Action
Agenda
ACTION AGENDA
OCTOBER 22, 2010

1. Proposal to Offer a Doctor of Veterinary Medicine Degree, in Partnership with Washington State University College of Veterinary Medicine, Effective Summer 2012 1

2. Follow-up Report, B.S. Program in Agricultural Communication and Journalism, College of Agriculture and College of Humanities and Social Sciences, Approved as a New Degree in 2006 51

3. Follow-up Report, BA/BS Degree Program in International Business, Huntsman School of Business, Approved as a New Degree in 2006 57

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ITEM FOR ACTION

Utah State University requests approval to offer, in partnership with Washington State University College of Veterinary Medicine, a Doctor of Veterinary Medicine degree effective Summer 2012.

EXECUTIVE SUMMARY

Utah State University (USU), College of Agriculture, Department of Animal, Dairy, and Veterinary Sciences (ADVS) in cooperation with the College of Veterinary Medicine (CVM), Washington State University (WSU), Pullman propose to offer a veterinary medical education program leading to the degree of Doctor of Veterinary Medicine (DVM). Years 1 and 2 will be taught at USU, Logan and years 3 and 4 will be completed at WSU (see appendix E for draft memorandum of understanding with CVM-WSU). The proposed program will be funded through a new ongoing state appropriation to implement years 1 and 2 at Utah State University ($1.7 million), and student tuition dollars paid to the program.

The Animal, Dairy, and Veterinary Sciences (ADVS) department has ten existing faculty with appropriate expertise to teach in this new curriculum and part of their effort will be reallocated to the new Veterinary School curriculum. As the Land-Grant institution in Utah, and building on a strong ADVS Department, USU is uniquely positioned to house a veterinary medical education program with its existing College of Agriculture. Modifications to infrastructure are minimal and existing faculty members stand ready to further USU’s contributions to the state in teaching, research and extension. USU looks forward to providing increased access for Utah residents to the veterinary profession in a very cost-effective manner.

Across the 8 public colleges and universities that compose the Utah System of Higher Education (USHE), approximately 200 students declare veterinary medicine as their educational goal each year, of which only about 4% realize their aspiration. One reason for this unacceptable outcome is the low number of slots Utah students can occupy in veterinary schools in other states. All USHE institutions offer pre-veterinary advising for students pursuing a bachelor’s degree in anticipation of application to professional veterinary school. Therefore, all USHE institutions (and private colleges and universities in Utah) will benefit from increased student access to a school of veterinary medicine.

This proposal was prepared by the Department of Animal, Dairy and Veterinary Sciences, 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 to offer, in partnership with Washington State University College of Veterinary Medicine, a Doctor of Veterinary Medicine degree.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University proposes to offer, in partnership with Washington State University College of Veterinary Medicine, a Doctor of Veterinary Medicine degree, and

WHEREAS, The Animal, Dairy, and Veterinary Sciences (ADVS) department has ten existing faculty with appropriate expertise to teach in this degree curriculum, and

WHEREAS, The proposed degree will increase access for students in Utah to a school of veterinary medicine, and

WHEREAS, The proposed program will be funded through a new ongoing state appropriation and student tuition dollars paid to the program, and

WHEREAS, The proposal has been approved by the Dean of the College of Agriculture, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by 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 Utah State University to offer, in partnership with Washington State University College of Veterinary Medicine, a Doctor of Veterinary Medicine degree, and that this proposal be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE
Program Description
Utah State University (USU), College of Agriculture, Department of Animal, Dairy, and Veterinary Sciences (ADVS) in cooperation with the College of Veterinary Medicine (CVM), Washington State University (WSU), Pullman, WA propose to offer a veterinary medical education program leading to the degree of Doctor of Veterinary Medicine (DVM). Years 1 and 2 will be taught at USU, Logan and years 3 and 4 will be completed at WSU. The program will be officially referred to as the "Washington-Utah Cooperative Veterinary Educational Program" (WU 2+2 Program). The proposed WU 2+2 Program will create the first professional veterinary medicine education program in Utah.

Role and Mission Fit
As the Land-Grant institution in Utah, and building on the strengths of a strong faculty in the Department of Animal, Dairy, and Veterinary Sciences, USU is uniquely positioned to house a veterinary medical education program within its College of Agriculture, and can do so in a cost effective manner. Existing faculty members stand ready to further USU's mission in teaching, research and extension and to provide the education necessary to ensure quality veterinary medical services are available to Utah's citizenry.

Faculty Members
USU has 10 faculty already in place to teach the veterinary medical curriculum (see table). Four new faculty will have to be hired in specialty areas.

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Market Demand
Nationwide, and particularly in rural areas common to Utah and the Intermountain West, there is a shortage of veterinarians, especially those in food animal medicine or involved in animal agriculture. In the past this was not the case as most veterinarians worked in food animal production, but today less than 17% of graduate veterinarians choose a career in animal production; most opting for a small animal emphasis. This trend is predicted to continue for the foreseeable future; there will be a shortfall of 4 to 5% food animal practitioners per year. There is also a tremendous demand nationwide for diagnostic and specialty practitioners. Moreover, Utah's population has witnessed tremendous growth, with doubling predicted by 2050. This increased population will require more pet animal practitioners, particularly along the Wasatch Front. Under programs currently in place, the number of Utah graduates in veterinary medicine will fall to meet
the future demand. The proposed WU 2+2 Program will provide a reasonable, long-term, and highly cost-effective solution for this critical need facing the residents of Utah.

Student Demand
Across the 8 public colleges and universities that compose the Utah System of Higher Education (USHE), approximately 200 students declare veterinary medicine as their educational goal each year, of which only about 4% realize their aspiration. One reason for this unacceptable outcome is the low number of slots Utah students can occupy in veterinary schools in other states. The table below provides data on access per 100,000 individuals (population) for six western and mid-western states comparable to Utah.

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* US Census Bureau, accessed at: http://www.census.gov/
+ Average number of Utah students admitted over past 4 years

Statement of Financial Support
Legislative Appropriation
- Annually: $1,700,000
- One-time: 450,000

Tuition dedicated to the program
- First year: 812,000
- Second year: 1,737,680
- Continuous: 1,737,680

Similar Programs Already Offered in the USHE
All USHE institutions offer pre-veterinary advising for students pursuing a bachelor's degree in anticipation of application to professional veterinary school. Utah State University is the only USHE University with the infrastructure, facilities, faculty, and obligation and commitment to the land grant mission to undertake the proposed professional veterinary medical program. All USHE institutions (and private colleges and universities in Utah) will benefit from increased student access to a school of veterinary medicine. This is because the number of available seats will increase to a minimum of twenty. Each applicant, regardless of USHE institution attended, will be considered for admission using the defined criteria, and will be evaluated by a Utah-based admission committee working under the direction of the Director of Admission of the College of Veterinary Medicine at Washington State University.
Utah State University
Doctor of Veterinary Medicine
Program Proposal
Washington-Utah Cooperative Veterinary Educational Program
10 September 2010

Section I: The Request
Utah State University requests approval to offer, in partnership with Washington State University College of Veterinary Medicine, a Doctor of Veterinary Medicine degree effective Summer 2012.

Section II: Program Description

Complete Program Description
Utah State University (USU), College of Agriculture, Department of Animal, Dairy, and Veterinary Sciences (ADVS) in cooperation with the College of Veterinary Medicine (CVM), Washington State University (WSU), Pullman propose to offer a veterinary medical education program leading to the degree of Doctor of Veterinary Medicine (DVM). Years 1 and 2 will be taught at USU, Logan and years 3 and 4 will be completed at WSU (see appendix E for draft memorandum of understanding with CVM-WSU). The program is officially referred to as the "Washington Utah Cooperative Veterinary Education Program" (WU 2+2 Program). This will be similar to the recently started Nebraska-Iowa cooperative veterinary program, and the program that WSU had with Oregon State University from 1979 to 2005. The proposed WU 2+2 Program will create the first professional veterinary medicine educational program in Utah.

Purpose of Degree
Nationwide, and particularly in rural areas common to Utah and the Intermountain West, there is a shortage of veterinarians that practice food animal medicine or are involved in animal agriculture. In the past this was not the case as most veterinarians worked in food animal production. Today less than 17% of graduating veterinarians choose a career in animal production; most are instead opting for small animal emphases. The situation will become even more acute with a predicted ongoing shortfall of 4 to 5% food animal practitioners per year.. A significant factor of concern is that Utah's population has witnessed tremendous growth with a doubling predicted by 2050. Current and predicted population growth will generate a greater demand for pet animal practitioners, particularly along the Wasatch Front. At the present time, Utah participates in the Western Interstate Commission for Higher Education (WICHE) for veterinary medical education. Although WICHE is providing financial support for approximately 20 veterinary students (on average 5 students each for years 1 - 4 of veterinary school), and 10 students at-large over 4 years, the WHICHE program will fail to provide the number of veterinarians required to meet Utah's future demand for veterinary services. The proposed WU 2+2 Program will provide a reasonable, long-term, and highly cost-effective solution for a critical need facing the residents of Utah (See appendix D – Support Letters).
Institutional Readiness

Much of what is needed to administer and operate the WU 2+2 Program is already in place in ADVS and at USU. In 2009, a steering committee composed of 7 USU-ADVS and 5 WSU faculty members was created and charged to determine whether a joint veterinary program was feasible, and was in the best interests of USU, the state of Utah and WSU. If so, committee members were to determine what infrastructure (e.g. faculty and facilities) would be required to deliver the joint program. The committee determined that 14 on-campus faculty members would be needed at USU to teach courses required for years 1 and 2, and that 10 of these faculty members are employed already in ADVS. All 10 ADVS faculty members have the requisite degrees (DVM, DVMPHd, and PhD degrees) and board specialty certifications to teach the required courses; each of these 10 would have a significant portion of their effort re-directed toward this new program, and their present efforts would be replaced by other new faculty hired with the funds freed up by the faculty effort realignment. Four new faculty members will be hired to teach classes in areas where current expertise is lacking. The committee determined, with few exceptions, that required teaching facilities are in place already. A critical deficiency is an anatomy laboratory with a capacity to maintain sheep, goat, and pony cadavers for dissection. Plans are in place to remodel an existing anatomy laboratory at USU to correct this deficiency. With this exception, adequate teaching stations/class rooms are available at the Veterinary Science Building and at the Matthew Hillyard Teaching and Research Center. A current ADVS faculty member will be appointed as a coordinator to oversee administration of the USU component of the program and serve on an oversight committee at WSU. This position will require a 50% time allotment to manage and coordinate the USU part of the 4-year veterinary program. Time allocations of ADVS faculty will be adjusted to meet the demands for teaching WU 2+2 Program courses. The Committee does not foresee the WU 2+2 Program having a significant impact on the ADVS undergraduate BS degree program. If anything, the WU 2+2 Program will provide additional hands-on and research opportunities for undergraduate students. All courses taught in the WU 2+2 Program are at the graduate level and will enrich course opportunities for graduate students pursuing MS and PhD degrees, particularly in the biological sciences. The Utah Veterinary Medical Association, the Rural Utah Caucus, the Utah Farm Bureau, the Utah Cattleman’s Association, and the Utah Department of Agriculture and Food have endorsed the WU 2+2 Program.

Faculty

Fourteen courses will be taught in year one and 13 in year two. The teaching load will require 14 on-campus ADVS faculty members (10 in place already; 4 new hires). Three of the ten ADVS faculty members in place have major research assignments and are non-tenured. The other 7 are tenured or on tenure-track. The four new faculty members will be on tenure-track once hired. Two courses will be distance-learning classes originating from WSU and taught by WSU faculty members. Part-time faculty members with adjunct appointments will teach anesthesiology and dermatology, and radiology. Whenever possible, adjunct appointments will come from veterinarians practicing in Utah. The number of faculty members required for years 1 and 2 of the curriculum is not expected to change in the next five years. The joint faculty of WSU and USU will continually examine and assess curriculum, and minor changes are likely - but major curricular revision is not.

Staff

A full-time administrative assistant will be hired to assist the program coordinator and WU 2+2 Program faculty. The administrative assistant will help with admissions, student registration, answering telephone and written enquiries, scheduling classes and other activities, recording
student grades, and preparing faculty committee reports. Laboratory support staff will be hired to help prepare samples for the anatomy, physiology, bacteriology, surgery and anesthesiology laboratories. Graduate student teaching assistants will be assigned to help with microscopic anatomy, bacteriology and other courses. A resident hired by the Utah Veterinary Diagnostic Laboratory will assist with the pathology courses.

Library and Information Resources
USU has Science Direct Agricultural and Biological back-plies and the Elsevier Freedom Collection, which is actually more complete than the WSU/UW package. USU does not have the Veterinary Clinics of North America (VCNA). USU has a fairly good electronic version of recent holdings (post-1995), but the print collection is spotty in the clinical journals (See Appendix F for the basic list of Veterinary Journals for Academic Libraries). The VCNA's, the Compendium, and equine journals are lacking in both print and electronic formats. However, interlibrary loan (RAPID and ILLiad) could provide a fast and efficient method to acquire scanned copies of articles from print and e-journals. E-books are just now coming online and will need to be a consideration at future time. If the Greater Western Library Alliance (GWLA) gets involved in e-books, then this would help to rectify possible deficiencies at USU. USU will have an agreement with WSU that USU students will have online access to any library deficiencies that would place them at handicap with WSU veterinary students. Furthermore, a resource collection of current veterinary textbooks will be purchased and placed on reserve in the Merrill-Cazier Library.

Admission Requirements
Typically, a minimum of three years of undergraduate education is completed prior to entry into a professional DVM education program, and most students complete a bachelor degree. Applicants will need to complete the prerequisite courses required for admission to the College of Veterinary Medicine at WSU. Prerequisite requirements currently include: biology with laboratory (8 credits); inorganic chemistry (8 credits); organic chemistry (4 credits); genetics (4 credits); biochemistry (3 credits); physics with laboratory (4 credits); statistics (3 credits); math (pre-calculus or higher; 3 credits); English composition (3 credits); arts, humanities and social science electives (9 credits); communication (written and verbal; 3 credits); and world civilization or intercultural studies (12 credits). Applicants are also encouraged to take additional upper division science courses such as anatomy, physiology, embryology, microbiology, immunology, cell biology, animal reproduction, or nutrition.

Student Advisement
Veterinary education is extremely demanding and can be very stressful. Students will be assigned to support groups consisting of six students and one faculty member. Support groups will meet 2-3 times per semester over lunch to discuss matters of mutual concern. In addition, the faculty member will serve as the faculty advisor for the students in his or her support group. It is fairly common for veterinary students to need professional counseling to help them deal with academic or personal problems. Professional counseling on the USU campus will be provided by the center for Counseling and Psychological Services. The WSU College of Veterinary Medicine has its own Counseling and Wellness Services, which will be available to students while they are at WSU. The WU 2+2 Program Director will consult with the WSU Counseling and Wellness Services staff and the Associate Dean for Academic and Student Affairs when situations arise where their input would be helpful. In special situations, it may be possible for USU Veterinary Students to consult with a WSU Counseling and Wellness Services psychologist using video conferencing. The WSU College
of Veterinary Medicine has established a Student Progress Committee that reviews academic deficiencies and recommends a remediation plan or dismissal from the program. Academic deficiencies of students in the WU 2+2 Program will be reviewed by this Student Progress Committee, which will include members from the USU faculty, to determine an appropriate course of action.

**Justification for Gradation Standards and Number of Credits**
The WU 2+2 Program will be a joint program between the ADVS Department at USU and the College of Veterinary Medicine at WSU. Consequently, graduation standards and course requirements for students that attend USU for the first two years of their veterinary medical education will be identical to the requirements for students who spend all four years at WSU. Standards for veterinary medical education programs are evaluated and approved by the American Veterinary Medical Association (AVMA) Council on Education (COE), which establishes the accreditation standards for veterinary colleges and schools and reviews their accreditation status through self study and a site visit every 7 years (for more information see [http://www.avma.org/education/cvea/coe_devel_standards.asp](http://www.avma.org/education/cvea/coe_devel_standards.asp)).

**External Review and Accreditation**
The plan for the WU 2+2 Program was developed by a joint USU-ADVS/WSU-CVM steering committee. This committee did a comprehensive feasibility study and developed recommendations for what would be needed to implement the program. The AVMA Council on Education accredits colleges and schools of veterinary medicine. The CVM at WSU is fully accredited by the AVMA and accreditation of the WU 2+2 Program will be part of WSU’s AVMA accreditation. Accreditation of the WU 2+2 Program will be sought as soon as the Utah State Legislature approves funding for the program. It is expected that accreditation will be in place before students start in the program.

**Projected Enrollment**

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**Expansion of Existing Program**
The USU part of the WU 2+2 Program is a totally new program on the USU Logan campus.

**Section III: Program Need**

**Program Need**
Utah, the Intermountain West and the nation currently have, and are predicted to continue to have, a shortage of veterinarians, especially veterinarians that emphasize food animal medicine (Brown and Silverman, 1999). In Utah, several counties lack veterinarians that practice food animal medicine (Rood 2008). In these counties, livestock owners ineffectively attempt to manage health-
related challenges long-distance. Moreover, absence of veterinary services increases the probability that a serious contagious disease will go unrecognized and spread, threatening Utah's and the region's food supply.

Utah’s citizenry are unable currently to respond effectively to the increased demand for veterinarians because the rising generation has limited access to veterinary medical education. As noted in detail below, Utah students have 2.5 times less access to seats in colleges of veterinary medicine than Idaho students, and 6 times less than those in Kansas. Simply put: Utah students cannot acquire the education necessary to fill the demand — and this in a state with a large animal agricultural base.

The above needs are very real and can be met by the creation of the Washington -- Utah Cooperative Veterinary Education Program. The proposed professional educational program will provide the needed veterinary medical educational opportunities for Utah's pre-veterinary students and will provide its citizens quality veterinary professional services.

**Labor Market Demand**

**National**

In 1998, the American Veterinary Medical Association (AVMA), American Animal Hospital Association (AAHA) and the Association of American Veterinary Medical Colleges (AAVMC) commissioned KPMG LLP, a global consulting firm, to analyze and prepare a comprehensive study of the veterinary profession in the United States. Issues such as supply, demand, income, gender and market forces were carefully examined, and observations and conclusions were included in the more than 700 page final report (summarized in Brown and Silverman, 1999). Important conclusions from this report are:

1. There will be a 'fairly robust annual real growth rate of 5.1% for expenditures on veterinary services...through the year 2015'.
2. Such growth will translate into the need for more veterinarians and 'is primarily driven by demand for services for companion animals'; a need expected to increase by '24% when measured by the number of full-time equivalent veterinarians (FTEs)'.
3. Additional veterinarians will be needed in industry as growth in this area is expected to be '17% when measured in FTEs'.
4. The demand for veterinarians in the 'small but important areas of public health, environment, and food safety' is likewise predicted to rise.
5. The model predicts that there will be a '1.7% decline in FTE veterinarians required to provide services to the large animal practice segment.'

Other studies (Prince et al. 2006; Marshak 2005; Lloyd and Smith, 2000) support KPMG findings, except for predictions regarding demand for veterinarians in large animal practice. In regards to large animal practice, a study performed by Prince et al. (2006) conflicted with the forecast reported in the KPMG LLP study, and predicted that demand will increase in the future. Moreover, these authors add that there eventually will be an outbreak of an important disease and that such events have the strong potential to increase demand well beyond that projected. They warn that without "strategic and substantive changes... the profession will fail to meet societal needs and
demands... and that "actual labor shortages will probably be worse than predicted." They end by saying, "There are too many historical examples to reach any other conclusion."

Marshak (2005) commented that "as many as nine new veterinary schools may be needed by midcentury to keep pace with population" (as quoted from Osborne 2004). He continues by saying, "although it may fall short in meeting the national demand for graduates, the expansion of existing schools through long-term compacts with have-not states is a reasonable option." Marshak warns that as the number of veterinarians in food animal medicine declines, nonprofessional personnel, inadequately but of necessity, will perform veterinary procedures. As a consequence, "there is the grave risk that dangerous infectious diseases will go unrecognized when they develop" (Marshak 2005).

Finally, in a veterinary workforce study, Lloyd and Smith (2000) indicate that '56% of practicing veterinarians would like to work fewer hours, fully 30% plan to hire a new veterinarian within the next 12 months, and open veterinary positions go unfilled for an average of 6.5 months.' They conclude that their study "projects a rate of growth in the demand for veterinarians and veterinary services that exceeds the projected growth in the supply of veterinarians."

State
Although the above studies focus on the national perspective, similar findings are evident at the state level (Kass and Hansen 2000; Rood 2008). In California, Kass and Hansen (2000) predict "the per-capita number of veterinarians will continue to decrease," and "that an additional 50 veterinarians above the currently predicted increase will be required annually." In Utah, 57% of veterinarians surveyed believe there is a shortage of veterinarians in the state, whereas only 15% argue numbers are sufficient (Rood 2008). In regards to veterinary access in rural areas, 61% of Utah veterinarians indicate there is a shortage, whereas 5% believe numbers of rural practitioners are adequate (Rood 2008). Interestingly, 34% of Utah practitioners indicate they have unfilled openings for an associate veterinarian, and 50% of all respondents indicate they would hire an associate if one were available.

Placement potential
Current and projected shortages of veterinarians suggest that placement percentages of new graduate veterinarians will be high. According to the US Department of Labor:

"Employment of veterinarians is expected to increase 33% over the 2008-18 decade, much faster than the average for all occupations. Employment opportunities are very good in cities and suburbs but even better in rural areas because fewer veterinarians compete to work there. The number of jobs for farm-animal veterinarians is likely to grow more slowly than the number of jobs for companion-animal veterinarians. Nevertheless, job prospects should be excellent for farm-animal veterinarians because of their lower earnings and because many veterinarians do not want to work outside or in rural or isolated areas.

Veterinarians with training in food safety and security, animal health and welfare, and public health and epidemiology should have the best opportunities for a career in the Federal Government."
Job types
Veterinarians qualify for jobs both within and outside of classical practice. Types of practices include food animal exclusive or predominant, mixed animal, companion animal exclusive or predominant, equine, and specialty practices such as avian, reptilian or zoological. As expected, practices that focus on companion animals employ the most veterinary practitioners (77%), while equine-only practices employ the least (6%) (US veterinarians 2009). Non-practice jobs include college or university, federal or state government, armed services and private industry. According to employment figures provided by the AVMA, approximately one-quarter of veterinarians work in non-practice areas. Most of these veterinarians are in colleges or universities (43%), private industry (21%), and federal or state governments (19%) (US Veterinarians 2009).

Market demand changes
All studies reviewed and cited indicate an increased market demand for veterinarians in the foreseeable future. Increased demand is not surprising considering the projected population growth in the Intermountain West. The Utah Governor's Office of Budget and Planning released information suggesting Utah's population will more than double between 2000 and 2050 (GOPB 2008). If these projections hold true, the demand for veterinarians will most likely double within that same period of time.

Student Demand
In total across the 8 public colleges and universities that compose the Utah System of Higher Education (USHE), approximately 200 students declare veterinary medicine as their educational goal each year (personal communication, pre-veterinary advisors). Additional students from Utah’s private schools (primarily Westminster College and Brigham Young University) share this goal and add to the above number. However, due to the academic rigor of the pre-veterinary curriculum plus the limited number of seats for Utah students in colleges of veterinary medicine, in 2009 only 25 Utah students applied to veterinary school, while in 2010 only 31 applied (Greenhill 2010). For each of the past four years, seven to eight Utah students have been admitted to a college or school of veterinary medicine. This means that of the more than 200 students that express interest in veterinary medical education annually, only about 4% realize their dream.

In terms of access to veterinary medical colleges or schools, how do Utah students compare to students from other western states? The table below provides data on access per 100,000 individuals (population) for six western and mid-western states that are comparable to Utah.

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* US Census Bureau, accessed at: http://www.census.gov/  
+ Average number of Utah students admitted over past 4 years
As is evident, Utah students have almost three times less access to a veterinary school per 100,000 individuals than the next lowest access state, Idaho. Utah students have five times less access than students in Colorado and six times less than Kansas, a state with a comparable population. Yet, Utah’s population growth is 1.75 times that of Idaho’s and 2.6 times that of Kansas’s. No wonder 50% of Utah’s veterinarians would hire an associate veterinarian if one were available (Rood 2008).

**Similar Programs**

No colleges of veterinary medicine exist in the Intermountain area. The closest veterinary schools to Utah are Colorado State University (Fort Collins, CO), Oregon State University (Corvallis, OR), Washington State University (Pullman, WA) and the University of California at Davis (Davis, CA). The WU 2+2 Program will differ from traditional colleges of veterinary medicine in that the first two years of the curriculum will be taught at Utah State University in Logan, UT, while the remaining two years will be taught at CVM-WSU.

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

All USHE institutions offer pre-veterinary advising for students pursuing a bachelor’s degree in anticipation of application to professional veterinary school. Therefore, all USHE institutions (and private colleges and universities in Utah) will benefit from increased student access to a school of veterinary medicine. This is because the number of available seats will increase to a minimum of twenty. Each applicant, regardless of USHE institution attended, will be considered for admission using the defined criteria, and will be evaluated by a Utah-based admission committee working under the direction of the Director of Admission of the College of Veterinary Medicine at WSU (similar to the way Idaho residents are admitted to WSU’s program). Thus, there won’t be an advantage for students to do their undergraduate work at any one institution of higher education within the state. WSU’s College of Veterinary Medicine already has a strong network of communication with pre-veterinary advisors in Utah and this will only be enhanced by the WU 2+2 Program. Requirements for admission to the veterinary medical program will be distributed to all USHE and private higher educational institutions in Utah, and WU 2+2 Program faculty will work with pre-vet advisors, so that students at each institution can successfully complete undergraduate requirements and compete for admission.

The Chair of the USU Admissions Committee will make at least an annual visit to each of the USHE and private campuses that offer pre-veterinary programs prior to the application cycle and will interact with pre-veterinary students to answer questions and provide information regarding admission. These visits will also provide an opportunity for face-to-face interaction with the campus pre-veterinary advisor to receive feedback regarding concerns or emerging problems regarding admission, recruitment of local students, or other concerns/suggestions regarding access to the veterinary program.

The USU Veterinary School program coordinator will work closely with pre-veterinary advisors to articulate first year Veterinary School coursework which will provide an opportunity for undergraduate students to fulfill fourth-year requirements for completion of the Baccalaureate degree. This would allow students from Utah system campuses, if admitted to Veterinary School after their third year, but prior to Baccalaureate degree completion, an opportunity to enter
Veterinary School at USU and apply their first year of veterinary coursework toward Baccalaureate degree completion at the original undergraduate degree institution. This would allow students to reduce the amount of time that it would take from being awarded a Baccalaureate to Doctor of Veterinary Medicine degree by one year.

Benefits
Colleges of veterinary medicine are often a strength of their Land Grant universities (as is true for UC Davis, Colorado State, and Washington State). This is because of the necessary training of their faculty members in the biomedical and agricultural animal sciences combined with the high degree of commitment demonstrated by the students. Teaching, research and extension programs are strengthened by the influx of faculty members, many of which hold dual degrees (DVM, PhD) and are board certified in their areas of specialty. In addition to the professional program, graduate education is enhanced, as veterinary college faculty members are expected to have active research programs and be at the forefront of scientific discovery.

Consistency with Institutional Mission
As the Land-Grant institution in Utah, and building on a strong AVS Department, USU is uniquely positioned to house a veterinary medical education program with its existing College of Agriculture. Modifications to infrastructure are minimal and existing faculty members stand ready to further USU’s contributions to the state in teaching, research and extension. USU looks forward to providing increased access for Utah residents to the veterinary profession in a very cost-effective manner.

References for this section:
Greenhill, L. Associate Executive Director for Institutional Research and Diversity, Association of American Veterinary Medical Colleges, Washington DC; Personal communication.
Section IV: Program and Student Assessment

Program Assessment
The goal of the WU 2+2 Program is to train knowledgeable, proficient and effective Doctors of Veterinary Medicine. Assessment of the WU 2+2 Program will include: evaluation of student performance on the WSU clinical competency exam, tracking of student performance on the National Board Examination, tracking of internship offers to WU 2+2 Program students, exit interviews with students completing the program, and practitioner questionnaires that enquire about the competence of recent graduates.

Expected Standards of Performance
Acceptable levels of knowledge and proficiency will be determined by faculty members and demonstrated by students via satisfactory completion of a variety of evaluative tools, including required exercises, examinations and proficiency assessments. Students will be graded using a satisfactory, marginal pass, fail grading system. A student who earns a failing grade in a core or supplemental core course will be dismissed from the WU 2+2 Program. Students who have been dismissed from the program must petition the student progress committee if they wish to be considered for reinstatement. Students who, during the first three years of the veterinary curriculum, accumulate more than 5 semester credits with a grade of "marginal pass" must petition the student progress committee to progress in the curriculum. Students must pass a clinical proficiency examination to graduate from the program. Students who fail the clinical proficiency exam three times will be considered academically deficient and must petition the student progress committee to progress in the curriculum.

Section V: Finance

Budget

<table>
<thead>
<tr>
<th>Student</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>18,100</td>
<td>19,367</td>
<td>20,722</td>
<td>22,173</td>
<td>23,725</td>
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<tr>
<td>40</td>
<td>362,000</td>
<td>450,000</td>
<td>963,000</td>
<td>1,030,420</td>
<td>1,102,540</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>45,000</td>
<td>48,150</td>
<td>51,521</td>
<td>55,127</td>
<td>58,986</td>
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<tr>
<td>20</td>
<td>450,000</td>
<td>963,000</td>
<td>1,030,420</td>
<td>1,102,540</td>
<td>1,179,720</td>
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<table>
<thead>
<tr>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
</tr>
<tr>
<td>60</td>
</tr>
</tbody>
</table>
For planning purposes a tuition inflation rate of 7.0% per year was used. This is consistent with the tuition increases experienced at WSU for the past several years and will allow us to keep tuition costs equal at the two campuses (WSU & USU).

*Not included in this revenue information is the additional request to the legislature to provide sufficient funding ($1.3 million) to cover a differential fee in years 3 & 4 for Utah students attending WSU. The projected FY15 (2014-15) differential fee will be $31,499 per Utah resident student and will have an inflation rate of 2.0%. The differential fee is designed to allow Utah resident students to continue to pay resident tuition while attending WSU for years 3 & 4 of their veterinary education.

Personnel Costs (Salary & Wages/Benefits):
Requested funds in this category reflect the need to provide a total of 9 faculty FTE to teach a total of 25 veterinary professional courses and a single practicum course. The Animal, Dairy, and Veterinary Sciences (ADVS) department has ten existing faculty with appropriate expertise to teach in this new curriculum and part of their effort will be reallocated to the new Veterinary School curriculum. Any available funds resulting from these reallocations will be used to fund new faculty to cover existing ADVS curriculum. In some limited cases where similar graduate student level courses in the current curriculum are consistently low enrollment, the courses will be restructured to fit the new veterinary course curriculum. To establish salary needs for this new curriculum, an average salary of $100,000 per FTE and the appropriate associated USU benefits rate was used. In addition to faculty, also included is an appropriate number of Graduate Teaching Assistantships (10 @ $20,000 per year), and teaching Technical Assistants (10 @ $35,000). Additional costs of approximately $110,000 per year for course budgets will also be required on an annual basis. The course cost estimates are based on actual expenditures recorded over the past several years in these courses at WSU.

FTE Calculation:
An average annual student FTE for professional courses of 10 credit hours was used. This is consistent with our colleagues at Washington State University School of Veterinary Medicine (WSU). Therefore, one headcount veterinary student enrolls in an average of 22 credit hours per semester, or 2.2 (22/10) semester student FTE. There are two semesters (2.2 x 2 = 4.4), however to average divide by two, which results in 2.2 average annual FTE per headcount veterinary student. The FTE calculation for the program in the first year is then 30 total students, multiplied by the average veterinary student FTE 2.2 results in a total FTE enrollment of 66. Using the total requested state Appropriation of $1.7 million ongoing funding and considering this amount based on the FTE enrollment (66 for the first year; $1.7 million/66) results in a cost per FTE of $25,758, or $12,879 once fully (60) populated with students. If considered only with respect to Utah students (20) then the cost is ($1.7 million/44) $38,636, or $19,318 once fully populated with 40 students.

Travel:
Travel expenditures will be used to support faculty travel to WSU for curriculum coordination as a mechanism to ensure consistency between curricula at each geographical location. These funds will also support student travel from the Logan Campus to attend the COLE (Cougar Orientation and Leadership Experience) Camp for new first-year veterinary students each year. This will facilitate the experience for Logan Campus students and allow them to receive the same training as students on the Pullman Campus.
**Capital Costs:**
These funds are required to modify existing anatomy classroom space to allow proper ventilation and storage space for an increased number of animal cadavers. The ADVS department has already invested in the design phase and has based the funding amount on these projections.

**Library Costs:**
This is the projected amount necessary to pay for increased licensing fees to allow for a modest expansion of electronic journal availability at USU and to pay for expansion of student numbers through existing electronic journal licensing at WSU. Through this arrangement USU veterinary students and faculty will have appropriate access to meet accreditation requirements. Funds will also be used to establish and maintain a resource collection of current veterinary textbooks at the Merrill-Cazier Library.

<table>
<thead>
<tr>
<th>Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected FTE Enrollment</td>
<td>66</td>
<td>132</td>
<td>132</td>
<td>132</td>
<td>132</td>
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<tr>
<td>Cost Per FTE</td>
<td>$25,758</td>
<td>$12,879</td>
<td>$12,879</td>
<td>$12,879</td>
<td>$12,879</td>
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<tr>
<td>Student/Fac Ratio</td>
<td>3.33</td>
<td>6.67</td>
<td>6.67</td>
<td>6.67</td>
<td>6.67</td>
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<tr>
<td>Projected Headcount</td>
<td>30</td>
<td>60</td>
<td>60</td>
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<td>60</td>
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<table>
<thead>
<tr>
<th>Projected Tuition</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Tuition</td>
<td>812,000</td>
<td>1,737,680</td>
<td>1,859,318</td>
<td>1,989,470</td>
<td>2,128,733</td>
</tr>
<tr>
<td>Tuition to Program</td>
<td>812,000</td>
<td>1,737,680</td>
<td>1,859,318</td>
<td>1,989,470</td>
<td>2,128,733</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Expense</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>1,605,500</td>
<td>1,667,720</td>
<td>1,732,389</td>
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<tr>
<td>Benefits</td>
<td>661,448</td>
<td>694,854</td>
<td>729,878</td>
<td>766,596</td>
<td>796,867</td>
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<td>Total Personnel Expense</td>
<td>2,266,948</td>
<td>2,362,574</td>
<td>2,462,247</td>
<td>2,566,138</td>
<td>2,666,205</td>
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<tr>
<td>Current Expense</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>50,000</td>
<td>52,000</td>
<td>54,080</td>
<td>56,243</td>
<td>58,493</td>
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<tr>
<td>Capital</td>
<td>450,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Expense</td>
<td>50,000</td>
<td>52,000</td>
<td>54,080</td>
<td>56,243</td>
<td>58,493</td>
</tr>
<tr>
<td>Total Expense</td>
<td>2,816,948</td>
<td>2,466,574</td>
<td>2,570,407</td>
<td>2,678,624</td>
<td>2,783,191</td>
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<tr>
<td>Revenue</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
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<tr>
<td>Legislative Appropriation</td>
<td>2,150,000</td>
<td>1,700,000</td>
<td>1,700,000</td>
<td>1,700,000</td>
<td>1,700,000</td>
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<td>Grants &amp; Contracts</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition to Program</td>
<td>812,000</td>
<td>1,737,680</td>
<td>1,850,318</td>
<td>1,989,470</td>
<td>2,128,733</td>
</tr>
<tr>
<td>Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Revenue</td>
<td>2,962,000</td>
<td>3,437,680</td>
<td>3,559,318</td>
<td>3,689,470</td>
<td>3,828,733</td>
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<tr>
<td>Difference</td>
<td>Revenue-Expense</td>
<td>145,052</td>
<td>971,106</td>
<td>988,911</td>
<td>1,010,846</td>
</tr>
</tbody>
</table>

The excess revenues in the "Difference" subsection of the budget will be used to offset other program expenses such as providing contingency money for additional faculty release time, costs associated with student summer internships, student travel to Pullman for freshman class orientation, and activities associated with student recruitment, future classroom upgrades, expand, maintain and upgrade laboratory teaching equipment.

**Funding Sources**

The WU 2+2 Program will be funded through a new ongoing state appropriation to implement years 1 and 2 at Utah State University ($1.7 million), and student tuition dollars paid to the program. A modest annual tuition increases was included, 7% to in-state and non-resident. This increase in in-state tuition matches in-state tuition increases for the Washington State University College of Veterinary Medicine for the past several years. The combination of these two revenue sources will provide sufficient funding to operate the USU component of the WU 2+2 Program Veterinary Program. Additional funds, similar to the WICHE support fee that currently support veterinary medical education for a few Utah residents, will be appropriated to allow WSU to educate these students in years 3 and 4 of the curriculum.
Reallocation
Currently, the department of Animal, Dairy, and Veterinary Sciences has 10 faculty with expertise and training appropriate to be assigned to the curriculum of the new WU 2+2 Program at USU. The new funding will allow purchase of their time to allow them to be assigned to courses within the WU 2+2 Program curriculum. The salary dollars that become available when this faculty is re-assigned will then be used to hire other faculty to cover existing coursework in the ADVS degree program.

Impact on Existing Budgets
The program is structured so that there will be no impact on existing USU budgets.
## Appendices

### Appendix A: Program Curriculum that includes all program courses for years 1 and 2.

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Fall Semester Year 1</strong></td>
<td>Animals, Society &amp; Vets (Leadership/Ethics/Public Service)</td>
<td>1</td>
</tr>
<tr>
<td>ADVS 7500 (VM 500)</td>
<td>Vet Microscopic Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>ADVS 7510 (VM 510)</td>
<td>Vet Anatomy I</td>
<td>5</td>
</tr>
<tr>
<td>ADVS 7511 (VM 511)</td>
<td>Vet Cell Physiology</td>
<td>4</td>
</tr>
<tr>
<td>ADVS 7568 (VM 568)</td>
<td>Intro to Clinics</td>
<td>1</td>
</tr>
<tr>
<td>ADVS 7589 (VM 598)</td>
<td>Practicum</td>
<td>1</td>
</tr>
<tr>
<td>ADVS 7549 (VM 499)</td>
<td>*credit received in Year 3</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Semester Year 1</strong></td>
<td>Vet Anatomy II (combine w/Vet An I)</td>
<td></td>
</tr>
<tr>
<td>ADVS 7512 (VM 512)</td>
<td>Physiology Lab/2wks</td>
<td>3</td>
</tr>
<tr>
<td>ADVS 7520 (VM 520)</td>
<td>Neuroscience (possible Web-based course)</td>
<td>5</td>
</tr>
<tr>
<td>ADVS 7521 (VM 521)</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>ADVS 7534 (VM 534)</td>
<td>General Pathology</td>
<td>3</td>
</tr>
<tr>
<td>ADVS 7545 (VM 545)</td>
<td>Basic Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ADVS 7530 (VM 580)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Fall Semester Year 2</strong></td>
<td>Fund. of Pharmacology (4 wks anesthesia)</td>
<td></td>
</tr>
<tr>
<td>ADVS 7522 (VM 522)</td>
<td>Virology</td>
<td>2</td>
</tr>
<tr>
<td>ADVS 7535 (VM 535)</td>
<td>Bacteriology, 5 labs others DC</td>
<td>3</td>
</tr>
<tr>
<td>ADVS 7536 (VM 536)</td>
<td>Systemic Pathology</td>
<td>4</td>
</tr>
<tr>
<td>ADVS 7546 (VM 546)</td>
<td>Clinical Pathology</td>
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</tr>
<tr>
<td>ADVS 7589 (VM 589)</td>
<td>Diagnostic Challenge-integrated with other courses</td>
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<tr>
<td><strong>Spring Semester Year 2</strong></td>
<td>Communication Skills (2nd half in Y3)</td>
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<tr>
<td>ADVS 7502 (VM 502)</td>
<td>Vet Toxicology, USDA Toxicology</td>
<td>0.5</td>
</tr>
<tr>
<td>ADVS 7523 (VM 523)</td>
<td>Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>ADVS 7537 (VM 537)</td>
<td>Public Health</td>
<td>4</td>
</tr>
<tr>
<td>ADVS 7543 (VM 543)</td>
<td>Clinical Specialty Practice -</td>
<td>2</td>
</tr>
<tr>
<td>ADVS 7561 (VM 561)</td>
<td>Dermatology/Ophthalmology</td>
<td>2</td>
</tr>
<tr>
<td>ADVS 7587 (VM 587)</td>
<td>Epidemiology</td>
<td>2</td>
</tr>
<tr>
<td>ADVS 7587 (VM 587)</td>
<td>Anesthesiology- 16 lec,7 labs, Principles of Surgery - 12 lec, 6 labs</td>
<td>3</td>
</tr>
<tr>
<td>ADVS 7588 (VM 588)</td>
<td>Radiology</td>
<td>3</td>
</tr>
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</table>

| Subtotal              | 74.5         |
| Elective              | 00.0         |
Appendix B: Program Schedule

The information requested in Appendix B is presented in Appendix A. The program schedule for years 1 and 2 are dictated by the structure of the curriculum at the WSU College of Veterinary Medicine. The WSU Veterinary program meets the accreditation requirements as set forth by the American Veterinary Medical Association Council on Education\(^1\). Any deviation from the proposed course sequence in years 1 and 2 must align with the accredited program standards and goals.

Appendix C: Faculty

<table>
<thead>
<tr>
<th>COURSE DESCRIPTION</th>
<th>COURSE #</th>
<th>USU FACULTY</th>
<th>DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester Y1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animals, Society &amp; Vets (Leadership/Ethics/Public Service)</td>
<td>VM 500</td>
<td>*Coordinator</td>
<td>DVM/MS or PhD</td>
</tr>
<tr>
<td>Vet Microscopic Anatomy</td>
<td>VM 510</td>
<td>Aaron Olsen</td>
<td>DVM/PhD</td>
</tr>
<tr>
<td>Vet Anatomy I</td>
<td>VM 511</td>
<td>New Hire</td>
<td>DVM or PhD</td>
</tr>
<tr>
<td>Vet Cell Physiology</td>
<td>VM 513</td>
<td>New Hire</td>
<td>DVM or PhD</td>
</tr>
<tr>
<td>An. Handling &amp; Agr. An. Orient</td>
<td>VM 558</td>
<td>Rusty Stott</td>
<td>DVM</td>
</tr>
<tr>
<td>Intro to Clinics</td>
<td>VM 598</td>
<td>Rusty Stott</td>
<td>DVM</td>
</tr>
<tr>
<td>Principles of Surgery - 12 lec, 6 labs</td>
<td>VM 586</td>
<td>Rusty Stott</td>
<td>DVM</td>
</tr>
<tr>
<td>Practicum</td>
<td>VM 499</td>
<td>Coordinator</td>
<td>DVM/MS or PhD</td>
</tr>
<tr>
<td>*credit received in Year 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Semester Y1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vet Anatomy II (combine w/Vet An I)</td>
<td>VM 512</td>
<td>New Hire</td>
<td>DVM/PhD</td>
</tr>
<tr>
<td>Physiology Lab/2wks</td>
<td>VM 520</td>
<td>New Hire</td>
<td>PhD</td>
</tr>
<tr>
<td>Neuroscience (possible Web-based course)</td>
<td>VM 521</td>
<td>Distance</td>
<td>DVM or PhD</td>
</tr>
<tr>
<td>Immunology</td>
<td>VM 534</td>
<td>Chris Davies</td>
<td>DVM/PhD</td>
</tr>
<tr>
<td>General Pathology</td>
<td>VM 545</td>
<td>Tom Baldwin</td>
<td>DVM/PhD</td>
</tr>
<tr>
<td>Basic Nutrition</td>
<td>VM 580</td>
<td>Jong-Su Eun</td>
<td>PhD</td>
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<td></td>
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<td></td>
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<tr>
<td>Fall Semester Y2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund. of Pharmacology (4 wks anesthesia)</td>
<td>VM 522</td>
<td>Jeff Hall</td>
<td>DVM/PhD</td>
</tr>
<tr>
<td>Virology</td>
<td>VM 535</td>
<td>Brian Gowen</td>
<td>PhD</td>
</tr>
<tr>
<td>Bacteriology, 5 labs others DC</td>
<td>VM 536</td>
<td>Bart Tarbert</td>
<td>PhD</td>
</tr>
<tr>
<td>Systemic Pathology</td>
<td>VM 546</td>
<td>New Hire</td>
<td>DVM</td>
</tr>
<tr>
<td>Clinical Pathology</td>
<td>VM 589</td>
<td>New Hire</td>
<td>DVM</td>
</tr>
<tr>
<td>Diagnostic Challenge-integrated with other courses</td>
<td></td>
<td>Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) WSU's accreditation, last fully renewed in 2003, is under review in the 2010-2011 academic year.
### Spring Semester Y2

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Coordinator</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills (2nd half in Y3)</td>
<td>VM 502</td>
<td>Coordinator</td>
<td>PhD</td>
</tr>
<tr>
<td>Vet Toxicology, USDA Toxicology</td>
<td>VM 523</td>
<td>Jeff Hall</td>
<td>DVM/PhD</td>
</tr>
<tr>
<td>Parasitology</td>
<td>VM 537</td>
<td>Rusty Stott</td>
<td>DVM</td>
</tr>
<tr>
<td>Public Health</td>
<td>VM 543</td>
<td>Kerry Rood</td>
<td>DVM/MS</td>
</tr>
<tr>
<td>Clinical Specialty Practice - Derm/Ophthal</td>
<td>VM 561</td>
<td><strong>Nicole MacLaren</strong></td>
<td>DVM/DACVO</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>VM 585</td>
<td>Dave Wilson</td>
<td>DVM/PhD</td>
</tr>
<tr>
<td>Anesthesiology - 16 lec, 7 labs</td>
<td>VM 587</td>
<td><strong>Hillagas/Isrealso</strong></td>
<td>DVM</td>
</tr>
<tr>
<td>Radiology</td>
<td>VM 588</td>
<td>WSU-Distance</td>
<td>DVM</td>
</tr>
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</table>

* USU RDVEP Coordinator for will be appointed from the ADVS faculty
**Utah Veterinarian with adjunct appointment

### Appendix D: Support Letters (attached)

### Appendix E: Draft MOU (attached)

*Final document will be finalized at a later time by WSU and USU attorneys*

### Appendix F: Basic List of Veterinary Journals for Academic Libraries

- Acta Veterinaria Hungarica
- Acta veterinaria scandinavica with supplements
- American journal of veterinary research
- Anatomia, histologia, embryologia
- Animal
- Animal Biotechnology
- Animal genetics
- Animal Law
- Animal reproduction science
- Animal Research
- Animal science journal (Nihon Chikusan Gakkaiko)
- Animal welfare
- Anthrozoos
- Applied animal behaviour science
- Archives of animal nutrition
- ATLA Alternatives to laboratory animals
- Australian Veterinary Practitioner
- Australian Veterinary Journal
- Avian diseases
- Avian pathology
- Berliner und Munchener Tierarztlche Wochenschrift
- Biology of reproduction
- BMC Veterinary Research
- British Poultry science
- Canadian Journal of Animal science
- Canadian Journal of veterinary research
- Canadian veterinary journal
Comparative immunology, microbiology, and infectious disease
Comparative medicine
Compendium: Continuing education for veterinarians
Diseases of aquatic organisms
Domestic animal endocrinology
DTW: Deutsche Tierärztliche Wochenschrift
Equine veterinary education
Equine veterinary journal with supplement
Experimental animals
Fish and shellfish immunology
Fish pathology (Formerly Gyobyo Kenkyu)
Historia medicinae veterinariae
ILAR journal
In practice
Japanese Journal of veterinary research
Journal of American animal hospital association
Journal of animal physiology and animal nutrition
Journal of Animal Science
Journal of Applied animal welfare science: JAAWS
Journal of Aquatic animal health
Journal of Avian medicine and surgery
Journal of comparative pathology
Journal of Dairy research
Journal of Dairy Science
Journal of equine veterinary science
Journal of exotic pet medicine (Formerly Seminars in Avian and exotic pet medicine)
Journal of Feline medicine and surgery
Journal of fish diseases
Journal of medical entomology
Journal of medical primatology
Journal of Small Animal practice
Journal of swine health and production
Journal of the American association for laboratory animal science: JAALAS
(formerly, contemporary topics in laboratory animal science)
Journal of the American Holistic Veterinary Medical Association
Journal of the American Veterinary Medical Association
Journal of the South African Veterinary association
Journal of veterinary cardiology
Journal of veterinary dentistry
Journal of veterinary diagnostic investigation: official publication of the American
Association of Veterinary Laboratory Diagnosticians, Inc
Journal of veterinary emergency and critical care
Journal of veterinary internal medicine
Journal of veterinary medical education
Journal of Veterinary medical science (the Japanese Society of veterinary science)
Journal of veterinary pharmacology and therapeutics

22
Journal of wildlife diseases
Journal of zoo and wildlife medicine
Lab animal
Laboratory animals
Medical and veterinary entomology
Medical mycology
New Zealand Veterinary Journal
Onderstepoort journal of veterinary research
Polish Journal of Veterinary Sciences
Poultry Science
Preventative veterinary medicine
Reproduction
Reproduction in domestic animals = zuchthygiene
Research in veterinary science
Revue de Medecine Veterinaire
Revue scientifique et technique
Scandanavian journal of laboratory animal science
Schweizer archiv fur tierheilkunde
Small ruminant research
The Veterinary clinics of North America. Small animal practice
The Veterinary record: Journal of the British Veterinary Association
Theriogenology
Topics in Companion animal medicine (Formerly Clinical techniques in small animal practice)
Transboundary and emerging diseases (formerly Journal of veterinary medicine series A
Tropical animal health and production
Vaccine
Veterinary anaesthesia and analgesia
Veterinary and Comparative oncology
Veterinary and comparative orthopaedics and traumatology; VDOT
Veterinary Clinical Pathology
Veterinary clinics of North America: equine practice
Veterinary Clinics of North America: Exotic animal practice
Veterinary clinics of North America: food animal practice
Veterinary dermatology
Veterinary Economics
Veterinary heritage
Veterinary immunology and immunopathology
Veterinary Journal (Formerly British veterinary journal)
Veterinary Medicine
Veterinary microbiology
Veterinary Ophthalmology
Veterinary parasitology
Veterinary pathology
Veterinary Quarterly
Veterinary radiology and ultrasound
Veterinary Research
Veterinary research communications
Veterinary surgery
Veterinary technician
Veterinary therapeutics
Zoo biology
Zoonoses and public health (Formerly Journal of veterinary medicine B)
September 24, 2010

Dr. Kerry Rood,

I am writing in regard to the proposed cooperative arrangement between Utah State University and the Washington State University College of Veterinary Medicine. I'm not familiar with the details of the proposal, but I am supportive of this type of opportunity for our students. I recently became aware of the concern among some individuals that such a move would impact enrollment of pre-veterinary students at other undergraduate institutions. Though I can’t predict the real impact, I don’t currently share this same concern. I feel our students would still recognize that Southern Utah University is well-positioned to prepare students for any veterinary school. In fact, an opportunity that increases our capacity for training veterinary students within the state of Utah may actually strengthen our enrollment at the undergraduate level. I expect there could be some drawbacks of such an arrangement with only one of the current WICHE schools. Considering the limited and variable nature of our past WICHE funding, however, the potential benefits outweigh the concerns in my view.

Thank you for the information you have provided and your consideration of our students and program at Southern Utah University. I would appreciate any further information and updates as they become available on the progress of this proposal so I can keep our students informed.

Sincerely,

Chad L. Gasser, Ph.D.
Assistant Professor of Agriculture / Pre-vet Advisor
Southern Utah University, AGNS Dept.
351 West Center Street
Cedar City, UT 84720
(435) 586-7923
gasser@usu.edu
September 24, 2010

Dear Members of the Board of Regents and Legislators,

As the professional organization representing Utah veterinarians, the Utah Veterinary Medical Association (UVMA) would like to voice our unequivocal support for the proposed Washington Utah Veterinary Program (WUVP) between Utah State and Washington State Universities. After an extensive study of the proposal; taking into consideration factors such as quality of education, educational opportunities for Utah students and estimated future needs for new Utah veterinarians, our Board of Directors voted unanimously to support the proposal.

We believe the WUVP will be beneficial to our profession in the following important ways:

1. **Increased number of Utah veterinary graduates.** Over the past 15 years, the number of Utah students attending veterinary school with tuition assistance from the WICHE program has decreased dramatically, despite a very significant population growth and demand for veterinary services in Utah. Not only are the total numbers of animals increasing, but pet owners are demanding more specialized diagnostic and treatment options.

2. **Direct voice in the selection of Utah veterinary students.** Representatives of the UVMA will have the opportunity to play an active role in the admissions process. This allows a voice in the selection of students whose skills and interests are in line with the needs of the Utah veterinary profession.

3. **Increased educational opportunities for veterinarians.** The increased faculty at USU and partnership with WSU will enable additional continuing education opportunities for licensed veterinarians practicing in Utah, and surrounding areas. Having access to this expertise will help us increase our professional skills and client service.

We also feel that the program will enhance animal science and pre-veterinary programs at all the major colleges in Utah as more of their students will have the opportunity to apply for and likely attend a high-quality College of Veterinary Medicine.

It is our request that the Board of Regents and members of the State Legislature give their full support to Utah State University and the proposed Washington Utah Veterinary Program. If there are questions or if our association could be of further assistance please contact us at (801) 487-4741 or uvma@qwestoffice.net. For more information on the UVMA please follow the link www.uvma.net.

Respectfully,

[Signature]

Dr. Neil Moss
President, Utah Veterinary Medical Association
September 30, 2010

Dr. Ken White, PhD
ADVS Department Head
Utah State University
4815 Old Main Hill
Logan, UT 84322-4815

Dear Board of Regents and Utah Legislators:

As Utah’s state veterinarian and chief animal health officer I am tasked with protecting the livestock industry of Utah. Helping me accomplish this task are the many practicing veterinarians. Utah owes a great deal of respect and admiration for these valuable members of the agriculture industry.

The United States is experiencing a shortage of rural veterinarians who practice on food animals. The American Veterinary Medical Association has been extremely outspoken on this issue. Utah is no exception with six areas identified as being in need of additional veterinary support.

I see the professional veterinary program partnership between Washington State University and Utah State University as a very positive step in filling Utah’s critical need in veterinary medicine. I further support the idea that Utah undergraduates will have greater opportunity to obtain a veterinary medical degree under this partnership. I urge the board of regents and Utah legislators to approve and fully fund this program.

Sincerely,

Bruce L. King, DVM

Bruce L. King, DVM, State Veterinarian
September 24, 2010

Mr. David J. Jordan, Chair
Utah Board of Regents
Board of Regents Building
The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Mr. Jordan:

RE: Utah State University/Washington State University Veterinarian School Proposal

For many years, Utah agriculture has been looking for ways to meet our veterinary medicine needs. Without an in-state program, the state has provided assistance like the WICHE system, to allow Utah high school and pre-vet college students to identify this as a career opportunity. The USU/WSU proposal will substantially increase access and opportunity for Utah’s best and brightest students to help meet the growing demand for veterinary professionals in Utah.

Livestock production is the backbone of Utah’s agriculture industry, contributing more than 65 percent of our state’s more than $1.5 billion in farm gate sales. This contribution and its economic ripple effect are significant to the state of Utah and of critical importance to rural communities. Utah State University recently released an economic study related to the overall contribution of the food and agriculture industry. Farming and ranching is the foundation for nearly $15 billion in economic activity, making up as much as 14-percent of the Gross State Product.

As an advocate for Utah’s farmers, ranchers and rural communities, Utah Farm Bureau views this as an opportunity to meet these significant and growing needs. It will provide Utah students, including farm and ranch youth, with a more affordable opportunity for a veterinary education. Our hope is that this will ultimately bring these young people back into communities that today are under served.

An instate veterinary program like the one being proposed will allow Utah to better control and address our future professional needs, both urban and rural. Across the country, there are more and more veterinary students graduating and moving into small animal practices. This is leaving a hole for large animal and agriculture needs like horse owners, dairy operations and cattle feedlots.
Currently, there are areas of the state where livestock producers are required to ask a practicing veterinarian to travel considerable miles to meet animal health or regulatory needs. This is both costly and time consuming.

The additional opportunities and expanded numbers available in the USU/WSU proposal creates greater potential for young people from agriculture backgrounds to enter an affordable home-state based veterinary medicine program. Certainly, from an agriculture perspective, returning to serve the state's farmers, ranchers and rural communities is important to Utah Farm Bureau.

If you have any questions, please contact me at 801.388.1986 or you can call Utah Farm Bureau Federation CEO Randy Parker at 801.233.3040.

Best Regards,

Leland J. Hogan
September 23, 2010

Dr. Byron Burnham  
Vice Provost and Dean for Graduate Studies  
Utah State University  
Logan, UT 84322

Dear Dr. Burnham:

After reviewing our collections, I believe the Merrill-Cazier Library will need to make substantial enhancements to our current collection in order to support the doctoral program in veterinary medicine (DVM) jointly with Washington State University. The Library does provide research and teaching materials for the Department of Animal, Dairy, and Veterinary Sciences; however, these resources are insufficient to support students seeking the DVM. In order to bring our collection up to the level required for a doctoral program, the Utah State University Library would need to both instate several new ongoing subscriptions as well as dramatically improve our book collection. We are pleased to see that the program requirement document addresses the need to enhance our collections through the request for an increase to our base budget. The successful appropriation of these funds would be essential to supporting this program without having to make cuts to other areas of our collection. A brief assessment of the relevant segments of our collections follows.

Our list of journal subscriptions in support of the College of Agriculture is reasonably strong. We currently have complete electronic journal frontlist packages from Elsevier, Wiley, Springer, and Taylor and Francis, the larger, premier STM publishers. We also have purchased the Elsevier ScienceDirect Agricultural and Biological Science backfile. These package collections put us at a relative advantage when it comes to journal holdings for biology and agriculture. However, we are missing access to many core titles needed for a DVM program. Vicki Croft, the Animal Health Librarian at Washington State University, compiled a list of core titles that she considers essential to support the DVM program. Of the 122 journals included in her report, the Utah State University Library has current year access to 74 titles (60%). A further analysis of our collection reveals that of the top 50 veterinary science journals, ranked by 2009 impact factor, Utah State maintains current subscriptions to 34 (or 68%). Finally, we have current subscriptions to 18
of the 34 (52%) core veterinary science titles recommended by Magazines for College Libraries. The projected cost to acquire new subscriptions including those recommended by Ms. Croft, included in the Journal Citation Report's top 50 list, and listed in Magazines for College Libraries is $21,000 for the upcoming year. It is critical to remember that journal subscription costs are ongoing and typically experience inflation rates of up to 7-10% per year. A complete list of the recommended titles is attached to this letter for your review. We would also like to reserve an additional $8,000 in journals funds in order to acquire specific titles requested by the new faculty hires ($2,000 per faculty member).

We already provide access to several of the possible indexing and abstracting services for veterinary science. The premier resource in the field is the Index Veterinarius, a subset of the CAB Abstracts database, to which we already subscribe. Other key research resources to which we currently maintain subscriptions are Biological Abstracts, Wildlife & Ecology Studies Worldwide, and the Science Citation Index. And, we also have freely available access to the Medline database. One title that we will need to add is the VetMed Resource (the online iteration of the Veterinary Bulletin). Fortunately, this resource is a free add-on for existing CAB Abstracts subscribers. Therefore, we will certainly be able to provide excellent bibliographic access to the literature of the field.

While we have extensive monographic holdings in the area of animal biology, our print book collections relating specifically to veterinary medicine (classification SF600-1100) are quite limited, with just over 1,100 titles in total. Only 174 of these were published within the last 10 years. We have not purchased many electronic books in the vet science field, however there are many excellent e-book collections available from the major scientific publishers (such as Elsevier and CRC Press). Acquiring e-book sets might be a reasonable way in which to quickly upgrade our collection with the most current books. We would probably need approximately $25,000 in one time money to begin to bring the book collection up to the appropriate level. Of course we would also need additional funds annually to purchase new materials as they become available, as we do not have a current budget for books relating to veterinary science.

In summary, the Library would anticipate needing the following resources to support the proposed doctoral program in veterinary science:

$29,000 ongoing, to fund new journal subscriptions
$10,000 ongoing, to fund a new books budget
$11,000 ongoing, to support retrospective purchases, shifting over time to cover inflation

$25,000 onetime to fund the initial purchase of a base-level reference collection and core titles for the circulating book collections
We in the Merrill-Cazier Library appreciate the opportunity to respond to the proposal for the proposed DVM degree. Anytime there is a change in an academic program, the collections in the Library should be examined to address the support needed for the success of the program. We advise all departments to actively involve the Library in their development of proposals and would encourage their support for additional funding for Library materials and services.

Sincerely,

[Signature]

Jennifer Duncan
Head of Library Collection Development
Merrill-Cazier Library

CC:  Thomas Bunch
     Larry Smith
     Michelle Larson
     Richard Clement
October 11, 2010

Dear Members of the Board of Regents and Legislators,

I am writing in support of the proposed Washington-Utah Cooperative Veterinary Program (WUVP). The reasons Drs. Rood, White, and Larson adduce in favor of this new initiative are compelling for me as the coordinator of the University of Utah’s pre-professional advising office. I anticipate a dramatic positive impact on the prospects of our institution’s students achieving admission to a veterinary school of their choice as a result of the approval of this program. I also applaud the efforts made to ensure that this will be an affordable option as well, with resident tuition offered for all four years of veterinary education. In my experience, this makes it even more likely that graduates of the proposed WUVP will be able to return to Utah to practice veterinary medicine.

In addition to these benefits, our pre-veterinary undergraduates would have access to the resources provided by an in-state school: proximity of academic veterinary facilities for workshops and research, proximity of veterinary students for mentoring relationships, and access to admissions staff and vet medicine professors. It is my hope that you will grant serious consideration to this request.

I am happy to answer any questions you may have about my statement at either 801-581-4926 or at jnilsson@uc.utah.edu.

Respectfully,

[Signature]

Preprofessional Advising Coordinator

University of Utah

University College / Transfer Center / Preprofessional Advising
205 South 1460 East, Room 450
Salt Lake City, Utah 84112-9060
801-581-8146
FAX 801-585-9395
Utah State Board of Regents
Utah State Legislature

To whom it may concern:

As a representative of cattle ranchers of the State of Utah and the largest agriculture commodity in the state, I am writing as president of the Utah Cattlemen’s Association to express concern about a growing problem throughout our state. The issue of concern is the continual growing need for qualified veterinary services in our state and especially in the rural communities. While our state population grows, so does the need for veterinary services. Often, rural communities suffer from the lack of available veterinary animal care services.

It is my desire with this letter to request your support of a proposed partnership between Utah State University and Washington State University that would assist our state in recruiting more veterinary students that could, after graduation, serve the growing needs of our state population.

Utah State University and Washington State University are working on an exciting cooperative program that would make veterinary courses available to students in Utah. The Utah Cattlemen’s Association supports the concept of this proposal and feels that this is a step in the right direction to address the need of our growing state population as well as that of the students that currently have to go out of state to receive veterinary medical training.

I encourage the Utah State Board of Regents and the Utah State Legislature to seriously consider approving and funding this proposed cooperative veterinary school program.

Sincerely,

David Eliason
President

150 SOUTH 600 EAST – 10-B SALT LAKE CITY, UTAH 84102
801-355-5748 E-MAIL: UTAHBEEF@AOL.COM
Utah State Board of Regents
Utah State Legislature

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As a representative of cattle ranchers of the State of Utah and the largest agriculture commodity in the state, I am writing as president of the Utah Cattlemen’s Association to express concern about a growing problem throughout our state. The issue of concern is the continual growing need for qualified veterinary services in our state and especially in the rural communities. While our state population grows, so does the need for veterinary services. Often, rural communities suffer from the lack of available veterinary animal care services.

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Sincerely,

[Signature]

David Eliason
President

150 SOUTH 600 EAST – 10-B SALT LAKE CITY, UTAH 84102
801-355-5748 E-MAIL: UTAHBEEF@AOL.COM
AN AGREEMENT BETWEEN

WASHINGTON STATE UNIVERSITY

AND

UTAH STATE UNIVERSITY

TO ESTABLISH A

COOPERATIVE PROGRAM IN VETERINARY MEDICAL EDUCATION

DRAFT (9-22-10)
This AGREEMENT is made and entered into by and between WASHINGTON STATE UNIVERSITY, an institution of higher education and an agency of the state of Washington, hereinafter referred to as "WSU," and UTAH STATE UNIVERSITY, an institution of higher education and an agency of the state of Utah, hereinafter referred to as "USU." The Washington and Utah Cooperative Program in Veterinary Medical Education, herein established, is hereinafter referred to as the "WU" or "WU Program."

Recital

WHEREAS, this agreement is entered into pursuant to the Washington Intergovernmental Cooperation Act, Chapter 39.34, Revised Code of Washington, and in Utah pursuant to

WHEREAS, there presently exists a great demand for educational opportunities in the field of veterinary medicine in the states of Washington, Idaho, Utah, and the remaining WICHE states, at a time when a demand in society for these professional services is high.

WHEREAS, the participants desire to share facilities, faculty, and operating support in order to equitably share in the cost of educating veterinary students and to provide a high quality educational program leading to the D.V.M. degree.

WHEREAS, WSU and USU wish to cooperate by combining resources in order to provide a diverse and higher quality educational experience that will result from the additional facilities, instructional program, animal resources, and other attributes present in their respective states. This cooperation will also minimize duplication in costs of new facilities that would be required to develop a separate four-year D.V.M. instructional program in Utah by utilizing the
teaching facilities and professional personnel in Utah at USU for the first two years of the "U
program and then utilize the teaching facilities and professional personnel and resources in at
WSU and its existing network of educational partners for the final two years of the WU program.

WHEREAS, the following benefits to each cooperating state are anticipated as a result
of the regional WU program:

a) Assurance that the curriculum leading to the D.V.M. degree prepares veterinarians
with the educational background required to meet the specific demands for veterinary
services in each state.

b) Assurance of predictable and increased access to education in veterinary medicine for
students in Utah.

c) Increased services for animal industries and public health that result from a program,
school, or college of veterinary medicine.

d) Expenditure within Utah of a significant portion of the funds allocated for the WU
Program by that state.

e) Promotion of economic, educational, research, and service objectives of each state
through the WU program.

WHEREAS, WSU and USU seek to combine resources to establish a regional distributed
program in veterinary medical education designed to improve the ability of each to meet the
needs outlined above by providing for joint use of facilities of each party in order to eliminate
duplicate course offerings where possible, and to promote the most efficient use of the resources
available to each institution.
WHEREAS, the parties recognize that the activities pursuant to this agreement represent, in many respects, pioneering efforts in interstate and inter-institutional cooperation and that modifications or amendments to this agreement may be necessary as the WU Program evolves.

WHEREAS, the parties recognize that other states may desire to participate in a regionally distributed program in veterinary medicine, and WSU and USU agree to make reasonable adjustments to accommodate entry of institutions from other states in the regional program.

WHEREAS, the Board of Regents of WSU by resolution adopted at its meeting held have approved and authorized the terms of this agreement, and

The Regents of USU, by resolution adopted at their meeting held have approved and authorized the terms of this agreement.

NOW, THEREFORE, it is agreed as follows:

I. Establishment of Washington & Utah Cooperative Program in Program in Veterinary Medical Education (WU Program)

WSU and USU hereby agree to establish the Washington and Utah Veterinary Medical Education Program (WU) in accordance with terms of this agreement.

II. Purpose

This agreement provides the ways and means by which WSU and USU will develop and operate the WU program. USU will develop and operate, in concert with WSU, the first two years of the DVM program in Utah, mirroring the WSU DVM Program. Subsequently WSU and USU will cooperate to provide 20 USU WU Utah resident students with access to enrollment in each of
the 3rd and 4th years of WSU’s DVM program. In the event that USU wishes to enroll up to 10 additional USU WU non-Utah resident students in the first two years of the WU program and to have these students come to WSU in years 3 and 4 of the CVM curriculum as do the USU WU program Utah residents do per this agreement, USU and WSU will develop a separate amendment to this agreement.

This agreement provides an affiliation between WSU and USU to achieve a more efficient use of educational, research and service resources available in the two states for veterinary medical-education.

The principal benefits to be derived by each party are:

A. An increased supply of better trained veterinarians.
B. Continued and enhanced opportunities for education in veterinary medicine for residents of Washington, Idaho, Utah, and residents of the other WICHE states.
C. Greater clinical exposure for students to the various aspects of veterinary medicine because of the availability of diverse and increased clinical resources.
D. A broader based support for growth of veterinary medical education, making possible greater regional cooperation in research and service and facilitating regional and federal support.
E. Increased efficiency through the joint use of facilities and faculty in each state location.
F. Promotion and improvement of cooperative research, extension, and continuing education programs.
III. Obligations of the Parties – Availability of Funds

The parties recognize that the obligations of each pursuant to this agreement are subject to the availability of funds provided therefore by legislative and funding allocation authorities of each state. In the event USU fails to provide adequate funds to maintain the agreed financial support level in accordance with the terms of Article VII, the agreed-upon number of admitted USU WU program students to WSU DVM program from will be reduced proportionately or this agreement may be terminated pursuant to Article XII of this agreement. In the event of termination by either party, those students already admitted to the WU Program from USU will be able to continue pursuant to terms of this agreement until their expected graduation, provided USU continues to provide the agreed upon financial support level to WSU for those students so that an orderly phased completion may occur.

IV. Administration

The WSU Board of Regents is the governing body of the WSU College of Veterinary Medicine and has delegated responsibility to the WSU president or designated appointee for administrative matters pertaining to the WU Program.

Administration of the WU Program at USU will be in accord with USU local administration through the College of Agriculture and the Department of Animal, Dairy, and Veterinary Sciences, in cooperation with the administration of the WSU CVM’s Dean’s Office.

The WU Program at USU will be accredited as part of WSU’s accreditation. WSU will continue as an officially recognized free standing College of Veterinary Medicine by the American Veterinary Medical Association’s Council on Education hereinafter referred to as the accrediting agency. The WSU CVM, in cooperation with the WU Program at USU, will work
with the accrediting agency to secure appropriate modifications to its existing accreditation. Successful modification of accreditation depends on USU developing the WU program at USU in concert with WSU CVM and USU WU sponsored students receiving the 3rd and 4th years of the DVM educational program at WSU.

Committees

A separate USU WU program Admissions Committee will work with the WSU CVM Director of Admissions and the WSU CVM Admissions Committee to establish the most efficient staffing mechanism for processing Utah student applications. Admission of the students into the USU portion of the WU Program will be in accord with the procedures outlined in Article VII.

The program will have a joint Curriculum Committee with USU representation. The curriculum committee, working with the WSU CVM Dean’s office and the joint WU Program faculty will have general oversight of the course content across the USU and WSU sites.

USU faculty will have representation on the WSU CVM Student Progress Committee. USU students will be subject to the same academic standards as WSU students. USU representatives on the Student Progress Committee will participate in discussions of all students, whether the students spend all 4 years at WSU or attend both USU and WSU in the WU Program.

The DVM Course Committees for 1st and 2nd year courses will be chaired by the Course Director of the WSU course. Membership on the Course Committees will consist of all faculty who teach in the course, whether at USU or WSU.

All courses in the WU program must be approved by joint WU Program faculty upon
recommendation of the joint curriculum committee. Consideration for approval will include a review of the course content, course objectives, and qualifications of the proposed instructor by the curriculum committee, and the usual approvals by established academic review procedures on the respective campuses. It is recognized that the WSU CVM dean and the USU WU program administrator in the performance of his or her function, is subject to the requirements established by each respective institution.

V. Facilities

WSU will provide office, classroom, laboratory, diagnostic, and clinic facilities, and self-learning resource space on WSU Pullman campus and other sites that support the WU DVM program.

USU will provide office, classroom, laboratory, diagnostic, and clinic facilities, and self-learning resource space on the USU campus and other sites that support the WU DVM program.

It is understood and agreed that WSU and USU shall not be required to provide physical facilities in and otherwise as part of its obligation under this agreement.

VI. Faculty

The WSU and USU WU program administration will be responsible for hiring faculty, evaluating their teaching performance and taking action as required with regard to all personnel matters relating to those under that dean's supervision who participate in the WU program. Such responsibilities include termination, tenure decisions, promotions, salary adjustments and similar matters. Employment, evaluations, and other personnel matters relating to faculty or other employees shall be conducted under the supervision and rules of the respective governing boards.
of WSU and USU. WSU and USU WU Program leaders agree that the appropriate leadership at
WSU and will be advised, consulted and involved as appropriate as faculty search processes are
conducted and a hire is made. The WSU Dean and WSU Department Chairs and School
Directors will be consulted by USU program administration on how job descriptions are written,
how the search is progressing, and who is hired. Where possible, a WSU faculty member from
the appropriate department or school will be appointed to serve on the USU WU faculty search
committees. Where possible and with mutual interest, USU WU faculty can be appointed to
serve on WSU CVM faculty search committees. A review of any teaching faculty member’s
performance will be provided upon the request of the WSU CVM Dean and the USU WU
program administrator.

WSU and USU WU program administrators agree on commonality and consistency in
student evaluations of USU and WSU teaching faculty. USU WU Program faculty will be part
of the WSU CVM peer review of teaching process, student evaluation, and other faculty and
course assessment processes as they exist and evolve.

VII. Financial Responsibilities

A. Basic Financial Support for WU Program in Veterinary Medical Education.

WSU and USU are responsible for their own facility, capital, and maintenance and
operating costs of facilities. In order to accommodate the additional USU WU program students
in the 3rd year of the WSU DVM Clinical Medicine and Surgery Curriculum, WSU will need to
renovate the small animal surgery teaching laboratory facilities in McCoy Hall to support the
increased 3rd year class size. WSU requests that in the fiscal year prior to arrival of the first class
of WU program students at WSU (anticipated to be FY14) USU as part of this agreement
provide WSU CVM with $75,000 in one-time minor capital renovation and equipment funds to partially support the necessary renovation of this Junior Surgery Teaching laboratory. This renovation work will need to be completed and operational in advance of the first USU WU students to enroll at WSU in the 3rd year of the WSU DVM curriculum.

The basis of the USU WU program support for years 1 and 2 of the DVM program at USU will be at such a level determined by USU and Utah funding authorities that will support a fully accredited component of the WSU DVM program and be consistent with and comparable in content, scope, and quality with the WSU DVM curriculum in years 1 and 2. This support level is not otherwise addressed in this agreement.

This agreement will set forth basis for Utah’s USU WU program annual per student support levels to be paid to WSU in consideration of WSU CVM’s agreement to provide access to and enrollment of USU WU program sponsored Utah resident students in the 3rd and 4th years of the WSU DVM program.

The WSU DVM academic year non-resident tuition and fee amount for FY2011 is $48,480. The WSU DVM academic year resident tuition and fee amount for FY 2011 is $19,378. Thus, the non-resident DVM tuition and fee differential from the resident DVM rate in FY11 is $29,102. For comparison, the WICHE DVM per student support fee for FY11 is $29,100.

Per this agreement, the USU WU program Utah resident per student support fee to be paid by USU to WSU for students enrolled at WSU in years 3 and 4 of the DVM curriculum will be based on the $29,100 FY11 amount, equivalent to the FY11 WICHE per student support fee. The base support fee amount will be inflated to the year that the first group of 20 USU Utah resident students will enroll at WSU CVM. Assuming that the USU WU program begins and the
first class of 20 USU WU Utah resident students are enrolled in Utah in FY13, and the 2nd class of 20 enroll in Utah in FY14. WSU will enroll 20 USU WU residents in the 3rd year of the WSU DVM program in FY15, and will enroll a total of 40 USU WU residents (20 in the 3rd year and 20 in the 4th year) in FY16. USU will continue to provide annual per student support fees as noted above for a total of 40 Utah Resident WU program students per year that are provided enrollment access at WSU in the DVM program (20 in year 3 and 20 in year 4) for each subsequent year of this agreement.

The USU WU program Utah Resident per student support fee base in FY11 is $29,100 and will be inflated at 2% per year results in the following:

FY15 $31,499 per student support fee x 20 USU WU students = $ 629,980
FY16 $32,129 per student support fee x 40 USU WU students = $1,285,160

For future years beginning at FY17 and beyond, the USU WU program Utah resident per student annual support fee will be increased each year by the percentage equal to the State of Washington inflation rate for goods and services used by the WA Office of Financial Management (OFM) for state budget planning purposes.

USU WU program Utah Resident sponsored resident students will enroll at WSU for their 3rd and 4th years of the WSU DVM program and be responsible for payment to WSU of the equivalent of the WSU DVM Resident DVM tuition and fees plus the mandatory WSU student fees that exist at the time of their enrollment at WSU. Utah Resident students sponsored by USU under the WU program and this agreement will not be permitted to establish Washington State residency during their enrollment in the WU program for WSU tuition and fee purposes. This also applies
to any future USU WU program Utah non-residents that may be addressed in a future amendment to this agreement.

WSU CVM will invoice USU prior the beginning of each academic year for the WU program annual per student support fees for USU WU Utah Resident students enrolled at WSU in the 3rd and 4th years of the DVM program. For the 3rd year students, WSU will invoice USU following the WSU 10th day enrollment date to confirm actual enrollment counts. For the 4th year students who begin the 4th year in early May following the 3rd year, WSU will invoice USU at the beginning of the 4th year clinical rotations based on the enrollment count. USU payment to WSU for invoices will be made in full by October 1 for the 3rd year enrolled students and by the June 1 for the 4th year enrolled students. USU WU program Utah-sponsored resident students are responsible for the payment of the WSU DVM tuition and fees and mandatory student fees per their WSU student registration fees that will be billed by WSU Student Accounts as part of enrollment and registration.

The per student support level will include operating costs of the DVM instructional program including direct instruction, college-level instructional administration, Animal Health Library, teaching related activities including scholarly activity, faculty effort on university and college committees, DVM student advising, the selection process involving admissions, and employee benefits.

It is understood and agreed that the payments by USU are subject to the appropriation of funds by the Utah Legislature to USU. If the required support level per student is not provided, student numbers will be proportionately reduced, or the agreement may be terminated as provided in Article XII.
VIII. Admissions and Students

Admission policies for the WU Program will be those of the WSU CVM when this agreement goes into effect. Subsequent modification of admissions policies will be proposed by the joint WSU and USU WU Program admissions committees in accordance with WSU CVM policies and procedures, and adopted by joint approval of the WSU USU WU Program faculty. Operating under these policies and under the direction of the WSU Director of Admissions, a separate USU WU program Admissions Committee will screen applications and make recommendations to the Dean of the WSU CVM regarding admission of Utah-sponsored WU Program students.

Academic standards and essential requirements for all students in the WU Program will be those of the WSU College of Veterinary Medicine at the time this agreement becomes effective. Subsequent modification of academic standards and essential requirements will be proposed through the office of the WSU CVM Associate Dean for Student and Academic Affairs in accordance with WSU CVM policies and procedures, and adopted by joint approval of the WSU USU WU Program faculty. All WU Program students will be subject to the procedures of the Joint WU Program Student Progress Committee in coordination with the WSU CVM Associate Dean for Student and Academic Affairs and the USU local program administrator.

IX. Curriculum

A. Courses

All courses of the WU curriculum must be approved by the joint Curriculum Committee, the WSU and USU program leaders, and other appropriate committees and administrators. WSU will offer the entire four-year D.V.M. curriculum to Washington residents, Idaho-sponsored
students, WICHE students, and other non-resident students. USU will offer the first 2 years of the DVM curriculum to USU WU Program-sponsored Utah residents, and any USU WU Program non-resident students, if any, admitted through a separately executed amendment to this agreement. WSU will provide the third and fourth years of the D.V.M. curriculum to the USU WU sponsored Utah residents who will enroll at WSU for the third and fourth years of the D.V.M. program following their successful completion of the first two years of the WU program at USU. USU may request that WSU faculty provide portions of year 1 and 2 course material to USU WU students via distance education or web-based education. WSU and USU will reach separate written agreement on the amount of reimbursement for such effort. The same applies if USU faculty are requested to provide portions of WSU's 3rd and 4th year curriculum.

B. Graduate and Other Cooperative Programs

Programs leading to graduate degrees will not be considered a part of this agreement. However, regional cooperation in graduate programs will be encouraged and members of the WSU and USU faculties may be appointed to the graduate faculty of the other institution according to existing policies and regulations of each institution.

Details concerning cooperative programs of research and service, education of non-DVM students and graduate students, and continuing education may be covered in separate arrangements between WSU and USU.

X. Awarding of Degrees

The degree of Doctor of Veterinary Medicine will be conferred on graduates by the Board of Regents of WSU as the accredited College of Veterinary Medicine.
XI. Review of Curriculum

Curriculum development and assessment is the responsibility of the collective WSU USU faculty under the guidance of the WSU Associate Dean for Student and Academic Affairs, the WSU Associate Dean for Teaching and Learning, and the joint WU Program Curriculum Committee. As needed and directed, ad hoc faculty committees of the joint faculty and administration of the WSU CVM and USU WU Program may also be responsible for curriculum planning and assessment in the WU Program.

XII. Termination

WSU and USU agree to provide each other written notice of one year advance notice in writing of intent to terminate the agreement. It is agreed that students in the program will be allowed to complete their programs of instruction if the agreed upon level of financial support is continued to allow program phase out.

XIII. Non-Discrimination

Each party certifies that it will not discriminate in the performance of this agreement on the basis of race, color, creed, national origin, religion, gender, sexual orientation (to include perceived gender identity), honorably discharged veteran or military status, physical, mental or sensory disability, or use of a trained dog guide or other service animal, in compliance with (a) Presidential Executive Order 11246, as amended, including the Equal Opportunity Clause contained therein; (b) Section 503 of the Rehabilitation Act of 1973, as amended, and the Vietnam Era Veterans Readjustment Act of 1974, as amended, and the Affirmative Action Clauses contained therein; (c) the Americans with Disabilities Act of 1990, as amended; and (d)
applicable non-discrimination laws of the state of Washington. The parties further agree they
will not maintain facilities which are segregated on the basis of race, color, religion or national
origin in compliance with Presidential Executive Order 11246, as amended, and will comply
with the Americans with Disabilities Act of 1990, as amended, regarding programs, services,
activities and employment practices.

XIV. Effective Date, Duration, and Filing Requirements

Copies of this agreement shall be filed with the Whitman County Auditor, the Secretary
of State of Washington, and in Utah ___________ prior to its entry into force. The
agreement shall be effective ___________ and shall continue indefinitely by execution of the
parties, accomplishment of all filing requirements, and approval required by law. The agreement
may be terminated by any of the parties upon due notice in accordance with the terms of Article
XII.

XV. Notice

All notices, payments, requests, consents, approvals, or other communications which may
be required under this contract shall be given as follows:

A. Notice or payments to Washington State University

B. Notice to Utah State University.

C. Amendments

This agreement may be amended by mutual consent executed in writing by the officials
executing this agreement, or their successors, and appended herewith.
WASHINGTON STATE UNIVERSITY

Approved by:

__________________________

Recommended by:

__________________________
Bryan K. Slinker, Dean
College of Veterinary Medicine
Date:

Approved as to Form

UTAH STATE UNIVERSITY

Approved by:

__________________________

Recommended by:

__________________________

49
ITEM FOR ACTION

The College of Agriculture and the College of Humanities and Social Sciences at Utah State University (USU) submit this follow-up report for the B.S. program in Agricultural Communication and Journalism, which was approved as a new degree in 2006.

EXECUTIVE SUMMARY.

The Agricultural Communication and Journalism program at Utah State University (USU) was approved by the Utah Board of Regents on May 31, 2006 and students were admitted into the program fall semester 2006. This Bachelor of Science degree combines courses in agriculture and journalism to develop a well-rounded agricultural communication professional. Graduates of this program complete coursework in a variety of technical agricultural disciplines including animal science, plant science, agricultural economics, textiles, and biotechnology. Students have a base knowledge to draw from as they communicate the importance of the food and fabric industry, both domestically and internationally. Students also complete courses in writing, mass media, sales, leadership, agricultural literacy, and environmental impacts—all designed to emphasize responsibilities in the agricultural communication profession.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this report from the College of Agriculture and the College of Humanities and Social Sciences at Utah State University on the B.S. program in Agricultural Communication and Journalism.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The College of Agriculture and the College of Humanities and Social Sciences submits this follow-up report on the relatively new B.S. program in Agricultural Communication and Journalism, and

WHEREAS, The report indicates that interest in this degree is strong, and

WHEREAS, Structural changes have been made to recruit additional majors, and

WHEREAS, Graduates of this program have employment opportunities upon graduation, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the report on the B.S. program in Agricultural Communication and Journalism, and that this report be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE
Three-Year Follow-Up Report  
Utah State University  
B.S. Agricultural Communication and Journalism  
October 2010

Program Description
The Agricultural Communication and Journalism program at Utah State University (USU) was approved by the Utah Board of Regents on May 31, 2006, and students were admitted into the program fall semester 2006. The specific focus of this Bachelor of Science degree prepares students to report agricultural information to audiences such as consumers, legislators, homeowners, farmers, agribusinesses, commodity groups, and governmental agencies. This major is designed to provide opportunities for agriculturists. The students typically identify themselves with agriculture via their personal passion for such disciplines and then locate the major as “a way to make a difference.” Agricultural Communication and Journalism students choose the major because of their desire to be a positive “voice” for agriculture.

Graduates of the Agricultural Communication and Journalism program complete coursework in a variety of technical agricultural disciplines including animal science, plant science, agricultural economics, agribusiness, textile science, and biotechnology. Students have a base knowledge to draw from as they communicate the importance of the food and fabric industry, both domestically and internationally. Students also complete courses specific to agricultural communication in technical writing, sales, leadership, agricultural literacy, and environmental impacts—all designed to emphasize responsibilities in the agricultural communication profession. Additionally, students develop a skill set in journalism and communication courses including newswriting, mass media, online journalism, and media law. Students graduate with a dual major in Agricultural Communication and Journalism (ACJ) and Journalism and Communication (JCOM), and many Agricultural Communication and Journalism students complete a minor in an agricultural discipline as well. This degree is communication with a focus—agriculture: a synergistic combination of JCOM for media and public relations and ACJ for content and issues specific to agriculture.

The rationale for the development of the Agricultural Communication and Journalism program is a direct response to expressed interest from College of Agriculture students. The ACJ program requires minimal infrastructure and organizational changes as it relies on courses currently being offered within the Colleges of Agriculture and Humanities and Social Sciences. The degree program is coordinated between the Agricultural Systems Technology and Education (ASTE) and JCOM departments, to avoid duplication and overlap while providing a degree opportunity for students that is offered at institutions across the United States. The ACJ program, along with similar programs across the country, serves students who choose to pursue an agricultural degree and career. However, these students will not work in traditional agricultural settings and they do not follow a traditional agricultural science-based curriculum. The ACJ program serves students who do not initially identify themselves as journalists and provides more content-depth than an emphasis in would JCOM provide.

Enrollment and interest in the program has exceeded our initial estimates. However, this high level of interest, coupled with the departure of the ACJ lead faculty member, resulted in structural challenges. The lower enrollment in year three is due to uncertainty of the program status given the loss of established leadership. With the departure of the lead faculty member at a time when
program cuts at the University were taking place, many students changed majors and so our enrollment trended downward. There are currently 23 declared majors as of Fall 2010. The ASTE and JCOM departments are aware of the structural challenges presented by the rapid growth experienced in year two and see this growth as clear evidence of student interest. The ASTE department responded to the need for leadership in this program by reallocating departmental assignments and strategically filling the oversight role for the program with a passionate, dynamic program leader while surrendering other positions to cover departmental budget cuts. We are intensifying the communication between the JCOM and ASTE departments to ensure appropriate advisement and experiences for the students and actively recruiting new students into the program. JCOM faculty members have been identified to specifically work with the ACJ students. The departments are solidifying the foundation of this program and preparing for a more structured growth pattern. The intercollege program bridge will extend physically when the JCOM program is located in the new College of Agriculture building. The departments are poised to demonstrate the ACJ major’s potential and fulfill a need that exists within the College of Agriculture.

Enrollment Data
The estimated numbers should have been included as projections in the original request.

<table>
<thead>
<tr>
<th>Enrollment Data</th>
<th>Year 1 - 2006-2007</th>
<th>Year 2 - 2007-2008</th>
<th>Year 3 - 2008-2009</th>
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<td>Students</td>
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<td>Est.</td>
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<tr>
<td>FTE Enrollment</td>
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<th>Tuition</th>
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<th>Est.</th>
<th>Actual</th>
<th>Est.</th>
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<td>Tuition to Program</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Employment Information
ACJ students graduate with a competent set of communication skills and an understanding of scientific agriculture. Consequently, their career opportunities are numerous. Land-grant universities employ a staff of journalists to communicate their research, extension, and teaching programs. Several branches of the federal government (e.g. U.S. Department of Agriculture, Department of the Interior) employ agricultural journalists, as do similar departments in state programs (e.g. Utah Department of Agriculture and Food, Utah Association of Conservation Districts, Utah Farm Bureau Federation). There are several hundred agriculture-related publications in the United States in addition to the agribusinesses, agricultural chemical and machinery companies, advertising agencies, and agriculture associations employing people who are trained in writing, advertising, broadcasting, and public relations.
The report, "Employment Opportunities for College Graduates in the U.S. Food, Agricultural, and Natural Resources System 2005-2010," initiated by the U.S. Department of Agriculture, projects employment options for students with expertise in these areas to remain strong. Along with graduates in agriculture and life science, forestry, and veterinary medicine, job openings will be filled by qualified graduates in agricultural communication, biological sciences, engineering, business, and applied technologies.

The students in the program are being actively recruited for internships and professional experience prior to graduation. Recent examples of successful internships include the Utah Department of Agriculture and Food, Utah Farm Bureau Federation, Utah State Fair, and the USDA's Agricultural Outlook Forum—a highly competitive national venue of top students interacting with national and international agriculturists.

Current employment for one program graduate is unknown, and one other is working in an unrelated field. All other graduates of this degree program are either in graduate school in a related area, or have found agricultural communication and journalism related work with employers such as the following: American Paint Horse Association, the City of Logan, ICON Health, and Snowmobiling Magazine.
ITEM FOR ACTION

The Huntsman School of Business at Utah State University (USU) submits this follow-up report for the BA/BS degree program in International Business, which was approved as a new degree in 2006.

EXECUTIVE SUMMARY.

The BA/BS degree program in International Business in the Huntsman School of Business at Utah State University (USU) requires students to complete fifteen credits of business coursework in areas pertinent to the practice of international business, six credits of coursework to develop an understanding of broader historical, political, and/or economic contexts of business in an international context, and three credits of elective coursework with an international dimension. In addition, students are required to demonstrate competence in a second language and complete an international experience. These requirements are in addition to other USU and Huntsman School of Business degree completion requirements.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this report from the Huntsman School of Business at Utah State University on the BA/BS degree program in International Business.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The Huntsman School of Business submits this follow-up report on the relatively new BA/BS degree program in International Business, and

WHEREAS, The report indicates that enrollment in this degree is strong, and

WHEREAS, Graduates of this program have employment opportunities upon graduation, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the report on the BA/BS degree program in International Business, and that this report be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE

58
ThreeYear Follow-Up Report
Utah State University
BS/BA, International Business
October 2010

Program Description
The BA/BS degree program in International Business in the Huntsman School of Business at Utah State University (USU) requires students to complete fifteen credits of business coursework in areas pertinent to the practice of international business, six credits of coursework to develop an understanding of broader historical, political, and/or economic contexts of business in an international context, and three credits of elective coursework with an international dimension. In addition, students are required to demonstrate competence in a second language and complete an international experience. These requirements are in addition to other USU and Huntsman School of Business degree completion requirements. The program was approved by the Board of Regents on May 31, 2006, and students were first admitted in fall semester, 2006.

Enrollment Data
The estimated numbers should have been included as projections in the original request.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Students</td>
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<td>Actual</td>
<td>Est.</td>
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<td>FTE Enrollment</td>
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<td>Cost Per FTE</td>
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Employment Information
For 2006/07 and 2007/08, data on graduates is not available. For 2008/09, there were nine graduates of which four completed an employment/education survey. One student was continuing their studies, the three remaining students accepted positions with Camp Chef, New York Like Insurance, and ThermoFisher, all in Utah, at an average salary of $44,000.
ITEM FOR ACTION

Utah State University (USU) submits the attached program review for the Department of English in the College of Humanities and Social Science for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of English engages students and faculty in the public presentation of ideas. By studying how individuals in specific historical, cultural, and rhetorical circumstances present their ideas to others through the medium of language, English students learn how to present their own ideas persuasively. They learn to raise key questions, gather relevant information, reach well-reasoned conclusions, weigh alternative systems of thought, and communicate effectively with others. The means by which they develop these abilities range from analyzing and creating literary works through presenting ideas in the classroom to composing professional documents and conducting cultural analysis. But, whatever the means, the department is unified in the belief that articulating ideas is the most intense form of critical and creative thinking, and these, in turn, are the core of a university education.

The Department of English offers BA/BS degrees in English (literary studies, professional and technical writing, creative writing, and English teaching) and American Studies. It offers MA/MS degrees in Literature and Writing, an online MA in Technical Writing, and MA/MS in American Studies (two tracks: standard and folklore). It offers a Ph.D. in Theory and Practice of Professional Communication.

The department is a collegial, productive, and highly dedicated department on all levels. Reviewers were impressed with the quality of the faculty members, measured by their devotion to teaching and mentorship, their efforts to stay current with new approaches and bodies of knowledge; their publication record of scholarship and creative work; and their service to the university, the community, and the profession.

The review committee offered a number of observations and recommendations, which are presented in the attached report. An institutional response has been provided for each of the ten recommendations.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Department of English in the College of Humanities and Social Sciences.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University submits this program review on the Department of English in the College of Humanities and Social Sciences, and

WHEREAS, The department is actively involved with a large number of important outreach and public programs across local, regional, national and international venues, and

WHEREAS, Two nationally recognized journals are published within the department that continue to disseminate new scholarship and creative work throughout the profession, and

WHEREAS, The department contributes to both the breadth and depth General Education requirements for all of USU's undergraduates, and

WHEREAS, The Department of English, the College of Humanities and Social Sciences, and Utah State University are committed to making progress on the recommendations made by the external review team, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the program review on the Department of English in the College of Humanities and Social Sciences, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE

Utah State University
Program Review: Department of English
Date Reviewed: April 2-3, 2009

The Review Committee

The Review Committee for the Department of English consisted of one Utah State University faculty member and two, off-campus, nationally recognized experts in the discipline of English. Off-campus committee members were selected from outside the state of Utah and responsibility for selection of all Review Committee members resided within the Utah State University Office of the Executive Vice President and Provost. Review committee members did not have close personal or working ties to department faculty members.

Reviewers for the Department of English:
- Jane Catlin, Associate Professor, Department of Art, Utah State University
- Jeanne Fahnstock, Professor, Department of English, University of Maryland
- Bruce Ronda, Professor and Chair, Department of English, Colorado State University

All members of the Review Committee analyzed the department self-study, spent two days on campus meeting with department faculty, students, staff, administration, the dean, and others deemed necessary to make a thorough assessment of the department and gather additional data, made comparative judgments between USU and peer institutions relating to the department's curriculum, faculty, students, administration, and program resources, and drafted a report making recommendations related to program improvement, continuation and discontinuation. The report of the Review Committee was submitted to the department and dean for comment on May 9, 2009. The institutional response was submitted to the Office of the Executive Vice President and Provost in June, 2009.

Department Profile

Department Mission: The Department of English engages students and faculty in the public presentation of ideas. By studying how individuals in specific historical, cultural, and rhetorical circumstances present their ideas to others through the medium of language, English students learn how to present their own ideas persuasively. They learn to raise key questions, gather relevant information, reach well-reasoned conclusions, weigh alternative systems of thought, and communicate effectively with others. The means by which they develop these abilities range from analyzing and creating literary works through presenting ideas in the classroom to composing professional documents and conducting cultural analysis. But, whatever the means, the department is unified in the belief that articulating ideas is the most intense form of critical and creative thinking, and these, in turn, are the core of a university education (http://english.usu.edu/AboutUs.aspx). The goals and degrees offered are aligned with this mission.

Major Programs of Study: The department offers BA/BS degrees in English (literary studies, professional and technical writing, creative writing, and English teaching) and American Studies. It offers MA/MS degrees in Literature and Writing, an online MA in Technical Writing, and MA/MS in American Studies (two tracks: standard and folklore). It offers a Ph.D. in Theory and Practice of Professional Communication. This recently initiated program has few competitors nationwide and
those it has are primarily in the eastern part of the United States (e.g. RPI, Carnegie Mellon, and Michigan State).

The department is a collegial, productive, and highly dedicated department on all levels. Reviewers were impressed with the quality of the faculty members, measured by their devotion to teaching and mentorship, their efforts to stay current with new approaches and bodies of knowledge; their publication record of scholarship and creative work; and their service to the university, the community, and the profession. They were also impressed with the competence and professionalism of the department's office staff.

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<th>Faculty &amp; Staff</th>
<th>Tenure</th>
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<td>Number of faculty with Master's degrees</td>
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<td>Number of faculty with Bachelor's degrees</td>
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<td>Laboratory Aides/Instructors</td>
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### Students

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<th>AY</th>
<th># of Majors</th>
<th>Undergrad Students</th>
<th>Grad. Students</th>
<th># of Faculty</th>
<th>FTE to Faculty Ratio</th>
<th># of Grads placed</th>
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### Financial Analysis

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<th>Expense</th>
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<th>FY 06-07</th>
<th>FY 07-08</th>
<th>FY 08-09</th>
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<td>Support Costs</td>
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<td>Other Expenses</td>
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<th>FY 05-06</th>
<th>FY 06-07</th>
<th>FY 07-08</th>
<th>FY 08-09</th>
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<td>Reallocation</td>
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<td>Tuition to Program</td>
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<tr>
<td>Fees</td>
<td></td>
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<td></td>
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<tr>
<td>Total Revenue</td>
<td>3,303,318</td>
<td>3,493,393</td>
<td>3,404,246</td>
<td>3,615,821</td>
<td>3,555,873</td>
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<th>Difference</th>
<th>FY 04-05</th>
<th>FY 05-06</th>
<th>FY 06-07</th>
<th>FY 07-08</th>
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<tr>
<td>Revenue-Expense</td>
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<td>$79,955</td>
<td>$33,126</td>
<td>$78,005</td>
<td>$6,186</td>
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---

6 Includes English, Western American Literature, Writing Lab, Folklore Program, and E&G grant matching funds

5 Represents the number of students who declared a primary or secondary major in the department, Headcount - Fall semester, source: 2009 Department Profile

2 Actual E&G Academic Year FTE Faculty, source: 2009 Department Profile

3 Source: 2009 Department Profile

4 Degrees awarded by Department, source: 2009 Department Profile

6 This financial analysis is for E&G appropriated funds only. External Grants and course fees are not included in these data.

6 FY Expenses, Instructional Costs as determined by Banner program code source: Banner warehouse.

7 Department revenue is a mix of several sources, including the State general fund and education fund, tuition, and other sources. Revenue is not appropriated to specific departments. Amounts shown are E&G FY Budgets - Banner Warehouse.

8 Only departments that have approved differential tuition that is retained by the unit are shown on the tuition line.

*The Department of English does not track the number of graduates placed.*
Assessment

Observations

- The Department of English is actively involved with a large number of important outreach and public programs across local, regional, national and international venues. These reach a diverse community of citizens, and students and faculty at all levels of education. Many English programs and faculty work closely with local schools, community and organizations.

- Two nationally recognized journals published within the department continue to disseminate new scholarship and creative work throughout the profession: *Western American Literature* and *Isotope: A Journal of Nature and Science Writing*.

- A distinctive feature of USU’s undergraduate English program is its specialization in technical and professional writing. This long-standing concentration, which produces students with good job opportunities, dovetails well with the writing emphasis in the other undergraduate areas, and there are opportunities for even greater cooperation that could come with the change in governance and with a more deliberate cooperation among the specializations.

- The American Studies concentration and folklore minor are “revenue neutral” and are worth continuing given their identification with one of the department’s areas of distinction and their connections with other departments across campus.

- The Writing Center is housed in the English Department, though some of its operating budget is provided by student-initiated Tier 2 funding. The Center, which follows the blueprint for training and using peer tutors established by Leigh Ryan’s *The Bedford Guide for Writing Tutors*, seems exceptionally well run.

- The department contributes to both the breadth and depth General Education requirements for all of USU’s undergraduates.

- The department has capped its literature courses for majors at 30 and invariably teaches them in a format that is ideal for class discussion. Here there might be room for experiment. It is not unusual, for example, for English departments to run lower division literature courses as large lectures (60 to 200 students) with graduate students leading discussion sections, an excellent learning opportunity for graduate students who, in this department, would otherwise, no matter what their specialty, almost exclusively be teaching writing. The chance for first and second year undergraduates to take a lecture course with an active scholar can compensate for the loss of contact in a smaller class. Before experimenting with variable class sizes, the department would of course have to do a cost analysis.

- Course design is another area that could profit from cooperation across specialties. While ongoing budget concerns and future retrenchment preclude major curricular reforms, innovative new bridging courses could still be designed and offered under “special topics”
numbers. Preparation in the specialties could be enhanced by the development of courses that bridge the specialties in creative ways.

- A "Disseminations" course could bracket a traditional "history of the book" course with newer on line means of publication; a "Visual Rhetoric" course could span the centuries from the illuminated manuscript to the illuminated screen.

- Given the critical short fall in English Education, a hire in this area seems urgent, and particularly desirable would be a new faculty member specializing in "Computers and Writing" since online composition pedagogy at the secondary, community college and college level is now the norm.

- While the department's lecturers are unquestionably able and enthusiastic teachers who receive good scores on student evaluations, their sense of the security of their position and role in the department has not been supported by multi-year contracts. Although the department is to be commended for its ethical and collegial treatment of this group, that treatment may have unintentionally masked the contingency of employment.

**Recommendations and Institutional Responses**

1. **Recommend the formation of an Executive or Advisory Committee, made up of department administrators and representatives from each program area.** The Review Committee also recommends that a lecturer representative be elected or appointed to this committee.

   This recommendation met with support from the department faculty and administration. The department's new Advisory and Coordination Committee will be formed. It will include elected members from each curricular track and a lecturer. The purpose of the committee will be to advise the department head about departmental matters, to improve information flow in the department, and to break down some of the "silo," or track focused, mentality that the reviewers saw in the department. This committee will meet 1-2 times a month (and as needed); it will also serve as a central curricular committee.

2. **Recommend the formation of a department-wide curriculum committee, made up of elected representatives of each program, and a representative from the lecturer rank.**

   The duties and role of the curriculum committee will be addressed by the members of the new departmental Advisory and Coordination Committee. As indicated above, these members are elected members of each track in the department and include a representative from the lecturer rank. The department deemed it more efficient and effective in terms of communication to merge the curricular and advisory roles together into one committee rather than creating two separate committees.

3. **Recommend that the department explore the separation of the mentoring function and the evaluation function as they affect tenure/promotion of tenure-track faculty.**

   Utah State University Faculty Policy has now been changed to implement this recommendation university-wide.
4. Recommend that the university fund a half-time Director of the American Studies Program with a modest budget for programming.

The American Studies track is a departmental strength. It often attracts the best graduate students in the English department, and, significantly, these students teach the bulk of the composition courses (English 1010). Due to their coursework and teaching experience, American Studies graduate students place well after graduation, whether in jobs or PhD programs. American Studies emphasizes diversity; the program teaches courses in these areas and recruits a diverse body of students. American Studies faculty members also teach the American literature courses, so they do double duty and provide the department with important service courses for both general education and English majors. However, American Studies' strength is in its graduate students and the quality of its undergraduates, not in the quantity of its undergraduate majors. Presently, American Studies has 27 undergraduate majors. Given the current budget situation, this number of students does not warrant the creation of a half-time director position. Also, due to the rounds of budget cuts that the university experienced in 08-09 and the cuts the university faces in the future, unfortunately, the department is not in a financial position to create a modest budget for American Studies programming. It will encourage American Studies to seek outside funding sources, and it will contribute modest amounts of match money (a few hundred dollars) to fund talks by invited scholars and other American Studies activities.

5. Recommend that the department and its administrators proactively and collectively consider several options for dealing with the budget crisis, including altering course caps for some courses and experimenting with large lecture sections (noted below, in Section E). The Review Team further recommends that the department leaders clearly articulate the principles by which further cuts in the budget will be prioritized and allow for maximum faculty-staff input into the decisions that can be made at the department level.

The department (tenure-line faculty and lecturers) will regularly meet to consider options for dealing with impending budget cuts. The department will be charged with generating ideas to address the cuts. The department has begun altering course caps for some courses; by the end of spring semester 2010, it will have explored experimenting with larger lecture sections of some courses. As part of this discussion, the department will participate in a year-long curricular review and revision.

Guiding priorities and principles for making budget cuts will be generated by the department with input from staff, tenure-line faculty, and lecturers. These guidelines will be communicated to staff, tenure-line faculty, and lecturers before the cuts whenever possible.

6. Recommend that the department study the mentoring plans of other departments of their size and diversity and establish a similar system.
This recommendation is from a section of the report that discusses junior faculty development. The recommendation is meant to emphasize what the outside reviewers said in Recommendation 3, which advocates the separation of evaluating from mentoring when working with junior faculty. This recommendation encourages the department to establish a mentoring plan. During the academic year 2010-11, the department-wide curricular committee (ACC) will, in consultation with the faculty as a whole, establish a plan to mentor its untenured faculty in the areas of teaching, research/creative work, and service.

7. Recommend that the department coordinate its assessment processes, and be proactive in using assessment methods as a way to reflect on and put into practice its own curricular and pedagogical goals.

This section of the report is intended to call attention to the need for more coordination regarding assessment among the tracks in the department. As of the end of spring semester 2009, The College of Humanities, Arts, and Social Sciences created a college-wide assessment plan that includes learning goals and accompanying assessment rubrics for each department. The English Department has been active in this plan. However, the reviewers had a salient point about fostering more internal department dialogue about assessment across the tracks. Each track will communicate with the entire department about its assessment procedures and skills expected of graduates. These conversations will be facilitated by the Advisory and Coordination Committee and will take place regularly (each fall and as needed as follow-up) thereafter to facilitate more departmental coordination.

8. Recommend a more assertive use of rubric or "special topics" courses to foster interdisciplinary conversations and interactions among the English faculty.

An overarching goal for the English Department in the academic year 2009-10 is to have more conversation, coordination, and cooperation among the different tracks in the department. The department head and the Advisory and Coordination Committee (ACC) will spearhead this movement. The department will formulate specific approaches to greater integration. Included in this discussion will be how to more effectively use "special topics" courses to meet student needs and promote interdisciplinary connections. This department-wide curricular discussion will take place on an annual basis and also plan for at least three academic years into the future. The department will evaluate its progress on interdisciplinary interactions as measured by concrete changes in response to the Regents Review recommendations.

9. Recommend that the department make use of its existing resources to encourage applications to external funding sources.

All tracks will be encouraged to seek more external funding. Some tracks within the department have more access to external funding than do others; technical writing is one such track. Each
track will be asked to identify any external funding sources that faculty could pursue. However, in discussions with Provost Coward and Dean Niemann about this matter, they recognize that English is not an area that has a large pool of external funding sources upon which to draw. They ask, particularly in light of this changing budget climate, that the English Department remain in conversation with them about how to invest faculty time to get the best results. For example, one possibility that other colleges have turned to is forming partnerships with businesses.

10. Recommend that binding multi-year contracts be offered to contingent faculty that clearly articulate the length of employment, nature and remuneration of teaching, and possibility of renewal. If such multi-year contracts are not legally feasible, then clearly-articulated yearly contracts be offered, with clear statements of the conditions of evaluation and reappointment.

With regards to lecturers, the department and the university are bound by the guidelines outlined in Faculty Code, which offers lecturers significant protection, including a terminal year. The department follows the guidelines for lecturers in Faculty Code. The three reviewers said that their recommendation was specifically motivated by a concern that lecturers were lulled into a false sense of job security. They wanted to make sure that lecturers had a clear understanding of the nature of their positions. Appointment letters issued by the department clearly articulate the length of employment, the nature and remuneration of teaching, the possibility of renewal, and the conditions of evaluation and reappointment. Several departmental lecturers have been teaching in the department for many years, which may have helped to lull them into a false sense of security. A meeting will be held with the lecturers annually that emphasizes the above. The associate department head, who is the supervisor of the lecturers, will, on an annual basis, also emphasize the conditions of their appointments and renewals.
ITEM FOR ACTION

RE: Real Property 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 purchase certain real property located in Tremonton, Utah so as to better provide distance education classes for the students living in and around that community.

The property is the former IHC (Intermountain Health Corporation) Medical Office Building located at 420 West 600 North, Tremonton, Utah. The property includes the building of approximately 5,300 square feet, situated on land containing 1.70 acres. See the accompanying Exhibit A.

In discussions with the owner, USU has stated that the acquisition price must be based on appraisal and an appraisal report recently obtained by USU stated that the current fair market value is $340,000 for the building and land. USU conducted its own inspection of the property and found it to be in good condition with a minimal need for clean-up and life safety improvements.

Funding for the acquisition will be paid from tuition and fees collected by USU Regional Campuses and Distance Education. Operation and maintenance costs will be funded from the same source for the foreseeable future. Once the master plan for the property is complete and steps are taken to begin implementing it, USU may request approval of state appropriated O&M funding for eligible projects.

It is understood by the seller that USU must gain approval from its Board of Trustees and the Board of Regents before it can finalize the purchase of the described property. Accordingly, USU has committed to use all reasonable efforts to obtain the necessary approvals.

RECOMMENDATION

The President and Vice President for Business and Finance recommend approval by the USU Board of Trustees of the real property purchase at a price supported by the independent appraisal and further recommend that the Vice President for Business and Finance be authorized to execute all necessary documents to complete the acquisition subject to obtaining approval from the Board of Regents.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University (USU) desires to purchase certain real property located in Tremonton, Utah so as to better provide distance education classes for the students living in and around that community;

WHEREAS, the property is the former IHC (Intermountain Health Corporation) Medical Office Building located at 420 West 600 North, Tremonton, Utah;

WHEREAS, the property includes the building of approximately 5,300 square feet, situated on land containing 1.70 acres, see the accompanying Exhibit A;

WHEREAS, in discussions with the owner, USU has stated that the acquisition price must be based on appraisal and an appraisal report recently obtained by USU stated that the current fair market value is $340,000 for the building and land;

WHEREAS, USU conducted its own inspection of the property and found it to be in good condition with a minimal need for clean-up and life safety improvements;

WHEREAS, funding for the acquisition will be paid from tuition and fees collected by USU Regional Campuses and Distance Education;

WHEREAS, operation and maintenance costs will be funded from the same source for the foreseeable future; however, once the master plan for the property is complete and steps are taken to begin implementing it, USU may request approval of state appropriated O&M funding for eligible projects;

WHEREAS, it is understood by the seller that USU must gain approval from its Board of Trustees and the Board of Regents before it can finalize the purchase of the described property; and

WHEREAS, USU has committed to use all reasonable efforts to obtain the necessary approvals;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees hereby approves acquiring the above described real property purchase at a price as supported by the independent appraisal and further authorizes the Vice President for Business and Finance to execute all necessary documents to complete the acquisition subject to obtaining approval from the Board of Regents.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date
Strategic Agenda
STRATEGIC AGENDA
OCTOBER 22, 2010

New Scholarship Award Strategies, James Morales
Strategic Financial Aid Review Project 2010

Project Overview

The Division of Student Services conducted a strategic financial aid review for USU's Logan campus to ascertain whether current financial aid awarding policies support the achievement of the campus's new student enrollment goals (i.e., numeric targets plus quality and diversity). The enrollment management consulting firm of Scannell & Kurz, from upstate New York was retained to conduct the analysis. A wide array of other groups and individuals throughout the University partnered with the Division of Student Services on this important project. These included: the Office of the President, the Provost's Office, University Advancement and Development Office, the Division of Business and Finance, the Athletics Department, Information Technology, Public Relations and Marketing, students and faculty. The review assessed the effectiveness and efficiency of how institutional scholarship and grant dollars are currently being allocated and set forth recommendations for alternative awarding policies to further advance USU's aims.

Goals of the Project

The primary objectives of the project were to:

1. Model the impact of current awarding strategies, including merit scholarship awards as well as need-based policies, on enrollment behavior.
2. Understand, through econometric modeling and multiple simulations, the impact of alternative awarding strategies on enrollment behavior; and
3. Better understand the possible tradeoffs between aid expenditures, net tuition revenue, quality, and other enrollment goals.

The main questions that guided the strategic review were:

1. Is the value of USU clearly understood in the marketplace given the current sticker price?
2. How does USU's tuition rate, student quality profile, and discount rate compare to its competition?

3. How effectively does USU communicate value and affordability? Do applicants and their families, from all socio-economic levels, understand how they can meet the University's costs and how that investment will benefit them?

4. Is USU spending the appropriate amount of money necessary in financial aid to meet its enrollment goals? Are there opportunities to reduce the freshman and/or transfer discount rates and increase net tuition revenue?

5. What are the best strategic uses of USU's aid funds for recruitment?
   a. Are there opportunities for USU to increase inquiries, applications, and enrollments from the most desirable students with the addition of targeted institutional aid or through marketing existing programs differently?
   b. Are the various forms of aid, external and internal, strategically coordinated?
   c. Are the present strategies for packaging institutional funds producing optimal enrollment and net tuition revenue results? What opportunities exit to make tradeoffs between enrollment goals and net tuition revenue?
Executive Summary

This proposal implements many of the recommendations made by Scannell & Kurz, Inc. (S&K). Some of S&K’s recommendations have been fully implemented in this proposal while others have been modified or left for possible future implementation. The most tangible effect of S&K’s recommendations is a modification of USU’s scholarship awarding plan with a concomitant reduction in the scholarships budget.

Proposal

The parameters of the recommended scholarship plan are shown in Table 1:

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<tr>
<th>Index</th>
<th>Scholarship Type</th>
<th>Annual Amount</th>
<th>Duration</th>
<th># of Awards</th>
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<td>133+</td>
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<tr>
<td>133+</td>
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<td>Full Tuition + Fees</td>
<td>4 years</td>
<td>18</td>
</tr>
<tr>
<td>129-132</td>
<td>Deans</td>
<td>Full Tuition</td>
<td>2 years</td>
<td>16</td>
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<tr>
<td>124-128</td>
<td>Aggie Scholar</td>
<td>$2,500</td>
<td>2 years</td>
<td>48</td>
</tr>
<tr>
<td>120-123</td>
<td>Merit</td>
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<td>1 year</td>
<td>35</td>
</tr>
<tr>
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<td>USU/ISU</td>
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<td>1 year</td>
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<td>Aggie Scholar</td>
<td>$10,000/$2,500</td>
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<td>Western Undergraduate Exchange</td>
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<td>100+</td>
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<td>Total Awards</td>
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<td>1,745</td>
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</table>
Changes in plan

S&K put forward several award “scenarios” for USU to consider. There were twelve scenarios included in the official S&K report, and a 13th was later provided by S&K at the request of USU administration. The Executive Enrollment Management Committee (EEMC) focused on Scenarios 10 and 13.

When the EEMC met on July 7, 2010, Scenario 10, with its stricter indexes and cheaper award amounts, was viewed as the ideal, meaning USU would work towards that over the next five years. Scenario 13 was more “generous” than Scenario 10, and it was decided that Scenario 13 was a more reasonable, cautious approach to take as the first step toward Scenario 13. The EEMC approved Scenario 13, and gave the Division of Student Services some latitude to make minor revisions in certain areas.

After analyzing Scenario 13 in more depth, Student Services (VP Morales and Director Putnam) identified some potentially serious concerns. They proposed some changes to Scenario 13, with the resulting scenario becoming Scenario 13-b.

These were the principal concerns with Scenario 13 in its original form:

1) The University could potentially burn some bridges with neighboring states, particularly Idaho, for the third time in ten years.
2) The deletion of the Involvement Award category would eliminate any flexibility Admissions might have in recruiting an important niche of students. These students are historically well-rounded, motivated students who have a strong interest in USU. For two years Admissions has utilized this funding and recruited a very solid group of students at a very low cost to the University.
3) The University’s “bread and butter” students have historically had index values in the range of 117 through 124. Scenario 13 would have greatly impacted this group of students.
4) The University’s noble effort to reduce its budget and increase its award criteria will potentially result in a large loss of students to other competitor institutions that are keeping their criteria the same, or lowering their criteria.
Table 2 shows the makeup of the various scenarios, including Scenario 13-b, which was a modified Scenario 13.

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Side-by-side comparison of FY11 plan and FY12 scenarios</th>
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<tr>
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<td>Current Plan FY10-11</td>
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<td>Total budget</td>
<td>$15,500,000</td>
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<td><strong>Index Levels</strong></td>
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<td>Presidential</td>
<td>131-140</td>
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<td>Dean’s</td>
<td>126-130</td>
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<td>Aggie Scholar</td>
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<td>Achievement</td>
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<th>Award Amounts</th>
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<th>Full Tuition &amp; Fees</th>
<th>Full Tuition &amp; Fees</th>
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<td>Full Tuition</td>
<td>Full Tuition</td>
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<tr>
<td>Aggie Scholar</td>
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<td>$2,000/$9,000</td>
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<td>Achievement</td>
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<td>$800</td>
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<td>$5,000</td>
<td>$8,000-10,000</td>
<td>$8,000-10,000</td>
<td></td>
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</tbody>
</table>
Committees
AGENDA
AUDIT COMMITTEE
UNIVERSITY INN, ROOM 511
OCTOBER 22, 2010
7:45 a.m.

I. Action Item

Approval of Minutes of Audit Committee Meeting held March 26, 2010

II. Information Items

A. Audit Accomplishments – January 2010 to October 2010 – Jodi Bailey

B. Audit Projects – January 2010 to October 2010 – Jodi Bailey
   1. Summary of Completed Projects
   2. Audit Coverage
   3. Significant Findings
   4. Completed Projects
   5. Audit Plan

C. Status Update for External Financial Statement Audits – David Cowley, Rick Allen
   1. Utah State University Management Letter for the Year Ended 30 June 2010
   2. Athletics Department Agreed-Upon Procedures Report for the Year Ended 30 June 2010
   3. Utah State University Research Foundation Management Letter for the Year Ended 30 June 2010
   5. Edith Bowen Laboratory School Financial Statements with Independent Auditor’s Report for the Year Ended 30 June 2010

III. Other

Audit Committee Members

David P. Cook, Chairman
Robert L. Foley
Ronald W. Jibson
AGENDA
AUDIT COMMITTEE
UNIVERSITY INN, ROOM 511
OCTOBER 22, 2010
7:45 a.m.

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III. Other

Audit Committee Members

David P. Cook, Chairman
Robert L. Foley
Ronald W. Jibson
Written Reports
Academic Services
AGENDA
ACADEMIC/PROVOST
OCTOBER 22, 2010

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2. Faculty and Staff Activities and Achievements 3
Office of the Provost
Raymond T. Coward, Executive Vice President and Provost
435-797-1167 • Raymond.Coward@usu.edu

October 2010

Events, Actions, or Issues since the Last Trustee’s Meeting

New Product Developed by USU Students Awarded in Dairy Product Competition

An award winning product has been developed by two USU doctoral students from the Department of Nutrition, Dietetics, and Food Sciences with the help of Robert Ward, professor of Nutrition, Dietetics, and Food Sciences. Their idea stemmed from an original idea from Brian Nummer of the NDFS Department. Subash Shrestha and Ranjeeta Wadhwani developed the product Yogonnaise which is a healthier substitute for mayonnaise. It contains a third of the calories with a similar texture and taste as mayonnaise and similar salad dressings. They presented the product and took first place in the 2010 Idaho Milk Processors Dairy Product Development Competition.

Honors Student Justin Hinh Awarded Pearson Prize

Justin Hinh, USU Honors student, was presented one of the 50 nationally acclaimed Pearson Prize for Higher Education awards. He has been named a Pearson Prize Community Fellow and was awarded with a $500 scholarship from the Pearson Foundation. All the recipients attended either a two- or four-year accredited university, maintained a 3.0 GPA or higher, completed at least one year of college, and showed valued service to their community as a leader. Hinh has been an outstanding student who has dedicated much of his time on behalf of the campus community by volunteering as a mentor and guide to incoming freshman.

USU Engineering Professors Provide Support for Agricultural Irrigation Development Projects

Over the past several years, two USU professors from the Irrigation Engineering Program have been working very closely with the Millennium Challenge Corporation (MCC) of the United States Government. Robert Hill and Gary Merkley have given their expertise providing much needed technical support for the agricultural irrigation development projects emerging in Armenia, Burkina Faso, Cape Verde, and Moldova. These countries are heavily dependent on agriculture for economic growth and sustainability. As agricultural is such a critical element of their survival, the projects instituted in these regions will help improve the standard of living and promote economic growth. Dr. Hill and Dr. Merkley attended a ceremony in Washington D.C. earlier this year honoring the compact signing of a $263 million grant from the MCC. The work of these professors was significant and is seen as a model for future developments in other countries dependent on agriculture.
USU Business Students Volunteer in Peru at Eye Clinic

Along with the Hope Alliance eye clinic project in South America USU Business students provided much needed contact hours by providing eye services to those who were in need. These students were participating in a summer tour of South American businesses when they received the opportunity to help fit Peruvians for glasses and test their vision. Many of the students emerged from the experiences with a wider perspective of the needs in Peru for basic necessities such as good eye sight.

USU English Student Received First Ever Norman Mailer College Nonfiction Writing Award

John Gilmore, a USU Undergraduate English student, received from the National Council of Teachers of English and the Norman Mailer Writers Colony the first ever presented Norman Mailer College Nonfiction Writing Award. This annual award is based on criteria of originality, insight, clear voice and style, artful arrangement of elements and materials, and overall aesthetic, emotional, or intellectual effect. Gilmore was honored with this award at the celebratory Norman Mailer Writers Colony Benefit Gala on October 20, 2010 in New York City, NY. He also received a $10,000 award, a trophy, and a summer fellowship to the Norman Mailer Writers Colony in Provincetown, Massachusetts.

USU’s Conservation Program Awarded 2010 Rural Honors Award

At the 23rd Annual Rural Summit held in Cedar City USU Cooperative Extension’s Conservation Program was awarded the annual Rural Honors Award. This award was given for achievement and cooperative effort to provide information and instruction to communities throughout the west on the matter of protection for sage grouse and other wildlife species dependent on sagebrush habitats. As the sage grouse population continues to dwindle USU’s Conservation Program has implemented plans to help provide sustainable sagebrush habitats for grouse and other wildlife species in Utah under the supervision of the Utah Department of Natural Resources. These plans have been instituted with the help of graduate students, landowners, the private sector, and many other agencies to sustain a valuable resource to rural communities in Utah.

Two USU Engineering Students Place in Annual Bioethics Contest

Alex Hatch and Kirsten Sims, USU students from the Department of Biological Engineering were awarded with first- and second-place honors in the Annual Bioethics Essay Contest hosted by the Institute of Biological Engineering. Alex Hatch, an undergraduate student, won first place for his essay on “Four Suggestions for Addressing Public Concern Regarding Synthetic Biology.” Kirsten Sims, a graduate student, won second place for her essay on “Development of a Cohesive Strategy to Effectively Incorporate the Concerns of the Public into the Development of Synthetic Biology.” Among participants of the contest from MIT, Stanford, Penn State, Cornell, University of Maryland, and Mississippi State, Hatch and Sims were able to effectively write and address issues specifically associated with synthetic biotechnology and ensuring public safety. They were awarded with a cash prize and membership on the Biological Engineering Department student research team.
Faculty and Staff Activities and Achievements
Office of the Executive Vice President and Provost
October 2010

Awards and Honors

Becki Lawyer, Agricultural Systems Technology and Education Department, awarded First Place Outstanding Research Poster; faculty division. For the study An Investigation of the Impact of Student Teaching on Attitudes Toward Teaching Secondary Agricultural Education presented at the American Association for Agricultural Education National Research Conference in Omaha May 27, 2010.

Kevin Kesler, Craig Dart, Dave Francis and Vernon Parent, Extension, were selected to attend the 4-H Science Academy. Award includes all travel expenses and 4 days of in depth training in the 4-H Science Mission Mandate.

Mary Lou Mueller, Extension FCS Agent, awarded the 1st Place National Winner and 1st Place Western Region Winner for an Educational Publication by the National Extension Association of Family and Consumer Sciences Communications.

Anita Raddatz, Extension FCS Agent, awarded 1st Place Western Region Winner at the National Extension Association of Family and Consumer Sciences Communications – Internet Education Technology.

Ellen Serfustini, Extension FCS Agent, awarded the Distinguished Service Award by the National Extension Association of Family and Consumer Sciences.

Grant Cardon, Department of Plants, Soils & Climate, College of Agriculture, was selected by the Soil Science Society of America, as the new Coordinator of the North American Proficiency Testing Program.

Chester Brough, Department of Management, Jon M. Huntsman School of Business, was honored with the Wall Street Journal award for the highest increase percentage (280%) of student enrollment and most outstanding integration of the Journal into class curriculum by Mr. R. Cook, Regional Educational Representative on August 5, 2010.

Vijay Kannan, Department of Management, Jon M. Huntsman School of Business, was appointed an Associate Editor for the Decision Sciences Journal.

Vijay Kannan, Department of Management, Jon H. Huntsman School of Business was appointed to the Fulbright Scholar Program Discipline Review Committee (Business Administration), Institute of International Education, 2010-2013.

Rosemary Fullerton, School of Accountancy, Jon M. Huntsman School of Business. LEI Excellence in Lean Accounting Professor Award, Lean Enterprise Institute, September 2010.

Gregory Madden, Department of Psychology, Emma Eccles Jones College of Education and Human Services; Editor Elect, Journal of the Experimental Analysis of Behavior (2011-2014)

Gregory Madden, Department of Psychology, Emma Eccles Jones College of Education and Human Services; Executive Council (elected position), Association for Behavior Analysis International (2010-2013)

Timothy Shahan, Department of Psychology, Emma Eccles Jones College of Education and Human Services: Appointed as Associate Editor for Journal of the Experimental Analysis of Behavior
Timothy Shahan, Department of Psychology, Emma Eccles Jones College of Education and Human Services: Appointed Lead Editor: Behavioural Processes SQAB 2010 Special Issue


Stephen Bialkowski, Department of Chemistry & Biochemistry, College of Science, has agreed to be a reviewer for the J. William Fulbright Scholar program. The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government and is designed to increase mutual understanding between the people of the United States and the people of other countries. This commitment is from 2010 through 2012.

Jim Evans, Department of Geology, College of Science, was elected to be a Fellow of the Geological Science of America, formal announcement to take place at the national GSA meeting, October 2010.

Michael Taylor, Center for Atmospheric & Space Sciences, College of Science, was co-convener of two workshops “Mid-Latitude Stratosphere, Mesosphere and Lower Thermosphere (SMLT) Science Enabled by Lidar and Other Ground-Based Observations” and “Lightning Effects on the Upper Atmosphere” for the CEDAR Meeting held in Boulder, CO, 20-25 June 2010.

Brynja R. Kohler and James A. Powell, Department of Mathematics & Statistics, College of Science, were awarded the 2010 Lee Segel Prize for Best Paper by the Society for Mathematical Biology for “Leading Students to Investigate Diffusion as a Model of Brine Shrimp Movement” which appeared in the January 2010 issue of the Bulletin of Mathematical Biology.

Publications


Alison Cook, Department of Management, Jon M. Huntsman School of Business, and C. Glass, have an article titled, "Does Diversity Damage Corporate Value? Measuring Stock Price Reactions to Diversity Awards" in Ethnic and Racial Studies, (online first, June 2010).

Drew Dahl, Economics and Finance Department, Jon M. Huntsman School of Business, D. Evanoff and M. Spivey, have an article titled, "The Community Reinvestment Act and Targeted Mortgage Lending", in Journal of Money, Credit and Banking, 42,7, October 2010.

R. Shriives, Drew Dahl, Economics and Finance Department, Jon M. Huntsman School of Business, and M Spivey, have an article titled, "Capital Market Regimes and Bank Structure in Europe", in Journal of Money, Credit and Banking, 42, 6, September 2010.


Daniel Holland, Department of Management, Jon M. Huntsman School of Business, has an article titled, "In Search of Engaged Scholarship: Evidence of Collaborative Research in the Business Literature" in the Decision Line, 44(3):10-12. May 2010.


**Articles**


Dr. Gregory Madden, Department of Psychology, Emma Eccles Jones College of Education and Human Services; Madden, G. J., & Kalman, D. (2010). Effects of bupropion on simulated demand for cigarettes and the subjective effects of smoking. *Nicotine and Tobacco Research*, 12, 416-422.


Alvan C. Hengge, and Sean J. Johnson, Department of Chemistry & Biochemistry, College of Science, had an article titled "Insights into the Reaction of Protein-tyrosine Phosphatase 1B: Crystal Structures for Transition State Analogs of Both Catalytic Steps" published in the Journal of Biological Chemistry.

Renee Bryce, Department of Computer Science, College of Science, had an article titled "Developing a Single Model and Test Prioritization Strategies for Event-Driven Software" published in IEEE: Transactions on Software Engineering.

Herbert C. Carlson, Center for Atmospheric & Space Studies, College of Science, co-authored an article titled "Stratification of East-West Plasma Flow Channels Observed in the Ionospheric Cusp in Response to IMF by Polarity Changes" which appeared in Geophysical Research Letters.

Inga Maslova and Piotr Kokoszka, Department of Mathematics & Statistics, and Jan Sojka and Lie Zhu, Department of Physics, College of Science, had an article titled "Statistical Significance Testing For the Association of Magnetometer Records at High, Mid and Low Latitudes During Substorm Days" appear in Planetary and Space Science.

Books


**Articles, Chapters, Books with Undergraduate and Graduate Co-Authors**

Darryl B. DeWald, Gerald D. McEwen, Yangzhe Wu, and Anhong Zhou, Department of Biology, College of Science, with Sitaram Harinar (graduate student) and Sherry M. Baker (undergraduate student) co-authored the article "BRMS1 Expression Alters the Ultrastructural, Biomechanical and Biochemical Properties of MDA-MD-435 Human Breast Carcinoma Cells: An AFM and Raman Microspectroscopy Study" which appeared in *Cancer Letters*.

Scott A. Ensling, Department of Chemistry & Biochemistry, College of Science, and Dariusz A. Sliwa (graduate student) co-authored the article "Molecular Basis for Enantioselectivity in the (R)- and (S)-Hydroxypropylthioethanesulfonate Dehydrogenases, a Unique Pair of Stereoselective Short-Chain Dehydrogenases/Reductases Involved in Aliphatic Epoxy Carboxylation" which appeared in *Biochemistry*.

Lisa M. Berreau, Department of Chemistry & Biochemistry, College of Science, with Katarzyna Rudzka and Katarzyna Grubel (graduate students) co-authored the article "Hexanickel Enediolate Cluster Generated in an Acireductone Dioxygenase Model Reaction" which appeared in *Inorganic Chemistry*.

**Presentations**


Jeanette Norton, Department of Plants, Soils & Climate, College of Agriculture, NITROGEN CYCLING AND ROOT-ZONE MICROBIAL COMMUNITIES IN RANGELAND RESTORATION PLOTS AFTER 25 YEARS Li Xu, Jeanette Norton and John Stark International Society for Microbial Ecology August 2010 Seattle WA. Oral presentation.


Edwin R. Stafford, Department of Management, Jon M. Huntsman School of Business, gave a presentation titled, "Wind Uprising" documentary screening and discussion for Environmental Protection Agency, Denver, Colorado. August 26, 2010.


a predictor of mountain sickness or summit success for a rapid ascent to 5640 m. Poster presentation at 8th World Congress for High Altitude Medicine & Physiology, Arequipa, Peru, August 9, 2010.


Olson, C. and K.H. Beard, Department of Wildland Resources presented Diet of the Cuban greenhouse frog, Eleutherodactylus planirostris, in Hawaii at the Joint Meeting of Ichthyologists and Herpetologists. Providence, Rhode Island on 7-12 July 2010.


Lise Aubry, Department of Wildland Resources presented Individual variability in life histories: implications for management at Utah State University, Logan, Utah, March 2010.

Villalba, J.J., Department of Wildland Resources. 2010. Factores nutricionales que controlan el comportamiento ingestivo de herbivores a pastoreo. Magálea Livestock Production Meetings, August 19-20, 2010, Punta Arenas, Chile.

Villalba, J.J., Department of Wildland Resources. 2010. Primary roles for secondary compounds: Enhancing the health of soils, plants, herbivores and people through plant biochemical diversity. Invited presentation at the University of Catania, Department of Animal Sciences, Catania, Italy. October 4, 2010.


Lisa M. Berreau, Department of Chemistry & Biochemistry, College of Science, presented an invited lecture titled "Ligand Effects on the Chemistry of O2-reactive Divalent Metal Enolate and Enediolate

Michael J. Taylor, Center for Atmospheric & Space Sciences, College of Science, presented a talk titled "Climatology of Ripple-Type Instability Imaged in the Mesopause Region over Maui, Hawaii" at the SCOSTEP (Scientific Committee on Solar-Terrestrial Physics) Meeting 2010 held in Berlin, Germany, 12-16 July 2010.

Robert W. Schunk, Ludger Scherfless, Jan J. Sojka, Donald C. Thompson, and Lie Zhu, Center for Atmospheric & Space Sciences, College of Science, presented a talk titled “Ionosphere Data Assimilation Models for Physics and Applications” at the COSPAR Meeting of the Americas held in Foz do Iguassu, Brazil, 8-13 August 2010.

Zhi-Qiang Wang, Department of Mathematics & Statistics, College of Science, presented an invited talk, "Bifurcation Results for Nonlinear Schrodinger Systems" at the inaugural Pacific Rim Mathematical Association (PRIMA) Congress, special session on Partial Differential Equations, Sydney, Australia, 6-10 July 2009.


**Contracts and Grants**

Kerry A. Rood, Extension Veterinarian, and C. Kim Chapman, Extension Animal Scientist, Cooperative Extension, were awarded a Beginning Farmer grant in the amount of $748,485 from the National Institute for Food and Agriculture, United States Department of Agriculture to conduct a three-year educational program which assists beginning farmers and ranchers with their businesses.

Ron Gilliam, Department of Communicative Disorders and Deaf Education, Emma Eccles Jones College of Education and Human Services. Ron Gilliam, R324A100063. Co-Principal Investigator (with Sandra Gilliam PI/PD). Developing a Narrative Language Intervention Program. US Department of Education, Institution for Educational Sciences, Special Education Research. 7/1/10 – 6/30/13 $1,446,527

Sandi Gilliam, Department of Communicative Disorders and Deaf Education, Emma Eccles Jones College of Education and Human Services. Sandi Gilliam, Principal Investigator (with Ron Gilliam, Co-PI). Developing a narrative language intervention program for improving spoken language proficiency. Institute of Education Sciences, Reading, Writing, and Language. 7/1/09 – 7/1/13 $1,400,000

Gregory Madden, Department of Psychology, Emma Eccles Jones College of Education and Human Services; NIH, National Institutes on Drug Abuse: “Experimental Manipulations of Impulsivity: Effects on Gambling and Drug Taking” 1RO1 DA029605-01. Gregory J. Madden principal investigator $1,090,887 (August, 2010-2014).

Gregory Madden, Department of Psychology, Emma Eccles Jones College of Education and Human Services; USDA: Incentivizing Fruit and Vegetable Consumption” 59-5000-0-0065 Gregory J. Madden principal investigator (Heidi Wengreen, co-PI) $350,000 (August, 2010-2012).

Jared C. Schultz, Department of Special Education and Rehabilitation, Emma Eccles Jones College of Education and Human Services. Herbert, J. T., & Schultz, J. C., Co-Principal Investigators. Assessing the impact of clinical supervision training among state vocational rehabilitation supervisors. National Institute of Disabilities and Rehabilitation Research (NIDRR), U.S. Department of Education, $600,000. (This
project is in partnership with Penn State University. The Utah State University subcontract would be for $194,403 over the course of the grant, with F&A totaling $55,544). October 2010 – September 2013.


Timothy Shaham, Department of Psychology, Emma Eccles Jones College of Education and Human Services; Co-Investigator: "Experimental Manipulations of Impulsivity: Effects on Gambling and Drug Taking" (R01DA029608) National Institute on Drug Abuse, Gregory Madden, Principal Investigator. Project Dates 08/15/10 – 06/30/15. Total Costs $989,298

Wei Ren, Electrical & Computer Engineering: NSF Grant ECCS-1002393, Finite-time Containment Control for Lagrangian Networks, $273,270

Karin DeJonge-Kannan, Department of Sociology, Social Work, and Anthropology. The Principal Investigator is Mary Hubbard, the Co-PIs are Kay Forsyth, Ann Roemer, Shelly Hernandez, and Karin DeJonge-Kannan $342,277 grant from the Department of State – Bureau of Education and Cultural Affairs, The project will be carried out summer 2011, and is entitled "Building Competency in English Language and Natural Resources in an Intermountain Environment", Notification date: August 17, 2010.

USDI, Bureau of Land Management, Grant to support Western Aspen Alliance (awarded Sept. 2010; $200,000 for 5 years) with Dr. Ronald Ryel, Department of Wildland Resources. Funds are to enhance the overall WAA program, as well as increase cooperative projects between WAA and BLM, such as delineating aspen functional types, preparing management and methods guidelines, and participating in regional ecosystem assessments as aspen experts.


James P. Evans, Department of Geology, College of Science, received a grant of $546,185 from the Department of Energy for "Impact of Micro- to Meso-Scale Fractures on Sealing Behavior of Argillaceous Caprocks on Carbon-Sequestration" for the time period June 2010 through June 2013.
Business
and Finance
AGENDA
BUSINESS AND FINANCE
OCTOBER 22, 2010

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Vice President for Business and Finance

Name: David T. Cowley
Telephone: 797-1146
E-mail: dave.cowley@usu.edu
Date: 22 October 2010

Events, Actions, or Issues since Last Trustee’s Meeting:

Finance:
- The Certificate of Treasurer for August 2010 is included in the Trustees Consent Agenda. The State Appropriated Funds budget at 31 August 2010 totaled $252,663,522, up $3,078,494 (1.23%) over the same 2009-2010 period. The year-to-date state appropriated funds expenditures totaled $38,310,205, up $1,410,898 (3.82%) over the same 2009-2010 period and represented 15% of the total budget. The percent of budget expended, 15%, was 2% less than would be expected to be spent on a strict time of budget year expired basis. Total expenditures for all funds totaled $100,723,488, up $7,270,156 (7.78%) over the same 2009-2010 period.

- The Report of Investments for August 2010 is included in the Trustees Consent Agenda. The Report of Investments includes schedules reporting the investment activity for August 2010 and comparative year-to-date totals for FY2010-2011 and FY2009-2010. The schedules include the Cash Management Investment Pool, Endowment Pool, Other Investments, Endowment Trusts, and Plant Fund Trusts. Also included is the Summary of Investment Transactions. The University’s average daily fair value invested for the month of August was $349,058,350. Purchases totaled $68,923,476 and sales totaled $46,120,727. From this activity the University realized net losses of $11,633 and earnings of $998,768. The Cash Management Investment Pool fiscal year-to-date annualized rate of return, including market fluctuations, was 4.12% at 31 August 2010. The Endowment Pool fiscal year-to-date annualized rate of return, including market fluctuations, was 9.08% at 31 August 2010.

Facilities:
- College of Agriculture – Construction is underway; the concrete portion of the utility tunnel was completed on schedule so that the normal walkways were available for the beginning of the fall semester. Most of the extraction was also completed prior to the semester as per the plan to minimize traffic impacts on students and faculty. Final design issues are being resolved; the second and third bid packages have been sent out and so far the pricing is favorable.

- USTAR - Construction is nearing completion; the dedication was held on October 7. Building commissioning is underway and certification of the BSL-3 space will begin this fall.

- Bingham Entrepreneurship and Energy Research Center (BEERC) – Construction is complete; the dedication was held September 24.

- Emma Eccles Jones Early Childhood Education Center (EEJECEC) – Construction is complete; the dedication was held September 14.

- Utah Botanical Center Classroom – Grandoli Construction was selected as the contractor and construction is underway with a target completion date of January 2011.

- Regional Campus Distance Education – The architectural firm of VCBO was selected to program this 30,000 SF, $10 million project located on the site of the Quonset Hut, just north of the intersection on 1200 East. The intent is to move into design when the program is complete with construction beginning in 2011.
ITEM FOR INFORMATION

RE: Leased Facilities Report

The attached Annual Facility Lease and Rental Report is submitted to the Trustees for information.

EXECUTIVE SUMMARY

The attached “ANNUAL FACILITY LEASE AND RENTAL REPORT” is a listing of all facility leases of any significance by the University as of 31 July 2010.

The listing involves leases for a wide variety of locations and uses. Several of the facilities are leased in locations around the State of Utah for regional campus and distance education programs or programs sponsored by the Center for Persons with Disabilities, which require access by clients in those areas.
Utah State University

ANNUAL LEASED FACILITIES REPORT

31 July 2010
# USHE

## Annual Facility Lease and Rental Report

### UTAH STATE UNIVERSITY

<table>
<thead>
<tr>
<th>Location - Dept./Project</th>
<th>Gross Sq. Ft.</th>
<th>Annual Cost Per Sq. Ft. Net or Full Service</th>
<th>Annual Cost Yearly</th>
<th>Terms in Months Expiration Date</th>
<th>Source of Funding</th>
<th>Escalation</th>
<th>Monthly Lease Payment</th>
<th>Type of Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT**</td>
<td>16,701</td>
<td>$5.13 Net</td>
<td>$85,696</td>
<td>12 mo. 6/30/2011</td>
<td>State line item &amp; Other funds</td>
<td>Review annually</td>
<td>$7,141.33</td>
<td>Classroom/office</td>
</tr>
<tr>
<td>Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT**</td>
<td>15,427</td>
<td>$1.80 Net</td>
<td>$27,768</td>
<td>12 mo. 6/30/2011</td>
<td>State line item &amp; Other funds</td>
<td>Review annually</td>
<td>$2,314.05</td>
<td>Storage</td>
</tr>
<tr>
<td>Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT**</td>
<td>31,033</td>
<td>$5.13 Net</td>
<td>$159,200</td>
<td>12 mo. 6/30/2011</td>
<td>State line item &amp; Other funds</td>
<td>Review annually</td>
<td>$13,266.67</td>
<td>Classroom/office</td>
</tr>
<tr>
<td>Brigham City - Reeder Holding Inv. - CPD Early Intervention Up-to-3 10 So 400 East, Brigham City UT</td>
<td>2,073</td>
<td>$4.89 Full</td>
<td>$10,139</td>
<td>36 mo. 6/30/2011</td>
<td>Other Funds</td>
<td>Escalates 2% annually</td>
<td>$644.93</td>
<td>Classroom</td>
</tr>
<tr>
<td>Cache County/Logan Airport Authority (Hangar FL-10) - ITEE</td>
<td>7,046</td>
<td>$1.57 Net</td>
<td>$11,040</td>
<td>120 mo. 6/30/2016</td>
<td>Other Funds</td>
<td>1K per yr.</td>
<td>$920.00</td>
<td>Hangar</td>
</tr>
<tr>
<td>Cache County Airport - M&amp;M of Logan LLC, Hangar 9A and Office 9 - ITEE</td>
<td>14,275</td>
<td>$6.28 Net</td>
<td>$89,650</td>
<td>60 mo. 1/10/2013</td>
<td>Other Funds</td>
<td>Review annually</td>
<td>$7,470.83</td>
<td>Hangar FL 9A and Office in FL 9</td>
</tr>
<tr>
<td>Castle Dale UT, CPD SW Early Intervention, 65 North Center, Castle Dale UT</td>
<td>1,760</td>
<td>$2.73 Net</td>
<td>$4,800</td>
<td>13 mo. 6/30/11</td>
<td>Other Funds</td>
<td>None</td>
<td>$400.00</td>
<td>Classroom/office</td>
</tr>
<tr>
<td>Jamestown Bldg. CPD Early Intervention Up-to-3 (1 suite)1115 No 200 E, Logan UT</td>
<td>1,255</td>
<td>$12.87 Full</td>
<td>$16,152</td>
<td>12 mo. 6/30/2011</td>
<td>Other funds</td>
<td>None</td>
<td>$1,346.00</td>
<td>Classroom</td>
</tr>
<tr>
<td>Logan, USU Innovation Campus - Logan Park LLC, (Mt. Plains Resource Ctr. / DFCM / St. of UT Forestry &amp; Water Rights / other tenants), Bldg. #1780</td>
<td>14,492</td>
<td>$9.00 Net</td>
<td>$130,428</td>
<td>146 mo. 2/28/2011</td>
<td>Other Funds</td>
<td>None</td>
<td>$10,869.00</td>
<td>Research Offices/Labs</td>
</tr>
<tr>
<td>Logan USU Research Foundation - Tech Transfer Office Bldg. #570, Suite 101</td>
<td>3,079</td>
<td>$14.94 Full</td>
<td>$45,999</td>
<td>month to month</td>
<td>Other Funds</td>
<td>None</td>
<td>$3,833.25</td>
<td>Technology Commercialization Office (Research)</td>
</tr>
<tr>
<td>Location - Dept/Project</td>
<td>Gross Sq. Ft</td>
<td>Annual Cost - Yearly</td>
<td>Monthly Lease Payment</td>
<td>Terms in Months</td>
<td>Expiration Date</td>
<td>Source of Funds</td>
<td>Type of Space and Office</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>--------------</td>
<td>----------------------</td>
<td>-----------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>Logan - Cache Valley Center for th Arts</td>
<td>980</td>
<td>$1,53 Full</td>
<td>$150/12 Mo</td>
<td>11/30/2010</td>
<td>Other Funds</td>
<td>None</td>
<td>Radio Station and Office</td>
<td></td>
</tr>
<tr>
<td>Moab - SW Early Intervention</td>
<td>388</td>
<td>$211.15 Full</td>
<td>$28,877</td>
<td>12/31/11</td>
<td>Other Funds</td>
<td>None</td>
<td>Office</td>
<td></td>
</tr>
<tr>
<td>Ogden/Provo Education Center, Central Park</td>
<td>1663</td>
<td>$15.50 Full</td>
<td>$2,500/24 mo</td>
<td>6/30/11</td>
<td>Other Funds</td>
<td>None</td>
<td>Classroom/Office</td>
<td></td>
</tr>
<tr>
<td>Price - SW Early Intervention</td>
<td>1863</td>
<td>$15.50 Full</td>
<td>$2,500/24 mo</td>
<td>6/30/11</td>
<td>Other Funds</td>
<td>None</td>
<td>Office</td>
<td></td>
</tr>
<tr>
<td>Salt Lake City, DayCare Commission - Nutrition &amp; Food</td>
<td>1720</td>
<td>$12.69 Full</td>
<td>$17,592</td>
<td>8/30/2011</td>
<td>Other Funds</td>
<td>None</td>
<td>Development Office</td>
<td></td>
</tr>
<tr>
<td>Salt Lake City, Wells Fargo Bldg. 239 S</td>
<td>231</td>
<td>$12.69 Full</td>
<td>$3,000/30 mo</td>
<td>6/30/12</td>
<td>Other Funds</td>
<td>None</td>
<td>Office</td>
<td></td>
</tr>
<tr>
<td>Salt Lake City, Granite School Dist. 2500</td>
<td>1,601</td>
<td>$12.69 Full</td>
<td>$17,592</td>
<td>8/30/2011</td>
<td>Other Funds</td>
<td>None</td>
<td>Office</td>
<td></td>
</tr>
<tr>
<td>South Salt Street, SLC</td>
<td>25,689</td>
<td>$12.69 Full</td>
<td>$3,000/30 mo</td>
<td>6/30/12</td>
<td>Other Funds</td>
<td>None</td>
<td>Office</td>
<td></td>
</tr>
<tr>
<td>Tremonton/Capener-Marble Condos - 32</td>
<td>252</td>
<td>$12.69 Full</td>
<td>$3,000/30 mo</td>
<td>6/30/12</td>
<td>Other Funds</td>
<td>None</td>
<td>Office</td>
<td></td>
</tr>
<tr>
<td>Tremonton/Capener-Marble Condos - 28</td>
<td>1,100</td>
<td>$12.69 Full</td>
<td>$17,592</td>
<td>8/30/2011</td>
<td>Other Funds</td>
<td>None</td>
<td>Office</td>
<td></td>
</tr>
<tr>
<td>West 100 North, Brigham City Campus</td>
<td>1,442</td>
<td>$12.69 Full</td>
<td>$20,98 Net</td>
<td>5/30/2011</td>
<td>Other Funds</td>
<td>None</td>
<td>Office</td>
<td></td>
</tr>
<tr>
<td>Washington DC Apt. for USUIntl</td>
<td>1,701</td>
<td>$12.69 Full</td>
<td>$22,22 Net</td>
<td>4/30/2011</td>
<td>Other Funds</td>
<td>None</td>
<td>Office</td>
<td></td>
</tr>
<tr>
<td>Washington DC Apt. for USU Grad</td>
<td>1,572</td>
<td>$12.69 Full</td>
<td>$17,592</td>
<td>4/30/2011</td>
<td>Other Funds</td>
<td>None</td>
<td>Office</td>
<td></td>
</tr>
</tbody>
</table>

Total Rentable Space: 13,000 sq ft
**USHE**

Annual Facility Lease and Rental Report

<table>
<thead>
<tr>
<th>Location - Dept./Project</th>
<th>Gross Sq. Ft.</th>
<th>Annual Cost Per Sq. Ft.</th>
<th>Annual Cost Yearly</th>
<th>Terms in Months</th>
<th>Expiration Date</th>
<th>Source of Funding</th>
<th>Escalation</th>
<th>Monthly Lease Payment</th>
<th>Type of Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALS</td>
<td>145,154</td>
<td>$984,222</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$82,018.50</td>
<td></td>
</tr>
</tbody>
</table>

**This space is not occupied under a lease, but rather an operating and maintenance agreement with Division of Facilities Construction & Management (DFCM).**
<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Total Sq. Ft.</th>
<th>Current FY 2012</th>
<th>Projected FY 2012</th>
<th>Annual Rent</th>
<th>Annual Rent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>3,580</td>
<td>$28,291</td>
<td>$524,226</td>
<td>$100,690</td>
<td>$11,208</td>
</tr>
<tr>
<td>Classroom/Office</td>
<td>79,346</td>
<td>$524,226</td>
<td>$100,690</td>
<td>$11,208</td>
<td>$11,208</td>
</tr>
<tr>
<td>Hanger</td>
<td>21,315</td>
<td>$100,690</td>
<td>$11,208</td>
<td>$11,208</td>
<td>$11,208</td>
</tr>
<tr>
<td>Office</td>
<td>619</td>
<td>$11,208</td>
<td>$11,208</td>
<td>$11,208</td>
<td>$11,208</td>
</tr>
<tr>
<td>Office/Other</td>
<td>5,660</td>
<td>$130,428</td>
<td>$95,520</td>
<td>$95,520</td>
<td>$95,520</td>
</tr>
<tr>
<td>Research</td>
<td>14,492</td>
<td>$130,428</td>
<td>$95,520</td>
<td>$95,520</td>
<td>$95,520</td>
</tr>
<tr>
<td>Residential</td>
<td>4,715</td>
<td>$95,520</td>
<td>$95,520</td>
<td>$95,520</td>
<td>$95,520</td>
</tr>
<tr>
<td>Storage</td>
<td>15,427</td>
<td>$95,520</td>
<td>$95,520</td>
<td>$95,520</td>
<td>$95,520</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>145,154</strong></td>
<td><strong>$984,222</strong></td>
<td><strong>$984,222</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# USHE

## Changes to Lease Report

<table>
<thead>
<tr>
<th>Action (Change, Add, Delete)</th>
<th>Leased Property</th>
<th>Change to Total Lease 1, (1), 0 Sq. Ft.</th>
<th>Annual Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
<td>Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City ** Increase in O&amp;M rates</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Change</td>
<td>Brigham City, Life Span Learning Center - DFCM, 266 West 1100 South, Brigham City UT ** Increase in O&amp;M rates</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Change</td>
<td>Brigham City - Reeder Holding inv. Early Intervention CPD Up-to-3 10 South 400 East, Yearly rent escalation, plus add'l space</td>
<td>0</td>
<td>771</td>
</tr>
<tr>
<td>Change</td>
<td>Cache County/Logan Airport Authority (Hangar FL-10) - ITEE (under reported rent escalation in FY 2009-2010)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Add</td>
<td>Castle Dale UT, CPD SW Early Intervention, 65 North Center, Castle Dale UT</td>
<td>1</td>
<td>1760</td>
</tr>
<tr>
<td>Change</td>
<td>Logan - Jamestown Bldg., CPD Early Intervention Up-to-3 (1 ste) 1115 N 200 E, Logan UT (moved to less expensive basement suite)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Change</td>
<td>Logan USU Research Foundation - Tech Transfer Office Bldg, #670, Suite 101 - Rent Escalation</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Change</td>
<td>Logan - Bullen Center - CVCA, 43 South Main, Logan, Ut (Increase in utilities)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Add</td>
<td>Moab, UT, SW Early Intervention, 151 West 200 South, Moab, UT</td>
<td>1</td>
<td>388</td>
</tr>
<tr>
<td>Add</td>
<td>Orem/Provo Education Center, Central Park West Bldg, 1875 So State, Orem, UT</td>
<td>1</td>
<td>1863</td>
</tr>
<tr>
<td>Add</td>
<td>Price, UT, SW Early Intervention, 59 So 700 East, Price UT</td>
<td>1</td>
<td>1200</td>
</tr>
<tr>
<td>Delete</td>
<td>Salt Lake City, Jan-Mar Building, CPD Early Intervention Up-to-3, 1574 W 1700 S, Salt Lake City UT</td>
<td>(1)</td>
<td>-1566</td>
</tr>
<tr>
<td>Change</td>
<td>Washington DC Apartments for USU interns, 211 Jeff Davis Hwy, Apts. 504 Washington DC (typo from last yr)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Change</td>
<td>Washington DC Apartment for USU grad students, 211 Jeff Davis Hwy, Apt 916 Washington DC (rent escalation)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Change</td>
<td>Washington DC Apartment for USU Advisor, 211 Jeff Davis Hwy, Apt 1108N Washington DC (rent escalation)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTALS** | 3 | 4416 | 93938 |
ITEM FOR INFORMATION

RE: Thermal Storage Tank

EXECUTIVE SUMMARY

Utah State University is designing with the intent to construct in 2011 a two million gallon underground chilled water storage tank located under the Health, Physical Education and Recreation (HPER) field just west of the Emma Eccles Jones Early Childhood Education and Research Center (ECERC). The tank will be installed adjacent to the existing utility tunnel infrastructure as displayed in the attached drawing and will receive chilled water from the central energy plant.

The chilled water project will reduce the cost of energy and provide redundancy for the central chilling plant. The central chilling plant will produce chilled water at night when energy is more available, pump the chilled water into the underground storage tank, and utilize the chilled water during the daytime, when energy usage is high, for cooling of campus facilities.

Funding for the approximate three million dollar project will come from previous project fees, prior project connection fees, and from an internal loan that will be repaid through energy savings.
Extension/
Cont Ed
Noelle E. Cockett, Vice President for Extension & Agriculture; Dean of the College of Agriculture October 2010

A tour of Extension’s Freeways to Fuel (F2F) research project was conducted August 16 at Utah State University’s 20-acre safflower research field in Salt Lake City. Those in attendance were Jeffrey Ward, deputy engineer for the U.S. Army Installation Management Command, Keith Eastin, former assistant secretary of the U.S. Army and current vice president of the Louis Berger Group, and Alan Weber, senior adviser to the National Biodiesel Board.

The tour introduced Eastin and Ward to the use of non-traditional agronomic lands for the growth of drought-resistant biofuel feedstock crops. Dallas Hanks, USU Cooperative Extension’s F2F director, anticipates the Army will begin using this technique to decrease emissions, lower maintenance costs for the land, and decrease pest pressures on the land.

The 2010 Restoring the West conference held on October 26-27 will examine management conflicts between animal populations and the plant communities they inhabit. Talks will focus on wildlife and vegetation issues in forest and sagebrush steppe environments. Featured themes include large herbivore relations to aspen, and sage grouse interactions with sagebrush. Additional topics include interactions between other animals, ecosystems and humans.

In response to the changing, difficult economic times facing many Utah residents, Utah State University Cooperative Extension has launched a new website, livewellutah.org, to provide information and help on a variety of topics. The website is part of a sustainable living initiative developed by USU Extension faculty from around the state and is designed as a one-stop-shop of USU Extension programs for those wanting to get by on less. Livewellutah.org is designed to help people get the information they need to make changes that will enhance their quality of life, said Marion Bentley, USU Extension community and economic development specialist and co-chair of the initiative.

USU TreeBrowser, an interactive website created by Lyle Holmgren and Mike Kuhns, has received recognition in national website award competitions since its creation in 2009. The TreeBrowser database contains information on 241 native and introduced trees growing in Utah and the Intermountain West, including 1,070 full-color photographs. Users can look through a complete list of trees or narrow their choices by selecting from 21 general, growth-related, cultural and ornamental characteristics, including whether a tree is native or introduced. The site includes a fact sheet of each species, including descriptions of the leaves, twigs/buds, flowers/fruit, bark, wood, and its uses in cultivated landscapes.

Utah State University Cooperative Extension is collaborating with state agencies to protect Utah’s agriculture and food. Strengthening Community Agrosecurity Planning (S-CAP) workshops have been developed to provide two-day training for community planners and first responders so that food and agriculture are protected in the event of a natural, intentional or accidental disaster. In collaboration with the Utah Department of Agriculture and Food (UDAFA)
and the Utah Division of Homeland Security (UDHS), USU Cooperative Extension plans to present the workshops to every county in the state over the next two years, and UDAF and UDHS will implement field exercises to test the plans. To date, Cache, Sevier, Uintah, Duchesne Daggett, and San Juan counties have received the training.

Utah State University's Utah Botanical Center recently presented its Environmental Stewardship Award to Utah Open Lands, a non-profit land trust conservation association that protects open space by helping landowners navigate the legal and business aspects of creating conservation easements or by outright purchase and ongoing care and resource management.

A ribbon-cutting ceremony was held on September 8 for the beautiful, newly constructed USU Equine Education Center. The event allowed horse enthusiasts and key supporters to celebrate the completion of the first phase of the Center, including a large indoor arena and a 20-stall stable. Both state and private sources were recognized for contributing to the initial funding of the Center with the ALSAM Foundation providing the largest gift of $400,000 leading to the naming of the Sam Skaggs Family Stable. For more information about the center, visit www.ag.usu.edu/htm/equine-education-center

Thanksgiving Point in Lehi was one of nine groups nationwide to receive NASA funding for science education. Utah State University Cooperative Extension 4-H hosts several programs at Thanksgiving Point that will benefit from the grant. Beginning this summer, Thanksgiving Point will present "NASA BLAST" (Bringing Light and Space Together) to teach about space, exploration, aeronautics, space science, Earth science and microgravity. USU Cooperative Extension programs that will be part of NASA BLAST include existing space and robotics camps, youths from Title 1 schools in Salt Lake City who will receive free day camp experiences and teens involved in the 4-H Growing Leaders Club who will receive assistance teaching at summer camps and serving as facilitators. Other Extension programs to receive funding include the Junior Master Gardener Club at Thanksgiving Point that will grow a "space garden" and will design plant growth chambers and plant basil seeds that will be flown in space and the 4-H TRY (Teens Reaching Youth) teams that will be trained in space-related lessons they can take back to younger youths in their communities.
Federal and
State Relations
Vice President for Federal and State Relations

Name: Michael J. Kennedy
Telephone: 435-797-0257
E-Mail: michael.kennedy@usu.edu
Date: 5 October 2010

Events, Actions, or Issues since last Trustees Meeting

FEDERAL

Elections – The congressional elections in November will prove to be an interesting show-down on many fronts. First, it will demonstrate whether Tea Party candidates have sway over voters in general, and not simply Republicans, as they square off against Democrats nationwide. Second, it will determine the balance of power in the Congress and serve as an important litmus test to Obama Administration policies. It is assumed that House Democrats will lose several seats to GOP challengers, and that House Leadership could switch from Democratic control to Republican control. Republican Leader John Boehner (R-OH) and his colleagues recently unveiled the “Pledge to America,” a 21-page document that details the House GOP agenda for the 112th Congress. There was little political boost due to this pledge (unlike 1994’s Contract with America), but it was an affirmative attempt to create a governing structure should the GOP take the House. Despite the pledge, races seem to be tightening for many of the embattled Senate and House Democrats. However, Republicans will certainly gain seats in both chambers of Congress.

A look at in-cycle seats currently held by Democrats and those held by Republicans reveals the respective vulnerability and strength. As of the writing of this brief (October 5, 2010), it appears that Senate Republicans will pick up a significant amount of seats, but not enough for majority control. Right now, it looks like 8 Senate seats could switch from the Democrat to Republican (10 needed for majority control), but there is a long time between now and November 2nd. Here are recent poll aggregates:

ALL 2010 SENATE SEATS (* indicates seat expected to switch party control)

<table>
<thead>
<tr>
<th>State</th>
<th>Incumbent</th>
<th>Margin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nevada</td>
<td>Reid (D)</td>
<td>+1.4</td>
</tr>
<tr>
<td>Colorado*</td>
<td>Buck (R)</td>
<td>+6.5</td>
</tr>
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<tr>
<td>Georgia</td>
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<th>State</th>
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<td>Arizona</td>
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<tr>
<td>New York2</td>
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<td>Arkansas*</td>
<td>Boozman (R)</td>
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<tr>
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</tr>
<tr>
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<tr>
<td>Alabama</td>
<td>Safe GOP</td>
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</table>
While it is reasonable to think that the Democratic majorities are too significant to overcome, public distaste with government spending and misunderstanding of many of the issues could provoke a 1994-like Republican resurgence. The House is much more vulnerable to a GOP takeover as only 40 seats are needed for the 218 majority. Furthermore, many more Democratic seats are “in play” than Republican seats. About 133 seats are truly “in play,” of which 51 lean Democratic, 44 lean Republican and 38 are true toss-ups.

"IN PLAY" DEMOCRATIC SEATS:

<table>
<thead>
<tr>
<th>Likely/Leans Dem (48)</th>
<th>Toss Up (37)</th>
<th>Likely/Leans GOP (32)</th>
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<tr>
<td>CA18: Cardoza (D)</td>
<td>AL2: Bright (D)</td>
<td>AR1: Open (D)</td>
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<td>CA47: Sanchez (D)</td>
<td>AZ1: Kirkpatrick (D)</td>
<td>AZ5: Mitchell (D)</td>
</tr>
<tr>
<td>CO7: Perlmutter (D)</td>
<td>AZ8: Giffords (D)</td>
<td>CO4: Merkley (D)</td>
</tr>
<tr>
<td>CT4: Himes (D)</td>
<td>CA11: McNerney (D)</td>
<td>FL24: Kosmas (D)</td>
</tr>
<tr>
<td>CT5: Murphy (D)</td>
<td>CA20: Costa (D)</td>
<td>FL8: Grayson (D)</td>
</tr>
<tr>
<td>GA2: Bishop (D)</td>
<td>CO3: Salazar (D)</td>
<td>FL11: Halvorson (D)</td>
</tr>
<tr>
<td>IA1: Braley (D)</td>
<td>FL22: Boyd (D)</td>
<td>IA8: Open (D)</td>
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<tr>
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<td>FL22: Klein (D)</td>
<td>KS3: Open (D)</td>
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<tr>
<td>IA3: Boswell (D)</td>
<td>GA8: Marshall (D)</td>
<td>MD1: Kratovil (D)</td>
</tr>
<tr>
<td>IL8: Beane (D)</td>
<td>IL14: Foster (D)</td>
<td>MI1: Open (D)</td>
</tr>
<tr>
<td>IN2: Donnelly (D)</td>
<td>IL17: Hare (D)</td>
<td>MI7: Schauer (D)</td>
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<tr>
<td>KY3: Yarmuth (D)</td>
<td>IN9: Hill (D)</td>
<td>MS1: Childers (D)</td>
</tr>
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<td>KY6: Chandler (D)</td>
<td>MA10: Open (D)</td>
<td>NC8: Kissell (D)</td>
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<tr>
<td>ME1: Pingree (D)</td>
<td>MA8: Peters (D)</td>
<td>ND-AL: Pomroy (D)</td>
</tr>
<tr>
<td>ME2: Michaud (D)</td>
<td>MO4: Skelton (D)</td>
<td>NH1: Shea-Porter (D)</td>
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<tr>
<td>MS4: Taylor (D)</td>
<td>NC11: Shuler (D)</td>
<td>NH2: Open (D)</td>
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<td>NC2: Etheridge (D)</td>
<td>NJ3: Adler (D)</td>
<td>OH1: Driehaus (D)</td>
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<td>NM1: Heinrich (D)</td>
<td>OH15: Kilroy (D)</td>
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<td>NJ12: Holt (D)</td>
<td>NM2: Teague (D)</td>
<td>OH16: Boozman (D)</td>
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<td>NM5: Lejan (D)</td>
<td>NV2: Titus (D)</td>
<td>PA10: Carney (D)</td>
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<td>TX17: Edwards (D)</td>
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<td>WA3: Open (D)</td>
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<td>PA12: Critz (D)</td>
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<td>PA3: Dahlkemper (D)</td>
<td>LA3: Open (D)</td>
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<td>SC5: Spratt (D)</td>
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<td></td>
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<tr>
<td>TN5: Cooper (D)</td>
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<td></td>
</tr>
<tr>
<td>UT2: Matheson (D)</td>
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</table>
"IN PLAY" REPUBLICAN SEATS

Likely/Lean Dem (3)
DE-AL: Open (R)
HI1: Djou (R)
LA2: Cao (R)

Toss Up (1)
IL10: Open (R)

 Likely/Leans GOP (12)
CA3: Lungren (R)
PA15: Dent (R)
PA6: Gerlach (R)
AL5: Griffith (R)
AZ3: Open (R)
CA45: Bono Mack (R)
FL12: Open (R)
FL25: Open (R)
MN6: Bachmann (R)
NE2: Terry (R)
OH12: Tiberi (R)
WA8: Reichert (R)

Short-Term Continuing Resolution Signed into Law –

Happy Fiscal New Year! Fiscal Year 2011 started on October 1, 2010 (I’m still writing FY2010 on my checks), and by law the FY2011 spending bills were supposed to be finalized by September 30, 2010 (none were). In order to keep the government funded into the new fiscal year, Congress passed and President Obama signed into law a “continuing resolution” (CR) funding the federal government through December 3, 2010. The CR provides stop-gap funding at approximately the same levels FY 2010.

While considered a “clean” bill, the CR includes a few “anomalies” to the usual formulas and restrictions to accommodate exceptional circumstances for agencies, programs, and/or policies. (Anomalies typically are included to prevent major programmatic, operational, or management problems that would arise if a standard approach were used to provide funding at a uniform rate and with uniform restrictions.) There is also a prohibition on new projects and activities which will delay or disrupt an agency’s ability to undertake planned activities.

Congressionally-Directed Spending –

As the House elected not to pursue earmarks this year, the appropriations battles are playing out in the Senate. Thus far, 11 of the 12 Senate Appropriations Subcommittees have “marked up,” leaving only Interior and the Environment bill left to be finished on the Senate level. Thus far, the Senate has designated the following for USU:

- Agriculture - $6,000,000 - ARS Agricultural Research Building
- Agriculture - $1,500,000 - Berryman Institute (shared with Mississippi Stac)
- Energy & Water - $10,000,000 - Alternative & Unconventional Energy R&D (managed, in part, by EDL)
- Energy & Water - $500,000 - USU Nuclear Engineering Research Center
- Labor/HHS/Ed - $106,000 - LEARN Land-Grant Education & Research

USURF/SDL has been designated the following:
- Homeland Sec. - $2,250,000 - DECIDE (shared with a consortium)
- Defense - $4,000,000 - FEATHAR Fusion, Exploitation, Algorithm, Targeting
Information Technology
AGENDA
INFORMATION TECHNOLOGY
OCTOBER 22, 2010

Information Items

1. Events, Actions, or Issues 1

2. Student Guide
Events, Actions or Issues since Last Trustee’s Meeting

- **UPGRADES & NEW SYSTEMS**
  
  **PCI Compliance** – IT has been working to assist all units who accept credit cards at USU to meet PCI (Payment Card Industry) compliance requirements. Compliance has required replacement of infrastructure and creation of an isolated highly secure network across campus in addition to our open network used by faculty and staff. PCI compliance also means a cultural change. A computer in a department used to process a credit card cannot be used to browse the internet or do general office work. Thanks to Monica Trippler for leadership on PCI policy and compliance at USU.

  **Faculty/Staff Email System Upgrade** – IT is upgrading the faculty/staff email system at USU to Exchange 2010. This will provide better compatibility for faculty and staff to access email, shared calendars, and the like on any web browser, operating system (including Macintosh), and most mobile devices, including some significant security improvements to protect University data.

  **Additional Power in the Data Center** – More and more departments are taking advantage of USU’s secure enterprise data center to provide PCI compliance, cooling, power, backup, and security for their critical systems. IT is installing a third battery backup system, providing an additional 80kw of clean power for continued centralization and growth.

  **AggieVault** – A system that is the solution for desktop backup which has been a major request from students and the entire collegiate community. It is a backup solution for your desktop, laptop, and even your home computer. Aggievault backs up your computer and keeps your data safe. Your data is encrypted and stored offsite. Visit [www.aggievault.usu.edu](http://www.aggievault.usu.edu) for additional information.

  **New Display** – A new digital signage display has been installed in the Taggart Student Center for targeting IT messages to students.

  **Wireless Access Points** – Additional capacity and wireless access points were installed to accommodate the anticipated 50-60% increase in wireless data usage for Fall Semester compared to Spring Semester. More than 84% of incoming students were expected to have a laptop or wireless device that would need to connect to the USU network.

- **IT SUPPORT & INTEGRATION**
  
  **Swaner Center** – IT personnel have been working with Qwest and UEN to provide Internet connectivity through the UEN backbone to the Swaner Center. Target completion date is November 1, 2010.
USU-CEU Merger -- Work is continuing with Banner coordinating committees to define the scope, work, and resource needs to combine the two Banner systems into one. This effort will open the door to shared resources and authentication across all the campuses in the Utah State University system. Winners are students and faculty. Efficiencies are also gained and doors will be opened to consolidate other enterprise systems to further create efficiencies and increase service levels.

TRAINING AND CONFERENCE ATTENDED
IT personnel have attended, presented, and received training at the following:
Astra Conference
Microsoft Training
2010 Campus Technology Summit
Utah Symposium with Sungard
UEN Technical Summer
TTIX Conference
Infocomm Conference
Westnet CIO Conference
Burton Catalyst Conference
State CIO Retreat
NISST
Blackboard World Conference
UBC Construction Meetings
UPS Codale Training
VM World
Brocade Seminar
BICIS Conference
Citrix Group Conference
Menq
HP Academic Summit

IT STUDENT GUIDE
Included as a separate document.
Research
AGENDA
RESEARCH
OCTOBER 22, 2010

Information Items

1. Vice President for Research – Events, Actions, or Issues  
   Page 1
2. Undergraduate Research Report  
   Page 3
4. Summary of Activities for International Research  
   Page 5
Vice President for Research
Name: Brent C. Miller
Telephone: 797-1180
E-Mail: Brent.Miller@usu.edu
Date: June through October, 2010

Events, Actions or Issues since last Trustee’s Meeting:

Association for the Accreditation of Human Research Protection Programs (AAHRPP) - As Chair of AAHRPP Board of Directors, conducted AAHRPP Board Meetings (June 15, September 21) and participated in AAHRPP Executive Committee telephone conferences (July 22, Aug 23, Sept 13) reviewing AAHRPP financial reports, strategic planning, preparations for AAHRPP Director annual evaluation, and personnel discussions.

Association of Public and Land Grant Universities (formerly National Association of State Universities and Land-Grant Colleges (NASULGC) - attended APLU Board of Director’s Meeting in D.C. (June 21) and attended the APLU Council of President’s Summer Meeting in D.C. (June 22).

Council on Research Policy and Graduate Education (CRPGE) – As CRPGE Chair, directed Executive Committee meetings, workshops and summer forum in Seattle (Aug 6-8) and participated on a closing session panel, “Reflections on Regional Meetings and Proposed Fixes.”

Utah Basin - Bingham Energy Education and Research Center (BEERC) – participated in on-going coordination meetings with Rob Behunin regarding planned USU faculty and USURF research partnerships in the BEERC building, attended Ribbon Cutting/Dedication in Vernal (Sept. 22-24).


Research Initiative – Continued discussions and follow-up of USU’s proposal for $10 million energy congressional appropriation and opportunities between USURF’s Energy Dynamics Lab and USU faculty from various departments; negotiations continue with DOE.

USTAR – attended various USU/USTAR strategic planning meetings, continued preparations and building space meetings for new USTAR building, met with and encouraged potential USTAR hires, participated on a USU/USTAR Technology Commercialization Task Force (July 7).

Innovation Campus/ Technology Commercialization - participated in USU Commercialization Task Force Meeting (June 25, Aug. 10) and TCO/USU discussions related to Industry Sponsored Research (August 30) and attended IC Governing Board meeting (Oct 6).

USU Economic Impact Study - Held preliminary meeting with Applied Economics Department Head Paul Jakus and Assistant Professor Ruby Ward for development of an economic impact study of USU research on state of Utah.

USURF Board of Trustees - Participated in a review of USURF regarding the value of USURF to USU, commercialization of USURF technologies, and attended USURF committee meetings (May 3 & 10). Participated in USURF Board Meetings as well as Strategic Planning, Nomination & Governance, Business & Audit, and Compensation Committees.

VP for Research Office - Planned, promoted and attended New Faculty Research Orientation (Aug. 24).

Future Events, Actions, or Issues:
Oct 21 Research Council
Nov 14-17 APLU Annual Meetings, Dallas TX
Nov 18 Research Council
Dec 13-14 AAHRPP Board Meetings
RE: UNDERGRADUATE RESEARCH REPORT

New University Undergraduate Research Fellows entering USU this fall number 22; they engaged in an intensive pre-term experience in a special Connections section that featured Responsible Conduct of Research (RCR) training and testing. The Fellows Program was featured in a recent University Business article on how to "sweeten the financial aid offer," and illustrated the concept of early experiential opportunities for undergraduates. Students consistently note that the opportunity to engage in research from the outset of their careers is a significant draw.

Research Fellows overall currently include 88 undergraduates; they convene this fall for their annual meeting on September 21; the new Research Fellows Guidebook is available to students and faculty mentors. The program has been a driver for increased numbers of national awards for USU students.

CUR's National Conference was held in Ogden June 19-22. USU participation included a poster by UR Office marketing team; a panel on UR and humanities featuring Cynthia Buckingham, Director of UHC; Nathan Straight, English USU-BC campus; Alexa Sand, Art History; Christie Fox, Honors; Joyce Kinkead. Joyce was on a second panel on accreditation and UR. Lee Rickords of ADVS also presented a poster.

The Undergraduate Research Advisory Board, chaired by Associate Dean of Science Lisa Berreau, begins its fourth year. Tier Two Tuition-funded grants are being used to improve information about and access to undergraduate research. The funds will be used to make grants to departments and colleges to develop or enhance websites. To date, 12 websites have been updated or are in progress.

As part of the Honoring Tradition, Securing the Future: The Campaign for Utah State University initiative, Undergraduate Research will be sending its second alumni newsletter.

The 35th Anniversary of Undergraduate Research at Utah State University, which is the second oldest such program in the nation, has been a successful celebration and continues.

On October 27, two national undergraduate research organizations—the Council of Undergraduate Research (a faculty organization) and the National Conference of Undergraduate Research (a student organization) merge, which will be celebrated in Washington, DC and on campuses throughout the nation. USU is being represented with slides of undergraduate researchers who have achieved some fame. For additional information, please visit our website at https://research.usu.edu/undergrad.

Schedule of Events for 2010-11
URCO Grants: October 15 and February 15 (noon deadline)
CUR/NCUR Merger Celebration, October 27, Washington, DC
Research on Capitol Hill, January 26, 2011—Tenth Anniversary Event
Utah Conference on Undergraduate Research (UCUR), February 17-18, 2011
National Conference on Undergraduate Research, March 31-April 2, 2011, Ithaca
CUR Posters on the Hill, Washington, DC, April, 2011
USU Student Showcase, March 29, 2011
Outstanding Undergraduate Researchers & Mentors Awards
USU Scholars Day (to select 2011 Research Fellows), March 24, 2011
USU-Utah Basin Research Day, April 22, 2011
INFORMATION ITEM

RE: SUMMARY OF ACTIVITIES FOR INTERNATIONAL RESEARCH

Utah State University has received the following awards for international research:

- Dr. Lyle McNeal was awarded an $80,978 grant to host three Iraqi scientists for a period of 8 to 12 weeks to research sheep husbandry practices and environment as found in Iraq.
- Dr. Mary Hubbard, International Education Office, was awarded a $342,277 grant “Building Competency in English Language and Natural Resource Topics in an Intermountain Environment.” This eight week summer program will include intensive English language academic coursework and environmentally-based community service opportunities for 40 qualified foreign undergraduate students.
- Dr. Lyle McNeal was awarded a $42,930 grant titled “Assessment of Sheep Sector and Potential For CADI to Enhance the Smallholder Sheep Sector in Armenia”

Faculty from multiple USU colleges and departments submitted the following proposals to conduct research in a foreign country:

- Dr. Allen and Dr. Kerry Rood submitted a proposal ($66,468) to USDA/FAS “Technical Assistance to Strengthen Animal Feed and Nutrition Curriculum at the Azerbaijan State Agrarian University (ADAU) Veterinary College) to work with the veterinary college faculty at Azerbaijan State Agrarian University to develop animal feed and nutrition curriculum based on modern understanding of dairy cattle requirements as well as training in dairy nutrition principles.
- Dr. Layne Coppock submitted a proposal ($80,000) to Colorado State University “Adapting Pastoral Systems to Climate Change: Commercial Livestock Trade.” Colorado State University is the lead on a USAID funded project that will assist poor people living in the Ethiopian rangelands adapt to climate change using applied research and capacity building.
- Dr. Marilyn Hammond and Dr. Eduardo Ortiz submitted a proposal ($136,667) to Australian Government Aid Program “Promoting Positive Changes for Persons with Disabilities and Strengthening Institution in Peru”. This project will help the Peruvian government build capacity to provide educational training, materials and technical assistance on how to effectively incorporate, implement and monitor the UN Convention on the Rights of Persons with Disabilities in various sectors, including education, employment, information and health.
- Dr. Dillon Feuz, Dr. Silvana Martini, and Dr. DeeVon Bailey submitted a proposal ($457,600) to USDA/NIFA “Understanding Domestic and International Consumer Demand for Beef: The relative importance of Product Information, Visual and Taste Preferences.” This research is to better understand U.S., Japanese, and Korean consumer demand for beef.
• Dr. Huiyun Feng submitted a proposal ($60,000) to Smith Richardson Foundation “Public Opinion and Chinese Foreign Policy Making: a Survey Study of China’s Foreign Policy Elites.” This project will examine China’s foreign policy elites’ opinions about China’s major foreign policies through a survey study.

• Dr. Roger Coulombe submitted a proposal ($952,334) to Iowa State University “Enhancing Feed Efficiency and Utilization in Poultry Through Genomics and Breeding to Improve Resistance to Environmental Insults.” This USDA/NIFA flow through project will improve health to enhance optimal use of feed in poultry using genomic and breeding techniques.

• Dr. Kai He submitted a proposal ($60,000) to Smith Richardson Foundation “The Hegemon’s Choice and Asia’s Dilemma: US Strategies and Asian Responses, 1990-2008.” This project examines U.S. foreign policies toward Asia and China, Japan, Southeast Asian countries’ responses to the United States after the Cold War.

• Dr. Richard Peralta submitted a proposal ($65,914) to USDA/ARG “Detection and monitoring of Irrigated Agriculture-Middle East Water Balances.” This project will check water balances for irrigated agricultural crops being used in Jordan and Egypt on a project developing new remote sensing method for detecting land cover changes for irrigated and associated lands by utilizing thermal infrared image data in conjunction with visible near infrared data.

• Dr. Richard Peralta submitted a proposal ($69,745) to NKLAC-Nippon Koie “NKLAC-Groundwater planning for Lima and Callao, Peru, Addendum II.” This project will calibrate a contamination transport groundwater model for aquifers near Lima and Callao, Peru and predict future contamination irrigation.

• Dr. Edward Reeve and Dr. Roger Kjelgren submitted a proposal ($550,503) to USAID/Indonesia “Supporting to Universities to Partner across the Pacific” This project will develop sustainable partnerships for USU with those involved in agriculture in Indonesia at the University of Nusa Cendana, Andalas University and the University of Mataram.
Strategic Ventures and Economic Development
Vice President for Strategic Ventures & Economic Development

Name: Ned M. Weinshenker
Telephone: 797-9602
E-Mail: ned.weinshenker@usu.edu
Date: October 08, 2010

Events, Actions and Issues as of October 8, 2010 since last Trustee’s Meeting

Strategic Ventures and Economic Development (SVED)

- USTAR BiolInnovations Building was completed on budget and ahead of schedule and was dedicated by Governor Herbert on Oct 7.
- Participated in the Energy Conference held in Vernal, Utah; judged the “Concept to Company” competition
- Toured Fitzsimmons Research Park in Denver, CO for best practices on commercialization
- Participated in State Centers of Excellence Program revision committee
- Hosted the Moroccan Ambassador for discussions on technology commercialization
- APLU CICEP Summer Meeting presentation in Austin, TX

USTAR Coordination at USU:

- Hosted the USTAR Governing Authority meeting in Logan to review EDL and Biofuels.
- Three USTAR Technology Commercialization Grants awarded in the third round for a total of 12 grants.

Innovation Campus (IC):

- The Innovation Campus registered a net profit of $50,000 for FY 2010
- Revised and restated Innovation Campus Covenants, Conditions and Restrictions approved by the Board of Trustees in June 2010.
- Substantial completion of the new USTAR building in September 2010.
- Helped to plan, coordinate and hosted the What’s Going Down Up North Economic Summit at the Innovation Campus in September 2010.
- The sign for the 1800 North entrance of the Innovation Campus was updated to the new visual identity program specifications.
- Revised the Aggie Shuttle bus route to the Innovation Campus.
Student Services
AGENDA
STUDENT SERVICES
OCTOBER 22, 2010

Information Items

1. Vice President for Student Services -- Events, Actions, or Issues
   • Focus
   • Access and Diversity Center
   • Enrollment Summary Information
   • Recruitment and Events – Fall 2010
   • Scholarships Fall 2010
   • Enhanced Customer Service
   • New Student Recreation Center Proposal
   • Retention Analysis
   • Financial Aid and Student Employment Overview
   • Counseling and Psychological Service Report 2009-2010

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3
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4
5
STUDENT SERVICES

Name: James D. Morales
Telephone: 797-1712
E-mail: james.morales@usu.edu
Date: August 13, 2010

Focus of Student Services

As a standard part of this report, a page will be included providing updates on enrollment and recruitment activities. The first page of this report will focus on programs and activities relating to the efforts being provided by the many outstanding and supportive departments within the Division of Student Services.

Department Reports

Access & Diversity Center

On July 1, 2010, the Division of Student Services created the new Access & Diversity Center. The center combines six student services areas into one cohesive unit. These areas included Multicultural Student Services, Veterans Resource Office, GLBTA Services, GEAR UP, Non-traditional and Re-entry Student Services, and Outreach. The new center will provide better service to our students through enhanced synergy, visibility, and efficiencies. The rationale for the creation of the Access & Diversity Center included the following:

- Utah State University has a responsibility to ensure access for underserved populations to higher education opportunities because of its land-grant mission.
- Underserved populations are growing dramatically across our nation, our region, and our state. If these populations are marginalized, they are likely to create a host of related societal issues.
- Recruitment, retention and alumni impacts institutional goals regarding enrollment and revenue, long-term fiscal health.
- It’s the right thing to do!

The mission of the Access & Diversity Center is:

To promote access to and full involvement in all aspects of student life at USU. This center serves as a catalyst for the creation of a campus and community environment where all people are free to affirm and celebrate their differences, including but not limited to differences of race, sex, religion, gender identity, sexual orientation, class, age, ability, and parental or veteran status.

The center’s mission will be expressed in the following goals and objectives:

Access: The Access and Diversity Center works to remove barriers to higher education while enriching all students’ educational experiences as they pursue their individual and collective goals. The Access and Diversity Center promotes student recruitment, retention, and leadership development.

Diversity: The Access and Diversity Center actively advocates for an environment that is free from prejudice, bigotry, harassment, and violence. The Access and Diversity Center partners with campus- and community-based groups that educate and raise awareness of cultural understanding and inclusion.

Outreach: The Access and Diversity Center fosters relationships and develops new partnerships across surrounding communities to serve the public through learning, discovery, and engagement.
Enrollment Summary Information (July 2010)

<table>
<thead>
<tr>
<th>Applications Received New Freshman</th>
<th>Fall 2010</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admitted New Freshman</td>
<td>7,301</td>
<td>6,325</td>
</tr>
<tr>
<td>New Freshmen registered for SOAR</td>
<td>6,565</td>
<td>5,702</td>
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<tr>
<td>Projected (2010) and Actual (2009) Enrollment</td>
<td>2,950</td>
<td>2,744</td>
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</table>

Applications Received Transfer Students | Fall 2010 | Fall 2009 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Admitted Transfer Students</td>
<td>2,040</td>
<td>1,893</td>
</tr>
<tr>
<td>Projected (2010) and Actual (2009) Enrollment</td>
<td>1,591</td>
<td>1,458</td>
</tr>
<tr>
<td>Projected (2010) and Actual (2009) Enrollment</td>
<td>1,000</td>
<td>946</td>
</tr>
</tbody>
</table>

Recruitment and Events – Fall 2010

Presentations & Fairs
2009-2010: 20,860 students
2008-2009: 18,800 students

High School Visits (by recruiters and student ambassadors)
2009-2010: 510 visits
2008-2009: 545 visits

Events (open houses, A-Day, games, etc.)
2009-2010: 9,750 students
2008-2009: 7,430 students

Campus Tours
2009-2010: 3,422 students/parents on campus tours; 1,850 students on special tours
2008-2009: 2,718 students/parents on campus tours; 2,093 students on special tours

Contacts
Direct Mail pieces
2009-2010: 479,000
2008-2009: 565,800

Phone calls by Ambassadors/A-Team
2009-2010: 28,000
2008-2009: 25,070

Emails from recruiters/ambassadors
2009-2010: 350,000
2008-2009: 320,000

Travel
2009-2010: 11 states, 190,000 miles
2008-2009: 11 states, 205,000 miles

Scholarships Fall 2010

- $7,073,250 (1,718 freshmen and transfers enrolled on scholarship) for Fall 2010 (3,478 total offers made)
- $6,992,906 (1,729 freshmen and transfers enrolled on scholarship) for Fall 2009 (3,384 total offers made)

Other Initiatives

Enhanced Customer Service – The recruitment and enrollment success that USU has been experiencing over the last few years is being driven in part by a variety of key initiatives among which are enhanced customer service efforts within the Office of Admissions, specifically, and across the Division of Student Services, generally. All student services directors have been charged with considering carefully the impact that solid customer service efforts have on new student recruitment and the satisfaction level of continuing students. Departments are paying closer
attention than ever to the length of lines, the point-of-service satisfaction of their customers, and the feedback they receive from students who receive their services.

**New Student Recreation Center Proposal** – ASUSU President Tyler Tolson and Vice President for Student Services James Morales have been leading an effort to explore the feasibility of building a new student recreation center on the Logan campus. The new center would:

- Enhance the sense of community on campus and provide expanded opportunities for student engagement.
- Contribute to new student recruitment outcomes and higher retention and graduation rates.
- Impact other general student benefits including: improved emotional well-being, reduced stress, opportunities to build character, enhanced interaction among diverse groups of students, and support for students’ social life.

A new student recreation center is needed because our current recreational facilities:

- No longer meet the needs of our students;
- Are outdated and need major repairs; and
- Have fallen behind the standards and trends of recreational facilities at peer universities.

**Retention Analysis** – The Provost’s Office, Housing, and the Division of Student Services are partnering to conduct a comprehensive retention analysis for the Logan campus. Scannell & Kurz, Inc., a highly-respected enrollment management consulting firm from Rochester, New York is likely to be hired to carry out the technical data analysis portion of the analysis. The primary objectives of this project will include: 1) identifying and measuring the factors that influence retention; and 2) devising strategic interventions to improve retention and graduation rates.
Financial Aid & Student Employment – Overview

The goal of the Financial Aid Office is to make a degree affordable for every student. 18 employees help three-quarters of USU students receive some form of financial assistance. A record $112 million in federal, state, and institutional aid was disbursed to students in 2009-10. Compared to two years ago, this is 28% more aid and 37% more students served. Student applications and awards in 2010-11 continue this dramatic upward trend. (Although there has been a dramatic increase in federal student aid funding, state funding has decreased.)

The 2010 transition from FFELP to Direct Lending has proceeded smoothly at USU, with no interruption in student loan delivery. (The transition was smooth, but intense; we fielded over 1000 calls a day in August 2010.) A recent modification of the Pell grant program that allows students to receive grants year-round will unfortunately require significantly more manual processing.

Aid Highlights:

<table>
<thead>
<tr>
<th>Aid Type</th>
<th>2007-08 Disbursed</th>
<th>2008-09 Disbursed</th>
<th>2009-10 Disbursed</th>
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</thead>
<tbody>
<tr>
<td>Grants</td>
<td>$18,396,663</td>
<td>$19,705,762</td>
<td>$30,917,043</td>
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<tr>
<td>Loans</td>
<td>$31,817,636</td>
<td>38,078,283</td>
<td>$47,570,224</td>
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<tr>
<td>Work-Study</td>
<td>$1,335,854</td>
<td>1,745,338</td>
<td>$1,601,488</td>
</tr>
<tr>
<td>Scholarships</td>
<td>$29,471,161</td>
<td>31,376,828</td>
<td>$33,537,410</td>
</tr>
</tbody>
</table>

- **Student Loan Achievement:** With the help of excellent loan servicing, students are staying on top of loan repayment. While the average national cohort default rate has risen to 7%, USU’s latest cohort loan default rate dropped below 1% (0.8%).
- **Help for Students in Challenging Employment Environment:** Even though the recession has reduced the number of employment opportunities, 3200 students secured campus jobs through our office. We posted over 2300 jobs for community and university employers this past year. Every spring the Summer Job Fair helps hundreds of students find summer employment with over 50 employers from all over the country.
- **Community Service Merits National Recognition:** Nearly 40% of Work-Study funds are earned by USU students performing community service (federal minimum requirement is 7%); in 2009-10, 182 student tutors helped teach reading and math in valley elementary and secondary schools. In 2007, Washington Monthly recognized USU as a national leader in student community service.
- **Outreach:** The office increases community awareness through recruiting fairs, high school visits, counselor training, SOAR, and on-campus class visits.
- **Effective Use of Resources Leads to Student Satisfaction:** Over the past decade, the office has reduced staff while expanding and improving service. Despite rigid federal constraints on operations and policies, student satisfaction with our office has steadily improved. On a 5-point scale, 90% of students rate us 4 or 5; fully half give us the highest possible rating (5). (Details available at www.usu.edu/finaid/assessment/) Although automation is important to process high volumes of aid, we emphasize personal service. We organize the office to make sure that a member of the staff is readily available to answer questions in person, on the phone, or by email.
Counseling and Psychological Service Report 2009-2010

Statistics
A record number of students were served this year at CAPS. 841 students were served during the past twelve months at CAPS (60% female and 40% male). Individual therapy (419) was most commonly sought with 3,366 sessions provided by staff and trainees. Group therapy (1073 sessions) was provided for 125 students and couples therapy (108 sessions) was provided to 21 couples. A record number of one-time consultations (426) were also provided by the new service delivery model. In addition, 87 students were tested for learning disabilities, attention problems and psychological issues. Finally, 28 students were seen in crisis for emergency appointments. Of the students served, 86% were Caucasian, consistent with the makeup of USU’s campus. A strong representation of Hispanic (5%), International (4%) and Black (3%) students was served with the balance coming from Native American, Asian American and Pacific Islanders. Almost two thirds (62%) were single and the majority (57%) live off campus.

In addition to work with six staff, three interns, two graduate assistants and six practicum students, clients were served by ten undergraduate REACH Peers who saw 37 clients for 117 appointments to work on specific skills (stress management, communication skills, social skills). Therapy groups included seven interpersonal skills groups, five emotional skills training groups, three stress and anxiety management groups, two men’s issues groups, a women’s issues group, and a body image group. Almost 70 students were served in 29 workshops ranging from mindfulness, healthy relations and emotion regulation to sleep hygiene, perfectionism, self care and depression. Over 50 students attended the GLBTA support group.

Generally speaking, the majority of students were seen for help with relationship difficulties, depression or anxiety. Other presenting issues included self-esteem, adjustment, eating issues, self-mutilation, substance abuse, childhood trauma, academic concerns, or compulsive behaviors. Of almost 500 students who completed outcome data, 18% showed marked improvement, 32% moderate improvement and 18% slight improvement. Less than 10% felt they were unimproved after counseling. Surveyed during Spring Semester, 115 students completed a satisfaction survey and 100% felt they were understood by their therapist. 93% felt they had changed for the better as a result of counseling and 95% felt better able to manage their emotions. 89% felt they improved their social function, 73% were satisfied with their personal growth and 80% felt their current performance on campus had improved.

Outreach
After clinical service and training, outreach ranks as a third major objective for CAPS. This past year, 48 requests for outreach presentations were filled with 40 on campus and 8 in the community. Topics ranged from anxiety and stress management to identity development and self care. Over 1,300 individuals were present ranging in size from three to 230. REACH Peers conducted significant outreach projects in areas of anxiety screening, depression screening, alcohol screening, body image and eating issues screening and marriage and parenting. During the course of the past four years, average attendance at screening days has increased from 50-70 to over 200.

Center Goals
Looking ahead, CAPS will focus on recommendations from the IACS accreditation report:
1. Address need for additional space (minimum of one clinical office and one group room).
2. Increased funding for staff (use of the difference in salary for staff member reduced to 80%).
3. Secure psychiatric support (work with community providers group and Avalon Hills).
4. Address long term funding for graduate assistants (shift from Psych Dept to Tier II Funding).
5. Increase staff via grant funding (one additional intern and one full time staff member).
6. Increase funding for annual professional development ($1,000 per staff per year).
7. Facilitate transition to Titanium and a paperless office.
8. Increase campus wide outreach to faculty and staff.
University
Advancement
AGENDA
UNIVERSITY ADVANCEMENT
OCTOBER 22, 2010

Information Items

1. Advancement Update – September 2010 .......................... 1
2. Campaign Impact Report, July 1, 2003 to September 30, 2010 3
4. Monthly Gift Comparison, FY 2010 ......................... 7
5. Major Gift Report for September 2010 ..................... 9
Utah State University Board of Trustees
Advancement Update

September 2010

1. The Campaign total through September 30, 2010 was $308,469,655. This total represents
77.12% of the $400 million goal. To date, 43,964 donors have given 256,176 gifts.
Alumni donors represent 61% of donor number and 63% of the gifts.

2. Fundraising progress, the measure of new pledges and gifts, totaled $10,078,055 July 1
through September 30, 2010, an increase of 44% over last year at this time. Cash receipts
for the same time period are 6.21% ahead of last year at this time.

3. The Aggies Fund has implemented a three prong approach in soliciting annual support.
   In addition to the traditional fall letter, the Aggie Fund has initiated a series of programs
directed toward young alumni and student philanthropy. At the beginning of the school
year the Aggies for Change program passed out USU piggy banks to students. They will
be collected in late October. The phonathon program is again underway. Currently
alumni are being contacted by college affiliation. The Aggie Fund is 16.25% ahead of
last year in receipts.

4. College and unit development officers recorded 131 scheduled visits with 129 individuals
   or companies during September 2010. Gifts of note during this time include a multi-
   million dollar estate trust gift that will support student scholarship, several large matching
   grants in support of the New Mexico K-3 Validation Project and a $76,287 gift in kind of
   prep reg carbon fiber from ATK Aerospace which will be used for building structures for
   senior design and intercollegiate competitions in the College of Engineering.

5. To honor one of Utah State’s greatest alumni and the most decorated football player in
   school history, a larger than life sized statue and memorial area will be unveiled at noon
   on October 23 in conjunction with Homecoming. The football field has also been named
   in honor of Merlin. The new name was in place for the recent historic win over BYU.
   Donors from around the nation have joined to make this a reality in honor of one of
   USU’s greatest football heroes.

6. On September 4, the first event celebrating the partnership of Utah State University and
   the Swaner EcoCenter occurred in Park City. The Back in the Saddle event, attended by
   more than 300, was enthusiastically welcomed by the local community. The Symphony
   of Movement and Life, was composed for this event by Kurt Bestor, performed by the
   renowned Sage Creek Equestrian team, and accompanied by The American Festival
   Orchestra.

7. In the past month, Utah State University has had the honor of dedicating three new
   buildings that were funded primarily or completely by donors. The Bingham
   Entrepreneurship and Energy Research Center, the flagship building on the new campus
in Vernal was funded primarily by a generous gift from Marc and Debbie Bingham. The College of Agriculture’s Equine Center, dedicated on September 8 was, in part, the result of an estate gift and gifts from the Alsam Foundation. The Emma Eccles Jones Early Childhood Education and Research Center, which includes the Dolores Doré Eccles Center for Early Care and Education was dedicated on September 14. This extraordinary new asset was made possible by a $25 million gift from the Emma Eccles Jones Foundation and an additional $1 million gift from the George S. and Dolores Doré Eccles Foundation

Reported by:
F. Ross Peterson, Vice President for University Advancement
# Campaign Impact Report

From July 1, 2003 to September 30, 2010

## Campaign Gifts, Pledges and Planned Gifts

<table>
<thead>
<tr>
<th>Endowment</th>
<th>$22,377,752.09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
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<tr>
<td>Academic Support</td>
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<tr>
<td>Program / Unrestricted</td>
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<tr>
<td><strong>Endowment Total</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Current Operations</th>
<th>$147,141,123.03</th>
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</thead>
<tbody>
<tr>
<td>Scholarships</td>
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<tr>
<td>Academic Support</td>
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<td>Program / Unrestricted</td>
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<tr>
<td><strong>Current Operations Total</strong></td>
<td><strong>$147,141,123.03</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Facilities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Logan Campus</td>
<td>$54,654,353.41</td>
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<tr>
<td>Regional Campuses</td>
<td>$31,004,661.31</td>
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<td>Centers</td>
<td>$75,200.00</td>
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<tr>
<td><strong>Facilities Total</strong></td>
<td><strong>$85,734,214.72</strong></td>
</tr>
</tbody>
</table>

| Research Total | $26,513,999.39 |

| **Total Raised to Date** | **$308,469,655.16** |

## Additional Support as a Result of the Campaign

<table>
<thead>
<tr>
<th>Current Operations Total</th>
<th>$1,341,121.00</th>
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</thead>
<tbody>
<tr>
<td>Facilities</td>
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<tr>
<td>Logan Campus</td>
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<td>Regional Campuses</td>
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<td>Centers</td>
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</tr>
<tr>
<td><strong>Facilities Total</strong></td>
<td><strong>$34,837,500.51</strong></td>
</tr>
</tbody>
</table>

| **Total Additional Support** | **$36,178,621.51** |

| Total Campaign Impact | **$344,648,276.67** |
# Utah State University
## Monthly Progress Report
### For September, 2010
#### Run Date: October 05, 2010
#### Monthly Progress FY 2011

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**Honoring TRADITION Securing Our FUTURE**

*The Campaign for Utah State University*

<table>
<thead>
<tr>
<th>Category</th>
<th>September 2010 Pledges</th>
<th>September 2010 Outright</th>
<th>September 2010 Total</th>
<th>FY11 up to September Pledges</th>
<th>FY11 up to September Outright</th>
<th>FY11 up to September Total</th>
<th>FY10 up to September Pledges</th>
<th>FY10 up to September Outright</th>
<th>FY10 up to September Total</th>
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<tbody>
<tr>
<td>Alumni Relations</td>
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<td>Corp/Foundations</td>
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<td>Major Gifts</td>
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<tr>
<td>Planned Gifts</td>
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<td>$125,470.00</td>
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<tr>
<td>Principal Gifts</td>
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<td>$2,046,110.93</td>
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<tr>
<td>Special Gifts</td>
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**Total:**
- **$1,674,000.00** in September 2010
- **$5,674,000.00** in FY11 up to September
- **$2,695,546.20** in FY10 up to September

**Notes:**
- **Principal Gifts >= $1,000,000**
- **Major Gifts >= $100,000**
- **Special Gifts >= $25,000**
# Monthly Gift Comparison - Trustee Report

Utah State University Advancement Office  
(Summary of Private Support)  
Cash Received  
Run Date: October 04, 2010

## September 2010

### USU Total

<table>
<thead>
<tr>
<th></th>
<th>September 2010</th>
<th>September 2009</th>
<th>Increase</th>
<th>This year to date:</th>
<th>Last year to date:</th>
<th>Increase</th>
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<td></td>
<td>$227,829.37</td>
<td>$315,273.89</td>
<td>(27.74%)</td>
<td>$311,890.06</td>
<td>$597,119.34</td>
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<td><strong>Alumni</strong></td>
<td>$2,183,315.49</td>
<td>$630,617.72</td>
<td>246.22%</td>
<td>$2,292,844.30</td>
<td>$795,197.73</td>
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<td><strong>Corporations</strong></td>
<td>$423,705.17</td>
<td>$100,310.98</td>
<td>322.39%</td>
<td>$659,775.15</td>
<td>$338,782.66</td>
<td>183.89%</td>
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<td><strong>Corporate Foundations</strong></td>
<td>$13,238.08</td>
<td>$1,000.00</td>
<td>1,223.81%</td>
<td>$355,963.08</td>
<td>$714,389.65</td>
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<tr>
<td><strong>Utah Foundations</strong></td>
<td>$248,454.00</td>
<td>$231,700.00</td>
<td>7.23%</td>
<td>$691,722.00</td>
<td>$232,900.00</td>
<td>197.00%</td>
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<tr>
<td><strong>National Foundations</strong></td>
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<td>$1,242,999.60</td>
<td>(99.96%)</td>
<td>$1,378,000.00</td>
<td>$1,255,495.00</td>
<td>9.76%</td>
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<tr>
<td><strong>Trusts</strong></td>
<td>$12,717.00</td>
<td>$550.00</td>
<td>2,212.18%</td>
<td>$92,841.94</td>
<td>$65,461.33</td>
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<td><strong>Associations/Other</strong></td>
<td>$13,723.22</td>
<td>$1,491,833.50</td>
<td>(99.08%)</td>
<td>$1,347,811.41</td>
<td>$1,701,092.18</td>
<td>(20.77%)</td>
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<tr>
<td><strong>Total</strong></td>
<td>$3,123,482.33</td>
<td>$4,014,305.09</td>
<td>(22.19%)</td>
<td>$7,520,847.94</td>
<td>$5,720,441.89</td>
<td>31.47%</td>
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</table>

### Gift Types:

<table>
<thead>
<tr>
<th>Gift Types*</th>
<th>September 2010</th>
<th>September 2009</th>
<th>Increase</th>
<th>This year to date:</th>
<th>Last year to date:</th>
<th>Increase</th>
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</thead>
<tbody>
<tr>
<td><strong>Cash</strong></td>
<td>$953,513.32</td>
<td>$1,973,455.09</td>
<td>(51.68%)</td>
<td>$4,862,923.04</td>
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<td><strong>Matching Gifts</strong></td>
<td>$3,723.08</td>
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<td>83.40%</td>
<td>$11,273.37</td>
<td>$9,717.22</td>
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<td><strong>Securities</strong></td>
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<td>$94,871.85</td>
<td>$1,100.82</td>
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<tr>
<td><strong>Real Estate</strong></td>
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<td>$400,000.00</td>
<td>411.53%</td>
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<td>$400,000.00</td>
<td>505.79%</td>
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<tr>
<td><strong>Tangible Property</strong></td>
<td>$89,613.00</td>
<td>$128,539.18</td>
<td>(30.19%)</td>
<td>$128,000.75</td>
<td>$206,243.91</td>
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<tr>
<td><strong>Intangible Property</strong></td>
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<td>$0.00</td>
<td>0.00%</td>
<td>$0.00</td>
<td>$0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Grants</strong>**</td>
<td>$0.00</td>
<td>$1,509,360.00</td>
<td>(100.00%)</td>
<td>$0.00</td>
<td>$1,705,236.00</td>
<td>(100.00%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$3,123,482.33</td>
<td>$4,014,305.09</td>
<td>(22.19%)</td>
<td>$7,520,847.94</td>
<td>$5,720,441.89</td>
<td>31.47%</td>
</tr>
</tbody>
</table>

*Receipted Gifts - Pledges not included.

**Tangible Property is defined as those items usually called personal property. It includes personal collections of art, books, movies; cars, boats and aircraft; livestock; securities; equipment; software; printed materials; food used for hosting an event; oil and gas wells.

**Intangible Property is defined as an asset that has been produced through creativity and innovation. Examples include patents, copyrights and software under development.

****Grants from private sources for sponsored research are included in this schedule and also by the Office of Sponsored Programs. The current month figures will always be the month prior to the report date.
<table>
<thead>
<tr>
<th>Division</th>
<th>Account Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma Eccles Jones CEHS</td>
<td>Psychology</td>
</tr>
<tr>
<td>Emma Eccles Jones CEHS</td>
<td>Emma Eccles Jones CEHS</td>
</tr>
<tr>
<td>Emma Eccles Jones CEHS</td>
<td>Beverley Taylor Sorenson Endowed Program for Elementary Arts Education</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>Mechanical &amp; Aerospace Engineering</td>
</tr>
<tr>
<td>College of Science</td>
<td>Insect Control Program</td>
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<tr>
<td>VP Student Services</td>
<td>Aggie Promise Scholarship Endowment</td>
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<td>College of Agriculture</td>
<td>Bertrand D. Tanner/Campbell Scientific Endowed Graduate Fellowship</td>
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<td>College of Agriculture</td>
<td>Weeds Research</td>
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<td>Emma Eccles Jones Early Childhood Center</td>
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<tr>
<td>College of Agriculture</td>
<td>Equine Education Center</td>
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<td>Athletics</td>
<td>Spectrum Locker Rooms Remodel</td>
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<td>Emma Eccles Jones CEHS</td>
<td>Emma Eccles Jones CEHS</td>
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<tr>
<td>Athletics</td>
<td>Big Blue Scholarship Fund</td>
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<td>College of Engineering</td>
<td>Electrical &amp; Computer Engineering</td>
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<tr>
<td>Caine College of the Arts</td>
<td>Music</td>
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<tr>
<td>Athletics</td>
<td>Spectrum Locker Rooms Remodel</td>
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<tr>
<td>VP Advancement Services</td>
<td>Transfer of Charles &amp; Rae Perkins Trust</td>
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<td>Evan N. &amp; Jean H. Stevenson Scholarship</td>
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<td>VP Advancement Services</td>
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<td>College of Engineering</td>
<td>Engineering Dean's Advancement Fund</td>
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<td>College of Agriculture</td>
<td>W. Horace Palmer Scholarship Endowment</td>
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<tr>
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<tr>
<td>College of Natural Resources</td>
<td>Alternative Growth Scenarios Project</td>
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<tr>
<td>Regional Campuses &amp; Distance</td>
<td>Bingham Entrepreneurship and Energy Research Center</td>
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<td>Education</td>
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<td>Caine College of the Arts</td>
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<td>Emma Eccles Jones CEHS</td>
<td>Big Blue Scholarship Fund</td>
</tr>
<tr>
<td>Athletics</td>
<td></td>
</tr>
</tbody>
</table>
Alumni
Alumni Relations

Board of Trustees Report

Ralph Binns, President Alumni Association
Patty Halauia, Executive Director Alumni Association
Telephone: 435-797-2055; Email: alumni@usu.edu
Web Site: www.usu.edu/alumni

Utah State University Alumni Association Update: Oct 1, 2010

Awards:
- Merit Citations
  - Jack Keller August
  - Ajit Nair August
  - Glen Fifield August
  - Gwen Hunsaker September
  - Arslan & Sholeh Dadkah September

Chapters:
Recent Event:
- Utah County Swim Party (attendance, 400) July 16
- Weber County – Car Show (attendance, 200) July 18
- Weber County Golf Tour (attendance, 92) Sep. 20

Events:
- Aggie Family Day at Lagoon July 8
  (attendance, 600)
- Aging Aggies Reunion July 8-10
- Football Pre-Game event at Oklahoma (attendance, 70) Sep. 4
- Football Pre-Game event at San Diego State (attendance, 150) Sep. 25
- Uintah Basin – USU vs. BYU Football Broadcast Oct. 1

House:

Alumni House Events / Visitors

<table>
<thead>
<tr>
<th></th>
<th>Events</th>
<th>Visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>16</td>
<td>1279</td>
</tr>
<tr>
<td>Jun</td>
<td>12</td>
<td>1364</td>
</tr>
<tr>
<td>Jul</td>
<td>10</td>
<td>552</td>
</tr>
<tr>
<td>Aug</td>
<td>20</td>
<td>1699</td>
</tr>
</tbody>
</table>

Marketing:
- Alumni Sustaining Membership: 2,560
  - Annual: 1,554
  - Life: 1,006
- Alumni Website:
  - Q1 of FY 2011: 21,890
- Alumni E-newsletter:
  - July: 2,567
  - August: 1,227

- Social Media:
  - InCircle: 4,448 plans to close out this site by Dec. 2010
  - Facebook: 12,667 fans
  - LinkedIn: 2,823 group members
  - Twitter: 562

- License Plate Program:
  - 4,528 plates
  - $65,175 raised in 2010

- Harris Connect Directory Project (Utah State University Alumni Today)
  closed August 30
  - Alumni that called in with updates: 17,800
  - Directory Sales: 3,492
  - Alumni Sustaining Memberships sold through Harris: 358

- Membership Benefits:
  - Added an online print store that produces holiday/occasion cards, stationery, etc. with Aggie logos. USU collects fees through CLC and the Alumni Association gets 20% of net profit.
  - Website: usuAlumniprintstore.com

Student Alumni Association:
- Current 2010-2011 Membership: 234
- Total 2009-2010 Membership: 142

Travel:
- Washington D.C. and Civil War Battlefields
  - With Dr. Ross Peterson
  - April 2011
- Mozambique
  - Tour of Gorongosa National Park see the restoration project headed by USU alumni Greg Carr ’81
  - November 2011
ASUSU
The Fall semester is well under way and the students have been engaged in a variety of initiatives and positive causes. Listed below are a few of these endeavors and their great successes:

- Aggie BLUE Fall Leadership Conference was held at the end of August. 300 students received leadership training and development. This was three times the size of the largest Aggie BLUE Conference in its history.
- The Aggie Think, Care, Act campaign is in progress. The campaign promotes social responsibility.
- The ASUSU Capital & Support Committee has reviewed proposals from student organizations and provided just under $10,000 towards student initiatives. The committee has supported Business Week for the Jon M. Huntsman School of Business with their goal of contributing to the Huntsman Cancer Institute, The Student Organic Farm, the creation of a Utah State University Application for smart-phones, and the support of the student group “Love Is For Everyone,” a gay/straight alliance on campus.
- ASUSU held a “Global Picnic” on the Taggart Student Center Patio where the International Student Council, Dominican Students, Aggies for Africa, Black Student Union, Asian Student Union, Polynesian Student Union, Latino Student Union, and many other student groups were gathered to share foods that represented their culture. Hundreds of students from all walks of life participated and enjoyed this multicultural event.
- Under great supervision from the Utah State University Board of Trustees, Tyler Tolson was finally able to tie the knot and marry Nicole Watts. His ultimate goal as student body president has been accomplished. He is now looking for new initiatives such as raising children or becoming the next Doug Foxley.
Athletics
ATHLETICS

Name: Scott Barnes
Telephone: 797-0912
E-mail: Scott.Barnes@usu.edu
Date: October 2010

Events, Actions, or Issues Since Last Trustee Meeting

For the first time since 1993, Utah State has possession of the Old Wagon Wheel, as the traveling trophy returned to Logan on Tuesday and was presented to the team after practice. Since 1948 the winner of the in-state game takes home a wagon wheel that records the winner of each game. The wagon wheel has been in BYU’s possession since 1994, as Friday’s 31-16 Aggie victory over the Cougars was USU’s first win in the series since 1993, snapping a 10-game losing skid to BYU. The Cougars now lead the all-time series, 43-34-4. The wheel has plaques with the score from each USU-BYU game since 1948 around the rim.

Merlin Olsen Field

The Merlin Olsen Field Campaign officially began on December 5th, 2009. In front of a capacity basketball crowd at the Dee Glen Smith Spectrum Utah State University President Stan Albrecht and Director of Athletics Scott Barnes announced plans to name the football field at Romney Stadium after Merlin, and erect a statue in his honor in the south plaza of Romney Stadium.

Gifts received for the Merlin Olsen Field initiative will be used to fund three key priorities for Utah State University, its Department of Intercollegiate Athletics, and Merlin and Susan Olsen. Gifts from many donors will be combined to accomplish the three objectives: the Football Competitive Excellence Fund, Student-Athlete Scholarships, and a commemorative statue of Merlin.

The unveiling of the Merlin Olsen Statue is scheduled for Saturday, October 23, 2010 at noon in a public ceremony at Romney Stadium. The statue is 25% larger than life, and when mounted on the statue base will rise over eleven feet from the ground. The Merlin Olsen Field Campaign reached out specifically to former football players, Alpha Chi fraternity brothers and the many friends Merlin made throughout his lifetime. To date over $589,000 has been donated to support the campaign, coming from over 250 donors.

Dr. Randall and Julianne Stockham Student-Athlete Hall of Honor

The Athletics Department held a ribbon-cutting ceremony and grand opening for its newly completed Dr. Randall and Julianne Stockham Student-Athlete Academic Hall of Honor on Saturday, September 18. The Stockham Student-Athlete Academic Hall of Honor is located on the third floor of the Jim and Carol Laub Athletics-Academics Complex, which is located in the north end zone of Romney Stadium. Inside the Stockham Student-Athlete Academic Hall of Honor are four permanent displays to feature CoSIDA Academic All-Americans, Joe E. and Elma Whitesides Scholar-Athlete Award winners, current academic all-WAC honorees and current Aggie Athletics Endowed Scholarships donors and recipients.

Academic Update

Utah State University student-athletes posted a composite 3.11 GPA at the end of the Spring, 2010 semester – the highest composite GPA in 10 years. The 2009-10 student-athletes also honored 194 Academic All-Conference awardees, once again outpacing the rest of the Western Athletic Conference by 38 (New Mexico State had 2nd most with 156 for the year).

Utah State celebrated its academic achievements in April at the annual Joe E. and Elma Whitesides Academic Awards Luncheon. A total of 157 student-athletes were recognized for their classroom achievement of having at least a 3.2 cumulative GPA. Erin Stratton, Women’s Track & Field, took home the top honor as the Whitesides Scholar-Athlete recipient (the ‘valedictorian’ of USU athletics).
Pub Relations/Marketing
AGENDA
PUBLIC RELATIONS AND MARKETING
OCTOBER 22, 2010

Information Items

1. Events, Actions, or Issues  

2. Public Relations and Marketing Performance Dashboard
Public Relations and Marketing

John DeVilbiss, executive director, 435-797-1358; john.devilbiss@usu.edu
April 22, 2010, through October 8, 2010: Events, actions, issues since last Trustees’ meeting

Telling the Utah State University Story

- **USU Campaign Reaches another Milestone.** PRM was actively engaged in highlighting the progress of the university’s $400 million Comprehensive Campaign. The $300 million mark has been passed. Five focus areas have been significantly affected: (1) dramatic changes in USU’s physical facilities; (2) dramatic expansion of regional campuses; (3) increase in endowments, chairs and professorships; (4) the impact on access to education; and, (5) impact on Aggie athletics.

- **Utah State Today, Feature Stories.** Many additional important stories were featured in Utah State Today and on the university’s homepage, including USU Receives Record Number of Patents in 2010, Utah State Second in Name for Space Research Funding, USU Earns High Marks as a Top 100 Public Institution of Higher Education and Utah State University Reports Record Research Funding.

- **University Rankings.** Compiled and updated an extensive list of current USU rankings to bolster the institution’s national reputation. Highlights include USU’s second-place ranking for aerospace engineering funding (National Science Foundation’s 2008 fiscal report) and USU’s place as the highest ranked public university among schools with the lowest tuition in “America’s Best Colleges” (Forbes, Aug. 2010.)

Key Projects and Campaigns

- **Commencement.** USU’s spring 2010 commencement was May 7-8. Advance work included preparing for the Web broadcast, assembling media packages and story ideas highlighting graduates. PRM coordinated extensive follow-up efforts in responding to feedback on commencement speaker Danny Glover.

- **Buildings/Groundbreaking/Dedications.** **USTAR Bioinnovations Building:** Ribbon Cutting, Dedication. Coordinated press releases, produced web banner and feature story. Provided photo and video support. **Uintah Basin Bingham Entrepreneurship and Energy Research Center:** Opening Celebration. Supported Rob Behunin and USU president’s office on the BEERC’s ribbon-cutting and Energy Symposium. PRM created press announcements, USU Web banner and provided photo support for the event. **Emma Eccles Jones Early Childhood Education and Research Center and the Dolores Doré Eccles Center for Early Care and Education:** Ribbon cutting. Provided press information to all media, and highlighted the event on USU Banner and in Utah State Today. As part of the coverage, PRM staff wrote an essay for Utah State magazine that summarizes the impact new (and old) “buildings” have on the mission of the university. **Equine Education Center:** Dedication. Coordinated press release and media support. **Ag Building:** Groundbreaking. Coordinated press releases, media advisories, web banner and photo support.

- **Swaner EcoCenter Fundraiser.** Worked closely with Swaner EcoCenter and Preserve staff to provide signage and literature highlighting the mission and goals of the center for patrons who attended the “Back in the Saddle” performance in Park City. Also set up USU display to highlight university accomplishments for the crowd attending the event.

- **Leadership Announcement.** Worked closely with V.P. for Research, Vice Provost and Dean for Graduate Studies and V.P. for Strategic Ventures and Economic Development to write and distribute the announcement of administrative changes at the university. Assisted with the announcement of Rob Behunin as V.P. for commercialization and regional development.

- **USU iPhone application.** Providing leadership, funding and research for development of first-ever USU smartphone application.
• **Image Campaign.** Coordinated and conducted five focus groups aimed at understanding the university’s current culture as perceived by its internal audiences. Summarized finds and wrote an introduction to a plan aimed at enhancing the image of USU on and off campus through pride-building tactics.

### Integrating Campus Communication

- **Launching New Colleges.** July 1 marked the launch of the College of Humanities and Social Sciences and the Caine College of the Arts. Visual identity marks were created, and consultations with both deans laid the groundwork for future marketing/public relations and branding initiatives.

- **Trademarks and Licensing.** Working with the V.P. for Business and Finance, named a director of Trademarks and Licensing for the university. Goals are to increase royalty revenue for student scholarships, establish beneficial relationships with Athletics, the Bookstore, Collegiate Licensing Co., and retailers. Review the current program/procedures and recommend changes for improvement, developing a process for on-campus trademark merchandise approval.

- **Graduate School.** Created and administered surveys to more than 2,000 students, drawn from recent USU graduates and a purchased list from the GRE. The survey was aimed at identifying what prospective students value when deciding which graduate school to attend. Analyzed survey results and presented at Graduate Contacts meeting, which included Graduate School staff and representatives from each academic department. Designed/printed 3 tall banners for use at graduate recruiting fairs around the state. Updated and printed 2010-11 Grad Guide for incoming graduate students. Designed ads (more than 10) to boost USU’s presence at national graduate fairs.

- **Distance Education.** Reviewed, edited and approved more than 100 marketing pieces.

- **Design Studio Internship.** Created and launched a design internship program utilizing the creative skills of USU’s best student designers, supervised and directed by PRM’s graphic designer and assistant through a collaboration with USU’s Department of Art. Five students support Athletics, Huntsman School, Access and Diversity Center and other departmental requests, earning 1-9 credits and gaining valuable work experience.

- **USU-CEU.** Completed a first-draft identity and branding guide to address communication needs resulting from the July merger of the College of Eastern Utah with USU.

- **Signage.** Currently working with the Utah Botanical Center on creation of new sign to be placed along the I-15 corridor. Also working on signage for the Swanson EcoCenter and USU-CEU.

### Additional Activity

- **Photo, Web, Design, Video.** *Photo:* Provided support for multiple events and communication needs, including the USU-CEU event in Price, Ag building groundbreaking, USU-Swaner fundraiser in Park City, Equine Center dedication, Emma Eccles Jones Education Center dedication and the Bingham Research building dedication in Vernal. *Web:* Researched more than 80 university websites to develop a recruitment-focused navigation system for USU’s new website (not yet launched); developed content for 13 web portals focused on communication for prospective students. *Design:* Created a college-only pairing with the university logo, allowing all colleges to better distinguish themselves; Completed a new Viewbook for Admissions, 80,000 copies were printed and distributed to undergraduate prospective students. *Video:* Completed the "Scotsman" video, a promotional video for the Admissions office; shot and edited a promotional video for the Business school’s E-Week broadcast in the Eccles Business Building and available on USU youtube channel and other university sites; provided video for multiple USU offices and programs, including President’s office (‘Trailblazer’ video), Applied Economics Department, Salt Lake Distance Ed sites, Alumni, Athletics and many more.
Faculty
FACULTY SENATE REPORT TO THE BOARD OF TRUSTEES
October 2010

Submitted by Vincent Wickwar, President of the Faculty Senate

The Utah State University Faculty Senate met on April 26, 2010, September 13, 2010, and October 4, 2010.

EVENTS, ACTIONS OR ISSUES SINCE THE LAST TRUSTEES MEETING:

- The following reports were made to the Faculty Senate: Faculty Diversity, Development & Equity Committee, Committee on Committees, Calendar Committee, ASUSU Initiative (as an information item), Budget and Faculty Welfare Committee report on Medical Disability and Medical Insurance (as an information item), Report on the Learning Management System (as an information item), Graduate Council, Educational Policies Committee, Honors Program, Library Advisory Committee, Parking Committee, Summer School Calendar (as an information item).

KEY ISSUES AND ACTION ITEMS:

- Approved 73 requests for course actions, and approved the proposal to administratively move the Department of Landscape Architecture and Environmental Planning to the College of Agriculture.

- Approved USU-CEU Faculty Senate Apportionment Proposal – Three Faculty senators represent CEU as a unit, to be elected from the faculty, by the faculty at CEU in accordance with election and eligibility rules of the USU Faculty Senate. One of the three shall be selected to serve on the Faculty Senate Executive Committee. This is a temporary solution in order for CEU to participate while permanent code changes are in process.

- Approved code changes to Section 401.6 – 401.11 “Composition and Authority of Faculty” – Section numbering changed due to the removal of a section. There were also minor grammatical, punctuation, capitalization, and terminology changes.

- Approved code changes to Section 402.1 – 402.3 “The Faculty Senate and Its Committees” – terminology changes to better clarify policy as it is practiced. Changes made to the description of senate vacancies and rules for senators missing meetings.

- Approved code changes to Section 405.6.2(1) “Tenured and Term Appointments: Evaluation, Promotion and Retention” – These changes came forward from the Pre-Tenure Mentoring and Evaluation Committee. The changes include clarification of language paragraph 3 focusing on: (1) the role of the Tenure Advisory Committee, (2) the responsibilities of that committee, and (3) the actions the committee needs to take. These changes came in response to NWCCU feedback during USU’s accreditation process.

- Approved the recommendations of the Faculty Evaluation Committee to take a proposal to the University administration to: (1) adopt the use of the IDEA Center’s Short Form for Student Ratings of Faculty Instruction, (2) to encourage the use the IDEA Diagnostic Form (long form) for pre-tenure and pre-terminal rank term appointment faculty who are developing their teaching, (3) to use the
scores for Progress on Relevant Objectives, Excellent Teacher, Excellent Course, and Summary Evaluation common to the Short and Diagnostic Forms as the baseline for comparing student ratings of instruction between courses and instructors across USU, (4) to switch to an online, out-of-class administration of the ratings forms, and use structural incentives (e.g., early release of grades for completion of the course rating form) to promote student participation and maintain high response rates, (5) to add USU's current open-ended questions to the IDEA instrument, (6) to encourage colleges, departments, and instructors to formulate and include additional open-ended questions the aid the assessment and improvement of teaching effectiveness, and (7) to provide training in the administration and use of the new ratings instrument while continuing to emphasize that student ratings of instruction is only one component of assessing teaching excellence.

- Committee on Committees election: Eric Worthen was elected to a position on Committee on Committees, Ginny Dilworth was elected as female representative to the Athletic Council, and Brett Shelton was elected as male representative to the Athletic Council.

- Bob Pack agreed to serve on the Research Council and the Senate approved his appointment to that council.

- Approved the Washington-Utah Cooperative Veterinary Medical Educational Program Proposal leading to the Doctor of Veterinary Medicine degree.

CURRENTLY UNDER CONSIDERATION:

- Code changes to integrate USU-CEU.

- Section 402.3 – 402.9 "The Faculty Senate and Its Committees" – a continuation of code revisions brought forward to PRPC from the Code Review Committee.

UPCOMING EVENT, ACTIONS AND ISSUES:

- Vincent Wickwar, Professor, Department of Physics has assumed the duties and responsibilities of President of the Faculty Senate effective July 1, 2010.

- Glenn McEvoy, Professor, Department of Management, has assumed the duties and responsibilities of President-Elect effective July 1, 2010.

- Ed Heath, Professor, Department of Health, Physical Education and Recreation, has assumed the duties and responsibilities of Past-President effective July 1, 2010.
Professional Employees
PEA President: Lisa Leishman
Telephone: (435) 797-9159
E-Mail: lisa.leishman@usu.edu
Date: October 7, 2010

Events, Actions or Issues since last Trustee’s Meeting

PEA Annual Elections
Elections were held in May, and the following new officers were selected:
President – Lisa Leishman (replaced Doug Garrett)
Scholarships/Endowments – Tonya Davis (replaced Shannon Johnson)
Professional Development – Melissa Scheaffer (replaced Taya Flores)
University Relations – Carl Ellsworth (replaced Joe Vandermere)
Professional Relations – JanaLee Johnson (replaced Stephanie Hamblin)

Scholarships and Applications
The PEA awarded 4 graduate student scholarships at $800 each and 6 undergraduate
scholarships at $600 each, for a total award of $6,800. Students who received the awards
were Rachel Hester, Sean Heiner, Shanell Johnson, Shannon Clemens, Bentley
Anderson, Jared Hyde, Kaylee Harris, Melinda Ryan, Samantha Trippler, and Victoria
Nye.

Utah higher Education Staff Association (UHESA) Meeting
The annual UHESA conference was held at Utah Valley University in July. Nominations
were taken for the 2010-2011 State UHESA board, and Bill Jensen (PEA Vice President)
was selected as the UHESA Legislative Chair.

Regional Campus and Distance Education
In order to increase our ability to connect with as many Legislators as possible, efforts
have been made to recruit assistance from RCDE employees. This work will continue
and will culminate at the UHESA Day at the Capitol in February, 2011.

PEA/CEA Swim Night at the Logan Aquatic Center
On August 12, PEA partnered with the Classified Employees Association to sponsor a
swim night at the Logan Aquatic Center for all USU employees and their families. Cost
was free for the event, but a donation for the scholarship fund was recommended ($1 per
person and $5 per family). Nearly 300 people attended the event and $241 was raised,
which was divided 50/50 with CEA.

Upcoming Events, Activities or Issues

UHESA
The UHESA monthly phone conference calls continue to take place. The next is October
21. The next face to face meeting will be November 12 at Dixie State College.
Classified Employees
Events, Actions or Issues since last Trustee’s Meeting

CEA Awards Luncheon

Held June 16, 2010. Caroline Shugart was the keynote speaker, with a lot of enthusiasm to share with our employees. We also celebrated all of our Employee’s of the quarter for school year 2010. A special presentation for our Employee of the Year was presented to Afton Seibold employed in the parking department for her knowledge of parking regulations, and her cool head in the face of any situation.

Scholarships Awarded

We also awarded two scholarships to Bailey Harrison and Rebecca Johnson at our luncheon.

Other Activities

We have teamed up with PEA for some fun activities for our employees. We co-sponsored a Swim night at the Logan pool. The pool was paid for by both of the associations and donations were asked for as a scholarship donation.

Upcoming Events, Activities or Issues

Softball Tournament to be held in September or October

CEA elections planned for June 2011