

STATE BOARD OF REGENTS
UTAH STATE UNIVERSITY
TAGGART STUDENT BUILDING
FRIDAY NOVEMBER 17, 2017

AGENDA
Friday November 17, 2017

8:00 – 9:20AM BREAKFAST MEETING – STATE BOARD OF REGENTS, UTAH STATE UNIVERSITY
BOARD OF TRUSTEES, PRESIDENT COCKETT, COMMISSIONER BUHLER
Location: Alumni House

9:30 – 11:00 AM DISCUSSION – REGENTS, COMMISSIONER, PRESIDENTS
Topic: Communication and Strategic Planning
Location: Alumni House

11:00 AM – 11:15 AM TRANSITION BREAK

11:15 AM – 12:15 AM MEETINGS OF BOARD COMMITTEE

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Regent Teresa L. Theurer, Chair

Location: Center Colony 221

DISCUSSION:

- | | |
|--|-------|
| 1. Utah Medical Education Council Recommendations | TAB A |
| 2. Institutional Completion Report – Utah State University | TAB B |

ACTION:

- | | |
|---|-------|
| 1. High Impact Practices Goal, Assessment and Reporting | TAB C |
| 2. Revision of Regent Policy R312, <i>Configuration of the Utah System of Higher Education and Institutional Missions and Roles</i> | TAB D |
| 3. Repeal Regent Policy R424, <i>Public Colleges of Education and Centennial Schools</i> | TAB E |
| 4. Revision of Regent Policy R609, <i>Regents' Scholarship</i> | TAB F |

CONSENT: Please see the General Consent Calendar at TAB R

FINANCE/FACILITIES COMMITTEE

Regent Mark R. Stoddard, Chair

Location: Senate Chambers 336

ACTION:

- | | |
|---|-------|
| 1. Utah State University – Campus Master Plan Approval | TAB G |
| 2. Utah State University – Property Acquisition | TAB H |
| 3. Utah State University – Series 2017 Refunding Bond Issue | TAB I |
| 4. University of Utah – Property Purchase | TAB J |
| 5. USHE – 2018-2019 Performance Based Funding Modifications | TAB K |

INFORMATION:

- | | |
|--|-------|
| 1. USHE – Fiscal Health Dashboard Update | TAB L |
| 2. USHE – FY2019 Institutional Budget Request Detail | TAB M |
| 3. USHE – Annual Institutional Residences Expense Report | TAB N |
| 4. USHE – Annual Report on Leased Space | TAB O |
| 5. USHE – Annual Contracts and Grants Report | TAB P |
| 6. USHE – Fall 2017 Third-week Enrollment Report | TAB Q |

12:15 – 1:00 PM **LUNCH**
Location: East Ballroom

1:00 – 1:30 PM **STATE OF THE UNIVERSITY – PRESIDENT COCKETT**
Location: West Ballroom

1:30 – 3:00 PM **COMMITTEE OF THE WHOLE**
Location: West Ballroom

- | | |
|----------------------------------|-------|
| 1. Resolution | |
| 2. Tristan Denley - presentation | |
| 3. General Consent Calendar | |
| 4. Reports of Board Committees | TAB R |

3:00 – 3:15 PM **TRANSITION BREAK**

3:15 – 4:15 PM **EXECUTIVE SESSION (if needed)**
Location: Center Colony 221

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

November 8, 2017

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah Medical Education Council Recommendations

Issue

The attached document from the Utah Medical Education Council (UMEC) highlights policy recommendations taken from recent UMEC analyses. These are presented to the Academic and Student Affairs Committee (ASA) for review and discussion.

Background

At the May 19, 2017 ASA Committee meeting Richard Campbell, Executive Director of UMEC, provided a summary of recent UMEC analyses. Regent Prince inquired if there were policy recommendations associated with the analyses and if the recommendations might inform strategic direction for higher education. Mr. Campbell offered to identify pertinent policy recommendations and to share them with the committee. Since the May meeting, Mr. Campbell and his staff have communicated with staff at the Commissioner's office regarding this item and have developed a summary of five policy recommendations informed through UMEC analyses that may have relevance to higher education. These recommendations were considered and discussed at the October 11, 2017 meeting of the Program Review Committee where it was recommended they be advanced to the ASA committee for further discussion.

Policy Issues

There are no policy issues associated with this item, although members of the ASA committee may discuss if any of the UMEC recommendations might inform recommendations for strategic direction.

Commissioner's Recommendation

This item is for information and discussion only; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Utah Medical Education Council Policy Recommendations

1. Promote a More Diverse Workforce.

- a. Utah's population is predominantly White/Caucasian. The medical workforce is even more so. The greatest disparity lies in the comparison between Utah's growing Hispanic population and the Hispanic medical workforce.

	Utah Population	Medical Workforce					
		Physician	PA	APRN	Dentist	Mental Health	Pharmacy
White	79.0%	91.8%	88.6%	90.7%	97.1%	92.5%	83.5%
Black/ African American	1.0%	0.5%	0.4%	2.9%	0.0%	0.4%	0.2%
American Indian and Alaska Native	1.0%	0.4%	0.5%	0.1%	4.0%	0.7%	0.2%
Asian	2.4%	6.80%	1.8%	4.2%	1.7%	1.3%	5.0%
Native Hawaiian and Other Pacific Islander	0.9%	0.50%	0.2%	1.9%	0.1%	2.5%	0.2%
Hispanic Origin (of any race)	13.7%	6.60%	3.3%	2.9%	1.0%	4.8%	1.0%

- b. With fewer minorities in medical professions, minority students in Utah are less likely to be aware of how to enter into a medical career. Exposure to opportunities and career planning must begin early to get those who are interested into the pipeline before they are pulled away by other opportunities.

2. Increase the Number of Mental Health Providers.

- a. As the population increases, the demand for mental health treatment will only continue to rise. UMEC estimates expect an approximate 5.7% annual growth rate for the state's mental health workforce. However, in order to move towards a population to provider ratio in line with the nation (311 providers per 100,000 population) the workforce would need to grow by 8.2% per year. With Utah's high rates of suicide and drug addiction, mental health services are in high demand and must continue to grow in availability.

3. Promote Rural Practice.

- a. Several medical workforce populations are not distributed evenly with the rural/urban population in the state. Where the distribution is similar, there are still imbalances within the profession for specific specialties, primary care access and providers willing to take insurance such as Medicaid.

	Medical Workforce						
	Utah Population	Physician	PA	APRN	Dentist	Mental Health	Pharmacy
Rural	15.4%	7.9%	13.0%	6.2%	14.5%	14.6%	13.3%
Urban	84.6%	92.1%	87.0%	93.8%	88.4%	85.4%	86.7%

- b. Without fail, UMEC studies show that those who grew up in a rural area are more likely to practice in a rural area. Targeting those student from rural backgrounds and encouraging them to return to a rural area to practice is an effective way of bringing needed medical professionals to rural areas.

4. Retention of Utah Trained Professionals

- a. Focus on retaining those trained in Utah. The UMEC currently tracks retention of medical residents trained in Utah. UMEC studies show that the key driving factor for whether a physician practices in Utah is whether or not they did a residency in Utah. Other professions have similar high rates of retention likely for those who were trained in Utah programs.
- b. Focus should be placed on recruiting those who are from Utah but leave for training in another state, to come back to Utah to practice. As Utah faces competition from the nation for the medical professionals to meet State needs, our best chance to attract medical professionals to Utah is to focus on those who came from Utah.

5. Pipeline Development Support for Medical Careers in General

Medical professions are in competition with other professions to attract competent, qualified candidates to pursue medical careers. Competition exists not just among professions within Utah but also across the nation. If students aren't exposed early on to the requirements for entry into a medical career it becomes increasingly difficult to get students into a medical profession later on.

November 8, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Institutional Completion Update: Utah State University

Background

In July 2013, the Board of Regents unanimously passed a resolution to "Implement Strategies to Increase Completion Rates." The five specific recommendations in the resolution are that each institution will:

1. Establish 15 credits hours per semester/30 credits per academic year as the normal full-time course load for students;
2. Set plateau tuition levels with a focus on 12 to 15 credit hours per semester to help students maximize their tuition dollars and their time;
3. Create semester-by-semester degree program maps with specific, recommended courses each semester and make them available to current and potential students;
4. Encourage students to enroll in an appropriate mathematics course in their first year of college;
5. Explore the feasibility of implementing reverse transfer/stackable credentials.

In 2015, the State Board of Regents expanded on these initiatives in a new strategic plan titled, "Utah: A State of Opportunity." The strategic plan focused on three key areas: Affordable Participation, Timely Completion, and Innovative Discovery.

The Presidents and their administrations and faculty have taken seriously the Board's charge in the completion agenda and the new strategic plan and have been designing strategies to reach the Board's objectives. In order to support and bring to scale those institutional efforts, in FY 2016 the Utah System of Higher Education provided each institution with an Affordable Participation and Timely Completion Grant.

Issue

The Academic and Student Affairs Committee of the State Board of Regents has asked the institutions to report in more depth on the practices and policies they have implemented that are having the most impact on college participation and completion.

Representatives from the host institution, Utah State University, will report on their initiatives to increase completion rates at the November 2017 Board of Regents meeting. They have been asked to highlight two areas:

- one of the five strategies outlined in the 2013 completion resolution for which they have gained momentum, and
- one institution-led area for which they are demonstrating impact in retention or completion.

Over the course of the year, all remaining institutions will have a chance to report on their completion strategies to the Committee.

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to congratulate the institutions on the progress they are making toward meeting their institutional completion goals.

David L. Buhler
Commissioner of Higher Education

DLB/EJH/JH

November 8, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: High Impact Practices Goal, Assessment, and Reporting

Background

National research indicates that students' exposure to certain "high impact practices" (sometimes called "engaged" or "experiential learning") can be very beneficial for increasing student engagement, retention, completion, and their transition into future careers. Some research indicates the payoff may be even greater for students from historically underrepresented groups. The Association of American Colleges & Universities (AAC&U), for example, notes that certain high-impact teaching and learning practices "have been widely tested" and have been "shown to be beneficial for college students from many backgrounds, especially historically underserved students." However, nationwide, those underrepresented students have not always had "equitable access to high-impact learning."

Quality teaching is a top priority at Utah System of Higher Education (USHE) institutions and they have been implementing high impact teaching practices for years. The State Board of Regents recognizes the institutions' commitment to quality instruction and has consequently recognized High Impact Practices (HIPs) as an "Innovative Discovery" initiative in the state's Strategic Plan. They asked the Office of the Commissioner of Higher Education to ascertain the current state of implementation for high impact practices at the institutions and to determine a strategy for assessing the extent to which students are able to access and take advantage of the programs offered at their campuses. At the September board meeting, the Office of the Commissioner presented a table showing the current types of high impact practice courses being offered on each USHE campus. Those HIPs reflect the practices identified as most effective by several national organizations including the American Association of Colleges & Universities (AAC&U), the National Association of System Heads (NASH), and the State Higher Education Executive Officers Association (SHEEO), among others. Those joint lists include the following¹:

- First-Year Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research

¹ This list comes from George Kuh's 2008 *High-Impact Education Practices: What They Are, Who Has Access to Them, and Why They Matter*; the first ten practices are defined in this treatise. The eleventh practice listed here, ePortfolio, was only recently included in this list of HIPs, as documented by AAC&U in 2016.

- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects
- ePortfolios
- Educationally purposeful activities that include reflection and metacognition
- Evidence of sustained effort over an extended period of time, culminating in a major accomplishment or product, such as a report from a research project or applied learning experience (e.g. community engagement, internship, field work);
- Vetted demonstration of one or more desired outcomes such as persistence, increased engagement, interpersonal competence, or writing proficiency.

Issue

Since the September Board Report indicated that many practices identified as having high impact for students were being offered on USHE campuses, the next step is to ensure that all students have access to them at critical points in their educational career. Part of the charge given to the Commissioner's office included identifying a reasonable goal for students' access to high impact practices. Research by the National Association of System Heads has found exposure to at least two HIPs during the course of a bachelor's degree to be most helpful to students. The study of USHE campus offerings indicates that this is a reasonable goal, but one which will require systematic identification of courses or activities designated as HIPs and monitoring of students access to them.

Commissioner's Recommendation

The Commissioner of Higher Education recommends that the Board establish the goal that all students participate in two high impact practices during study at the undergraduate level: (1) one during their first 30 credits of enrollment (not including concurrent enrollment), and (2) one within their major, and that reports on progress toward these goals occur during institutional completion reports at Board meetings.

David L. Buhler
Commissioner of Higher Education

DLB/EJH/JM/JH

November 8 , 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Regent Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

Issue

During the 2017 legislative session, SB238, *Higher Education Governance Amendments* provided specific statutory language regarding the types of higher education institutions and their roles. This revision of Regent Policy R312 incorporates the specific language of SB238 and aligns language of the policy with the intent of the statute change.

Background

Clearly defining the Utah System of Higher Education institutional missions and roles helps in focusing institutional efforts and providing higher education in a targeted and effective way to meet the higher education needs of Utah citizens.

The institutional roles, as defined in SB238 include:

- Research Universities (University of Utah, Utah State University)
- Regional Universities (Southern Utah University, Weber State University, Utah Valley University, Dixie State University)
- Comprehensive Community Colleges (Snow College, Salt Lake Community College)

Revised statute language also suggested other wording changes in the policy regarding other factors relevant to institutional role (e.g., program array). Proposed policy revisions align the policy with statute language and direction.

Commissioner's Recommendation

The Commissioner recommends the Board approve the proposed policy revision language to R312,
Configuration of the Utah System of Higher Education and Institutional Missions and Roles

David L. Buhler
Commissioner of Higher Education

DLB/GL/EJH
Attachment

R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles¹

R312-1. Purpose: To ~~recognize~~ establish the distinct ~~and unique~~ missions and roles of the institutions in the Utah System of Higher Education (USHE); ~~to configure a system of colleges and universities to that~~ meet Utah's educational needs ~~the citizens of the State of Utah; and to maintain system integrity by defining institutional categories. The Regents will review institutional roles and missions at least every five years in light of the educational needs and resources in the State of Utah~~ and foster economic growth and innovation.

R312-2. References

- 2.1. Utah Code §53B-6-101, Master Plan for Higher Education
- 2.2. [Utah Code Section 53B-16-101, Establishment of Institutional Roles and General Courses of Study](#)
- 2.3. [Regents Policy and Procedures](#) R301, Master Plan Executive Summary
- 2.4. [Regents Policy and Procedures](#) R310, System-wide Vision and Mission Statement
- 2.5. [Regents Policy and Procedures](#) R315, Service Area Designation and Coordination Off-Campus Courses and Programs
- 2.6. [Regents Policy](#) R485, Faculty Workload Guidelines

R312-3. Definitions

- 3.1. **Classification—"Roles"**: the general category within which an institution fits as ~~approved by the Regents and based largely upon the Carnegie Center for the Advancement of Teaching classification system~~ described in Utah Code §53B-16-101, Establishment of Institutional Roles and General Courses of Study.
- 3.2. **"Institutional Definition"**: ~~definitions of institutions have been adapted from the Carnegie Classification of Institutions of Higher Education (<http://www.carnegiefoundation.org>).~~
- 3.3. **"Mission Statements"**: written statements of the general purposes and functions of various institutions approved by the Regents.
- 3.4. **"Teaching Load"**: the institutional average teaching workload for full-time faculty at the various institutions.
- 3.5. **"Land Grant Institution"**: ~~an institution that may offer associate's degrees and fulfill a community college role in areas of need pursuant to Policy R315 through its extension services.~~

R312-4. Institutional [Roles](#) and Missions

¹ Approved on May 30, 2003; amended May 29, 2009. Revisions approved by the Board of Regents on May 29, 2009, May 20, 2011, September 16, 2011; May 17, 2013; January 22, 2016; April 1, 2016; and July 15, 2016.

4.1. Doctorate-granting Research Universities: ~~[University of Utah (U of U), Utah State University (USU)]~~ Doctorate-granting Universities generally include institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). The mission of a Doctorate-granting University is A research university's role is to provide undergraduate, graduate and research programs and to discover, create, and transmit knowledge through ~~education and training~~ academic programs at the undergraduate, graduate, and professional levels ~~through research and development and through service and extension programs associated with a major teaching and research university.~~ with emphasis is placed on teaching, research, and service. Transfer programs allow students to seamlessly seek degrees at other institutions within the system. The institution contributes to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also impact economic development, which underwrites the cost of their products. The University of Utah and Utah State University are research universities.

4.1.1. University of Utah Mission Statement (2016): The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

4.1.2. Utah State University Mission Statement (2003): The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

4.2. Master's Colleges and Regional Universities: ~~[Weber State University (WSU), Southern Utah University (SUU), Utah Valley University (UVU)]~~ Master's Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year. Some institutions above the master's degree threshold are included among Baccalaureate Colleges, and some below the threshold are included among Master's Colleges and Universities. The mission of a Master's University The regional university's role is to transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels, including career and technical education programs and selected graduate programs in high demand areas is to provide career and technical education, undergraduate associate and baccalaureate programs and select master's degree programs to fill regional demands. After a new master's degree program's fifth year, it must award a minimum average of five degrees per year over the previous three years. Emphasis is placed on Regional universities emphasize teaching, scholarly, and creative achievements that ~~are complementary to~~ complement the teaching role, and community service. Transfer programs allow students to seamlessly seek degrees at other institutions within the system. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college. Weber State University, Southern Utah University, Utah Valley University, and Dixie State University are regional universities.

4.2.1. Weber State University Mission Statement (2007): Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research,

artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

4.2.2. Southern Utah University Mission Statement (2016): Southern Utah University is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence.

4.2.3. Utah Valley University Mission Statement (2007): Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

4.2.4. Dixie State University Mission Statement (2016): Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.

~~**4.3. — Baccalaureate Colleges and Universities:** [Dixie State University (DSU)] Baccalaureate Colleges and Universities generally include institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or 20 doctoral degrees per year. Some institutions above the master's degree threshold are also included. The mission of a Baccalaureate College or University is to provide training and educational programs developed as a part of a dynamic continuum of opportunities that includes certificate, associate's degrees, baccalaureate degrees, and continuing education offerings responsive to a rapidly growing and divergent economic region. Emphasis is placed on teaching and training, scholarly, professional and creative efforts complementing its teaching and training role and community service. The institution contributes to the quality of life and economic development of the community, the state, and the region. Student success is supported through developmental programs and services provided by a comprehensive community college.~~

~~**4.3.1. Dixie State University Mission Statement (2016):** Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.~~

4.3 Comprehensive Community or Associate's Colleges: ~~[Snow College (Snow), Salt Lake Community College (SLCC)]~~ The comprehensive community college's (or Associate's Colleges) generally include institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees. The mission of a Comprehensive Community or Associate's College role is to transmit knowledge and skills through transfer education at the associate of arts and associate of science degree level along with offering associate of applied science degrees, career and technical education, customized training for employers, developmental education, and strong student services to support these functions. Transfer programs are intended to prepare graduates to begin upper-division work. Emphasis is placed on The institution emphasizes teaching, training, scholarly, professional, and creative achievement, and community service, and. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college. Within the organization of the institution The comprehensive community college's function role is identifiable in its organizational structure and, is supported through programs, services, and specific administrative responsibility, and includes transfer education, career and technical education, customized training for employers, developmental education, and strong student services. Salt Lake Community College and Snow

College are comprehensive community colleges. WSU, UVU, and DSU also All institutions except the University of Utah provide a varying degrees of comprehensive community college functions role to the state of Utah along with Snow, and SLCC in their respective service areas.

4.3.1. **Snow College Mission Statement (2011):** Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

4.3.2. **Salt Lake Community College Mission Statement (2016):** Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

R312-5. Accreditation: ~~Regional and~~ Specialized accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role.

~~**R312-6. Land Grant Institution:** When a land grant institution is acting as a community college through its extension efforts, students are granted open admission to associate's degree programs with appropriate academic preparatory support. USU fulfills this role for the state of Utah in areas of need. The land grant designation makes USU responsible for statewide programs in agriculture, business, education, engineering, natural resources, sciences, family life, 4-H youth, and the traditional core of liberal learning: humanities, arts, and social sciences.~~

R312-6. Faculty

6.1. Criteria for Selection, Retention, and Advancement

6.1.1. ~~Doctorate-granting~~ Research Universities: Faculty are selected, retained, and promoted on the basis of evidence of effective teaching; research, scholarship, and creative achievements; and service and extension activities.

6.1.2. ~~Master's Colleges and~~ Regional Universities: Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role.

~~6.1.3.—Baccalaureate Colleges and Universities: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.~~

6.1.3. **Comprehensive Community** ~~or Associate's~~ Colleges: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

6.2. Educational Preparation

6.2.1. ~~Doctorate-granting~~ Research Universities: Regular full-time tenure-track faculty will have earned the appropriate terminal degree for their field and specialty.

6.2.2. ~~Master's Colleges and~~ Regional Universities: Regular full-time tenure-track faculty will have earned or be working toward the appropriate terminal degree for their field and specialty.

Faculty in career and technical education or professional fields also will have practical, related work experience.

~~6.1.4.—Baccalaureate Colleges and Universities: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper-division courses will have earned or be working toward the appropriate terminal degree for their field and specialty.~~

6.2.3. ~~Comprehensive Community or Associate's~~ Colleges: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

6.3. Teaching Loads and Research Activities

6.3.1. ~~Doctorate-granting~~ Research Universities: Average teaching loads are expected to be lower than that of faculty in ~~Master's~~ regional universities reflecting necessary faculty involvement with research, scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

6.3.2. ~~Master's Colleges and~~ Regional Universities: Average teaching loads are higher than those of faculty in ~~Doctorate-granting~~ research universities ~~and somewhat lower than those of faculty in Baccalaureate Colleges.~~ These teaching loads reflect ~~Master's~~ regional universities having fewer graduate programs and less emphasis on research and scholarship than ~~Doctorate-granting~~ research institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

~~6.1.5.—Baccalaureate Colleges and Universities: Average teaching loads are higher than those of faculty in Master's Universities. Institutional teaching loads will average at least 27 credit hour equivalents each academic year.~~

6.3.3. ~~Comprehensive Community or Associate's~~ Colleges: Average teaching loads are ~~somewhat~~ higher than those of faculty in ~~Baccalaureate Colleges~~ regional universities because faculty are not involved in upper-division and graduate-level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year.

R312-7. Student Admission

7.1. ~~Doctorate-granting~~ Research Universities: ~~Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, such as grade point average and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors, among others. these institutions are selective in admissions.~~ Research universities are selective in admissions.

7.2. ~~Master's Colleges and~~ Regional Universities: ~~Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance such as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors, among others~~

Regional universities admit students based on factors such as the students' projected ability to succeed at the institution, institutional capacity or other institutional needs.

~~7.3. **Baccalaureate Colleges and Universities:** All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience also may be factors. Lower division courses are primarily open admission. Students must meet admissions' criteria for upper division courses and programs.~~

7.3. **Comprehensive Community or Associate's Colleges:** Comprehensive community colleges are open-admission institutions. Incoming students may be tested or assessed for course placement and the ability to benefit from specific courses for financial aid purposes. ~~Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.~~

R312-8. Support Services

8.1. ~~Doctorate-granting~~ Research **Universities:** These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

8.2. ~~Master's Colleges and~~ Regional **Universities:** These institutions provide library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the ~~intellectual~~ needs of students and faculty.

8.3. ~~Baccalaureate and~~ **Comprehensive Community or Associate's Colleges:** These institutions provides library services, student support services, equipment, and other resources to support lower-division programs in career and technical education, general education, ~~baccalaureate programs, and the intellectual~~ developmental education, transfer programs, and the needs of students, ~~and~~ faculty, and the community.

R312-1. Purpose: To establish the distinct missions and roles of the institutions in the Utah System of Higher Education (USHE) that meet Utah's educational needs and foster economic growth and innovation.

R312-2. References

- 2.1. Utah Code §53B-6-101, Master Plan for Higher Education
- 2.2. Utah Code Section 53B-16-101, Establishment of Institutional Roles and General Courses of Study
- 2.3. Regents Policy R301, Master Plan Executive Summary
- 2.4. Regents Policy R310, System-wide Vision and Mission Statement
- 2.5. Regents Policy R315, Service Area Designation and Coordination Off-Campus Courses and Programs
- 2.6. Regents Policy R485, Faculty Workload Guidelines

R312-3. Definitions

- 3.1. **"Roles"**: the general category within which an institution fits as described in Utah Code §53B-16-101, Establishment of Institutional Roles and General Courses of Study.
- 3.2. **"Mission Statements"**: written statements of the general purposes and functions of various institutions approved by the Regents.
- 3.3. **"Teaching Load"**: the institutional average teaching workload for full-time faculty at the various institutions.

R312-4. Institutional Roles and Missions

4.1. **Research Universities:** A research university's role is to provide undergraduate, graduate and research programs and to discover, create, and transmit knowledge through academic programs at the undergraduate, graduate, and professional levels with emphasis on teaching, research, and service. Transfer programs allow students to seamlessly seek degrees at other institutions within the system. The institution contributes to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also impact economic development, which underwrites the cost of their products. The University of Utah and Utah State University are research universities.

4.1.1. **University of Utah Mission Statement (2016):** The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and

¹ Approved on May 30, 2003; amended May 29, 2009. Revisions approved by the Board of Regents on May 29, 2009, May 20, 2011, September 16, 2011; May 17, 2013; January 22, 2016; April 1, 2016; and July 15, 2016.

citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

4.1.2. Utah State University Mission Statement (2003): The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

4.2. Regional Universities: The regional university's role provide career and technical education, undergraduate associate and baccalaureate programs and select master's degree programs to fill regional demands. After a new master's degree program's fifth year, it must award a minimum average of five degrees per year over the previous three years. Regional universities emphasize teaching, scholarly, and creative achievements that complement teaching and community service. Transfer programs allow students to seamlessly seek degrees at other institutions within the system. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college. Weber State University, Southern Utah University, Utah Valley University, and Dixie State University are regional universities.

4.2.1. Weber State University Mission Statement (2007): Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

4.2.2. Southern Utah University Mission Statement (2016): Southern Utah University is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence.

4.2.3. Utah Valley University Mission Statement (2007): Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

4.2.4. Dixie State University Mission Statement (2016): Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.

4.3 Comprehensive Community Colleges: The comprehensive community college's role is to transmit knowledge and skills through transfer education at the associate of arts and associate of science degree level along with offering associate of applied science degrees, career and technical education, customized training for employers, developmental education, and strong student services to support these functions. Transfer programs prepare graduates to begin upper-division work. The institution emphasizes teaching, training, scholarly, professional, and creative achievement, community service, and contributes to

the quality of life and economic development of the community and the state. The comprehensive community college's role is identifiable in its organizational structure and is supported through programs, services, and specific administrative responsibility. Salt Lake Community College and Snow College are comprehensive community colleges. All institutions except the University of Utah provide varying degrees of community college functions in their respective service areas.

4.3.1. Snow College Mission Statement (2011): Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

4.3.2. Salt Lake Community College Mission Statement (2016): Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

R312-5. Accreditation: Specialized accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role.

R312-6. Faculty

6.1. Criteria for Selection, Retention, and Advancement

6.1.1. Research Universities: Faculty are selected, retained, and promoted on the basis of evidence of effective teaching; research, scholarship, and creative achievements; and service and extension activities.

6.1.2. Regional Universities: Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role.

6.1.3. Comprehensive Community Colleges: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

6.2. Educational Preparation

6.2.1. Research Universities: Regular full-time tenure-track faculty will have earned the appropriate terminal degree for their field and specialty.

6.2.2. Regional Universities: Regular full-time tenure-track faculty will have earned or be working toward the appropriate terminal degree for their field and specialty. Faculty in career and technical education or professional fields also will have practical, related work experience.

6.2.3. Comprehensive Community Colleges: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

6.3. Teaching Loads and Research Activities

6.3.1. Research Universities: Average teaching loads are expected to be lower than that of faculty in regional universities reflecting necessary faculty involvement with research, scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

6.3.2. Regional Universities: Average teaching loads are higher than those of faculty in research universities. These teaching loads reflect regional universities having fewer graduate programs and less emphasis on research and scholarship than research institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

6.3.3. Comprehensive Community Colleges: Average teaching loads are higher than those of faculty in regional universities because faculty are not involved in upper-division and graduate-level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year.

R312-7. Student Admission

7.1. Research Universities: Research universities are selective in admissions.

7.2. Regional Universities: Regional universities admit students based on factors such as the students' projected ability to succeed at the institution, institutional capacity or other institutional needs.

7.3. Comprehensive Community Colleges: Comprehensive community colleges are open-admission institutions. Incoming students may be tested or assessed for course placement and the ability to benefit from specific courses for financial aid purposes.

R312-8. Support Services

8.1. Research Universities: These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

8.2. Regional Universities: These institutions provide library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the needs of students and faculty.

8.3. Comprehensive Community Colleges: These institutions provide library services, student support services, equipment, and other resources to support lower-division programs in career and technical education, general education, developmental education, transfer programs, and the needs of students, faculty, and the community.

November 8, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Repeal of Regent Policy R424, *Public Colleges of Education and Centennial Schools*

Issue

In 1994, the Legislature passed Title 53A, Chapter 1a, Part 3, *Centennial Schools Program*, which encouraged designated schools to engage in school reform and restructuring. As part of the legislation, the Legislature directed the Board of Regents to adopt policies for the state's institutions of higher education to use centennial schools as on-site professional development centers offering pre-service programs for teachers and administrators. Regent Policy R424 was enacted in response to the legislation.

Effective April 2000, the Legislature repealed Part 3, *Centennial Schools*, in its entirety. Accordingly, R424 is no longer needed.

Commissioner's Recommendation

The Commissioner recommends the Board repeal Regents policy R424, *Public Colleges of Education and Centennial Schools*.

David L. Buhler
Commissioner of Higher Education

DLB/GL/EJH
Attachment

~~R424 1. Purpose: To provide that the state's public colleges of education use centennial schools as on-site professional development centers offering pre-service programs for teachers and administrators.~~

~~R424 2. References~~

~~2.1. Utah Code §53A-1a-304(2) (Higher Education Use of Centennial Schools as Professional Development Centers)~~

~~R424 3. Policy~~

~~3.1. Legislative Authorization of Centennial Schools: Title 53A, Chapter 1a, Part 3, Centennial Schools Program, encourages certain designated schools to engage in school reform and restructuring, including: strategic planning; the use of site-based decision making; establishing partnerships between schools and business and industry; increasing parental and student involvement in education; focusing on the totality of the student, including the development of collaborative relationships with other state and local agencies such as Health, Human Services, and the Juvenile Courts; designing personalized education plans or personalized education occupation plans for individual students; placing emphasis on the basics of education as well as on higher learning skills, and integrating technology into teaching and learning.~~

~~3.2. Higher Education Collaboration: Utah Code 53A-1a-304(2) provides "The State Board of Regents shall adopt policies for the state's public colleges of education to use centennial schools as on-site professional development centers offering pre-service programs for teachers and administrators."~~

~~3.3. Relationships with Public Schools: Colleges of education have collaborative relationships with the public schools for a variety of purposes, including: preparing pre-service teachers, administrators and other school personnel; fostering the continued professional development of educators by offering in-service programs; and engaging in research on teaching and learning in public school settings. These collaborative relationships are consistent with the intent of the Centennial Schools program. School renewal and the reform of teacher education are mutually compatible and interdependent goals. As a consequence, the Board of Regents encourages the involvement of public colleges of education in the Centennial Schools program.~~

~~3.4. Participation Between Colleges of Education and Centennial Schools: To ensure that participation between colleges of education and public schools is meeting the intent of Centennial Schools legislation, the public colleges of education should:~~

~~3.4.1. determine the extent of their involvement in the Centennial Schools program as it relates to pre- and in-service preparation of teachers, administrators, and other school personnel and to the conduct of educational research, and~~

~~3.4.2. define the nature and scope of their collaborative relationships with the public schools, including but not limited to the establishment of professional development centers and/or professional development schools.² By their nature, professional development schools represent~~

¹ Approved March 25, 1994.

² For example, the Graduate School of Education at the University of Utah has defined a professional development school as "a school in which university faculty work collaboratively with school practitioners over time with the goal of improving teaching and learning through: 1)

~~the highest level of collaboration between universities and public schools and require the commitment of time, energy, and financial resources on the part of both universities and schools.~~

~~**3.5.—Current Arrangements and Limited Resources:** With respect to the involvement of public colleges of education in the Centennial School program, the Board of Regents recognizes the following:~~

~~**3.5.1.—**Colleges of education have pre-existing arrangements governing the pre and in-service preparation of educators in collaboration with the public schools, some of whom may apply for the Centennial School programs;~~

~~**3.5.2.—**Given that there are over 700 elementary/secondary public schools in the state and that 100-120 may be selected to participate in the Centennial Schools program, the four public colleges of education lack the resources to work in close collaboration with all Centennial school applicants and/or participants and must therefore work more closely with some schools than others;~~

~~**3.5.3.—**Colleges of education are encouraged to work closely with those schools with whom they have pre-existing arrangements pertaining to the preparation of pre and in-service educators, particularly as they relate to the preparation of educators in established professional development centers and/or professional development schools; and~~

~~**3.5.4.—**Public schools who wish to apply for the Centennial schools programs should not be disadvantaged in their application if their involvement with a public college of education must out of necessity be of a more limited nature than a professional development center and/or school.~~

~~**3.6.—Institutional Policies and Procedures:** Each public college of education shall develop policies and procedures pertaining to the selection of professional development centers and/or schools or other collaboratively developed settings for the pre and in-service preparation of educators and for the improvement of teaching practice and student learning.~~

~~**3.7.—Annual Report:** Each public college of education shall report annually to the Board of Regents the following information³:~~

~~**3.7.1.—**the nature and extent of their collaborative relationships with the public schools as it relates to the Centennial Schools program;~~

~~**3.7.2.—**a description of the efforts to establish professional development centers and/or professional development schools in collaboration with the public schools;~~

~~**3.7.3.—**a description of the resources colleges of education and the public schools have expended to fund professional development centers and/or schools or other collaboratively developed settings for the pre and in-service preparation of educators and for the improvement of teaching practice and student learning; and~~

~~**3.7.4.—**a description of the resources needed by colleges which are consistent with the intent of the Centennial Schools program.~~

upgrading the education of pre-service teachers, administrators, and other school personnel, 2) providing professional development for experienced educators, and 3) engaging in field-based research and inquiry."

³ This summary should include expenditures to fund professional development centers and/or schools among public schools selected to participate in the Centennial Schools program as well as in those not currently participating in the program.

November 8, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of R609, Regents' Scholarship

Issue

In 2017, the Commissioner's Office worked with legislators on the passage of SB256: *Regents' Scholarship Amendments* sponsored by Senator Lyle Hillyard. The legislation enables the Board to address student access to higher education as well as college readiness. The changes also streamline the application process and provide financial aid offices more flexibility in packaging the Regents' Scholarship with other financial aid. These changes will be in effect starting with the high school graduating class of 2019 and are reflected in the proposed revision of R609, *Regents' Scholarship*.

Background

The Utah Legislature created the Regents' Scholarship in 2008. The mission of the scholarship is to encourage Utah high school students to prepare for college academically by taking a challenging college preparatory course of study during grades 9-12.

This year the Legislature passed SB256: *Regents' Scholarship Amendments* enabling the Board to continue rewarding students' academic achievements and also provide additional financial aid to qualifying students whose economic resources may prevent access to higher education. The proposed updates to the scholarship will enable institutional financial aid services to better assist students in leveraging all of their financial aid opportunities.

The new requirements will be effective starting with the high school graduating class of 2019. Students who graduate in 2018 or prior will not be impacted by the changes made through the legislation. Regents considered and approved the changes to the Regents' Scholarship in concept at the September 2017 Board of Regents meeting. The changes proposed to R609, *Regents' Scholarship*, address those approved conceptual changes in policy. If approved at the November Board of Regents meeting, the changes to R609 will be submitted as Administrative Rules.

Commissioner's Recommendation

The Commissioner recommends the Board approve the proposed changes to R609, *Regents' Scholarship*.

David L. Buhler
Commissioner of Higher Education

DLB/GL/EJH/CFB/JHM/SJ
Attachment

R609-1 Purpose: The Regents' Scholarship encourages Utah high school students to prepare for college academically and financially by taking a core course of study in grades 9-12 and saving for college. This statewide scholarship is aligned with the Utah Scholars Core Course of Study which is based on national recommendations as outlined by the State Scholars Initiative. The courses required by the scholarship are proven to help students become college and career ready. In addition, this scholarship encourages high school students to complete meaningful course work through their senior year rewards students whose academic achievements demonstrate a high likelihood of college success and also provides additional financial aid to qualifying students whose economic resources may prevent access to higher education.

R-609-2 References

- 2.1 Utah Code Ann. §53B-8-108 et seq., Regents' Scholarship Program
- 2.2 Utah Admin. Code §R277-700-7, High School Requirements (Effective for Graduating Students Beginning with the 2010-2011 School Year).
- ~~2.3 Regents' Policy and Procedures R604, New Century Scholarship.~~

R609-3 Definitions

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

~~3.21. "Base Award": a one-time scholarship to be awarded to applicants who complete the eligibility requirements of section R609-4 of this policy~~ **"Advanced Math" means any of the following courses: pre-calculus, calculus, statistics, AP calculus AB, AP calculus BC, AP statistics, college courses Math 1030 and higher, IB Math SL, HL and Further Math.**

~~3.32. "Board" means the Utah State Board of Regents.~~

~~3.43. "College Course Work" means any instance in which college credit is earned, including but not limited to, concurrent enrollment, distance education, dual enrollment, or early college.~~

~~3.5 "Core Course of Study" means the courses taken during grades 9-12 for the Core Course of study which include:~~

~~3.5.1 — 4.0 units of English;~~

~~3.5.2 — 4.0 units of mathematics taken in a progressive manner (at minimum Secondary Mathematics I, Secondary Mathematics II, Secondary Mathematics III and one class beyond); if the student is attending a school that has not implemented the Utah Core "K-12" Standards, a student would complete at minimum Algebra I, Geometry, Algebra II, and a class beyond Algebra II~~

¹ Adopted June 4, 1999, amended July 12, 1999, April 20, 2001, May 31, 2002, September 15, 2006. Amended and approved by the Board of Regents October 16, 2009, April 1, 2010, March 25, 2011, March 29, 2013 and April 1, 2016.

~~3.5.3 — 3.5 units of social studies;~~

~~3.5.4 — 3.0 units of lab-based natural science (one each of Biology, Chemistry, and Physics); and~~

~~3.5.5 — 2.0 units of the same foreign language, other than English, taken in a progressive manner.~~

3.64. "Eligible Institutions" means [USHE](#) institutions ~~of the USHE~~ or any private, nonprofit institution of higher education in Utah accredited by the Northwest Commission on Colleges and Universities (NWCCU) [that enters into a data sharing MOU with the Board of Regents.](#)

3.75. "Excusable Neglect" means a failure to take proper steps at the proper time, not in consequence of carelessness, inattention, or willful disregard of the scholarship application process, but in consequence of some unexpected or unavoidable hindrance or accident.

~~3.8 "Exemplary Academic Achievement Award" ("Exemplary Award") means a renewable scholarship to be awarded to students who complete the eligibility requirements of section 4.2 of this policy.~~

3.96. "Good Cause" means the student's failure to meet a scholarship application process requirement was due to circumstances beyond the student's control or circumstances that are compelling and reasonable.

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

~~3.11 "Home-Schooled" refers to a student who has not graduated from a Utah high school and received credits and/or letter grades for the Core Course of study in grades 9-12.~~

~~3.12 "Recipient" means an applicant who receives an award under the requirements set forth in this policy.~~

~~3.13 "Reasonable progress" means enrolling and completing at least fifteen credit hours during Fall and Spring semesters and earning a 3.3 grade point average (GPA) or higher each semester while enrolled at an eligible institution and receiving the award.~~

~~3.14 "Renewal Documents" include institutionally produced documents demonstrating that the recipient has met the required semester GPA and a detailed schedule providing proof of enrollment in fifteen credit hours for the semester for which the recipient is seeking award payment.~~

3.158. "Scholarship Appeals Committee" means the committee designated by Commissioner of Higher Education to review appeals of Regents' Scholarship award decisions and take final agency action regarding awards.

3.9. "Scholarship Award" means [a one-time scholarship awarded to all eligible applicants who meet the eligibility requirements of section R609-4.](#)

3.1610. "Scholarship Staff" means the group assigned to review Regents' Scholarship applications and make initial decisions awarding the scholarships.

~~3.17~~11. "Substantial Compliance" means the applicant, in good faith, ~~complied~~ demonstrated clear intent to comply with the ~~substantial or essential~~ scholarship application requirements and has demonstrated likely eligibility but failed to precisely comply ~~exactly~~ with the application specifics.

3.12. "Supplemental Award" means a two-year award of additional funds based on the recipient's financial ability to access higher education.

~~3.18 "UESP" means the Utah Educational Savings Plan.~~

~~3.19 "USHE" means the Utah system of higher education, which includes the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State University, Utah Valley University, and Salt Lake Community College.~~

~~3.20 Weighted Grade: A grade shall be weighted if a student completed an advanced placement, international baccalaureate or college course. The grade weight given is half the value of the high school credits earned for the course. For AP and IB courses all grades are averaged and then the weight is applied. When college credit is earned the grade weight is applied to the grade shown on the college transcript.~~

R609-4 ~~Base~~ Award Requirements

~~4.1 Complete the Core Course of Study as defined in section 3.5 of this policy subject to the following criteria~~
To qualify for the Regents' Scholarship, the applicant shall satisfy the following criteria:

~~4.1.1 Not all courses that meet state and individual district high school graduation requirements meet the scholarship requirements.~~

~~4.1.2 Course Availability: In addition to taking courses at the school they are attending, a student may complete coursework through other accredited Utah high schools or Utah eligible institutions.~~

~~4.1.3 A student may meet a course requirement through a competency based assessment provided it is documented on a transcript and has a letter grade (A-C) assigned.~~

~~4.1.4 The courses completed shall be unique except when repeated for a higher grade as noted in (insert section). Students may not take a standard course and then enroll in the honors version of the same course and count both toward meeting the scholarship credit requirements and, when applicable, the requirement of progression.~~

~~4.1.5 Repeated course work shall not count toward accumulation of required credits.~~

Graduate from a Utah high school with a minimum, non-weighted GPA of 3.3.

4.1.2. Complete four credits of English.

4.1.3. Complete four credits of math, including one credit of advanced math.

4.1.4. Complete three credits of lab-based biology, chemistry and physics.

4.1.5. Complete two credits of world languages.

4.1.6. Complete three credits of social science.

4.1.7. Complete the ACT with a minimum score of 22.

4.1.8. Receive an Estimated Family Contribution (EFC) by completing and submitting the Free Application for Federal Student Aid (FAFSA).

~~4.2 GPA: The applicant shall demonstrate completion of the Core Course of Study with a non-weighted cumulative high school GPA of at least 3.0.~~

~~4.3 Minimum Grade requirement: the applicant shall earn a course grade on a transcript of "C" or above in each individual course listed in section 3.4. Certain courses may receive a weighted grade as outlined under subsection 9.5 as part of the scholarship award determination.~~

~~4.4 Replacing Low Grades by Retaking a Course: An applicant may retake a course to replace a low grade received. When retaking courses to replace a grade the following subsections apply:~~

~~4.5 The Entire Course: The applicant shall either (1) retake the entire original course, or (2) complete an approved course equal to or greater in credit value in the same subject area. The math and foreign language requirement of progression shall be shown. This is true even if the applicant only received a lower grade in a single semester, term, trimester, or quarter.~~

~~4.6 The Higher of Two Grades: The higher of two grades in the same or an approved course will count towards meeting the scholarship requirements.~~

~~4.7 Approved Courses and Progression Determined by the Regents' Scholarship Review Committee: The Regents' Scholarship Review Committee reserves the right to determine if the repeated course qualifies as an approved course in the same subject area and if progression is required and demonstrated.~~

~~4.8 "P" and "I" Grades not Accepted: Pass/fail or incomplete grades do not meet the minimum scholarship grade requirement. A student may satisfy a course requirement through a competency-based assessment provided it is documented for credit on an official transcript.~~

4.3. The courses completed shall be unique except when repeated for a higher grade.

4.4. Repeated course work shall not count toward accumulation of required credits.

~~4.95 College Course Work: College course work will only be evaluated if the applicant submits an official college transcript. If an applicant enrolls in and completes a college course worth three or more college credits, this shall be counted as one high school credit toward the scholarship requirements. The student is evaluated on the college grade earned, with the weight added to the college grade as defined in section 3.19.~~

~~4.10 ACT Score: The applicant shall submit at least one verified ACT score.~~

~~4.11 Utah High School Graduation: The applicant shall have graduated from a Utah high school.~~

~~4.12 Citizenship: A recipient shall be a citizen of the United States or a noncitizen who is eligible to receive federal student aid.~~

~~4.13 No Criminal Record: A recipient shall not have a criminal record, with the exception of a misdemeanor traffic citation.~~

~~4.146. Mandatory Fall Semester Enrollment: A recipient shall enroll at an eligible institution by Fall semester immediately following the student's high school graduation date or receive an approved deferral from the Board under subsection 7.2. Documentation shall include the recipient's name, the semester the recipient will attend, the name of the institution they are attending and the number of credits for which the recipient is enrolled, and complete a minimum of 30 credit hours per academic year, or the equivalent of an academic year in the event of a deferment/leave of absence. The institution at which the student attends shall verify the recipient has met the enrollment requirements.~~

~~4.157. New Century Scholarship: A recipient shall not receive both a Regents' Scholarship and the New Century Scholarship established in Utah Code Section 53B-8-105. and administered in R604-609-5. Exemplary Academic Achievement Award Requirements: To qualify for the Regents' Scholarship Exemplary Academic Achievement award, the applicant shall satisfy all requirements for the Base award (see section 3.4), and additionally meet all of the following requirements:~~

~~4.16 GPA: The applicant shall have a non-weighted cumulative high school GPA of at least 3.5.~~

~~4.17 Minimum Grade: The applicant shall earn a course grade on a transcript of "B" or above in each individual course listed in section 3.4. Certain courses may receive a weighted grade as part of the scholarship award determination.~~

~~4.18 ACT Score: The applicant shall submit a verified composite ACT score of at least 26.~~

~~609-5. Continuation and Renewal of the Exemplary Award.~~

~~5.1 Duty of Student to Report Reasonable Progress Toward Degree Completion: In order to renew the Exemplary Academic Achievement Award, the recipient shall submit renewal documents each semester, providing evidence of reasonable progress toward degree completion by the deadlines established in current program materials.~~

~~5.2 If the recipient fails to maintain a 3.3 GPA in a single semester the recipient is placed on probation and shall earn a 3.3 GPA or better the following semester to maintain eligibility. If the recipient again at any time earns less than a 3.3 GPA or fails to enroll and complete fifteen credit hours, except as outlined in section 7.2 of this policy, the scholarship may be revoked.~~

~~5.3 Recipient will not be required to enroll in fifteen credit hours if the student can complete his/her degree program with fewer credits. Documentation shall include the recipient's name, the semester the recipient will attend, the name of the institution they are attending and the number of credits for which the recipient is enrolled.~~

~~5.4 Student Transfer: Students may transfer their scholarship to a different eligible institution upon request to the Scholarship office.~~

~~609-65. Application Procedures~~

~~65.1. Application Deadline: Applicants shall submit an official scholarship application no later than February 1 of the year that they graduate from high school. The Board may establish a priority deadline may be established each year. Applicants who meet the priority deadline may be given first priority or~~

consideration for the scholarship. Subject to funding, students may be considered based on date they of completed and submitted their application.

~~65.2 Required Documentation: Scholarship awards shall be denied if all documentation is not completed and submitted by the specified deadlines. If any documentation demonstrates that the applicant did not satisfactorily fulfill all course and GPA requirements, or if any information, including the attestation of criminal record or citizenship status, proves to be falsified the award may be denied. Required documents that shall be submitted with a scholarship application include Applicants shall submit the following documents:~~

~~65.2.1 the official online Regents' Scholarship application;~~

~~65.2.2 an official high school paper or electronic transcript, official college transcript(s) when applicable, and any other miscellaneous official transcripts demonstrating all completed courses and GPA. Final transcript(s) will be requested if the student is found conditionally approved, meaning that the student appears to be on track to receive the scholarship;~~

~~65.2.3 If a student completed coursework at an educational institution outside of the district from which the student graduated, the student must submit an official transcript from the school at which he or she completed the coursework if the courses completed and grades earned are not reflected in the official high school transcript; and~~

~~65.2.4 verified ACT score(s).~~

R609-76. ~~Amount of Award~~ Amounts and Distribution of Award Funds

~~76.1. Funding Constraints of Awards: The Board may limit or reduce the Base Award and/or the Exemplary Academic Achievement will determine award amounts, as well as supplemental awards granted,~~ depending on the annual legislative appropriations and the number of qualified applicants.

~~76.2. Amount of Awards~~

~~7.2.1 Scholarship Award: The Base award of up to \$1,000 may be adjusted annually by the Board in an amount up to the average percentage tuition increase approved by the Board for USHE institutions. Students who meet the eligibility criteria will receive a one-time scholarship award, the amount of which will be determined annually by the Board~~

~~76.2.23. Exemplary Academic Achievement Supplemental Award: The Exemplary Academic Achievement award is up to the amount provided by law and as determined each Spring by the Board based on legislative funding and the number of applicants. The Exemplary Academic Achievement award may be renewed for the shortest of the following In addition to the Scholarship Award, recipients may qualify for a two-year supplemental award up to a maximum award amount set by the Board annually. The supplemental award amount will be distributed based the following methodology:~~

~~76.2.23.1. Four semesters of enrollment in fifteen credit hours Participating institutions shall establish a range with a minimum and maximum Expected Family Contribution (EFC) based on the FAFSA within which eligible recipients' EFC must fall to be eligible for a supplemental award. Participating institutions shall annually revise and report EFC range of eligibility to the Office of the Commissioner by February 1.~~

~~76.2.23.2~~ ~~Sixty five credit hours;~~ The institution may then award the supplemental amount to each recipient up to the established maximum award, based on state and federal aid the recipient is already receiving and the EFC. The supplemental award shall not be used to exceed the recipient's remaining cost for tuition, fees, books, required course materials and housing after all other financial aid is considered.

6.3.3. Supplemental award recipients must maintain a 3.0 GPA and complete a minimum of 30 credit hours per academic year or equivalent to remain eligible for the award. Institutions shall verify the recipient has met these requirements.

~~76.2.23.34.~~ ~~Until the student meets the requirements for a Baccalaureate degree.~~ If in the course of distributing awards the institution reduces a recipient's award based on that student's other financial aid, the remaining funds may be used to distribute further supplemental awards to other recipients. Additionally, institutions may additionally distribute unused or forfeited funds to other eligible recipients.

76.2.34. UESP Supplemental Award to Encourage College Savings: Subject to available funding, an applicant who qualifies for the Base award is eligible to receive up to an additional \$4300 in state funds to be added to the total scholarship award.

~~76.2.34.1.~~ For each year the applicant is 14, 15 ~~or~~ 16, ~~or~~ 17 years of age and had an active UESP account, the Board may contribute, subject to available funding, \$100 (i.e., up to \$4300 total for all four years) to the recipient's award if at least \$100 was deposited into the account for which the applicant is named the beneficiary.

~~76.2.34.2.~~ If no contributions are made to an applicant's account during a given year, the matching amount will likewise be \$0.

~~76.2.34.3.~~ If contributions total more than \$100 in a given year, the matching amount will cap at \$100 for that year.

~~76.2.34.4.~~ Matching funds apply only to contributions, not to transfers, earnings, or interest.

7.3—Distribution of Award Funds

~~7.3.1—Award Payable to Institution: The award will be made payable to the institution. The institution may pay over to the recipient any excess award funds not required for tuition payments. Award funds shall be used for any qualifying higher education expense including: tuition, fees, books, supplies, equipment required for course instruction, or housing.~~

~~7.3.2.—Credit Hours Dropped After Award Payment: If a recipient drops credit hours after having received the award which results in enrollment below fifteen credit hours, the scholarship may be revoked.~~

R609-7. Time Constraints and Deferrals

R609-8 Time Constraints and Continuing Eligibility

8.7.1. Time Limitation: Regents' Scholarship recipients shall use the award in its entirety within five years after ~~his/her high~~ their school graduation date. ~~Institutions shall return unexpended funds to the Board.~~

8.7.2. Deferral or Leave of Absence: A Recipients who will not enroll as a student shall apply for a deferral or leave of absence with their institution. ~~if they do not continuously enroll in fifteen credit hours.~~

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

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

~~**8.3. — No Guarantee of Degree Completion:** Neither a Base award nor an Exemplary Academic Achievement award guarantees that the recipient will complete his or her Associate or Baccalaureate program within the recipient's scholarship eligibility period.~~

R609-8. Transfers.

8.1. Recipients may transfer to another eligible institution and retain the supplemental award. Recipients are responsible to inform the financial aid office at the institution to which they are transferring that they are receiving the Regents Scholarship at their current institution. The financial aid offices at the respective schools shall coordinate the transfer of scholarship funds and information.

R609-9 Scholarship Determinations and Appeals

9.1. Scholarship Determinations: Submission of a scholarship application does not guarantee a scholarship award. The Scholarship Staff shall review individual scholarship applications and ~~make the awards determination~~ determine eligibility. Awards are based on available funding, applicant pool, and applicants' completion of scholarship criteria by the specified deadline.

9.2. Appeals: An applicant has the right to appeal the Scholarship Staff's adverse decision by filing an appeal with the Scholarship Appeals Committee subject to the following conditions:

9.2.1. Applicants may submit a written ~~The appeal must be in writing and submitted in person or~~ through either the U.S. Mail or their Regents Scholarship Student Account. Appeals must be ~~hand delivered to the office or~~ postmarked (if mailed) or submitted online within 30 days of the date on which the scholarship notification was issued.

9.2.2 In the appeal, the applicant must provide his or her full name, mailing address, the high school he or she last attended, a statement of the reason for the appeal, and all information or evidence that supports the appeal. The failure of an applicant to provide the information in this subsection shall not preclude the acceptance of an appeal.

9.2.3. An appeal filed before the applicant receives official notification from the Scholarship Staff of its decision ~~shall~~ may not be considered.

- 9.2.4 If an applicant failed to file his or her appeal on time, the Scholarship Appeals Committee shall notify the applicant of the late filing and give him or her an opportunity to explain the reasons for failing to file the appeal by the deadline. The Scholarship Appeals Committee shall not have jurisdiction to consider the merits of an appeal that is filed beyond the deadline unless it determines the applicant established excusable neglect.
- 9.2.5 The Scholarship Appeals Committee shall review the appeal to determine if the award decision was made in error, or if the applicant demonstrated substantial compliance with the scholarship application requirements but failed to meet one or more requirements for good cause.
- 9.2.6 If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that the initial decision was made in error, it shall either reverse the initial decision or remand it back to the Scholarship Staff for further review in accordance with the Appeals Committee's instructions.
- 9.2.7 If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that he or she demonstrated substantial compliance with the application process requirements and good cause for failing to meet one or more of the requirements, the Appeals Committee shall grant the applicant a reasonable period of time to complete the remaining requirements and to resubmit the completed application to the Scholarship Staff for a redetermination. In such a case, the applicant shall have the right to appeal an adverse decision according to this rule.
- 9.2.8 The Scholarship Appeals Committee's decision shall be in writing and contain its findings of facts, reasoning and conclusions of law and notice of the right to judicial review.
- 9.2.9 The Scholarship Appeals Committee's decision represents the final agency action. An applicant who disagrees with the Scholarship Appeal Committee's Decision may seek judicial review in accordance with Utah Code Ann. 63G-4-402.

R609-10 Reporting.

- 11.0. On or before April 30 each year, eligible institutions shall report to the Board of Regents the following:
 - 10.1.1. The names of students the institutions awarded Regents' Scholarship funds.
 - 10.1.2. The amount each recipient received, including scholarship additional I funds under this policy.
 - 10.1.3. If the recipient received supplemental funds, the EFC, the current GPA, and the number of credits completed.
- 10.2. The Board of Regents may, at any time, request additional documentation or data related to the Regents Scholarship and may review or formally audit an eligible institution's compliance with this policy.

R609-1 Purpose: The Regents' Scholarship rewards students whose academic achievements demonstrate a high likelihood of college success and also provides additional financial aid to qualifying students whose economic resources may prevent access to higher education.

R609-2 References

- 2.1. Utah Code Ann. §53B-8-108 et seq., Regents' Scholarship Program.
- 2.2. Utah Admin. Code §R277-700-7, High School Requirements (Effective for Graduating Students Beginning with the 2010-2011 School Year).

R609-3 Definitions

- 3.1. **"Advanced Math"** means any of the following courses: pre-calculus, calculus, statistics, AP calculus AB, AP calculus BC, AP statistics, college courses Math 1030 and higher, IB Math SL, HL, and Further Math.
- 3.2. **"Board"** means the Utah State Board of Regents.
- 3.3. **"College Course Work"** means any instance in which college credit is earned, including but not limited to, concurrent enrollment, distance education, dual enrollment, or early college.
- 3.4. **"Eligible Institutions"** means USHE institutions or any private, nonprofit institution of higher education in Utah accredited by the Northwest Commission on Colleges and Universities (NWCCU) that enters into a data sharing MOU with the Board of Regents.
- 3.5. **"Excusable Neglect"** means a failure to take proper steps at the proper time, not in consequence of carelessness, inattention, or willful disregard of the scholarship application process, but in consequence of some unexpected or unavoidable hindrance or accident.
- 3.6. **"Good Cause"** means the student's failure to meet a scholarship application process requirement was due to circumstances beyond the student's control or circumstances that are compelling and reasonable.
- 3.7. **"High School"** means a public school established by the Utah State Board of Education or private high school within the boundaries of the State of Utah. If a private high school, it shall be accredited by a regional accrediting body approved by the Board.
- 3.8. **"Scholarship Appeals Committee"** means the committee designated by Commissioner of Higher Education to review appeals of Regents' Scholarship award decisions and take final agency action regarding awards.
- 3.9. **"Scholarship Award"** means a one-time scholarship awarded to all eligible applicants who meet the eligibility requirements of section R609-4.

¹ Adopted June 4, 1999, amended July 12, 1999, April 20, 2001, May 31, 2002, September 15, 2006. Amended and approved by the Board of Regents October 16, 2009, April 1, 2010, March 25, 2011, March 29, 2013 and April 1, 2016.

3.10. **“Scholarship Staff”** means the employees assigned to review Regents' Scholarship applications and make initial decisions awarding the scholarships.

3.11. **“Substantial Compliance”** means the applicant, in good faith, demonstrated clear intent to comply with the scholarship application requirements and has demonstrated likely eligibility, but failed to precisely comply with the application specifics.

3.12. **“Supplemental Award”** means a two-year award of additional funds based on the recipient's financial ability to access higher education.

R609-4. Award Requirements

4.1. To qualify for the Regents' Scholarship, the applicant shall satisfy the following criteria:

4.1.1. Graduate from a Utah high school with a minimum, non-weighted GPA of 3.3.

4.1.2. Complete four credits of English.

4.1.3. Complete four credits of math, including one credit of advanced math.

4.1.4. Complete three credits of lab-based biology, chemistry and physics.

4.1.5. Complete two credits of world languages.

4.1.6. Complete three credits of social science.

4.1.7. Complete the ACT with a minimum score of 22.

4.1.8. Receive an Estimated Family Contribution (EFC) by completing and submitting the Free Application for Federal Student Aid (FAFSA).

4.2. A student may satisfy a course requirement through a competency-based assessment provided it is documented for credit on an official transcript.

4.3. The courses completed shall be unique except when repeated for a higher grade.

4.4. Repeated course work shall not count toward accumulation of required credits.

4.5. **College Course Work:** College course work will only be evaluated if the applicant submits an official college transcript. If an applicant enrolls in and completes a college course worth three or more college credits, this shall be counted as one high school credit toward the scholarship requirements.

4.6. **Mandatory Enrollment:** A recipient shall enroll at an eligible institution and complete a minimum of 30 credit hours per academic year or the equivalent of an academic year in the event of a deferment/leave of absence. The institution at which the student attends shall verify the recipient has met the enrollment requirements.

4.7. **New Century Scholarship:** A recipient shall not receive both a Regents' Scholarship and the New Century Scholarship established in Utah Code Section 53B-8-105.

609-5 Application Procedures

5.1. Application Deadline: Applicants shall submit an official scholarship application no later than February 1 of the year that they graduate from high school. The Board may establish a priority deadline each year. Applicants who meet the priority deadline may be given first priority or consideration for the scholarship. Subject to funding, students may be considered based on the date of they completed and submitted their application.

5.2 Required Documentation: Applicants shall submit the following documents:

5.2.1. The online Regents' Scholarship application.

5.2.2. An official high school paper or electronic transcript, official college transcript(s) when applicable, and any other miscellaneous official transcripts demonstrating all completed courses and GPA.

5.2.3. If a student completed coursework at an educational institution outside of the district from which the student graduated, the student must submit an official transcript from the school at which he or she completed the coursework if the courses completed and grades earned are not reflected in the official high school transcript.

5.2.4. Verified ACT score(s).

R609-6 Award Amounts and Distribution of Award Funds

6.1. Funding Constraints of Awards: The Board will determine award amounts, depending on the annual legislative appropriation and the number of qualified applicants.

6.2. Scholarship Award: Students who meet the eligibility criteria will receive a one-time scholarship award, the amount of which will be determined annually by the Board

6.3. Supplemental Award: In addition to the Scholarship Award, recipients may qualify for a two-year supplemental award up to a maximum award amount set by the Board annually. The supplemental award amount will be distributed based the following methodology:

6.3.1. Participating institutions shall establish a range with a minimum and maximum Expected Family Contribution (EFC) based on the FAFSA within which eligible recipients' EFC must fall to be eligible for a supplemental award. Participating institutions shall annually revise and report EFC range of eligibility to the Office of the Commissioner by February 1.

6.3.2. The institution may then award the supplemental amount to each recipient up to the established maximum award, based on state and federal aid the recipient is already receiving and the EFC. The supplemental award shall not be used to exceed the recipient's remaining cost for tuition, fees, books, required course materials and housing after all other financial aid is considered.

6.3.3. Supplemental award recipients must maintain a 3.0 GPA and complete a minimum of 30 credit hours per academic year or equivalent to remain eligible for the award. Institutions shall verify the recipient has met these requirements.

6.3.4. If in the course of distributing awards the institution reduces a recipient's award based on that student's other financial aid, the remaining funds may be used to distribute further supplemental awards to other recipients. Additionally, institutions may additionally distribute unused or forfeited funds to other eligible recipients.

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

6.4.1. For each year the applicant is 14, 15, or 16 years of age and had an active UESP account, the Board may contribute, subject to available funding, \$100 (i.e., up to \$300 total for all three years) to the recipient's award if at least \$100 was deposited into the account for which the applicant is named the beneficiary.

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

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

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

R609-7 Time Constraints and Deferrals

7.1. **Time Limitation:** Regents' Scholarship recipients shall use the award in its entirety within five years after their school graduation date.

7.2. **Deferral or Leave of Absence:** Recipients who will not enroll as a student shall apply for a deferral or leave of absence with their institution.

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

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

R609-8 Transfers

8.1. Recipients may transfer to another eligible institution and retain the scholarship and supplemental awards. Recipients are responsible to inform the financial aid office at the institution to which they are transferring that they are receiving the Regents Scholarship at their current institution. The financial aid offices at the respective schools shall coordinate the transfer of scholarship funds and information.

R609-9 Scholarship Determinations and Appeals

9.1. Scholarship Determinations: Submission of a scholarship application does not guarantee a scholarship award. The Scholarship Staff shall review individual scholarship applications and determine eligibility. Awards are based on available funding, applicant pool, and applicants' completion of scholarship criteria by the specified deadline.

9.2. Appeals: An applicant has the right to appeal the Scholarship Staff's adverse decision by filing an appeal with the Scholarship Appeals Committee subject to the following conditions:

- 9.2.1. Applicants may submit a written appeal through either the U.S. Mail or their Regents Scholarship Student Account. Appeals must be postmarked (if mailed) or submitted online within 30 days of the date on which the scholarship notification was issued.
- 9.2.2. In the appeal, the applicant must provide his or her full name, mailing address, the high school he or she last attended, a statement of the reason for the appeal, and all information or evidence that supports the appeal. The failure of an applicant to provide the information in this subsection shall not preclude the acceptance of an appeal.
- 9.2.3. An appeal filed before the applicant receives official notification from the Scholarship Staff of its decision may not be considered.
- 9.2.4. If an applicant failed to file his or her appeal on time, the Scholarship Appeals Committee shall notify the applicant of the late filing and give him or her an opportunity to explain the reasons for failing to file the appeal by the deadline. The Scholarship Appeals Committee shall not have jurisdiction to consider the merits of an appeal that is filed beyond the deadline unless it determines the applicant established excusable neglect.
- 9.2.5. The Scholarship Appeals Committee shall review the appeal to determine if the award decision was made in error, or if the applicant demonstrated substantial compliance with the scholarship application requirements but failed to meet one or more requirements for good cause.
- 9.2.6. If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that the initial decision was made in error, it shall either reverse the initial decision or remand it back to the Scholarship Staff for further review in accordance with the Appeals Committee's instructions.
- 9.2.7. If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that he or she demonstrated substantial compliance with the application process requirements and good cause for failing to meet one or more of the requirements, the Appeals Committee shall grant the applicant a reasonable period of time to complete the remaining requirements and to resubmit the completed application to the Scholarship Staff for a redetermination. In such a case, the applicant shall have the right to appeal an adverse decision according to this rule.
- 9.2.8. The Scholarship Appeals Committee's decision shall be in writing and contain its findings of facts, reasoning and conclusions of law and notice of the right to judicial review.
- 9.2.9. The Scholarship Appeals Committee's decision represents the final agency action. An applicant who disagrees with the Scholarship Appeal Committee's Decision may seek judicial review in accordance with Utah Code Ann. 63G-4-402.

R609-10 Reporting.

- 10.1. On or before April 30 each year, eligible institutions shall report to the Board of Regents the following:
 - 10.1.1. The names of students the institutions awarded Regents' Scholarship funds.
 - 10.1.2. The amount each recipient received, including scholarship additional I funds under this policy.
 - 10.1.3. If the recipient received supplemental funds, the EFC, the current GPA, and the number of credits completed.
- 10.2. The Board of Regents may, at any time, request additional documentation or data related to the Regents Scholarship and may review or formally audit an eligible institution's compliance with this policy.

November 8, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Campus Master Plan Approval

Issue

Regent policy R706, *Capital Facilities Master Planning* requires the Board of Regents to review and approve institutional campus master plans every two years. Utah State University (USU) seeks approval of its institutional campus master plan, which was last approved on September 18, 2015.

Background

USU requests the review and approval of its updated campus master plan which was last approved in 2015. A letter from the University describing the updates to the master plan is attached along with a five-year plan for the University, a master plan map of the Logan campus, and a state-wide campus master plan overview. In addition, USU has included additional information regarding the Brigham City campus master plan to help illustrate the long-term development plans for that particular campus location. This additional information is being included to help provide background for the Board as they consider not only the overall campus master plan, but also the Brigham City property purchase being advanced by the University for Board ratification. University officials will be present at the meeting and be available to respond to Board questions.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the Utah State University Campus Master Plan.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

October 25, 2017

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

Subject: Utah State University Campus Master Plan

Dear Commissioner Buhler:

Utah State University appreciates the opportunity to host the November 17, 2017 Board of Regents' meeting at the Logan Campus. At the meeting, we request the opportunity to present for approval USU's Campus Master Plan.

Over the past two years, the University has completed several significant master planning and construction projects.

On the Logan Campus, Huntsman Hall was completed in 2016 with approximately 149,000 square feet of new space, Maverik Stadium Renovation was completed in 2016 with a 115,000 square-foot facility on the west side of the existing stadium, and the Aggie Recreation Center was completed in 2015 with approximately 105,500 square feet of new space. On the Statewide Campuses the Academic building in Brigham City was completed in 2015 with approximately 61,000 square feet of new space.

Projects in the programming/design phase or construction include Life Science building, Valley View Residence Hall replacement, Center for Clinical Excellence, Fine Arts renovation, and the Space Dynamics Lab building.

The University has prioritized additional capital development projects over the next five years. The top priorities are the Biology and Natural Resources renovation, Center for Languages and Cultures, and Phase II of the Space Dynamics Laboratory building. Additional future priorities include the Ray B. West renovation, Animal Science renovation, Health, Physical Education, and Recreation (HPER), and Mountain View Residence Hall replacement.

The Utah State University Campus Master Plan was approved by the Board of Trustees during the October 13, 2017 meeting.

As always, we appreciate your ongoing support of the University.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Cowley', written in a cursive style.

David T. Cowley
Vice President for
Business and Finance

Enclosures

C: Kimberly Henrie, Associate Commissioner for Finance & Facilities
Rich Amon, Assistant Commissioner for Business and Facilities
Noelle Cockett, President
Charles Darnell, Associate Vice President for Facilities

FIVE YEAR PLAN

SORENSEN CENTER FOR CLINICAL EXCELLENCE

A new building for the Emma Eccles Jones College of Education and Human Services is under construction on the site previously occupied by the Center for Persons with Disabilities building, a prime location on the Education Quad. The project began construction in the spring of 2016, and consists of 116,000 GSF to house multiple clinics and services in a multidisciplinary center. The building will include early childhood education classrooms, distance education classrooms, specialized behavioral health therapy rooms, a nursing simulation lab, a hydrotherapy pool, a gross motor skills room for physical and occupational therapy, a speech-language clinic, a hearing and balance clinic, a memory clinic, a café, a teaching kitchen, and an underground parking garage. The project budget is \$37.3 M and is expected to be completed in November 2017 (pictured right).



VALLEY VIEW RESIDENCE HALL REPLACEMENT

The Valley View Residence Hall replacement project is currently under construction on the main USU campus in Logan. The site is adjacent to the existing Valley View Tower, which will be demolished when the project is complete. Construction began in the spring of 2016, and is scheduled to be complete in the spring 2018. The project will provide 110,000 GSF (366 beds) of new residential space, configured in compact suite style with multiple common spaces on each floor. The total budget for the project is \$24.5 M. (pictured right)



BIOLOGY AND NATURAL RESOURCES (BNR) RENOVATION

The proposed Biology and Natural Resources (BNR) renovation consists of 50,000 GSF of renovated space and 10,000 GSF of new space, including a new circulation tower on the NW corner to serve all four levels. This addition provides needed ADA, restroom, exit stairs, and elevator upgrades for the building. A 3,000 GSF addition to the west entrance will provide a lobby and student study space outside the 300 seat auditorium. The BNR does not currently have any study or collaboration space available for students. The project budget is \$26 M.



LIFE SCIENCES

The new \$45 M Life Sciences Building was funded primarily by state capital development funds in FY 2017, and is currently under construction. The building sits in the heart of the academic core of the USU Logan campus on an open site to the south of the BNR building, providing optimal adjacency for programs in the College of Science and the College of Natural Resources. The 96,000 GSF project will consist of new teaching and research labs, large classrooms, faculty and graduate student offices, and student study and collaboration space. The project construction is expected to conclude in the fall of 2018. (pictured left)

CENTER FOR LANGUAGES AND CULTURES

The proposed 56,000 GSF building will be sited in the area between Ray B. West and Old Main, at the SW corner of the Quad. It will house units of the Department of Languages, Philosophy, and Communication Studies; units of the Department of Sociology, Social Work, and Anthropology; the Anthropology Museum; Utah Public Radio; and new class labs, seminar rooms, and student study spaces. The project budget is \$20 M.

PHASE I SPACE DYNAMICS LAB

Construction began on a new Space Dynamics Lab building at the USU Innovation Campus in the summer of 2016. The \$28.8 M project will be completed in October of 2017, and will add 76,200 GSF of new research and prototyping space for the development of intelligence, surveillance, and reconnaissance technologies. The project was initially planned as two phases, which have been combined into one. The building will include offices, electronics and computer testing labs, server rooms, conference rooms, and a marketing board room. The building will require a high level of security and redundancy of systems.

PHASE II SPACE DYNAMICS LAB

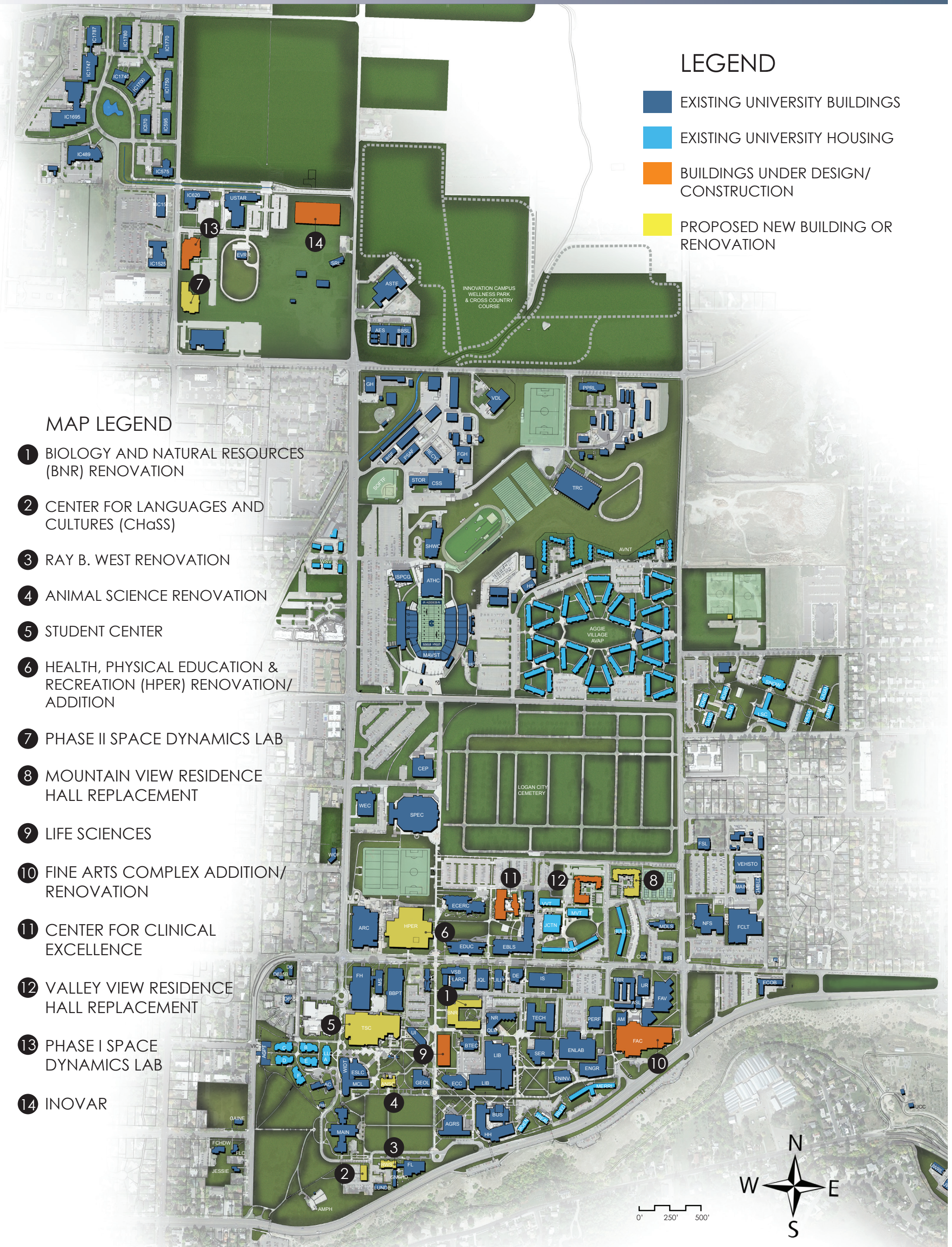
Phase II of the Space Dynamic Lab is proposed to begin design and construction in 2018. Phase II will consist of 75,700 GSF of new space, and will occupy the site directly to the south of the Phase I building. The project budget is \$31.3 M. (pictured left)



Photo courtesy of USU Public Relations and Marketing

2017
UTAH STATE
UNIVERSITY
MASTER
PLAN
LOGAN CAMPUS

CAMPUS MASTER PLAN 2017



USU MASTER PLANNING

Utah State University is located in northern Utah's beautiful Cache Valley. Established in 1888, USU is the state's land-grant university. USU's central campus sits above downtown Logan, Utah at the base of the Bear River Mountains. The University was historically planned around two central tenets: the main quadrangle and the underlying city grid system. Current USU master planning has set the following goals to accommodate long range growth on campus:

- Accommodate anticipated increases in enrollment
- Preserve USU's land-grant legacy
- Sustain student residency on campus
- Maintain a compact, walk-able academic core
- Strengthen the image of USU
- Enhance compatibility with the community
- Maintain consistent spatial pattern and density
- Efficient and safe pedestrian and vehicular circulation

The historical basis for planning at USU will continue to provide the framework for the campus plan. Additionally, new quadrangles and courtyards will be prioritized as density of buildings increase. Main entrances and nodes of activity will be strengthened and linkages developed and maintained. Density will be increased, while maintaining a suitable, human scale. Parking structures will replace surface lots over time. Future planning will enable alternative modes of transportation as well as address sustainability goals.

STATEWIDE CAMPUSES



USU EASTERN CAMPUS - BLANDING

USU Eastern campus in Blanding currently serves over 650 students with 25 degree programs. The student body is more than 75% Native American, with students from Arizona, Colorado, New Mexico, and the southeastern portion of Utah.

The Blanding campus was established in 1977 and joined Utah State University in 2010. The 83-acre site sits on the southwest edge of the city of Blanding, bounded on the west by a desert plateau and trails connecting students and the community through cedars, shaded washes, and sculptural, rocky outcroppings. The campus identity is both proudly Aggie and uniquely Four Corners.

The USU Eastern Blanding Campus Master Plan addresses the current state of existing buildings, provides phased plans for new buildings and facilities to 50 years, and allows for the accommodation of unforeseen growth and needs. (pictured right)



USU BOTANICAL CENTER MASTER PLAN

The USU Botanical Center (USUBC) is located in Kaysville, Utah. Its mission is to educate Utah residents about conservation and the wise use of plant, water, and energy resources, with a particular focus on the needs and interests of urban homeowners. The USUBC Master Plan was completed in 2016. (pictured left)

KAYSVILLE EDUCATION CENTER EXPANSION

The Kaysville Education Center is being expanded in response to enrollment demand and an increase in course offerings. The 6,500 GSF addition will also provide offices for Davis County Extension Services which will relocate from Farmington to consolidate services in a single location. The project construction is expected to conclude in the fall of 2017. The projected cost is \$2.3 million. (pictured below)

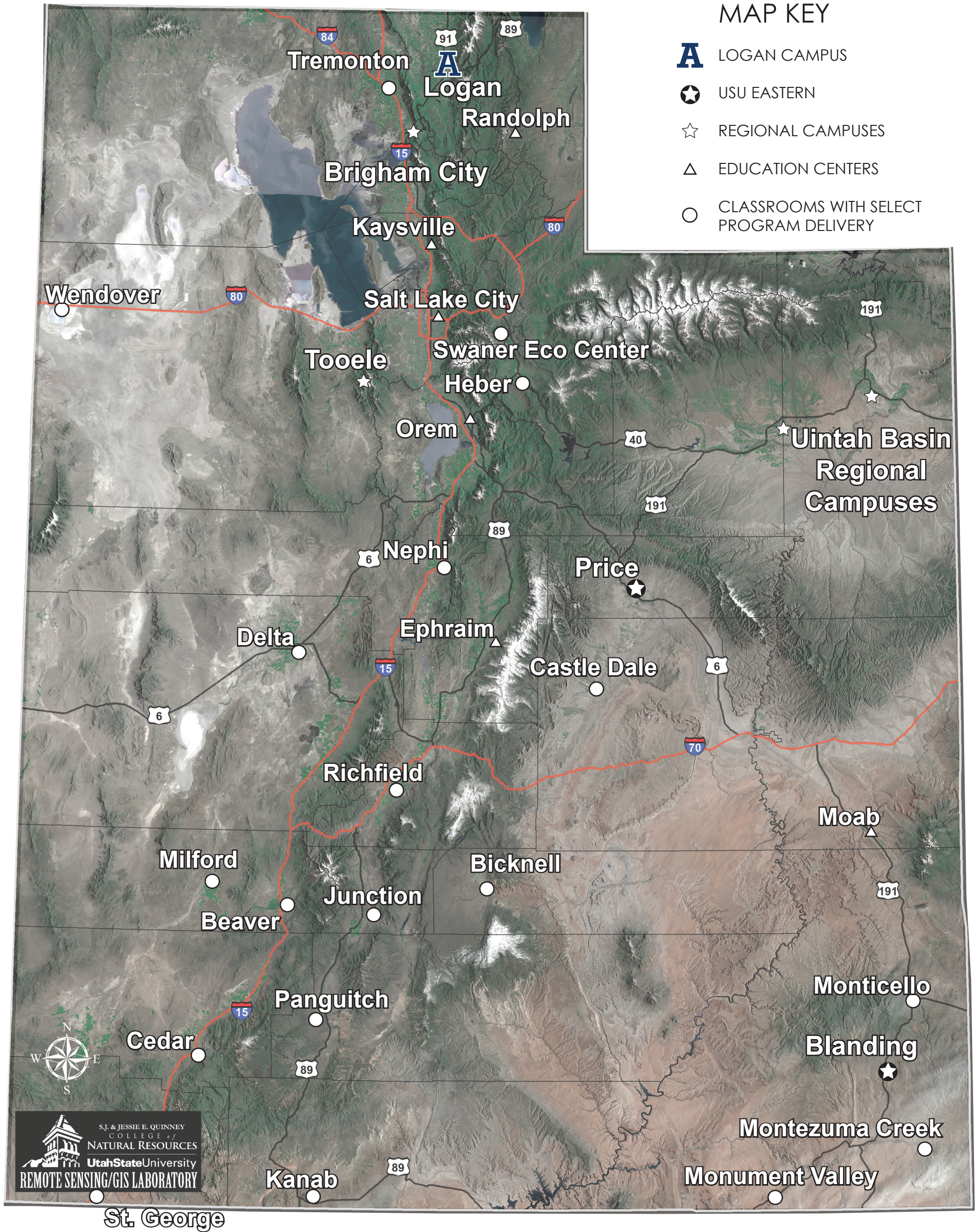


BRIGHAM CITY - TOOELE - UINTAH BASIN - USU EASTERN

Photo courtesy of Hanselmann Photography

2017
STATEWIDE
CAMPUSES
MASTER
PLAN

STATEWIDE CAMPUSES

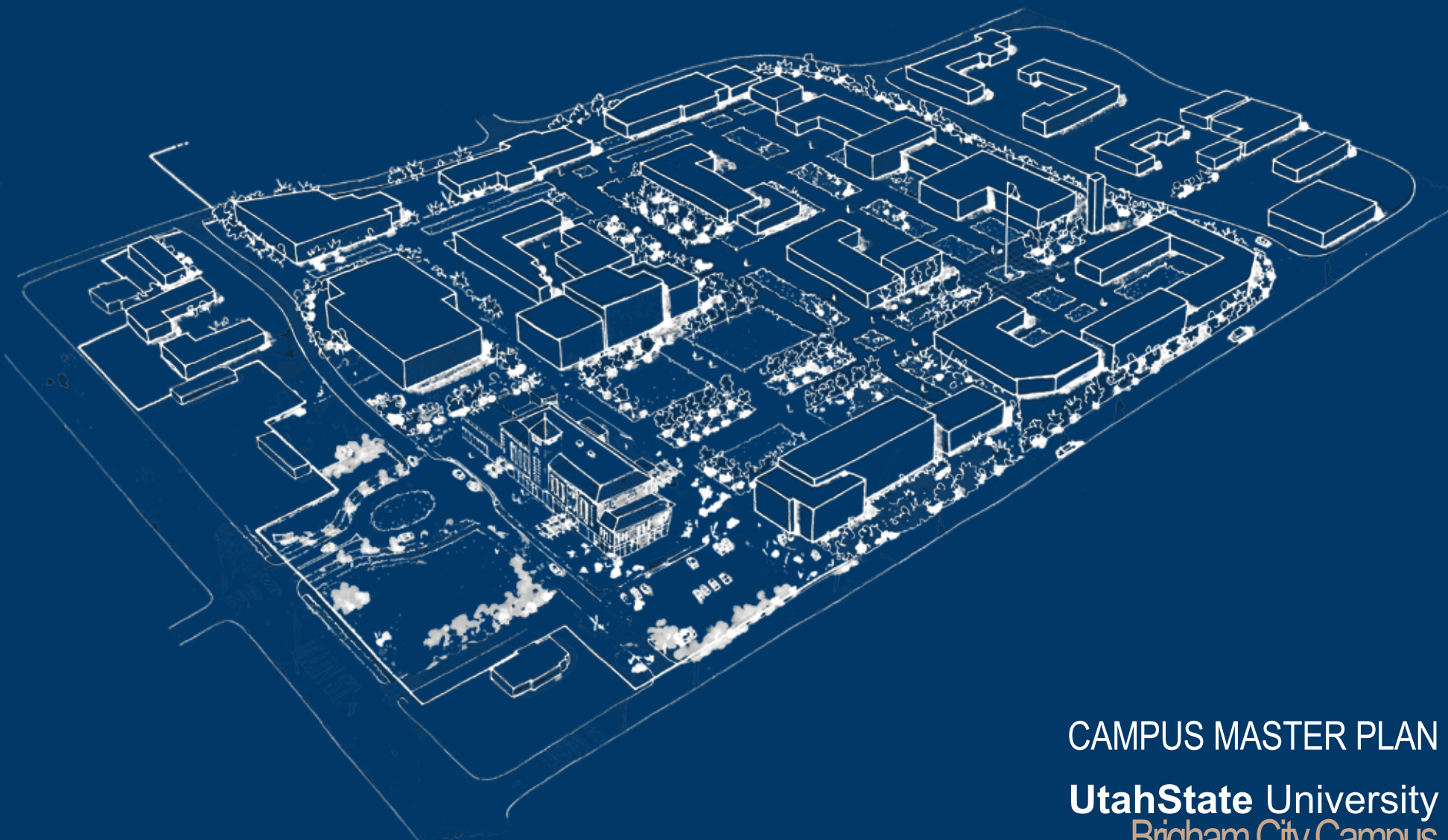


STATEWIDE MASTER PLANNING

As a public land-grant university, Utah State University is committed to expanding and enhancing the educational opportunities of the citizens of Utah. With statewide campuses, Education Centers, and multiple education sites in all of Utah's 29 counties, higher education is now more accessible than ever before. These campuses and centers support and facilitate the delivery of quality courses and degree programs to students throughout Utah. Current USU master planning has set the following goals to accommodate immediate as well as long range growth throughout the state:

- Accommodate anticipated increases in enrollment
- Sustain student residency at USU Eastern
- Preserve USU land-grant legacy
- Create and maintain compact, walk-able academic cores
- Strengthen the image of USU
- Enhance compatibility within communities
- Maintain consistent spatial patterns and density
- Efficient and safe pedestrian and vehicular circulation

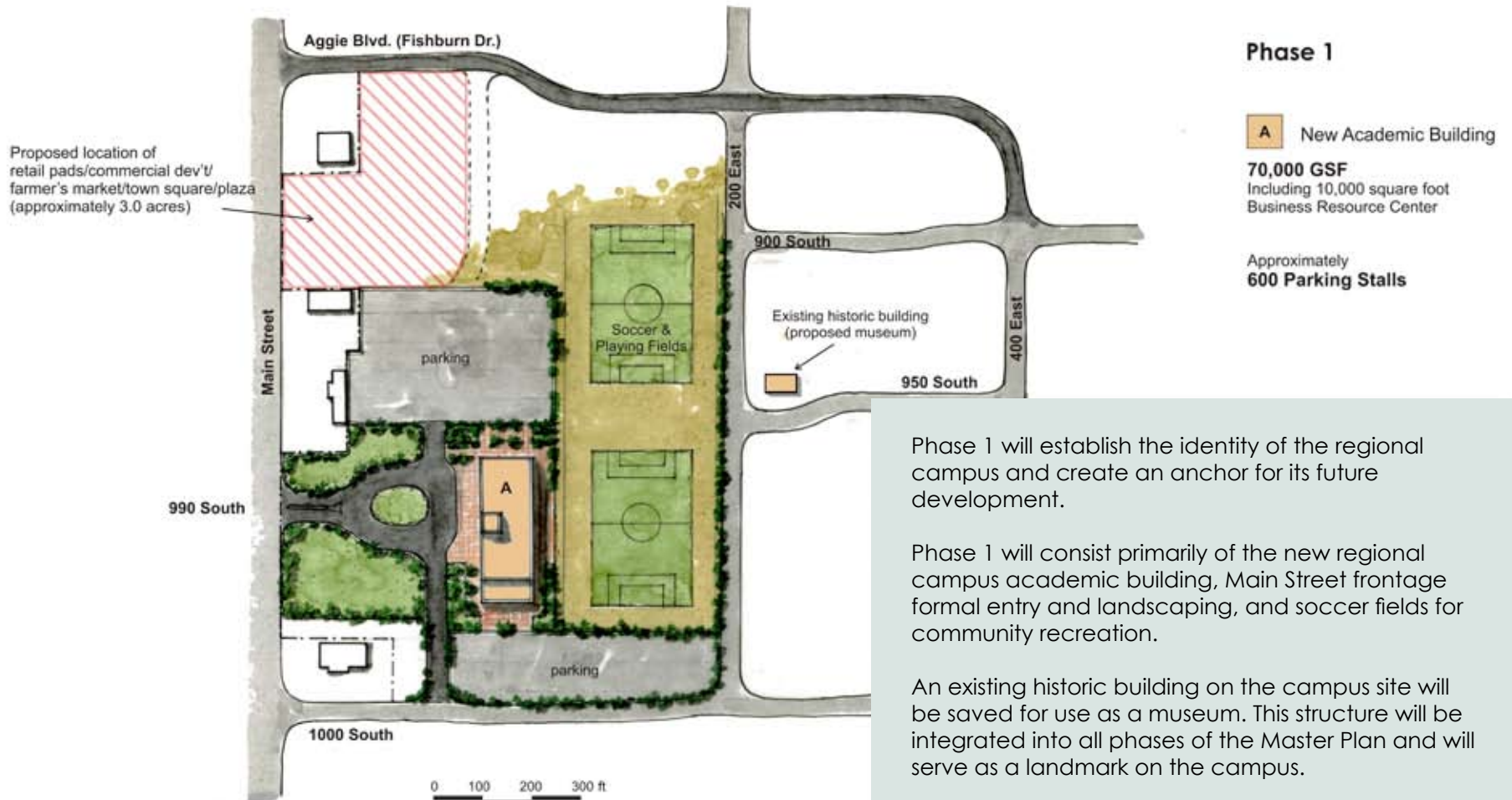
The mission of USU statewide campuses is to provide opportunities for professional and vocational learning, as well as lifelong enrichment through participation in social and cultural programs. These programs enable people of all ages and circumstances to enrich their lives and increase their knowledge without disrupting their employment or life style. Programs offered range from associate to doctoral level, including endorsements and certificates. As student enrollment increases, future planning will continue to address the needs of these facilities.



CAMPUS MASTER PLAN

UtahState University
Brigham City Campus

CAMPUS PHASING PLANS - PHASE 1

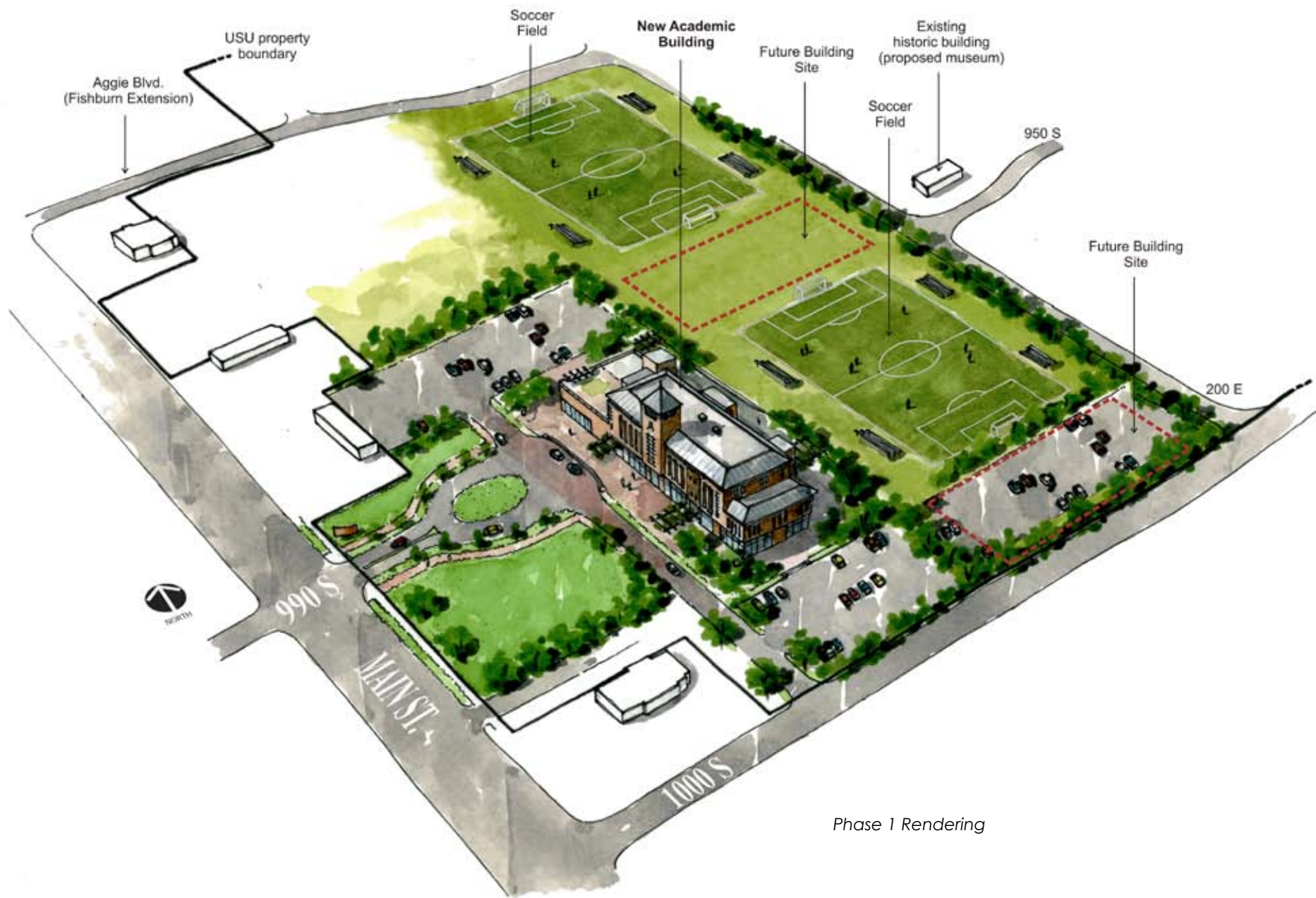


Phase 1 will establish the identity of the regional campus and create an anchor for its future development.

Phase 1 will consist primarily of the new regional campus academic building, Main Street frontage formal entry and landscaping, and soccer fields for community recreation.

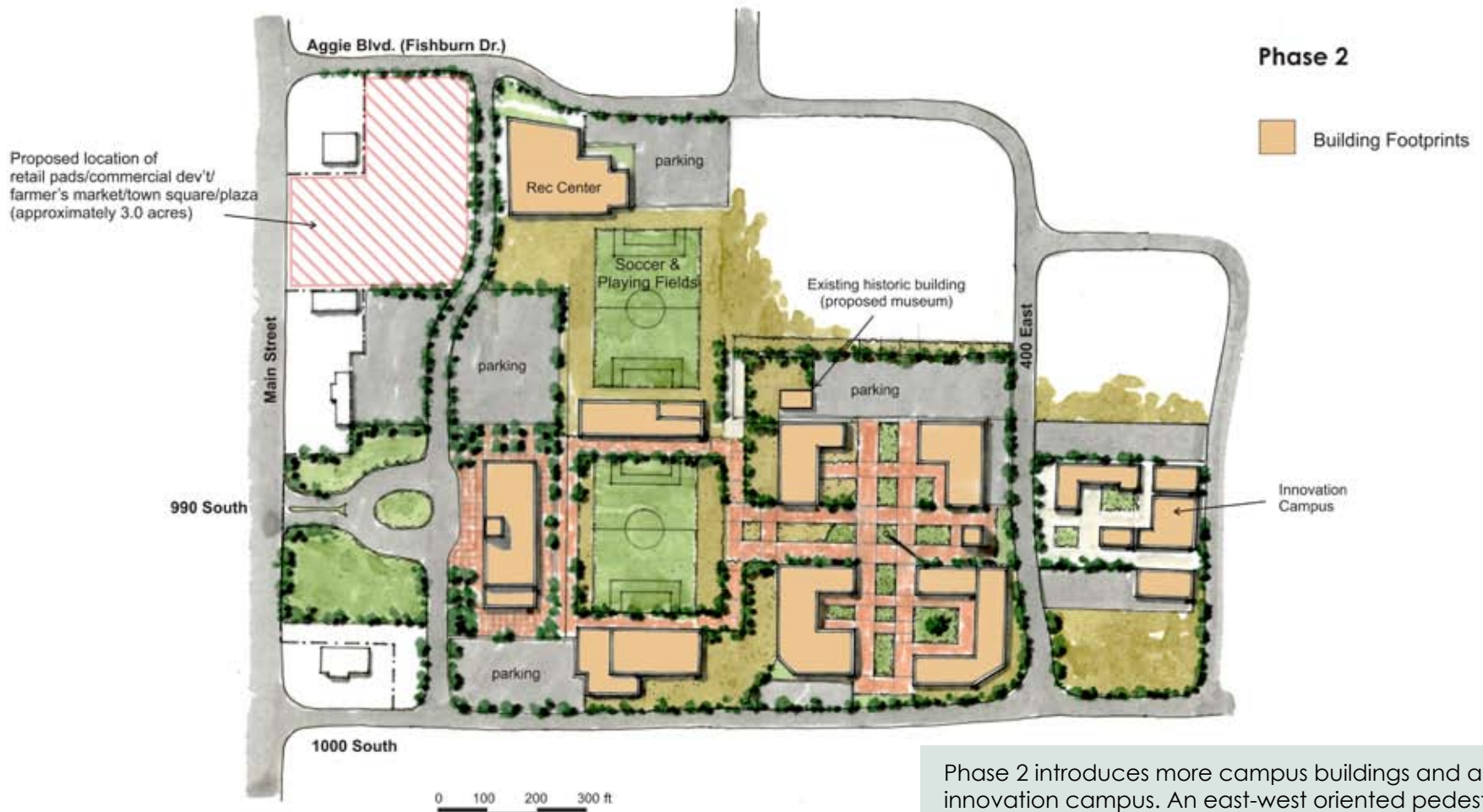
An existing historic building on the campus site will be saved for use as a museum. This structure will be integrated into all phases of the Master Plan and will serve as a landmark on the campus.

USU-owned land to the northwest of campus can be developed into retail pads or commercial development as appropriate to generate revenue and to serve as a community gathering area.



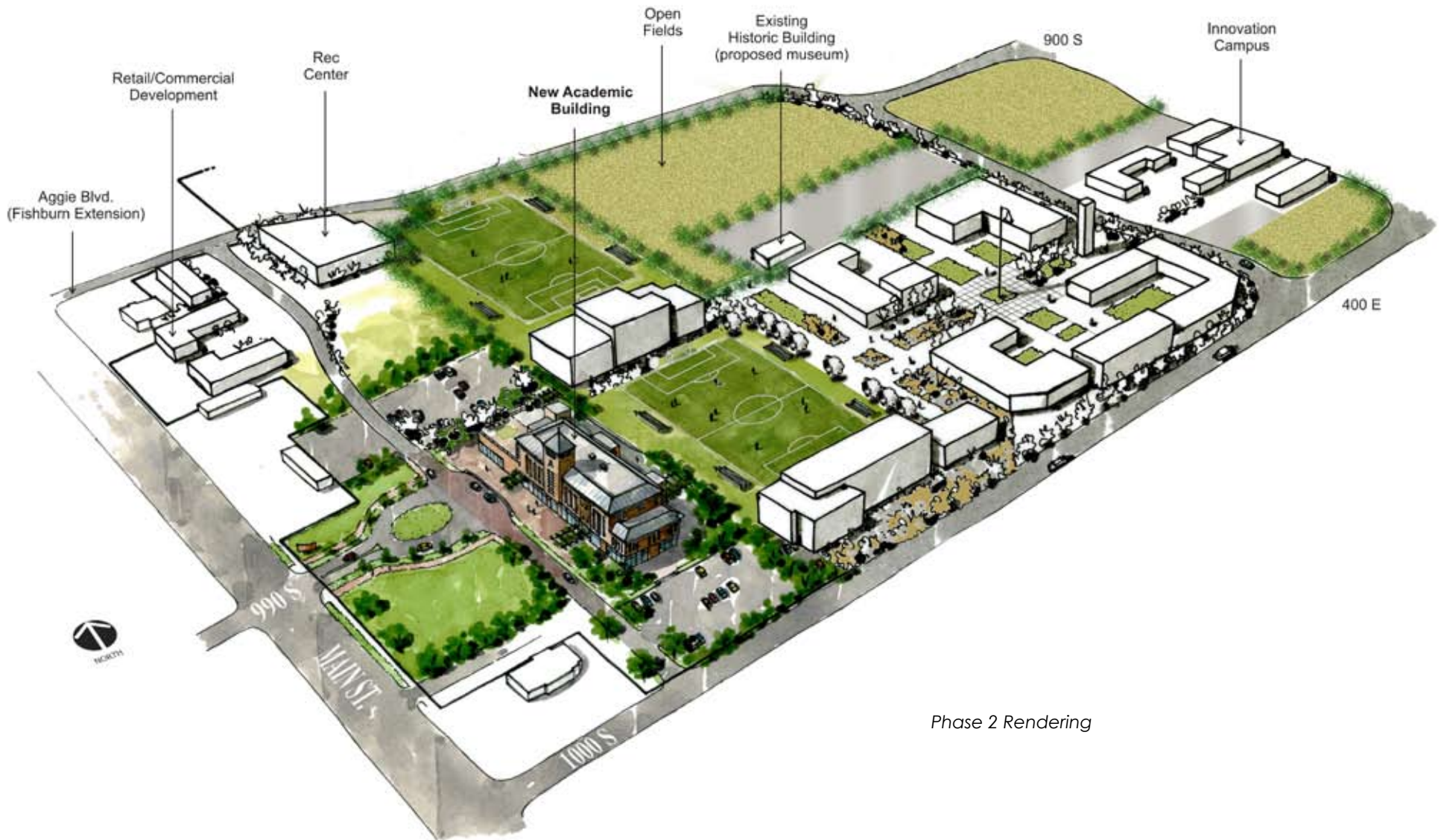
Phase 1 Rendering

CAMPUS PHASING PLANS - PHASE 2



Phase 2 introduces more campus buildings and an innovation campus. An east-west oriented pedestrian mall is laid out from the first building and terminates at a bell tower. The soccer fields are still present and development surrounds it.

A proposed community recreation center will come in at this time to take advantage of the energy from the playing fields and commercial development.



Phase 2 Rendering

ILLUSTRATIVE CAMPUS PLAN

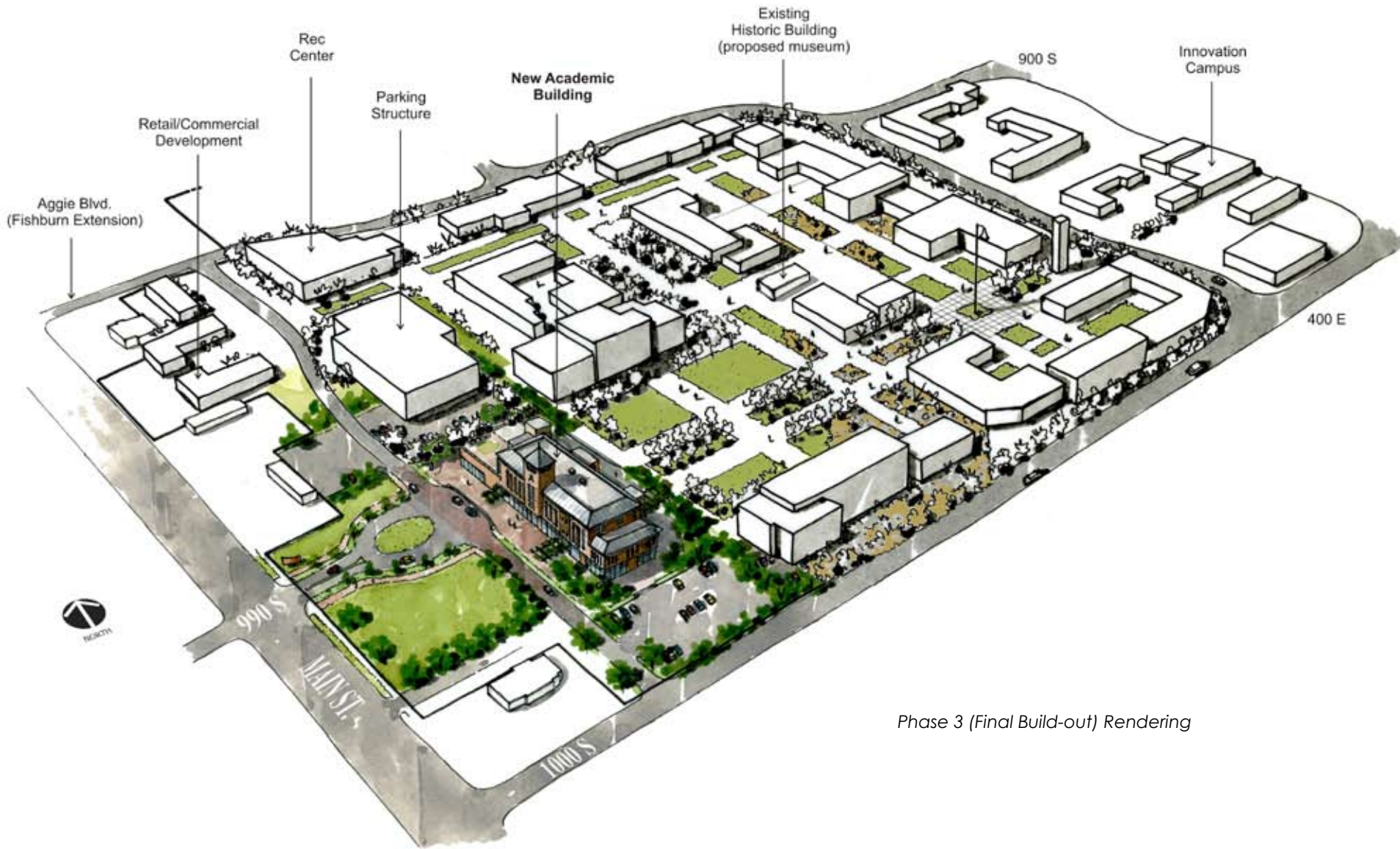


The Illustrative campus plan shows the third phase and 100 year buildout of the campus. It also shows the relationship between the built and natural environments. It represents an ideal future configuration, translating the principles and key planning themes into a graphical representation. The plan illustrates opportunities for development and

provides a guide for growth - representing future building envelopes, their relative scale, and how they shape the campus space.

The plan above and the 3 dimensional impression on the next page show opportunities for future buildings, roadways, open space, parking, and pedestrian zones

and accesses. The illustrative plan results from a cumulation of projected analyses of campus needs, a campus programming plan, and layers of design concepts. It introduces a spatial order and acts as a canvas to support other principles and best practices including architectural, landscape, and sustainability guidelines.



Phase 3 (Final Build-out) Rendering

November 8, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Property Acquisition

Issue

Regent Policy R703, *Acquisition of Real Property* requires the Board of Regents to approve institutional property purchases that exceed \$500,000. Utah State University (USU) recently purchased a 0.523-acre property located on the northwest corner of the Brigham City campus and is requesting Board ratification of the purchase. USU purchased the property for the fair market appraised value of \$710,000 with non-state appropriated institutional funds.

Background

Typically, prior to the acquisition of property institutions request approval from both their Board of Trustees and the Board of Regents to move forward. However, a time-dependent purchase opportunity for the Brigham City property arose between regularly scheduled meetings for both the Trustees and Regents and the University moved forward with the purchase on September 22, 2017 prior to receiving Trustee or Regent approval. The USU Board of Trustees later ratified the acquisition on October 13, 2017. The University now seeks ratification by the Board of Regents for the property purchase. The University understands that the purchase of property occurred without prior Regent approval and going forward will follow Regents policy.

The purchased property is located at 903 South Main Street in Brigham City on the northwest corner of the Brigham City campus. The purchase price was negotiated for the appraised fair-market value of \$710,000. The 0.523-acre property includes a small, recently re-roofed, retail building that currently houses a Verizon Wireless store and a restaurant; both of which the University will continue to lease. The rental income is sufficient to cover operation and maintenance and insurance costs as well as support a portion of the acquisition cost. In the long-term, the University intends to use this property along with other University owned property on Main Street to develop retail and commercial space. The proposed long-term use of the property is included as part of the University's master plan for the Brigham City Campus.

Additional information about this request may be found in the attachments: a letter from the University with an accompanying map, a slide from a 2013 property request describing the potential future build-out of the site, and an executive summary of the appraisal report. Representatives from Utah State University will be in attendance at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board ratify the acquisition of property by Utah State University at 903 South Main Street in Brigham City.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

October 25, 2017

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

Subject: Utah State University Real Property Acquisition

Dear Commissioner Buhler:

Utah State University desires to receive ratification for the acquisition of a .523 acre parcel of developed commercial land located at 903 South Main Street in Brigham City, Utah. The property includes a 3,960 square foot retail center with a restaurant and wireless phone store, and adjoins the Brigham City Campus as illustrated in Exhibit A.

This acquisition was important due to the acquired property being positioned on the corner of Aggie Boulevard and Main Street. It will give USU an expanded opportunity to create complimentary commercial opportunities along Main Street, northwest of the new Brigham City Academic building. The USU Brigham City Master Plan was developed with the intent to support retail pads and commercial development on this section of campus.

USU Facilities has inspected and evaluated the overall condition of the building including internal systems, roof, structure, etc. and found it to be in good condition.

USU obtained an independent appraisal to establish the fair market value of \$710,000. USU purchased the property for the appraised value on September 22, 2017. Due to the seller's time constraints, USU needed to exercise the option to purchase the property and then request ratification from the Board of Trustees and Board of Regents. The USU Board of Trustees ratified the acquisition on October 13, 2017.

As always, we appreciate your ongoing support of the University.

Sincerely,



David T. Cowley
Vice President for
Business and Finance

Enclosures

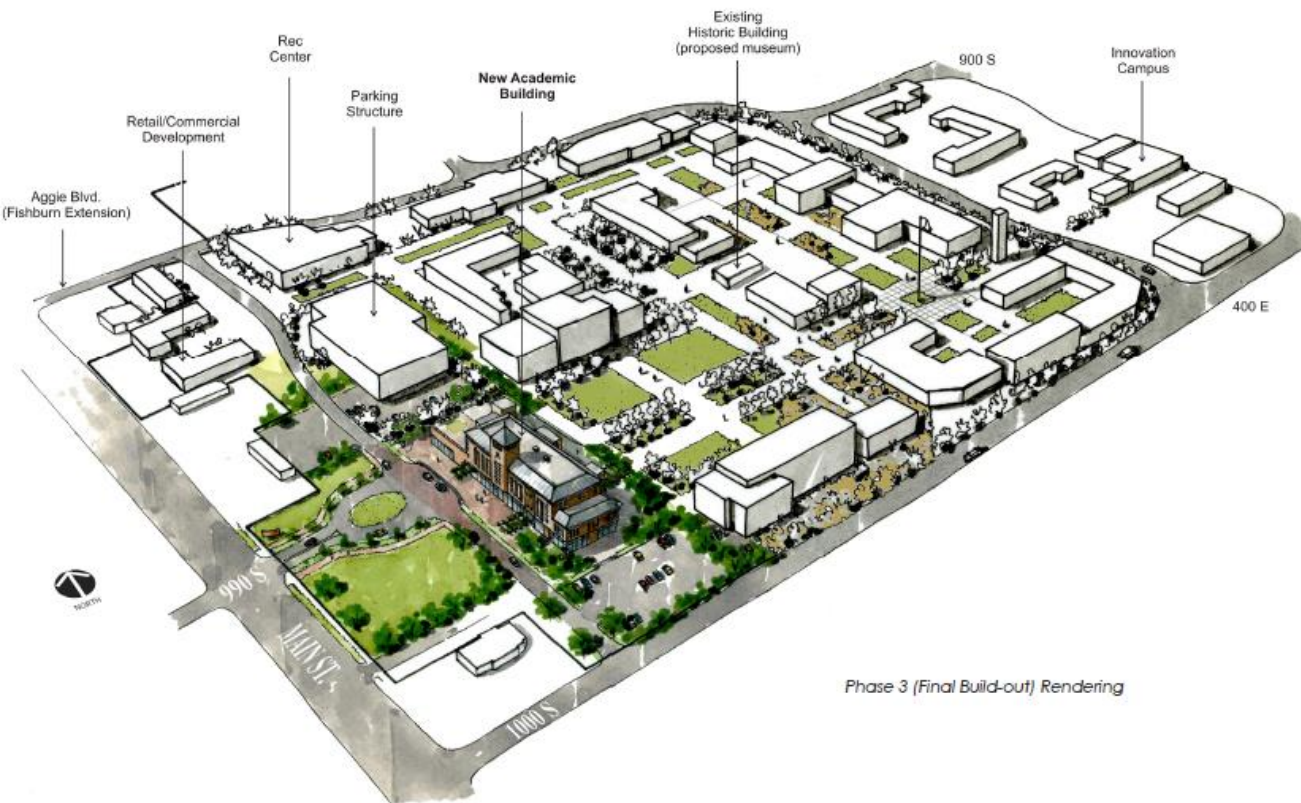
C: Kimberly Henrie, Associate Commissioner for Finance & Facilities
Rich Amon, Assistant Commissioner for Business and Facilities
Noelle Cockett, President
Charles Darnell, Associate Vice President for Facilities

EXHIBIT A



USU Brigham City

- 48 Acres, Historic Indian School site
- Adjacent to Brigham City center, Main Street access
- Phase I – New Academic Building



Phase 3 (Final Build-out) Rendering



SUMMARY OF IMPORTANT FACTS AND CONCLUSIONS

PROPERTY APPRAISED: Brigham Plaza

LOCATION: 903 South Main Street, Brigham City, Utah 84302

PURPOSE OF APPRAISAL: Estimate the current market value of the leased-fee estate

INTENDED USE OF THE REPORT: To assist with acquisition decisions

CLIENT OF THE ASSIGNMENT: Utah State University

INTENDED USER: Utah State University

APPRAISAL DATES

Report Date: July 3, 2017

Effective Date of Valuation: June 23, 2017 (inspection date)

LAND DATA

Assessors Parcel #:	03-146-0170
Owner of Record:	Brigham Plaza, L.L.C.
Size:	.523 acre
Zoning:	P-GC Planned General Commercial District (Brigham City)
Flood Zone Data:	Zone "X" (map number: 49003C2260D; September 29, 2010)

IMPROVEMENTS

Description:	Retail center
Highest and Best Use:	Retail center
Size:	3,960 SF
Number of Tenants:	2
Construction:	Wood framing (Class - D)
Year Built/Condition:	2001/average

GROSS SCHEDULED INCOME: \$73,472 (including reimbursements)

ESTIMATED AVERAGE VACANCY:	5.0%
EFFECTIVE GROSS INCOME:	\$69,798
ESTIMATED OPERATING EXPENSES:	\$18,216
NET OPERATING INCOME:	\$51,582
FINAL VALUE ESTIMATE:	\$710,000

November 8, 2017

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah State University – Series 2017 Refunding Bond Issue

Issue

As required by Regent Policy R590, *Issuance of Revenue Boards for Colleges and Universities* Utah State University (USU) requests authorization to issue Series 2017 Student Building Fee Revenue Refunding Bonds to refund bonds previously issued in 2013.

Background

The USU 2013B Student Building Fee Revenue Bonds were issued in August 2013 for just over \$43.3 million and contain a call provision to repurchase and retire outstanding principal payments on June 1, 2023. Utah State University requests authorization to advance refund \$36.7 million of the remaining callable principal while interest rates remain favorable.

The relevant parameters of the requested issue are:

- Principal amount not to exceed \$43,000,000
- Interest rate not to exceed 5%
- Discount from par not to exceed 2%
- Final maturity not to exceed 27 years from the date of issue

Additional information about the issue may be found in the attached materials:

- A copy of the request letter from the University
- A financing summary from the financial advisor
- A draft of the Approving Resolution

Representatives from the University and their financial advisor will be in attendance at the meeting to provide additional information and answer questions from the Board.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed Authorizing Resolution to refund Utah State University's Series 2013B Student Building Fee Revenue Bonds as proposed.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments



November 8, 2017

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

Dear Commissioner Buhler:

Utah State University requests that the Board of Regents approve refunding of the Utah State University Student Building Fee Revenue Bonds, Series 2013B.

The current Student Building Fee Revenue Bonds, Series 2013B are eligible for a one-time advanced refunding. Based on current interest rates, analysis shows that it would be advantageous for USU to refund the eligible Series 2013B bonds. Currently, the NPV savings from this proposed refunding is approximately 6% or \$2.3 million.

Gilmore & Bell has been appointed to serve as bond and disclosure counsel.

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

Sincerely,

David T. Cowley
Vice President for
Business and Finance

C: Kimberly Henrie, Associate Commissioner for Finance & Facilities
Rich Amon, Assistant Commissioner for Business & Facilities
Noelle Cockett, President
Dan Christensen, Controller
Dwight Davis, Associate Vice President for Business and Finance
Brian Baker, Zions Bank Public Finance

Utah State University
Student Building Fee Revenue Refunding Bonds, Series 2017
Preliminary Summary Sheet

Proposed Issue: Student Building Fee Revenue Refunding Bonds

Total Approximate Issue Size: \$38,230,000

Use of Funds: To refinance the callable maturities (\$36,770,000) of the University's existing Series 2013B Student Building Fee Revenue Bonds for economic savings; and pay associated costs of issuance. The 2013B bonds were issued to fund the Aggie Recreation Center and the Wayne Estes Center.

Detail of Proposed Series 2017 Bonds:

Principal Amount: Not to exceed \$43,000,000

Interest Rate: Not to exceed 5.0%

Maturity Date: Not to exceed 27 years

Aggregate Discount: Not to exceed 2%

Underwriter's Discount: Not to exceed 2%

Bond Rating: AA from S&P

Source of Repayment: Student Building Fee Revenues

Timetable Considerations: Regent approval will be sought at the November 17 meeting. The University is proceeding with plans to sell bonds soon after Regent approval is received, with a tentative sale date planned for December 14. The University anticipates selling bonds by competitive sale, and the underwriter will be whichever provides the lowest borrowing cost (and thus highest savings) to the University. The anticipated closing date is December 28, 2017.

APPROVING RESOLUTION
UTAH STATE UNIVERSITY
STUDENT BUILDING FEE REVENUE REFUNDING BONDS

Logan, Utah

November 17, 2017

The State Board of Regents of the State of Utah (the “Board”) met in regular session (including by electronic means) at Utah State University in Logan, Utah on November 17, 2017, commencing at 9:00 a.m. The following members were present:

Daniel W. Campbell	Chair
Harris H. Simmons	Vice Chair
Jessellie B. Anderson	Member
Nina Barnes	Member
Wilford W. Clyde	Member
Marlin K. Jensen	Member
Ronald W. Jibson	Member
Patricia Jones	Member
Steven J. Lund	Member
Robert S. Marquardt	Member
Christina Ortega	Member
Robert W. Prince	Member
Mark R. Stoddard	Member
Teresa L. Theurer	Member
Alex Trujillo	Student Regent
Joyce P. Valdez	Member
Thomas Wright	Member

Absent:

Also Present:

David L. Buhler	Commissioner of Higher Education
Loreen Olney	Secretary

* Non-voting member from State Board of Education

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

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UTAH STATE UNIVERSITY STUDENT BUILDING FEE REVENUE REFUNDING BONDS, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$43,000,000; AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE, OFFICIAL STATEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code, the Board is authorized to act as the governing authority of Utah State University (the “University”) for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code, Title 11, Chapter 17, Utah Code, and Title 11, Chapter 27, Utah Code (collectively, the “Act”); and

WHEREAS, pursuant to a General Indenture of Trust dated as of January 15, 1993, between the Board and Wells Fargo Bank, N.A., as successor trustee (the “Trustee”), as heretofore amended and supplemented (the “General Indenture”), the Board has issued, for and on behalf of the University, various series of its Student Building Fee Revenue Bonds to finance projects and to refund bonds of the University; and

WHEREAS, the Board now desires to (i) authorize the issuance of additional bonds for the purpose of refunding a portion of the University’s Student Building Fee Revenue Bonds, Series 2013B (the “Refunded Bonds”), (ii) fund a debt service reserve and (iii) pay costs of issuance related thereto; and

WHEREAS, to accomplish the purposes set forth in the preceding recitals, the Board desires to authorize and approve the issuance and sale of its Utah State University Student Building Fee Revenue Refunding Bonds (with such additional or other title and/or series designation(s) as may be determined by the officers of the Board) in one or more series and to be issued from time to time (the “Bonds”) in an aggregate principal amount of not to exceed \$43,000,000 pursuant to the General Indenture and a Supplemental Indenture of Trust between the Board and the Trustee (the “Supplemental Indenture” and collectively with the General Indenture, the “Indenture”); and

WHEREAS, the Bonds shall be payable solely from the University’s revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a

general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Preliminary Official Statement relating to the Bonds (the "Preliminary Official Statement"), including a form of an Official Notice of Bond Sale (the "Official Notice of Bond Sale"), in the event the Bonds are publicly sold, a form of Supplemental Indenture and a form of a Bond Purchase Agreement (the "Bond Purchase Agreement"), in the case where the Bonds are sold at a negotiated sale or private placement, to be entered into among the Board, the University and the underwriters or purchasers for the Bonds (the "Purchaser"); and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee of the Board, the authority to approve the method of sale, interest rates, principal amount, terms, maturities, redemption features, and purchase prices at which the Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

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

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Bonds, in the event the Bonds are publicly sold. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee of the Board and the President and/or Vice President for Business and Finance of the University are hereby authorized to execute and deliver on behalf of the Board and the University the final Official Statement in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement is also hereby authorized. The Board and the University may elect to privately place the Bonds with or without the use of an Official Statement.

Section 4. The Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee and Secretary of the Board and the

President and/or Vice President for Business and Finance of the University are hereby authorized to execute and deliver the Supplemental Indenture in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) refunding the Refunded Bonds, (ii) funding a reserve fund and (iii) paying costs of issuance of the Bonds, the Board hereby authorizes the issuance of the Bonds, from time to time and in one or more series, in the aggregate principal amount of not to exceed \$43,000,000. The Bonds shall mature on such date or dates, be subject to redemption, and bear interest at the rates as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance and Facilities Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah. The Bonds authorized herein may be issued at any time and from time to time, prior to November 17, 2019 with the option of the Board to extend this authorization in the future.

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

Section 7. In the case where the Bonds are sold at a competitive sale pursuant to an Official Notice of Bond Sale, the Chair or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Vice President for Business and Finance of the University are hereby authorized to execute and deliver a Certificate of Award (the "Certificate of Award") in substantially the same form and with substantially the same content as the form of the Certificate of Award presented at this meeting for and on behalf of the Board with final terms as may be established for the Bonds within the parameters set forth herein. In the case where the Bonds are sold at a negotiated sale or private placement, the Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Vice President for Business and Finance of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Bonds within the parameters set forth herein and with such alterations,

changes or additions as may be necessary or as may be authorized by Section 8 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Vice President for Business and Finance of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Certificate of Award or the Bond Purchase Agreement, as applicable, and the Supplemental Indenture. In the event that the foregoing officers determine that the Bonds should be privately placed, the Bond Purchase Agreement and Supplemental Indenture may be modified to conform to the agreement with such Purchasers, including agreement to pay breakage fees, default rates, taxable rates and other similar provisions customary in such placements, provided that such obligations are limited to the sources provided under the Indenture.

Section 8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Vice President for Business and Finance of the University are authorized to make any alterations, changes or additions to the Indenture, the Bonds, the Bond Purchase Agreement, the Certificate of Award, the Official Notice of Bond Sale, the Preliminary Official Statement, the Official Statement, or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States or to permit the private placement or public sale of the Bonds, to conform such documents to the terms established for the Bonds and to update such documents with current information and practices.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance and Facilities Committee, Commissioner of Higher Education and Secretary of the Board and the President and/or Vice President for Business and Finance of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents (including an escrow agreement for refunding the Refunded Bonds) and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance and Facilities Committee, Commissioner of Higher Education and Secretary of the Board and the President and/or Vice President for Business and Finance of the University are hereby authorized to take all action necessary or reasonably required by the Indenture, the Preliminary Official Statement, the Official Statement, the Official Notice of Bond Sale, or the Bond Purchase

Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 11. Upon their issuance, the Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument executed in connection with the issuance of the Bonds, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12. In accordance with the provisions of the Section 11-27-4, Utah Code, the Board shall cause the following "Notice of Bonds to be Issued" to be (i) published one (1) time in the Deseret News, a newspaper of general circulation in the State of Utah, (ii) posted on the Utah Public Notice Website (<http://pmn.utah.gov>) and (iii) posted on the Utah Legal Notices website (www.utahlegals.com) created under Section 45-1-101, Utah Code Annotated 1953, as amended, and shall cause a copy of this Resolution and the Indenture to be kept on file in the Board's office in Salt Lake City, Utah, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The "Notice of Bonds to be Issued" shall be in substantially the following form:

NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on November 17, 2017, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Resolution") in which it authorized the issuance of the Board's Utah State University Student Building Fee Revenue Refunding Bonds (with such other or further designation as the officers of the Board may determine) (the "Bonds") in the aggregate principal amount of not to exceed forty-three million dollars (\$43,000,000), to bear interest at a rate or rates of not to exceed five percent (5.0%) per annum, to mature not later than twenty-seven (27) years from the date thereof and to be sold at a price or prices not less than 98% of the total principal amount thereof, for the purpose of refunding a portion of the Board's outstanding revenue bonds issued to finance facilities and improvements for Utah State University (the "University"), funding reserves and paying costs of issuance of the Bonds.

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

The Bonds are secured by a pledge of certain student building fees of the University and certain funds held under the Indenture.

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

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

DATED this 17th day of November, 2017.

/s/ Loreen Olney

Secretary

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

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

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

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 17TH DAY OF NOVEMBER, 2017.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

Chair

ATTEST:

Secretary

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

Chair

ATTEST:

Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on November 17, 2017 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 17th day of November, 2017.

Secretary

(SEAL)

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

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the November 17, 2017 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1 to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, at least 24 hours prior to the convening of such meeting, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting; and (iii) provided at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, pursuant to their subscription to the Utah Public Notice Website (<http://pmn.utah.gov>), and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2017-2018 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during said years, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah on _____; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year, and (iii) provided to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents pursuant to its subscription to the Utah Public Notice Website (<http://pmn.utah.gov>); and

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

how they could be connected to the meeting. The State Board of Regents held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 17th day of November, 2017.

(SEAL)

Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ____)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ____)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE BONDS

Principal amount not to exceed	\$43,000,000
Interest rate not to exceed	5.0%
Discount from par not to exceed	2.0%
Final maturity not to exceed	Twenty-seven (27) years from the date thereof
May be non-callable or callable at the option of University as determined at the time of sale	

November 8, 2017

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: University of Utah – Property Acquisition

Issue

Regent Policy R703, *Acquisition of Real Property* requires the Board of Regents to approve institutional property purchases that exceed \$500,000. The University of Utah requests Board approval to purchase 3.26 acres of vacant property located adjacent to the campus just north of North Campus Drive in Salt Lake City for the appraised value of \$2,450,000 using non-state appropriated institutional funds.

Background

The University is land-locked between the mountain and the surrounding residential neighborhoods. The property to be purchased is located in a residential neighborhood between the University owned Rosenblatt and Eccles homes on Military Way and Penrose Drive in Salt Lake City, Utah and represents some of the last remaining vacant land in the area. The property has come available for purchase and the University would like authorization to make this strategic acquisition for future use. As part of the purchase agreement (attached), the University agrees to use the property for housing and hospitality consistent with the surrounding neighborhood and agrees not to subdivide the property for development purposes. No state funds will be requested or used for the acquisition or operation and maintenance of the property.

Additional information about this request may be found in the attached letter from the University with an accompanying map, an executive summary of the appraisal report, and the addendum to the purchase contract indicating the terms of the agreement. Representatives from the University of Utah will be in attendance at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize the University of Utah to acquire property located at 1490 East Military Way in Salt Lake City.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

October 16, 2017

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

Dear Commissioner Buhler:

The University of Utah hereby requests approval from the Board of Regents' for the acquisition of the vacant land located at 1490 East Military Way, 1566 and 1578 East Penrose Drive in Salt Lake City, Utah between the University-owned Rosenblatt Home and Eccles Home. The purchase price has been set at \$2,450,000 for the entire 3.26 acres. Attached for your reference is an aerial view of the property outlined in red. The acquisition will be funded by non-state appropriated, discretionary University funds.

Over the last ninety (90) days the following due diligence items have been successfully completed on the property:

- Appraisal (market value conclusion of \$2,450,000 as is)
- Title Report and Insurance Commitment
- Phase I Environmental
- ALTA Survey

The future anticipated O&M costs are estimated to be minimal and will also be funded from non-state appropriated, discretionary University funds.

While a future use for this property has yet to be determined, the lack of available land adjacent to the University of Utah makes this acquisition strategic for future University uses alignment with the adjacent residential neighborhoods.

Accordingly, Jonathon Bates, Executive Director of Real Estate Administration, would appreciate an opportunity to present this acquisition to the Finance and Facilities Committee at the November 17, 2017 Board of Regents meeting.

Thank you, for your consideration and support.

Sincerely,



Patricia A. Ross
Chief Strategy Officer

c: Dr. David W. Pershing
Dr. Kimberly Henrie
Richard P. Amon
John E. Nixon
Jonathon Bates

Attachment





Valbridge
PROPERTY ADVISORS

Appraisal Report

1490 East Military Way
Salt Lake City, Salt Lake County, Utah 84103

Report Date: March 15, 2017



FOR:

American Investment Company
Mr. Patrick Egbert

529 East South Temple
Salt Lake City, Utah 84102

**Valbridge Property Advisors |
Free and Associates, Inc.**

1100 East 6600 South, Suite 201
Salt Lake City, Utah 84121
801-262-3388 phone
801-262-7893 fax
valbridge.com

Valbridge File Number:
UT01-17-0089



1100 East 6600 South, Suite 201
Salt Lake City, Utah 84121
801-262-3388 phone
801-262-7893 fax
valbridge.com

Tyler Free
801-262-3388
tfree@valbridge.com

Mr. Patrick Egbert

American Investment Company
529 East South Temple
Salt Lake City, Utah 84102

RE: Appraisal Report

1490 East Military Way
Salt Lake City, Salt Lake County, Utah 84103

Dear Mr. Egbert:

In accordance with your request, we have performed an appraisal of the above referenced property. This appraisal report sets forth the pertinent data gathered, the techniques employed, and the reasoning leading to our value opinions. This letter of transmittal is not valid if separated from the appraisal report.

The subject property, as referenced above, is located on the southwest corner of Military Way and Penrose Drive and is further identified as Assessor's Parcel Number (APN) 09-33-379-004, 09-33-379-005, 09-33-379-007, 09-33-379-008, 09-33-379-009, 09-33-379-010, 09-33-379-011, 09-33-452-013. The subject is a 3.260-acre or 142,006-square-foot site. The subject is a residential parcel located on a well-traveled road is considered to have average functional utility and a good competitive rating.

We developed our analyses, opinions, and conclusions and prepared this report in conformity with the Uniform Standards of Professional Appraisal Practice (USPAP) of the Appraisal Foundation; the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute; and the requirements of our client as we understand them.

The client in this assignment is American Investment Company and the intended user of this report is American Investment Company and no others. The intended use is for internal decision making purposes and no other use. The value opinions reported herein are subject to the definitions, assumptions and limiting conditions, and certification contained in this report.

The acceptance of this appraisal assignment and the completion of the appraisal report submitted herewith are subject to the General Assumptions and Limiting Conditions contained in the report. The findings and conclusions are further contingent upon the following extraordinary assumptions and/or hypothetical conditions which might have affected the assignment results:

Extraordinary Assumptions:

- The subject is appraised with the extraordinary assumption the proposed lots as described can be legally subdivided.
- The 14 proposed lots are based on drawings provided by the property owner. It is assumed that this configuration is the highest and best use of the land, however further engineering and cost to build the lots is required to determine if this is the case.

Hypothetical Conditions:

- None

Based on the analysis contained in the following report, our value conclusions are summarized as follows:

Value Conclusions

Component	As Is	Prospective Gross Sellout
Value Type	Market Value	Market Value
Property Rights Appraised	Fee Simple	Fee Simple
Effective Date of Value	February 15, 2017	August 15, 2017
Value Conclusion	\$2,450,000	\$4,150,000
	\$751,534 per acre	\$296,429 per lot

Respectfully submitted,
 Valbridge Property Advisors | Free and Associates, Inc.



GARY R. FREE, MAI, SRA
 Senior Managing Director

Utah State - Certified General Appraiser
 License # 5451769-CG00 (Exp. 6/30/17)



TYLER A. FREE
 Senior Appraiser

Utah State-Certified General Appraiser
 License#6050225-CG00 (Exp. 12/31/18)

ADDENDUM NO. 1
TO
REAL ESTATE PURCHASE CONTRACT

Page 1 of 6
(including the form agreement attached hereto)

THIS IS AN ADDENDUM [] COUNTEROFFER to that REAL ESTATE PURCHASE CONTRACT (the "REPC") with an Offer Reference Date of August 25, 2017, including all prior addenda and counteroffers, between University of Utah as Buyer, and Cumming Investment Company as Seller, regarding the Property located at 1490 E. Military Way, 1566 and 1578 E. Penrose Dr.. The following terms are hereby incorporated as part of the REPC.

Buyer and Seller agree to enter into at Closing an agreement in the form attached hereto, which attached form is incorporated into this Addendum No. 1 by this reference.

BUYER AND SELLER AGREE THAT THE CONTRACT DEADLINES REFERENCED IN SECTION 24 OF THE REPC (CHECK APPLICABLE BOX): REMAIN UNCHANGED [] ARE CHANGED AS FOLLOWS:

To the extent the terms of this ADDENDUM modify or conflict with any provisions of the REPC, including all prior addenda and counteroffers, these terms shall control. All other terms of the REPC, including all prior addenda and counteroffers, not modified by this ADDENDUM shall remain the same. Seller [] Buyer shall have until 4:00 [] AM PM Mountain Time on November 20, 2017 (Date), to accept the terms of this ADDENDUM in accordance with the provisions of Section 23 of the REPC. Unless so accepted, the offer as set forth in this ADDENDUM shall lapse.

Buyer [] (Date) (Time) [] Buyer [] Seller Signature (Date) (Time)

ACCEPTANCE/COUNTEROFFER/REJECTION

CHECK ONE:

[] ACCEPTANCE: [] Seller [] Buyer hereby accepts the terms of this ADDENDUM.

[] COUNTEROFFER: [] Seller [] Buyer presents as a counteroffer the terms of attached ADDENDUM NO. ____.

(Signature) (Date) (Time) (Signature) (Date) (Time)

[] REJECTION: [] Seller [] Buyer rejects the foregoing ADDENDUM.

(Signature) (Date) (Time) (Signature) (Date) (Time)

AGREEMENT

This AGREEMENT (this "**Agreement**") is entered into as of the ____ day of _____, 2017 (the "**Effective Date**"), by and between the University of Utah, a body politic and corporate of the State of Utah ("**Buyer**") and Cumming Investment Company, L.C., a limited liability company ("**Seller**") (collectively, "**Parties**," or individually, "**Party**").

Recitals

- A. Effective as of the Effective Date, Buyer purchased from Seller that certain property located at 1490 E. Military Way and at 1566 E. and 1578 E. Penrose Drive, in Salt Lake City, Utah 84104, more specifically described in Exhibit "A" attached hereto (the "**Property**").
- B. The Parties desire to enter into this Agreement to set forth the Parties' mutual understanding concerning the use of such Property by Buyer.

Agreement

NOW, THEREFORE, in consideration of the terms and conditions set forth below and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. Term. The term of this Agreement (the "**Term**") shall be twenty (20) years, commencing as of the Effective Date (defined above).
2. Use Provisions. During the Term:
 - a. The Property will be used by Buyer to provide housing and hospitality for senior leadership at the University, subject to Buyer obtaining the approvals referenced below. The housing and hospitality facilities shall be designed consistent with the surrounding neighborhood, including the two residences currently owned by the University adjacent to the Property, as determined by Buyer in Buyer's reasonable discretion. Seller acknowledges that the construction of housing and hospitality facilities on the Property (which Property is currently vacant land), is subject to (i) Buyer's receipt of funding for such construction and related design, and (ii) approval by Buyer's governing boards and any other governmental authorities having jurisdiction over the Property.
 - b. Buyer will not subdivide the Property for development purposes.
 - c. Buyer will strive to maintain the current traffic access for Penrose Drive from North Campus Drive. Seller acknowledges that, as of the Effective Date, Penrose Drive and North Campus Drive are not under the ownership or control of Buyer.

3. Miscellaneous Provisions.

- a. No Third-Party Beneficiaries. This Agreement shall not confer any rights or remedies upon any person other than the Parties and their respective successors and permitted assigns.
- b. Entire Agreement. The recitals set forth above and Exhibit "A" attached hereto are incorporated into this Agreement by this reference. This Agreement constitutes the entire agreement among the Parties and supersedes any prior understandings, agreements, or representations by or among the Parties, written or oral, to the extent they relate in any way to the subject matter hereof.
- c. Counterparts. This Agreement may be executed in one or more counterparts (including by means of facsimile), each of which shall be deemed an original but all of which together shall constitute one and the same instrument.
- d. Headings. The section headings contained in this Agreement are inserted for convenience only and shall not affect in any way the meaning or interpretation of this Agreement.
- e. Amendments and Waivers. No amendment of any provision of this Agreement shall be valid unless the same shall be in writing and signed by the Parties. No waiver by any Party of any provision of this Agreement shall be valid unless the same shall be in writing and signed by the Party making such waiver.
- f. Succession. This Agreement shall be binding upon and inure to the benefit of the Parties named herein and their respective successors.
- g. Dispute Resolution. Prior to either Party to this Agreement pursuing any legal remedy in connection with any controversy or claim arising out of this Agreement, the Parties shall engage in a nonbinding mediation with a mutually acceptable mediator. It is not the intent of either Party to incur by contract any liability for the negligent operations, acts, or omissions of the other Party and nothing in this Agreement shall be so interpreted or construed. Buyer is a governmental entity under the Utah Governmental Immunity Act of the Utah Code, Section 63G-7-101 et seq. 1953 (as amended) (hereinafter, the "Act"). Nothing in this Agreement shall be construed to be a waiver by University of any protections, rights, or defenses applicable to Buyer under the Act.
- h. Force Majeure. Neither Party shall be liable hereunder by reason of any failure or delay in the performance of its obligations hereunder on account of strikes, shortages, riots, insurrection, fires, floods, storm, epidemics, quarantine restrictions, explosions, earthquakes, acts of God, acts of terrorism, war, governmental action, freight embargoes, earthquakes, electrical outages, computer or communications failures, severe weather, or any other force majeure event that is beyond the reasonable control of such Party or a supplier or contractor of such Party (each, a "**Force Majeure Event**").

November 8, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2018-2019 Performance Based Funding Modifications

Issue

The Board is asked to review and approve the revised model based on Senate Bill 117, *Higher Education Performance Funding* (Millner/Wilson) revisions effective for fiscal year 2018-2019.

Background

During the 2017 legislative session, Senate Bill 117 was adopted and as a result requires that the Board modify its existing performance funding model to be compliant with statutory requirements for performance based funding.

The changes to the model include the following:

- **Completions:** Model weighting reduced from 25% to 15%.
- **Underserved Students:** Model weighting reduce from 15% to 10% for non-research institutions. The measure was changed to a completion based metric and now measures the number of annual graduates who were eligible for a Pell grant at entry into the USHE system versus measuring the total number of students who received a Pell grant at the time of entry.
- **Market Demand:** Model weighting increased from 10% to 25%. Market Demand is now based on a match of Standard Occupational Classification (SOC) codes for 5-star jobs as determined by the Utah Department of Workforce Services and the Governor's Office of Economic Development to USHE Classification of Instructional Program (CIP) codes. Matches are based on the 6-digit SOC code and 6-digit CIP code as well as matching based on the 5-star job educational requirement matched to the award type (e.g. Certification, Associate, Bachelor, Master, and Doctorate.)
- **Research Expenditures:** Model weighting reduced from 15% to 10%.
- **Distribution of Funds:** Senate Bill 117 simplified how funds are earned by the institution. Institutions are eligible for 100% of their share of the appropriated amount if there is at least a 1% growth in the current year performance metric compared to the previous five-year average performance metrics. If an institution shows growth less than 1%, they will receive a pro-rated portion of their allocation. If there is no performance growth, the institution will not earn any of its share of the appropriated amount for that year.

Commissioner's Recommendation

The Commissioner recommends that the Regents adopt the 2018-2019 Performance Based Funding Measures.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/JAC
Attachment

2018-19 Performance Model Change Summary:

This Issue Brief provides a list of changes to the current Board of Regents performance funding model. The revised model is based on language passed in SB117 for the Fiscal Year 2018-2019.

Completions: (Weighting reduced to 15% from 25%)

This measure counts all certificates, associate, bachelors, masters, and doctorate awards as reported to the USHE system office. Awards are weighted according to weights approved by Higher Education Appropriations Committee (<http://le.utah.gov/interim/2015/pdf/00001151.pdf>). This measure counts transfer students that are reported as part of the IPEDS Graduation Rate Survey as completers for two-year institutions.

Underserved Students: (Weighting remains at 10% for research Universities, reduced to 10% from 15% for all others)

The total number of undergraduate students receiving Pell grant assistance is replaced with the total number of annual graduates who were Pell Eligible at entry into the USHE system. Data comes from graduation files and Student files submitted to the Commissioner's Office by each campus. This is accomplished by using the Pell-eligible flag of earliest record found in the USHE database for that student.

Market Demand: (Weighting increased from 10% to 25%)

Market Demand completions are based on an updated list of 5-Star (6-digit SOC codes) and the minimum education requirements for each occupation (code). This results in a list of about 80 SOC codes in about 13 general categories (2 digit level). Completions are the awards granted with the Classifications of Instructional Programs (CIP) codes that match to the "5-star" occupations requiring a college degree or certificate based on an IPEDS SOC-CIP crosswalk table. The changes to the general categories are (Bold are new categories, strikethrough are removed categories):

- "5 Star" Degree areas by CIP:
 - 01) AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCE
 - ~~03) NATURAL RESOURCES AND CONSERVATION~~
 - 04) ARCHITECTURE AND RELATED SERVICES**
 - 09) COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS**
 - 11) COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES
 - 13) EDUCATION.
 - 14) ENGINEERING
 - 15) ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS
 - 16) FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS**
 - 19) FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES**
 - 22) LEGAL PROFESSIONS AND STUDIES**
 - 23) ENGLISH LANGUAGE AND LITERATURE/LETTERS**
 - 26) BIOLOGICAL AND BIOMEDICAL SCIENCES

- 27) MATHEMATICS AND STATISTICS
- 30) MULTI/INTERDISCIPLINARY STUDIES**
- 31) PARKS, RECREATION, LEISURE, AND FITNESS STUDIES**
- 40) PHYSICAL SCIENCES
- ~~41) SCIENCE TECHNOLOGIES/TECHNICIANS~~
- 42) PSYCHOLOGY**
- 43) HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES**
- 45) SOCIAL SCIENCES**
- ~~46) CONSTRUCTION TRADES.~~
- 47) MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS**
- 50) VISUAL AND PERFORMING ARTS**
- 51) HEALTH PROFESSIONS AND RELATED PROGRAMS
- 52) BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES
- 54) HISTORY**
- 60) RESIDENCY PROGRAMS**

While the list of 2-digit CIP codes represented is expanded, not all programs in the CIP family meet the job and education requirements of the 5 Star jobs identified. The analysis has been completed using just the general 2-digit CIP codes and any award within those codes as well as matching to 6-digit SOC to 6 digit CIP codes with completers at the required education levels for the Jobs identified. It is recommended that the metric be based on the match with 6-digit CIPs at the appropriate degree level for the 5-Star jobs identified by DWS.

Research Expenditures: (Weighting reduced from 15% to 10% for research universities)

Total Research Expenditures, as reported on the IPEDS Finance Survey.

Awards per FTE: (Weighting remains at 50%, 40% for Research Universities)

The efficiency measure remains the same as in 2016 and 2017. The measure is computed as the total awards per Full-time equivalent student (FTE) for an academic year. Total awards granted is the number of awards (first major only) reported to the IPEDS Completions Survey/USHE Graduation Table. In the case of multiple degrees (e.g. associate, bachelor's) in the same year, both degrees are counted. Double majors with the same degree (BS Business, BS Economics) are only counted once.

Distribution of Funds:

Funds are no longer based on a point and dollar multiplier for an earned amount. The institution is eligible for 100% of their share of the appropriated amount. If there is a 1% or greater growth in the metric, then the institution earns 100% of the allocation for that metric. If the institutions shows growth but less than 1%, then they receive a pro-rated, portion of their allocation. For example institution 1 has 0.97% growth they receive 97% of their funding allotment for that measure, 0.50 growth = 50% of their funds etc. An institution that has 0.00 or negative growth does not receive any of their funding. Under the language of SB117, growth is measured based on the most recent year compared to the average of the previous 5 years (e.g. %change = 2015-16/ (average (2010-11...2014-15))

November 8, 2017

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – Fiscal Health Dashboard Updates

Issue

The USHE Fiscal Health Dashboards have been updated to reflect FY2016 financial and enrollment data.

Background

In January 2017, the Commissioner's Finance, Facilities and Research staff developed an online fiscal health dashboard to provide a snapshot of how each of the USHE institutions is performing on various key metrics as compared to an established benchmark/target, and to highlight the institution's performance trend overtime. The dashboard focuses on Enrollments, Revenues, Expenditures, and Financial Ratios for each institution. With the completion of the 2016 IPEDS data collection cycle, the Fiscal Health Dashboards have been updated with 2016 financial and enrollment data.

When determining overall financial health of an institution, a quick and key indicator of an institution's financial health is their score on the Composite Financial Index (CFI). The CFI provides an overall picture of the institution's financial health by combining four of the traditional ratios (the primary reserve ratio, viability ratio, return on net assets ratio, and net operating revenues ratio) to produce an overall financial health index score. A financial healthy institution will generally have a CFI index score between three and seven. Scores in this range indicate that an institution has adequate resources to meet its financial obligations while continuing to advance its mission as an institution. For FY2016, the CFI scores for the USHE institutions ranged from 4.71 to 19.63. All data and scores are available on-line at <http://fiscalhealth.higheredutah.org/>.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH/JAC

November 8, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – FY2019 Institutional Budget Request Detail

Issue

The Board formally adopted the USHE FY2019 Operating Budget Request during its September 2017 Board meeting. This supplemental report outlines the institutional budget request detail for each of the initiatives submitted under the major budget categories of Student Growth & Capacity, Completion, Workforce, and Statewide Initiatives. This report will be provided to both the Governor and the State Legislature for their consideration in the annual budget process.

Background

To help advance the Board's 2025 Strategic Plan, institution budget request initiatives are required to support at least one of the Regents' Strategic Objectives: Affordable Access, Timely Completion, and Innovative Discovery.

- **Affordable Access:** By requesting state support the pressure to increase tuition is lessened, keeping access to higher education more affordable for students while ensuring that access to higher education grows with the growing student demand.
- **Timely Completion:** By expanding instructional capacity in these key workforce areas allows students to complete degree requirements in a timely manner while receiving exceptional educational experiences.
- **Innovative Discovery:** Leveraging partnerships with business and industry to meet workforce needs with new and innovative approaches to stackable credentials, delivery approaches, and curriculum lead to enhanced regional economic development and innovation.

Student Growth & Capacity - The Student Growth and Capacity category supports institutional priorities that address both student growth and the need to increase institutional capacity to serve students in a more affordable and innovative fashion, ultimately enhancing a student's ability to complete in a more timely manner. Institution initiatives are classified into the following four areas: 1) Expand capacity in critical courses and programs; 2) Information classroom and data technologies; 3) Innovative course delivery; and 4) Business and student services support.

Institution	Capacity	Technology	Courses	Support	Total
University of Utah	\$ 2,750,000				\$ 2,750,000
Utah State University	\$ 1,000,000		\$ 500,000		\$ 1,500,000
Weber State University	\$ 800,000	\$ 800,000		\$ 300,000	\$ 1,900,000
Southern Utah University	\$ 500,000				\$ 500,000
Snow College	\$ 385,000		\$ 300,000	\$ 160,000	\$ 845,000
Dixie State University	\$ 1,065,000	\$ 340,000		\$ 290,000	\$ 1,695,000
Utah Valley University	\$ 3,093,300	\$ 1,389,700	\$ 650,000		\$ 5,133,000
Salt Lake Community College	\$ 790,000		\$ 426,000	\$ 430,000	\$ 1,646,000
Total	\$10,383,300	\$2,529,700	\$1,876,000	\$ 1,180,000	\$ 15,969,000

Completion - The Completion category supports institutional priorities that focus on ways to reduce specific barriers to completion, and enhancing the use of student analytics and guided pathways to improve the overall completion rate of students in the Utah System of Higher Education. Total request is \$7,958,000.

Institution	Barriers	Pathways	Total
University of Utah		\$ 750,000	\$ 750,000
Utah State University	\$ 800,000	\$ 600,000	\$1,400,000
Weber State University		\$1,500,000	\$1,500,000
Southern Utah University	\$ 700,000	\$ 400,000	\$1,100,000
Snow College	\$ 505,000		\$ 505,000
Dixie State University		\$ 220,000	\$ 220,000
Utah Valley University	\$ 305,000	\$ 953,000	\$1,258,000
Salt Lake Community College	\$ 70,000	\$1,155,000	\$1,225,000
Total	\$2,380,000	\$5,578,000	\$7,958,000

Workforce - This budget request is to help build capacity in programs that support regional workforce needs in higher demand, high wage positions conveyed by industry, GOED and DWS. By investing in these programs, USHE will further advance its ongoing efforts to strengthen the economic base for the future. Funds received in this category will help address workforce need in the following industry clusters: 1) Nursing, Health, and Wellness; 2) Computer Science and Information Technology; 3) Engineering; 4) Science, Aviation, and Career Technology Education (CTE) Programs; and 5) Business, Hospitality, and Tourism. Total request is \$15,848,900.

Institution	Nursing	Comp Sci.	Engineering	Business	Total
	Health, Wellness	Info Tech.	Science, Aviation	Hosp./Tourism	
University of Utah	\$ 2,500,000		\$ 2,500,000		\$ 5,000,000
Utah State University	\$ 1,850,000	\$ 1,000,000		\$ 300,000	\$ 3,150,000
Weber State University	\$ 500,000		\$ 800,000		\$ 1,300,000
Southern Utah University	\$ 400,000		\$ 550,000	\$ 300,000	\$ 1,250,000
Snow College	\$ 300,000	\$ 250,000	\$ 400,000	\$ 200,000	\$ 1,150,000
Dixie State University	\$ 800,000	\$ 160,000	\$ 477,000	\$ 350,000	\$ 1,787,000
Utah Valley University	\$ 581,400	\$ 465,500			\$ 1,046,900
Salt Lake Community College	\$ 425,000	\$ 520,000		\$ 220,000	\$ 1,165,000
Total	\$ 7,356,400	\$ 2,395,500	\$ 4,727,000	\$ 1,370,000	\$15,848,900

Statewide Initiatives – This budget request helps to address statewide priorities that support affordable access through state investment in the information technology network and wireless infrastructure needs of the institution, student financial aid received through the Regents’ and New Century Scholarship, and additional funding to support cost escalations associated with library materials used across the USHE system. Additionally, this request supports the ongoing efforts of institutions to enhance and improve key completion metrics through performance based funding.

Initiative	Affordable Access	Completion	Total
Performance Funding		\$ 3,850,000	\$ 3,850,000
Regents' & New Century Scholarships	\$ 3,345,000		\$ 3,345,000
IT Network and Wireless Infrastructure	\$ 4,900,000		\$ 4,900,000
Utah Academic Library Consortium	\$ 1,300,000		\$ 1,300,000
Total	\$ 9,545,000	\$ 3,850,000	\$ 13,395,000

Commissioner's Recommendation

This is an information item only; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachments

UTAH SYSTEM OF HIGHER EDUCATION 2018-2019 OPERATING BUDGET REQUEST

Student Growth & Capacity

USHE Total \$15,969,000

The Student Growth and Capacity category supports institutional priorities that address both student growth and the need to increase institutional capacity to serve students in a more affordable and innovative fashion ultimately enhancing a student's ability to complete in a more a timely manner. Institution initiatives are classified into the following four areas: 1) Expand capacity in critical courses and programs, 2) Information classroom and data technologies, 3) Innovative course delivery, and 4) Business and student services support.

Expand capacity in critical courses and programs: Funds received will be used to increase the number of students in targeted courses - specifically general education courses that are over-capacity and feeder programs that support workforce-critical programs (e.g. biology, mathematics, and writing). This includes expansion of high impact student experiences such as capstone projects, personalized courses, internships and student-industry partnerships also recognized as best practices within higher education.

Requests in this category support each of the Regents Strategic Objectives of Affordable Access, Timely Completion, and Innovative Discovery.

- **Affordable Access:** These initiatives will help to increase the number of Utahns who access and succeed in higher education by expanding academic infrastructure to meet the needs of actual and anticipated growth, and focus on improving student affordability by creating more opportunities to help students to complete course work sooner, resulting in reduced overall tuition and fees.
- **Timely Completion:** These initiatives will help to increase the percentage of students who persist in and graduate from higher education by creating more courses when students need them, and appropriate academic advising staff to guide students through their respective course work.
- **Innovative Discovery:** This request supports Regents' strategic objective of engaging students in high impact learning practices, and leveraging technology in new ways to enhance the student learning experience.

UNIVERSITY OF UTAH

Total \$2,750,000

Description – Funds will be used to hire additional faculty and support staff to expand the number of writing and science course sections available for students. These courses are often prerequisites required for progression through most majors including critical workforce majors. If they are not available in the first two semesters of an incoming freshman's study, there is a high probability that the student will not be able to complete in four years.

Rationale and Justification – The University of Utah has developed course maps for degree programs designed to help guide student completion. Advisors work with students to develop a personalized Plan to Finish. The University of Utah will use these funds to ensure that students can enroll in and complete the courses they need as outlined in their plan in order to graduate on time. As enrollments increase and workforce demands for specific majors change, the University of Utah is being strategic in how it manages hiring faculty and determines course offerings. Currently college deans have the ability to direct vacated faculty

positions to where there is the greatest need. To date, the University of Utah has worked hard to leverage online classes and intensive classes taught during fall and spring break to give students more class access. Online courses have helped in managing classroom inventory; however, despite these efficiencies, with increased growth the institution needs additional faculty. As enrollment increases, the institution knows it needs more resources to offer increased sections of writing and science courses.

Outcomes – Students will be successfully progressing in their courses of study and completing degree. They will be prepared to pursue quality advanced education and careers that will benefit both the students and the State of Utah.

Assessment – Tracking our students’ progression through their undergraduate degrees by measuring progress in classwork and engaged experiences on campus and in the community. Primary metrics used will be the change in retention and completion rates for students.

Budgetary Plan – Funds would be used to hire 5 regular faculty, 12-15 career line faculty for writing, math, chemistry, biology and physics and 5 additional advisors to ensure students stay on track and are successful in their courses and technical staff for class labs.

Salaries, Wages & Benefit	\$2,455,000
Operating Expenses	<u>\$295,000</u>
Total	\$2,750,000

UTAH STATE UNIVERSITY (USU)

Total \$1,000,000

Description – Funds will be used to maintain the quality of instruction that USU prides itself in, by providing ongoing funding to support additional teaching assistants who will be assigned to high-demand courses. The teaching assistants will help instructors set up laboratories, answer student questions, organize study sections, provide tutoring, etc.

Rationale and Justification– High touch, high quality instruction in large classes will enhance student retention and timeliness of completion because students will be able to complete classes at the appropriate time in their degree pathways. The impact of large class sizes on students will be offset by enhanced overall instructional experiences. Increased enrollment at USU over the last four years has resulted in large sections of high-demand courses. Additional instructional support through the use of teaching assistants is needed in order for students to succeed in their classes. Timely completion of classes will allow students to progress through their college degree programs in an appropriate timeline. USU has addressed the pressure of increasing enrollments by increasing the number of students within sections of high demand courses. While this has allowed the university to mitigate increased student demand without adding more faculty, the attention that the instructor can give to each student is limited in large enrollment classes.

Outcomes – Programs receiving ongoing funds will gain instructional capacity. Students will have better access to instructors, as well as the academic support that can be provided by the teaching assistants. Thus, students will be able to complete required courses at the

appropriate point in their academic pathways, thereby ensuring timely completion of their degrees.

Assessment – Effectiveness in increasing capacity will be measured by the increased number of teaching assistants hired, number of students enrolled, and number of student credit hours per academic year as compared.

Budgetary Plan – Wages & Benefits (50 Graduate Students x .5 FTE) \$1,000,000

WEBER STATE UNIVERSITY (WSU) **Total \$800,000**

Description – Funds will be used to hire additional faculty to increase instructional capacity in: Math Education, Microbiomics, Chemistry, Business Administration, Digital Film Studies, and Integrated Design.

Rationale and Justification – Students graduating with degrees in the areas listed above are in high demand in Utah, regionally, and nationally. As a university, WSU has been unable to keep up with market demands in these areas due to an insufficient number of tenure-line faculty to offer required courses.

Outcomes – A greater number of faculty members will ensure that students have greater access to faculty, will allow faculty to engage in teaching and research necessary to sustain departmental productivity, and will bolster WSU's capacity to provide well-educated employees in these high-demand areas.

Assessment – Comparative number of graduates pre and post-hiring; comparative evaluation of graduation rates; comparative analysis of post-graduate employment options; comparative salary figures for recent graduates.

Budgetary Plan – 6 FTE Regular Faculty

Salaries, Wages & Benefits	\$707,850
Operating Expenses	<u>\$ 92,150</u>
Total	\$800,000

SOUTHERN UTAH UNIVERSITY (SUU) **Total \$500,000**

Description – Funds will be used by SUU to add five additional faculty to increase instructional capacity in its “bottleneck” General Education (GE) courses in Math and Science.

Rationale and Justification – With a growing freshman class and an already compressed set of General Education (GE) courses, additional faculty and support services are needed to ensure accessibility to entry level coursework and sustain improved student advancements toward completion or graduation. Additional capacity in General Education courses early in a students’ academic career facilitates a more timely progress toward graduation. SUU has already invested in additional academic advisors, who have primary responsibility to build each incoming freshman’s class schedule ensuring they have a solid foundation on which to complete their program of study, and now needs resources to add sections of general

education courses for incoming freshmen. These courses will expand access and capacity to general education in the most critical early semesters for SUU students.

Outcomes – Hiring an additional 5 FTE faculty members to support GE and entry level coursework that will ultimately lead to more students taking general education in the first and second semester and improving the students ability to graduate in a timely manner.

Assessment – SUU will measure the number of general education credit hours completed per first-time, full-time student during the student's first semester and compare that to the prior year to show improvement and progress toward graduating on time.

Budgetary Plan – 5 Faculty FTE and associated operating support for new faculty.

Salaries, Wages & Benefits	\$490,000
Operating Expenses	<u>\$ 10,000</u>
Total	\$500,000

SNOW COLLEGE (SNOW)

Total \$385,000

Description – Funds will be used to hire critical positions in both academic and support staff areas to focus on helping students gain access to critical courses that will prepare them for transfer and completion of their programs in a timely manner.

Rationale and Justification –Snow College is a small institution and its departments have minimal faculty and staff. However, it is Snow's goal to help each individual student succeed and to feel they belong and are supported. It is increasingly difficult to maintain that level of support when the college has areas that are understaffed or where faculty are overwhelmed with the number of classes and students they are required to teach. In some cases, Snow is not able to offer courses students need when they need them. Not being able to fill these positions has created bottleneck courses and has made it difficult to offer all of the classes needed for students to complete on time.

Outcomes – By fully staffing both the academic areas and essential staff support, Snow will be able to support the students and its employees better. Snow will be able to reduce bottleneck courses allowing students to complete on time.

Assessment – Snow's Office of Institutional Research tracks completion and transfer rates. This is the bread and butter of our two-year mission. This office provides and will provide ongoing information that will help Snow continue to raise our transfer and completion rates.

Budgetary Plan – Increase Salaries, Wages & Benefits \$385,000

DIXIE STATE UNIVERSITY (DSU)

Total \$1,065,000

Description – Funds will be used to create additional instructional capacity needed in multiple general education disciplines, including mathematics, English, biology, nutrition and food science, geography, and psychology.

Rationale and Justification – Dixie State University is growing rapidly. More than 500 additional students are expected on campus for the Fall 2017 semester, and the number of

completed applications from prospective students is increasing each year. DSU has absorbed recent enrollment growth by expanding the use of adjunct faculty, but the supply of qualified adjunct instructors has been exhausted. Additional full-time faculty will help ease capacity constraints and are also needed to meet program accreditation standards and support high-impact learning practices such as undergraduate research and experiential learning.

Outcomes – New full-time faculty positions created in bottleneck areas to facilitate continued enrollment growth and academic quality improvements.

Assessment – Total campus-wide enrollment and total enrollment in targeted general education course sections and degree programs after new faculty have been added.

Budgetary Plan – 12 new full-time faculty positions
Salaries, Wages & Benefits \$1,065,000

UTAH VALLEY UNIVERSITY (UVU) **Total \$3,093,300**

Description –Funds will be used to meet educational needs of new students arriving and existing students persisting in their studies by providing additional full-time faculty and academic support staff (including academic advisors) as well as expanded academic services.

Rationale and Justification – As an open admission, cost effective university located in a high-growth region of Utah, UVU anticipates continued enrollment growth for the coming decade. Ensuring appropriate access and support for a changing student demographic while simultaneously aligning programs with regional educational needs is a focal point of UVU's strategic planning. Since 2000, 50 percent of K-12 enrollment growth has occurred in Utah County elementary and secondary schools. While this K-12 growth continues to fuel UVU's enrollment growth, the largest segment of UVU's growth is continuing students (students persisting toward graduation). Significant growth is occurring in the Woodbury School of Business, College of Science, College of Humanities and Social Sciences, and the College of Technology and Computing.

In order for these continuing students to successfully complete their programs of study in a timely manner, additional sections of "bottleneck" general education and program majors' courses must be offered. While UVU students are well-served by qualified adjunct faculty, certain disciplines (particularly in STEM and Business) are unable to recruit the increasing number of adjunct faculty needed to meet growing student demand; thus, additional full-time faculty are needed. Studies indicate that "students who have frequent contact with faculty members in and out of the class during their college years...are less likely to drop out."¹

Outcomes – Recognizing the importance of full-time faculty in access, retention, persistence, and completion, a decade ago UVU established a university-wide goal of no less than 55 percent of instruction delivered by full-time faculty. Fall 2016 was the first semester this target was achieved. Maintaining this level requires the addition of one full-time faculty per additional 22 FTE students. This funding would allow UVU to hire 20-25 new full-time faculty to teach in

¹ K. Patricia Cross, About Campus, 1998. The Role of Faculty in Student Retention, WASC Academic Resource Conference, 2015.

high demand general education and upper division courses in programs such as Personal Financial Planning, Management, Finance & Economics, Marketing, Computer Science, Information Systems and Technology, Digital Media, English, Languages, Mathematics, Biology, Physiology, Psychology, and Chemistry.

Academic staff play key roles in advising students, supporting high impact learning practices such as internships, assisting students in laboratory courses, and accessing instructional materials. Maintaining an appropriate student-to-advisor ratio requires the addition of one advisor for every 350 additional students. Funding would allow UVU to hire 6-8 new academic staff such as advisors, lab managers, librarians, and coordinators for high impact learning practices.

Assessment – Performance will be assessed based on the percent of instruction delivered by full-time faculty ($\geq 55\%$), student-to-advisor ratio (≤ 350 to 1), expansion of high impact learning practices, and improved student retention completion rates.

Budgetary Plan – Funding will support the addition of 20-25 full-time faculty to teach in high demand general education and upper division courses in programs such as Personal Financial Planning, Management, Finance & Economics, Marketing, Computer Science, Information Systems and Technology, Digital Media, English, Languages, Mathematics, Biology, Physiology, Psychology, and Chemistry; 6-8 new academic staff such as advisors, lab managers, librarians, and coordinators for high impact learning practices; hourly staff; and general faculty and staff operating expenses.

Salaries, Wages & Benefits	\$2,998,300
Operating Expenses	<u>\$ 95,000</u>
Total	\$3,093,300

SALT LAKE COMMUNITY COLLEGE **Total \$790,000**

Description –Funds received will be used to hire additional full-time faculty positions in: Math, English, History, Biology, Humanities, Fine Arts and Communication which will help SLCC meet student demand, minimize shortages of qualified faculty in critical gateway programs and thereby enhance the ability for students to complete in a timely manner.

Rationale and Justification – SLCC student demand for General Education and Chemistry courses continually strains the capacity to supply quality full-time and adjunct faculty support. This strain is especially exacerbated when the local economy improves causing shortages of qualified adjunct instructors.

Outcomes – Student demand will be met for key General Education courses, thereby facilitating and accelerating student course completion and eliminating the need to cancel classes due to the inability to staff with qualified faculty.

Assessment – Enrollment data, class fill rates, cancellation data, ratio of full-time, adjunct faculty credit hour data, Gen Ed completion and transfer data per faculty FTE, and faculty load data will be used to assess the impact of adding faculty to address student demand.

Budgetary Plan – The funding will support 8 full-time faculty positions.
 Salaries, Wages & Benefits \$790,000

Information, classroom & data technologies: Funds received in this category will be used to Advance institutions' abilities to align the classroom experience to industry standards (software, classroom and lab technologies, machinery, etc.).

Requests in this category support each of the Regents Strategic Objectives of Affordable Access, Timely Completion, and Innovative Discovery.

- **Affordability:** Institutions must continually assess equipment, software and other technologies that make education accessible and affordable to students. Initiatives that centralize the management and ongoing maintenance needs of information classroom data technologies allows for economies of scale, and implementation of best practices to ensure the funding and security of technology resources are used efficiently.
- **Completion:** Providing students access to appropriate information and classroom data technologies enhances the educational experience, which help to improve retention and complete their degrees, and better prepares them to meet the workforce expectations.
- **Innovation:** Modern equipment in classrooms, labs, and back-office IT are key to leveraging faculty and staff efforts to ensure students are fully prepared to enter the workforce with up-to-date skills and knowledge.

WEBER STATE UNIVERSITY (WSU) **Total \$800,000**

Description – Funds will be used to support WSU annual software maintenance and cloud subscriptions and initiatives to provide EIT standards and Section 508 compliance.

Rationale and Justification – The IT infrastructure and equipment is necessary to provide the bandwidth to keep up with technology and mobile usage demands of students that will continue to increase. Providing standardized classroom technology will allow colleges to focus on customizing the learning experience for their discipline or program for student success. Technology demands and costs continue to increase while the funding remains stagnant. The goal is to keep up with demands and costs escalation from vendors.

Outcomes –

- Upgraded and consistent technology on campus
- Classrooms with standardized equipment to provide a best practice model
- Sufficient bandwidth to meet the demands for student success
- ADA accessibility when interacting with technology
- Improved security

Assessment – Ability to maximize infrastructure and meet the demands of students

Budgetary Plan – Annual Software Maintenance \$166,000
 IT Infrastructure/Equipment \$470,000
 Classroom Tech. Infrastructure \$164,000
 Total \$800,000

DIXIE STATE UNIVERSITY (DSU)

Total \$340,000

Description –Funds will be used to support Information, classroom and data technologies necessary to meet growing student demands and industry expectations.

Rationale and Justification – Many degree programs at DSU are reliant on technology and equipment to maintain accreditation and provide a high-quality academic experience for students, especially in the health and natural sciences. The rapid pace of technological developments in these fields requires significant funding to stay current. In addition, central information technology equipment and software are subject to continual obsolescence and market inflation. DSU has successfully maintained low tuition and fee rates compared to peer institutions for many years. One method of controlling costs has been sharply limiting purchases of equipment and technology in academic programs and central IT. However, due to student expectations and workforce demands, this strategy is no longer viable. For instance, imaging equipment in DSU’s dental hygiene and medical radiography programs is still film-based even though most health providers have transitioned to digital imaging. New legislative funding will reduce the need for tuition/fee increases to stay current with technology and equipment requirements.

Outcomes – Successful continued accreditation of technology-dependent academic programs and improved quality of instruction for all students.

Assessment – Post-graduation placement of students in technical fields and surveys of student/faculty/staff satisfaction with the availability of modern equipment and technology across campus.

Budgetary Plan –

- Health Sciences diagnostic equipment (\$50,000)
- Classroom audiovisual technology (\$50,000)
- IT storage and networking infrastructure (\$50,000)
- Science lab equipment (\$50,000)
- Academic program accreditation requirements (\$50,000)
- Campus-wide software licenses (\$90,000)

Total Operating Expenses	\$340,000
--------------------------	-----------

UTAH VALLEY UNIVERSITY (UVU)

Total \$1,389,700

Description –Funds will be used to effectively meet the educational needs of new students arriving and existing students persisting in their studies, up-to-date and additional learning and information technology staff, infrastructure, systems, and software are needed.

Rationale and Justification – Technology plays an integral role in the educational experience at UVU. Faculty require technology-based instructional support from learning management systems (Canvas) to online/hybrid course delivery and library resources. From admissions applications through financial aid processing, class scheduling, advising, and graduation, students expect online, technology-based student services and state-of-the art learning environments with multi-media classrooms. Stakeholders expect appropriate security and

privacy protection. As an open admission, cost effective university located in a high-growth region of Utah, UVU anticipates continued enrollment growth for the coming decade. An adequate classroom and information technology infrastructure is a critical component of UVU's efforts to meet the needs of a growing student population and in achieving greater efficiencies.

UVU's Office of Information Technology works closely with CIO's from across USHE to identify cost efficiencies and strategies for technology. While initial infrastructure or systems may be purchased with one-time funds, ongoing funding is needed to support repair and replacement of the infrastructure and to fund ongoing software and systems support.

Outcomes – UVU strives to provide students, faculty, and staff with secure, accessible, and reliable information technology services. Regular repair and replacement of instructional technology and infrastructure as well as adequate security protection of systems and information are key to achieving this goal.

Assessment – Performance will be assessed based on the replacement cycle of key information and classroom technology infrastructure and successful IT security audits.

Budgetary Plan – Funding will support the addition of 4 full-time staff plus hourly staff for security and infrastructure support, implementation of advanced malware protection and cloud security, and network, security, and classroom technology equipment.

Salaries, Wages & Benefits	\$ 430,000
Operating Expenses	<u>\$ 959,700</u>
Total	\$1,389,700

Innovative course delivery: Funds received will be used to support innovative course delivery methodologies including: expanding rural concurrent enrollment services, summer course availability, hybrid tech-intensive courses, "big data" capabilities for students, and competency-based programs.

Requests in this category support each of the Regents Strategic Objectives of Affordable Access, Timely Completion, and Innovative Discovery.

- **Affordable Access:** These requests support the creation and implementation of innovative delivery options to higher education including concurrent enrollment, expanded online offerings, hybrid courses, and additional summer courses and programs to meet student education needs in different, yet, cost effective ways.
- **Timely Completion:** These requests support timely completion initiatives by helping to establish quality initiatives/standards for rural school districts in the state related to higher education, expanded access to help students persist in and graduate from higher education by providing more opportunity for program completion (upper division courses) through innovative delivery options.
- **Innovation:** These requests leverage the use of technology to help provide innovative ways to access to higher education and provide unique learning experiences to students through the use of technology.

UTAH STATE UNIVERSITY (USU)

Total \$500,000

Description – Funds will be used to support the development and operation of the “Utah Data Solutions Center” in conjunction with the professional master’s degree in data Science by hiring a director or “executive in residence” and half-time staff assistant, and supporting graduate assistantships.

Rationale and Justification– Utah State University has recently initiated a Data Science program with new and existing faculty across five colleges (Agriculture, Business, Engineering, Natural Resources and Science). USU intends for the university to become a regional leader in the development of new ways to analyze massive data structures. These methods of analysis will be applied to several areas of research including the biomolecular analyses of organisms, geospatial analyses of earth and high resolution temporal analyses of data strings.

A professional master’s degree in data science will be one of the degrees developed under this program. The Utah Data Solutions Center facilitates capstone experiences for data analytics students, focusing on applications in business and industry that involve interacting with, and working for, a company along the Wasatch Front. While in the graduate program, students will work side-by-side with faculty in the Utah Data Solutions Center, which will provide services to Utah businesses that have large datasets that need cleaning and analysis.

Outcomes –The real-life experiences provided through the Data Solutions Center will enhance the students’ educational experiences as well as help businesses address their data needs. Once graduated, students in the Data Science program will find employment in businesses along the Wasatch Front, providing critical state-of-the-art data science expertise to the Utah business community.

Assessment - Number of businesses served, number of students involved in projects, number of graduate students receiving degrees.

Budgetary Plan – Salary & Benefits (1 Staff FTE)	\$240,000
Wages & Benefits (8 Graduate Students x .5 FTE)	\$160,000
Operating Expense	<u>\$100,000</u>
Total	\$500,000

SNOW COLLEGE

Total \$300,000

Description – Additional funding is needed to meet the rapid growth of concurrent enrollment that Snow is experiencing and to maintain quality and equitable service to the rural districts and their students.

Rationale and Justification – Snow College has received legislative funding to provide increased concurrent enrollment opportunities for students, especially in rural school districts through electronic delivery. This program is established, has grown, and has enhanced concurrent enrollment opportunities for students, primarily in rural school districts. Because of this growth, a need for additional sections and larger sections has created a challenge in providing this program to rural schools and the other schools that are enrolling their students. Enrollment in concurrent enrollment continues to climb but funding has not kept pace. The \$1.3 million dollars the College received a couple of years ago no longer covers all of the costs

to run the concurrent enrollment program. A primary purpose of offering concurrent enrollment classes is to provide early college exposure and to develop a desire to continue education after high school graduation; however, concurrent enrollment increases the college's headcount and needed faculty and support staff with almost no tuition revenue.

In addition, students who would normally have been full tuition-paying students for two academic years at Snow College are no longer spending two years on campus because they have completed CE courses in high school and are transferring sooner to four-year institutions. This has reduced previously-available revenue sources. Due to the growth of the program over the last couple of years, the college has had to use other General Fund monies to cover costs of program growth while watching tuition revenues decrease. Snow is committed to offering this service to the high schools but will need additional funding in order to keep up with the growth that has taken place within in concurrent enrollment.

Outcomes –Operational resources will be available to support the administrative costs that related to the Registrar's Office, Admissions, Teaching and Technology, and IT support realized by expanding the concurrent enrollment program.

Assessment – Snow will use its internal auditing process and qualitative feedback from directors and managers to help us know how well it is handling the extra load that the Concurrent Enrollment program puts on their offices. In addition, Snow has an active program of working with high school facilitators and send faculty regularly to individual high schools to monitor Snow's delivery options.

Budgetary Plan – Cover Salaries, Wages & Benefits to fund growth of program \$300,000

UTAH VALLEY UNIVERSITY

Total \$650,000

Description – Funds will be used to meet educational needs, particularly of existing students persisting in their studies by supporting expansion of online, hybrid, and summer offerings with a focus on timely program completion.

Rationale and Justification – As an open admission, cost effective university located in a high-growth region of Utah, UVU anticipates continued enrollment growth for the coming decade. Ensuring appropriate access and support for a changing student demographic while simultaneously aligning programs with regional educational needs is a focal point of UVU's strategic planning. Since 2000, 50 percent of K-12 enrollment growth has occurred in Utah County elementary and secondary schools. While this K-12 growth continues to fuel UVU's enrollment growth, the largest segment of UVU's growth is continuing students (students persisting toward graduation). The number of online/hybrid courses and programs offered continues to grow which creates greater efficiency for space and provide greater access for students to fit courses into their work schedules and personal commitments. Further, Many of UVU's students receive PELL grants. With the federal government expanding PELL grants for summer beginning in summer 2018, UVU will renew efforts to expand summer course offerings toward program completion.

Outcomes – While UVU anticipates increased summer semester enrollments, UVU will target resources, particularly access to full-time faculty during the summer, toward high demand

program completion in an effort to reduce total time to graduation. The addition of instructional designers will allow UVU to expand and support online/hybrid program offerings.

Assessment – Increased Summer enrollments in targeted programs; reduced time to graduation for PELL recipients; increased number of online/hybrid program completion offerings.

Budgetary Plan – Funding will support the addition of 2 instructional designers and summer teaching appointments for full-time faculty.

Salaries, Wages & Benefits	\$643,000
Operating Expenses	<u>\$ 7,000</u>
Total	\$650,000

SALT LAKE COMMUNITY COLLEGE (SLCC) Total \$426,000

Description – Funds will be used to expand SLCC’s efforts to utilize a state-of-the-art Competency Based Education (CBE) model for instruction in key workforce areas.

Rationale and Justification – The new CBE model allows students to advance at their own pace to gain mastery of essential knowledge and skills in specific workforce areas. Students who have prior learning in these areas will be able to validate competencies at an accelerated pace as they progress toward completion and certification. Instructional design, continuous analysis and assessment expertise is essential for effective course development for this type of delivery and learning environment. The college has developed this program using grant funds and other institutional resources up to this point. SLCC will need new resources for a sustainable implementation, continuous improvement and program alignment with industry and career expectations moving forward.

Outcomes – Hiring a data analyst, instructional designers and assessment designer will accelerate completion and faculty implementation of CBE curriculum, program assessment and industry alignment. This will result in increased enrollment, completion and certification rates for workforce training for SATTs students.

Assessment – Improved program quality, clear CBE pathways, increased completions and certifications.

Budgetary Plan – The funding will support 5 FTE positions: 1 Data Analyst, 3 Instructional Designers (supporting CBE e-learning), and 1 Assessment Designer.

Salaries, Wages & Benefits	\$426,000
----------------------------	-----------

Business & student services support: Funds received will be used to enhance service levels to students, faculty, and staff in areas such as admissions support, financial aid processing, human resources, information technology personnel, compliance, campus security, and other business needs.

Requests in this category support the Regents Strategic Objective of Affordable Access.

- Affordable Access: By funding cost increases to support business operations, student support services, and other support costs using tax funds it keeps overall costs lower for students.

WEBER STATE UNIVERSITY (WSU) **Total \$300,000**

Description – Funds will be used to help WSU address cost increases related to critical operating needs including Workers Compensation, State Audit Fees, Risk and Property Insurance with state tax funds rather than student tuition.

Rationale and Justification – Overtime state funding for mandated cost increases related to utilities, workers compensation, audit fees, risk and property insurance rates has not been fully addressed with state tax funds. The underfunded cost increases experience by WSU has resulted in the need to increase student tuition rates to cover the shortfalls. WSU requests ongoing state tax funds to fund the portion of these costs currently supported with tuition resources.

Outcomes – Full funding for these vital budgets

Assessment – NA

Budgetary Plan – Operating Expense \$300,000

SNOW COLLEGE **Total \$160,000**

Description –Funds would be used to strengthen the Snow College partnership with its local economic development and elected leaders by consolidating efforts and creating a full-time director of economic development for the College. The director would focus completely on bringing economic development opportunities to its service area.

Rationale and Justification – Snow College works closely with the economic developers in its service region. The College has developed a close relationship with industry and has developed programs in Agriculture Technology, Composite Manufacturing and Software Engineering to meet the needs of its six county area. The role of the College is important and essential to helping its service area grow. Five of the six counties in its service area are among the seven poorest counties in the state. Governor Herbert and Lieutenant Governor Cox have a focus on rural economic development in the State of Utah. Snow believes this partnership to be essential to its role in providing economic growth in the six county area. A liaison who can work directly with business representatives and economic developers will help the college fine tune its curricular offerings to more effectively meet the needs of its service region.

Outcomes – Curriculum development in areas that will support economic development in the six county area through job growth and economic expansion. The College will play a direct role in expanding current businesses and attracting more businesses to its six county area.

Assessment – Feedback from economic developers and reports from the Utah Department of Workforce Development.

Budgetary Plan – Provide salary and benefits for the economic development liaison as well as office expense and travel costs

Salaries, Wages & Benefits	\$100,000
Operating Expenses	<u>\$ 60,000</u>
Total	\$160,000

DIXIE STATE UNIVERSITY **Total \$290,000**

Description – Funds will be used to create new staff positions to help relieve administrative pressures related to unprecedented enrollment growth.

Rationale and Justification – Recent enrollment growth has created increased administrative pressures across campus. The most acute needs for additional capacity and support are in the following areas:

- Academic department administration
- Information technology system administration
- Financial aid and admissions processing
- Facilities preventative maintenance
- Accounting, purchasing, and general business functions

Many of the needs outlined above have been covered through part-time staff and overtime, but have reached a point where additional full-time employee coverage is necessary. Part-time and overtime resources will be combined with new funding to support the creation of new full-time positions.

Outcomes – New full-time staff positions created to support continued enrollment growth and proactively improve campus administrative processes and services.

Assessment – Total enrollment growth, number of applications processed by admissions, and financial aid departments, and IT/facilities maintenance backlogs.

Budgetary Plan – Six new full-time staff positions
Salaries, Wages & Benefits \$290,000

SALT LAKE COMMUNITY COLLEGE **Total \$430,000**

Description: Funds will be used to strengthen SLCC campus security efforts and hire two new staff positions to support Information Technology data security and human resources.

Rationale and Justification – The College contracts with Utah Highway Patrol to cover Campus Safety. As costs have increased in state employee compensation, UHP did not pass those costs to the College. In 2016, the contract was adjusted to include these cost increases. Cost escalations in state compensation increases over the last few years were not reviewed by UHP until 2016. This funding is needed to cover the increased costs to cover public safety. 18 UHP employees are supported with the current contract. (\$255,000)

As students come to the institution with multiple electronic devices this causes an increased demand on IT infrastructure. Couple the demand with the increased threats of hacking, the institution is in need of an additional IT security person. The College's Office of Information Technology recently completed a program review from an outside consultant that recommended that an additional person be hired for IT security. The security landscape is constantly changing and the threats and vulnerabilities to information technology continue to increase at a rapid pace. The need for additional personnel is required to mitigate and prevent the attacks the institution faces on a daily basis. (\$120,000)

With the growing demand of federal compliance on the Office of Human Resources, the College is in need of an additional full-time, HR benefits position to cover the demand of operations. Personnel costs comprise 80 percent of the College's operational budget. As federal regulations continue to grow, an additional benefits assistant is needed to help manage compliance with regulations as well as the benefits of the personnel. (\$55,000)

Outcomes –

- Provide for increased campus security over 10 campus sites. Allow for better coverage of SLCCs multiple campus sites
- Provide for increased IT security for the College
- Provide for better oversight and more efficient benefits management.

Assessment –

- Public safety officers per student
- Improvements related to IT security efforts
- Increased and enhanced oversight of federal regulations related to personnel issues.

Budgetary Plan – The funding will support contracted Utah Highway Patrol officers who provide campus security, hire 1 additional IT position and 1 additional HR position.

Salaries, Wages & Benefits	\$430,000
----------------------------	-----------

UTAH SYSTEM OF HIGHER EDUCATION 2018-2019 OPERATING BUDGET REQUEST

Completion

USHE Total \$7,958,000

The Completion category supports institutional priorities that focus on ways to reduce specific barriers to completion and enhancing the use of student analytics and guided pathways to improve the overall completion rate of students in the Utah System of Higher Education.

Reduce barriers to completion: Funds received for these initiatives will be used to implement the recommendations of the Board of Regents' special working group focused on student mental health; expand of K-16 partnerships focused on college preparation; provide targeted financial aid to underserved students to help pay for college; support mentoring and programming for at-risk students, specifically in the first-year; and to streamline general education courses to improve student retention and completion.

Requests in this category support each of the Regents Strategic Objectives of Timely Completion and Innovative Discovery.

- **Timely Completion:** By removing barriers known to impede student progress such as lack of mental health resources, not having a single point of contact for at-risk students, and providing a more structured first-year experience a student's ability to complete in a timely manner increases.
- **Innovation Discovery:** Institutions propose innovative approaches to general education and leveraging partnerships in new ways to help improve overall student performance.

UTAH STATE UNIVERSITY (USU)

Total \$800,000

Description –Funds will be used to expand access to several services known to influence successful completion of a college degree including advising, tutoring, remediation, access/diversity and career advisement.

Rationale and Justification – USU is committed to improving student retention and time to graduation. However, the university is experiencing ever-increasing pressure on student-based services such as career advisement, first-year orientation, tutoring and early-alert intervention, as well as health and wellbeing issues including mental health. Increasing access to services and resources such as advising, tutoring, remediation, access/diversity and career advisement will significantly improve student academic success. Retention and time to graduation will also be improved through frequent interactions with advisors and program staff. Special programs targeted towards minority and first generation college students will ensure their recruitment and retention at Utah State University.

Specifically, USU will add staff in Exploratory Advising, which handles undeclared students, and University Advising, which advises high-risk students identified at time of first-enrollment. Enhanced and repeated interactions between service-orientated staff and high-risk students are known to improve retention and completion in this vulnerable population.

There are also several software packages that will improve communication with students and provide them answers in a timely manner. For example, USU will purchase software that allows the FAFSA (Free Application for Federal Student Aid) verification process to be conducted electronically. Improvements in FAFSA processing will increase access to financial aid, which is so critical for disadvantaged and first-generation college students. As another

example, early-alert software will identify those students who could benefit from intervention, tutoring and/or remediation. Those students needing extra help, or who appear to be at risk, will be contacted by staff in offices such as the USU Academic Success Center, the Student Health and Wellness Center, the Access and Diversity Center and the Veterans Resource Office.

Targeted career advisement will provide students with degree options that are in their best interests and are enrolled in classes that will result in a timely completion. The USU Career Advisement Center works closely with Exploratory Advising so that students understand career opportunities that are available following degrees of interest. This office also identifies internship opportunities for students which provide real-life experience in a career of choice as well as an introduction to potential employees.

The university will also be investing in the offices responding to sexual assault and the programs designed to prevent assaults from happening. In order to meet the needs of students in the area of mental health, funding is requested by USU to provide additional staffing as needed in USU Counseling Services, the Title IX office, Student Conduct, University General Counsel and the Sexual Assault & Anti-Violence Information (SAVI) office.

Outcomes – Additional staff in several offices that serve students, as well as software that helps staff identify and resolve issues, will be added across the USU campus system. Students will have access to the types of help and assistance they need when they need it.

Assessment – Number of program staff hired, number of students served by advisors, number of students assisted by student service offices, waitlist for services, turnaround time for services, number of prevention programs delivered.

Budgetary Plan – Salaries & Benefits (10 Staff FTE)	\$650,000
Operating Expenses	<u>\$150,000</u>
Total	\$800,000

SOUTHERN UTAH UNIVERSITY (SUU) **Total \$700,000**

SUU is advancing three initiatives focused on reducing barriers to completion: 1) Enhancing general education completion and engagement \$200,000, 2) Expansion of the first-year seminar program \$300,000, and 3) Creation of a campus health clinic for students \$200,000.

Enhance General Education Completion & Engagement

Description – Funds will be used to implement two key intervention strategies to reduce DFW rates: (1) re-designing General Education courses by incorporating High Impact Educational Practices (known as “HIEPs”), and (2) implementing meaningful assessment practices to improve student learning.

Rationale and Justification – Anytime a student earns a D, an F, or a W (withdrawal) in a General Education course, this leads to delayed completion of General Education requirements and therefore delays the student’s overall graduation. By tracking the prevalence of Ds, Fs, and Ws in General Education courses (known as the “DFW rate”), SUU can identify where students are struggling the most. This allows SUU to focus intervention strategies in the places that will have the most positive impact on student success. In this sense, a reduction in

DFW rates for General Education courses is a good indicator that SUU students are successfully completing General Education requirements and staying on track to graduate.

(1) **Course Re-Design & HIPs:** Comprehensive course re-design efforts ensure alignment between three key aspects of every course: (i) what students learn (learning outcomes), (ii) ways that students demonstrate their learning (assessment methods), and (iii) what students actually do (learning activities). This re-design effort will also include adopting what are known as High Impact Educational Practices (HIPs). HIPs are nationally-recognized teaching methods that engage students in meaningful, experiential learning activities. The use of HIPs brings learning alive for students by showing the relevance and application of what they are learning. In turn, this motivates students and engages their sense of curiosity and creativity as they work to solve real-world problems.

(2) **Meaningful Assessment & Student Learning:** Designing and implementing a meaningful approach to assessment of General Education is an integral part of student success. As such, meaningful assessment leads in more effective teaching practices, greater gains in student learning, improved student retention, and timely degree completion. While SUU already has in place a course-level assessment process for General Education, additional assessment processes need to be developed, including the direct assessment of student signature work using ePortfolios. This approach provides an essential insight into student learning that would otherwise be unavailable. So, in addition to analyzing DFW rates, these insights reveal where students are struggling and leads to making adjustments to support enhanced student learning. In this way, meaningful assessment of student learning leads to making improvements to the General Education curriculum, implementing changes to teaching methods, and updating course sequencing and pre-requisites, all of which will help to reduce DFW rates, increase student completion of General Education requirements, and ultimately supports degree completion.

Outcomes – Enroll 20-25 General Education faculty members in a week-long summer curriculum re-design workshop. Hosted on the SUU campus, this workshop will be designed by the Center of Excellence for Teaching and Learning (CETL) and will include several consultants. These consultants will guide SUU faculty through a robust and detailed curriculum re-design process to ensure alignment of learning outcomes, assessment methods, and learning activities. Likewise, these consultants will have expertise in experiential and engaged teaching methods and will support SUU faculty in adopting HIPs.

Send a team of 6-7 SUU faculty and staff to attend a week-long “summer institute” focused on General Education assessment sponsored by the Association of American Colleges & Universities (AAC&U). This institute will guide SUU faculty and staff to design a meaningful approach to General Education assessment with the support from national experts who will facilitate the summer institute. Prior to that, a consultant will be brought to campus to prepare the team for the summer institute. Implementation of this new approach to General Education assessment will also require employing SUU faculty during the summer to assess student signature work collected during the academic year, and formulate recommendations for improvements to the General Education program at SUU.

Assessment – Decrease DFW rates in General Education courses; increase usage of HIPs by faculty teaching General Education courses; increase student completion of General Education requirements.

Budgetary Plan – Adjunct/wage faculty

Salaries, Wages & Benefits	\$110,000
Operating Expenses	<u>\$ 90,000</u>
Total	\$200,000

First-year Seminar

Description – Funds will be used to create a first semester course focusing on critical academic skills and increasing their social connection to the University.

Rationale and Justification – Research has shown that many students make the decision to either stay or leave college within the first two months of their first semester. SUU believes that through enhancements to its first-year seminar it can increase the connections students make to the institution, and their commitment to earn a degree. SUU is designing an academic component to the student “first-year experience” in support of their transition to higher education. This initiative will if successful, these efforts will ultimately result in increased student success, higher retention rates, and greater degree attainment. While there will be increased costs associated with this experience, University leaders are confident that the gains in retention and completion will make the investment a wise one.

Outcomes – The Office of Institutional Research will track students who successfully complete SUU’s revised first-year seminar, to determine if they retain at higher rates, are more academically successful, as measured by grade-point-average (GPA), and increase their likelihood of graduating on time. Through increased knowledge about campus resources, these students will also take greater advantage of University resources.

Assessment – The Office of Student Affairs will continue to track Fall-to-Fall retention rates for each new freshman class. Positive changes in the retention rate should be reflective of program success.

Budgetary Plan – 1 FTE faculty and overload/supplemental wages for existing faculty
1 FTE, Wage Rated Salary, and Hourly Wages

Salaries, Wages & Benefits	\$290,000
Operating Expenses	<u>\$ 10,000</u>
Total	\$300,000

Campus Health Clinic

Description – Funds will be used to expand current psychological services to include a health and wellness center for students.

Rationale and Justification – As SUU’s enrollment reaches 10,000 students, requests for physical health services are increasing from students and parents alike. Currently, SUU is the only USHE university campus in the state without a center. Additional resources are needed to help address the medical needs of a growing student population. Adding health services will also address a growing number of concerns expressed by parents about a lack of such

services on SUU's campus. In addition, the local health department is strongly encouraging the University to meet more of its student needs.

Outcomes – Reduce the demand on the local health department and increase accessible and affordable health care to SUU students. Addressing health issues early will help prevent illness spreading across campus and reduced class absenteeism. This initiative will lead to a healthier student-body, allowing them to progress in their educational goals and make satisfactory progress toward degree completion.

Assessment – The University will measure the anticipated increase in student's utilization of health care services and absenteeism.

Budgetary Plan – 2 FTE positions including a Nurse-Practitioner and office aid. Additional medical support will come from students in SUU's nursing program. Depending on the availability of a full-time nurse-practitioner, this service may need to be contracted.

In addition to funds requested, the University will need to further invest (\$200,000 +) in additional staff funded through billable services and/or student fees. 2 Staff FTE

Salaries, Wages & Benefits	\$175,000
Operating Expenses	<u>\$ 25,000</u>
Total	<u>\$200,000</u>

SNOW COLLEGE (SNOW) **Total \$505,000**
SNOW is advancing two initiatives focused on reducing barriers to completion: 1) Integrated general education \$365,000, and 2) Focused support for the regional K-16 alliance \$140,000.

Enhance General Education Completion & Engagement

Description – Funds will be used to hire five faculty members, one each in fine arts, humanities, science and two in social science.

Rationale and Justification – Snow has designed a new and exciting general education program that will integrate coursework in order to help students improve written and oral communication skills, develop “soft skills,” and move away from a silo-like delivery and segregated instruction. Studies by the U.S. Department of Labor and the Utah Department of Workforce Services shows that employers are satisfied with major preparation of college graduates in Utah feel graduates lack these soft skills. These skills include innovative thinking, ethical understanding, written and oral communications skills, and critical thinking skills. Snow's new GE program has this goal in mind and its new GE course for first-year students focuses on these outcomes.

This approach will greatly enhance the quality of students' general education, provide more interdisciplinary application experiences, and better prepare them for needed skills in the workforce. Several additional faculty members will be needed to implement this important program. Snow hoped to find funding internally but have not been able to do so with the other demands on the college budget. An investment in students here as a part of their education is badly needed and will provide great returns.

Outcomes – Students will be better creative problem solvers and will be able to collaborate more effectively with colleagues; take will be prepared to take leadership roles and make connections to ideas that lie outside traditional academic boundaries.

Assessment – Snow participates in several national surveys which provide accurate information in regards to soft skill development. These surveys give longitudinal data on how the institution stacks up against other institutions nation-wide, and against itself over time.

Budgetary Plan – Hire five faculty members, one each in fine arts, humanities, science and two in social science. The amount requested will cover their salary and benefits and the other financial support to integrate them into the College. \$365,000

K-16 Support

Description – Funds will be used to provide salary and benefits for the K-16 liaison as well as a minimal current expense budget.

Rationale and Justification – There is much more that Snow and its public school partners in our six county service area could do to promote higher education opportunities for students. The K-16 Alliance has been an effective partnership to help students and teachers in both public and higher education. There is an opportunity for Snow to work with parents, students, and schools to provide much needed information about the value and importance of post high school education. Information about access, admission, financial support, encouragement to enroll and complete, and long-term value can and should be better communicated.

This is especially important in rural Utah where there are many first generation students and financial challenges to attend college. Snow is proposing to strengthen its alliance with school districts and would like to hire a professional employee to lead this effort. This would fund a full-time position dedicated to enhancing the K-16 alliance.

Outcomes – By providing a personal contact with the school districts, Snow expects to prepare more students for their college experience and will increase the number of students who choose to attend college after high school graduation.

Assessment – There will be a higher percentage of high school graduates in the six county service area that choose to further their education past high school. Working with school districts will help Snow track increases in the number of post-secondary school students.

Budgetary Plan – Provide salary and benefits for the K-16 liaison as well as a minimal current expense budget to provide leadership in the K-16 alliance in the six-county service area. \$140,000

UTAH VALLEY UNIVERSITY (UVU)

Total \$305,000

Description – Funds will be used to improve student access to mental health therapists and provide a victim’s advocate as required by statute.

Rationale and Justification – During the 2017 legislative session, a concurrent resolution declaring mental health issues to be a public health crisis at Utah higher education institutions was passed. UVU currently has a ratio of one mental health therapist per 4,744 students which

is much higher than the national average. Legislation passed during the 2017 session requires UVU to have a victim's advocate to provide direct services to victims of violent crime, coordinate the needs of victims through the social services, and serve as a liaison for victims. This victim advocate will work in Student Health Services.

Outcomes – Students with mental health issues have unique barriers to completion and are at risk of not persisting or succeeding in their programs of student. Additional mental health therapists will allow students to access support in a more timely and frequent manner.

Assessment – Increased retention rates; increased graduation rates.

Budgetary Plan – Funding will support the addition of two mental health therapists, one victim advocate, and general programmatic operating expenses such as office supplies, training, and materials.

Salaries, Wages & Benefits	\$275,000
Operating Expenses	<u>\$ 30,000</u>
Total	\$305,000

SALT LAKE COMMUNITY COLLEGE (SLCC) **Total \$70,000**

Description – Funds will be used to hire a full-time Refugee Multicultural Student Success Coordinator.

Rationale and Justification –The Refugee Multicultural Student Success Coordinator will provide wrap-around support services to under-represented, refugee students by providing intentional outreach during the admissions process, mentoring, community development, intentional programming that supports personal and academic success workshops. The coordinator will also implement early academic interventions during their time at SLCC, while also providing ongoing mentorship and helping the student create connections to the college. The student success coordinator will assist our multicultural refugee students that may have experienced marginalization in society and/or are first-generation, underrepresented, and low-income to persist at the College.

Outcomes – The goal is increased student persistence and completion rates for our multicultural refugee students.

Assessment – Increase in the number of underserved, underrepresented refugee students to mirror that of our surrounding communities and to increase the persistence and completion rates of underrepresented students. SLCC will compare 2018/19 academic year data with 2017/18 academic year to measure effectiveness.

Budgetary Plan – The funding will support 1 FTE position.
Salaries, Wages & Benefits \$70,000

Student analytics and guided pathways: Funds will be used to implement and utilize predictive analytics tools to measure “real-time” student progress towards completion including guided pathways and other best practices and to bridge the college-to-career experience with more targeted advising, internship programming and other student partnerships more tightly aligned with employers and industry.

Requests in this category support each of the Regents Strategic Objectives of Timely Completion and Innovative Discovery.

- **Timely Completion:** Students will receive professional advising in scheduling, appropriate course sequencing and advice and counsel when the student begins to struggle. Successful intervention will help ensure students' timely progression towards a college degree or certificate. College to Career investments and use of analytics for academic success will increase the chances of a student's success and completion.
- **Innovation:** Institutions are harnessing the power of data analytics to identify student needs and possible barriers to success starting as early as the first semester. The insight provided by a more comprehensive use of data will help Utah move the needle in overall student performance.

UNIVERSITY OF UTAH

Total \$750,000

Description – Funds will be used to hire five additional career counselors/advisors and be used to support the software costs associated with the Civitas program.

Rationale and Justification – The university has increased its retention and graduation rates. One of the contributors is the use of bridge advisors. Advisors will be even more effective at helping students with the data that Civitas will readily provide them. Civitas will help advisor build predictive models of student success and better identify students in need of support and intervention. These new resources will put the university in a place to intervene earlier when students may have challenges that may impact their ability to progress to completion. A critical component of the model is that advisors have data to help identify student needs and are not just relying on “intuition”. Data will then help inform whether the interventions are effective. Civitas data will also give course level insights which will help keep students on track to graduate faster. This data will be helpful for academic leaders. The data provided through the software and how it is used should help quantify the impact of programs and initiatives so the university can be more effective in its efforts to support students.

Just as the bridge advisor program has allowed the university to reach more students and provide quality services, the career counseling model will be put in place for coordinating internships. The university recognizes that students who participate in an internship in addition to their classwork will be better prepared for the workforce and have a better understanding of their career choices. This new model will allow the university to leverage staff expertise to expand the number of internships and also coordinate how students know about and get internships. Colleges will work in alignment with central career services and leverage their knowledge and connections, but will not duplicate efforts across campus.

Outcomes – Student success in completing their degrees and obtaining employment in the field for which they are prepared.

Assessment – Success will be measured by working with advisors to measure how they interact with students and learn what works for keeping students on track. Ultimately, student completion will be the measure. For the College to Career investments, the

measure will be increasing the number of students with internships and ultimately obtaining jobs in their chosen careers.

Budgetary Plan – Salaries and Benefits are for five career counselor/internship coordinator positions. Operating Expenses will cover the software costs of Civitas.

Salaries, Wages & Benefits	\$375,000
Operating Expenses	<u>\$375,000</u>
Total	\$750,000

UTAH STATE UNIVERSITY (USU) Total \$600,000

Description – Funds will be used to hire additional academic advisors.

Rationale and Justification- Academic advising is a key component of a student’s success in college because they can monitor and advise students on the appropriate progression through their degree program. To help academic advisors better advise students, USU has recently purchased and implemented Civitas Learning, Inc. analytics software. This software will allow advisors to assess the academic success of a student in “real time” by analyzing student performance in specific courses throughout the semester and then alert instructors and academic advisors about students who are struggling and need intervention. By increasing the number of academic advisors across the university, USU can better serve students who need intervention. In addition, additional advisors will result in a more favorable ratio of students per advisor which will result in more targeted and timely advisement. An improved student-to-advisor ratio makes it possible for students to meet more frequently with an advisor. Given the critical role that advisors play in a student’s academic career, investment in advisement is an investment in student success.

Outcomes – An increase in the number of University advisors will result in enhanced and timely academic information distributed to students. The end result will be an increase in student retention rates by FY20 and student graduation rates by FY21.

Assessment – Increased number of students served by advisors starting in the 2018-19 academic year compared to previous years. Improved quality of advisement based on student surveys conducted in the 2018-19 academic year compared to previous years.

Budgetary Plan –

Salaries & Benefits (8 Staff FTE)	\$550,000
Operating Expense	<u>\$ 50,000</u>
Total	\$600,000

WEBER STATE UNIVERSITY (WSU) Total \$1,500,000

Description – Funds will be used for retention based initiatives including early warning and student tracking software, financial aid software, an improved student orientation program, student completion scholarships, student employment, high impact programming and other support programs that demonstrate student success through data and assessment.

Rationale and Justification – Weber State has conducted research both quantitatively and qualitatively to examine ways to improve institutional graduation rates and strategic approach to recruiting and retaining a diverse student body. In this process, WSU has identified key variables that both increase and decrease the odds of students graduating in a timely manner.

As the college continues to collect and analyze data regarding efforts that improve the success of its students it will focus on specific student cohorts including first-generation, economically disadvantaged students, out-of-state students and those who may need extra support to be successful. Proven strategies/initiatives WSU plans to enhance include targeted recruitment, learning communities, meaningful on-campus student employment, enhanced orientation programming, and more individualized advising strategies to help students over road bumps. Funding will also provide for the continuation of the Wildcat Scholars program, which supports underrepresented students.

Outcomes – The intended outcomes for students include increased retention from semester to semester, a greater overall sense of belonging, and increased graduation rates as well as specific learning outcomes articulated for each program.

Assessment – WSU will assess these programs through surveying and conducting focus groups with program participants and through tracking retention and graduation rates, GPA, time to degree completion, and specific learning outcomes.

Budgetary Plan – 8 FTE Staff

Salaries, Wages & Benefits	\$ 760,000
Operating Expenses	<u>\$ 740,000</u>
Total	\$1,500,000

SOUTHERN UTAH UNIVERSITY (SUU) **Total \$400,000**

Description – Funds would be used to move Academic Counselors and Assistant Coaches for Excellence (ACES) from one-time funding to on-going funding.

Rationale and Justification – Three additional Counselors and 20 ACES were funded with one-time dollars three years ago as part of an initiative to improve student retention at SUU. The challenge issued at the time was to determine and implement system improvements that would yield a higher number of Freshman students returning for their Sophomore year.

This initiative included the purchase of predictive analytical software that tracks multiple indicators to determine if each student is performing well or showing signs of distress. This tool allows Counselors to focus more of their limited time on students with the greatest needs.

Improvement in SUU’s retention rates to just above 70% in three years is a strong indicator that the initiative has been successful. As a result, one-time funding is being replaced with ongoing funds to continue these focused efforts. As SUU continues to strive for increased completion rates and stronger student success, the analytical data will allow the University to focus its limited time and resources on the students who are identified by the predictive analytics software as being "at-risk" for not persisting or graduating. Combined with the personal touch advising and student peer mentoring, SUU can provide its students with the tools they need to transition to and be successful in a university setting.

Outcomes – Increased student retention and completion rates; Increased student academic performance; Increased use of University resources; Increased use of data to inform decision-making.

Assessment – The Office of Student Affairs will continue to track Fall-to-Fall retention rates for each new Freshman class. Positive changes in the retention rate should be reflective of program success.

Budgetary Plan – Move existing full-time Academic Counselors and hourly wages for student Assistant Coaches for Excellence (ACES) from one-time funding to on-going.

3 Staff FTE and Hourly Wages
Salaries, Wages & Benefits \$400,000

DIXIE STATE UNIVERSITY (DSU) **Total \$220,000**

Description – Funds would be used to hire four additional staff positions that will help to support advising, structured enrollment and tutoring for students.

Rationale and Justification – Student success and retention remain a key area of focus in DSU's strategic plan. Recent efforts have centered on expanding structured enrollment and tutoring for the most vulnerable incoming students, as well as increasing general and program-specific advisement resources available to all students. Additional funding would enable more personnel to assist the continued expansion of these efforts. DSU remains dedicated to its open access mission. Existing resources have already been reallocated from general student services administration to specifically bolster student success efforts, but more funding is needed. For instance, several hundred students are already registered for structured enrollment in less than a year after launch. The rapid growth of this program suggests further pent-up demand for expanded programs and services. In addition, DSU's current ratio of students to advisors (approximately 350:1) is higher than the recommended 300:1 ratio for an open access four-year institution.

Outcomes – Additional academic advisors and structured enrollment coordinators to increase access to student success resources.

Assessment – Ratio of students per academic advisor and total number of students served by structured enrollment, orientation, and other student success programs.

Budgetary Plan – Four new full-time staff positions
Salaries, Wages & Benefits \$220,000

UTAH VALLEY UNIVERSITY (UVU) **Total \$953,000**

Description – Funds will be used to increase and enhance the use of student analytics and strategic advising efforts to improve student completion.

Rationale and Justification – UVU is implementing a student analytics modeling technology to use existing data in integrated data analytics to enable proactive intervention with students at risk of not persisting. The addition of the Civitas Data Mart would facilitate increased student intervention and support while promoting statewide collaboration in data analysis. The addition of analytics for strategic course scheduling will support alignment of course offerings with student's academic progress. To fully implement the coordinated care network recommended by data-driven student success practitioners and support students on guided pathways, additional academic advisors and retention mentors are needed to support the overall intervention strategy.

Outcomes – Identification of students at risk of not persisting will enable academic advisors and other academic and student support staff to proactively intervene and support the students on guided pathways.

Assessment – Increased retention rates; increased graduation rates; increased number of academic awards.

Budgetary Plan – Funding will support the addition of nine academic advisors, part-time retention mentors, and annual software licensing costs.

Salaries, Wages & Benefits	\$727,100
Operating Expenses	<u>\$225,900</u>
Total	\$953,000

SALT LAKE COMMUNITY COLLEGE (SLCC) **Total \$1,155,000**

Description – Funds will be used to expand the college's efforts to implement guided pathways and provide the necessary academic and career advisors and associated support staff to be successful in helping students complete their educational objectives.

Rationale and Justification – As part of the guided pathways efforts, there is a need to better align institutional resources to help increase student success at the community college. In this initiative SLCC hopes to provide a more cohesive relationships between, IT, Communications Web-based Writer, academic advising and career counseling for students.

An IT program manager is needed to help implement the technological tools, software, and infrastructure to support student progression through guided pathways. The integration of software applications that connect faculty, students, and advisors about a student's progress is a core aspect of guided pathways. These applications can be used to alert key players of whether a support/intervention is needed.

The Pathways Communication Web-based Writer will support the larger Guided Pathways Initiative that assists students in a more efficient experience at the College that can lead to a more efficient degree or certificate completion. This position implements the following tactics in a phased approach to support the Pathways Initiative:

- Phase I - Develop an internal digital communication tool for students, faculty, staff and administrators
- Phase II – Conduct quantitative market research on specific SLCC audiences to better understand behaviors and challenges
- Phase III – Conduct research on 30 colleges currently participating in the AACC Pathways project for planning, implementation and evaluation with specific emphasis on websites and internal communication
- Phase IV – Develop and implement a college-wide communication plan for SLCC Pathways
- Phase V- Develop content for the Pathways website that will inform and guide students through the pathway options at SLCC. This position works in collaboration with web designers in creating a simple and intuitive SLCC Pathways website.

Evaluation of the number of site users will be ongoing and site will evolve based on interviews and focus groups of the users of the site

The National Academic Advising Association recommends a student to advisor ratio of approximately 300 students to 1 full-time academic advisor. Currently, SLCC's student to advisor ratio is approximately 1,100:1. Case management advising will provide direct advising to the students guiding them to clustered courses designed to create a more efficient educational path. Research indicates that intrusive academic advising utilizing a case management approach significantly improves student academic success, retention and persistence, and degree/credential attainment. SLCC's Department of Academic Advising will implement an intrusive case management approach utilizing Starfish Retention Solution's Early Alert and Connect modules.

Student support services are needed to assist our current students and graduates in finding work opportunities to help pay for college expenses and/or find employment post-graduation. Placing individuals in employment, helps Utah's economy and increases state tax revenues. As part of our services to students, and our graduates, three additional employment advisors are needed to help place students in jobs following graduation.

Outcomes –

- Increased student persistence and graduation rates.
- Increased communication regarding pathway options
- Decrease the ratio of students to advisor
- Increased visibility for student career and/or job placement

Assessment –

- Increase SLCC student persistence and graduation rates
- Increase in the number of weekly readers of SLCC Today
- Improved student to advisor ratio
- Number of new job placements per year after original base year

Budgetary Plan – The funding will support one new IT position, one Communication Web Based Writer, ten advisor positions, and three career counselors and associated benefits

Salaries, Wages & Benefits	\$1,155,000
----------------------------	-------------

UTAH SYSTEM OF HIGHER EDUCATION 2018-19 OPERATING BUDGET REQUEST

Workforce

USHE Total \$15,848,900

This on-going budget request is to help build capacity in programs that support regional workforce needs in higher demand, high wage positions conveyed by industry, GOED and DWS. By investing in these programs, USHE will further advance its ongoing efforts to strengthen the economic base for the future. Funds received in this category will help address workforce need in the following industry clusters: 1) Nursing, Health, and Wellness; 2) Computer Science and Information Technology; 3) Engineering; 4) Science, Aviation, and Career Technology Education (CTE) Programs; 5) Business, Hospitality, and Tourism.

Requests in this category support each of the Regents Strategic Objectives of Affordable Access, Timely Completion, and Innovative Discovery.

- **Affordable Access:** By requesting state support, the pressure to increase tuition is lessened, keeping access to higher education more affordable for students while ensuring that access to higher education grows with the growing student demand.
- **Timely Completion:** By expanding instructional capacity in these key workforce areas allows students to complete degree requirements in a timely manner while receiving exceptional educational experiences.
- **Innovative Discovery:** Leveraging partnerships with business and industry to meet workforce needs with new and innovative approaches to stackable credentials, delivery approaches, and curriculum lead to enhanced regional economic development and innovation.

Nursing, Health, and Wellness

Institutions have identified workforce initiatives that will help to address employment shortages in Nursing, Health, and other wellness programs. Nursing initiatives have been highlighted separate in each of the institutions proposed requests.

UNIVERSITY OF UTAH

Total \$2,500,000

The University is requesting \$1,750,000 for Nursing and \$750,000 for Health and Wellness employment needs.

Nursing

Description – Funds will primarily be used to hire additional faculty to expand class size and number of course offerings in Nursing.

Rationale and Justification – The University of Utah educates many of the students who receive professional and graduate degrees in nursing which are in high demand by healthcare businesses in Utah. At the present time the university cannot meet the student and industry demand for admission to its Nursing programs. As a research institution, the university's mission to support the workforce is two-fold – educate future practitioners and future faculty to teach the next generation of students. This includes the workforce of nursing. Not only does the university want to increase the number of nurses it prepares for the workforce but also the number of nursing faculty that are needed throughout the state.

To meet this mission, the University needs to add additional faculty in order to expand class size. The university recognizes the demands in the healthcare industry for nurses including its own challenges in hiring trained nurses for University Health. Without adding additional

faculty, it will not be able to accommodate the students necessary to fill this demand. The nursing program has developed and utilized online programs and have sought and received external grants to help fund education, however; additional funding is needed if the university is going to educate enough nurses to fill the jobs in the future

Outcomes – Students in nursing will graduate prepared to enter the workforce. This workforce includes Ph.D. students prepared to be the educators and researchers at Utah colleges and universities.

Assessment – Success will be measured by recruitment of faculty (5 regular/8-10 clinical teaching faculty) and the increased number of qualified students who enroll and successfully graduate in these strategic, high demand professional fields.

Budgetary Plan – Salaries, Wages & Benefits	\$1,570,000
Operating Expenses	<u>\$180,000</u>
Total	\$1,750,000

Health and Wellness

Description – The primary purpose of this funding is to allow the University to hire additional faculty to increase the number of students who can be admitted into fields in health and wellness like exercise physiology, occupational therapy and nutrition.

Rationale and Justification – The University of Utah educates many of the students who receive professional and graduate degrees in fields of health and wellness high demand by Utah businesses and industries. At the present time the university cannot meet the demand for admission to many of these programs. The demand is high from both industry and from students to study health and wellness. Without adding additional faculty, the university will not be able to accommodate this demand.

Outcomes – Students in high demand health and wellness disciplines will graduate prepared to enter the workforce.

Assessment – Success will be measured by recruitment of faculty (5 regular) and the increased number of qualified students who enroll and successfully graduate in these strategic, high demand professional fields.

Budgetary Plan – Salaries, Wages & Benefits	\$ 680,000
Operating Expenses	<u>\$70,000</u>
Total	\$ 750,000

UTAH STATE UNIVERSITY (USU) Total \$1,850,000

Utah State University is requesting \$1,110,000 for Nursing and \$740,000 for other health and wellness programs.

Nursing

Description — Funding will be used to recruit faculty, clinical supervisors and graduate teaching assistants who will be directly tied to educational programs such as Nursing, Health Services, Social Work, and Public Health.

Rationale and Justification – Utah State University has identified several programs that will meet work-force demands in specific areas. These programs are ideally suited for USU, building on research and educational strengths that already exist within the institution. USU's four-year Nursing program will address critical shortages of nurses across the state. The Bachelors in Social Work will ensure that rural communities, including Native American populations, will have an appropriately-trained workforce to fill positions in agencies, hospitals and schools. Graduates of the Masters of Public Health program will fill a wide range of community service jobs across the state.

Each program will require new faculty, clinical instructors and graduate teaching assistants who can educate and supervise undergraduate and graduate students as they proceed through program requirements.

Nursing. Utah State University currently offers one-year or two-year Registered Nursing (RN) degrees on five regional campuses (Uintah Basin, Price, Moab, Blanding and Tooele). These programs are meeting local demand for nurses. However, there is also a state-wide demand for four-year nursing program graduates. USU would like to add faculty to the Nursing program who are qualified to teach in a four-year nursing degree program delivered on the Logan campus. This program will be housed in the new Clinical Services building on the Logan campus. Training of the nursing students will be greatly augmented by their co-localization with several clinical services programs such as those focused on autism, Alzheimer's and speech-language pathology. USU anticipates graduating twenty to thirty students in the four-year nursing program, which will contribute significantly to addressing the state's shortage in nursing professionals.

Health Services. USU also has several health services certificate programs offered in the areas of medical coding, medical assistant, laboratory technician and pharmacy technician. These programs provide an entrance into a college experience for students as well as a completion point that fills work-force needs in rural communities. Many of the graduates of these programs continue on in the nursing program or other health-related associate's and bachelor's degree pathways.

Social Work. Utah House Bill 185 provided funds that made it possible for USU to offer the Bachelor of Social Work (BSW) degree on the USU Tooele, Brigham City, Price, and Moab campuses and the university is pleased to report that USU graduates are now filling a workforce gap of social workers in these communities. However, the need for social workers is particularly urgent in other communities served by USU including the Uintah Basin and Blanding. State and federal human services agencies such as the Division of Child and Family Services (DCFS), Juvenile Justice Services (JJS), and Head Start are not able to fill vital positions in these areas with qualified individuals. This is also true for schools, hospitals, and mental health services organizations in the surrounding areas. Tribal agencies tasked with providing these services also face workforce shortages. New faculty members in the BSW program will be located at USU campuses in Blanding and the Uintah Basin where they will form partnerships with human services providers and establish internships. Student interns will have an immediate positive impact on workforce shortages. This impact will continue as graduates fill positions, oftentimes with the agencies that provided the internship experiences. These new faculty members will be expected to work closely with Native American

communities to recruit Native American students to the program and mentor them through the professional development process. USU's Social Work program is eager to expand into these communities and is prepared to begin the process as soon as funding is secured.

Master of Public Health. Healthcare in the U.S. is a major industry, with a growing need to provide quality services to an aging population. Associates for Public Health Education estimates 250,000 more public health workers will be needed by 2020. USU is designing and implementing a new Masters of Public Health (MPH) degree to meet the demand of this expanding industry. New faculty lines will be created in four colleges (Agriculture, Education and Human Services, Humanities and Social Sciences, and Science) to direct and deliver curriculum and training in the MPH program. The average salary for MPH graduates in the industry is \$68,000 per year. Possible positions of employment include health services administration, biostatistics, epidemiology, health education and communication, environmental health and community health. The MPH program will be delivered across the USU campuses, thereby filling an important workforce need in many rural Utah communities.

Outcomes – Investment in faculty, clinical instructors and teaching assistants within these high-demand programs will facilitate the educational success of students who in turn will address work-force needs identified by Utah businesses and rural communities.

Assessment - Number of faculty hired, number of undergraduate and graduate students enrolled, number of undergraduate and graduate students receiving degrees.

Budgetary Plan (Nursing)

Salary & Benefits (5 Faculty FTE)	\$ 600,000
Salary & Benefits (1 Staff FTE)	\$ 60,000
Operating Expense	<u>\$ 450,000</u>
Total	\$1,110,000

Budgetary Plan (Health and Wellbeing)

Salary & Benefits (3 Faculty FTE)	\$ 400,000
Wages & Benefits (15 Graduate Students x .5 FTE)	\$ 300,000
Operating Expense	<u>\$ 40,000</u>
Total	\$ 740,000

WEBER STATE UNIVERSITY (WSU) Total \$500,000

WSU is requesting \$328,400 for Nursing and \$171,600 for other Health and Wellness programs

Description – Funds will be used to hire additional faculty and provide necessary laboratory resources for coursework in the following High-Market-Demand Healthcare areas: Radiologic Sciences, Nursing, and Medical Laboratory Sciences

Rationale and Justification – Students graduating with degrees in the areas listed above are in high demand in Utah, regionally, and nationally. As a university, WSU has been unable to keep up with market demands in these areas because due to an insufficient number of tenure-line faculty to offer required courses. WSU must turn to adjuncts or to overload course-work on the part of tenure-line faculty. Neither of these options is tenable over the long term.

Given the reliance on state-of-the-art laboratories for these programs, WSU also request funding to purchase necessary equipment and associated maintenance costs to manage these labs and thus reduce the need to charge students additional fees.

Outcomes – A greater number of faculty members will decrease the need for faculty overload teaching, will ensure that students have greater access to faculty, will allow faculty to engage in teaching and research necessary to sustain departmental productivity, and will bolster WSU’s capacity to provide well-educated employees in these high-demand areas. Providing sufficient laboratory resources and laboratory managers will assist students with timely degree completion.

Assessment – Comparative number of graduates pre and post-hiring; comparative evaluation of graduation rates; comparative analysis of post-graduate employment options; comparative salary figures for recent graduates.

Budgetary Plan – 4 FTE Regular Faculty (2 FTE for Nursing)

Nursing Salaries & Benefits	\$ 171,600
Other Salaries & Benefits	\$ 171,600
Nursing Operating Expenses	<u>\$ 156,800</u>
Total	\$ 500,000

SOUTHERN UTAH UNIVERSITY (SUU) **Total \$400,000**

SUU is requesting \$200,000 for Nursing and \$200,000 for other Health and Wellness programs.

Nursing

Description – Funds will be used to hire additional Faculty for high-demand, market-driven field of study to help combat the nursing shortage in the region.

Rationale and Justification – The State and National nursing shortage remains a high priority and is anticipated to continue well into 2030. With over 70 applicants, SUU’s nursing program was limited to accepting only 30 students for Fall 2017 due to current constraints of faculty and facilities. This has become all too common for the Nursing Program. SUU’s nursing program is a top performer in maintaining over a 90% NCLEX-RN (nursing exam) first-try pass rate in preparing students for employment and/or continuing educational opportunities and degrees. By adding an accelerated track to utilize a full summer semester, SUU expects to be able to graduate additional students without having to expand existing facilities. This initiative will reduce the time a student spends obtaining their education for employment.

Outcomes – Additional student admits, acceptances, and completions from the Nursing program. More efficient utilization of limited campus facilities. Accelerated learning, and reduced time to employment.

Assessment – SUU will track the number of students within the Nursing program and annual completions, or graduations. Annualized facility utilization will also be measured.

Budgetary Plan – Addition of 2 professional faculty.	
Salaries, Wages & Benefits	\$195,000
Operating Expenses	<u>\$ 5,000</u>
Total	\$200,000

Rural Mental Health Providers **\$200,000**

Description – Funds will be used to hire additional Faculty for high-demand, market-driven need for mental health providers, especially in rural areas.

Rationale and Justification – A national shortage of mental-health-professionals is part of a larger ongoing problem with health-care providers in the U.S. This shortage is compounded in rural areas of Utah, like Cedar City. This proposal seeks to create an academic track to prepare SUU graduates to be licensed counselors, who might remain in rural Utah to address the critical shortage. Psychology graduates continue to be in high demand throughout the state and nation. Utah and Cedar City are in the midst of a mental-health-professional shortage, reports the *Washington Post*. It's mostly an issue of supply and demand. As part of the *Affordable Care Act*, more Americans than ever are eligible for mental-health coverage, and yet, fully half of the counties across the United States currently have *no* mental-health professionals at all, Thomas Insel, director of the National Institute of Mental Health, tells the *Post*. This national and regional shortage is the focal point of SUU's emphasis on educating more mental health providers.

Outcomes – Additional students accepted into and completing the mental health professional program. Graduates with the ability to become fully licensed upon graduation from the University.

Assessment – SUU will track an anticipated increase in the number of graduates from the mental health professional program. Track the number of graduates employed and practicing in rural Utah.

Budgetary Plan – Addition of 2 professional faculty	
Salaries, Wages & Benefits	\$195,000
Operating Expenses	<u>\$ 5,000</u>
Total	\$200,000

SNOW COLLEGE (SNOW) **Total \$300,000**

SUU is requesting \$300,000 for Nursing programs.

Description – Funds will be used to hire additional nursing faculty and purchase the necessary equipment to increase access for students pursuing a nursing profession.

Rationale and Justification – The Utah Nurses Initiative grew out of an effort to approach the Utah State Legislature and request funding to grow nursing programs throughout the state. Utah currently recruits 35% of its nurses from out of state because the college cannot train enough nurses to meet regional needs. This request is to grow the nursing program at Snow College so it can recruit and train more student nurses. Two counties in Snow's six-county service area do not have a single full-time nurse (Wayne County and Piute County). School nurses are borrowed from neighboring school districts and physicians who visit these counties

bring nurses with them. Snow has four times as many applicants for its nursing program versus what it can accept, and hospitals in the area in desperate need of nurse professionals.

Outcomes – Snow would like to hire two additional teaching nurses – including one PhD nurse so it can grow its program and offer additional specialized training that is needed in the area. The result will be an increase in nurse graduates.

Assessment – The program will be assessed according to standards set by the National Association of Schools of Nursing.

Budgetary Plan – Salaries, Wages & Benefits and Equipment \$300,000

DIXIE STATE UNIVERSITY (DSU) **Total \$800,000**

DSU is requesting \$275,000 for Nursing and \$525,000 for other Health and Wellness programs.

Nursing **\$275,000**

Description – Funds will be used to hire two faculty, one advisor and support the operating costs to implement a Baccalaureate of Science in Nursing (BSN) program in Fall 2018 with an expanded number of slots available in the program.

Rationale and Justification – The healthcare sector in Southern Utah is growing very rapidly. A major expansion of Dixie Regional Medical Center is nearly complete. There will be a critical demand for additional nurses, including BSN prepared nurses in Washington County over the coming years. BSN prepared nurses are better equipped to meet the complex demands of caring for patients in today's healthcare system and are quickly becoming the industry standard. DSU strives to offer nursing education as affordably as possible, but an expansion of the program cannot be achieved without additional funding. Differential tuition models are currently being investigated, but tuition cost will become a significant obstacle to students if they are expected to bear the full cost of expansion.

Outcomes – New funding will allow the College of Health Sciences to hire faculty and support staff to increase the number of nursing students from 120 to 192.

Assessment – The College of Health Sciences extensively reviews student outcomes. These evaluation procedures will be applied to each of these programs and include: student course evaluations; peer faculty evaluations; preceptor evaluations of students (internship sites); student evaluation of learning resources, support, advising, and distance education and technology; exit surveys; student satisfaction; employer and alumni surveys. Student retention and graduation rates will be compiled and analyzed annually. All these procedures are necessary to provide extensive ongoing evaluation that demonstrate competency, achievement, and areas of recommended changes. Evaluation forms will be adapted to include specific program outcomes for each of the new undergraduate and graduate programs. The department faculty and College administrators will review evaluation results and make necessary curriculum, faculty, staff, and budget changes.

Budgetary Plan – Two new full-time faculty, one full-time advisor, operating supplies, and equipment

Salaries, Wages & Benefits	\$225,000
Operating Expenses	<u>\$50,000</u>
Total	\$275,000

Healthcare and Wellness **\$525,000**

Description – Funds will be used to hire five faculty and two advisors for a new population health, recreation and sport management program, and genetic counseling program in addition to securing necessary supplies and equipment for the programs.

Rationale and Justification – DSU continues to grow its enrollment and serve the ongoing growth of the region. The current programs in the College of Health Sciences are not able to meet student demand for healthcare and wellness majors. These new degrees will allow for students that are not admitted into nursing or dental hygiene majors to pursue a career in population health or recreation and sport management. New funding is requested to mitigate the financial impact that new programs cost at the institution. Each of these programs will require additional faculty lines for population health, health and human performance, and genetic counseling. In addition, these programs will increase enrollments in courses in the Departments of Biology, Chemistry, Psychology, Family and Consumer Science, and others.

The new Baccalaureate of Science in Population Health at DSU requires a core of courses that will prepare students to understand the breadth of population health in the U.S. including medical care, public health initiatives, lifestyle/behaviors, social factors, and genetics. In addition, they will be leaders in interdisciplinary activities in their respective professions and prepared to pursue graduate degrees in development at DSU or elsewhere. These students could become certified Health Educators to work in different Community Health Promotion settings.

The new BS in Recreation and Sport Management prepares students with the skills, knowledge, and expertise to be effective recreation and sport professionals dedicated to improving the quality of life in society. These students will understand the foundational concepts of leisure behavior and the human need for positive recreation and sport experiences.

The newly proposed Master of Science in Genetic Counseling program will be distinguished by its interdisciplinary approach to graduate study. Students in this program will receive training in a variety of subjects including genetics, cytogenetics, epigenetics, human development, teratology, public health, statistics, psychological counseling, and health communication. Graduates from this program will fill workforce needs in the Southern Utah region for private sector companies leading the way in genomics.

Students in the Healthcare and Wellness programs at DSU will solve problems creatively, utilizing advanced technologies, basic principles of ethics, and cultural sensitivity to address state, national and global health problems.

Outcomes – The new funding will allow the College to hire new faculty which will facilitate program growth. This increase affects the number of faculty, advisors, and clerical and other staff needed to deal with the increase in student numbers. As experienced by other universities, it is expected that the Population Health and Recreation and Sport Management

programs will grow rapidly. DSU anticipates over 100 students in each program shortly after launch. Both programs will need at least two new full-time faculty and advisement personnel. The MS in Genetic Counseling will have a capacity of 15 to 20 students per cohort. This program will need at least 1.5 FTE faculty lines just to start the program. In addition, since this is an interdisciplinary program, other departments such as Biology and Psychology may need additional resources.

Assessment – The College of Health Sciences extensively reviews student outcomes. These evaluation procedures will be applied to each of these programs and include: student course evaluations; peer faculty evaluations; preceptor evaluations of students (internship sites); student evaluation of learning resources, support, advising, and distance education and technology; exit surveys; student satisfaction; employer and alumni surveys. Student retention and graduation rates will be compiled and analyzed annually. All these procedures are necessary to provide extensive ongoing evaluation that demonstrate competency, achievement, and areas of recommended changes. Evaluation forms will be adapted to include specific program outcomes for each of the new undergraduate and graduate programs. The department faculty and College administrators will review evaluation results and make necessary curriculum, faculty, staff, and budget changes.

Budgetary Plan –

- Population Health and Recreation and Sport Management – 4 new faculty FTE and one advisor
- Genetic Counseling – 1.5 new faculty FTE and one advisor
- Operating supplies and equipment for new programs

Salaries, Wages & Benefits	\$492,000
Operating Expenses	<u>\$33,000</u>
Total	\$525,000

UTAH VALLEY UNIVERSITY (UVU) Total \$581,400

UVU is requesting \$272,800 for Nursing and \$308,600 for other Health and Wellness programs.

Description – Funds will be used to hire two full-time faculty for Nursing, 1 full-time faculty for Respiratory Therapy, 1 full-time faculty for Physiology, adjunct/clinical faculty, hourly staff, and operating expenses for instructional/lab materials and equipment.

Rationale and Justification – UVU is committed to building pathways for students and the proposed AAS in Nursing program will provide a well-defined pathway for students from high school to MATC to UVU's nursing programs. Working with MATC, UVU is prepared to implement an LPN to RN completion program. Further, UVU is implementing a new Respiratory Therapy degree to replace the Utah County based program previously provided through Weber State.

Economic overview and program gap analysis data provided through EMSI for UVU's service region indicates projected job change increases in health care by approximately 8,000 jobs in the next decade. Given the professional standards for healthcare programs, instructional costs exceed average instructional costs. Existing UVU academic health program departments will provide administrative support and advising for these programs.

Outcomes – UVU anticipates near 100 percent completion in the AAS Nursing program for 18 cohort majors annually. Similarly, UVU anticipates near 100 percent completion in the Respiratory Therapy program for 40 cohort majors annually.

Assessment – Performance will be assessed based on percent of each cohort that achieves timely graduation and on the percent of graduates who successfully meet licensure requirements.

Budgetary Plan – Funding will support the addition of two full-time faculty for Nursing, one full-time faculty for Respiratory Therapy, one full-time faculty for Physiology, adjunct/clinical faculty, hourly staff, and operating expenses for instructional/lab materials and equipment.

Salaries, Wages & Benefits	\$547,700
Operating Expenses	<u>\$ 33,700</u>
Total	\$581,400

SALT LAKE COMMUNITY COLLEGE (SLCC) Total \$425,000

SLCC is requesting \$315,000 for Nursing and \$110,000 for other Health and Wellness programs.

Description – Funds will be used to support three new nursing faculty (\$315,000) and one physical therapy faculty (\$110,000) positions, in order to meet excess demand for nursing and other health care fields.

Rationale and Justification – The State Healthcare Industry has been studying the demand for nursing and other health initiatives and recommending an increase in capacity of students. Teresa Garrett, project director of the Utah Nursing Consortium, states that there are 1,200 to 1,500 nursing vacancies in the State. There are also shortages in other Allied Health fields. The funding would be used for new faculty to teach the additional students.

Outcomes –If funding is available for Nursing, the projected growth in nursing students is expected to reach 60 students per year after four years. The number of new annual graduates would be estimated at 20 per year. In the Physical Therapy Assistant program, SLCC will be able to increase the number of students and measure the increase in graduates.

Assessment – SLCC can expect to measure the number of new nursing graduates or other allied health field over the baseline year (when new funding is received). For nursing, at present, the number of graduates is 180 per year. This funding will allow the institution to increase that number to 200 nursing graduates annually. A decrease in adjunct faculty and better continuity in Allied Health programs would be the qualitative outcome and be assessed appropriately at that time.

Budgetary Plan – The funding will support 3 new nursing faculty (\$315,000) and 1 physical therapy faculty (\$110,000) positions.

Salaries, Wages & Benefits	\$425,000
----------------------------	-----------

Computer Science and Information Technology

The Information Technology sector is one of the fastest growing sectors in the Utah economy as demonstrated through GOED and DWS employment outlooks and open positions. Institutions

have been actively engaged with employers in their respective regions to identify new initiatives to help address the workforce needs in their respective regions.

UTAH STATE UNIVERSITY (USU)

Total \$1,000,000

Description — Funds will be used to hire additional faculty and teaching assistants to expand USU's stackable credential program focused on IT and cybersecurity to other school districts in partnership with Utah System of Technical Colleges (USTC). The additional faculty and teaching assistants added to USU will support this program throughout the state.

Rationale and Justification – Utah State University is committed to helping Utah address work force needs. One such acute need is in the area of IT coding. A stackable pathway has been developed that combines technical skills in coding obtained through career and technical education (CTE) in high school and/or a technical college with USTC with general education courses and additional credits obtained through USU. This program will be piloted in northern Utah in the 2017-18 academic year and available for further expansion across the state in subsequent years. The expanded program will require new faculty and graduate teaching assistants who can educate and supervise undergraduate students as well as coordinate curriculum with the high schools and technical colleges.

Utah State University in Brigham City and Bridgerland Technology College (BTC), in partnership with the K12 school districts in Cache, Rich, and Box Elder Counties, are offering an after-school program for high school juniors and seniors in information technology and cybersecurity beginning in Fall, 2017. Courses will be taught after school via IVC broadcast to high schools in the three counties. Each high school will be equipped with the computer equipment needed to do the hands-on learning to apply what is taught via broadcast. During the summer of 2017, the CTE faculty in each high school will receive the training needed to support the students in their hands-on labs. Only one highly qualified instructor will be needed to broadcast the courses, alleviating the difficulty for high schools in attracting and retaining highly qualified faculty in IT.

After completing the BTC certificate in IT and Cybersecurity, students will be able to stack an Associate of Applied Sciences degree in General Technology onto that certificate by being admitted to USU and earning an additional 33 credits. The BTC certificate will transfer in as 30 credits toward the requirements for the AAS in General Technology once the 33 USU credits are completed. Some of the USU General Education Courses required for the 33 USU credits can also be taken during high school as Concurrent Enrollment. After completing the AAS, students can then stack on the General Technology bachelor's degree offered through USU. Students can move in and out of the workforce as they choose to pursue educational milestones.

Outcomes – Investment in faculty and teaching assistants within this high-demand program will facilitate the educational success of students who in turn will address work-force needs identified by Utah businesses.

Assessment - Number of faculty hired, number of undergraduate students enrolled, number of undergraduate students receiving degrees.

Budgetary Plan – Salary & Benefits (5 FTE)	\$ 600,000
Wages & Benefits (4 x .5 FTE)	\$ 80,000
Operating Expense	<u>\$ 320,000</u>
Total	\$1,000,000

SNOW COLLEGE (SNOW)

Total \$250,000

Description – Funds would be used to hire two faculty and purchase the necessary classroom equipment to expand course offerings related to information technology and software engineering.

Rationale and Justification – The greatest need in the computer industry in the State of Utah is for computer software engineers. The only four-year software engineering program in the state is the newly approved four-year Bachelor of Science program at Snow College. Snow has hired two new professors using existing resources, but sees a need to hire additional faculty as the program grows.

Outcomes – Snow will be able to offer more opportunities for students interested in the software engineering program. This will result in more students entering the program and more students finishing with a B.S. degree, growing the economic potential of its six-county area, and supplying the silicon slope, Washington County corridor, and other areas throughout the state that are in desperate need of software engineers.

Assessment – Snow is in close contact with major computer companies, small software firms and with professional organizations who study employment needs in computer science. These contacts will enable it to keep abreast of the ongoing needs in software engineering.

Budgetary Plan – Provide salary and benefits for faculty and create an ongoing purchasing plan for equipment renewal. \$250,000

DIXIE STATE UNIVERSITY (DSU)

Total \$160,000

Description – Funds will be used to create a new 18 month degree is specifically targeted to students who do not have a background in computer science or a related degree. The funds will be used to hire additional faculty members to start the program.

Rationale and Justification – DSU is proposing to create a comprehensive 18 month degree is specifically targeted to students who do not have a background in computer science or a related degree. Anticipated student demand will come from students in a wide variety of academic backgrounds seeking to gain specific skills and leadership in coding, big data, analytics, and software development. It is for students who would like to pivot in their careers and jumpstart their earning potential in software development.

Employment of software developers is projected to grow 17 percent from 2014 to 2024, much faster than the average for all occupations. (U.S. Bureau of Labor Statistics) Currently within Utah there are approximately 5,500 software development jobs at salaries between \$45,000 and \$105,000. (<https://www.indeed.com/>)

With this program, DSU is aligning to its strategic plan goals and targeting high-end software development positions in the private sector that are in high demand/high pay labor markets.

Initial market research shows that other institutions are offering this type of program. The University of Utah recently announced a Master of Software Development and this is another validation of the need for this specific type of master's degree.

Outcomes – The new funding will allow DSU to hire additional faculty members to start the program. DSU expects that many software development opportunities with real-world transformative experiences will be created by this program that will spawn job growth throughout DSU's service region.

Assessment – The College of Science & Technology reviews student outcomes extensively. This program will include: student course evaluations; peer faculty evaluations; evaluations of students at internship sites; student evaluation of learning resources, support, advising, and distance education and technology; exit surveys; student satisfaction; employer and alumni surveys. Student retention and graduation rates will be analyzed throughout the year. These procedures provide extensive ongoing evaluation that demonstrate achievement, competency, and areas of recommended changes.

Budgetary Plan – One new full-time faculty position and additional part-time/adjunct faculty approximately equivalent to one FTE position

Salaries, Wages & Benefits	\$160,000
----------------------------	-----------

UTAH VALLEY UNIVERSITY (UVU) **Total \$465,500**

Description – Funds will be used to hire additional IT related faculty to support upper division courses to ensure that students do not experience unnecessary delays in program completion.

Rationale and Justification – Computer Science and IT professionals are in high demand. UVU is committed to providing adequate courses to meet student demand and increase the number of graduates annually. Overall, the number of students pursuing bachelor degrees in Computer Science and Information Technology has increased 59 percent in the past five years. Majors at the Junior and Senior level of these programs have increased by 63 percent. Additional full-time faculty are needed to ensure students have access to the specialized upper division courses in these programs.

Outcomes – Students majoring in Computer Science and Information Technology programs will have access to upper division coursework and be able to complete their programs of study in fewer terms.

Assessment – Performance will be assessed based on the increase in graduates in Computer Science and Information Technology.

Budgetary Plan – Funding will support the addition of three to four new full-time faculty for Computer Science and Information Technology and general faculty support operating expenses.

Salaries, Wages & Benefits	\$451,500
Operating Expenses	<u>\$ 14,000</u>
Total	\$465,500

SALT LAKE COMMUNITY COLLEGE (SLCC)

Total \$520,000

Description – Funds would be used to expand and sustain efforts of the current Utah Cluster Acceleration Partnership (IT) consortium grant to close skill gaps in the critical IT coding job sector.

Rationale and Justification – SLCC is exploring various CBE programs which allow students flexibility in working at their own pace to complete competencies in certain academic program areas. IT CBE programs would help be responsive to students and industry.

Overall Program Model Design:

- Pathway development
- Outcome metrics and evaluation tracking dashboard (placement and retention in Utah companies)

This CBE model maintains flexibility, adaptability and responsiveness for the students and also workforce needs.

Outcomes – Successful implementation will result in increased student participation and subsequent graduations in IT programs.

Assessment – SLCC will be able to be more thorough in its IT security ability and assess IT security personnel per faculty, staff, and student.

Budgetary Plan – The funding will support 3 FTE positions.

Salaries, Wages & Benefits	\$250,000
Operating Expenses	<u>\$270,000</u>
Total	\$520,000

Engineering

Jobs in engineering related fields continue to be a critical employment need in the state based on information from GOED and DWS. In an effort to more acutely address the needs, institutions have worked with respective employers within their regions to target the fields of engineering that have the most severe shortage and are proposing the following initiatives to help address these employment shortages.

WEBER STATE UNIVERSITY (WSU)

Total \$800,000

Description – Funds will be used to hire additional faculty and purchase necessary laboratory resources to keep up with the demand for Engineering and Computer Science coursework.

Rationale and Justification – Students graduating with degrees in the areas listed above are in high demand in Utah, regionally, and nationally. As a university, WSU has been unable to keep up with market demands in these areas because WSU has an insufficient number of tenure-line faculty to offer required courses. WSU turns to adjuncts or to overload course-work on the part of tenure-line faculty. Neither of these options is tenable over the long term.

Given the reliance on state-of-the-art laboratories for these programs, WSU also requests funding to help equip, maintain and manage these labs and thus reduce the need to charge students additional fees. This funding would also be used to increase laboratory space.

Outcomes – A greater number of faculty members will decrease the need for faculty overload teaching, will ensure that students have greater access to faculty, will allow faculty to engage in teaching and research necessary to sustain departmental productivity, and will bolster WSU’s capacity to provide well-educated employees in these high-demand areas. Providing sufficient laboratory resources and laboratory managers will assist students with timely degree completion.

Assessment – Comparative number of graduates pre and post-hiring; comparative evaluation of graduation rates; comparative analysis of post-graduate employment options; comparative salary figures for recent graduates.

Budgetary Plan – 4.5 FTE Regular Faculty

Salaries, Wages & Benefits	\$ 500,000
Operating Expenses	<u>\$ 300,000</u>
Total	\$ 800,000

SOUTHERN UTAH UNIVERSITY (SUU) Total \$250,000

Description – Funds will be used to hire additional Faculty to allow for the creation of a new Mechanical Engineering program within SUU’s existing Engineering department.

Rationale and Justification – Engineers are crucial in pushing forward this country’s innovation, as well as the sustaining of ongoing development. Engineering graduates continue to be in high demand throughout the state, nation, and beyond. According to the U.S. Bureau of Labor statistics, the field of engineering is expected to grow as much as 10 percent in the coming decade. Experts say demand for engineers will continue to grow as governments and industry work to meet the challenges of a growing global population combined with dwindling resources. The average engineer’s salary in 2015 ranged from \$88,000 to \$115,000 depending on the discipline of engineering. Entry level engineers—those who have just graduated from college—averaged between \$56,000 and \$69,000 annual salary.

Outcomes – Additional students accepted in the Engineering program. Increase in the number of students graduating with an Engineering degree.

Assessment – The University will track the number of enrollments in the Engineering program, retention data throughout a student’s studies in the program and the number of graduates from the program

Budgetary Plan – Addition of 2 professional faculty.

Salaries, Wages & Benefits	\$245,000
Operating Expenses	<u>\$ 5,000</u>
Total	\$250,000

Description – Funds will be used to hire three new faculty to start the mechanical engineering program.

Rationale and Justification – During the past 25 years there has been a consistent request of DSU's regional industry to offer an engineering program at DSU. During the past 5 years, these requests have increased. Due diligence for an engineering program began 18 months ago and 6 months ago a study was produced comparing the demand, cost, and impact of electrical and mechanical engineering programs. Due diligence revealed that a mechanical engineering program would be favorable over electrical engineering. Utah Department of Workforce Services gives the occupation of Mechanical Engineer a five-star rating for having a strong employment outlook (due to business expansion) and high wage.

In Utah, the median annual salary for Mechanical Engineers with a bachelor's degree is \$58,780 for inexperienced engineers and \$80,460 overall. Annual job openings for a bachelor's degree averages 200 with a 3.22% annual growth rate. The Bureau of Labor Statistics states that, in the United States, the median annual salary is \$84,190 for a Bachelor's degree with 277,500 annual job openings (in 2014) and a 5% annual growth rate. In Washington County, the following companies posted job openings for Mechanical Engineers from May 2016 to June 2016 on Indeed.com: RAM Company, CaptiveAire Systems, Litehouse Foods, GAF Materials Corporation, Reid Ashman, and Industrial Resource Group. Other companies that hire Mechanical Engineers include Berry's Manufacturing and Metal Fatigue Solutions. A much larger list of job postings were found for Las Vegas and Northern Utah.

The Bachelor of Science Degree in Mechanical Engineering will provide students with analytical and hands-on education in the areas of mathematics, general science, solid-mechanics, design and manufacturing, thermal-fluid science, and mechatronics. Mechanical engineering is the broadest of all engineering disciplines and thus provides flexibility in terms of employment and pursuit of advanced degrees. The degree will prepare students to either pursue advanced degrees in engineering, science, or computer science disciplines or careers in various fields including product design, manufacturing, aerospace, robotics, transportation, energy production, automotive, biomedical, and environmental systems.

Students will complete a rigorous set of core courses that align with the standards of the Engineering Accreditation Commission of ABET. They will also have the option to choose an area of emphasis to provide depth in topics that interest them such as design and manufacturing (prototype to production, lean six sigma black belt, etc.), mechatronics (robotics, sensors, actuators, internet of things, controls etc.), thermal-fluid sciences (HVAC, computational fluid dynamics, etc.), and solid mechanics (composites, vibrations, finite element analysis, etc.).

Outcomes – The new funding will allow DSU to hire three new faculty to start the engineering program. Successful completion of the Mechanical Engineering Program prepares graduates to succeed in entry-level engineering positions and pursue advanced degrees in engineering or other fields where a solid foundation in engineering, mathematics, science, and computing is required. The degree will support DSU's motto, "Active Learning, Active Life", by providing students with hands-on design and lab experiences every semester and engaging students in major design projects that engage the public every year. The degree will also rely on active

faculty and student involvement and collaboration with community and regional organizations for student work experiences and internships that will foster not only learning engagements but also economic and community development as described in the DSU core themes. These activities will facilitate strong public relations with local businesses, civic entities, and schools in the private and public sector. These opportunities highlight Dixie State's commitment to service, citizenship, and the community.

Assessment – Students will be assessed on the following outcomes outlined by the Accreditation Board for Engineering & Technology (ABET):

- (1) An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- (2) An ability to apply the engineering design process to produce solutions that meet specified needs with consideration for public health and safety, and global, cultural, social, environmental, economic, and other factors as appropriate to the discipline.
- (3) An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- (4) An ability to communicate effectively with a range of audiences.
- (5) An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- (6) An ability to recognize the ongoing need to acquire new knowledge, to choose appropriate learning strategies, and to apply this knowledge.
- (7) An ability to function effectively as a member or leader of a team that establishes goals, plans tasks, meets deadlines, and creates a collaborative and inclusive environment.
- (8) An ability to model, analyze, design, and realize physical systems, components or processes.
- (9) An ability to work professionally in either thermal-fluid, mechanical, or mechatronic systems, with fundamental proficiency in each area.

Budgetary Plan – Three new full-time faculty positions plus equipment and supplies for the Mechanical Engineering degree program

Salaries, Wages & Benefits	\$350,000
Operating Expenses	<u>\$50,000</u>
Total	\$400,000

UTAH VALLEY UNIVERSITY **Total \$477,000**

Description –Funds will be used to hire additional faculty to ensure access to foundational pre-engineering courses and specialized courses in Electrical Automation & Robotics Technology and Mechatronics.

Rationale and Justification – Engineers and engineering technologists are in high demand. UVU is committed to providing adequate courses and academic advising to meet student demand and increase the number of graduates annually. Overall, the number of students pursuing degrees in engineering and engineering technology programs has increased 22 percent in the past five years and programs have waitlists of interested students. Additional full-time faculty are needed to ensure students have access to foundational pre-engineering courses and specialized courses in the programs. Additionally, while Engineering Initiative

funds have provided much needed support for faculty positions to expand student enrollments and graduates, an additional academic advisor and an administrative support staff are needed to support the faculty and students.

Outcomes – Increase in number of students majoring and graduating in engineering and engineering technology programs.

Assessment – Performance will be assessed based on the increase in graduates in engineering and engineering technology programs such as Pre-engineering, Electrical Automation & Robotics Technology, and Mechatronics.

Budgetary Plan – Funding will support the addition of three new full-time faculty for engineering and engineering technology programs, one academic advisor, one administrative assistant, and general faculty/staff support operating expenses.

Salaries, Wages & Benefits	\$465,000
Operating Expenses	<u>\$ 12,000</u>
Total	\$477,000

Science, Aviation, and Career Technology Education (CTE) Programs

In addition to Nursing, IT, and Engineering there is growing demand for the foundational science courses that support these programs, career and technology education programs that support these professions and a growing employment need in aviation in the state.

UNIVERSITY OF UTAH

Total \$2,500,000

Description – The primary purpose of this funding is to allow the University to hire additional faculty and teaching assistants to increase the number of students who can be admitted into sciences fields.

Rationale and Justification – The University of Utah educates many of the students who receive professional and graduate degrees in fields which are in high demand by Utah businesses and industries. At the present time the university cannot meet the demand for admission to many of these programs with existing resources.

As a research institution, the U's mission includes educating future faculty. Top graduate students in Ph.D. programs receive graduate stipends as part of their participation in Ph.D. education. The resources to fund these stipends have not kept pace with amounts needed to match the national average for Ph.D. students. This leaves the university at a disadvantage for recruiting the caliber of graduate students the university needs both to maintain the prestige of its programs, to retain quality faculty, and to educate the next generation of STEM faculty. The additional graduate students in key areas will also help us to be able to increase the support for undergraduate students as these graduate students fulfill the teaching part of their training.

For science, the university will need to invest in faculty to build a robust curriculum and knowledge in data science, and other STEM fields. The university knows the demands in industry for students educated in data science, computational mathematics and other STEM fields. Without adding additional faculty, the university will not be able to accommodate these students.

Outcomes – Students in higher demand STEM disciplines will graduate prepared to enter the workforce. This workforce includes Ph.D. students prepared to be the educators and researchers at the colleges and universities.

Assessment – Success will be measured by recruitment of faculty (8-10) and the increased number of qualified students who enroll and successfully graduate in these strategic, high demand professional fields.

Budgetary Plan – Salaries, Wages & Benefits	\$1,720,000
Teaching Lab Equipment/Supplies	\$700,000
Operating Expenses	<u>\$80,000</u>
Total	\$2,500,000

SOUTHERN UTAH UNIVERSITY (SUU) Total \$300,000

Description – Funds will be used to hire additional Faculty to support the aviation program in southern Utah.

Rationale and Justification – Over the next two decades, 87 new pilots will need to be trained and ready to fly a commercial airliner every day in order to meet the nation’s insatiable demand for air travel. The University has a current agreement with Skywest Airlines, headquartered in St. George, UT, to provide up to 200 fixed-winged pilots per year for the foreseeable future. Aviation graduates continue to be in high demand throughout the nation and around the globe. SUU needs to expand its fixed-wing program to help meet current and future demand for pilots. Passenger and cargo airlines throughout the world are expected to buy 41,000 new airliners between 2017 and 2036. The industry will need 637,000 new pilots to fly them, according to a 2017 forecast from Boeing. That staggering figure is matched only by how many will leave the profession in the next decade -- particularly in the U.S. In the next 20 years, airlines in North America are going to need 117,000 new pilots, Boeing estimates. And the farm team for recruitment and training in the U.S. -- the military and regional carriers -- are already struggling to find and keep aviators.

Outcomes – Additional students accepted and graduating in SUU’s Aviation program.

Assessment – Increase in the number of graduates in the fixed-wing program to achieve the goal of 200 new licensed pilots a year for Skywest, or other airlines. Enrollments and graduates in the rotor-wing program will be tracked as well.

Budgetary Plan – Addition of 3 professional faculty.	
Salaries, Wages & Benefits	\$292,500
Operating Expenses	<u>\$ 7,500</u>
Total	\$300,000

Business, Hospitality, and Tourism

According to GOED the financial and tourism sectors of the Utah economy are growing and need additional qualified applicants to meet future employment needs in each of these sectors. In response, the institutions have worked with their respective regional employers to identify where the greatest needs are and have developed initiatives to address this workforce need.

UTAH STATE UNIVERSITY (USU)

Total \$300,000

Description – Funds will be used to hire two faculty to create an outdoor product design and development (OPDD) career pathway program.

Rationale and Justification –Utah State University has responded to the demand for a trained workforce from the outdoor product design and development (OPDD) industry by creating an innovative and industry-inspired career pathway program. Not only is the industry calling for a trained workforce, but also the demand continues to rise for new and innovative outdoor products. According to the Outdoor Industry Association (2014), more than 140 million Americans make outdoor recreation a priority, making this industry a growing and diverse economic super sector. The USU program has been designed through consultation with leading technical designers, fabric manufacturer and outdoor product companies. The demand for the program has overwhelmed USU’s resources; initial estimates projected moderate student interest but within the first year, over 90 students have declared a major in OPDD. Thus, more faculty and teaching assistants are needed in order to provide appropriate instruction. In addition, USU plans to create a new Family and Consumer Science Pathway that is delivered through secondary schools. High school graduates who complete the pathway will be able to enter the OPDD degree program at USU with several learning objectives already completed. This partnership will improve recruitment, retention and time to graduation for OPDD students.

Outcomes – The addition of faculty in the OPDD program will address a critical work-force need identified by Utah businesses in the outdoor recreational industry.

Assessment - Number of faculty hired, number of students enrolled, number of students receiving degree.

<i>Budgetary Plan</i> – Salaries & Benefits (2 Faculty FTE)	\$220,000
Operating Expense	<u>\$ 80,000</u>
Total	\$300,000

SOUTHERN UTAH UNIVERSITY (SUU)

Total \$300,000

SUU is advancing two initiatives to meet workforce needs in this category. One for rural economic development – Business analytics for \$150,000 and the second being for entrepreneurship for \$150,000.

Rural Economic Development – Business Analytics

Description – Additional Faculty for high-demand, market-driven field of study in Business Analytics and Rural Economic Development

Rationale and Justification – Using quantitative methods and data analysis to improve business processes and decision making is a rapidly growing field that supports all traditional business disciplines. SUU expects graduating more students with these skills will have a positive impact on Rural Economic Development. There is currently very high demand for

professionals with the ability to apply quantitative methods and data analysis to business problems, and all projections indicate the demand will remain strong for the foreseeable future. A recent report done by the McKinsey Global Institute states: "By 2018, the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions." SUU has several faculty members with expertise in Business Analytics and has already developed a reputation for producing undergraduates with exceptional training in quantitative methods and data analysis. The University would like to build on its existing strength by creating robust programs in this field. These programs will grow rapidly and draw new students to SUU, helping many existing students find better jobs that benefit Utah's rural economy.

Outcomes – Increase in the number of students with technical training in business analytics. Specialization will improve job placement for undergraduates and Master of Business Administration (MBA) students. Levels of interest expressed by current students indicate SUU can begin graduating approximately 20 persons per year, with either an emphasis or degree in Business Analytics, within three years.

Assessment – The number of enrolled students and graduates from the Business Analytics program. In addition, the placement rate of students acquiring jobs in the Business Analytics field will be tracked.

Budgetary Plan – 1 FTE faculty member at \$147,000 including wages and benefits.

Salaries, Wages, & Benefits	\$147,000
Operating Expenses	<u>\$ 3,000</u>
Total	\$150,000

Entrepreneurship Programs

\$150,000

Description – Funds will be used to hire additional faculty to support the Entrepreneurship program.

Rationale and Justification – Entrepreneurs are instrumental in moving societies and economies forward. They often create competition which lowers prices for customers, and they are responsible for bringing many new technological advances and products to the marketplace. Over the last several decades, there have been significant advancements in entrepreneurship research and theory development. The number of universities that offer entrepreneurship classes, and which have established formal entrepreneurship programs and centers, has grown rapidly. SUU students in any program or educational major can obtain an entrepreneurship certificate by completing specific undergraduate courses which will provide a foundation in accounting, marketing, entrepreneurship, and small business management. This course of study will enable students to be successful in a small business, entrepreneurial environment.

Outcomes – Increase in the number of students enrolled and receiving an entrepreneurship certification.

Assessment – The University will track the number of students receiving an entrepreneurship certificate.

Budgetary Plan – Addition of 1 professional faculty.	
Salaries, Wages & Benefits	\$147,000
Operating Expenses	<u>\$ 3,000</u>
Total	\$150,000

SNOW COLLEGE (SNOW) **Total \$200,000**

Description – Funds will be used to develop and staff an entrepreneurship center with area economic development goals.

Rationale Justification – Over the past four years, the Snow business program has grown significantly. Snow is producing graduates and transfer students who are in high demand by four-year schools in the state. The rural location has made it difficult for students to find internships. Snow seeks to grow student opportunities by developing an entrepreneurship center with area economic development goals. New businesses struggle to survive anywhere, but new business development in the six-county service area is particularly difficult. It is difficult to recruit talent to run businesses. It is hard to find expertise to advise potential and existing business owners. This center will provide opportunities for business development in the six county area and will help students collaborate together and with industry experts in developing their ideas into financial ventures.

Outcomes – More students will learn how to start businesses, grow infant businesses and develop business ideas. The center will provide a place for residents to collaborate with students on their ideas. This will help grow student confidence and expand economic opportunity in the six county region.

Assessment – Data from the six county economic developers and enrollments in entrepreneurship courses will be used track Snow’s success.

Budgetary Plan – Salary and benefits for a professor/center coordinator and operational expenses. \$200,000

DIXIE STATE UNIVERSITY (DSU) **Total \$350,000**

Description – Funds will be used to hire three new faculty positions in Entrepreneurism, Accounting, and Marketing to support the College of Business and Communication.

Rationale and Justification – These three positions are needed to support business programs that have grown around 7% per year for the last eight years from 60 graduates in 2009 to over 140 graduates in 2016. The accounting position is especially needed with the addition of a Master of Accountancy program to be added in Fall 2018. The entrepreneurial program has grown from only a handful of classes to a certificate and 60 student headcount in just one year. The program has been initially launched on one-time funding. Snow requests a full-time faculty line to support this growing program.

Marketing is the most requested degree and skill-set in the DSU program. There are no qualified faculty in this area. This position is desperately needed to fill this demand.

DSU is proposing a Master of Accountancy degree with a scheduled start date of Fall 2018. Current faculty meet the needs of the undergraduate program but an additional faculty is needed to meet the demand for a master's program.

Outcomes – The addition of these three faculty positions will meet the demand for growing enrollment, provide training to students in demanded skill-sets, and help further the culture of entrepreneurship. Existing faculty resources are just meeting the needs of 1,200 business majors. The additional faculty lines will enable the DSU growth expected to support economic growth in this region

Assessment – Job growth, business start-ups, student retention, and career placement will be used to assess the outcomes of this proposed funding. In a recent faculty satisfaction survey, the need for faculty resources was stated the highest priority to support growing programs.

Budgetary Plan – Three new full-time faculty positions
Salaries, Wages & Benefits \$350,000

SALT LAKE COMMUNITY COLLEGE (SLCC) Total \$220,000

Description – Funds will be used to create and hire two faculty for an AAS degree in Hospitality Management.

Rationale and Justification – The AAS Hospitality Management program is intended to meet this high market demand area. It will be designed to help incumbent workers gain the knowledge and skills necessary to move into higher-level management positions, thereby increasing their earning power. In addition, the program will be attractive to those interested in entering the hospitality management industry. To address the broad skill range that incoming students may bring, the program will be designed with theoretical foundations of critical aspects of hospitality management and will include industry-embedded learning opportunities in the form of job shadowing, cooperative work placements, and internships. The program will have a capstone requirement where students will work directly with industry partners.

Hospitality Management is a high market demand area in Northern Utah. In 2014 there were 16,795 jobs including food service management, lodging management, meeting, convention and event planning, supervisors in food preparation and serving, and hotel, motel, and resort desk clerks. There were 944 openings in these occupations in 2014. These occupations have an average hourly wage of \$14.59 with the salary range from \$9.99 (hotel, motel, and resort desk clerks) to \$17.46 for lodging management positions. The following table shows the detail for each of the occupations.

Description	2014 Jobs	2024 Jobs	Increase in Jobs	% Change	Avg. Hourly	Annual Openings
Food Service Managers	3,794	4,637	843	22%	15.38	162
Lodging Managers	1,180	1,246	66	6%	17.46	57
Meeting, Convention, Event Planners	1,581	2,195	614	39%	21.66	88

First-line supervisors of Food Preparation and Serving Workers	7,314	9,052	1,738	24%	14.07	416
Hotel, Motel and Resort Clerks	2,925	3,551	626	21%	9.89	221
Total	16,795	20,680	3,887			944

Outcomes – Establish partnerships with at least six businesses in the SLCC service area where students can engage in job shadowing, cooperative work placements, and internships. Partnerships will be established in the following sectors:

- 2 large-scale catering operations (Cuisine Unlimited, Utah Food Services)
- 2 major hotels (Grand America, Little America)
- 2 major resorts (Park City Mountain Resort, Deer Valley Resort)
- Develop partnerships with local business who support employee education so that a minimum of 50 incumbent workers enroll in the program each year.
- Involve representatives from the hospitality industry to participate in the Program Advisory Committee
- Deliver courses through online, on-ground, and hybrid delivery modes

Assessment – The following measures will be used to assess the effectiveness of the program.

- At least 10 students will have an embedded learning experience with one of the industry partners.
- At least 20 students will complete the program by the end of the 2019-20 academic year.
- The number of students who complete an embedded learning experience (job shadow, cooperative work experience, internship) will increase each year.
- Of the students who graduate from the program, within 6 months of graduation, 75% will be employed in a hospitality-related occupation.

Budgetary Plan – The funding will support 2 FTE faculty positions.

Salaries, Wages & Benefits	\$160,000
Operating Expenses	<u>\$ 60,000</u>
Total	\$220,000

STATEWIDE PRIORITIES

PERFORMANCE BASED FUNDING

\$3,850,000

Performance Based Funding was first appropriated during the 2013 Utah Legislature to incentivize institutions to meet specific performance metrics that aid college completion. These metrics were subsequently adopted by the Board of Regents, and funding was awarded to institutions based on their performance on the metrics. Since 2013, there have been minor adjustments to the metrics with institutions eligible for the following fiscal year amounts: FY14 \$1 million one-time; FY15 \$1.5 million one-time; FY16 \$2 million on-going and \$7 million one-time; FY17 \$5 million one-time; FY18 \$6 million.

During the 2017 Utah Legislature Senator Millner introduced *Senate Bill 117: Higher Education Performance Funding* that established a restricted account based on the estimated growth in individual income tax revenue from targeted jobs as determined by the Department of Workforce Services. This budget request of \$3,850,000 is the current estimate and adheres to the bill requirements.

The bill also established several changes to the metrics and weights beginning in FY19:

- 1) Completions – Number of awards plus transfer students for two year institutions (15%)
- 2) Underserved Students – Graduates who were Pell eligible (10%)
- 3) Market Demand – 5-Star occupations requiring a degree or certificate (25%)
- 4) Research Expenditures – Research expenditures for research institutions (10%)
- 5) Awards per FTE – Awards per FTE (40% research institutions, 50% others)

The institution's eligible award amount will be calculated based on its share of annualized full-time equivalent students from the previous year and its share of USHE current-year state tax funds – equally weighted at 50 percent.

The actual award amount is weighted according to the percentages above, and then based on the actual performance achieved for each metric using the most recent year compared to the average of the previous five years. In order for institutions to earn 100 percent of their eligible amount (per metric), they must demonstrate progress of at least one percent; otherwise they will receive the percentage that was achieved. For example, if recent year performance was 0.5% above the average of the previous five years, they would receive half of the eligible amount.

REGENT & NEW CENTURY SCHOLARSHIP

\$3,345,000

The Utah State Board of Regents administers two scholarship programs: the Regents' and New Century Scholarships. The Board of Regents is authorized to set the award amounts for both scholarships each year based on legislative appropriation and the number of qualified applicants.

The Regents' Scholarship

The Utah Legislature created the Regents' Scholarship in 2008 to encourage Utah high school students to prepare for college academically and financially by taking a challenging college preparatory course of study during grades 9-12 while also saving for college.

The Regents' Scholarship currently has three levels of awards:

- 1) The Base Award - This scholarship provides a one-time payment of up to \$1,000 for students who complete the required college preparatory course of study, meet a minimum cumulative high school GPA of 3.0, earn minimum grades on each of the courses required for scholarship eligibility, and take the ACT.
- 2) The Exemplary Achievement Award - Students qualify for the Exemplary Achievement Award by having no grade lower than a "B" in the classes required for scholarship eligibility, earn at least a 3.5 cumulative high school GPA, and reach a composite ACT score of 26. The amounts of the Exemplary Award vary based on legislative funding; the maximum amount a student may receive is \$1,250 per semester, renewable each semester during the students' first four semesters at college. Students who earn the Exemplary Award are also given the Base Award.
- 3) The Regents' Scholarship Utah Educational Savings Plan (UESP) Supplemental Award - This award is granted if a student has met the minimum requirements of the Base Award and if they have contributed to a UESP account each year during ages 14-17. The award provides a \$100 match per year for each \$100 the student contributed to their own UESP account for a maximum supplemental award of \$400.

The New Century Scholarship

The New Century Scholarship was established by the Utah Legislature in 1999 to encourage students to accelerate their education by earning an associate degree from an institution within the Utah System of Higher Education while still in high school. The scholarship requires at least a 3.0 cumulative college GPA and at least a 3.5 cumulative high school GPA. The New Century Scholarship award amount may vary based on legislative funding; the maximum amount a student may receive is \$1,250 per semester, renewable each semester during the students' first four semesters at college.

The office has awarded over 14,000 Regents' and New Century scholarships from 2008-2016 with another 4,500+ awards anticipated for the 2017 cohort. This amounts to over \$42 million provided to students attending colleges in Utah, with 75% of students who earned the award as part of the 2009 scholarship cohort have graduated from college within six years (data based on those attending USHE institutions only). Since their introduction, both scholarships have seen a steady rise in applications and awards. This current fiscal year, the Regents' Scholarship has seen a 17% increase in applications from last year and the New Century Scholarship has seen a 23% increase in applications.

To address these concerns, during the 2017 legislative session, the Utah State Board of Regents requested \$8 million in new, on-going state dollars to fully fund the Regents' Scholarship program. The 2017 legislature appropriated a total of \$12.7 million in on-going funds (which includes \$8 million in new on-going dollars) for the Regents' Scholarship and \$1.9 million for the New Century Scholarship. This appropriation is sufficient to fully fund the New Century and Regents' Scholarships for the 2017-18 academic year.

The passage of *S.B.256 (2017): Regents' Scholarship Amendments*, enables several key changes that will streamline the student experience of the application process, improve coordination of other aid and scholarship opportunities and simplify the scholarship requirements. The mission of the Regents' Scholarship to help high school students become college ready remains intact while adding an emphasis on addressing college affordability and access. The proposed updates to the scholarship will enable institutional financial aid services to better assist students in leveraging all of their financial aid

opportunities. The new requirements will be effective starting with the high school graduating class of 2019. Students who graduate in 2018 or prior will not be impacted by the changes made through the legislation.

HIGHER EDUCATION IT NETWORK AND WIRELESS INFRASTRUCTURE **\$4,900,000**

Funds received will be used to address IT network capacity and data security issues for USHE institutions associated with the network edge equipment (switches, routers, and wireless access points). The network edge equipment is necessary to bring the network signal from UETN systems and distribute it across the USHE institutions and their respective campus locations.

The critical importance of quality high-speed Internet connectivity to higher education and research is now a certainty. So much of today's core college and university knowledge and administrative functions are intertwined with innovative software, powerful hardware and interconnected services.

Just as the Internet reshaped the academic, research and administrative infrastructure of higher education, Information Technology has profoundly altered the way physical infrastructure is managed. Today, the core functions of campus buildings are tied to the Internet through a software product called "network edge." Functions such as security cameras, building entry systems, fire alarms, life and safety monitors, HVAC systems, utility monitoring systems (sprinklers, electricity, water), and telephones using Voice Over Internet Protocol (VoIP), all use the network for their functionality. These additional services are added to the traditional uses of technology to support classroom and online learning environments, systems that support student services including enrollment, advising, tutoring, financial aid, and the general business operations of the institution such as payroll, accounting, email support, data storage, and other IT functions.

Capacity constraints: This revolution to move the support of physical infrastructure services to technology has largely come in the past six years, but has accelerated exponentially in the past three as more and more devices such as thermostats, conference-room scheduling panels, smart TVs, even smart refrigerators have shown up on campuses. Couple this with student growth and the explosion of Wi-Fi devices such as laptops, tablets, smart phones, smart watches, etc., the demand for greater in-building networking capability has dwarfed the resources available to keep up with the requirements of existing and aging network edge equipment put in place years before the revolution.

Security: There are data security risks associated with using aging and outdated network edge equipment (switches, routers, wireless access points). The Board of Regents has required that the institution CIOs engage in a biannual review of IT security efforts at each of the institutions and ensure that appropriate hardware and software is being used to protect student and employee information. The most recent review conducted included an audit of the current network edge equipment and found that several USHE institutions have equipment that is outdated and no longer supported by the manufacturer. A risk of outdated and older equipment is that security updates and patches are no longer being provided for this equipment resulting in potential data security vulnerabilities associated with malware and other cyber-attacks, if not addressed.

Existing Higher Education Technology Initiative (HETI) resources have primarily supported multi-institutional software licensing to meet instructional and operational needs of institutions. After supporting software costs, there is not adequate funding to support the ongoing costs associated with IT infrastructure needs. We recognize that new buildings include funding for the initial purchase of the necessary network infrastructure and capacity, upgrading existing (older) buildings and maintenance of newer buildings

continues to be a financial challenge. Institutions have not received ongoing resources associated with maintaining Information Technology systems and have relied on one-time balances and student tuition to cover these growing expenses.

To address the capacity constraints and data security concerns a system wide replacement cycle for network edge equipment was developed using a five-year lifecycle for wireless and a 10-year lifecycle for wired components. The cost to update the network edge equipment to ensure that sufficient capacity is available and that data security requirements are met requires \$4.9 million in ongoing funding. This will allow the institutions to maximize the purchasing power as a system to secure the best possible prices and support for this type of equipment. Updated equipment will allow institutions to expand capacity through newer types of technology being built into the newer routers, switches, and wireless access points while ensuring that security updates and patches are in place and supported by manufacturers enhancing the protection of the IT systems relied on by health, safety and security services; utility-monitoring efforts; and faculty, staff and students for academic instruction needs.

UTAH ACADEMIC LIBRARY CONSORTIUM

\$1,300,000

The Utah Academic Library Consortium (UALC) was formed in 1971 to improve the availability and delivery of scholarly and professional information to Utah's higher-education community. UALC is comprised of the eight USHE school libraries, the Utah State Library, and paying members Brigham Young University and Westminster College. UALC creates purchasing leverage, allowing USHE institutions to jointly purchase library resources. The group's acquisitions provide resources to all USHE students and faculty, supporting learning, teaching, and research at a reduced cost.

UALC's legislative funding support has decreased by 20% since 2002 (FY18 is \$2.6 million). And since the last funding increase in 2008, UALC's purchasing power has been severely impacted. The cost of library books, journals, and databases increases at a higher rate than inflation: increases of 3% to 9% per year are common. The cost of the materials purchased currently by UALC inflated by over \$40,000 last year. The average cost of annual subscription for a journal in chemistry, engineering, and biology is now \$4,773, \$3,408, and \$2,917 respectively. These costs have increased by nearly 25% in the last five years.

UALC jointly purchases essential databases and information resources and provides equal access to information for students, faculty, and staff at all institutions at a significant savings. Through cooperative purchases, UALC conservatively provides \$650,000 in annual savings over what the state's member libraries would pay individually for the same resources. By leveraging state resources, UALC is committed to using education dollars efficiently and effectively while continuing to support students.

Some resources have been preserved with strong management and diligent negotiations. For example, Safari Tech Books, a subscription to a collection of electronic books in computer science, engineering and business was renewed in FY2017 only because aggressive negotiations reduced the annual cost of the subscription by over 25%. However, this method of preserving subscriptions is only successful so long. Like other businesses, publishers cannot sell their product at a loss.

The specific titles UALC would purchase depend on the funding provided. UALC intends to use the additional funding to purchase several vital resources serving students and faculty working in science, engineering, healthcare and business. Plans are to purchase an expanded collection of journals for nursing

students, a multidisciplinary database indexing the leading research journals in STEM disciplines, a database providing access to business, economic and financial information, and other resources.

Professional, experienced librarians will make informed selection decisions in consultation with faculty at USHE institutions. Only scholarly materials of the highest quality will be collected. UALC utilizes cooperative purchasing, judicious management, usage data, and cost-per-use analyses to reduce the cost paid for books, journals, databases, and other library materials.

Since 2005, USHE enrollment has increased from 128,726 students to 175,509, with users downloading 3,517,273 articles in FY2017. Utah's population is growing, and our economy is changing. Consequently, library resources must expand to meet the needs of preparing Utah's students for their 21st century jobs. UALC's goal is to help Utah students be successful in college and competitive in the job market once they graduate. This request for increased funding allows all Utah academic libraries to continue providing access to current subscriptions and will license new resources for students state-wide.

FACULTY & STAFF EQUITY ADJUSTMENTS

\$1,635,900

Dixie State University and Snow College are requesting equity adjustments in order to attract and retain high quality faculty and staff. Although efforts have been made to reallocate existing resources, additional funding is needed to address campus-wide shortfalls. These funds will be used to bring existing employees up to their median market range, and be competitive in the national hiring market.

Dixie State University \$500,900

According to current data, 88 out of 204 full-time faculty (43%) and 199 out of 325 full-time staff (61%) at DSU are below median salary benchmarks when compared to similar peer institutions, which equates to an overall percentage of 54% of positions below benchmark.

Dixie State University estimates that \$500,900 of additional compensation funding would reduce the number of full-time employees below peer benchmarks to approximately 60 faculty and 140 staff (38% overall). Campus-wide salary increases will be distributed based on position benchmark comparisons and subject to individual performance considerations.

Snow College \$1,135,000

Snow recently completed a comprehensive salary study comparing their faculty and staff salaries to the national median using fifteen different salary surveys. Results of this study show that 70% (207 out of 297 full time employees) of salaries were below the national median. During FY17, the college budgeted and allocated \$175,000 to bring all employees up to at least 85% of the national median. It would require another \$1.135 million to bring all employees below the national median up to median levels.

As a teaching institution, student success depends heavily on the quality of faculty and staff. While fortunate that many excellent employees are dedicated to student success, it has become increasingly difficult to attract and retain highly qualified and dedicated faculty given the considerably low market value compensation. With some open positions, shallow hiring pools, some positions have been left unfilled for extended periods of time, especially in rural locations.

November 8, 2017

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – Annual Institutional Residences Expense Report

Issue

Regent Policy R207, *Institutional Residences for Colleges and Universities in the Utah System of Higher Education* requires USHE institutions to submit an annual report summarizing the actual and budgeted expenses, as approved by the institution's respective Board of Trustees, for institutional residences.

Background

The Board has asked for an annual report summarizing the actual and budgeted expenses associated with institutional residences, including: maintenance costs, custodial and domestic assistance, and insurance.

This report is used not only to inform the Board about institutional residence expenditures but also to help Boards of Trustees and institutions monitor and maintain appropriate internal controls; ensure that institutional residence budgets and expenses are reviewed and approved annually; and provide transparency regarding the facility's operation and maintenance costs.

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

Commissioner's Recommendation

This is an information item only; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachment

Utah System of Higher Education

Institutional Residences Operation and Maintenance Report

FY 2015-2018

	2014-15		2015-16		2016-17		2017-18	Source of Funds	Square Footage
	Budget	Actual	Budget	Actual	Budget	Actual	Budget		
UU	\$ 63,000	\$ 59,519	\$ 64,100	\$ 57,203	\$ 65,100	\$ 56,646	\$ 65,760	Discretionary	8,803
USU	\$ 72,000	\$ 63,940	\$ 72,000	\$ 51,263	\$ 72,000	\$ 72,000	\$ 72,000	E&G	12,403
WSU ¹	\$ 28,300	\$ 21,220	\$ 28,300	\$ 21,209	\$ 28,300	\$ 21,237	\$ 28,300	E&G	-
SUU	\$ 68,000	\$ 31,075	\$ 83,000	\$ 46,104	\$ 92,000	\$ 52,917	\$ 42,000	E&G	11,314
Snow	\$ 12,000	\$ 4,386	\$ 10,900	\$ 8,186	\$ 12,000	\$ 3,503	\$ 10,100	E&G	6,128
DSU ²	\$ 59,500	\$ 64,798	\$ 72,000	\$ 20,476	\$ 34,000	\$ 15,709	\$ 28,500	E&G	5,246
UVU ³	\$ 48,687	\$ 32,447	\$ 40,940	\$ 21,468	\$ 41,100	\$ 39,361	\$ 116,500	E&G	6,235
SLCC ¹	\$ 20,000	\$ 20,000	\$ 24,370	\$ 24,370	\$ 20,000	\$ 20,000	\$ 21,300	Discretionary	-

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

Footnotes to this table contain explanations of significant budget variances including capital improvements.

¹ *WSU and SLCC amounts reflect housing allowance and institutional functions.*

² *DSU addressed deferred maintenance issues by replacing carpet, tile, and paint in FY 2015. Institution elected not to proceed with ADA access improvements originally budgeted for FY 2016.*

³ *UVU DFCM to replace roof with estimated cost of \$75,000 in 2017-18.*

November 8, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Report on Leased Space

Issue

Regent Policy R710, *Capital Facilities* requires the Commissioner to provide the Board with an annual report on leased space for the USHE system. A summary of this report will also be submitted to DFCM and the Building Board for inclusion in the State Building Board Five-year Building Program document.

Background

Each of the eight institutions submitted a detailed list of leased spaces currently under contract. This information has been summarized in the following table:

Institution	Leases	New Leases	Square Feet	Rent
University of Utah	50	10	279,975	\$3,575,479
Univ. of Utah Healthcare	88	11	921,768	\$18,286,852
Utah State University	29	4	210,444	\$1,601,601
Weber State University	6	0	86,538	\$443,122
Southern Utah University	19	4	158,341	\$875,265
Snow College	0	0	0	\$0
Dixie State University	2	1	19,600	\$157,782
Utah Valley University	4	1	13,700	\$398,801
Salt Lake Community College	10	0	133,187	\$1,516,838
Total	208	31	1,823,553	\$26,855,739

As requested by the Board, staff has highlighted the significant changes from the prior year's report which include:

- University of Utah – the addition of five residential leases in Salt Lake City, a Red Zone store in Sandy, five AirMed leases, and six additional clinical leases.
- Utah State University – the addition of a \$655,200 lease for a regional campus in Salt Lake County.
- Southern Utah University – the addition of a \$149,000 lease for the Center for the Arts and three new Head Start locations.

- Dixie State University – the addition of a \$50,000 lease for a digital film studio.
- Utah Valley University – the addition of a \$349,350 classroom lease at Thanksgiving Point.

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

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

Utah System Of Higher Education

Annual Leased Space Report - 2017

For the Period from July 1, 2016 to June 30, 2017

Location	# of Leases	New Lease	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
University of Utah							
Building Leases:							
Residential, Various Locations	11	5	11,210	\$ 14.05	\$ 157,500	State/Other	Residential
Washington D.C., Hinkley Institute Apartments	7		7,910	\$ 28.12	\$ 222,420	Other	Residential
Murray, Reading Clinic	1		9,618	\$ 16.93	\$ 162,811	Other	Classroom
Continuing Education, Various Locations	3	1	33,226	\$ 21.41	\$ 711,327	State	Classroom
Geography Records of Environment and Disturbance Lab	1		10,298	\$ 30.01	\$ 309,093	State	Classroom/Office
Red Zone Stores, Various Locations*	4	1	16,896	\$ 22.62	\$ 382,244	Other	Retail/Non-assignable
Operations and Administration, Salt Lake City	1	1	12,090	\$ 16.50	\$ 199,485	Other	Office
Technology Venture Communications	1		13,141	\$ 24.88	\$ 326,948	Other	Office
<i>Subtotal University Operations Leases</i>	<i>29</i>	<i>8</i>	<i>114,389</i>	<i>\$ 21.61</i>	<i>\$ 2,471,828</i>		
Healthcare - Residential Facilities, Various Locations	2		50,952	\$ 12.55	\$ 639,600	Clinical	Residential
Healthcare - AirMed, Various Locations	12	5	137,157	\$ 1.87	\$ 255,901	Clinical	Hanger/Residential
Healthcare - Primary Children's Hospital	9		71,892	\$ 27.20	\$ 1,955,344	Clinical	Clinical
Healthcare - Dialysis Centers, Various Locations	15		101,300	\$ 21.40	\$ 2,168,199	Clinical	Clinical
Healthcare - Clinics, Various locations	29	6	185,568	\$ 25.37	\$ 4,707,525	Clinical	Clinical
Healthcare - Clinical Research and Admin, Research Park	20		233,628	\$ 24.11	\$ 5,632,241	Clinical	Office/Laboratory
Healthcare - Medical Billing Operations	1		141,271	\$ 20.73	\$ 2,928,042	Clinical	Office
<i>Subtotal Healthcare Leases</i>	<i>88</i>	<i>11</i>	<i>921,768</i>	<i>\$ 19.84</i>	<i>\$ 18,286,852</i>		
Land and Storage Leases:							
Storage, Various locations	10	2	83,192	\$ 6.76	\$ 562,225	State/Other	Storage
KUER/KUED Communication/Transmitter Sites	9		82,394	\$ 1.24	\$ 102,435	Other	Ground
Parking Leases, Salt Lake City	2		N/A		\$ 438,991	Other	Parking
<i>Subtotal Land and Storage Leases</i>	<i>21</i>	<i>2</i>	<i>165,586</i>		<i>\$ 1,103,651</i>		
TOTAL - UU	138	21	1,201,743	\$ 20.03	\$ 21,862,331		

* As directed by the Board of Regents the University will close all off-campus Red Zone locations by early 2018.

Location	# of Leases	New Lease	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
----------	-------------	-----------	---------------	--------------------------	----------------------	-------------------	---------------

Utah State University							
Building Leases:							
Apartments for Student Interns, Washington D.C.	4		6,009	\$ 24.45	\$ 146,919	Other	Residential
Cache County 4H Cache Makers, Logan	1		3,150	\$ 11.81	\$ 37,212	Grant	Classroom/Office
Center Persons w. Disabilities - Early Intervention, Various	4		6,203	\$ 7.05	\$ 43,729	Grant/Other	Classroom/Office
Center Persons w. Disabilities - Technical Assistance, Logan	1		4,291	\$ 18.02	\$ 77,312	Other	Classroom/Office
CTE Program-Trucking & Hvy. Equip. Operations, Blanding	1		56,628	\$ 0.12	\$ 6,972	State	Classroom/Office
Development Office, Salt Lake City	1		2,305	\$ 5.93	\$ 13,680	Other	Office/Other
Life Span Learning Centers, Brigham City	4		49,474	\$ 4.79	\$ 237,201	State/Other	Classroom/Office/Lab/Storage
Montezuma Creek Seminary Building, Blanding	1		2,354	\$ 2.55	\$ 6,000	State	Classroom/Office
Nursing Program, Cedar City	1	1	120	\$ 20.00	\$ 2,400	Other	Office
Nursing Program, St. George	1	1	98	\$ 33.67	\$ 3,300	Grant	Office
Regional Campus, Orem/Provo	1		3,507	\$ 16.29	\$ 57,116	Other	Classroom/Office
Regional Campus, Salt Lake City	3	1	60,142	\$ 13.73	\$ 825,992	Other	Classroom/Office
Small Business Development Center, Logan	1		1,281	\$ 10.93	\$ 14,004	Other	Classroom/Office
USU Commercialization & Regional Development, Logan	1		5,000	\$ 13.11	\$ 65,564	Other	Office/Research
Utah Conservation Corps Program, Various	3	1	7,094	\$ 6.01	\$ 42,600	Other	Office/Other
UT Academic and Institutional Services, Nephi	1		2,788	\$ 7.75	\$ 21,600	Other	Classroom/Office
TOTAL - USU	29	4	210,444	\$ 7.61	\$ 1,601,601		

Weber State University							
Building Leases							
Continuing Education - Startup Ogden	1		27,000	\$ 0.00	\$ 10	State	Classroom/Office
Continuing Education - United Way Building, Ogden	1		5,099	\$ 8.04	\$ 40,996	State	Classroom/Office
Instructional Center - Morgan High School, Morgan	1		4,032	\$ 0.11	\$ 456	State	Classroom
Instructional Center - Station Park, Farmington	1		10,937	\$ 25.21	\$ 275,776	State	Classroom
Instructional Center - WSU West, Roy	1		7,556	\$ 16.66	\$ 125,883	State	Classroom
Weber Sports Complex	1		31,914	\$ 0.00	\$ 1	Other	Laboratory
TOTAL - WSU	6	0	86,538	\$ 5.12	\$ 443,122		

Location	# of Leases	New Lease	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
----------	-------------	-----------	---------------	--------------------------	----------------------	-------------------	---------------

Southern Utah University							
Building Leases							
Business Resource Center, Cedar City	1		4,335	\$ 1.66	\$ 7,200	Other	Office
Center for the Arts, Cedar City	1	1	89,267	\$ 1.67	\$ 149,001	Other	Office/Other
Community Engagement, Cedar City	1		2,658	\$ 10.85	\$ 28,836	State	Office
Community Outreach Center, Cedar City	1		11,705	\$ 15.08	\$ 176,520	State	Office
Early Intervention, Cedar City	1		1,080	\$ 9.56	\$ 10,320	Other	Classroom
Global Engagement, Cedar City	1		4,097	\$ 8.86	\$ 36,312	State	Office
Head Start, Various Locations	10	3	43,124	\$ 10.42	\$ 449,376	Other	Classroom/Office
Utah Center for Rural Health, Cedar City	3		2,075	\$ 8.53	\$ 17,700	Other	Residential
TOTAL - SUU	19	4	158,341	\$ 5.53	\$ 875,265		

Snow College - No Leases

Dixie State University							
Building Leases:							
Digital Film Studio, St. Georg	1	1	15,000	\$ 3.33	\$ 50,000	State	Office/Other
Larkin Properties, St. George	1		4,600	\$ 23.43	\$ 107,782	State	Office/Other
TOTAL - DSU	2	1	19,600	\$ 8.05	\$ 157,782		

Utah Valley University							
Building Leases:							
Thanksgiving Point, Lehi	1	1	13,700.00	25.50	\$ 349,350	State	Classroom/Office
Land Leases:							
Provo Airport	3		N/A		\$ 49,451	State/Other	Ground/Hanger
TOTAL - UVU	4	1	13,700	\$ 25.50	\$ 398,801		

Location	# of Leases	New Lease	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
----------	-------------	-----------	---------------	--------------------------	----------------------	-------------------	---------------

Salt Lake Community College							
Building Leases:							
Airport Center, Salt Lake City	2		20,937	\$ 6.50	\$ 136,053	State	Classroom/Office/Lab/Hanger
Central Receiving, Salt Lake City	3		25,200	\$ 5.04	\$ 126,911	State	Storage
Library Square, Salt Lake City	1		22,049	\$ 17.00	\$ 374,832	State	Classroom/Office
Westpointe Center, Salt Lake City	1		35,700	\$ 18.28	\$ 652,747	State/Other	Classroom/Office
Writing Center, Salt Lake City	1		1,545	\$ 7.06	\$ 10,908	State	Classroom/Office
West Valley Center, West Valley City	2		27,756	\$ 7.76	\$ 215,387	State	Classroom/Office
TOTAL - SLCC	10	0	133,187	\$ 11.39	\$ 1,516,838		

USHE Institutions	# of Leases	New Lease	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment
Building Leases	184	29	1,657,967	\$ 15.50	\$ 25,702,637
Land Leases	24	2	165,586		\$ 1,153,102
TOTAL - USHE	208	31	1,823,553		\$ 26,855,739

November 8, 2017

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – Annual Contracts and Grants Report

Issue

Regent Policy R532, *Acceptance and Approval of Contracts and Grants* requires USHE institutions submit an annual report summarizing the number and dollar amounts of contract and grant awards received during the previous fiscal year.

Background

The Board recognizes that securing research contracts and training grants provide significant benefits to the higher education community, the state of Utah, and society as a whole, by not only supporting critical advances in research but also through job creation. To ensure the Board is informed about the contracts and grants that institutions are engaged in, the Board has requested an annual report be provided for each fiscal year that summarizes both the number of and dollar amount of awards received.

For FY 2017, the total number of contracts and grants, compared with the prior fiscal year, increased by 263 or 6.1% and the total dollar amount increased by \$12.6 million or 1.8% - with the University of Utah leading the system on both the number of awards and dollars received.

Commissioner's Recommendation

This is an informational item only; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachment

**Utah System of Higher Education
Contracts and Grants Report**

Institution	Fiscal Year 2016		Fiscal Year 2017		% Change	
	No.	Total \$ Amount	No.	Total \$ Amount	No.	Amount
University of Utah						
Research	1,573	\$313,735,069	1,739	\$329,949,041	10.6%	5.2%
Instruction	198	33,703,560	232	30,391,998	17.2%	-9.8%
Clinical	263	52,598,072	293	46,260,991	11.4%	-12.0%
Other	509	38,464,222	492	52,520,218	-3.3%	36.5%
TOTAL Utah	2,543	\$438,500,923	2,756	\$459,122,248	8.4%	4.7%
Utah State University						
Research	1,015	\$155,922,661	989	\$148,504,820	-2.6%	-4.8%
Instruction	48	5,552,090	49	9,180,702	2.1%	65.4%
Clinical						
Other	359	36,646,544	378	35,187,654	5.3%	-4.0%
TOTAL USU	1,422	\$198,121,295	1,416	\$192,873,176	-0.4%	-2.6%
Weber State University						
Research	28	\$1,860,631	33	\$1,960,640	17.9%	5.4%
Instruction	17	3,846,670	14	3,723,825	-17.6%	-3.2%
Clinical						
Other	66	11,043,323	76	11,045,702	15.2%	0.0%
TOTAL WSU	111	\$16,750,624	123	\$16,730,167	10.8%	-0.1%
Southern Utah University						
Research	10	\$90,123	5	\$87,822	-50.0%	-2.6%
Instruction	7	195,205	4	151,189	-42.9%	-22.5%
Clinical						
Other	79	8,518,052	100	9,420,288	26.6%	10.6%
TOTAL SUU	96	\$8,803,380	109	\$9,659,299	13.5%	9.7%
Snow College						
Research	1	\$113,991	2	\$30,463	100.0%	-73.3%
Instruction	11	2,575,037	20	1,284,167	81.8%	-50.1%
Clinical						
Other	8	163,900	11	593,612	37.5%	262.2%
TOTAL Snow	20	\$2,852,928	33	\$1,908,242	65.0%	-33.1%

**Utah System of Higher Education
Contracts and Grants Report**

Institution	Fiscal Year 2016		Fiscal Year 2017		% Change	
	No.	Total \$ Amount	No.	Total \$ Amount	No.	Amount
Dixie State University						
Research	2	\$73,574	2	\$100,224	0.0%	36.2%
Instruction						
Clinical						
Other	34	1,952,939	33	1,798,225	-2.9%	-7.9%
TOTAL DSU	36	\$2,026,513	35	\$1,898,449	-2.8%	-6.3%
Utah Valley University						
Research	17	\$806,952	25	\$672,466	47.1%	-16.7%
Instruction	13	6,094,308	9	5,371,658	-30.8%	-11.9%
Clinical						
Other	34	7,185,373	32	7,086,805	-5.9%	-1.4%
TOTAL UVU	64	\$14,086,633	66	\$13,130,929	3.1%	-6.8%
Salt Lake Community College						
Research	5	\$265,231	7	\$239,035	40.0%	-9.9%
Instruction	21	5,140,542	28	3,667,413	33.3%	-28.7%
Clinical						
Other	22	2,425,748	30	2,352,712	36.4%	-3.0%
TOTAL SLCC	48	\$7,831,521	65	\$6,259,160	35.4%	-20.1%
Total USHE						
Research	2,651	\$472,868,232	2,802	\$481,544,511	5.7%	1.8%
Instruction	315	57,107,412	356	53,770,952	13.0%	-5.8%
Clinical	263	52,598,072	293	46,260,991	11.4%	-12.0%
Other	1,111	106,400,101	1,152	120,005,216	3.7%	12.8%
TOTAL USHE	4,340	\$688,973,817	4,603	\$701,581,670	6.1%	1.8%

November 8, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Fall 2017 Third-week Enrollment Report

Issue

Annually the Board receives several reports from the Commissioner's Office regarding student enrollment at each of the eight USHE colleges and universities. This report provides the first view of student enrollment for the 2017-18 academic year based on the number of students enrolled by the third-week of fall semester.

Background

USHE institutions reported an increase in total headcount of 4,869 students (2.78%) when compared to 2016 fall semester third-week enrollments. USHE also experienced an increase in total FTE of 3,606 (2.92%), and a 2,294 (2.06%) increase in budget related Full-Time Equivalent (FTE) students. Six of the eight USHE institutions experienced growth in the number of students attending; Dixie State University reported the greatest gains with 7.56% growth in total headcount and a 6.66% increase in budget related FTE. While both Utah State University and Salt Lake Community College reported a small drop in headcount enrollments, all institutions showed some increase in enrollments based on total FTE.

Females continue to enroll in greater numbers (91,841, 51%) at fall third-week when compared to males (88,193 - 49%). The ethnic mix of students remained similar to the 2016 fall snapshot with 74% of students enrolled listing their ethnicity as White and 11% Hispanic. Non-resident (foreign) students made up 3% of the USHE enrollments. The remaining ethnic categories and unspecified students make up the balance of the enrollments.

Third-week numbers are preliminary in nature and do not include new enrollments that occur after the third-week census date (e.g. 2nd block registrations and non-credit CTE enrollments). These enrollments will be included in the end-of-term reports that will be provided at the March 2018 Board of Regents meeting.

Total and budget-related headcounts and FTE numbers are provided in the attached tables and graphs, also included as an attachment are USHE headcounts summarized by gender and ethnicity. Additional headcount data may be found at: <http://higheredutah.org/data/enrollments/>

Commissioner's Recommendation

This item is for information only; no action is necessary.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/JAC
Attachments

Utah System of Higher Education

Fall 2017 3rd Week Headcount Enrollment Report

TOTAL HEADCOUNT (Budget Related & Self Support)	2016	2017	CHANGE	CHANGE
University of Utah	32,061	32,800	739	2.30%
Utah State University	28,118	27,679	- 439	-1.56%
Weber State University	26,809	27,949	1,140	4.25%
Southern Utah University*	8,955	9,468	513	5.73%
Snow College	5,350	5,563	213	3.98%
Dixie State University	8,993	9,673	680	7.56%
Utah Valley University	34,978	37,282	2,304	6.59%
Salt Lake Community College	29,901	29,620	- 281	-0.94%
USHE	175,165	180,034	4,869	2.78%

BUDGET RELATED HEADCOUNT	2016	2017	CHANGE	CHANGE
University of Utah	31,252	31,965	713	2.28%
Utah State University	25,778	25,339	- 439	-1.70%
Weber State University	18,418	18,808	390	2.12%
Southern Utah University*	8,152	8,479	327	4.01%
Snow College	4,822	4,906	84	1.74%
Dixie State University	7,753	8,242	489	6.31%
Utah Valley University	27,479	28,614	1,135	4.13%
Salt Lake Community College	23,335	22,999	- 336	-1.44%
USHE	146,989	149,352	2,363	1.61%

* SUU modified their 2016 Third week enrollment counts for 2017 comparison purposes

Utah System of Higher Education

Fall 2017 3rd Week FTE Student Enrollment Report

TOTAL FTE (Budget Related & Self Support)	2016	2017	CHANGE	CHANGE
University of Utah	27,439	27,984	545	1.98%
Utah State University	21,974	22,024	49	0.22%
Weber State University	16,509	17,183	674	4.08%
Southern Utah University*	7,186	7,542	357	4.96%
Snow College	4,034	4,085	52	1.28%
Dixie State University	6,852	7,382	530	7.74%
Utah Valley University	23,706	25,037	1,331	5.61%
Salt Lake Community College	15,624	15,693	69	0.44%
USHE	123,325	126,930	3,606	2.92%

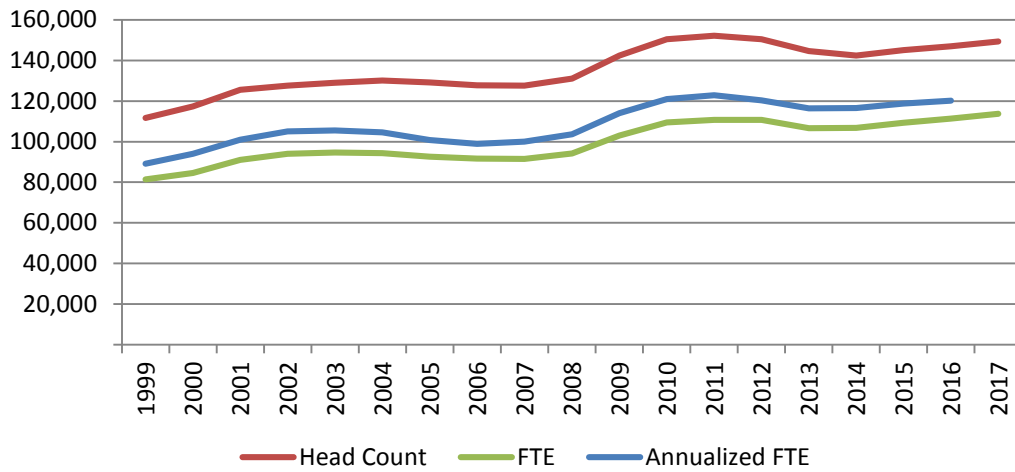
BUDGET RELATED FTE	2016	2017	CHANGE	CHANGE
University of Utah	26,981	27,536	555	2.06%
Utah State University	20,470	20,524	54	0.26%
Weber State University	12,980	13,179	199	1.53%
Southern Utah University*	6,985	7,284	298	4.27%
Snow College	3,734	3,744	10	0.27%
Dixie State University	6,343	6,765	423	6.66%
Utah Valley University	20,470	21,317	847	4.14%
Salt Lake Community College	13,401	13,308	- 93	-0.69%
USHE	111,363	113,657	2,294	2.06%

Notes:

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

* SUU modified their 2016 third week enrollment counts for 2017 comparison purposes

Fall third Week Enrollment History Budget - Related



Utah System of Higher Education

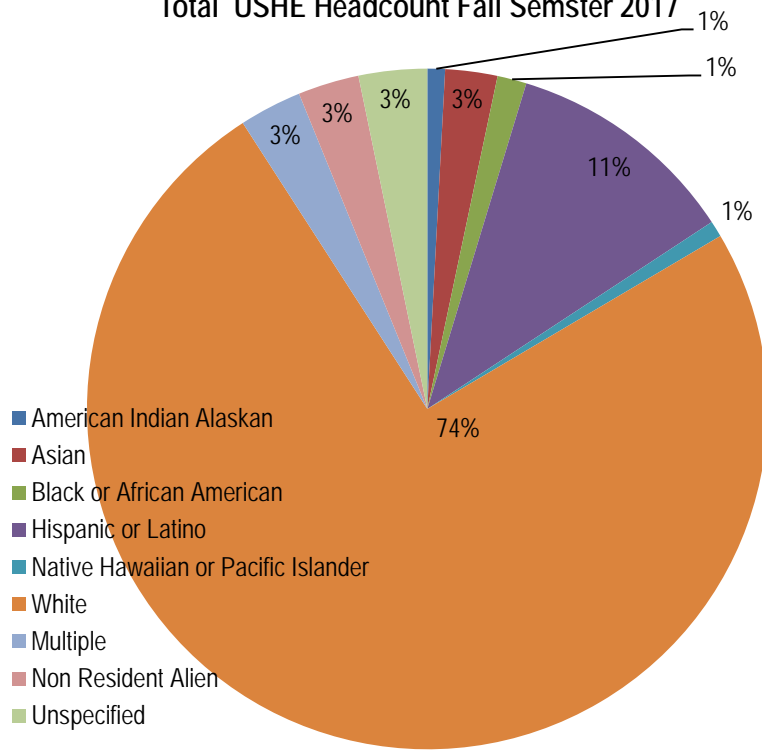
Fall 2017 3rd Week Total Headcount by Gender & Ethnicity

GENDER	2016	2017	CHANGE	CHANGE
Female	88,630	91,841	3,211	3.62%
Male	86,535	88,193	1,658	1.92%
Total	175,165	180,034	4,869	2.78%

Ethnicity	2016	2017	CHANGE	CHANGE
American Indian Alaskan	1,510	1,506	- 4	-0.26%
Asian	4,272	4,459	187	4.38%
Black or African American	2,344	2,497	153	6.53%
Hispanic or Latino	18,456	19,887	1,431	7.75%
Native Hawaiian or Pacific Islander	1,361	1,384	23	1.69%
White	130,495	133,878	3,383	2.59%
Multiple	4,869	5,348	479	9.84%
Non Resident Alien	5,567	5,226	- 341	-6.13%
Unspecified	6,291	5,849	- 442	-7.03%
Total	175,165	180,034	4,869	2.78%

** SUU modified their 2016 third week enrollment counts for 2017 comparison purposes (adjustments made based on known population)*

Total USHE Headcount Fall Semester 2017



November 8, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

A. Minutes

1. Minutes of the Board Meeting September 14 & 15, 2017, Weber State University, Ogden, Utah (Attachment).

B. Grant Proposals

1. University of Utah – US Department of Education; “Superheroes Social Skills”; \$2,992,319. William R Jenson, Principal Investigator.
2. University of Utah – US Department of Education; “Rolling Out Telepresence”; \$1,313,197. Aaron Jason Fischer, Principal Investigator.
3. University of Utah – National Science Foundation; “Power”; \$12,461,908. Jacobus Erasmus Van Der Merwe, Principal Investigator.
4. University of Utah – DOE OFC Energy Efficiency & Renew Energy; “SSTD R of PV Strings”; \$1,600,000. Michael A Scarpulla, Principal Investigator.
5. University of Utah – National Science Foundation; “FACT”; \$1,116,119. Zhaoxia Pu, Principal Investigator.
6. University of Utah – NIH National Inst of General Medical Sci; “Targeted Gene Manipulation”; \$2,225,225. Randall Theodore Peterson, Principal Investigator.
7. University of Utah – NIH Natl Inst Neurology Disorders Stroke; “Microglia in TL Epilepsy”; \$1,905,628. Karen S Wilcox, Principal Investigator.
8. University of Utah – NIH National Inst of General Medical Sci; “Melanogastor Mushroom Body”; \$1,852,250. Sophie Caron, Principal Investigator.

9. University of Utah – National Science Foundation; “Segregation Distortion”; \$1,573,764. Nitin Phadnis, Principal Investigator.
10. University of Utah – HRSA Bureau of Health Professions; “HRSA Professional”; \$1,920,000. Brad Ward Lundahl, Principal Investigator.
11. University of Utah – NIH National Cancer Institute; “High-Risk Myeloma Pedigrees”; \$7,614,679. Nicola J Camp, Principal Investigator.
12. University of Utah – NIH National Cancer Institute; “Adipose-Colon – Resubmission”; \$3,848,048. Cornella Ulrich, Principal Investigator.
13. University of Utah – NIH Office of the Director; “2018 NIH Pioneer Award”; \$3,500,000. Trudy Oliver, Principal Investigator.
14. University of Utah – NIH Natl Inst Dental Craniofacial Research; “Targeted use of RVD1”; \$1,906,250. Olga Juliana Baker, Principal Investigator.
15. University of Utah – University of Virginia; “Clinical Follow-up”; \$1,334,678. Jennifer Anne Doherty, Principal Investigator.
16. University of Utah – DOE National Energy Technology Lab; “CLC Oxygen Carriers DOE 2017”; \$1,426,449. Eric G Eddings, Principal Investigator.
17. University of Utah – US Department of Energy; “Sustainable CO2 Injection”; \$1,339,279. Wei Jia, Principal Investigator.
18. University of Utah – US Department of Energy; “Geomechanics-Flow Model”; \$1,200,000. Milind Deo, Principal Investigator.
19. University of Utah – NIH National Inst Child Health & Human Dev; “Albertine/Yoder R01 June 2017”; \$3,497,723. Kurt H Albertine, Principal Investigator.
20. University of Utah – NIH National Inst Neurology Disorders Stroke; “RNA Granules in SCA2”; \$2,980,030. Daniel R Scoles, Principal Investigator.
21. University of Utah – DHHS National Institutes of Health; “Microbiota-Immune Interactions”; \$2,926,083. June Louise Round, Principal Investigator.
22. University of Utah – NIH National Cancer Institute; “R01 Rutter/Thummel”; \$2,769,761. Jared P Rutter, Principal Investigator.

23. University of Utah – NIH National Institute Neurology Disorders Stroke; “R01 Resubmission”; \$2,375,000. Nicholas E Johnson, Principal Investigator.
24. University of Utah – US Agency for International Development; “CHDI”; \$1,928,949. Stephen Alder, Principal Investigator.
25. University of Utah – DHHS National Institutes of Health; “22Q13 Deletion Syndrome”; \$1,905,628. Oleksa Shcheglovitov, Principal Investigator.
26. University of Utah – NIH National Eye Institute; “Dev Synaptic Pathways”; \$1,905,625. Ning Tian, Principal Investigator.
27. University of Utah – NIH National Institute Neurology Disorders Stroke; “Migraine Attack”; \$1,904,167. Kevin C Brennan, Principal Investigator.
28. University of Utah – National Science Foundation; “Optogenetic Investigation”; \$1,247,100. Alessandra Angelucci, Principal Investigator.
29. University of Utah – DOE Advanced Research Projects Agency-Energy; “ARPA-E Sensor”; \$1,457,290. Ling Zang, Principal Investigator.
30. University of Utah – NIH Office of the Director; “Timmins DP2 Computational Bio”; \$2,287,500. Lucas H Timmins, Principal Investigator.
31. University of Utah – DHHS National Institutes of Health; “Deans Innovator – 2107”; \$2,275,000. Tara Lynn Deans, Principal Investigator.
32. University of Utah – NIH National Cancer Institute; “QPM for Cancer Therapy”; \$1,372,250. Thomas A Zangle, Principal Investigator.
33. University of Utah – Patient Centered Outcomes Research Inst; “Treatment Sequencing Back Pain”; \$7,425,324. Julie Mae Fritz, Principal Investigator.
34. University of Utah – NIH National Institute of Nursing Research; “Infertility & Wellness Coaching”; \$3,233,650. Sara Marie Ellis Simonsen, Principal Investigator.
35. University of Utah – DHHS Agency for Healthcare Research & Quality; “EL&D for Rural Utah”; \$1,583.37. Barbara Lynn Wilson, Principal Investigator.
36. University of Utah – NICH National Institute Environl Hlth Sci; “Cyanide Countermeasure 2017”; \$5,379,401. Randall Theodore Peterson, Principal Investigator.

37. University of Utah – NIH National Inst Allergy & Infectious Disease; “Programmed Death-1 Cells”; \$1,906,250. Mingnan Chen, Principal Investigator.
38. University of Utah – DHHS National Institutes of Health; “P53-BH3 Only Chimeras”; \$1,906,250. Carol Lim, Principal Investigator.
39. University of Utah – US Department of Defense; “NonOpioid Drug Discovery”; \$9,966,947. Baldomero M Olivera, Principal Investigator.
40. University of Utah – DHHS National Institutes of Health; “Protein Function”; \$1,500,000. Matthew T Kieber-Emmons, Principal Investigator.
41. University of Utah – DHHS National Institutes of Health; “Regulatory DNA”; \$1,397,500. Cynthia Burrows, Principal Investigator.
42. University of Utah – DHHS National Institutes of Health; “Reassessing Membrane Asymmetry”; \$1,270,000. John C Conboy, Principal Investigator.
43. University of Utah – DHHS National Institutes of Health; “Costs of Interruptin”; \$1,786,647. Trafton Drew, Principal Investigator.
44. University of Utah – Univ of North Carolina at Chapel Hill; “Predicting Binge and Purge”; \$1,287,442. Jonathan Butner, Principal Investigator.
45. University of Utah – US Department of Defense; “DOD DIA – New Angle”; \$4,049,762. Alana Lee Welm, Principal Investigator.
46. University of Utah – NIH National Cancer Institute; “Franzini-DP2”; \$2,287,500. Raphael Franzini, Principal Investigator.
47. University of Utah – V Foundation for Cancer Research; “V Foundation – Convergence”; \$2,100,000. Roland D Tantin, Principal Investigator.
48. University of Utah – DHHS National Institutes of Health; “Transmembrane Signaling”; \$1,500,000. Bradley Cairns, Principal Investigator.
49. University of Utah – Utah State University; “Bovine Cloning Efficiency”; \$1,264,471. Bradley Cairns, Principal Investigator.
50. University of Utah – University of Michigan; “MHealth Data”; \$1,262,016. David Wetter, Principal Investigator.

51. University of Utah – CDC National Inst Occupational Safety & Health; “ERC OCC. Safety and Health”; \$9,000,000. Kurt Timothy Hegmann, Principal Investigator.
52. University of Utah – DHHS National Institutes of Health; “Opioid Tapering”; \$4,028,519. Akiko Okifuji Hare, Principal Investigator.
53. University of Utah – DHHS National Institutes of Health; “R01 – Transformative”; \$3,426,285. Tracey Lamb, Principal Investigator.
54. University of Utah – DHHS Agency for Healthcare Research & Quality; “T32 AHRO LHS”; \$2,555,536. Margaret Baldwin Conroy, Principal Investigator.
55. University of Utah – DHHS National Institutes of Health; “DP2 Malaria Parasites”; \$2,287,500. Paul Andres Sigala, Principal Investigator.
56. University of Utah – DHHS National Institutes of health; “Brown DP2”; \$2,287,500. Jessica C. S. Brown, Principal Investigator.
57. University of Utah – DOD Uniformed Servs Univ of the Health Sci; “Animal Model to Understand HO”; \$2,219,531. Dustin Lee Williams, Principal Investigator.
58. University of Utah – ABBVIE Inc; “M13-833 Venetoclax”; \$2,092,224. Elizabeth A Raetz, Principal Investigator.
59. University of Utah – NIH National Inst of General Medical Sci; “GFPT11”; \$1,906,250. Amnon Schlegel, Principal Investigator.
60. University of Utah – NIH National Inst Neurology Disorders Stroke; “UR-Strokes Trial Renewal”; \$1,525,000. Jennifer Juhl Majersik, Principal Investigator.
61. University of Utah – NIH National Heart Lung & Blood Inst; “Cardiovasomobility T21”; \$1,490,786. Russell S Richardson, Principal Investigator.
62. University of Utah – DHHS Agency for Healthcare Research & Quality; “Lung Cancer Decision Support”; \$1,199,536. Kensaku Kawamoto, Principal Investigator.
63. University of Utah – NIH National Institute of Allergy & Infectious Disease; “R01 Transfer – 2D Affinity”; \$1,140,844. Brian D Evavold, Principal Investigator.
64. Utah State University – US National Science Foundation; “CORE: Trajectories into Early Career Research”; \$2,488,596. David Frank Feldon, Principal Investigator.

65. Utah State University – National institutes of Health; “Improving Bovine Cloning Efficiency by Enhancing Reprogramming during Embryonic Genome Activation”; \$2,439,823. Kenneth L White, Principal Investigator.
66. Utah State University – US Department of Agriculture; “Western SARE Regional Host Institution – Utah State University”; \$1,103,086. Rhonda L Miller, Principal Investigator, James Freeburn, Co-Investigator.
67. Utah State University – National Institutes of Health; “The Pig as a Model for the Study of Neurotropic Flaviviruses”; \$1,782,499. Young-Min Lee, Principal Investigator. Sang-Im Yung, Co-Investigator.
68. Utah State University – National Institute of Food and Agriculture; “Incentives, Markets, and Water Management to Enhance Agricultural Production in the Upper Colorado River Basin”; \$5,136,198. Kelly L Kopp, Principal Investigator, Lee Niel Allen, Joseph Earl Creech, Ericl Charles Edwards, Sara Elizabeth Null, Co-principal Investigators.
69. Utah State University – national Institute of Food and Agriculture; “Systems Environment Analyses for Sustainable Optimal Production (Season)”; \$5,191,481. Richard C Peralta, Principal Investigator. Lee Niel Allen, Robert R Dunpont, Guifang Fu, Geordi Richards, Co-principal Investigator.
70. Utah State University – US Department of Int. – US Geological Survey; “USGS LandSat Science Team”; \$1,249,999. Robert Douglas Ramsey, Principal Investigator.
71. Utah State University – US National Science Foundation; “Project STILTS: Science Technology Integration Leveraging Teach Scaffolds”; \$1,199,255. Colby Tofel-Grehl, Principal Investigator. Kimberly Hardiman Lott, Co-principal Investigator.

C. Awards

1. University of Utah – National Science Foundation; “Variable Precision”; \$1,200,000. Ganesh H Gopalakrishnan, Principal Investigator.
2. University of Utah – NIH National Inst of General Medical Science; “Conus Peptides”; \$2,005,656. Baldomero M Olivera, Principal Investigator.
3. University of Utah – National Science Foundation; “CCI Phase I Preproposal”; \$1,800,000. Shelley D Minter, Principal Investigator.
4. University of Utah – National Science Foundation; “Woodland-Human Systems in Utah 09/01/17”; \$1,470,534. Brian Frank Coddling, Principal Investigator.

5. University of Utah – UT Division of Child & Family Services; “UT IV-E Training”; \$13,489,953. Chad Hughes McDonald, Principal Investigator.
6. University of Utah – UT Division of Child & Family Services; “UT IV-E Research”; \$1,472,704. Michael Joseph Tanana, Principal Investigator.
7. University of Utah – HRSA Emergency Medical Services Child National Research Center; “Dean EMSC HRSA Mar 2017”; \$3,000,000. J Michael Dean, Principal Investigator.
8. University of Utah – NIH National Institute Child Health & Human Development; “Postpartum Pelvic Floor”; \$1,191,103. Ingrid E Nygaard MD, Principal Investigator.
9. University of Utah – NIH National Institute Neurology Disorders Stroke; “Topiramate CSPN”; \$1,799,392. A Gordon Smith, Principal Investigator.
10. University of Utah – DHHS Centers for Disease Control & Prevention; “Antibiotic Stewardship”; \$1,490,871. Matthew H Samore, Principal Investigator.
11. University of Utah – DHHS Centers for Disease Control & Prevention; “Granular Modeling RFTOP2015006”; \$1,102,420. Matthew H Samore, Principal Investigator.
12. University of Utah – National Science Foundation; “Wildland Fire Modeling”; \$1,012,225. Steven K Krueger, Principal Investigator.
13. University of Utah – NIH National Inst Neurology Disorders Stroke; “Add Contract Renewal”; \$3,722,750. Karen S Wilcox, Principal Investigator.
14. University of Utah – CYTOMX Therapeutics Inc; “CYTOMX CTMX-C 001”; \$1,171,141. Jonathan Reed Whisenant, Principal Investigator.
15. University of Utah – NIH National Center for Advancing Transl Sciences; “Dean U24 NCATS Sept 2015”; \$5,073,425. J Michael Dean, Principal Investigator.
16. University of Utah – DHHS Food & Drug Administration; “FDA Research Grant”; \$1,988,003. Nicholas E Johnson, Principal Investigator.
17. University of Utah – CDC National Institute Occupational Safety & Health; “Occupational Safety and Health”; \$1,797,486. Kurt Timothy Hegmann, Principal Investigator.

18. Utah State University – US Department of Education; “STARS! (Science, Technology, Arithmetic, Reading Students) GEAR UP”; \$2,234,400. Eric D Packenham, Principal Investigator.
19. Utah State University – US Department of Education; “Utah State University STARTS! GEAR UP Partnership”; \$2,366,400. James T Dorward, Principal Investigator. Eric D Packenham, Co-Investigator.
20. Utah State University – UT Department of Workforce Services; “CCPDI”; \$1,726,740. Ann Marie Berghout-Austin, Principal Investigator.
21. Utah State University – UT Gov. Off. – Utah Governor’s Office of Economic Development; “2016-2021 GOED SBDC”; 41,747,600. Michael Carl Finnerty, Principal Investigator. Jason Michael Yerka, Co-Investigator.
22. Utah State University – US National Science Foundation; “S12-SSI: Collaborative Research: Cyber-infrastructure for Advancing Hydro-logic Knowledge through Collaborative Integrations of Data, Science, Modeling, and Analysis”; \$2,760,000. David G Tarboton, Principal Investigator. Jeffery S Horsburgh, Co-Investigator.
23. Utah State University – US Dept of Justice – Office of Juvenile Justice and Delinquency Prevention; “Utah 4-H Mentoring initiative – adjusted budget”; \$1,000,000. Jolene B Bunnell, Principal Investigator.
24. Utah State University – UT Department of Workforce Services; “Relationship Skills”; \$1,200,000. Brian J Higginbotham, Principal Investigator.
25. Utah State University – National Institute of Food and Agriculture; “Western SARA 2017 Plan of Work 0 Revised Budget”; \$5,603,759. Rhonda L Miller, Principal Investigator.

D. Academic Items Received and Approved

1. Information Items
 - University of Utah – Bachelor of Science in Games
 - University of Utah – Master of Legal Studies
 - Utah State University – Master of Aviation Science
 - Snow College – Associate of Applied Science in Agricultural Technology
 - Utah Valley University – Associate of Applied Science in Automotive Power Sports
 - Utah Valley University – Associate of Science In Health Studies
 - Utah Valley University – Associate of Science in Intelligence Studies
 - Utah Valley University – Bachelor of Art in Secondary French Education
 - Utah Valley University – Bachelor of Art/Bachelor of Science in Family Science

- Utah Valley University – Bachelor of Science in Civil Engineering
 - Utah Valley University – Bachelor of Science in Electrical Engineering
 - Utah Valley University – Bachelor of Science in Geography
 - Utah Valley University – Bachelor of Science in Mechanical Engineering
2. New Program
 - Utah State University – Minor in Computer Science Teaching
 - Utah State University – Minor in Mental Health Advocacy and Awareness
 - Utah State University – Minor in Family Science
 3. Program Restructure
 - Utah State University – Bachelor of Science in Environmental Studies
 4. Program Restructure/Name Change/Out of Service Area Delivery
 - Utah State University – Master of Education in Elementary Education, Master of Education in Secondary Education to Master of Education in Curriculum and Instruction
 - Utah State University – Master of Science in Elementary Education, Mater of Science in Secondary Education to Master of Science in Curriculum and Instruction
 5. Administrative Unit Restructure
 - Weber State University – Department of Business Administration split into two new departments: Department of Management and Information Systems and Supply Chain Management, and Department of Business Administration and Marketing
 6. Academic Program and Academic Unit Name Change
 - Utah State University – Department of Family, Consumer, and Human Development to Department of Human Development and Family Studies (including associated degrees)
 7. Academic Program Name Change
 - Utah State University – Specialization in State & Markets to Specialization in Social Inequality within the Doctor of Philosophy in Sociology
 8. New Center
 - Weber State University – Center for Leadership in Corporate and Social Responsibility
 9. Three-Year Review
 - University of Utah – Bachelor of Science in Design

10. Seven-Year Review

- University of Utah – Department of Biology
- University of Utah – Department of Family and Consumer Studies
- University of Utah – Department of Metallurgical Engineering
- University of Utah – Department of Mining Engineering
- University of Utah – Department of Theatre
- University of Utah – Interdepartmental Program in Neuroscience
- University of Utah – Master of Science in International Affairs and Global Enterprise
- University of Utah – School of Computing

E. Regent Policy R613, *Public Safety Officer Career Advancement Reimbursement Program (PSOCAR)*

- The Regents established R613 to implement the Public Safety Officer Career Advancement Reimbursement Program. As UESP has implemented the program, UESP has requested additional administrative changes that are non-substantive.

F. Regent Policy R911, *Employment of Relatives*

- Policy R911 addresses the hiring of relatives within the Commissioner's Office, UHEAA and UESP. This change modifies the punctuation in one section to clarify the meaning of business unit. There are no other changes.

David L. Buhler
Commissioner of Higher Education

STATE BOARD OF REGENTS
WEBER STATE UNIVERSITY, OGDEN, UTAH
STUDENT UNION BUILDING
THURSDAY, SEPTEMBER 14, 2017

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
Harris Simmons, Vice Chair
Jesselie B. Anderson
Marlin K. Jensen
Ron Jibson
Patricia Jones
Steve Lund
Robert S. Marquardt
Cristina Ortega
Robert W. Prince
Mark Stoddard
Teresa L. Theurer
Alex Trujillo
Thomas E. Wright

Regents Absent

Nina R. Barnes
Wilford W. Clyde
Joyce Valdez

Office of the Commissioner

Kimberly L. Henrie, Associate Commissioner for Planning, Finance and Facilities

Institutional Presidents Present

Ruth Watkins on behalf of President Pershing, University of Utah
Noelle Cockett, Utah State University
Scott L Wyatt, Southern Utah University
Steve Hood on behalf of President Carlston, Snow College
Matthew S. Holland, Utah Valley University
Richard B. Williams, Dixie State University
Deneece G. Huftalin, Salt Lake Community College
Charles A. Wight, Weber State University

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

Chair Campbell called the meeting to order at 1:00 p.m. He opened the meeting by recognizing new Regents Jibson and Wright and noted we have a full day ahead of us. He recognized the work of the Capital Facilities Committee and turned the time over to Regent Marquardt. Regent Marquardt noted this was a big day for Higher Education and acknowledged the work of the Commissioner's staff to put together information for Capital Facilities. He also said the Capital Facilities committee would meet after Committee of the Whole to finalize the Regents' recommendations and these recommendations will be presented in

Committee of the Whole tomorrow for final approval from the Regents. He turned the time over to Rich Amon, Assistant Commissioner for explanation of the process.

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

- Dixie State University – Science Building
- Salt Lake Community College – Herriman Campus General Ed.
- Southern Utah University – Sorenson Child and Family Development
- Utah Valley University – New Business School Building
- Weber State University – Norda Engineering and Applied Science
- Utah State University #1 – Biology and Natural Resources
- Utah State University #1 – Center for Languages and Cultures
- Snow College – Social Science and General Education Building

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

- University of Utah – South Campus Student Housing and Dining
- Weber State University – Davis Campus Computer and Auto
- Salt Lake Community College – Jordan Campus Student Center
- Utah State University – Phase II Space Dynamics Laboratory

Chair Campbell noted for years the Regents have received questions and frustration from legislators about the increasing costs per square foot that our requests represent. He said there are explanations for these cost increases, for example: lab space, technology involved, and those types of things. He also said the Regents are sensitive to the fact this is growing issue with legislators and others.

Chair Campbell thanked President Wight and Weber State University for the hospitality and excused Regents until tomorrow.

No action was taken on this item at this time. The board will vote to approve the prioritization of the projects during the Committee of the Whole September 15, 2017.

Loreen Olney, Executive Secretary

Date Approved:

STATE BOARD OF REGENTS
WEBER STATE UNIVERSITY, OGDEN, UTAH
STUDENT UNION BUILDING
FRIDAY, SEPTEMBER 15, 2017

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
Harris Simmons, Vice Chair
Jesselie B. Anderson
Marlin K. Jensen
Ron Jibson
Patricia Jones
Steve Lund
Robert S. Marquardt
Cristina Ortega
Robert W. Prince
Teresa L. Theurer
Alex Trujillo
Thomas E. Wright

Regents Absent

Nina R. Barnes
Wilford W. Clyde
Joyce Valdez
Mark Stoddard

Office of the Commissioner

Kimberly L. Henrie, Associate Commissioner for Planning, Finance and Facilities
Elizabeth Hitch, Associate Commissioner of Academic Affairs

Institutional Presidents Present

President Pershing, University of Utah
Noelle Cockett, Utah State University
Scott L Wyatt, Southern Utah University
President Carlston, Snow College
Matthew S. Holland, Utah Valley University
Richard B. Williams, Dixie State University
Deneece G. Huftalin, Salt Lake Community College
Charles A. Wight, Weber State University

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

Chair Campbell called the meeting to order at 12:34 p.m. He opened the meeting by thanking President Wight and the staff at Weber State University for their hospitality and turned the time over to President Wight for his State of the University

Discussion – Tuition Waivers

This was a continuing discussion on use of tuition waiver across Utah institutions, as well as reviewing the use of waivers in other states.

State of the University

President Wight began by saying they have a lot to cheer about. He is proud to say for the third consecutive year the Chronicle of Higher Ed has recognized Weber State University as one of America's great colleges to work for. This year the university was recognized in nine of twelve categories for excellence which earned them a place on the honor roll, and they have many more accolades he'd like to list: Great Value Colleges named WSU as one of the best colleges for adult learners; Recognized in the top 50 list as the best hybrid RN to BN programs for 2017; Radiologic program rated as second in quality; Two faculty members are semi-finalists for the most effective radiologic technologist educator.

WSU has done a lot over the years to increase energy savings and sustainability, and they've done it in a way that is different than most. In 2010 the facilities management started making simple changes, like using LED lighting to save money. They saved 1.7 million on fuel and power bills in 2016. They just completed a library renovation, which saves more than \$100,000 annually on fuel and power. All of this money saved is invested in new projects. He is confident they will fulfill the institution's commitment of being a carbon neutral campus by 2050.

The three core themes of the university is access, learning and community. They have been active in getting students out in the community doing service. New this year is the Ogden Community Civic Action Network, which is dedicated to improving housing, educating communities, and promoting health in Ogden's east central neighborhood. Working with community partners they have determined the priority is housing and they are working together to make east central Ogden a better place to live.

WSU also promotes economic development and graduates are poised to contribute to the economy. The average starting salary for WSU graduates is \$52,000, which is the highest starting salary of any institution in Utah, except Brigham Young University. This is accomplished by aligning degree programs with workforce service needs. Weber is still not producing enough graduates to fill the needs of the aerospace industry. To meet these needs they are planning to build a couple of engineering buildings, one will be the NORDA Engineering Building and the other will be housed on the Davis campus. They also have several new degrees being offered.

Weber is also focusing on graduation rates and student success. They have a large initiative underway to better ensure students stay enrolled and graduate on time. These initiatives include: increase marketing and student recruitment, use of scholarships and tuition waivers strategically to incentivize enrollment and on time graduation, and sharpen the focus on advising students. President Wight said "at Weber State we really do put teaching first. We help our students make their dreams happen."

Oath of Office

Having been appointed to the Board of Regents, Ron Jibson and Thomas E. Wright took the Oath of Office.

General Consent Calendar (TAB M)

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

- A. Minutes – Minutes of the Board meeting July 21, 2017, Southern Utah University, Cedar City, Utah
- B. Grant Proposals
- C. Awards
- D. Academic items Received and Approved
- E. Change to UHEAA Board Membership – Policy R601

Report on Mental Health Working Group (TAB R)

Regent Jones noted there has been a lot of work and effort on this group and thanked all those who participant in the working group. She shared a note from Doug Thomas, Director of the Utah Division of Substance Abuse and Mental Health, who was part of the working group. The note thanked the Regents for the opportunity to participate with this amazing group and looks forward to the recommendations being reviewed, and asked to let the Regents know we stand ready to assist them in their efforts to act on these recommendations.

Regent Jones noted this is a very complex issue, but it is very important, and wanted the presidents and their staff to know the group was sensitive to the time and resource constraints of the institutions.

Regent Jones asked Barb Snyder, Vice President for Student Affairs, University of Utah to share with the Regents what the institutions are facing with regards to mental health on campus. Barb Snyder stated with more students comes more problems. She said the institutions are thankful the Regents are able to address these issues and pledge that the institutions will do all they can to help students.

The Regents' Mental Health Working Group presents four recommendations: (1) Assess the mental health and wellness needs of USHE students, (2) Improve mental health education at USHE institutions, (3) Increase access to mental health services, and (4) Develop institutional five-year mental health implementation plans.

Chair Campbell asked for questions. Regent Trujillo asked for clarification on K-12 as it relates to higher education. Regent Jones noted it was a collaboration piece because they are looking at ways to address some of these issues at an earlier age than the university age students. Regent Theurer said part of the discussion is how to help students identified in K-12 as they move into higher education. Chair Campbell said he appreciated that Regent Jones pointed out the concern the working group had with the demands on our institutions and not demanding too much of our institutions without providing resources, knowing there are a lot of strategies that would have been very costly. Chair Campbell asked if the Presidents had any reactions or concerns Regents should be aware of. President Holland noted these recommendations will take more training and resources and it's a reality the institutions need to learn how to deal with. This is not something they can just magically do, there a lot of things they will now have to train on. These types of issues are mounting not lessening for institutions. President Wyatt said he is delighted to be supportive of this and happy that representatives from the schools were involved in the process. And to the point President Holland made, when they are asked why the cost of higher education continues to go up, this is one of the reasons. It's because we are doing more than educating. President Pershing also stated he was supportive and said this is a real issue and is thankful the Regents are taking a stand.

President Wight added that while there is a resource issue, there are other sources of information and expertise that can be used as they develop the implementation plans. The Chief Medical Officer of the NCAA has identified the single largest problem in NCAA sports is not concussions but mental health. There has been a big push from the NCAA to get colleges on board to take better care of our students. They have a lot of experience we can leverage as we develop implementation plans. President Carlston stated he too is supportive and Snow has added an additional wellness counselor this year and although it's early, they are already sensing the demand for services will continue to increase. As President Wyatt pointed out, it's very important that we provide these services. He also noted it's not just an issue of adding staff, but it is also a space issue. President Williams said he appreciates the Regents taking this issue on and it is important to the campus and with Regents support it helps them to bring everyone in alignment. Dixie has added their first Director of Health and Counseling and Training Psychologist and it's nice to have the backing of the Regents and recognition of the importance of this issue. President Cockett stated she was proud that Utah has responded so quickly on this issue and noted it was just two years ago the student regent brought this issue forward with a request to get something in place across the state. She also noted the students at Utah State approved a 2nd-tier tuition and student fee increase directed at increasing resources for mental health. Associated Commissioner Elizabeth Hitch added this was a really thorough work and echoed what Regent Jones said relative to the importance of having other community agents involved. It's a more holistic approach to the mental health problem and believes this is a good start.

Regent Wright motion to approve as outlined in TAB R; the motion was seconded by Regent Trujillo and the motion carried.

Approval of Calendar of 2018-19 Board of Regents Meetings (TAB N)

Regent Theurer motion to approve as outlined in TAB N; the motion was seconded by Regent Jibson and the motion carried.

USHE – FY 2019 Operating Budget Request (TAB O)

Associate Commissioner Kimberly Henrie noted the budget will be presented as a unified request supported by the Commissioner and the institutions, built around the needs and priorities of the institutions to fulfill their mission while advancing the Board's strategic objectives. The budget request is an increase of \$83,050,500 which is an 8.8 percent increase in state tax fund support. The first-tier tuition component is a 1.2 percent increase, which satisfies the 25 percent match for employee compensation required. The budget priorities being advanced for Board consideration are: Employee Compensation, Student Growth and Capacity, Completion, Workforce, and Statewide Priorities. 29.8 million is being requested for employee compensation package, which is based on a 2 percent salary increase. Presidents noted employees are the biggest asset they have. This also includes an 8 percent increase for health insurance. A large portion of the budget, 15.9 million is for Student Growth and Capacity, 7.9 million is for Completion, 15.8 million for Workforce, and the remainder to Statewide Priorities. President Carlston complimented the other Presidents and Commissioner's office for the work on the budget and likes the way the budget has been laid out this year. President Cockett joined President Carlston in appreciation of this new approach with the budget request, and said this new process allows for a better dialogue. Chair Campbell noted the importance of having a unified request to present to the legislature. **Regent Marquardt motion to approve as outlined in TAB O; the motion was seconded by Regent Anderson and the motion carried.**

USHE – FY 2018-19 State-Funded Capital Development Project Prioritization (TAB P)

Regent Marquardt noted we had an unusual year this year, as every institution has recently had a new state funded project approved, so the list this year includes a lot of new projects we haven't seen in the past. After visiting each campus, there is clearly a need for all requested projects. As in years past, the committee has relied heavily on the CDP process and the scoring of points. This year we did not focus on stem projects, but it is notable the top two projects are stem buildings. The ranking is as follows:

1. Weber State University – Norda Engineering and Applied Science Building
2. Dixie State University – New Science Building
3. Utah Valley University – New Business School
4. Utah State University – Biology and Natural Resources Building
5. Southern Utah University – Sorenson Child and Family Development Building
6. Salt Lake Community College – Herriman Campus General Ed. Building
7. Snow College – Social Science and General Education Building
8. Utah State University – Center for Languages and Cultures Building

The second part of this recommendation is projects funded for programming. These are:

1. Weber State University – Norda Engineering and Applied Science Building
2. Dixie State University – Science Building
3. Utah Valley University – New Business School Building

USHE – Institutional Non-State Funded Projects for 2018-19 (TAB Q)

Regent Marquardt noted the committee is recommending all four non-state funded projects be approved.

Regent Marquardt motioned to approve the State-Funded and Non-State Funded projects as outlined above; the motion was seconded by Regent Wright and the motion carried.

Reports of Board Committees

Academic and Student Affairs Committee

Regents' Scholarship Changes for 2019 Graduates and Beyond (TAB A)

Regent Theurer noted 3,728 students received scholarships in 2017. Changes include on-going funding, change in math requirement to four semesters in math with one being pre-calculus, the ACT score requirement is the same for everyone, and a minimum GPA of 3.3 is also required across the board.

Regent Theurer motioned to approve as outlined in TAB A; the motion was seconded by Regent Ortega and the motion carried.

Institutional Completion Update: Weber State University (TAB B)

Regent Theurer said she was comforted to know 12 students received a Wildcat Scholarship and being successful who otherwise would not be attending Weber State University. This is an information item only; no action was taken.

Step Up Utah Scholars Training (TAB C)

This is an information item only; no action was taken.

High Impact Practices (TAB D)

This is an information item only; no action was taken.

Affordable Participations and Timely Completion Grants (TAB E)

This is an information item only; no action was taken.

Finance and Facilities Committee

Weber State University – Campus Master Plan Approval (TAB F)

Regent Anderson noted Weber State University has completed a new strategic plan and motioned to approve as outlined in TAB F; the motion was seconded by Regent Jibson and the motion carried.

University of Utah – Non-State Funded Project: Orthopaedic Center Addition (TAB G)

Regent Anderson noted the university is requesting approval to construct a 5,000 square foot research laboratory addition next to the existing orthopaedic center at a cost of 2.895 million that will be funded with institutional funds. **Regent Anderson motioned to approve as outlined in TAB G; the motion was seconded by Regent Wright and the motion carried.**

Utah Valley University – Endowment Asset Policy Exception (TAB H)

Regent Anderson noted the university is asking for an endowment asset policy exception to increase from 25% to 30% to manage more effectively. **Regent Anderson motion to approve as outlined in TAB H; the motion was seconded by Regent Prince and the motion carried.**

University of Utah – Series 2017A General Revenue and Refunding Bond Results (TAB I)

Regent Anderson noted this resulted in a savings to the university. This is an information item only; no action was taken.

Dixie State University – Series 2017 General Revenue Bond Results (TAB J)

Regent Anderson noted bond this closed in July and will result in cost savings. This is an information item only; no action was taken.

USHE – 2017-17 End-of-year Enrollment Report (TAB K)

Regent Anderson noted this is an information item only; not action was taken.

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

Regent Anderson noted this was an information item only; no action was taken.

Chair Campbell adjourned the meeting at 2:13 p.m.

Loreen Olney, Executive Secretary

Date Approved: