early childhood. This confusion will be overcome by more accurately reflecting this focus in the title of the emphasis.

The proposal was prepared by the Department of Family, Consumer and Human Development and has been approved by the Dean of the Emma Eccles Jones College of Education and Human Services, the Educational Policies Committee, and the Utah State University Faculty Senate.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the proposal from the Department of Family, Consumer and Human Development to change the name of the Human Development Emphasis within the Family, Consumer and Human Development Degree to Child Development.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The Department of Family, Consumer, and Human Development proposes to change the name of the Human Development Emphasis within the Family, Consumer and Human Development degree to Child Development, and

WHEREAS, The name change will more accurately reflect the content of the emphasis, and

WHEREAS, The name change will reduce confusion on the part of students seeking to study adolescence and adulthood, and

WHEREAS, The proposal has been approved by the Dean of the Emma Eccles Jones College of Education and Human Services, and

WHEREAS, The proposal has been approved by the Educational Policies Committee and Faculty Senate, and

WHEREAS, The proposal has the approval of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to change the name of the Human Development Emphasis within the Family, Consumer and Human Development Major to Child Development, and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education as an information item.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE

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Section I: Request

The Department of Family, Consumer, and Human Development in the College of Education and Human Services at Utah State University requests a change in the name of an emphasis. It is proposed that the Human Development emphasis in the Family, Consumer, and Human Development major be changed to Child Development. This change will not affect any instructional activities. All course requirements for the emphasis will stay the same. This name change will more accurately describe the content and focus of the emphasis.

Section II: Need

This change is requested to more accurately reflect the content of the emphasis and reduce confusion that students have who want to study adulthood or adolescence. It is not a life-span human development emphasis. It is an emphasis in infancy and early childhood.

Section III: Institutional Impact

This proposed change will not affect enrollments in this emphasis, nor will it affect any affiliated departments or programs. It will have no effect on existing administrative structures or in existing faculty or staff. No new facilities or equipment will be required.

Section IV: Finances

No new costs or savings are anticipated from this change.
ITEM FOR ACTION

RE: A proposal from the Department of Instructional Technology to change the name of the department to Instructional Technology and Learning Sciences.

EXECUTIVE SUMMARY

This request reflects a national and international trend in the field, where departments are placing increasing attention on the learning sciences. Currently many members of the Utah State Instructional Technology faculty are actively engaged in learning sciences research. Students are increasingly seeking degrees in the field, and national funding agencies such as the National Science Foundation and the Hewlett Foundation are routinely funding programs that specifically name and target learning sciences research. The department believes that changing its name to include learning sciences will enhance its ability to advance this important field of study at Utah State University.

The proposal was prepared by the Department of Instructional Technology and has been approved by the Dean of the Emma Eccles Jones College of Education and Human Services, the Educational Policies Committee, and the Utah State University Faculty Senate.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the proposal from the Department of Instructional Technology to change the name of the department to Instructional Technology and Learning Sciences.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The Department of Instructional Technology proposes to change the
name of the department to Instructional Technology and Learning Sciences, and

WHEREAS, The name change reflects the broadening expertise of the faculty in
the learning sciences, and

WHEREAS, The name Instructional Technology and Learning Sciences better
reflects terminology used in the field today, and

WHEREAS, The name change will better enable the department to attract
students and competitive research funding, and

WHEREAS, The proposal has been approved by the Dean of the Emma Eccles
Jones College of Education and Human Services, and

WHEREAS, The proposal has been approved by the Educational Policies
Committee and Faculty Senate, and

WHEREAS, The proposal has the approval of the President and Provost of Utah
State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of
Trustees hereby approve the proposal to change the name of the Department of
Business Instructional Technology to Instructional Technology and Learning
Sciences, and that this approval be forwarded to the Utah State Board of
Regents of the Utah State System of Higher Education as an information item.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE
Section I: The Action

The following is a submission of an R401 program proposal (6.3.2. Name Changes of Existing Programs).

Utah State University requests approval to rename the Department of Instructional Technology at Utah State University to Department of Instructional Technology and Learning Sciences.

This request is not for a new program or department. Renaming would be effective in Spring Semester, 2009.

Section II: Need

Our rationale for renaming the department includes the following:

To reflect the current faculty’s research focus and desires. Currently, many faculty members in the department engage in Learning Science Research. At a vote at a faculty meeting in March, 2008, only one faculty member voted against the proposed name change.

To stay current with national and international research and teaching trends. Many departments of Instructional and/or Educational Technology are renaming themselves to, or adding an emphasis in, Learning Sciences. Nationally, the American Education Research Association Conference has a Learning Sciences special interest group. Internationally, there is both Journal of the Learning Sciences, as well as a bi-annual Internal Conference of The Learning Sciences.

To advance interdisciplinary external funding proposals and research. Many funding agencies and Foundations (e.g., National Science Foundation, Hewlett Foundation) have funding programs that specifically name and target Learning Sciences research. Several faculty members pursue these awards, and would thereby benefit from the name change.

To enhance the recruitment of high quality faculty. Many new, quality PhDs have been prepared within programs that are either named or contain a substantial Learning Science
component. The proposed change would help ensure we are included in the job search of these candidates.

To enhance the recruitment of high quality student. Students are increasing seeking degrees in the Learning Sciences.

Section III: Institutional Impact

Enrollments: The proposed restructuring will not affect current enrollments in the department's program. As noted above, it is expected to increase the quantity of students applying.

Facilities: No new physical facilities or equipment will be required.

Faculty: The number of faculty and professional staff will not change.

Section IV: Finances

Costs Anticipated: No additional costs are anticipated.

Approved by:

Mimi Recker, Department Head, Instructional Technology

Carol Strong, Dean, College of Education and Human Services

Raymond Coward, Provost

Stan Albrecht, President

Date

Date

Date

Date
May 23, 2008

ITEM FOR ACTION

RE: A proposal from the Department of Plants, Soils and Climate to offer a Bachelor of Science in Residential Landscape Design and Construction, effective Fall Semester 2008.

EXECUTIVE SUMMARY

The Residential Landscape Design and Construction degree is designed to prepare students for careers in the design, construction and maintenance of small scale, residential landscapes. The degree is designed to fill a niche that draws heavily from both the horticulture and landscape architecture disciplines, yet is uniquely different from existing degree programs in the area. The core curriculum will draw primarily from courses in the Plants, Soils, and Climate Department, with support from the Landscape Architecture and Environmental Planning Department. Design courses will cover the fundamentals of landscape graphics, design, construction practices, and the use of state-of-the-art personal computer software for landscape design. Horticulture courses will include plant materials, landscape management, pest management, irrigation, weed control, bidding and estimating, and others. Career opportunities exist in private industry, commercial landscaping, and garden centers.

The proposal was prepared by the Department of Plants, Soils and Climate and has been approved by the Dean of the College of Agriculture, the Educational Policies Committee, and the Utah State University Faculty Senate.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the proposal from the Department of Plants, Soils and Climate to offer a Bachelor of Science in Residential Landscape Design and Construction.
RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, The Department of Plants, Soils and Climate proposes to offer a Bachelor of Science in Residential Landscape Design and Construction, and

WHEREAS, The degree is designed to fill a niche that draws heavily from the disciplines of horticulture and landscape architecture, and

WHEREAS, The degree will prepare students for careers in the design, construction and management of small scale residential landscapes, and

WHEREAS, The proposal has been approved by the Dean of the College of Agriculture, and

WHEREAS, The proposal has been approved by the Educational Policies Committee and Faculty Senate, and

WHEREAS, The proposal has the approval of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal from the Department of Plants, Soils and Climate to offer a Bachelor of Science in Residential Landscape Design and Construction, and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education as an action item.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE
Section I: The Request

Utah State University requests approval to offer a Bachelor of Science in Residential Landscape Design and Construction effective Fall 2008.

Section II: Program Description

Complete Program Description
The Residential Landscape Design and Construction (RLDC) degree is designed to prepare students for careers in the design, construction, and maintenance of small scale, residential landscapes. The degree is designed to fill a niche that draws heavily from both horticulture and landscape architecture disciplines, yet is uniquely different from existing degree programs in either area. The core curriculum will draw from courses in the Plants, Soils, and Climate (PSC) Department and the Landscape Architecture and Environmental Planning (LAEP) Department. Design courses will cover the fundamentals of landscape graphics, design, construction practices, and the use of state-of-the-art personal computer software for landscape design. Additional horticulture courses will include plant materials, landscape management, pest management, irrigation, weed control, bidding and estimating, and others. Career opportunities exist in private industry, commercial landscaping, and garden centers. The degree does not replace or compete with the existing bachelor of landscape architecture degree, but will serve as an effective alternative degree program for students who do not matriculate into the professional landscape architecture program.

Purpose of Degree
This degree is being proposed to address a number of issues.

Career Opportunities

There is an increasing demand for individuals to work as landscape designers on a residential scale as evidenced by the national meeting of the Association of Professional Landscape Designers (APLD) held in Salt Lake City in 2005, and their continued presence as a key portion of the Utah Nursery and Landscape Association. As mentioned above, career opportunities exist in private industry, commercial landscaping, garden centers, and public gardens. Somewhat unique to this degree is the great potential for computer-aided design while telecommuting from an office in the home.

USU currently offers the Bachelors of Landscape Architecture degree (BLA) through the Department of Landscape Architecture and Environmental Planning, which is accredited by the American Society of Landscape Architects. Practice and/or title acts in 48 states require landscape architectural licensure to practice and/or use the title of landscape architect. Licensure is gained by passing the Landscape Architects Registration Exam, which in turn requires graduation from an accredited LA program. As described on the LAEP BLA website, "the curriculum is designed to provide a broad-based education, covering the multi-disciplinary role of the landscape architect in areas of both theoretical and applied knowledge within the discipline. Specific courses focus on the development of artistic expression and creative problem-solving, the understanding of environmental processes and human behavioral dimensions of design, and applied site engineering.* The broad scope of the BLA program does not accommodate students wishing to focus specifically on the design and construction of small scale gardens and landscapes such as those typically found used by homeowners.

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The Bachelors of Science in Horticulture degree (PSC Department) has several options, including Ornamental Horticulture, Landscape Maintenance and Construction, Turfgrass Management, Business, and Science. These emphases focus primarily on horticultural crop production, establishment and management of landscapes, and the biological sciences supporting these goals. While these emphases cover much of the horticulture relevant to landscaping, they do not focus on the aesthetic aspects of horticulture as found in the application of design to the residential landscape.

Retention of Students at USU

Currently the LAEP Department has a matriculation requirement which limits the number of students admitted to the professional program. As a result, each year several students either opt out of the program, or are formally denied entrance at the beginning of their junior year. For these students, the RLDC degree program will provide an alternative. Many of the courses (or equivalents) required for the RLDC degree will have been completed as part of the first two years of the LAEP program, allowing students to graduate on schedule at USU, rather than begin studies in a new discipline or transfer to another university. The new degree will provide an effective alternative degree program that will encourage their retention at Utah State University and allow them to efficiently complete their bachelor's degree at Utah State University.

Student Demand

Many students are interested in the aesthetic aspects of horticulture, but not the depth of science in our horticulture program, or the emphasis on site planning, larger scale design, and site engineering found in the LAEP program. There is keen interest among horticulture students both on and off campus to obtain formal training in residential landscape design.

In order for the LAEP department to maintain the required student/faculty ratios required for accreditation, they can no longer offer the courses required for our existing Landscape Maintenance and Construction option. This change will severely limit our ability to meet student demand under the existing program.

Institutional Readiness
Utah State University is fully capable to offer the RLDC degree within existing departments. The only requirement will be a 0.35 position in conjunction with the Utah Botanical Center.

Faculty
The return of two administrative positions to the horticulture faculty during the past year, and the granting of tenure status to another horticulture faculty member, has provided much of the teaching resources required to offer the new degree.

Currently, PLSC 3300 Residential Landscapes, is taught by an adjunct faculty member (Anne Spranger, MLA) who is also an employee of the university at the Utah Botanical Center. In the new degree program, we would propose this position teach two courses (PLSC 3300 and PLSC 3310 Advanced Residential Landscape Design). To make this change, we would propose the PSC department fund 35% of the
position so that it may be shared with the UBC. Such a change will provide needed salary funding to retain the position, and will also be an effective use of employee time during the winter when the UBC is less active. This split appointment will also provide a critical linkage between PSC and the UBC. The proposal will require $17,500 (0.35 FTE) in benefitted E&G funding.

Kelly Kopp (Extension Specialist for Landscape Water Conservation) has recently been tenured and has expressed an interest in teaching PLSC 3420 Landscape Irrigation Design. This teaching assignment will be complementary to her primary assignment as Extension Specialist and with her research. In addition, it is our intent to send her to the Irrigation Association Education Foundation’s Faculty Academy program for additional training. This will also fit with our goal of insuring the course is also taught to meet the professional certification requirements of the Irrigation Association.

Of the 21 PSC courses required for the degree, 18 will be taught by regular full-time faculty (both tenure track and instructors), two will be taught by the MLA position shared with the UBC (also full time), and one will be taught by an adjunct (PLSC 2600 Perennial and Annual Plant Materials). The adjunct for PLSC 2600 is Barney Barnett, a local nurseryman who is heavily involved growing perennials and has been involved with the national Perennial Plant Association. Mr. Barnett has a Bachelor’s degree in horticulture.

Staff
Even though we expect to increase student numbers, the increase should be well within our capacity with existing secretarial and advising staff. Teaching assistantships for graduate students would be a very helpful addition to the faculty, but are not essential at this point in time.

Library and Information Resources
The RLDC program will require no additional library resources beyond what is already available for an accredited landscape architecture program and the existing horticulture program.

Admission Requirements
Admission requirements will be identical to those required by the university of all students.

Student Advisement
Currently students must pass through a fairly challenging period of advisement if they do not matriculate in LAEP and desire to transfer to PSC. The change in curriculum and the articulation required takes a significant amount of advising time. While the new program will not solve this challenge, it should be less complex than the existing Landscape Construction and Maintenance emphasis, which requires careful balancing between both departments. Our advising staff have worked with the both transfer and new students in the horticulture program and are well equipped to meet student needs.

Justification for Gradation Standards and Number of Credits
As compared to the existing Landscape Maintenance and Construction emphasis, the new program would eliminate 8 credits of LAEP courses and a 3-credit irrigation course from ASTE, as well as six credits of fruit or vegetable production and Irrigated Soils from PSC. It will add 13 credits of new PSC courses and 3-credits each in computer aided design, low water landscape design, and site-specific landscape management. The changes will not exceed the 126 semester hour limit for a bachelor’s degree.
External Review and Accreditation
There are no accreditation bodies for landscape design programs as there are for landscape architecture. But there is a certification program for individuals offered through the Association of Professional Landscape Designers (http://www.apld.org/consumers/certification.asp). It is our intention to meet the general accreditation requirements of the university and to insure the establishment of an advisory board including members of the APLD.

Projected Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Headcount</th>
<th># of Faculty</th>
<th>Student-to-Faculty Ratio</th>
<th>Accreditation Req'd Ratio</th>
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</thead>
<tbody>
<tr>
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<td>If required</td>
</tr>
<tr>
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<td>5</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

Expansion of Existing Program
This program will replace the existing Landscape Maintenance and Construction Emphasis within the Horticulture degree. It expands our landscaping emphasis to a full degree program. Inasmuch as it will provide a program more focused on landscape design, it will increase the number of students involved in landscaping aspects of horticulture. The program also prevents the elimination of the current emphasis by accommodating the restrictions placed on PSC students in LAEP required by LAEP’s accreditation needs.

Section III: Need

Program Need
The program is needed to meet the demand by both students and industry for additional training in landscape design and construction on a residential level. And, to encourage retention of students who do not matriculate in the BLA degree program by providing an improved alternative degree path.

Labor Market Demand
There is an increasing demand for individuals to work as landscape designers on a residential scale as evidenced by the national meeting of the Association of Professional Landscape Designers held in Salt Lake City in 2005.

Graduates of this program would obtain positions as self-employed landscape designers, in design/build landscape contractor companies, and as designers within garden centers offering both plant materials and design services. In addition, this degree program offers increased flexibility in the workplace that is less available in our typical landscape construction and maintenance programs. With many families being two-earner households, or headed by a single parent, many employers are trying to be more family friendly. One way of doing this is through telecommuting. Landscape design using computer aided design technology lends itself very well to telecommuting and allowing employees to work out of their home. As an option for self-employment, it can also easily be done part-time or full-time.
It is highly unlikely that the demand for these services will change, especially given the fundamental shift in western landscape aesthetics due to the increased emphasis on water conservation. However, should the employment demand decrease, there would still remain a need for the program to facilitate both non-matriculating LAEP students and horticulture students with an interest in design.

To further illustrate the need, Utah is one of the most rapidly growing states in the nation. With that growth comes the construction of new homes and their yards that will impact our environment. Indeed, it has been stated that in urban areas (i.e. the entire Wasatch Front metropolitan corridor) the cumulative residential landscape literally becomes the environment. If we are to insure that this constructed environment is sustainable in an era of increasingly limited water resources and increased labor and fuel costs, it is critical there be a source of professional assistance for property owners in the design and installation of their landscapes.

A general rule of thumb is that 10% of the value of a home be allocated for landscape construction. The median price of a single family home in Salt Lake county is about $230,000. This means that an average homeowner may invest up to $23,000 on landscaping. It is becoming more and more critical that such investments be sustainable. More than ever, today’s landscapes need to be water-efficient, disease and pest resistant, low-maintenance, and environmentally sound. As a state, our tolerance of water-wasting landscapes demanding extensive use of pesticides and fertilizers is waning. But, our need for enhanced quality of life through appropriate landscaping has never been greater. Horticulturists are well trained in the selection and maintenance of landscape plants, but are typically less well trained in design. On the other hand, landscape architects are masters at design, but have less academic background in plant materials, soils, maintenance, and installation; and are less inclined to work at the home landscape level. The need for well designed landscapes which accommodate both design and horticulture and which protect our environment, our investments, and our quality of life is great. This is exactly the need that can be addressed by graduates of this new bachelors degree and where they can have a significant impact through a meaningful career.

Student Demand
Students in both the on-campus horticulture program and the off-campus Wasatch front program have expressed an interest in such a program. A recent survey of undergraduate students (44 total students, 39 of which were horticulture majors) indicated that 41% strongly agreed and 22% agreed that, if choosing a major in PSC again, a separate major in landscape design and management would be more attractive than an emphasis in design, construction, and maintenance. Of the remaining students, 37% were neutral and none disagreed.

On a more anecdotal level, we commonly receive requests for more courses in landscape design, especially among the off-campus students who make up a significant portion of our undergraduate enrollment.

Similar Programs
There are no residential landscape design and construction programs in Utah. Brigham Young University does offer a degree in Landscape Management, and bachelors degrees in horticulture with design/construction emphases are offered at BYU-Idaho, Colorado State University, and Montana State University. While these programs can accommodate some students from Utah, they do not address the needs of our place-bound off-campus students, they do not take advantage of the mix of horticulture and
landscape architecture faculty found at USU, they do not address the concern of retention of those students who do not matriculate in the USU landscape architecture program, and the state institutions require nonresident tuition.

Descriptions of Similar Programs
There is a related program at BYU-Idaho with a Bachelor of Science in Horticulture with a Design Build Emphasis. This program requires similar horticultural courses, additional landscape construction courses, and fewer design courses. The design portion requires Hort 230 Introduction to Arch/Landscape Design, Hort 430 Advanced Landscape Design, and Hort 440 Landscape Computer Operations. Electives in the program include Hort 336 Asian Design Influence.

Colorado State University offers a major in Landscape Horticulture with a Landscape Design and Contracting Concentration. In addition to the similar horticulture courses offered at Utah State, this program includes 35 credits unique to design. It is of interest to note that this program focuses much less on the biological aspects of landscape horticulture, and most classes are offered via horticulture rather than landscape architecture. Courses and their credits are as follows: H 130 Landscape Graphics Studio 4, H 140 Principles of Landscape Design 4, H 235 Landscape Grading and Drainage Studio 4, LA 120 History of the Designed Landscape 3, MC 131 Graphic Communications/CAD 3, MC 261 Construction Surveying 3, H 330 Computers for Landscape Design 2, LA 368 Landscape Irrigation and Water Conservation 3, H 332 Planting Design Studio 4, H 432 Intensive Landscape Design Studio 5.

Montana State University offers a Landscape Design emphasis in Horticulture. It is not affiliated with a landscape architecture program (most courses are in the department of Plant Sciences and Plant Pathology) and requires the following courses (27 credits). ARCH 151--Design Fundamentals 1 4, PSPP 131--Landscape Hist/Theory 3, ME 115--Engr Design Graph 1, ME 116--Engr Design Graph Lab 1, PSPP 333--Landscape Graphics 3, PSPP 331--Planting Design 3, PSPP 335--Site Development 4, PSPP 336--Landscape Construction 4, PSPP 432--Adv Landscape Design 4.

Collaboration with and Impact on Other USHE Institutions
There are no other USHE institutions with either a horticulture or landscape architecture program. Therefore, the RLDC program will have no impact on any of the other state institutions.

Benefits
The benefits of this program to USU and USHE include additional students in PSC which will increase our efficient use of faculty and facilities, meeting the needs of the public in an area of increasing demand and importance, addressing requests by PSC students for a design oriented program, and addressing the issue of retention of students denied matriculation in landscape architecture.

Consistency with Institutional Mission
The RLDC program is consistent with the university's goals, role, and mission. USU is dedicated to being one of the "nation's premier student-centered land-grant... universities." This program fits entirely within the land-grant mission. The program also facilitates the goals of strengthening "recruitment, retention, graduation, and placement of students and, as part of that goal, reduce the student-faculty ratio." And, lastly, it supports the goal of partnerships within the university (PSC and LAEP) and external to the university (the Association of Professional Landscape Designers). It also fits the mission of the College of Agriculture of "teaching students whose future contributions will guide our use of land and water and improve the health and well being of plants, animals, and humans." Probably the most telling evidence of
consistency with the institutional mission is that the program will be largely built by reconfiguring curricula that are already existing and are taught by faculty who are already here.

Section IV: Program and Student Assessment

Program Assessment

The program goals, and means to assess them are as follows:

1. To obtain additional support for landscape design courses, thus reducing faculty/student ratios and facilitating accreditation of LAEP. This will be determined by measuring faculty/student ratios.
2. To increase the number of students in PSC as determined by tracking student enrollment.
3. To provide additional professional expertise to the landscape design industry. This will be determined by tracking career placement statistics of graduates and communicating with employers and the Utah chapter of APLD.
4. To meet demands of students for additional training in landscape design. Attainment of this goal will be determined by using exit and 3-5 year post-graduate interviews to determine student satisfaction with curriculum offerings.
5. To educate students in the discipline such that they reach the learning outcomes, including a knowledge of plant materials, soils, design principles, landscape management, general education, communication, pest management, and others. This will be verified by the use of exit interviews, employer surveys, pre- and post-tests in courses to determine progress, and attained certifications (i.e. Certified Pesticide Applicator License).
6. To provide an alternative for non-matriculating students to continue their University studies and graduate within 5 years of continuous enrollment. This will be measured by determining the percentage of students who do not matriculate in LAEP that complete their degrees in PSC, and by measuring the time required for such transfer students to complete their degree.
7. To provide additional courses that are now deficit in the department. Most of these courses should be offered regardless of the status of the new degree. We will include courses in advanced residential design, bidding and estimating, landscape construction, urban soils, and landscape irrigation design and construction.
8. To improve existing courses to meet student needs. As part of their inclusion in this program we will monitor courses such as Low Water Landscape Design and the plant materials courses to insure they meet program requirements.

Expected Standards of Performance

Graduates of the RLDC program will achieve the following standards and competencies: understand the management requirements of a given landscape design, utilization of personal computer software and hardware as a medium for landscape design, understand the fundamentals of design, understand landscape irrigation and water conservation, be conversant in the plant materials commonly used for traditional, native, and xeriscape landscapes in the Intermountain west and how they fit together ecologically and in design, understand the role of soil in sustaining a landscape, be able to provide a valid estimate for landscape design and construction, understand the horticultural basis of landscape construction and management practices, understand the role of turf in landscapes and its place in management and design, complete an internship in the subject area, develop communication skills appropriate to explaining the design process, and complete the university general education requirements.
Assessment measures will include course grades, internship feedback, tracking of student success at obtaining APLD Certification following two-years post graduate experience, feedback from employers and advisory board, exit interviews, 3-5 year post-graduate interviews, and design portfolios.

Section V: Finance

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<th>Year 3</th>
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<td>$29500</td>
<td>$30600</td>
<td>$31800</td>
<td>$33100</td>
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</table>

| Revenue                 |        |        |        |        |        |
| Legislative Appropriation|        |        |        |        |        |
| Grants & Contracts      |        |        |        |        |        |
| Donations               |        |        |        |        |        |
| Reallocation            | 30900  | 29500  | 30600  | 31800  | 33100  |
| Tuition to Program      |        |        |        |        |        |
| Fees                    |        |        |        |        |        |
| Total Revenue           | $30900 | $29500 | $30600 | $31800 | $33100 |

| Difference              |        |        |        |        |        |
| Revenue-Expense         | $0     | $0     | $0     | $0     | $0     |
Budget Comments
In response to student demand, USU proposes expanding an existing program and offering it as a degree. There will be no additional student FTE generated and only minimal additional costs associated with the change. An additional .35 FTE lecturer will be added. Most of the program will be supported through existing courses, although five new courses will be created. These new courses will be funded through reallocation and reassignment of existing resources. Four of the five new courses will be offered regardless of the status of the degree program.

Funding Sources
The majority of this program will be supported by existing courses and instructors at no additional cost beyond what is currently being expended. The primary goal is to use faculty more efficiently by attracting more students and insuring that student efforts will lead to successful degree completion. The amounts shown here represent additional funding that will be required to establish the program. The amounts as shown would be on-going funds obtained through the USU Provost's office (salary), PSC E&G funding (operating expenses), and student laboratory/studio fees.

Reallocation
Currently the department is reassigning faculty members whose change in status will allow them to spend more time teaching. These include Larry Rupp (former department head), Bill Varga (former director of the Utah Botanical Center), and Kelly Kopp (recently tenured and thus eligible for a carefully managed 3-way split appointment. In addition to assigning more teaching to these faculty members, we will also reallocate assignments within the department. For example, Craig Aston is an instructor in the department and is also a very successful landscape contractor. We will be asking Craig to teach the new construction and business management courses, and having the other faculty fill in behind him in his old courses. This reallocation is equivalent to a significant expenditure of resources to foster the new program.

Impact on Existing Budgets
It is not our intention to negatively impact any programs within the department or the college. The growth will come from reallocation of existing funds and from new funds made available to the PSC Department. The growth will be managed within existing infrastructure.

Appendix A: Program Curriculum

All Program Courses
List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences).

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Core Courses</td>
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<tr>
<td>LAEP 1030 BCA</td>
<td>Introduction to Landscape Architecture</td>
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</tr>
<tr>
<td>CHEM 1110 BPS</td>
<td>General Chemistry I</td>
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</tr>
<tr>
<td>ENGL 1010 CL1</td>
<td>Introduction to Writing: Academic Prose</td>
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<tr>
<td>ENGL 2010 CL2</td>
<td>Intermed. Writing: Research Writing/Persuasive Mode</td>
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<tr>
<td>WILD 2200 BLS</td>
<td>Ecology of Our Changing World</td>
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</tr>
<tr>
<td>MATH 1050 QI</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>PSC 3890 CI</td>
<td>Preparation for Careers in Plants, Soils, and/or Climate</td>
<td>1</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>------------------------</td>
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<tr>
<td>PSC 4890 CI</td>
<td>Senior Seminar</td>
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</tr>
<tr>
<td>ENVS 2340 BSS</td>
<td>Natural Resources and Society (recommended)</td>
<td>3</td>
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<tr>
<td>USU 1300 BAI</td>
<td>U.S. Institutions</td>
<td>3</td>
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<td>USU</td>
<td>University Studies (elective)</td>
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</tr>
<tr>
<td>USU</td>
<td>University Studies (elective)</td>
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<tr>
<td>PHIL 3510 DHA</td>
<td>Environmental Ethics (recommended)</td>
<td>3</td>
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<tr>
<td>MHR 3110 DSS</td>
<td>Managing Organizations and People (recommended)</td>
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</tr>
<tr>
<td>ASTE 3050 CI</td>
<td>Technical Writing</td>
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<tr>
<td>BIOL 1010 BLS</td>
<td>Biology and the Citizen</td>
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</tr>
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<td>ETE 1200</td>
<td>Computer-Aided Drafting and Design</td>
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</tr>
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<td>LAEP 1200</td>
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<td>LAEP 3600</td>
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<td>PLSC 2100</td>
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<td>PLSC 2200</td>
<td>Pest Management Principles and Practices</td>
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<td>PLSC 2600</td>
<td>Annual and Perennial Plant Materials</td>
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<td>Woody Plant Materials for the Landscape</td>
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<td>PLSC 3300</td>
<td>Residential Landscapes</td>
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<td>PLSC 3310</td>
<td>Advanced Residential Landscape Design</td>
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<td>PLSC 3420</td>
<td>Landscape Irrigation Design</td>
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<td>PLSC 3430</td>
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<td>PLSC 3500</td>
<td>Structure and Function of Economic Crop Plants</td>
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<td>PLSC 5400</td>
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<td>PSC 1050</td>
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<td>PSC 4250</td>
<td>Internship in PSC</td>
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<td>PSC 5200</td>
<td>Site-Specific Ag and Landscape Management</td>
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<tr>
<td>SOIL 3000</td>
<td>Fundamentals of Soil Science</td>
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<tr>
<td>SOIL 4500</td>
<td>Soil Reclamation</td>
<td>3</td>
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</table>

|                  | Total Number of Credits                         | 110          |

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

List all new courses to be developed in the next five years by prefix, number, title, and credit hours (or credit equivalences). Use the following format:

There are five courses in various stages of development that will be used in this degree.

<table>
<thead>
<tr>
<th>Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
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</tbody>
</table>
PLSC 3310  Advanced Residential Design  3
An advanced course in residential landscape design using industry standard, computer aided design software for small-scale designs.

PLSC 3410  Residential Landscape Construction  2
An introduction to the methods and equipment used in landscape installation, such as techniques of layout, pavers, water features, planting, sod installation, sprinkler and drip irrigation installation and equipment operation.

PLSC 3420  Landscape Irrigation Design  2
An introduction to the design of sprinkler and drip irrigation systems for residential and commercial landscapes.

PLSC 3430  Landscape Business Practices  3
A small business approach to managing landscape construction companies and using techniques of bidding and estimating.

SOIL 4500  Soil Reclamation  3
In-depth information on causes of soil degradation (both natural and man-made) and rehabilitation procedures.

Appendix B: Program Schedule

For each level of program completion, present, by semester, a suggested class schedule—by prefix, number, title, and credit hours. This section should preferably be presented in tables similar to the table found in Appendix A.

Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>PLSC 2100</td>
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<td>LAEP 1030</td>
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<td>Graphics</td>
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<td>PSC 1050</td>
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<td>PLSC 2620</td>
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Semester 2

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<tr>
<td>PLSC 2200</td>
<td>Pest Management</td>
<td>3</td>
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<tr>
<td>ENG 1010</td>
<td>Introduction to Writing</td>
<td>3</td>
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<tr>
<td>MATH 1050</td>
<td>College Algebra</td>
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Semester 3

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<td>USU XXXX</td>
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<td>BIOL 1010</td>
<td>Biology and the Citizen</td>
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<td>PLSC 2600</td>
<td>Perennial Plants</td>
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<td>USU 1300</td>
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<td>WILD 2200</td>
<td>Ecology of Our Changing World</td>
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<td>LAEP 3600</td>
<td>Landscape Construction Materials</td>
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<td>PLSC 3420</td>
<td>Landscape Irrigation Design</td>
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<td>CHEM 1110</td>
<td>General chemistry I</td>
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<td>PLSC 5400/6400</td>
<td>Low Water Landscape Design</td>
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<td>MHR 3110</td>
<td>Managing Organizations and People</td>
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<td>SOIL 3000</td>
<td>Fundamentals of Soil Science</td>
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<td>PSC 5200</td>
<td>Site-Specific Ag and Landscape Mgt.</td>
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<td>ASTE 3050</td>
<td>Technical Writing</td>
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<tr>
<td>PLSC 3400</td>
<td>Landscape Mgt Principles and Practices</td>
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<td>PLSC 3430</td>
<td>Landscape Business Practices</td>
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<td>PLSC 3800</td>
<td>Turfgrass Management</td>
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<td>PSC 4250</td>
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<td>PSC 3890</td>
<td>Preparation for Careers in PSC</td>
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<tr>
<td>PLSC 3500</td>
<td>Plant Structure and Function</td>
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<td>ENV 2340</td>
<td>Natural Resources and Society</td>
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<td>Semester 8</td>
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<tr>
<td>PHIL 3510</td>
<td>Environmental Ethics</td>
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<tr>
<td>PSC 4890</td>
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<td>PLSC 5550</td>
<td>Weed Science</td>
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<td>SOIL 4500</td>
<td>Soil Reclamation</td>
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<tr>
<td>USU XXXX</td>
<td>Gen Ed</td>
<td>3</td>
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<td>PLSC 3310</td>
<td>Advanced Residential Design</td>
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</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grand Total Credits</td>
<td></td>
<td>110</td>
</tr>
</tbody>
</table>
Appendix C: Faculty

Professors
Steven A. Dewey, weed science
Roger K. Kjelgren, urban horticulture
V. Philip Rasmussen, sustainable agriculture
Larry A. Rupp, ornamental horticulture
Ralph Whitesides, weed science

Associate Professors
Paul R. Grossl, biogeochemist
Paul G. Johnson, turfgrass science
Kelly Kopp, landscape water conservation
Jennifer W. MacAdam, forage production and physiology

Assistant Professors
Corey V. Ransom, weed science

Senior Lecturer
Craig Aston, ornamental horticulture

Lecturer
M. Cathryn Myers-Roche, academic advisor

Extension Horticulture Specialist
Bill Varga, Landscape Horticulture

Adjunct Faculty
Anne Spranger, MLA, Utah Botanical Center Landscape Designer
Barney Barnett, BS, Owner, Willard Bay Gardens
ITEM FOR ACTION

RE: Proposal to Revise Policy #350 Educational Benefits of the University Policy Manual

The attached policy revision is submitted for Trustee consideration. The recommended changes have received the appropriate administrative review and approval. The policy deletions are indicated by a strikethrough and policy additions are indicated by an underline.

EXECUTIVE SUMMARY

Revisions and/or amendments to this policy were submitted to the Vice President’s Council, the Faculty Senate, the Professional Employees Association, and the Classified Employees Association for review and comment.

The following is a summary of the key revisions to Policy 350:

1. Section 2.1(2) allows spouses of all employee groups to qualify immediately for educational benefits.

2. Section 2.4 is being revised to slightly modify the procedure for requesting educational benefits.

3. Section 2.6 is being revised to align policy with current practice regarding the combination of employee educational benefit waivers and other tuition waivers up to 100 percent of tuition charges for a given semester.

RECOMMENDATION

The President and Interim Vice President for Business and Finance recommend that the Board of Trustees approve the revisions to Utah State University Policy 350 Educational Benefits.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Section 2.1(2) allows spouses of all employee groups to qualify immediately for educational benefits;

WHEREAS, Section 2.4 is being revised to slightly modify the procedure for requesting educational benefits;

WHEREAS, Section 2.6 is being revised to align policy with current practice regarding the combination of employee educational benefit waivers and other tuition waivers up to 100 percent of tuition charges for a given semester; and

WHEREAS, the proposal is recommended by the Interim Vice President for Business and Services and has the approval of the President:

NOW, THEREFORE, BE IT RESOLVED that the USU Board of Trustees hereby approves the revisions to Utah State University Policy #350 Education Benefits, effective June 1, 2008.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date
350.1 POLICY

The University encourages all individuals associated with Utah State University to continue their educational development. To assist in that regard, the University has established several educational benefit programs. Each program has unique eligibility and participation requirements.

350.2 PROCEDURES

2.1 Utah State University Courses for Credit

Courses at Utah State University may be taken for course credit by individuals who meet the eligibility requirements.

According to the stipulations described below, salaried employees who are budgeted 75% time or more are eligible to participate. In addition, their spouses and dependent children (under the age of 26 and single at the time of registration) and all Utah State University retirees, their spouses, and dependent children (under the age of 26 and single at the time of registration), are eligible to participate.

(1) Employees qualify after 3 months of service working 75% time or more. The 3-month waiting time must be completed on or before the last eligible day that fees are due in the applicable semester.

(2) Dependent children qualify for benefits after the related University employee has been employed in an eligible position for 2 years (working 75% time or more). Spouses of faculty and professional employees qualify immediately for this benefit. Spouses of classified employees
The eligibility period must be completed on or before the last day fees are due in the applicable semester.

(3) Spouses and dependent children of deceased University employees who were eligible when the employee died will continue to be eligible under the provisions of this policy.

(4) Retirees, their spouses and dependent children qualify when the retiree meets the minimum definition of retirement as stated in policy 361.3.1.

The educational benefit for individuals who meet the eligibility requirements is a reduction in tuition by 50% of the appropriate rate (in-state or out-of-state depending on official residence) for the courses being taken. This reduction is for both day and night courses offered and described in the University Bulletin.

Employees, retirees, and spouses do not have to pay nontuition fees except for the following, which will be paid at the standard rate: special lab and class fees, graduation fees, correspondence or home-study fees, noncredit workshops, conferences, institutes, special field trip fees, and fees for most courses offered by the Division of Continuing Education.

If, while taking University classes, the eligible person desires student privileges that require fees (i.e., activity fees, health fees, etc.), activity fees must be paid.

Dependent children taking University courses must pay full nontuition fees.

2.2 Utah State University Courses Taken for Audit

All budgeted employees working 50% time or more, their spouses, and University retirees and their spouses qualify for auditing University courses without a fee or waiting period. Dependent children do not qualify for this benefit.

Spouses of deceased University employees who were eligible for this benefit when the employee died will continue to be eligible.

Retirees and their spouses qualify for this benefit when the retiree meets the minimum definition of retirement as stated in policy 361.3.1.

2.3 Limitations

Full-time employees (95% time or greater) may register for a maximum of 6 credit hours per semester, to be taken during the employee's normal working hours. This limit applies to the combination of courses taken for credit or audit. Employees working less than full-time may register for the following credit hours, to be taken during the employee's normal working hours:

<table>
<thead>
<tr>
<th>Percent of Time Working</th>
<th>Credit Hours Allowed During Normal Working Hours Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

66
95 - 100 % 6 hours
85 - 94 % 5 hours
75 - 84 % 4 hours
less than 75% ineligible

Courses taken by employees during regular working hours may not interfere with the operation of the employee’s department, and the employee must have the permission of his or her supervisor or department head. Regular hours of work missed by classified employees for class attendance must be made up during the same week in which they are missed.

When the same course is offered in both day and night sessions, the employee is encouraged to enroll in the night course.

Qualified academic year base employees who meet waiting period requirements are not restricted by the limitations above during the period of the year in which they are not working full-time (normally the summer term).

Qualified employees are not restricted by the limitations above for courses that are to be taken during non-working hours.

2.4 Admissions and Registration Procedures

All individuals who want to participate in the educational benefits program must apply and be accepted for admission to the University using the regular admission guidelines.

All individuals must follow the normal registration procedures of the University. Registration may be completed directly at the Cashier’s Office for those individuals who have current data in the University’s human resource information system. If the information is not available, the applicant must complete the Application Form for Educational Benefits available at the Office of Human Resources. When properly completed, the form is to be presented at the Cashier’s Office when fees are paid to receive the benefits described in this policy.

2.5 Termination While Attending Classes

Employees who terminate employment with the University for reasons other than retirement or death disqualify themselves, their spouses, and dependent children from participating in future educational benefits programs.

When employment ends, the employee, spouse, or dependent child who is in the process of taking a University course with reduced tuition fees under the guidelines of this policy will be allowed to complete that course. Any future courses taken will require payment of the fully applicable tuition costs.

Employees on leave without pay (LWOP) for more than 6 months do not qualify for the benefits described in this policy. Spouses and dependent children of employees on LWOP are also disqualified from the educational benefits. Employees on sabbatical or other approved leave with
pay, their spouses, and dependent children, are eligible for educational benefits described in this policy.

2.6 Financial Limitations

The employee/spouse/dependent waiver is a benefit of employment and provides a 50% waiver of tuition. This benefit is not reduced when a student receives other tuition waivers, except that combined tuition waivers cannot exceed 100% of tuition charges for a given term. For the purposes of this policy, a waiver is any funding that is restricted to the payment of tuition. If a tuition waiver from the University general tuition waiver fund has been awarded to an employee, spouse, or dependent child, the maximum allowable benefit available when the waiver is combined with the benefits described in this policy is 50% of tuition. If the general tuition waiver exceeds 50%, then the employee, spouse, or dependent child may not use the reduced tuition benefit described in this policy.

This limitation does not apply to special scholarships specifically identified for the benefit of the individual by the source of the scholarship.

2.7 Appeal Process

Refer to policy 325.

2.8 Taxation

Certain educational benefits received by employees, their spouses, and dependent children may be taxable under current IRS rules. If the IRS rules that all or a portion of these benefits are taxable, the University will add the value of the benefit received to the employee's income and will withhold appropriate taxes for the amount of the benefit.

350.3 RESPONSIBILITY

3.1 Department Heads and Supervisors

Responsible to administer this policy for employees within their departments while considering the needs of the department.

3.2 Office of Human Resources

Responsible to assist department heads and supervisors in administering this policy.

3.3 Employees

Responsible for getting permission from their supervisors to take advantage of the University's educational benefits. If taking courses during regular working hours, employees need to coordinate course times with supervisors to reduce interference with the operation of the department. All employees must follow the normal registration procedures.
ITEM FOR ACTION

RE: Proposal to Revise Policy #335 Relocation Assistance of the University Policy Manual

The attached policy revision is submitted for Trustee consideration. The recommended changes have received the appropriate administrative review and approval. The policy deletions are indicated by a strikethrough and policy additions are indicated by an underline.

EXECUTIVE SUMMARY

Revisions and/or amendments to this policy were submitted to the Vice President’s Council, the Faculty Senate, the Professional Employees Association, and the Classified Employees Association for review and comment.

The following is a summary of the key revisions to Policy 335:

1. To better comply with IRS regulations the policy revision clarifies that payments or reimbursements made to new employees for relocation assistance will be included as additional income and appropriate payroll taxes will be withheld. Deductible moving expenses may be claimed by the employee when filing his/her annual income tax return.

2. The policy now requires that if a relocation assistance plan includes direct payment to a moving company, departments are required to use the state contract unless a less expense option is more appropriate.

RECOMMENDATION

The President and Interim Vice President for Business and Finance recommend that the Board of Trustees approve the revisions to Utah State University Policy 335 Relocation Assistance.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, to better comply with IRS regulations the policy revision clarifies that payments or reimbursements made to new employees for relocation assistance will be included as additional income and appropriate payroll taxes will be withheld;

WHEREAS, deductible moving expenses may be claimed by the employee when filing his/her annual income tax return;

WHEREAS, the policy now requires that if a relocation assistance plan includes direct payment to a moving company, departments are required to use the state contract unless a less expense option is more appropriate; and

WHEREAS, the proposal is recommended by the Interim Vice President for Business and Services and has the approval of the President:

NOW, THEREFORE, BE IT RESOLVED that the USU Board of Trustees hereby approves the revisions to Utah State University Policy #335 Relocation Assistance, effective June 1, 2008.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date

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335.1 POLICY

The payment or reimbursement of eligible moving expenses may be offered to prospective employees when the hiring department believes such an offer is a critical factor in securing a highly qualified applicant for a faculty or administrative position. In determining the appropriate payment amount for reimbursement, the department should consider factors such as unusual qualifications and/or needs of the applicant, competitiveness of the applicable job market, budget available and estimated relocation costs.

The hiring department head will negotiate with the new employee and determine an agreeable relocation reimbursement plan in writing prior to the time the move takes place. The hiring department is responsible for covering the agreed upon cost of relocation assistance amount of the reimbursement. Reimbursements may be made by any of the following methods: check request, requisition, and/or temporary salary adjustment. Reimbursement for moving expenses is not to be made by paying salary to the employee for time before he or she actually begins employment with the University.

PAYMENT OR REIMBURSEMENT TO THE NEW EMPLOYEE

The University complies with IRS regulations by reporting payments or reimbursements made directly to the new employee as additional income, including the withholding of payroll taxes.

Deductible moving expenses may be claimed by the employee when filing his/her annual income tax return. (See IRS Publication 521 “Moving Expenses,” for detailed information on deductible moving expenses.)
DIRECT PAYMENT TO MOVING COMPANIES

Moving expenses paid directly by the University to a commercial moving company are non-taxable to the new employee. If a relocation assistance plan includes direct payment to a moving company from University funds, departments are required to use state contracts available through Purchasing Services unless a less expensive option is more appropriate.

Relocation expenses may be reimbursed to the employee by the University for items such as:

- The cost of moving ordinary and customary personal and household goods, including insurance provided by the moving firm for packing, and shipping, and insuring.
- Mileage allowance for the employee and/or family to move to the new location.
- The costs of lodging and food for the employee and immediate family during the relocation trip.
- The costs associated with a trip to locate new housing.
ITEM FOR ACTION

RE: A proposal from the Utah State University Faculty Senate to amend the following section of the Utah State University Policy Manual: Section 402.12.1(2)(b), Senate Standing Committees.

EXECUTIVE SUMMARY

The proposed recommendation from the Faculty Senate to amend Section 402.12.1(2)(b), Senate Standing Committees, changes the name of 'Vice President' to 'President-Elect' in this section to maintain consistency and correctness throughout the code.

The proposed changes were made by the Professional Responsibilities and Procedures Committee (PRPC) and approved by the Faculty Senate in its October 1, 2007 meeting.

RECOMMENDATION

Based on the above recommendation and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the proposed amendments to the Utah State University Policy Manual, Section 402.12.1(2)(b).
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The Utah State Faculty Senate has recommended amending the Utah State University Manual, Section 402.12.1(2)(b), and

WHEREAS, The proposed policy changes the name of 'Vice President' to 'President-Elect' in this section to maintain consistency and correctness throughout the code, and

WHEREAS, The proposed policy changes have been recommended by the Professional Responsibilities and Procedures Committee and the Faculty Senate, and

WHEREAS, The proposed policy changes have the approval of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the recommendation to amend Section 402.12.1(2)(b) of the Utah State University Policy Manual.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE
402.12 SENATE STANDING COMMITTEES

12.1 Executive Committee

(2) Membership.

The Senate Executive Committee shall consist of the following 14 members:

(a) the Senate President;
(b) the Senate President-Elect;

Deleted: Vice President of the

FINAL WORDING:

402.12 SENATE STANDING COMMITTEES

12.1 Executive Committee

(2) Membership.

The Senate Executive Committee shall consist of the following 14 members:

(a) the Senate President;
(b) the Senate President-Elect;
ITEM FOR ACTION

RE: A proposal from the Utah State University Faculty Senate to amend the following section of the Utah State University Policy Manual: Section 402.3.1, Membership; Alternates; Term; Vacancies (Membership).

EXECUTIVE SUMMARY

The proposed recommendation from the Faculty Senate to amend Section 402.3.1, Membership; Alternates; Term; Vacancies, adds a reference to policy 402.7.4 as a reminder of the eligibility and term of the Faculty Senate and its committees.

The proposed changes were made by the Professional Responsibilities and Procedures Committee (PRPC) and approved by the Faculty Senate in its October 1, 2007 meeting.

RECOMMENDATION

Based on the above recommendation and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the proposed amendments to the Utah State University Policy Manual, Section 402.3.1.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The Utah State Faculty Senate has recommended amending the Utah State University Manual, Section 402.3.1, and

WHEREAS, The proposed policy change adds a reference to policy 402.7.4 as a reminder of the eligibility and term of the Faculty Senate and its committees, and

WHEREAS, The proposed policy changes have been recommended by the Professional Responsibilities and Procedures Committee and the Faculty Senate, and

WHEREAS, The proposed policy changes have the approval of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the recommendation to amend Section 402.3.1 of the Utah State University Policy Manual.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE

78
402.3 MEMBERSHIP; ALTERNATES; TERM; VACANCIES

3.1 Membership

The Senate shall be composed of the following members: (1) Fifty-five faculty members elected by and from faculty members eligible to vote in Senate elections (see policy 401.6.3(2)(d)); (2) the President and the Provost of the University or their designees; (3) eight appointees of the President of the University who shall be vice presidents and/or deans, six of whom must hold faculty appointments and must be designated annually preceding elections to the Senate; (4) the four chairs of the Academic Freedom and Tenure Committee, the Budget and Faculty Welfare Committee, the Professional Responsibilities and Procedures Committee, and the Faculty Diversity, Development and Equity Committee, if they are not one of the faculty members elected to the Senate; and (5) three students, who shall include the Associated Students of Utah State University (ASUSU) President or a designee, the ASUSU Academic Senate President or a designee, and the Graduate Student Senate (GSS) President or a designee. See also policy 402.7.4.

FINAL WORDING:

402.3 MEMBERSHIP; ALTERNATES; TERM; VACANCIES

3.1 Membership

The Senate shall be composed of the following members: (1) Fifty-five faculty members elected by and from faculty members eligible to vote in Senate elections (see policy 401.6.3(2)(d)); (2) the President and the Provost of the University or their designees; (3) eight appointees of the President of the University who shall be vice presidents and/or deans, six of whom must hold faculty appointments and must be designated annually preceding elections to the Senate; (4) the four chairs of the Academic Freedom and Tenure Committee, the Budget and Faculty Welfare Committee, the Professional Responsibilities and Procedures Committee, and the Faculty Diversity, Development and Equity Committee, if they are not one of the faculty members elected to the Senate; and (5) three students, who shall include the Associated Students of Utah State University (ASUSU) President or a designee, the Academic Senate President or a designee, and the Graduate Student Senate (GSS) President or a designee. See also policy 402.7.4.
ITEM FOR ACTION

RE: A proposal from the Utah State University Faculty Senate to amend the following section of the Utah State University Policy Manual: Section 407.7.2, Reasons for Non-Renewal.

EXECUTIVE SUMMARY

The proposed recommendation from the Faculty Senate to amend Section 407.7.2, Reasons for Non-Renewal, includes the tenure and promotion committee in decisions regarding non-renewal prior to the end of the pre-tenure probationary period and makes the language parallel with the denial of tenure.

The proposed changes were made by the Professional Responsibilities and Procedures Committee (PRPC) and approved by the Faculty Senate in its March 3, 2008 meeting.

RECOMMENDATION

Based on the above recommendation and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the proposed amendments to the Utah State University Policy Manual, Section 407.7.2.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The Utah State Faculty Senate has recommended amending the Utah State University Manual, Section 407.7.2, and

WHEREAS, The proposed policy change includes the tenure and promotion committee in decisions regarding non-renewal prior to the end of the pre-tenure probationary period and makes the language parallel with the denial of tenure, and

WHEREAS, The proposed policy changes have been recommended by the Professional Responsibilities and Procedures Committee and the Faculty Senate, and

WHEREAS, The proposed policy changes have the approval of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the recommendation to amend Section 407.7.2 of the Utah State University Policy Manual.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE
7.2 Reasons for NonRenewal
There are only three reasons for nonrenewal: unsatisfactory performance of the faculty member's assigned role (policies 405.6.1 and 11.1); failure to satisfy the criteria for the award of tenure; or cessation of extramural funding that is required for a substantial portion of the salary support of the faculty member. Nonrenewal prior to the end of the pre-tenure probationary period for tenure eligible faculty is an administrative decision of the department head, director, dean, or vice president and must be approved by the Provost and President. In making a decision regarding non-renewal, the department head, director, dean, or vice presidents is to take into consideration the most current and all previous reports from the tenure advisory committee (policy 405.6.2(1)). Tenure-eligible and term appointment faculty members may not have their appointments non-renewed for reasons which violate their academic freedom or legal rights.

FINAL WORDING:

Number 407
Subject: Academic Due Process: Sanctions and Hearing Procedures

7.2 Reasons for NonRenewal
There are only three reasons for nonrenewal: unsatisfactory performance of the faculty member's assigned role (policies 405.6.1 and 11.1); failure to satisfy the criteria for the award of tenure; or cessation of extramural funding that is required for a substantial portion of the salary support of the faculty member. Nonrenewal prior to the end of the pre-tenure probationary period for tenure eligible faculty is an administrative decision of the department head, director, dean, or vice president and must be approved by the Provost and President. In making a decision regarding non-renewal, the department head, director, dean, or vice presidents is to take into consideration the most current and all previous reports from the tenure advisory committee (policy 405.6.2(1)). Tenure-eligible and term appointment faculty members may not have their appointments non-renewed for reasons which violate their academic freedom or legal rights.
ITEM FOR ACTION

RE: A proposal from the Utah State University Faculty Senate to amend the following section of the Utah State University Policy Manual: Section 402.10.1, Senate Elections.

EXECUTIVE SUMMARY

The proposed recommendation from the Faculty Senate to amend Section 402.10.1, Senate Elections, determines that faculty members of Regional Campuses and Distance Education will be represented in the RCDE unit and not in their academic unit as far as apportionment relates to election representation.

The proposed changes were made by the Professional Responsibilities and Procedures Committee (PRPC) and approved by the Faculty Senate in its March 3, 2008 meeting.

RECOMMENDATION

Based on the above recommendation and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the proposed amendments to the Utah State University Policy Manual, Section 402.10.1.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The Utah State Faculty Senate has recommended amending the Utah State University Manual, Section 402.10.1, and

WHEREAS, The proposed policy change determines that faculty members of Regional Campuses and Distance Education will be represented in the RCDE unit and not in their academic unit as far as apportionment relates to election representation, and

WHEREAS, The proposed policy changes have been recommended by the Professional Responsibilities and Procedures Committee and the Faculty Senate, and

WHEREAS, The proposed policy changes have the approval of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the recommendation to amend Section 402.10.1 of the Utah State University Policy Manual.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE

86
402.10 SENATE ELECTIONS

10.1 Apportionment of Elected Faculty Positions

Annually, the Senate Committee on Committees shall apportion the number of elective Senate positions to the colleges, Cooperative Extension, Regional Campuses and Distance Education, and the Libraries. Apportionment shall be in proportion to the number of tenured and tenure-eligible faculty in each college, in Cooperative Extension, Regional Campuses and Distance Education, and in the Libraries. The minimum representation from each of these academic units shall be one.

For purposes of Faculty Senate apportionment, USU faculty members with joint or multiple academic affiliations will only be counted in one unit. For example, faculty members on the Logan campus with appointments or affiliations with more than one academic unit will be counted in the academic department that administers their tenure. In a similar manner, faculty members on the regional campuses will be aggregated and counted into a single category (referred to as the Regional Campus and Distance Education unit) and will not be counted in the Logan campus academic departments to which they are affiliated. Any questions or disputes about where a faculty member is counted will be adjudicated by the Executive Committee of the Faculty Senate.

10.2 Election of Faculty Members to the Senate

(1) Scheduled date; notice to deans and directors.

Elections of faculty representatives to the Senate and sufficient alternate senators to serve when regular senators cannot attend, are held by colleges, Cooperative Extension, Regional Campuses and Distance Education, and the Libraries. Elections shall be supervised by the Senate Committee on Committees. Elections shall be conducted during the spring semester of each school year, in time to be announced at the March meeting of the Senate. Additional elections shall be held as necessary to ensure the availability of alternates to fill vacancies in unexpired terms for the duration of those terms. The Senate Committee on Committees shall notify the appropriate deans and directors of the number of senators to be elected annually by their faculty and the date by which the elections must be held.

(2) Nominations.

After receipt of notice that annual elections shall be held, the appropriate deans and directors shall communicate by memorandum with their resident faculty members eligible to vote in Senate elections (see policy 401.6.2 for limitations) for the purpose of nominating Senate candidates. There shall be at least two candidates for each vacancy.

(3) Voting.

Faculty members with tenured or tenure-eligible appointments and faculty members with term appointments may nominate and vote for candidates in Senate elections in the academic unit in
which they are apportioned. Balloting shall be by mail within each college, Cooperative Extension, Regional Campuses and Distance Education, and the Libraries (see policy 402.10.1).

(4) Verification and notice of election results.

The colleges, Cooperative Extension, Regional Campuses and Distance Education and the Libraries must submit the names of nominees elected to the Senate Committee on Committees on or before the final date set for the conclusion of elections. The Committee on Committees shall verify all election results and then inform the Senate of the names of new members at its regularly scheduled April meeting. All election results shall be made public.

10.3 Elections within the Senate

Nominations for the offices of Senate President and President Elect shall occur from the floor during the April Senate meeting. Elections shall be by secret ballot completed prior to the May meeting.

FINAL WORDING:

402.10 SENATE ELECTIONS

10.1 Apportionment of Elected Faculty Positions

Annually, the Senate Committee on Committees shall apportion the number of elective Senate positions to the colleges, Cooperative Extension, Regional Campuses and Distance Education, and the Libraries. Apportionment shall be in proportion to the number of tenured and tenure-eligible faculty in each college, in Cooperative Extension, Regional Campuses and Distance Education, and in the Libraries. The minimum representation from each of these academic units shall be one.

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10.3 Elections within the Senate

Nominations for the offices of Senate President and President Elect shall occur from the floor during the April Senate meeting. Elections shall be by secret ballot completed prior to the May meeting.
ITEM FOR ACTION

RE: A proposal from the Department of Animal, Dairy and Veterinary Science to combine the General Animal Science Minor and the Dairy Science Minor into a single minor entitled Animal and Dairy Science.

EXECUTIVE SUMMARY

This change is proposed as a means of aligning minors in the department with existing major and emphasis areas. Additionally, the evolution of the animal science production industries has demanded greater cross-disciplinary programs of study. Consolidation of these two minors will provide students with an integrative pathway for studying these disciplines.

The proposal was prepared by the Department of Animal, Dairy and Veterinary Science, and it was approved by the Dean of Agriculture, the Educational Policies Committee, and the Faculty Senate.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the proposal from the Department of Animal, Dairy and Veterinary Science to combine the General Animal Science and Dairy Science minors into a single minor entitled Animal and Dairy Science.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The Department of Animal, Dairy and Veterinary Science proposes to combine its minors in General Animal Science and Dairy Science into a single minor entitled Animal and Dairy Science, and

WHEREAS, the change will better align minors with the majors and areas of emphasis presently provided by the department, and

WHEREAS, the change will provide students with a streamlined pathway for obtaining integrative training in animal and dairy science, and

WHEREAS, The proposal has been approved by the Dean of Agriculture, and

WHEREAS, The proposal has been approved by the Utah State University Educational Policies Committee and Faculty Senate, and

WHEREAS, The proposal has the approval of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal from the Department of Animal, Dairy and Veterinary Science to combine its minors in General Animal Science and Dairy Science into a single minor entitled Animal and Dairy Science, and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education as an information item.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE
8.4.1. Template for Submission to the Information Calendar

Change in ADVS Minors

Information Item for USU Board of Trustees
and
Utah State Board of Regents

Section I: The Action

The Department of Animal, Dairy, and Veterinary Sciences (ADVS) is administered by the College of Agriculture (COA) at Utah State University (USU). It is one of the largest departments on campus, is very complex, and highly diversified. The mission of the ADVS Department is to provide teaching, research, extension, and professional service to support the animal industries of Utah, the surrounding region, the nation, and the international community.

On November 15 - 19, 2004, the ADVS Department hosted a review team consisting of five individuals representing the United States Department of Agriculture – Cooperative State Research, Education, and Extension Service (CSREES). Following a thorough critique of the ADVS Department, both verbal and written reports were prepared by the CSREES review team and delivered to the Provost’s Office, COA Dean’s Office, and the ADVS Department.

This critique identified those areas within the department with the greatest potential to positively impact students, the people of Utah, and the national and international communities. It also identified those areas having the greatest potential to increase the stature and reputation of the department.

As a consequence of the 2004 CSREES review, the ADVS Department restructured the BS degree program in spring 2007. The majors for the department were organized into a single BS degree in Animal, Dairy, and Veterinary Sciences with four emphasis areas: (1) Animal and Dairy Science, (2) Biotechnology, (3) Bioveterinary Science, and (4) Equine Science and Management. This change was necessary in response to industry recommendation and recent accreditation reports.

However, the minors were not adjusted as the majors were approved. As a result, the six minors did not present a synchronized pattern of majors and minors. The minors should have been changed at the time the major in Animal and Dairy Science with four emphasis areas was approved.

Currently, there are two minors related to General Animal Science and General Dairy Science. It is proposed the two minors be combined into one minor entitled: Animal and Dairy Science.
### Current ADVS Minors

<table>
<thead>
<tr>
<th>General Animal Science</th>
<th>Animal and Dairy Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVS 1110</td>
<td>ADVS 1110 and 2130</td>
</tr>
<tr>
<td>choose one or more courses from ADVS 2080, 2090, 2120, 2190</td>
<td>choose one or more courses from ADVS 2080, 2090, 2120, 2130, and 2190</td>
</tr>
<tr>
<td>10 elective ADVS credits with approval of the ADVS advisor</td>
<td>10 elective ADVS credits with approval of the ADVS advisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Dairy Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVS 1110 and 2130</td>
</tr>
<tr>
<td>10 elective ADVS credits with approval of the ADVS advisor</td>
</tr>
</tbody>
</table>

### Section II: Need

The changes to the ADVS minors are needed to align with the major and emphasis areas. Additionally, the evolution of the animal science production industries has demanded greater cross-disciplinary programs of study. Currently, the two minors in General Animal Science and General Dairy Science represent discipline isolation. The adjustment of the existing minors into a single minors provides for increased hybridization. By combining the current General Animal Science minor with the General Dairy Science minor will bring together like-disciplines to share resources and expertise.

Agricultural students appreciate an allied minor. Student majoring in AST, Ag Educ, and Ag Bus dominate enrollment in the various ADVS minors. Additionally, student from the College of Natural Resources and occasionally the Colleges of Education or HASS will complete an ADVS minor.

### Section III: Institutional Impact

The proposed restructuring of the minors in ADVS shouldn’t affect enrollments in instructional programs of affiliated departments or programs at Utah State. The ADVS does not predict or expect a statistically significant increase (or decrease for that matter) in undergraduate enrollment. The change to the minors in ADVS will attract and retain similar numbers of students. There is nothing ‘new’ or seemingly different to bring in or to discourage enrollment.

The existing administrative structures will be impacted. Advising will be more direct and coherent. For example, the confusion between a General Animal Science and a General Dairy Science minor will be eliminated. No new teaching faculty or teaching facilities will be required. Existing faculty and facilities are sufficient to implement to the proposed change to the minors in ADVS.

### Section IV: Finances

No costs are anticipated for the requested change. The courses required for the new minors are currently offered. The change to the minors is an internal restructuring to meet accreditation and industry recommendations. There will be no budgetary impact, including cost savings, to another programs or units Utah State.
ITEM FOR ACTION

RE: A proposal from the Department of Animal, Dairy and Veterinary Science to combine the Horse Production Minor and the Horse Training Minor into a single Equine Minor.

EXECUTIVE SUMMARY

The Department of Animal, Dairy and Veterinary Science seeks authorization to consolidate its minors in Horse Training and Horse Production into a single Equine Minor. In 2007, the department consolidated its major degree programs in response to recommendations from a United States Department of Agriculture – Cooperative State Research, Education, and Extension Service review team. This change is proposed in an effort to better align departmental minors with the current offering of majors and emphasis areas. Further, this move will provide students with a streamlined pathway to obtain integrative training in equine science.

The proposal was prepared by the Department of Animal, Dairy and Veterinary Science, and it was approved by the Dean of Agriculture, the Educational Policies Committee, and the Faculty Senate.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the proposal from the Department of Animal, Dairy and Veterinary Science to combine the Horse Production Minor and the Horse Training Minor into a single Equine Minor.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The Department of Animal, Dairy and Veterinary Science proposes to combine its minors in Horse Production and Horse Training into a single Equine Minor, and

WHEREAS, the change will better align minors with the majors and areas of emphasis presently provided by the department, and

WHEREAS, the change will provide students with a streamlined pathway for obtaining integrative training in equine science, and

WHEREAS, The proposal has been approved by the Dean of Agriculture, and

WHEREAS, The proposal has been approved by the Utah State University Educational Policies Committee and Faculty Senate, and

WHEREAS, The proposal has the approval of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal from the Department of Animal, Dairy and Veterinary Science to combine its minors in Horse Production and Horse Training into a single Equine Minor, and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education as an information item.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE
8.4.1. Template for Submission to the Information Calendar

Change in ADVS Minors

Information Item for USU Board of Trustees
and
Utah State Board of Regents

Section I: The Action

The Department of Animal, Dairy, and Veterinary Sciences (ADVS) is administered by the College of Agriculture (COA) at Utah State University (USU). It is one of the largest departments on campus, is very complex, and highly diversified. The mission of the ADVS Department is to provide teaching, research, extension, and professional service to support the animal industries of Utah, the surrounding region, the nation, and the international community.

On November 15 - 19, 2004, the ADVS Department hosted a review team consisting of five individuals representing the United States Department of Agriculture – Cooperative State Research, Education, and Extension Service (CSREES). Following a thorough critique of the ADVS Department, both verbal and written reports were prepared by the CSREES review team and delivered to the Provost's Office, COA Dean’s Office, and the ADVS Department.

This critique identified those areas within the department with the greatest potential to positively impact students, the people of Utah, and the national and international communities. It also identified those areas having the greatest potential to increase the stature and reputation of the department.

As a consequence of the 2004 CSRESS review, the ADVS Department restructured the BS degree program in spring 2007. The majors for the department were organized into a single BS degree in Animal, Dairy, and Veterinary Sciences with four emphasis areas: (1) Animal and Dairy Science, (2) Biotechnology, (3) Bovine Science, and (4) Equine Science and Management. This change was necessary in response to industry recommendation and recent accreditation reports.

However, the minors were not adjusted as the majors were approved. As a result, the six minors did not present a synchronized pattern of majors and minors. The minors should have been changed at the time the major in Animal and Dairy Science with four emphasis areas was approved.

The Horse Production and the Horse Training minors will be combined into a single Equine minor. We have updated terminology in the proposed change by using the correct term, equine, rather than horse.
Current ADVS Minors | Proposed ADVS Minors
---|---
**Horse Production**  
ADVS 1110, 2190 and 2250  
6 or more elective ADVS credits  
with approval of the ADVS advisor | **Equine**  
ADVS 1110, 1600, 2190, 2300, 3100  
3600 and 2600 or 2650  
plus 1 other ADVS course with  
approval of the ADVS advisor

**Horse Training**  
ADVS 1110, 1600, 2190 and 2600  
2 or more elective ADVS credits  
with approval of the ADVS advisor

**Section II: Need**

The changes to the ADVS minors are needed to align with the major and emphasis areas. Additionally, the evolution of the animal science production industries has demanded greater cross-disciplinary programs of study. Currently, the two horse minors represent discipline isolation. The adjustment of the existing two minors into a single equine minor provides for increased hybridization.

The Horse Production and Horse Training minors were overly specialized with a minimum amount of credits required. By combining Horse Production and Horse Training, and changing the terminology to Equine, the minor provides a streamlined pathway to horse science specialization.

Agricultural students appreciate an allied minor. Student majoring in AST, Ag Educ, and Ag Bus dominate enrollment in the various ADVS minors. Additionally, student from the College of Natural Resources and occasionally the Colleges of Education or HASS will complete an ADVS minor.

**Section III: Institutional Impact**

The proposed restructuring of the minors in ADVS shouldn't affect enrollments in instructional programs of affiliated departments or programs at Utah State. The ADVS does not predict or expect a statistically significant increase (or decrease for that matter) in undergraduate enrollment. The change to the minors in ADVS will attract and retain similar numbers of students. There is nothing 'new' or seemingly different to bring in or to discourage enrollment.

The existing administrative structures will be impacted. Advising will be more direct and coherent. For example, the confusion between a Horse Production and a Horse Training minor will be eliminated. No new teaching faculty or teaching facilities will be required. Existing faculty and facilities are sufficient to implement to the proposed change to the minors in ADVS.

**Section IV: Finances**

No costs are anticipated for the requested change. The courses required for the new minors are currently offered. The change to the minors is an internal restructuring to meet accreditation and industry recommendations. There will be no budgetary impact, including cost savings, to another programs or units Utah State.
ITEM FOR ACTION

RE: A proposal from the Department of Elementary Education to implement a Kindergarten through Grade 6 (K-6) Licensure Program.

EXECUTIVE SUMMARY

The Department of Elementary Education seeks authorization to offer a new K-6 Utah teacher licensure program. Currently students admitted to teacher education in the department can complete a K-3 Utah licensure program (early childhood), a 1-6 Utah licensure program, or a dual major encompassing both. This is a new program, created with existing courses, that essentially pares down the dual major into one major that enables students to teach in grades K-6. The K-6 license will significantly enhance the hiring flexibility for school districts as they seek to address a nationwide teacher shortage. Superintendents in the State of Utah have enthusiastically endorsed this initiative and the Utah State Office of Education is in the process of authorizing a K-6 license.

The proposal was prepared by the Department of Elementary Education and has been approved by the Dean of the Emma Eccles Jones College of Education and Human Services, the Educational Policies Committee, and the Utah State University Faculty Senate.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the proposal from the Department of Elementary Education to implement a K-6 Licensure program at Utah State University.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The Department of Elementary Education proposes to implement a Kindergarten to Grade 6 (K-6) Licensure program, and

WHEREAS, The program will enhance the ability of teachers trained at Utah State University to obtain licensure for teaching grades K-6, and , and

WHEREAS, The K-6 licensure enhances the hiring flexibility for school districts in a time of nationwide teacher shortage, and

WHEREAS, The initiative is enthusiastically endorsed by school district superintendents in the State of Utah, and

WHEREAS, The proposal has been approved by the Dean of the Emma Eccles Jones College of Education and Human Services, and

WHEREAS, The proposal has been approved by the Educational Policies Committee and the Utah State University Faculty Senate, and

WHEREAS, The proposal has the approval of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal from the Department of Elementary Education to implement a K-6 Licensure program, and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education as an action item.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE
Request to Implement a K-6 Licensure program in the Department of Elementary Education

College of Education and Human Services
Utah State University
January 10, 2008
Request to Implement a K-6 Licensure program in the Department of Elementary Education
College of Education and Human Services
Utah State University

Section I: The Request
Faculty in the Department of Elementary Education request approval of a new K-6 Utah teacher licensure program. Currently, students admitted to teacher education in the Department of Elementary Education can complete a K-3 Utah licensure program (early childhood), a 1-6 Utah licensure program, or a dual major encompassing both Utah licensure programs. This is a new program created with existing courses that essentially pairs down the dual major to one major that enables students to teach in grades K-6. It is anticipated that it would be available Fall semester 2009.

Section II: The Need
The superintendents in Utah have enthusiastically and heartily requested that institutions of higher education create and implement K-6 licensure programs based on the need for more hiring flexibility in this time of teacher shortage in Utah and the nation. The Utah State Office of Education (USOE) concurs with the superintendents and is consequently in the process of authorizing a K-6 license in addition to the existing K-3 and 1-6 licenses. Furthermore, licensing personnel at the USOE are looking to Utah State to take the lead in creating and implementing a K-6 license program.

Utah and the nation are currently experiencing a teacher shortage in general, and particularly in the areas of early childhood, special education, and secondary math and science. With the current certification programs, many students choose not to commit the time to complete a dual major (K-3 & 1-6); rather they complete either a K-3 or a 1-6 licensure program. The current elementary teaching licenses lead to a lack of flexibility for school districts in moving teachers from one grade level to another. According to Utah superintendents, it is particularly problematic in the current climate that many first or second grade teachers can not be assigned to teach in kindergarten because they are licensed to teach only in grades 1-6.

Historically many teachers in Utah who have been teaching in grades 1-3 have held 1-6 teaching licenses. With the new K-6 licensure, these teachers in grades 1-3 (considered early childhood) would have the needed and appropriate early childhood preparation that they currently do not have. This is an added benefit for Utah's children with this new program.

Section III: Institutional Impact
Enrollments: The new licensure program will not affect the overall enrollment in the Department of Elementary Education. Based on an informal poll taken across 4 sections of our ELED 1010 (taken prior to admission) class (N=76), if given the options, 26% (N=20) would enroll in the K-3 licensure program, 58% (N=44) would enroll in the K-6 program, and 16% (N=12) would enroll in the 1-6 program. However, based on advising
data, we suspect many students selected the K-6 licensure program during the informal poll because it was a new program. It is expected that additional students will complete licensure to teach in kindergarten, either the K-3 or the K-6 and the program will need to be capped when capacity is reached (90 students per year with a new faculty member and 40 students per year without an additional faculty member).

Facilities: Additional classrooms will need to be scheduled when additional classes are added.

Faculty: Some additional early childhood course offerings across the Department of Elementary Education and Family, Consumer and Human Development would need to be added. This will impact faculty loads. (See attached K-6 Personal Course Record)

ELED 3000 (4 cr.) – There are currently 4 sections of this course per semester with 1 section designated as early childhood (required for students licensing to teach kindergarten). It is important to note here that special education students also take this course so not all students enrolled in ELED 3000 sections are elementary education students. To accommodate the additional students completing the K-6 licensure, 2 of the 4 sections per semester would need to be designated as early childhood sections. This would not require additional faculty but would require a redistribution of assignments for existing faculty.

ELED 4480 (3 cr.) – There are currently 3 sections of this course per year and it is anticipated that no additional sections will be needed as current sections have small enrollments.

FCHD 2600/2630 (4 cr.) – (taught concurrently) One additional section of these courses would be required each semester.

FCHD 4550 (3 cr.) – One additional section of this course would be required per year.

No additional course offerings will be impacted.

Section IV: Finances

The result of these course changes is an increase of 7 credits per year that would need to be taught. Dean Carol Strong has requested one early childhood faculty line from the legislative initiative designed to address the issue of the teacher shortage in Utah. This faculty member could hold a joint appointment in the Departments of Elementary Education and Family, Consumer, and Human Development. If the line is not acquired, the program will be capped at capacity until additional faculty can be hired.
### Elementary Education: K-6 Personal Course Record

**Credits Required** | **Completed** | **Grade**
--- | --- | ---

#### I. University Studies

**Credits Required**: 39-43

**A. General Education**

**Communication Literacy** (6 cr) (1 course C+ or better)

- ENGL 1010 Introduction to Writing: 3
- ENGL 2010 Intermediate Writing: 3

**Quantitative Literacy** (10 cr) (all courses C- or better)

- MATH 1050 College Algebra or -25 ACT: 4
- STAT 1040 Introduction to Statistics: 3
- MATH 2020 Intro to Logic and Geometry: 3

(Required for Majors in Elementary Education Department)

**Computer and Information Literacy**

Competency Exam (CIL)

**Breadth Requirements** (21-22 cr)

- Choose 1 course from each of the following: 2 courses with the USU prefix
  - BAI: ECON 1500, HIST 1700, POLS 1100, USU 1200: 3
  - BSS: ANTH 1010, 2010, ASTE 2900, ENVS 2340, GEOG 1300, 1400, JCOM 1500, NR 1010, POLS 2200, SOC 1010, USU 1340: 3
  - BHS: ANTH 2210, HIST 1100, 1450, PHIL 1000, 1120, 1200, 2400, USU 1320: 3
  - BCA: MUSC 1010, USU 1330: 3
  - BLS: WATS 1200, BIOL 1010, WILD 2250, NFS 1020, PLSC 2100, USU 1350: 3
  - DPS: PHYS 1200 and
    - Choose 1 course from the following:
      - BMET 2000, GEOG 1000, GEO 1010, 1150, CHEM 1010, PHYS 1040, SOIL 2000, USU 1360: 3

**B. Depth Education**

Choose 2 approved University Studies Depth courses outside of emphasis

- 3

Communications Intensive and Quantitative Intensive courses fulfilled within program.

#### II. Elementary Education Major (all courses C or Better)

**Level I** (6 cr)

- ELED 1010 Orientation to ELED - Level I: 3
- FCHD 1300 Human Dev Across the Lifespan: 3

**Level II** (14 cr)

**Students must be admitted to the ELED program prior to Level II.**

- ELED 3000 Foundation Studies/Pract. in Teaching: 4
- ELED 3005 Beginning Classroom Management: 1
- FCHD 2600 Seminar in Early Child Ed: 2
- FCHD 2630 Practicum in Early Childhood: 2
- PSY 3560 Educational Psychology: 2
- ELED 3100* Teaching Reading I: 3

*Level II courses taken concurrently

**Transition** (11 cr)

- SPED 4000 Education Exceptional Individuals: 2
- INST 4010 Principles/Practices of Technology: 3
- FCHD 4550 Methods & Curric.-Preschool: 3
- ELED 4480 Early Childhood K-3: 3

---

**Credits Required** | **Completed** | **Grade**
--- | --- | ---

**Level III** (16 cr)

- ELED 4000 Teaching Science/Practicum: 3
- ELED 4030 Teaching Language Arts/Practicum: 3
- ELED 4040 Teaching Reading I/Practicum: 3
- ELED 4050 Teaching Social Studies/Practicum: 3
- ELED 4060 Teaching Mathematics/Practicum: 3
- ELED 4065 Intermediate Classroom Management: 1

**Level IV (18 cr) 2 semesters**

- ELED 5220 ST Seminar/Classroom Management: 3
- ELED 5250 Student Teaching - Kindergarten: 6
- FCHD 4950 Child Development Lab: 3
- MUSC 3260 Elementary School Music - required: 2
- PEP 3020 PE in Elementary School - required: 3
- ELED 5100 Student Teaching - Grades 1-3: 6
- ELED 5150 Student Teaching - Grades 4-6: 6

**Level IV courses taken in two semesters**

**III. Teaching Emphasis**

**Additional electives to meet 9 credits**

---

**Electives may be required to complete 150 total credits**

**Utah State Graduation Requirements:**
- Residence Credits Required - 30 (10 of last 40)
- Upper Division Credits Required - 40
- Total Credits Needed for Graduation - 120

Website: www.elementaryeducation.usu.edu

Form Revised 1/2008
ITEM FOR ACTION

RE: A proposal from the Interior Design Program to transition (1) the Bachelor of Arts/Bachelor of Science in Interior Design with Studio Emphasis to a Bachelor of Interior Design (BID), and (2) the Bachelor of Arts/Bachelor of Science in Interior Design with Emphasis in Design, Sales and Marketing to a Bachelor of Arts/Bachelor of Science in Interior Design, Sales and Marketing.

EXECUTIVE SUMMARY

The Interior Design Program, within the College of Humanities, Arts and Social Sciences, currently offers a BS and BA in Interior Design. The Interior Design curriculum has been developed to prepare students to become professionals in the design industry. Interior Design has two undergraduate emphases: 1) Studio and 2) Design Sales and Marketing. Interior Design proposes that students in the Design Sales and Marketing Emphasis will earn a BA or BS in Interior Design Sales and Marketing, and students in the Studio Emphasis will earn a Bachelor of Interior Design (BID). Presently, the two emphases, requiring different coursework, are in place, but the degree makes no distinction between the more design-oriented Studio Emphasis and the more business-oriented Design Sales and Marketing Emphasis. The accreditation process encourages as much separation and distinction between emphases as possible. Hence, offering a BID degree would assist USU in maintaining its Council for Interior Design Accreditation (CIDA). USU’s Interior Design Program is the only accredited Interior Design Program in the State of Utah.

The proposal was prepared by the Interior Design Program and has been approved by the Dean of the College of Humanities, Arts and Social Sciences, the Educational Policies Committee and the Faculty Senate.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the proposal from the Interior Design Program to transition the present BS/BA in Interior Design to two degrees: a Bachelor of Interior Design and a BS/BA in Interior Design, Sales and Marketing.
RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES  

WHEREAS, The Interior Design Program proposes to transition the BS/BA in Interior Design to two separate degrees: a Bachelor of Interior Design and a BS/BA in Interior Design, Sales and Marketing, and  

WHEREAS, The offering of the two separate degrees will serve to clarify the distinction between the two programs, and  

WHEREAS, The Interior Design Program is the only accredited program in the State of Utah and separation of these two degree programs will facilitate the ongoing accreditation of the program, and  

WHEREAS, The proposal has been approved by the Dean of the College of Humanities, Arts and Social Sciences, and  

WHEREAS, The proposal has been approved by the Utah State University Educational Policies Committee and Faculty Senate, and  

WHEREAS, The proposal has the approval of the President and Provost of Utah State University;  

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal from the Interior Design Program to transition BS/BA in Interior Design into two separate degree programs: a Bachelor of Interior Design and a BS/BA in Interior Design, Sales and Marketing, and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education as an action item.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES  

DATE  

106
Executive Summary
Utah State University
Transition of the Bachelor of Arts/Bachelor of Science in Interior Design and Creation of a New Bachelor of Interior Design (BiD) Degree

Program Description
The Interior Design Program currently offers a BS and BA in Interior Design. The Interior Design curriculum has been developed to prepare students to become professionals in the design industry. Interior Design has two undergraduate emphases: 1) Studio and 2) Design Sales and Marketing. Interior Design proposes that students in the Design Sales and Marketing Emphasis will earn a BA or BS in Interior Design Sales and Marketing, and students in the Studio Emphasis will earn a BiD (Bachelor of Interior Design). Presently, the two emphases (requiring different coursework) are in place, but the degree (BS/BA) makes no distinction between the more design-oriented Studio Emphasis and the more business-oriented Design Sales and Marketing Emphasis. The accreditation process encourages as much separation and distinction between emphases as possible. Hence, a BiD degree would assist USU in maintaining its Council for Interior Design Accreditation (CIDA) accreditation. USU’s Interior Design Program is the only accredited Interior Design Program in the state of Utah.

Role and Mission Fit
The Interior Design BiD degree is in keeping with the mission of Utah State University to be one of the nation’s premier student-centered land-grant universities by serving the public through learning, discovery, and engagement. The BiD Studio curriculum affords students opportunity for quality learning through discovery and engagement. Because of the industry demand for the degree, offering this degree serves the public well.

Faculty

<table>
<thead>
<tr>
<th>Number of faculty with Doctoral degrees</th>
<th>Tenure</th>
<th>Contract</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of faculty with Master’s degrees</td>
<td>Tenure</td>
<td>Contract</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Number of faculty with Bachelor’s degrees</td>
<td>Tenure</td>
<td>Contract</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Other faculty</td>
<td>Tenure</td>
<td>Contract</td>
<td>Adjunct</td>
</tr>
</tbody>
</table>

Master’s degrees in Interior Design, MFAs, and MArch degrees are all considered terminal degrees in the field.

Market Demand
In 2005, Jill N. Lacey, an economist in the U. S. Bureau of Labor Statistics’ Office of Occupational Statistics and Employment Projections, said that the employment of Interior Designers is projected to grow faster than the average for all occupations through 2012. Workers entering the occupation for the first time are expected to fill 20,000 openings between 2002 and 2012. At the local, state, and national level, demand for USU’s Interior Design students is high. Firms wanting interns and employees regularly contact the program. In many cases, the number of open positions outstrips the number of available students available to fill the positions. Students are employed at local, regional, national, and international levels.
Student Demand
Students already compete for places in (through GPA and portfolio review) the Studio Emphasis, and student demand supports (and exceeds) enrollment in the Studio Emphasis. In fact, student demand always exceeds the number of spaces available in the Studio Emphasis, which will become the BID degree. Student interest in the Interior Design Studio Emphasis (BID degree) is high. Students in the Studio Emphasis express support for the BID degree, which they feel more accurately and clearly communicates the nature of their coursework to the larger world. They note that such a degree will also make them more desirable to employers.

Statement of Financial Support

<table>
<thead>
<tr>
<th>Source</th>
<th>Option</th>
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<tbody>
<tr>
<td>Legislative Appropriation</td>
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<tr>
<td>Grants</td>
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</tr>
<tr>
<td>Reallocated Funds</td>
<td></td>
</tr>
<tr>
<td>Tuition dedicated to the program</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>✗</td>
</tr>
</tbody>
</table>

No new budgetary sources will be needed for the new degree. No new funding sources will be needed for the new degree. No funding reallocation will be required for the new degree. The new BID degree will not have an impact on existing budgets.

Similar Programs Already Offered in the USHE
No USHE institution offers a BID, nor do any other USHE institutions have an accredited Interior Design program.
SECTION I: The Request

Utah State University requests approval to transition (1) the BS/BA in Interior Design, with Studio Emphasis to a Bachelor of Interior Design (BID), and (2) the BS/BA in Interior Design, with Design, Sales and Marketing Emphasis to a BS/BA in Interior Design, Sales and Marketing, effective Fall Semester 2008.

SECTION II: Program Description

The Interior Design Program currently offers a BS and BA in Interior Design. The Interior Design curriculum has been developed to prepare students to become professionals in the design industry. Interior Design has two undergraduate emphases: 1) Studio and 2) Design Sales and Marketing. Interior Design proposes that students in the Design Sales and Marketing Emphasis will earn a BA or BS in Interior Design Sales and Marketing, and students in the Studio Emphasis will earn a BID (Bachelor of Interior Design). Presently, the two emphases (requiring different coursework) are in place, but the degree (BS/BA) makes no distinction between the more design-oriented Studio Emphasis and the more business-oriented Design Sales and Marketing Emphasis.

The BID curriculum trains students to identify, research, and creatively solve problems pertaining to the function, quality, and aesthetics of the interior environment. These students develop a specialized knowledge of interior construction, building codes, materials, furnishings, and accessories. Additionally, the curriculum teaches students how to design with human health, safety, and welfare in mind. To be admitted to the BID track, students must pass a portfolio review during the spring semester of their sophomore year. Once admitted to the BID, students must take 30 credits of Studio Emphasis courses. The BID requires a total of 88 credits.

The Design Sales and Marketing Emphasis trains students in aspects of the profession that focus on sales and marketing skills at both wholesale and retail levels. Students learn business fundamentals, including sales, managing products and people, interpersonal skills, and marketing strategies. To be admitted to the BID, students must pass a portfolio review during the spring semester of their sophomore year. Once admitted to BS/BA track, students must take 28 credits of Design Sales and Marketing Emphasis courses. The BS/BA requires a total of 84 credits.

Students in both degree programs are required to take a series of lower level and introductory courses. In the spring of their first year, all students are required to submit a portfolio for review. Along with this portfolio review, their GPA determines whether they remain in the major. In the spring of their sophomore year, students interested in either degree must submit a portfolio. This portfolio review in combination with GPA will determine whether a student 1) remains in the major and 2) if the student will be admitted to the Emphasis she or he applied to (Studio or Design Sales and Marketing). Under the guidance of a professor in the program, students in both degrees are required to complete an internship in a professional setting. All students are required to maintain a 2.5 grade point average in all the courses that count toward their major. A grade of C or better must be earned in each of their Interior Design courses.
Purpose of the Degree
USU is offering this degree in order to provide an educational opportunity that is not available to students in the state of Utah. Having both the BID degree and the BS/BA degree options will prepare students for a number of career options, and their degrees will more accurately reflect their course of study and differentiate between the two emphases. This differentiation in degrees is also important for the program to have in order to maintain its national accreditation. Presently it is the only nationally accredited Interior Design Program in the state (among public and private institutions).

Institutional Readiness
The courses and staffing for the BID are in place because the Studio track is already in place. The Program will not depend on the use of adjunct faculty. Existing and in-place resources will be used for the BID, so there will be no impact on the existing budget.

Faculty
The courses and staffing for the BID are in place because the Studio track is already in place, so the degree will require no new staff positions other than those already planned for the program. This means the BID will have no new impact on the existing budget.

Staff
The courses and staffing for the BID are in place because the Studio track is already in place, so the degree will require no new staff positions. This means the BID will have no new impact on the existing budget.

Library and Information Resources
A survey of USU library resources indicates that the present library holdings are sufficient to support the degree. The Interior Design Program is also the home to a Resource Library that is also sufficient to support the needs of the BID degree. Students will have access to the recently acquired Prestini Collection in the Merrill-Cazier Library. This collection was the private library of the late James L. Prestini, professor emeritus of architecture at the University of California at Berkeley. The collection contains many classic works on design, including some rare and valuable titles. Additionally, the program has access to the ARTstor Digital Library.

Admission Requirements
Students will be admitted to the Interior Design BID program if they are in good standing with the university, maintain at least a 2.5 GPA, and pass the portfolio review. Transfer students will be admitted if they have a 2.5 GPA and pass the portfolio review.

Student Advisement
As is now the case, the BID will follow the norms for advising at USU, with the Program Director working with the advising staff in the College of Humanities, Arts and Social Sciences Advising Center. The students in the Studio Emphasis are already being advised in this fashion.
Justification for Number of Credits
Credit hours for the BID do not exceed 126 credit hours, so no special justification of credit hours is needed.

External Review and Accreditation
Every six years the program undergoes an outside review for the purposes of accreditation by the Council for Interior Design Accreditation (CIDA). CIDA reviews the accredited Interior Design Programs in the United States and Canada. CIDA sets the standards for postsecondary Interior Design education, and it evaluates and accredits university Interior Design programs.

The program already undergoes these reviews; our next date for a visit by an accreditation team is Spring 2008. The program has review mechanisms and organizational tools in place, so it plans to maintain its accreditation. This accreditation presently costs $5700.

Projected Enrollment
In the last seven years, the Studio Emphasis has consistently enrolled 40 students. The Studio Emphasis generates strong student interest. Enrollment numbers are projected to continue, and creating a BID degree for those in the Studio Emphasis will help these numbers remain stable while communicating the difference between the Studio Emphasis (BID degree) and in the Design Sales and Marketing Degree (BS/BA degree).

<table>
<thead>
<tr>
<th>Year</th>
<th>Student FTE</th>
<th># of Faculty</th>
<th>Mean FTE-to-Faculty Ratio</th>
<th>Accreditation Req’d Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40</td>
<td>4</td>
<td>1 to 10</td>
<td>1 to 20</td>
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<tr>
<td>2</td>
<td>40</td>
<td>4</td>
<td>1 to 10</td>
<td>1 to 20</td>
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<tr>
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<tr>
<td>4</td>
<td>40</td>
<td>4</td>
<td>1 to 10</td>
<td>1 to 20</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>4</td>
<td>1 to 10</td>
<td>1 to 20</td>
</tr>
</tbody>
</table>

Expansion of Existing Program
The proposed degree does not represent an expansion or extension of an existing program. It is simply a degree that more accurately reflects the coursework in the Interior Design Studio Emphasis.

Section III: Need

Program Need
The BID degree is needed for the Interior Design Program to make more transparent to the outside world and its accrediting agency the preparation that its students in the Studio Emphasis have. This degree change will clearly demarcate the two areas of emphasis in the Interior Design Program. This clarity will assist students in securing the proper jobs or in continuing on for graduate studies in the appropriate area of Interior Design.
Labor Market Demand
In 2005, Jill N. Lacey an economist in the U. S. Bureau of Labor Statistics' Office of Occupational Statistics and Employment Projections, said that the employment of Interior Designers is projected to grow faster than the average for all occupations through 2012. Workers entering the occupation for the first time are expected to fill 20,000 openings between 2002 and 2012. Local and regional labor market demands follow these same trends.

Demand for Interior Design services is expected to continue to be strong. Lacey says this is especially true in the health-care industry because more facilities will be needed to accommodate the aging baby boomer population. Demand for Interior Design services in the hospitality industry also is projected to be high because of an expected increase in tourism. Finally, the specialties of ergonomic and environmental, or "green," design also are expected to be in demand. Ergonomic design has gained in popularity with the growth in the elderly population and in requirements for workplace safety. Lacey says the awareness of environmental quality and the number of people who have allergies and asthma are factors expected to boost demand for green design. These are all areas covered in USU's Interior Design curriculum.

USU's Interior Design program is very successful in training and placing its students in the design world and is already obtaining a national reputation for excellence due to the prize-winning work of its students and faculty. At the local, state, and national level, demand for USU's Interior Design students is high. Firms wanting interns and employees regularly contact the program. In many cases, the number of open positions outstrips the number of available students available to fill the positions. Students are employed at local, regional, national, and international levels.

The number of graduates in the Studio Emphasis is stable and consistent over the years. The number of graduates is determined by the carrying capacity of the program's physical facilities (especially the available studios) and the faculty available to teach the courses. Thus, at present, demand is not the sole force driving enrollment; program carrying capacity is an important consideration. Currently, market demand outstrips the number of Interior Design graduates available.

If market demand should change, the impact on the Program should not be great because the Program graduates a reasonable number of students—that is, USU's numbers are not too big for a studio program and not too small either.

Student Demand
Students already compete for places in (through GPA and portfolio review) the Studio Emphasis, and student demand supports (and exceeds) enrollment in the Studio Emphasis. The same is true for the Design Sales and Marketing Emphasis.

Student interest in the Interior Design Studio Emphasis (BID degree) is high. Students in the studio Emphasis express support for the BID degree, which they feel more accurately and clearly
Communicate the nature of their coursework to the larger world. They note that such a degree will also make them more desirable to employers.

Another salient factor for the Interior Design Program is its position as the only accredited (Council for Interior Design Accreditation, CIDA) interior design program in the state. This fact, along with the growing reputation of the work of its students and faculty, situates the program very well for continued and greater future success.

Routinely, in response to the program’s annual survey, students in both emphases report a high level of satisfaction with their courses of study. On the basis of their portfolios, they routinely land jobs or internships in major firms in such top design markets as New York and London. Strong student portfolios are an indication of quality undergraduate preparation.

Interior Design students in the Studio Emphasis have also been amassing an impressive record of national and international design prizes over the last few years. For example, in 2006 alone, students received ten awards (six in international competitions, two in national competition, and two in regional competitions). These awards are a testament to their skills and the effectiveness of the curriculum.

Similar Programs
There are no other accredited Interior Design Programs in the state. The other Interior Design Programs (such as Colorado State University, University of Arizona, and Oregon State University) in the region do not offer a BID.

Collaboration with and Impact on Other USHE Institutions
No USHE institution offers a BID in Interior Design, nor do any other USHE institutions have an accredited Interior Design program.

Benefits
The state of Utah and Utah State University will have an undergraduate degree (reflecting an accredited curriculum) that is in demand at local, state, national, and international levels. This accredited program is unique in the state and not widely available in the Intermountain region. The degree is reflective of a curriculum that serves students well in terms of preparing them to become professionals in the design industry. There is both student and industry demand for this degree.

Consistency with Institutional Mission
The Interior Design BID degree is in keeping with the mission of Utah State University to be one of the nation's premier student-centered land-grant universities by serving the public through learning, discovery, and engagement. The BID Studio curriculum affords much opportunity for quality student learning through discovery and engagement. Because of the industry demand for the degree, offering this degree serves the public well.
SECTION IV: Program and Student Assessment

Program Assessment
The program’s goals and expected standards of student performance are selected in accordance with the national guidelines for Interior Design education as elucidated by the national accrediting organization, The Council for Interior Design Accreditation (CIDA). The eight goals and expected learning standards of the performance of the program are as follows:

1. Effective Curriculum: The Curriculum should be structured to facilitate and advance student learning.
2. Professional Values: The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness.
3. Design Fundamentals: Students gain a foundation in the fundamentals of art and design; theories of design, green design, and human behavior; and discipline-related history.
4. Interior Design Fundamentals: Students learn to understand and apply the knowledge, skills, processes, and theories of Interior Design.
5. Communication: Students learn to communicate effectively.
6. Building Systems and Interior Materials: Students learn to design within the context of building systems. Students use appropriate materials and products.
7. Regulations: Students learn to apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.
8. Business and Professional Practice: Students gain a foundation in business and professional practice.

The following five measures will be used to assess the program and its expected standards of performance:

1. Review of Syllabi, Assignments, and Grading. The syllabus for each course offered by the Program indicates which learning objectives the course addresses. Course assignments and grading measure the students' mastery of these objectives and concepts. Faculty review course material and syllabi each semester to make sure they are meeting the appropriate goals.
2. CIDA Professional Accreditation Reviews. Every six years, the Program undergoes a rigorous accreditation assessment done by Interior Design’s national accreditation board, the Council for Interior Design Accreditation (CIDA). CIDA evaluates whether the program has achieved its learning objectives.
3. Program Portfolio Reviews. These reviews take place during the freshman, sophomore, and senior years. Portfolios are evaluated on the basis of the students' demonstration of mastery of Program learning objectives (such as design fundamentals, technical skills, and knowledge of codes and regulations, for example).
4. Student Surveys. Each year graduating seniors are interviewed the summer after they graduate to see if they have obtained employment in their field. The responses are incorporated into programmatic decisions including curriculum decisions.
5. Competitions. Typically, undergraduate students in the Studio Emphasis annually submit projects designed in their courses to national and international competitions. Prizes awarded to
students are a form of peer review, both for the students and for the Program (in terms of whether it is meeting its learning objectives, which prepare for student success in the field).

**Expected Standards of Performance**

Upon completion of the BID:

1) Students will know professional ethics
2) Students will know basic design fundamentals (including art history)
3) Students will know interior design fundamentals
4) Students will communicate effectively both verbally and through print mediums
5) Students will learn the appropriate laws and codes and how to apply them
6) Students will learn to specify and use appropriate materials and products
7) Students will have a foundation in business and professional practice

These competencies follow the standards for students set by CIDA, the national accrediting organization. Formative assessment measures include tests, assignments, design projects, instructor and industry critiques, and course completion with passing grades. At the completion of their coursework, students undergo a summative evaluation in the form of a portfolio review of their work, which is done by faculty and outside members of the design industry.

**SECTION V: Finance**

**Budget**

No new budgetary sources will be needed for the new degree.

**Funding Sources**

No new funding sources will be needed for the new degree.

**Reallocation**

No funding reallocation will be required for the new degree.

**Impact on Existing Budgets**

The new BID degree will not have an impact on existing budgets.

**Appendix A: Program Curriculum**

**All Program Courses and Program Schedule**

See Appendix B below for a list of all program courses, credit hours, and a suggested class schedule by semester.

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

The curriculum required by the degree is already in place; no new courses will be added in the next five years.
Appendix B: Program Schedule

Bachelor of Interior Design
Suggested Four-Year Course of Study
Freshman Year (32.0 credits)

<table>
<thead>
<tr>
<th>Fall Semester 16.0 Credits</th>
</tr>
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<tbody>
<tr>
<td>ID 1700 Interior Design Professional Seminar .................. 1</td>
</tr>
<tr>
<td>ID 1740 History of Interior Furnishings and Architecture I ........ 3</td>
</tr>
<tr>
<td>ENGL 1010 (CL1) Introduction to Writing: Academic Prose .......... 3</td>
</tr>
<tr>
<td>ART 1770 Rapid Visualization .................................... 3</td>
</tr>
<tr>
<td>USU 1330 (BCA) Civilization: Creative Arts (section 001) .......... 3</td>
</tr>
<tr>
<td>University Studies Breadth course ............................ 6</td>
</tr>
<tr>
<td>Complete six Computer and Information Literacy (CIL) exams.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester 16.0 Credits</th>
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</thead>
<tbody>
<tr>
<td>ID 1760 Interior Design Professional Seminar ................ 1</td>
</tr>
<tr>
<td>ID 1780 (BCA) Interior Design Theory .......................... 3</td>
</tr>
<tr>
<td>ID 1782 (QI) History of Interior Furnishings and Architecture II ... 3</td>
</tr>
<tr>
<td>ID 1780 Computer Technology in ID ................................ 3</td>
</tr>
<tr>
<td>University Studies Breadth course ............................ 3</td>
</tr>
<tr>
<td>University Studies Quantitative Literacy (QL) course ........ 3</td>
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</table>

Sophomore Year (29.0 credits)

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<tbody>
<tr>
<td>ID 1700 Interior Design Professional Seminar .................. 1</td>
</tr>
<tr>
<td>ID 2710 Architectural Graphics I .................................. 4</td>
</tr>
<tr>
<td>ID 2750 Computer Aided Drafting and Design I ..................... 4</td>
</tr>
<tr>
<td>ENGL 2010 (CL2) Intermediate Writing: Research Writing in a Persuasive Mode .......... 3</td>
</tr>
<tr>
<td>University Studies Breadth courses ............................ 3</td>
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<table>
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</tr>
<tr>
<td>ID 2720 Architectural Graphics II ................................ 4</td>
</tr>
<tr>
<td>ID 2730 Interior Space Planning and Human Dimensions .......... 4</td>
</tr>
<tr>
<td>ID 2760 Computer Aided Drafting and Design II .................. 3</td>
</tr>
<tr>
<td>ARTH 2720 (BHU) Survey of Western Art: Renaissance to Post-Modern ... 3</td>
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</table>

Junior Year (32.0 credits)

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<th>Fall Semester 14.0 Credits</th>
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<tr>
<td>ID 1700 Interior Design Professional Seminar .................. 1</td>
</tr>
<tr>
<td>ID 3730 (QI) Interior Materials and Construction ................. 3</td>
</tr>
<tr>
<td>ID 3760 Commercial Design Studio ................................ 4</td>
</tr>
<tr>
<td>ID 3790 Architectural Systems .................................... 3</td>
</tr>
<tr>
<td>Creative Elective course .................................... 3.0</td>
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<table>
<thead>
<tr>
<th>Spring Semester 14.0 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 1700 Interior Design Professional Seminar .................. 1</td>
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<tr>
<td>ID 3770 Residential Design Studio ................................ 4</td>
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<tr>
<td>ID 3780 Design Detailing .................. .................. 3</td>
</tr>
<tr>
<td>PHIL 3810 Aesthetics .................. ........................ 3</td>
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<tr>
<td>Depth Life and Physical Sciences (DSC) course ................. 3</td>
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</table>

<table>
<thead>
<tr>
<th>Summer Semester 4 Credits</th>
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</thead>
<tbody>
<tr>
<td>ID 4710 Interior Design Advanced Internship I ................ 4</td>
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</table>
Senior Year (26.0 credits)
Fall Semester (13.0 credits) Credits
ID 1700 Interior Design Professional Seminar .................. 1
ID 4750 Senior Design Studio I ................................. 3
MHR 2050 Legal and Ethical Environment of Business .......... 3
Creative Elective course ........................................... 3.0
Elective upper division course .................................... 3.0

Spring Semester (14.0 credits) Credits
ID 1700 Interior Design Professional Seminar .................. 1
ID 4740 (CI) Business and Professional Practicum Interior Design ................. 2
ID 4760 Senior Design Studio II .................................. 3
ID 4770 Senior Exhibit ............................................. 1
Depth Social Sciences (DSS) course ............................. 3
Elective upper division ............................................. 4

Appendix C: Faculty

Current Faculty

Brooks, Darrin (2005) Assistant Professor, Interior Design
MFA 2005, Set and Costume Design, Theater, Utah State University
BS 1995, Interior Design Utah State University
NCIDQ Certified
Expertise: Design, Interior Design History, Residential and Commercial Design

Mansfield, Steve (2002) Lecturer, Interior Design
M.Arch 1989, Architecture, University of Utah
BS Urban Planning, 1986, University of Utah
NCARB Certified
Expertise: Design, Architecture, Building Codes

Thomas, Jeannie B. (1998) Professor, Acting Director, Interior Design
PhD 1992, English--Folklore and Ethnic Studies, University of Oregon
MS 1987, American Studies, Utah State University
BS 1985, American Studies Utah State University
Expertise: Material Culture, Folk Art

MS 2007, Interior Design, Utah State University
BS 2001, Marketing, Utah State University
Expertise: Design, Space Planning, Building Materials

Wilson, JoAnn. (2008) Associate Professor, Interior Design
M.Arch 2007, Architecture, Texas Tech University
MFA 1972, Theatre Arts, University of Utah
BS 1969, Interior Design/Business, University of Utah
Expertise: Sustainability, the Industry, Historical Preservation
Affiliated Faculty

Chester F. Brough. (2000) Adjunct Professor, Business
Juris Doctorate, 1984, Brigham Young University
B.S. 1979, Prelaw/Social Studies, Utah State University
Expertise: Business Law and Ethics

Alexa Sand. (2004) Assistant Professor, Art
PhD 1999, Art History, University of California, Berkeley
MA 1994, Art, University of California, Berkeley
BA 1991, Art, Anthropology, Williams College
Expertise: Art History

Christopher Terry. (1989) Professor, Art
MFA 1981, Painting, University of Wisconsin, Madison
BA 1978, Studio Arts, Rhode Island College
Expertise: Drawing, Painting

Institution Submitting Proposal: Utah State University

College, School or Division in Which Program Will Be Located: College of Humanities, Arts
and Social Sciences

Department(s) or Area(s) in Which Program Will Be Located: Interior Design

Program/Administrative Unit Title: Interior Design

Recommended Classification of Instructional Programs (CIP) Code: ______  ______  ______  ______

Certificate, Diploma and/or Degree(s) to be Awarded: BID

Proposed Beginning Date: Fall 2008

Institutional Signatures (as appropriate):

Department Chair: Jeannie B. Thomas, Acting Director, Interior Design

Dean or Division Chair: Gary Kiger, Dean, College of Humanities, Arts and Social Sciences
Chief Academic Officer: Raymond T. Coward, Provost

President: Stan L. Albrecht
ITEM FOR ACTION

Re: Utah State University Research Foundation

- Recommendation for appointments to fill Foundation Board vacancies

EXECUTIVE SUMMARY

Pursuant to previous meetings of the Utah State University Research Foundation Board, the Foundation Board submits to the President of Utah State University and the Utah State University Board of Trustees recommendations to fill open vacancies. These vacancy recommendations are consistent with Article VI of the Amended and Restated Articles of Incorporation and Section 4 of the Amended Bylaws of the Foundation. Consistent with Section 5 of the Amended Bylaws of the Foundation, the term for these appointments shall be two (2) to five (5) years as designated by the Chair of the Foundation Board. These vacancy recommendations were made by a resolution of the majority of the Foundation Board after review, discussion, and due consideration was given to each nominee.

RECOMMENDATION

The Foundation Board recommends the following individuals for the referenced vacancies.

- David A. Bell
- Janet C. Karika
- James M. Russell
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, the Utah State University Research Foundation has open vacancies on the Foundation Board.

NOW, THEREFORE, BE IT RESOLVED, that the President of Utah State University and the Utah State University Board of Trustees hereby approves David A. Bell, Janet C. Karika, and James M. Russell to be appointed to the Utah State University Research Foundation Board.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

_________________________________________ Date
OBJECTIVE

To achieve while others talk, to do what others dream; to run when others walk, to advance while others scheme; and in it all, have fun taking good science and innovative technology to eager markets.

SUMMARY

Articulate technology visionary with 25 years experience in building companies, conceiving product opportunities, creating market awareness, recruiting and converting management, organizing productive development teams, and overcoming political, logistic, and economic hurdles in taking innovations to market. A quick study with an insatiable appetite for innovation. Known for his ability to synthesize, define, and focus on the essential, and sell technology. A team builder who leads by example, encourages creative thinking, and derives great satisfaction in motivating accomplishment by others. A dynamic motivator of unwavering loyalty and dedication to task and team.

EDUCATION

Ph.D., Engineering (Computational Fluid Dynamics) – Utah State University, Logan, UT

P.E., Professional Engineer – States of Oregon and Utah

M.S. Mechanical Engineering – Utah State University, Logan, UT

M.B.A. Coursework – Utah State University, Logan, UT

B.S. Political Science – Utah State University, Logan, UT / Brigham Young University, Provo, UT

PROFESSIONAL EXPERIENCE

HEMAMETRICS CORPORATION (formerly Noninvasive Medical Technology) 1993 – present

Chief Technical Officer and Exec V. P., Chief Operating Officer, Board Member – Kaysville, UT

Co-founder of the only corporate entity in the world to reduce the non-invasive determination of hematocrit (the ratio of the red blood cell to total blood volume—the most common of diagnostic parameters) to clinical practice. Responsible for all aspects of the company’s proprietary spectrophotometric science and intellectual property. Oversee research funding, direction, and management; product definition, pre-market assessment and launch strategy; product development; and clinical studies, validations and protocols. Responsible for alliances, partnering, and technical sales support. Direct corporate funding and management recruiting. Serve as designated regulatory and government agency liaison. Report to the CEO and the Board of Directors.

- Secured over $40 MM in private equity funding
- Garnered more than $10 MM in partnering, OEM, and product distribution license fees with major US and foreign medical companies including Abbott, Baxter, Aldrin, Gambro, Cobe Sorin, Haemonetics, and Japan Medical Supply
- Managed the innovation, refinement, reduction to clinical practice, and production of multiple medical devices and/or diagnostic platforms for the determination of specific whole blood constituents (e.g., hematocrit, oxygen saturation, access blood flow rate, etc.)
- Motivated, authored or co-authored and/or prosecuted over 20 US Patents and respective foreign filings
- Achieved 9 FDA 510(k) clearances with respective UL/EDL Medical Device Listings, as well as CE (Europe) and MoH (Japan) approvals
- Negotiated a coveted FDA CLIA Exemption, eliminating before-use validity and calibration requirements
- Motivated the certification of HemaMetrics as a ISO 9000 Medical Device Manufacturer
- Pioneered clinical protocols and standards demonstrating the efficacy of in vivo hematocrit
- Instrumental in winning 3 summary judgments in patent infringement litigation in US Federal Courts

**Due to the sensitive nature of shareholder expectations, please contact Dr. Bell prior to initiating due diligence activities.**
- Negotiated closure in potential infringement conflicts with the National Institutes of Health and others
- Published in refereed US medical journals (e.g., *Kidney International*, *J of the Am Soc of Nephrology*, *J Biomed Eng*) and authored various chapters in current medical reference texts
- Lectured as an invited paper/speaker in medical and/or technical conferences on every continent and in every state (except Arkansas) in the US

**SERA SOURCE**  
**Chairman and Co-founder** – Bountiful, UT and Aguascalientes, AG, Mexico,  
Recognized the market potential of a pure form of neo-natal bovine blood serum produced from new-born male calves in modern dairy herds located in regions outside the US where livestock are not vaccinated with live virus. Organize corporate structure including the board of directors and technical advisory panel. Responsible for corporate funding and staffing during proof of concept and start-up periods. Report to the Board
- Secured over $1 MM in private equity funds
- Negotiated clearances for international shipment and sales of sera product with the USDA and other regulatory agencies in the US and Mexico
- Motivated the innovation and application of solutions to extraction, filtration, separation, storage and shipment challenges associated with this unique, high growth factor sera product
- Procured a donor-specific ELISA blood test to quantify donor eligibility

**CHARLES HOIBS / DAYTIMER CORPORATION**  
**Technical Consultant** – Salt Lake City, UT  
Teach technical professionals in the corporate research environment the fundamentals of time and goal-directed management. Assist technical entities (often within larger organizations) in mission statement preparation, restructuring strategies, personnel MBO programs and technical project management, goal setting and accountability. (Assignment was by client request and at my personal convenience.) Report to CEO.
- Lectured in virtually every major city in the US
- Clientele included Bell Labs, Ford Motor, Schlumberger-Doll Research, Chevron, Kodak, etc.
- Consistently achieved outstanding Instruction Effectiveness ratings and a high referral volume

**EFI ELECTRONICS CORPORATION**  
**Chief Technical Officer, Sr. V.P. Sales and Marketing, Board Member** – Salt Lake City, UT  
Founding participant and board member. Responsible for technical and scientific aspects of an extensive line of power conditioning products. Supervise design, testing and certification of products in accordance with safety and regulatory standards. Define and implement product improvements based on core competencies and outsource possibilities. Assess business growth opportunities and corporate development options. Coordinate technical sales strategies and sales support. Oversee sales and marketing to OEM, and consumer and industrial distribution both domestic and international. Report to the CEO and the Board of Directors.
- Innovated means of effectively determining electronic susceptibility to EMI and electrical transients
- Created a series of design guidelines and an extensive family of devices for shielding and "hardening" industrial, medical, and consumer electronic power systems
- Devised a unique method of generating market awareness and selling product based on demonstrated superior performance as compared to competitive devices and/or documented environmental risks
- Conceived of and introduced a full-coverage and underwritten insurance package to induce product sales
- Enhanced and accelerated annual product sales from $500 K to over $11 MM in less than 4 years and expanded market scope by 500%
- Instrumental in taking EFI into the public market in 1987
- Helped earn *INC. Magazine*’s “Top 50 Small Technology Companies” recognition *twice* during the company’s first two years in the public market
- Authored multiple test and performance validation procedures and guidelines that have since become independent standards used today by Underwriters Laboratory (UL), the Institute of Electrical and Electronics Engineers (IEEE), and the International Electrotechnical Commission (IEC)
- Served an unprecedented three consecutive terms as President of the National Electrical Manufacturers Association’s (NEMA) Technical Committee, and as a member of UL’s advisory board

**HONORS, AWARDS, PATENTS, AND PUBLICATIONS**

These and other personal information, including professional references, will be made available upon request.
JANET C. KARIKA
1525 Newfound Harbor Drive; Merritt Island, FL 32952
Telephone: 321-867-4567
e-mail: janet.c.karika-1@nasa.gov

Key Qualifications
- Recognized authority on international space and missile policy and treaty issues within the Executive Branch, Congress, NASA, the Departments of Defense, State, Commerce, and Transportation
- Unique mix of policy and technical expertise; proven asset in winning key decisions regarding access to space, international launch programs, and space transportation policy issues
- Unparalleled acquisition, policy and congressional experience in successful execution of major programs and initiatives throughout a 27 year career
- Interagency and Congressional negotiator with vast network of close professional contacts
- Strong technical background in Engineering, Test and Evaluation, and Materials
- Dynamic self-starter, ability to rapidly grasp and solve complex problems, phenomenal ability to bring disparate groups to agreement, proven team leader

Professional Experience
2003-present  Jacobs Sverdrup Senior Program Manager; Director of Interagency Launch Programs, NASA Launch Services Program (LSP); Kennedy Space Center, FL
- Principal focal point for NASA Launch Services Program (LSP) collaboration efforts with the U.S. Air Force, the National Reconnaissance Office (NRO), and the Missile Defense Agency (MDA)
- Responsible for establishing and facilitating the NASA/AF/NRO Launch Collaboration Steering Group, resulting in tremendous data sharing and improved efficiencies between DoD and NASA
- Supports NASA HQ in expendable launch vehicle programs, export control, and policy issues

2001-2003  Jacobs Sverdrup Senior Engineering Technical Manager; Executive Advisor to the Director of Space Acquisition, Secretary of the Air Force (SAF); Washington, DC
- Principal advisor to the Air Force on space acquisition and policy issues, by-name requested member of National Space Transportation Policy; and Position, Navigation, and Timing Policy Teams
- Focal point in Washington D.C. for U.S.-Russian Atlas V RD-180 rocket engine program
  - Coordinated sensitive issues with Interagency and Congressional staffs, kept program on track

2000-2001  TASC Senior Principal Member of the Technical Staff; Assistant for Launch Systems, Space Systems, Office of the Secretary of Defense (OSD); Washington, DC
- Principal advisor to the Office of the Secretary of Defense on space launch and range issues
  - Co-Chaired President’s Space Policy Coordinating Committee on National Launch Strategy
  - OSD focal point for space launch program execution, budgeting, policy, licensing for both government and commercial space launch programs

1998-2000  Director for Launch Programs, Program Executive Office for Space; Washington, DC
- Provided technical, programmatic and acquisition execution of $13B Evolved Expendable Launch Vehicle (EELV) Program—premier Air Force acquisition reform program
  - Orchestrated DoD and Congressional approval of major EELV program restructure involving highly sensitive contractor commercial financial data
- Fought for and won Congressional consent for Russian-built engine program for Atlas V EELV; overcame tremendous technical, legislative and policy obstacles; OSD said she was the key to success

1995-1998  Special Advisor for Space and Missile Nonproliferation Policy, Arms Control and Disarmament Agency (ACDA); Washington, DC
- Primary advisor to the Director of ACDA on all global missile proliferation and space policy issues
- Represented ACDA on delegations world-wide on international nonproliferation negotiations, commercial defense trade, dual-use technology transfer, and international space policy
- Authored highly regarded sanctions decision memorandum regarding China nonproliferation policy—read during hearings by senior Congressional Member
- Approved all U.S. export licenses for international space and missile programs

1993-1994  Chief, Subsurface Operations Division, Air Force Technical Applications Center (AFTAC); Patrick AFB, FL
- Commanded 72-person nuclear detection operations center providing 24-hour analysis of subsurface events in support of international arms control treaties—produced fastest Presidential notification of a foreign underground nuclear test in AFTAC’s 45-year history
- On-Site Inspection Agency (OSIA) member of the Intermediate-Range Nuclear Forces (INF) Treaty inspection cadre

1992-1993  Deputy Chief, Logistics Systems Management Division, AFTAC; Patrick AFB, FL
- Provided worldwide logistics for AFTAC detection systems at 13 seismic detachments
  - Successfully chaired senior-level team in the first wide-scale DoD depot consolidation

1989-1992  Research Scientist, NASA Ames Research Center; Moffett Field, CA
- Directed NASA high-temperature ceramic composite research and development program
- Advocated NASA shuttle tile upgrades with Johnson and Kennedy Space Centers

1988-1989  Minuteman/Small ICBM Business Manager, Ballistic Missile Office (BMO); CA
- Directed all business issues for Small ICBM and Minuteman programs, valued at $1.1B
  - Resolved hotly debated instrumentation requirement dispute, negotiated $8 million savings

1985-1988  Chief, Small ICBM HML Development Test Branch, BMO; CA
- Managed $50M/year testing of the Small ICBM Hard Mobile Launcher from pre-full-scale development through source selection to full-scale development—proved system viability
- Integrated Small ICBM HML testing to include U.S. Army mobility testing; Defense Nuclear Agency airblast testing; anti-terrorist access denial barrier testing—saved $12M in test costs

1983-1985  Master’s Student in Mechanical Engineering, Arizona State University; AZ
- Specialized in material properties, non-destructive testing, and failure analysis of space-age composites—authored thesis evaluating the graphitization of carbon/carbon composites

1980-1983  NAVSTAR Stage Vehicle Engineer, Space Division; Los Angeles, CA
- Lead military representative to NASA rocket motor failure investigation—extensive materials, solid rocket motor design, and industrial manufacturing evaluation—motors successfully flying today

Education and Training

Civilian Education
  BS, Mechanical Engineering, 1980, University of Central Florida, Orlando, FL
  MS, Mechanical Engineering, 1985, Arizona State University, Tempe, AZ

Technical Training
  Highest Acquisition Certifications (Level III) in three areas: Program Management; Test & Evaluation; and Systems Planning, Research, Development and Engineering

Professional Military Education
  In-Resident Student at Squadron Officers School, 1987; Air Command and Staff College, 1993;
  Armed Forces Staff College, 1995; and Defense Systems Management College, 1998

Security Clearance: TOP SECRET/SSBI/SCI
James M. Russell III

Education:
Ph.D. (Aeronomy), University of Michigan, 1970
MEE, University of Virginia, 1966
BSEE, Virginia Polytechnic Institute and State University, 1962

Specialties:
Atmospheric Science, Remote Sensing, and Satellite Data Analysis

Research and Teaching Positions:
2006 – present  Professor of Atmospheric and Planetary Sciences, Hampton University
1996 – 2006  Professor of Physics, Hampton University
1984 - 1996  Head, Theoretical Studies Branch, Atmospheric Sciences Division
1987 - 1989  Math Professor, St. Leo College
1976 - 1984  Head, Chemistry and Dynamics Branch, Atmospheric Sciences Division
1974  Visiting Scientist, Special Project, NCAR (summer)
1973  Lecturer, Remote Sensing of the Atmosphere, George Washington University
1971 - 1973  Lecturer, Physics, Christopher Newport University
1970 - 1975  Research Scientist, Langley Research Center
1968 - 1970  Research Assistant, University of Michigan, Department of Meteorology and Oceanography
1962 - 1968  Aerospace Engineer, Langley Research Center

Professional and Honorary Societies:
American Geophysical Union, Sigma Xi, Tau Beta Pi, Eta Kappa Nu

Civic Organizations:
Member of the Board of Trustees, Southern Virginia College (1996-1998)

Awards:
NASA Medal for Exceptional Scientific Achievement, 1982
NASA Medal for Outstanding Leadership, 1996
Virginia 2008 Outstanding Scientist Award
University of Michigan, College of Engineering, Alumni Merit Award, 1997

University of Michigan, College of Engineering, Distinguished Achievement Award for Graduate Work in Aeronomy, 1970

Naval Research Laboratory, Alan Berman Research Publications Award, 1997, Co-Author

NOAA, Environmental Research Laboratories, Outstanding Scientific Paper Award, 1998 Co-Author

Langley Research Center Special Achievement Award, 1978, 1981

Langley Research Center Group Achievement Award, 1979, for LIMS Team contributions


**Patents:**


**Publications:** Author or Co-author of over 360 professional journal articles in the fields of engineering and atmospheric science and many presentations at national and international symposia

**Biographical Listings:**

- American Men and Women of Science, 14th, 16th, and 19th Editions, 1979, 1985, 1995
- Dictionary of International Biography, Volume 19, 1985 and 1990
- International Leaders in Achievement, 1st Edition, 1988
- Who's Who in Society, 1988

**Principal Professional Activities:**

- Co-Principal Investigator - Limb Infrared Monitor of the Stratosphere (LIMS) 1973 - 1986. Experiment launched on Nimbus 7, October 7, 1978. Data reduced, archived, and referenced in more than 200 papers in the scientific
literature. Provided the first global view of stratospheric ozone, nitrogen and hydrogen chemistry.

Principal Investigator

- Halogen Occultation Experiment (HALOE), launched on the Upper Atmosphere Research Satellite (UARS), September 12, 1991. More than 130 journal articles using HALOE data have been published. Operating perfectly in orbit for more than fourteen years. Scientific observations still being cited and data being used two years after experiment was terminated in orbit. Major contributions to ozone “hole” research, chlorine, hydrogen and nitrogen chemistry.

- Sounding of the Atmosphere Using Broadband Emission Radiometry (SABER) launched December 7, 2001 on the TIMED satellite. Now operating in orbit. Data reduction and analysis ongoing. Exploring the Sun-Earth atmospheric connection for the first time in a comprehensive way. There are more than 84 papers in the scientific literature using SABER observations.

Principle Investigator

- Aeronomy of Ice in the Mesosphere (AIM) mission selected by the NASA Office of Space Science in July, 2002 for Flight on a Small Explorer (SMEX) satellite to study noctilucent clouds (NLCs) and determine why they form and vary. Launched April 25, 2007, AIM is the first satellite mission dedicated to the study of NLCs.

Co-Investigator


Co-Investigator

- Invited by Oxford University to serve on the Improved Stratospheric and Mesospheric Sounder (ISAMS) science team; launched on the UARS satellite, September 1991.

Associate Principal Investigator

- Advanced Limb Sounder (ALS) selected for one-year definition study for application on the UARS. Not selected for flight.

Co-Investigator

- Cryogenic Upper Atmosphere Limb Emission Radiometer (CULER) selected for one-year definition studies for application on the UARS. Not selected for flight.

Principal Investigator


Principal Investigator

- Far Infrared Balloon Experiment (IBEX) flight from Palestine, Texas, in the spring of 1990

Co-Investigator

- Far Infrared Experiment (FIREX) Balloon Flight from Ft. Sumner, New Mexico, May 4, 1992
Committees:


- Chairman of an international Middle Atmosphere Program (MAP) Project to develop an international reference climatology for the stratosphere, 1988-1989

- Co-Chairman of Optical Society of America Conferences on Atmospheric Remote Sensing held at Lake Tahoe, Nevada, February 1990, and Williamsburg, Virginia, November 1991

- Chairman, International Association on Meteorology and Physics (IAMAP) Symposium on Atmospheric Remote Sensing held at Reading, England, August 1-2, 1989


- Overall Co-Chairman, SPARC International Water Vapor Assessment Study, 1999 – 2000


- Co-Chairman of International Radiation Commission Meeting Symposium on Remote Sensing, Tallinn, Estonia, August 1992

- Member of NASA Earth Sciences and Applications Division Advisory Committee, 1990-1992

- Member, American Meteorological Society Committee on the Middle Atmosphere, 1985-1988

- Member of National Academy of Sciences Committees
  
  - Committee on Solar and Space Physics (1983-1986)
  
  - Middle Atmosphere Program Panel (Committee on Solar and Terrestrial Research, 1985-1986)
  

- Member of the International Commission on Meteorology of the Upper Atmosphere (1987- 2000)


James M. Russell III
Page 5

- Member of the International Climate and Weather of the Sun-Earth System Working Group 3.2 on 3.2 Particles and minor constituents in the upper atmosphere solar/terrestrial influences and their role in climate (2004 – present)


- Member of NASA Office of Science Roadmap Committee to recommend the direction of NASA research over the next 30 years, 2004-2005.

- Member of Science Definition Working Group for UARS, 1977 – 1978.

- Member of Space Station Science and Applications User’s Working Group

- Served on various review panels for NASA and other agencies to study atmospheric problems and remote sensing capabilities

Journal Reviewer

- Encyclopedia of Atmospheric Science
- Journal of the Atmospheric Sciences
- Journal of Geophysical Research
- Science
- Geophysical Research Letters
- Atmosphere-Ocean
- Applied Optics
- Journal of Atmospheric Chemistry

Qualifications and Scientific Contributions

Professor Russell joined NASA in 1962 after obtaining a B.S.E.E. from VPI. He continued his education, obtaining an M.E.E. degree from the University of Virginia in 1966, and a Ph.D. in Aeronomy from the University of Michigan in 1970.

From 1962 to 1967, Professor Russell performed research in the Langley Research Center Instrument Research and Flight Instrumentation Divisions to develop advanced sensors for in-flight measurement of ablation rates of thermal protection heat shields for reentry vehicles and to develop a novel, onboard, payload-events recorder for water recoverable, high-velocity reentry payloads. Both of these developments contributed significantly to the success of the Langley Pacemaker series of reentry experiments during 1965-1969. Other research performed during this period included studies of an omni-directional accelerometer for a lunar penetrometer in support of the Ranger Project, theoretical studies of a phase-locked conventional magnetron for obtaining the stable high-frequency source required in an X-band telemetry transmitter, and instrument techniques for determining Martian atmospheric properties during entry (Voyager).

While Professor Russell was obtaining his Ph.D. at the University of Michigan (1967-1970), he developed an infrared inference technique for remotely sensing ozone concentration in the stratosphere using both nadir and limb radiance measurements. This important work in aeronomy, for which he
was awarded the College of Engineering Distinguished Achievement Award for 1970, was the subject
of his dissertation and provided the basis for his subsequent atmospheric research at Langley. Professor
Russell successfully combined the preceding technique with similar techniques developed by other
scientists, leading to the LACATE experiment, for which he was Co-Investigator. LACATE, a high-
altitude balloon experiment developed to measure stratospheric O₃, HNO₃, NO₂, N₂O, CH₄, H₂O,
and temperature was successfully launched in May 1974. Selected scientific data have been reported.

Professor Russell proposed LACATE along with colleague John Gille of NCAR at the time, as an
experiment for the Nimbus 7 pollution-monitoring satellite mission but, because of funding
constraints, the proposal was de-scoped to the LIMS experiment that was launched on the Nimbus 7
satellite in October 1978. LIMS measured O₃, NO₂, HNO₃, H₂O, and temperature, providing the first
global distribution of the oxides of nitrogen in the stratosphere. Professor Russell served as Co-
Principal Investigator of the LIMS experiment team, which included members from various
universities and three foreign countries and was responsible (with his Co-PI) for the overall scientific
success of the LIMS experiment. The LIMS experiment operated without flaw for its 7-1/2 month
design lifetime and provided the first stratospheric global distributions of key gases in the ozone-
nitrogen chemistry for use in studies of atmospheric ozone depletion.

Later, in 1978, Professor Russell proposed the Halogen Occultation Experiment (HALOE) to the
NASA Office of Earth Science for flight on the Upper Atmosphere Research Satellite (UARS). It was
selected through an international competitive process and launched on September 12, 1991. HALOE is
a satellite solar occultation experiment designed to measure vertical concentration profiles of key
chlorine related gases important in the depletion of stratospheric ozone. The measurements include
HCl, HF, CH₄, NO, NO₂, O₃, H₂O, aerosols, and temperature. HALOE operated near perfectly for
more than fourteen years in orbit providing global-scale results for use in assessing the impact of
chlorofluorocarbons and other chlorine compounds on the ozone layer. Professor Russell held overall
scientific responsibility for the experiment direction, data reduction, scientific investigations and
science team leadership. The team included members from various universities, other Government
agencies, and two foreign countries, including Professor Paul J. Crutzen, a Nobel laureate and Dr.
Ralph J. Cicerone, currently President of the National Academy of Sciences. A major scientific result
from HALOE is a time series of the ozone destroying chemical - chlorine and a tracer of the
chlorofluorocarbon (CFC) source gases for atmospheric chlorine - fluorine. Professor Russell
published the analysis of this time series in Nature in 1996. These results provided key evidence that
the CFCs were responsible for chlorine increases in the stratosphere and hence for ozone destruction
being observed. The paper received worldwide attention in the media and scientific literature and was
a defining result in “cooling down” the ozone controversy regarding the source of the ozone hole being
human induced or a natural phenomenon. HALOE also provided the data to show that the Montreal
Protocol banning the use of CFCs worldwide was having the desired effect of reducing atmospheric
chlorine. These results materially strengthened the case for international regulations on CFC uses.

In 1988, Professor Russell successfully proposed the Spectroscopy of the Atmosphere Using Far
Infrared Emission Experiment (SAFIRE) for the Earth Observing System (EOS) polar platforms and
led an international science team through a two-year definition stage but it was not selected for flight.
SAFIRE, a comprehensive limb emission experiment was based on use of both high spectral resolution
interferometry and broadband radiometry to measure, the key elements of the three main chemical
families of the middle atmosphere responsible for ozone destruction (HOy, NOy, and ClOy), coupled
with dynamics information.

Professor Russell proposed the Sounding of the Atmosphere Using Broadband Emission Radiometry
(SABER) Experiment for the Thermosphere-Ionosphere-Mesosphere Energetics and Dynamics
(TIMED) Mission to the NASA Office of Space Science and it was selected for flight in 1995 through
national competition. SABER was launched in December 2001 and is providing a comprehensive set
of atmospheric structure, chemical, dynamics, and energetics measurements for study of mesosphere
and lower thermosphere processes. The experiment is working without flaw after 5 years and 11 months in orbit and the data analysis is ongoing. SABER is a “frontier” experiment that is exploring the mesosphere and lower thermosphere comprehensively for the first time and it has provided significant new information on how the Sun first interacts with Earth’s atmosphere and how these effects propagate to lower altitudes.

Professor Russell proposed the Aeronomy of Ice in the Mesosphere (AIM) mission to the NASA Office of Space Science and it was selected for flight in July 2002 through an intense national competitive process. Forty-three proposals were submitted nation-wide and 7 were selected for Phase A study. Only two were selected for satellite flight. Selections were based on a comprehensive 400 page Concept Study Report, a site review by an 18-member review panel and a science presentation to the Head of the Office of Space Sciences in NASA Headquarters. Professor Russell successfully led the AIM team through this process. This exciting mission was launched April 25, 2007 and focuses on the science of “noctilucent” or night shining clouds. NLCs, which form at high altitudes in Polar Regions in summer, have undergone a number of recent changes including becoming brighter, increasing in frequency and moving toward the equator. Although they have been observed since 1885, the reason they form and how they vary is not known. Although other satellite experiments have provided very useful information, AIM is the first satellite mission dedicated to the study of noctilucent clouds. Almost one year of observations has been collected to this point revealing new features that have changed our view of the formation mechanisms and properties of the clouds.

As indicated by the preceding activities, Professor Russell is a research scientist of international reputation in the fields of atmospheric physics and sensing systems. He has been the principal scientist in formulating, advocating, and implementing the key stratospheric research experiments cited above. The Science Teams for these experiments under his full or shared direction are composed of some of the very top atmospheric scientists from the worldwide university and research community. His outstanding professional capability and integrity are further attested to by the numerous working groups, review panels, Science Teams, and advanced planning groups in which he has participated during his career. Examples of additional activities include invited membership as a Co-Investigator on the Science Teams for the JPL Atmospheric Trace Molecules Observed by Spectroscopy (ATMOS) experiment launched on Spacelab 3 in April 1985 and the Oxford University Improved Stratospheric and Mesospheric Sounder (ISAMS) launched on UARS. He also was invited to team with the University of Michigan and the University of Colorado on an Explorer Mission proposal to study the mesosphere and lower thermosphere. The results of this work led to the successful proposal of SABER.

While carrying out these activities, Professor Russell has developed personal expertise in analytical techniques, atmospheric radiance models, and simulation approaches required to compute electromagnetic constituent signatures from the atmosphere, and he has become experienced in methods needed to study the feasibility of remote measurement techniques. He has also become familiar with various instrument approaches for remote sensing of the atmosphere, including spectrometers, interferometers, radiometers, and correlation devices such as correlation spectrometers, correlation interferometers, and gas filter techniques. Professor Russell has also become familiar with the tools used for development and application of sensor concepts such as the modulation transfer function representation of an instrument spatial and temporal resolution capability, optimum inverse filtering approaches, efficient data smoothing procedures using spline functions, data reduction procedures, test and calibration procedures, various types of spectral filters, detectors, and optical systems, specialized signal-to-noise representations, and atmospheric weighting function calculations.

In addition to his personal scientific responsibilities, Professor Russell served as Head of the Atmospheric Systems Branch, Atmospheric Environmental Sciences Division, at the Langley Research Center from September 1976 until March 1984. The name of the Branch changed in 1982 to Chemistry and Dynamics Branch, Atmospheric Sciences Division. The Branch, consisting of 32 civil
servants and contractors, provided the scientific underpinning for the previously described atmospheric experiments and several other important scientific activities. These included the Monitoring of Air Pollution by Satellite (MAPS) experiment flown on Shuttle missions in 1981, 1993, and 1994 for the purpose of measuring tropospheric carbon monoxide distributions; an airborne UV and IR Lidar DIAL system to measure urban and regional scale O$_3$, H$_2$O, SO$_2$, and aerosol distributions in the troposphere and O$_3$ in the stratosphere; Shuttle lidar, and other ground-based, aircraft, and spacecraft experiments for study of the troposphere and stratosphere. All of these experiments were or are national technology pace setters, using various advanced approaches to remote sensing. The Branch also conducted spectroscopic research and atmospheric remote sensing using high spectral resolution balloon-borne data and laboratory results from advanced interferometer systems. In addition to the measurement problem, Professor Russell and others in the Branch were actively involved in applying measurements to the study of key atmospheric questions and problems. This has led him to become familiar with various atmospheric modeling techniques, including "zero-D", 1-D, 2-D, and 3-D models and methods of data analysis, including Kalman filtering and empirical modeling. He was appointed Head of the Theoretical Studies Branch, Atmospheric Sciences Division, on March 18, 1984. This branch, with 41 civil servants and contractors, developed 1-, 2-, and 3-D models for study of the troposphere and middle atmosphere; performed research in atmospheric evolution and planetary atmospheres; analyzed large satellite data sets to better understand photochemistry, dynamics, and radiation phenomena in the atmosphere; and conceived, developed, and applied advanced remote sensing techniques to atmospheric studies.

Professor Russell joined Hampton University in 1996 and along with his colleague, Professor M. Patrick McCormick, established the Center for Atmospheric Sciences. He serves as Co-Director of the Center which has a threefold focus of education, research and outreach to the K-12 and public communities. CAS has grown from two in 1996 to the current 30 faculty and staff, 15 graduate students and 30 undergraduate students. He was instrumental and developed underpinning arguments to gather support for a new department in Atmospheric and Planetary Sciences that was approved by the Hampton University Board of Trustees in November, 2006.