

March 19, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

A. Minutes

1. Minutes of the Board Meeting January 24, 2014, University of Utah, Salt Lake City, Utah. (Attached)

B. Grant Proposals

1. University of Utah – National Science Foundation; “NSF CISE –Cloudlab”; \$11,728,202. Robert Preston Riekenberg Ricci, Principal Investigator.
2. University of Utah – Army Research Office; “Minteer Muri Multistep Catalys”; \$6,250,000. Shelley D. Minteer, Principal Investigator.
3. University of Utah – DHHS National Institutes of Health; “Phenotype-Driven Drug Discover”; \$2,235,000. Jennifer M. Heemstra, Principal Investigator.
4. University of Utah – NIH National Institutes of General Medical Science; “Terpene Condensation Reactions”; \$2,179,699. Charles Dale Poulter, Principal Investigator.
5. University of Utah – University of Chicago; “Epic Subaward”; \$1,150,000. Scott L. Anderson, Principal Investigator.
6. University of Utah – US Department of Energy; “Calcef”; \$2,153,559. Philip J. Smith, Principal Investigator.
7. University of Utah – NIH National Cancer Institute; “Prostate Cancer Susceptibility”; \$3,713,117. Lisa Anne Albright, Principal Investigator.
8. University of Utah – NIH National Heart Lung & Blood Institute; “3D Cine MRI of Carotid Plaque”; \$3,000,813. Dennis L. Parker, Principal Investigator.

9. University of Utah – National Science Foundation; “Understanding Evolution”; \$3,000,000. Louise A. Stark, Principal Investigator.
10. University of Utah – NIH Office of the Director; “Endogenous Myocardial Recovery”; \$2,235,000. Stavros George Drakos, Principal Investigator.
11. University of Utah – Army Medical Research Acquisition Activity; “DM140220 Phage Therapy”; \$1,999,924. Jayant Agarwal, Principal Investigator.
12. University of Utah – NIH Office of the Director; “Imprinting and Motivation”; \$1,862,500. Christopher T. Gregg, Principal Investigator.
13. University of Utah – DHHS National Institutes of Health; “Obesity and Maternal Smoking”; \$1,862,500. Lorise C. Gahring, Principal Investigator.
14. University of Utah – National Science Foundation; “Overcoming Contextual Search”; \$1,646,013. Gang Luo, Principal Investigator.
15. University of Utah – DHHS National Institutes of Health; “Cardiac Shape Modeling”; \$1,341,000. Joshua E. Cates, Principal Investigator.
16. University of Utah – DHHS National Institutes of Health; “BD2K Center”; \$13,224,030. Christopher R. Johnson, Principal Investigator.
17. University of Utah – US Department of Energy; “DEO EFRC”; \$19,985,108. Milind Deo, Principal Investigator.
18. University of Utah – US Department of Energy; “LIU EFRC” \$11,713,393. Feng Liu, Principal Investigator.
19. University of Utah – US Department of Energy; “Heterofoam”; \$1,132,000. Anil Vasudeo Virkar, Principal Investigator.
20. University of Utah – DOE Office; “Thorium Energy Center”; \$4,974,826. Manoranjan Misra, Principal Investigator.
21. University of Utah – Patient Centered Outcomes Research Institute; “Rural Fetal Monitoring”; \$1,887,056. Barbara Lynn Wilson, Principal Investigator.

22. University of Utah – HRSA Bureau of Health Professions; “NWD”; \$1,043,945. Sara E. Hart, Principal Investigator.
23. University of Utah – NIH John E Fogarty International Center; “Conservation and Sustainable U”; \$4,454,275. Louis R. Barrows, Principal Investigator.
24. University of Utah – NIH National Cancer Institute; “BCR-ABL Peptide Inhibitor”; \$1,862,500. Carol Lim, Principal Investigator.
25. University of Utah – National Science Foundation; “Stemap (Stem Ambassador Prog)”; \$2,825,833. Nalini M. Nadkarni, Principal Investigator.
26. University of Utah – DHHS National Institutes of Health; “Advancing Small-Molecule Immun”; \$1,242,000. John C. Conboy, Principal Investigator.
27. University of Utah – Nora Eccles Treadwell Foundation; “CVRTI Core”; \$2,205,000. Kenneth W. Spitzer, Principal Investigator.
28. University of Utah – US Department of Defense; “Metabolism and Metastasis”; \$1,043,000. Donald E. Ayer, Principal Investigator.
29. University of Utah – NIH National Institute for Diabetes Digestive and Kidney Disorders; “Guthery Children U01 Nov 2013”; \$3,908,587. Stephen L. Guthery, Principal Investigator.
30. University of Utah – Western Institute for Biomedical Research; “Big Data- V-Cubed”; \$3,015,048. Tom H. Greene, Principal Investigator.
31. University of Utah – Cincinnati Children’s Hospital Medical Center; “AEIOU”; \$2,631,680. Rajendu Srivastava, Principal Investigator.
32. University of Utah – DHHS National Institutes of Health; “Arsenic in Liver CA Cell Metab”; \$2,359,640. Li Wang, Principal Investigator.
33. University of Utah – University of California San Diego; “3OST PPG”; \$2,056,759. H. Joseph Yost, Principal Investigator.
34. University of Utah – NIH Office of the Director; “Functional Connectomics”; \$1,862,500. Adam Douglas, Principal Investigator.

35. University of Utah – NIH National Institute on Deafness & Other Communications Disorders; “Planar Polarity Mechanisms”; \$1,138,540. Michael Robert Deans, Principal Investigator.
36. University of Utah – Boston University; “Boston EFRC”; \$5,591,986. Martin Berzins, Principal Investigator.
37. University of Utah – NIH National Cancer Institute; “Porter/Scaife Hepatic Cancer”; \$4,000,000. Marc D. Porter, Principal Investigator.
38. University of Utah – DHHS National Institutes of Health; “Williams Syndrome”; \$2,842,648. Julie R. Korenberg, Principal Investigator.
39. Utah State University – US National Science Foundation; “Problem-Driven Engineering Design”; \$2,159,628. Kurt Becker, Principal Investigator.
40. Utah State University – Ministry of Higher Education, Science & Tech – Dominican Republic; “Master Services Agreement Between the Gov. of the Dominican Republic and USU: 2013-14 Academic Year”; \$2,903,000. Janis Boettinger, Principal Investigator; Shelly Hernandez, Co-Principal Investigator.
41. Utah State University – University of California at Berkeley; “Far Ultraviolet (FUV) Imager”; \$2,060,887.37. Jed Hancock, Principal Investigator.
42. Utah State University – UT Office of Education; “Utah Professional Development Assistance for Special Education UPDASE”; \$12,691,061. Scott Ross, Principal Investigator; Ben Lignugaris-Kraft, Co-Principal Investigator.
43. Utah State University – UT Office of Education; “Utah Professional Development and Technical Assistant Program”; \$ 11,151,178.16. John Copenhagen, Principal Investigator.
44. Utah State University – US Department of Ag-National Institute of Food & Ag (NIFA); “NRI: Co-Farmers: Small, Intelligent Unmanned Aerial Systems for Precision Agriculture”; \$1,040,286. Mac McKee, Principal Investigator; Lee Niel Allen, Todd Moon, Co-Principal Investigators.
45. Utah State University – Montana State University; “Biological Electron Transfer and Catalysis EFRC”; \$1,001,262. Lance Seefeldt, Principal Investigator.
46. Utah State University – US National Science Foundation; “Leveraging FDSS Hire with Aeronomy Facilities to Advance Atmosphere-Ionosphere Interface Physics and”; \$1,009,517. Jan Sojka, Principal Investigator.

47. Utah State University – US Department of Health and Human Services-National Institutes of Health (NIH); “A chemoenzymatic approach to creating new antibiotics”; \$1,375,971. Jixun Zhan Principal Investigator; Tom Chang, Co-Principal Investigator.
48. Utah State University – US National Science Foundation; “Collaborative Research: Progressions of Skill Development in Biology Doctorates”; \$1,151,431. David F. Feldon, Principal Investigator.
49. Utah State University – US National Science Foundation; “Utah State University Eastern-Improving Undergraduate STEM Education to Transform Lives for Good”; \$2,352,347. Peter Iyere, Principal Investigator; Virgil Caldwell, Russell Goodrich, Jan Thornton, Co-Principal Investigators.
50. Utah State University – US Department of Health and Human Services –National Institutes of Health (NIH); “Attentional Processing of Temporal Information” ; “\$1,721,244. Catalin Buhusi, Principal Investigator, Mona Buhusi, Co-Principal Investigator.
51. Utah State University – Lockheed Martin Integrated Systems and Solutions; “Emitter Collection Exploitation Collaboration Block Release 10-B”; \$1,716,757. Mitchael Cooksey, Program Manager.
52. Utah State University – US Department of Health and Human Services –National Institutes of Health (NIH); “Impact of the ovarian microenvironment on health disparities in women”; \$1,712,665. Jeff Mason, Principal Investigator.
53. Utah State University – US Department of Education; “Multidisciplinary Leadership Preparation to enhance language and literacy outcomes for learners with disabilities”; \$1,242,739. Timothy Slocum, Principal Investigator; Lillian Duran, Ron Gillam, Co-Principal Investigators.
54. Utah State University – US Department of Education; “Evidence-Based Practice in Multi-tiered Systems of Support”; \$1,238,748.

C. Awards

1. University of Utah – UT State Office of Rehabilitation; “ASPIRE”; \$2,534,901. Sara T. McCormick, Principal Investigator.
2. University of Utah – NIH National Institute of General Medical Science; “Structural Biology Center for HIV/HOST Interactions in T”; \$4,319,846. Wesley I. Sundquist, Principal Investigator.
3. University of Utah – NIH National Center for Advancing Translation Sciences; “CCTS UL1”; \$2,345,574. Donald McClain, Principal Investigator.

4. University of Utah – Utah State University; “EPSCOR RII Track1: IUtah”; \$1,088,780. James R. Ehleringer, Principal Investigator.
5. University of Utah – DOE Advanced Research Projects Agency-Energy; “Eddy Current Separation”; \$1,257,615. Raj K. Rajamani, Principal Investigator.
6. University of Utah – Biomarin Pharmaceutical Inc; “165-302”; \$1,256,373. Nicola Longo, Principal Investigator.
7. Utah State University – UT Department of Workforce Services; “Utah Supplemental Nutrition Assistance Program Education (SNAP-Ed) FY 2014”; \$1,107,451. Heidi Leblanc, Principal Investigator; Debra Christofferson, Co-Principal Investigator.
8. Utah State University – Naval Research Lab; “Naval Research Laboratory (NRL) Intelligence, Surveillance, and Reconnaissance Systems (ISRS) Task Order 0001 - Virtualized Imagery Processing Capability (VIPC) Full Spectrum Geospatial Intelligence (FSGI) Processing”; \$2,190,407. Shane Jenkins, Lance Fife, Scott Anderson, Program Managers.
9. Utah State University – US Department of Health and Human Services – Institute of Allergy and Infectious Diseases; “Animal Models of Infectious Diseases (IDIQ)”; \$1,227,118. John Morrey, Principal Investigator; Donald Smee, Dale Barnard, Brian Gowen, Justin Julander, Bart Tarbet, Co-Principal Investigators.
10. Utah State University – Air Force Space and Missiles Command; “Overhead Persistent Infrared (OPIR) Test Manager Wide Field-of-View (WFOV) Support”; \$1,173,000. Deon Dixon, Program Manager.
11. Utah State University – Missile Defense Agency; “Air Force Distributed Common Ground System (DCGS) Virtualized Imagery Processing Capability (VIP-C) Support 2012”; \$9,329,845. Glen Wada, Program Manager.

D. Academic Items Received and Approved

1. New Programs

- a. University of Utah – Graduate Certificate in Big Data
- b. University of Utah – Emphasis in String Performance and Pedagogy
- c. Utah State University – Emphasis in Organ Performance in Bachelor of Music
- d. Utah State University - Reading Teaching Minor / Reading I Endorsement for Secondary Education
- e. Dixie State University – Minor in Communication
- f. Dixie State University – Minor in Health Psychology
- g. Dixie State University – Minor in Psychology
- h. Utah Valley University – Certificate of Proficiency in Aviation Fire Officer
- i. Utah Valley University – Emphasis in Indian Affairs Administration

- j. Salt Lake Community College – Certificate of Proficiency in Cultural Resource Management
 - k. Salt Lake Community College – Certificate of Proficiency in Microscopy
 - l. Salt Lake Community College – Certificate of Proficiency in Nanotechnology
2. Name Change
- a. Weber State University – Department of Visual Arts to Department of Visual Art and Design
 - b. Dixie State University – Department of Integrated Studies to Department of Interdisciplinary Arts and Sciences
 - c. Dixie State University – School of Nursing and Allied Health to School of Health Sciences
 - d. Dixie State University – School of Adult Studies and Community Services to School of Academic and Community Outreach
 - e. Utah Valley University – Department of Languages to Department of Languages and Cultures
3. New Administrative Unit
- a. Utah State University – Center for the Study of American Constitutionalism
 - b. Southern Utah University – STEM Center for Teaching and Learning
 - c. Dixie State University – Women’s Resource Center
 - d. Dixie State University – Department of History and Political Science
 - e. Dixie State University – Department of Accounting
4. Administrative Unit Restructure
- Dixie State University – School of Arts and Letters split into the School of Visual and Performing Arts and the School of Humanities
5. Restructure
- a. Utah State University – Master of Science / Doctorate Toxicology Programs (continue in the Department of Animal, Dairy, and Veterinary Science solely)
 - b. Utah State University – Agribusiness Minor
6. Three-Year Review
- a. Southern Utah University – Emphasis in Resource Management
 - b. Southern Utah University – Emphasis in Outdoor Education
 - c. Southern Utah University – Emphasis in Tourism
 - d. Southern Utah University – Bachelor of Science in Art
 - e. Utah Valley University – Associate of Applied Science in Wildland Fire Management
 - f. Utah Valley University – Bachelor of Science in Art Education
 - g. Utah Valley University – Bachelor of Science in Botany
 - h. Utah Valley University – Master of Business Administration
7. Seven-Year Review
- Southern Utah University – College of Education and Human Development

8. Discontinuance

- a. Utah State University – Bachelor of Science and Bachelor of Arts in Psychology Teaching
- b. Utah State University – Interdepartmental Toxicology Program
- c. Utah State University – Teaching Emphasis within the Sociology Major
- d. Weber State University – Emphasis in Management
- e. Southern Utah University – Master of Science in Forensic Science
- f. Salt Lake Community College – Certificate of Proficiency in Phlebotomy Technician

9. Correction

As approved, January 24, 2014, State Board of Regents, General Consent Calendar, Page 12,
9. Discontinuance:

- c. *Utah Valley University – Certificate of Proficiency in Substance Abuse Counseling*
- f. *Utah Valley University – Certificate of Proficiency in Licensed Abuse Counseling*

Corrected to: *Utah Valley University – Certificate of Proficiency in Licensed Substance Abuse Counseling*

E. Finance/Facilities

1. Amended Policies (Attachment)

- a. R208, *Resource and Review Teams*
- b. R209, *Evaluation of Presidents*
- c. R506, *Inventory of Budget Related and Self Supporting Courses*

2. Property Purchase Ratification (Attachment)

- a. Utah State University – Sale of Coal Yard Property
- b. Utah State University – Ratifying Approval

David L. Buhler
Commissioner of Higher Education

DLB/KLS
Attachments

STATE BOARD OF REGENTS MEETING
 UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
 UNIVERSITY GUEST HOUSE
 FRIDAY, JANUARY 24, 2014

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STATE BOARD OF REGENTS MEETING
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
UNIVERSITY GUEST HOUSE
FRIDAY, JANUARY 24, 2014

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Bonnie Jean Beesley, Chair
Daniel W. Campbell, Vice Chair
Jessellie B. Anderson
Nina R. Barnes
Keith M. Buswell
Wilford W. Clyde (Excused for the remainder of the meeting during the Completion Initiatives report, TAB BB)
France A. Davis
Robert S. Marquardt
Erik Mikkelsen
Robert W. Prince
Harris H. Simmons
Mark R. Stoddard
Teresa L. Theurer
Joyce P. Valdez
John H. Zenger

Regents Excused

Leslie Brooks Castle
James T. Evans
Marlin K. Jensen
Jed H. Pitcher

Office of the Commissioner

David L. Buhler, Commissioner
Elizabeth Hitch, Associate Commissioner for Academic and Student Affairs
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities
David A. Feitz, Associate Commissioner and Executive Director, UHEAA

Institutional Presidents

David W. Pershing, University of Utah
Stan L. Albrecht, Utah State University
Charles A. Wight, Weber State University
Scott L. Wyatt, Southern Utah University
Gary L. Carlston, Snow College
Stephen D. Nadauld, Dixie State University
Matthew S. Holland, Utah Valley University
Deneece Huftalin, Salt Lake Community College

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

The Board of Regents began the day at 7:30 a.m. with a breakfast meeting; they were joined by the University of Utah Board of Trustees. The Regents then met in committees until 10:30 a.m.

State of the University

President Pershing gave a presentation on the state of the University of Utah focusing on the university's many efforts to improve retention and graduation rates.

The Committee of the Whole was called to order at **11:04 a.m.**

Commissioner's Report

Commissioner Buhler gave a report to the board reviewing the major events and accomplishments of The Office of the Commissioner in 2013 and highlighting things to look forward to in 2014.

USHE – Legislative Priorities for 2014 (TAB AA)

Commissioner Buhler reported on the USHE Legislative Priorities for 2014. **It was moved by Regent Marquardt and seconded by Regent Mikkelsen to approve the following recommendations:**

- 1. Endorse the budget and capital facility priorities of the Utah System of Higher Education for the 2014 Session of the Utah State Legislature as adopted by the Board on September 13 and November 15, 2013.**
- 2. The Regents, Commissioner and staff, Presidents and institutional representatives unite behind the system priorities in their advocacy with the Legislature.**
- 3. Authorize the Commissioner, in consultation with the Presidents, to monitor, support, or oppose on a case-by-case basis, other legislation that may be introduced during the 2014 legislative session.**
- 4. Request the Commissioner's Office provide the Board with regular reports during the legislative session regarding items of interest to the Utah System of Higher Education.**

The motion carried.

Completion Initiatives and "15 to Finish" (TAB BB)

Commissioner Buhler gave an update on the five completion initiatives the board adopted in July 2013 and the "15 to Finish" campaign which launched in October 2013. Presidents Holland and Wight each reported on the efforts and progress their institutions have made on implementing the completion initiatives. This was an information item and no action was taken.

General Consent Calendar (TAB CC)

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

- A. Minutes – Minutes of the Board meeting November 15, 2013, Snow College, Ephraim, Utah and November 22, 2013, Southern Utah University, Cedar City, Utah.
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved
- E. Executive Committee Items Received and Approved

Reports of Board Committees

Academic and Student Affairs Committee

Utah Valley University – Bachelor of Arts/Bachelor of Science in University Studies (TAB A)

Regent Prince, Vice Chair of the Academic and Student Affairs Committee, reported on this item and moved the approval of the new degree. It was seconded by Regent Davis and the motion carried.

University of Utah – School of Dentistry and Doctor of Dental Surgery (One-Year Report) (TAB B)

Regent Prince briefly reported on this report. No action was taken on this information item.

USHE – Web-based Student Resources: www.TransferUtah.org and www.UtahMajors.org (TAB C)

Regent Prince briefly reported on this report. No action was taken on this information item.

Utah College Application Week Pilot (TAB D)

Regent Prince briefly reported on this report. No action was taken on this information item.

“Expect the Great” African/African American Leadership and College Fair Event (TAB E)

Regent Prince briefly reported on this report. No action was taken on this information item.

College Access Challenge Grant 2014 ImPACT Subgrantees (TAB F)

Regent Prince briefly reported on this report. No action was taken on this information item.

Finance/Facilities Committee

Utah Valley University – Purchase of Geneva Steel Property (TAB G)

Regent Marquardt reported on Utah Valley University’s request for approval to purchase Parcels 1 and 2 of this property and moved the approval of the purchase with stipulations as outlined in Tab G. The motion was seconded by Regent Simmons and it carried. Vice Chair Campbell abstained from the vote.

Salt Lake Community College – Sale of Institutional Residence (TAB H)

It was moved by Regent by Regent Marquardt and seconded by Regent Anderson, to approve the sale of the Salt Lake Community College institutional residence as outlined in Tab H. The motion carried.

University of Utah – Campus Master Plan Approval (TAB I)

Regent Marquardt reported that the University of Utah’s plan can be viewed online as outlined in Tab I. **It was moved by Regent Marquardt and seconded by Regent Barnes to approve the University’s updated master plan. The motion carried.**

Revision of R710, Capital Facilities (TAB J)

See action below.

Revision of R491, University Research Parks (TAB K)

This item was pulled from the agenda. No action was taken at this time.

Adoption of Revised Policy R587, Contract or Lease Purchase Financing (TAB L)

See action below.

Revision of R207, Institutional Residences for Colleges and Universities in Utah System of Higher Education (TAB M)

See action below.

Policy R550, Auxiliary Enterprises Operation and Accountability (TAB N)

See action below.

Revision of R555, Competition with Private Sector Policy Revisions (TAB O)

Regent Marquardt reported briefly on the revisions of R710, R587, R207, R550, and R555 and moved the adoption of revisions to all five policies as outlined in their respective tabs. The motion was seconded by Regent Simmons. The motion carried.

Approving Resolution: UHEAA Student Loan Financing (TAB P)

Regent Marquardt asked David Feitz, Executive Director of UHEEA to report on this item. He reported board approval is needed for the issuance of student loan revenue bonds for the purpose of acquiring a portfolio of student loans originated under the Federal Family Education Loan Program (FFELLP). The Student Finance Subcommittee has reviewed and approved of the proposal. **It was moved by Regent Marquardt and seconded by Regent Zenger to approve the Approving Resolution, in Tab P, authorizing the issuance of the Series 2014 Student Loan Revenue Bonds. The motion carried.**

2014-15 Mission Based Funding Initiatives (TAB Q)

It was moved by Regent Marquardt and seconded by Regent Simmons to approve the 2014-15 Mission Based Funding Initiatives (Acute Equity and Distinctive Initiatives) as outlined in Tab Q. The motion carried.

USHE – 2020 Financial Forecast (25-35 Year Olds) (TAB R)

Regent Marquardt reported that in September 2013 the Board approved the USHE 2020 Financial Forecast. In an effort to specifically target the 25-35 age group, Tab R outlines the changes made to focus the 2020 financial forecast to adults the ages of 25-35. **It was moved by Regent Marquardt and seconded by Regent Campbell to approve the 25-35 year old version of the USHE 2020 Financial Forecast to demonstrate the resources needed to reach 66% by 2020 for this specific age cohort. The motion carried.**

University of Utah – MBA Online Program Tuition 2014-15 (TAB S)

Regent Marquardt reported that in order to be competitive in the market, University of Utah requests an exception to the tuition policy. **It was moved by Regent Marquardt and seconded by Regent Zenger to approve the University of Utah Professional MBA Online program request, to set the same tuition rate for both residents and non-residents beginning fall 2014. The motion future directs the**

Commissioner's Office to undertake a thorough study of online tuition, including for Utah resident and non-resident students, and provide a report to the Board including any recommended policy changes. The motion carried.

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

This item was pulled from the agenda as it was not ready for final approval. No action was taken at this time.

USHE – Annual Contracts and Grants Report (TAB U)

Regent Marquardt encouraged the Regents to review this report. No action was taken on this information item.

USHE – Report of Auxiliary Funds (TAB V)

Regent Marquardt encouraged the Regents to review this report. No action was taken on this information item.

USHE – Annual Report of Institutional Revenue Bonded Indebtedness (TAB W)

Regent Marquardt encouraged the Regents to review this report. No action was taken on this information item.

USHE – 2014 Data Book (TAB X)

Regent Marquardt encouraged the Regents to review this report. No action was taken on this information item.

Update on Institutional Audit Reports to the Regents' Audit Committee (TAB Y)

Vice Chair Campbell gave a brief report on the Regents' Audit Committee that met the day prior, January 23. No action was taken on this information item.

Dixie State University – Transfer of City of St. George Streets to the University (TAB Z)

Regent Marquardt reported on the transfer of three city streets to Dixie State University. No action was taken on this information item.

Presentation on "UESP on Campus"

Lynne Ward, Executive Director of the Utah Educational Savings Plan (UESP), gave a presentation to the board highlighting UESP programs and events on the USHE campuses that promote two of the Board of Regents' priorities, student participation and completion, in the arena of financial planning for college.

Report on the Technology Initiative Advisory Board to the Utah State Board of Regents (TAB DD)

John Sutherland, Chair of the Technology Initiative Advisory Committee, provided the board with a brief summary of the committee's annual report. No action was taken on this information item.

Resolutions of Appreciation

Richard E. Kendell

Commissioner Buhler spoke in support of a resolution of appreciation for Richard E. Kendell and his service to the Utah System of Higher Education, most recently as Interim President at Southern Utah University (SUU). **Regent Stoddard highlighted some of Dr. Kendell's accomplishments while at SUU and moved the adoption of the resolution. It was seconded by Regent Davis and passed unanimously.**

Scott L Wyatt

President Albrecht spoke in support of a resolution of appreciation for Scott L Wyatt and his service as President of Snow College. **Regent Prince highlighted some of President Wyatt's accomplishments while at Snow College and moved the adoption of the resolution. It was seconded by Regent Davis and passed unanimously.**

It was moved by Regent Stoddard and seconded by Regent Davis to meet in Executive Session. The motion carried.

The Committee of the Whole adjourned at 12:28 p.m. and the Board of Regents met in Executive Session until 12:57 p.m.

Kirsten Schroeder, Executive Secretary

Date Approved:

Included in the general consent calendar are proposed revisions to Regents' policies as the result of the Commissioner's staff continuing effort to review all Regental policies. They have been reviewed by institutional representatives.

Policies that are being amended are listed below with issues highlighted for your reference and consideration.

R208 Resource and Review Teams

- Section 4.2. has been amended so that the Spring R&R will occur in February through April as opposed to March through May to accommodate the compensation annual adjustment decisions required in R205 (Presidential Appointment, Term of Office, and Compensation and Benefits).
- Section 4.4. has been amended to integrate with R209.

R209 Evaluation of Presidents

- Section 4.2. has been amended so that during the year of a President's comprehensive evaluation, he/she will receive a more limited spring R&R for the purposes of compensation adjustments per R205.
- Section 5.2.4. has been amended so that the President's confidential self-evaluation will be also based upon the presidential charge he/she received at their beginning the presidency. A reference to another policy section has been fixed as well.
- The Schedule for Evaluation of Presidents at the end of the policy has been updated.

R506 Inventory of Budget Related and Self Supporting Courses

The revisions are exclusively technical in nature:

- Sections throughout policy – References have been updated to course level, from 100 to 1000
- Sections throughout policy – References have been updated to certain courses, from "remedial" to "developmental"
- Section 4.3. – References have been updated to institutions that have had name changes
- Section 4.5. – References have been updated to technical education, from "ATE" to "CTE"
- Sections 4.5., 5.1.2. 5.4. – References have been removed to "ATCSR (Applied Technology Center Service Region) funding" as a funding source
- Sections throughout policy – Conjunctions have been moved, i.e. "AND" and "OR" to read in more logical sequence



R208, Resource and Review Teams¹

R208-1. Purpose: The purpose of this policy is to help the president be successful in his or her responsibilities through (1) regular communication between the presidents and Regents; (2) informing the Regents about institutional issues and problems in a timely manner; (3) appointing liaisons between the Board of Regents and institutional Boards of Trustees; and (4) providing a mechanism for informal, periodic consultation with each president.

R208-2. References

- 2.1. Utah Code [§53B-2-102](#), Board to Appoint President of Each Institution
- 2.2. Utah Code [§53B-2-103](#), Board of Trustees – Powers and Duties
- 2.3. Utah Code [§63G-2-20](#), Right to Inspect Records and Receive Copies of Records
- 2.4. Utah Code [§63G-2-302](#), Private Records
- 2.5. Policy and Procedures [R220](#), Delegation of Responsibilities to the President and Board of Trustees
- 2.6. Policy and Procedures [R209](#), Evaluation of Presidents

R208-3. Definitions

- 3.1. **Board of Regents:** As used in this policy, “Board of Regents” means the Utah State Board of Regents.
- 3.2. **Board of Trustees:** As used in this policy, “Board of Trustees” means the Board of Trustees for an institution of higher education.
- 3.3. **Commissioner:** As used in this policy, “Commissioner” means the Utah Commissioner of Higher Education.
- 3.3. **Confidential:** As used in this policy, “confidential” means the document is a “private record” under Utah Code [§63G-2-302](#). As a private record any such documents are exempt from public records requests and shall not be disclosed except pursuant to Utah Code [§63G-2-201\(5\)](#).
- 3.4. **Institution:** As used in this policy, “institution” refers to institutions within the Utah System of Higher Education listed in Utah Code [§53B-2-101](#).
- 3.5. **President:** As used in this policy, “president” means the chief executive officer of the applicable institution within the Utah System of Higher Education appointed by the Board of Regents under Utah Code [§53B-2-102](#).
- 3.6. **Resource and Review Team:** As used in this policy, “Resource and Review Team” refers to a team of two Regents and the Chair and Vice-Chair of the institution’s Board of Trustees. This four-person team acts as the Resource and Review Team for its respective institution. This team is created pursuant to

¹ Adopted September 11, 1987, amended November 17, 1989, April 26, 1991, April 17, 1992, November 3, 1995 and April 22, 2005, and December 14, 2007. Revisions approved by the Board of Regents on May 29, 2009, April 1, 2010 and March 29, 2013.

section 4.1 of this policy. The duties and powers of the Resource and Review Team are limited to those enumerated in this policy.

R208-~~34~~. Policy

~~34~~.1. **Fall Meeting:** Each fall (during the months of September through November) each president shall meet with his or her Resource and Review Team.

~~34~~.1.1. **Objectives:** The objective of the fall meeting is to (1) inquire as to the ways the Board of Regents and the Board of Trustees can better assist the president, (2) update the Resource and Review Team regarding ongoing and current issues important to the president and the institution, and (3) build a positive relationship between the president, the Board of Regents, and the Board of Trustees.

~~34~~.1.2. **Agenda:** The president is to set the agenda and conduct the meeting. The duration and content of the meeting is at the discretion of the president.

~~34~~.1.3. **Report:** There shall be no written or formal report of the fall meeting.

~~34~~.2. **Spring Review:** Each spring (during the months of ~~March through May~~ February through April) each president shall meet with his or her Resource and Review Team to conduct a limited presidential performance review.

~~34~~.2.1. **Objectives:** In addition to the objectives of ~~34~~.1.1., the objective of the spring review is to provide limited performance review of the president's performance.

~~34~~.2.2. **Agenda:** The Chair of the Resource and Review Team shall set the agenda in consultation with the president and pursuant to parts ~~45~~.2 and ~~45~~.3 of this policy.

~~34~~.2.3 **Report:** The Resource and Review Team shall produce a written and confidential report pursuant to part ~~45~~.4 of this policy.

~~34~~.2.4. **Criteria for Evaluation:** The Resource and Review Team shall focus on building a positive, productive relationship between the president, the Board of Regents, and the Board of Trustees by reviewing the following matters:

~~34~~.2.4.1 **Institutional and Presidential Priorities:** The Resource and Review Team shall work with the president to identify and implement institutional and personal priorities. Such priorities may include the following: (1) the charge given to the president by the Board of Regents at the time of appointment, (2) any remaining identified priorities from previous Resource and Review Team meetings, and (3) any other priorities identified by the Board of Regents or Board of Trustees.

~~34~~.2.4.1 **Presidential Effectiveness:** The Resource and Review Team, in collaboration with the president, shall identify issues, challenges, and problems which impede the accomplishment of identified priorities. Such problems may relate directly to the institution, the president's cabinet, the president's performance, or the president's relationship with the Board of Trustees or Board of Regents. The Resource and Review Team shall focus on both the president's accomplishments and areas in which advice, counsel, and support may be necessary to help the president be more effective.

34.2.5. Performance-related Incentives: Spring Review reports may be used as a basis for adjusting the president's compensation.

34.3. Liaisons: The Resource and Review Team shall function as liaisons between the institution and the Board of Regents. As time and circumstances permit, the Resource and Review Team shall do the following: (1) visit campus, (2) attend trustee meetings, (3) attend campus events—especially commencement ceremonies, (4) identify specific ways that the Board of Regents can build a positive and productive relationship with the Board of Trustees and president, and (5) coordinate and facilitate communication between the Board of Regents, Board of Trustees, and the president. The team chair shall note such activities and suggestions in the written report to the Board of Regents.

34.4. Integration with R209 Evaluation: Pursuant to Regents' Policy R209, presidents are to be comprehensively and formally evaluated following the first year of employment, and every fourth year thereafter (i.e., formal evaluation will occur during years 2, 6, and 10 of the president's tenure). During the year of R209 evaluation, the Resource and Review Team shall ~~not~~ conduct a more limited spring review, i.e. not meet with members of the President's cabinet, for the purposes of compensation adjustments per R205 (Presidential Appointment, Term of Office, and Compensation and Benefits) and ~~but shall~~ participate in the fall meeting. As specified in R209, the Resource and review team participates directly in the R209 evaluation.

R208-~~45~~. Procedures

- 45.1. Appointment of Resource and Review Teams:** Each Resource and Review Team shall consist of the Chair and Vice-Chair of the institution's Board of Trustees and two Regents. The Regents' Chair shall (1) appoint the two Regents to serve on the Resource and Review Team, (2) notify the chair and vice-chair of the institutional Board of Trustees as to their responsibility to serve on the institution's Resource and Review Team, and (3) designate the Chair of the Resource and Review team.
- 45.2. Campus Meetings with President:** The fall meeting under 208-~~34~~.1 and the spring review under R208-~~34~~.2 should preferably occur on campus.
- 45.3. Interaction with Board of Trustees and Consultation with Regents' Committees:** In preparation for the spring review, the Resource and Review Team should consult with the Chairs of the Regents' committees and the Commissioner to identify any concerns or issues with either the president's performance or institutional direction that needs to be addressed.
- 45.4. Written Reports:** A written, confidential report of the spring review shall be prepared by the Chair of the Resource and Review team. The report shall be marked confidential.
- 45.4.1 Who Receives the Report:** Copies of the report are to be forwarded to the president, the chair of the Board of Trustees, the Commissioner, and the Chair and Vice Chair of the Board of Regents. The report shall not be disclosed to other individuals or entities without Regents' approval pursuant to Utah Code §63G-2-201.
- 45.4.2. Presidential Comments:** The president shall have opportunity to comment in writing on the report. The presidential statement shall be included in the final report prior to submitting it to the Board of Regents.
- 45.4.3 Confidentiality of Spring Review Report:** All spring review reports, including notes and drafts, all meetings conducted pertaining to the Resource and Review Team's work, and all

recommendations and responses, are confidential private records protected from disclosure by Utah Code §63G-2-201, 302.

45.4.4. Retention of Presidential Records: Reports (along with presidential comments) shall be stored in the president's personnel file at the Board of Regents' office.

45.4.5. Regents' Review of Report: The report shall be reviewed in closed session by the Board of Regents—typically at the next regularly scheduled meeting. The Chair of the Board of Regents may direct a Resource and Review Team to report to the Board of Regents on a more frequent basis.



R208, Resource and Review Teams¹

R208-1. Purpose: The purpose of this policy is to help the president be successful in his or her responsibilities through (1) regular communication between the presidents and Regents; (2) informing the Regents about institutional issues and problems in a timely manner; (3) appointing liaisons between the Board of Regents and institutional Boards of Trustees; and (4) providing a mechanism for informal, periodic consultation with each president.

R208-2. References

- 2.1. Utah Code [§53B-2-102](#), Board to Appoint President of Each Institution
- 2.2. Utah Code [§53B-2-103](#), Board of Trustees – Powers and Duties
- 2.3. Utah Code [§63G-2-20](#), Right to Inspect Records and Receive Copies of Records
- 2.4. Utah Code [§63G-2-302](#), Private Records
- 2.5. Policy and Procedures [R220](#), Delegation of Responsibilities to the President and Board of Trustees
- 2.6. Policy and Procedures [R209](#), Evaluation of Presidents

R208-3. Definitions

- 3.1. **Board of Regents:** As used in this policy, “Board of Regents” means the Utah State Board of Regents.
- 3.2. **Board of Trustees:** As used in this policy, “Board of Trustees” means the Board of Trustees for an institution of higher education.
- 3.3. **Commissioner:** As used in this policy, “Commissioner” means the Utah Commissioner of Higher Education.
- 3.3. **Confidential:** As used in this policy, “confidential” means the document is a “private record” under Utah Code [§63G-2-302](#). As a private record any such documents are exempt from public records requests and shall not be disclosed except pursuant to Utah Code [§63G-2-201\(5\)](#).
- 3.4. **Institution:** As used in this policy, “institution” refers to institutions within the Utah System of Higher Education listed in Utah Code [§53B-2-101](#).
- 3.5. **President:** As used in this policy, “president” means the chief executive officer of the applicable institution within the Utah System of Higher Education appointed by the Board of Regents under Utah Code [§53B-2-102](#).
- 3.6. **Resource and Review Team:** As used in this policy, “Resource and Review Team” refers to a team of two Regents and the Chair and Vice-Chair of the institution’s Board of Trustees. This four-person team acts as the Resource and Review Team for its respective institution. This team is created pursuant to

¹ Adopted September 11, 1987, amended November 17, 1989, April 26, 1991, April 17, 1992, November 3, 1995 and April 22, 2005, and December 14, 2007. Revisions approved by the Board of Regents on May 29, 2009, April 1, 2010 and March 29, 2013.

section 4.1 of this policy. The duties and powers of the Resource and Review Team are limited to those enumerated in this policy.

R208-4. Policy

4.1. **Fall Meeting:** Each fall (during the months of September through November) each president shall meet with his or her Resource and Review Team.

4.1.1. **Objectives:** The objective of the fall meeting is to (1) inquire as to the ways the Board of Regents and the Board of Trustees can better assist the president, (2) update the Resource and Review Team regarding ongoing and current issues important to the president and the institution, and (3) build a positive relationship between the president, the Board of Regents, and the Board of Trustees.

4.1.2. **Agenda:** The president is to set the agenda and conduct the meeting. The duration and content of the meeting is at the discretion of the president.

4.1.3. **Report:** There shall be no written or formal report of the fall meeting.

4.2. **Spring Review:** Each spring (during the months of February through April) each president shall meet with his or her Resource and Review Team to conduct a limited presidential performance review.

4.2.1. **Objectives:** In addition to the objectives of 4.1.1., the objective of the spring review is to provide limited performance review of the president's performance.

4.2.2. **Agenda:** The Chair of the Resource and Review Team shall set the agenda in consultation with the president and pursuant to parts 5.2 and 5.3 of this policy.

4.2.3. **Report:** The Resource and Review Team shall produce a written and confidential report pursuant to part 5.4 of this policy.

4.2.4. **Criteria for Evaluation:** The Resource and Review Team shall focus on building a positive, productive relationship between the president, the Board of Regents, and the Board of Trustees by reviewing the following matters:

4.2.4.1 **Institutional and Presidential Priorities:** The Resource and Review Team shall work with the president to identify and implement institutional and personal priorities. Such priorities may include the following: (1) the charge given to the president by the Board of Regents at the time of appointment, (2) any remaining identified priorities from previous Resource and Review Team meetings, and (3) any other priorities identified by the Board of Regents or Board of Trustees.

4.2.4.1 **Presidential Effectiveness:** The Resource and Review Team, in collaboration with the president, shall identify issues, challenges, and problems which impede the accomplishment of identified priorities. Such problems may relate directly to the institution, the president's cabinet, the president's performance, or the president's relationship with the Board of Trustees or Board of Regents. The Resource and Review Team shall focus on both the president's accomplishments and areas in which advice, counsel, and support may be necessary to help the president be more effective.

4.2.5. **Performance-related Incentives:** Spring Review reports may be used as a basis for adjusting the president's compensation.

4.3. **Liaisons:** The Resource and Review Team shall function as liaisons between the institution and the Board of Regents. As time and circumstances permit, the Resource and Review Team shall do the following: (1) visit campus, (2) attend trustee meetings, (3) attend campus events—especially commencement ceremonies, (4) identify specific ways that the Board of Regents can build a positive and productive relationship with the Board of Trustees and president, and (5) coordinate and facilitate communication between the Board of Regents, Board of Trustees, and the president. The team chair shall note such activities and suggestions in the written report to the Board of Regents.

4.4. **Integration with R209 Evaluation:** Pursuant to Regents' Policy R209, presidents are to be comprehensively and formally evaluated following the first year of employment, and every fourth year thereafter (i.e., formal evaluation will occur during years 2, 6, and 10 of the president's tenure). During the year of R209 evaluation, the Resource and Review Team shall conduct a more limited spring review, i.e. not meet with members of the President's cabinet, for the purposes of compensation adjustments per R205 (Presidential Appointment, Term of Office, and Compensation and Benefits) and participate in the fall meeting. As specified in R209, the Resource and review team participates directly in the R209 evaluation.

R208-5. Procedures

- 5.1. **Appointment of Resource and Review Teams:** Each Resource and Review Team shall consist of the Chair and Vice-Chair of the institution's Board of Trustees and two Regents. The Regents' Chair shall (1) appoint the two Regents to serve on the Resource and Review Team, (2) notify the chair and vice-chair of the institutional Board of Trustees as to their responsibility to serve on the institution's Resource and Review Team, and (3) designate the Chair of the Resource and Review team.
- 5.2. **Campus Meetings with President:** The fall meeting under 208-4.1 and the spring review under R208-4.2 should preferably occur on campus.
- 5.3. **Interaction with Board of Trustees and Consultation with Regents' Committees:** In preparation for the spring review, the Resource and Review Team should consult with the Chairs of the Regents' committees and the Commissioner to identify any concerns or issues with either the president's performance or institutional direction that needs to be addressed.
- 5.4. **Written Reports:** A written, confidential report of the spring review shall be prepared by the Chair of the Resource and Review team. The report shall be marked confidential.
 - 5.4.1 **Who Receives the Report:** Copies of the report are to be forwarded to the president, the chair of the Board of Trustees, the Commissioner, and the Chair and Vice Chair of the Board of Regents. The report shall not be disclosed to other individuals or entities without Regents' approval pursuant to Utah Code §63G-2-201.
 - 5.4.2 **Presidential Comments:** The president shall have opportunity to comment in writing on the report. The presidential statement shall be included in the final report prior to submitting it to the Board of Regents.
 - 5.4.3 **Confidentiality of Spring Review Report:** All spring review reports, including notes and drafts, all meetings conducted pertaining to the Resource and Review Team's work, and all

recommendations and responses, are confidential private records protected from disclosure by Utah Code §63G-2-201, 302.

5.4.4. **Retention of Presidential Records:** Reports (along with presidential comments) shall be stored in the president's personnel file at the Board of Regents' office.

5.4.5. **Regents' Review of Report:** The report shall be reviewed in closed session by the Board of Regents—typically at the next regularly scheduled meeting. The Chair of the Board of Regents may direct a Resource and Review Team to report to the Board of Regents on a more frequent basis.



R209, Evaluation of Presidents¹

R209-1. Purpose: The purpose of this policy is to establish procedures for the comprehensive and formal evaluation of the performance of each president in the Utah System of Higher Education in order to ensure high quality education at each institution. These procedures are designed to assess the quality of the president's administrative performance within the context of the institution's mission, vision, strategic goals, and in fulfillment of his or her presidential charge. The comprehensive evaluation process is intended to reflect the full scope of administrative duties expected of the president, and to provide meaningful, substantive feedback from key constituents, e.g., colleagues, members of the institutional Board of Trustees, Regents, and leaders in the community, regarding the president's efforts and areas of strength as well as the areas that need improvement.

R209-2. References

- 2.1. Utah Code [§53B-2-102](#) (Board to Appoint President of Each Institution)
- 2.2. Policy and Procedures [R120](#), Bylaws; 3.3.3., Institutional Governance and Administration
- 2.3. Policy and Procedures [R208](#), Resource and Review Teams

R209-3. Definitions

- 3.1. **Commissioner:** the Commissioner of Higher Education.
- 3.2. **Institution:** for evaluations of presidents this refers to the college or university for which the president is the chief executive officer. For evaluation of the Commissioner this refers to the Office of the Commissioner and Board of Regents.
- 3.3. **President:** the chief executive officer of each college or university within the Utah System of Higher Education.

R209-4. Policy

- 4.1. **Comprehensive Evaluation:** The performance of each president will be comprehensively evaluated following the first year of his or her tenure (during year 2) and every four years thereafter (during years 6 and 10). The evaluations under this policy shall occur in the spring in lieu of the spring review under R208. The Regents or the president may request a comprehensive evaluation at a shorter interval.
- 4.2. **Resource and Review Team Assessment:** The performance of each president will be assessed annually by a Resource and Review Team, as provided in Regents' Policy R208. During the year of comprehensive evaluation, the Resource and Review Team shall ~~not~~ conduct a [more limited](#) spring review, [i.e. not meet with members of the President's cabinet, for the purposes of compensation adjustments per R205 \(Presidential Appointment, Term of Office, and Compensation and Benefits\)](#) and ~~but~~ [shall](#) participate in the fall meeting. The Resource and Review Team may meet with the president

¹ Adopted April 26, 1977; amended July 27, 1977; May 17, 1983; September 11, 1987; July 21, 1989; November 4, 1994; November 3, 1995, April 22, 2005, April 3, 2009, April 1, 2010 and March 29, 2013.

throughout the year by mutual agreement with the president. The information and reports gathered by the Resource and Review Team will be made available to the Evaluation Committee.

4.3. **Guidelines for Evaluation:** The comprehensive evaluation required by this policy shall adhere to the following guidelines in order to make the evaluation process fair, meaningful, and effective:

4.3.1. **Objectivity:** Objectivity extends to the criteria to be assessed, the process for the completion of the evaluation, and the selection of persons who will participate in the evaluation.

4.3.2. **Clearly-defined criteria that relate to the institution's missions and goals:** The criteria for evaluation must encompass an appropriate scope. The criteria shall include outcome standards that relate the actions of the individual to the mission and goals of the institution as well as process criteria that describe the critical behaviors of effective leaders.

4.3.3. **Meaningful evaluation:** Appraisal of an individual's job performance should be made only by those in a position to observe that performance. Opinions concerning the president's performance will be limited to those faculty, students, staff, and others in positions that afford them enough interaction with the president to make meaningful judgments.

4.3.4. **Well-planned schedule of implementation:** A timetable for evaluation will be utilized in order to provide an adequate period for data collection, review, and feedback.

4.3.5. **Clear policy for reporting and use:** An Evaluation Committee will carry out the evaluation, and the results of each evaluation are to be shared with the president. The results of the evaluation shall remain confidential. Documentation that the evaluation has taken place will be maintained for accreditation records.

4.3.6. **Opportunity for response and self-assessment:** By engaging in the planning for the performance evaluation, i.e., the setting of performance goals, the presentation of evidence related to the attainment of those goals, and discussion of the performance plan with the Evaluation Committee, each president will have the opportunity to complete a self-assessment and provide a response to the evaluation.

4.3.7. **Review of the evaluation process:** The evaluation process outlined herein must be periodically reviewed and revised as necessary.

R209-5. Procedures

5.1. Evaluation Committee

5.1.1. **Composition of Evaluation Committee:** The evaluation will be conducted by an Evaluation Committee of no fewer than three (3) members, including an Evaluation Consultant. The president shall submit a list of potential committee members to the Commissioner for consideration. The Chair of the Board of Regents shall appoint the Evaluation Committee members upon the recommendation of the Commissioner and the Vice Chair of the Board of Regents.

5.1.2. **Evaluation Consultant/Chair of Evaluation Committee:** The Evaluation Committee shall be chaired by an Evaluation Consultant who has extensive experience in higher education, and who has knowledge of the type of institution involved. The president shall submit a list of potential consultants to the Commissioner for consideration. The Commissioner, in consultation

with the Vice Chair of the Board of Regents, will then recommend the appointment of a Consultant to the Chair of the Board of Regents, who shall make the appointment.

5.1.3. **Appointment of Evaluation Committee:** The Evaluation Consultant and the other members of the Evaluation Committee shall be appointed by the Chair of the Board of Regents, after consultation with the president, the Commissioner, and the Board of Regents Vice Chair.

5.2. Evaluation Planning

5.2.1. **Planning Meeting:** In advance of the evaluation, the Evaluation Committee Chair (Evaluation Consultant), the Commissioner, and the president may discuss the details of the evaluation and any issues that pertain to the evaluation process.

5.2.2. **Selection of Interviewees:** The president shall submit a list of potential interviewees for approval by the Commissioner (for evaluation of presidents) or the Chair of the Board of Regents (for evaluation of the Commissioner) for consideration by the Evaluation Committee. This list shall normally consist of individuals both internal and external to the institution who are knowledgeable about the institution, and who have had enough interaction with the President to make meaningful judgments.

5.2.3. **Preparation for Interviews:** Prior to conducting confidential interviews, the Evaluation Committee shall meet with the president and his or her Resource and Review Team for the purpose of reviewing strategic plans, goals, objectives, resource allocation policies, major challenges and successes.

5.2.4. **Self-Report:** The president shall prepare a confidential self-evaluation based upon the criteria of evaluation outlined in Section 5.5.4. of this policy [as well as the presidential charge received from the Chair of the Board of Regents at the beginning of his/her presidency](#). The self-report shall be submitted to the Commissioner or Evaluation Consultant and provided to the Evaluation Committee.

5.3. Evaluation Process

5.3.1. **Confidential Interviews:** Confidentiality shall be observed throughout the interview process. The Evaluation Committee will assure those being interviewed that their responses will remain confidential and that only a composite of responses will be made available to the Regents and the president.

5.3.2. **Required Interviews:** In addition to the interviewees identified by the president during the planning of the evaluation, the Evaluation Committee will interview a representative sample of vice presidents, deans, academic and administrative department heads, faculty, students, and community and alumni leaders. The Evaluation Committee shall also take into consideration input provided by the Faculty Senate, Board of Trustees, and Board of Regents. The Evaluation Consultant may also solicit written comments about the president's performance from various internal and external constituencies. Any written comments provided must be signed and will remain confidential. The Consultant shall not utilize a questionnaire or survey as part of the evaluation procedure.

5.3.3. **Format of Interviews:** The Evaluation Committee will normally spend at least two days at the institution conducting interviews. Appropriate accommodations will be made for conducting interviews at the campus location(s).

5.3.4. **Exit Meeting:** Prior to the end of the campus evaluation visit, the Evaluation Committee Chair (Evaluation Consultant) will meet with the president to review the preliminary results and to follow up on any questions that may remain.

5.4. **Subject of Interviews:** The Evaluation Committee will function as a fact-finder, and should review and carry out its duties consistent with this statement. In conducting the interviews, the Evaluation Committee members should ask those being interviewed to express their best judgment as to the performance of the chief executive officer in the following areas. All of the items below may not be appropriate as items of inquiry for all individuals being interviewed. In such cases the items should be omitted from the interview process.

5.4.1. **Budgetary Matters and Fiscal Management**

5.4.1.1. Evidence of sound fiscal management, including the ability to address budgetary matters in a way that achieves more efficient and effective use of resources.

5.4.1.2. Ability to allocate fiscal resources in a manner that is conducive to achieving institutional goals and objectives.

5.4.1.3. Ability to comprehend and evaluate fiscal and budgetary matters.

5.4.1.4. Ability to attract funds for the institution.

5.4.2. **Academic Administration and Academic Planning**

5.4.2.1. Existence of well developed and widely understood institutional goals and objectives.

5.4.2.2. Ability to link planning, resource allocation, and evaluation functions and a quality of judgment demonstrated in establishing ultimate priority in those areas.

5.4.2.3. Existence of a good academic program review procedure designed to serve as a basis for staff allocation and budgetary support, the evaluation of the quality of instruction, and to assist in the implementation of the university's or college's institutional goals and objectives.

5.4.2.4. Ability to initiate curricular change in response to student and societal interests and needs.

5.4.2.5. Awareness of educational ideas, trends, and innovations.

5.4.3. **Personnel**

5.4.3.1. Evidence of ability to relate to faculty and staff within the particular governance structure of the institution.

5.4.3.2. Effectiveness in forming, developing, and supervising an administrative network for making and implementing policies.

5.4.3.3. Evidence of the chief executive officer's commitment to make personnel changes when those changes are necessary to further enhance the effectiveness of the institution.

5.4.3.4. Evidence of ability to select strong subordinates.

5.4.3.5. Ability of the chief executive officer to have trust and confidence of subordinates.

5.4.3.6. Evidence of ability to seek and use counsel of immediate subordinates.

5.4.3.7. Ability to determine those issues which are the proper responsibility of subordinates and those which require the action of the chief executive officer.

5.4.3.8. Evidence of ability to delegate responsibility to subordinate managers and to support them in carrying out their responsibilities.

5.4.3.9. Evidence of an ongoing procedure for evaluation of other members of the institutional management team.

5.4.4. Decision Making and Problem Solving

5.4.4.1. Ability to assume responsibility for decisions.

5.4.4.2. Sensitivity to individuals affected by decisions.

5.4.4.3. Ability to deal with reaction to unpopular decisions.

5.4.4.4. Ability to identify and analyze problems and issues confronting the institution.

5.4.4.5. Ability to identify potential areas of conflict.

5.4.4.6. Ability to comprehend the inter-related nature of such factors as budgeting, curriculum, social and political realities, group interests and pressures, laws, and rules and regulations having implications for the management of the institution.

5.4.4.7. Ability to initiate new ideas and change.

5.4.4.8. Ability to make decisions in critical situations and to handle crises.

5.4.4.9. Ability to communicate ideas, information, and resources for decisions.

5.4.4.10. Awareness of implications of decisions.

5.4.4.11. Ability to re-evaluate and if necessary retract decisions.

5.4.4.12. Where appropriate, ability to involve institutional groups and individuals in support of decisions and in their implementation.

5.4.4.13. Ability to surmount personal criticism.

5.4.5. External Relations

5.4.5.1. Ability to relate to and communicate with the community in which the institution is located.

5.4.5.2. Evidence of an active alumni program.

5.4.5.3. Ability to meet the social obligations of a chief executive officer.

5.4.5.4. Ability to work with other chief executive officers in the System.

5.4.5.5. Ability to understand the role of politics and governmental offices in higher education.

5.4.5.6. Ability to relate to legislators, the Governor's office, other state and federal agencies, and with other public officials on matters affecting the institution.

5.4.5.7. Ability to represent the institution to its various public's.

5.4.6. Relationship to the Institutional Board of Trustees and to the Board of Regents

5.4.6.1. Ability to provide professional leadership for the institutional Board of Trustees or in the case of the Commissioner for the Board of Regents and to supply it with professional judgments on matters affecting the institution.

5.4.6.2. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents informed of all relevant issues affecting or having bearing on managerial policies of the institution.

5.4.6.3. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents abreast of local, state, and regional affairs affecting the institution.

5.4.6.4. Ability to identify for the Trustees and the Regents problems confronting the institution and to assess alternative solutions and to recommend appropriate action.

5.4.6.5. Ability to carry out duties which have been or may be delegated or assigned to the chief executive officer by the Board of Regents or by the institutional Board of Trustees.

5.4.6.6. Ability to review and analyze budgetary problems and to make effective presentations on the same to the institutional Board of Trustees and the Board of Regents.

5.4.7. Student Affairs

5.4.7.1. Evidence of formal and informal mechanisms for involving students in decision making.

5.4.7.2. Evidence of effective recruitment, admission, counseling, and placement programs.

5.4.7.3. Ability to relate to students as individuals and in groups.

5.4.7.4. Evidence of sensitivity on the part of the chief executive officer to individual differences and tolerance of and respect for such differences.

5.5. Evaluation Report

5.5.1. **Report to be Factual:** The Evaluation Committee Chair shall compile factual information gathered during the course of the evaluation in a written report documenting the president’s strengths and areas for future focus and improvement.

5.5.2. **Opportunity for Response:** The Chair will submit the final, confidential report to the Commissioner for transmittal to the president, and the president shall be given the opportunity to prepare a written response to the report.

5.5.3. **Review by Regents’ Officers:** the Evaluation Report, together with the president’s response to the Report and the president’s self-evaluation, will be sent to the Chair and Vice Chair of the Board of Regents, and to the president’s Resource and Review Team.

5.5.4. **Review by Board of Regents:** As soon as practical after the submission of the evaluation reports, the president will meet with the Commissioner, the Chair and Vice Chair of the Board of Regents to review the findings and recommendations of the Evaluation Report.

5.5.5. **Recommendations to Board of Regents:** At the conclusion of the evaluation process, the Chair of the Board of Regents may recommend commendations or other actions to the Board of Regents.

5.5.6. **Retention of Report in Personnel File:** A copy of the Evaluation Report, together with a copy of the president’s self-evaluation and response to the Report, will be retained as a confidential record in the president’s personnel file.

5.5.7. **Confidentiality of Report:** The Evaluation Report, including all documents pertaining thereto, including all notes, drafts, records of meetings conducted during the course of the evaluation, and all recommendations and responses, are confidential personnel records protected from disclosure by Utah law.

5.6. Application of Evaluation Procedures to Commissioner

5.6.1. **General Procedures to Be Followed:** The evaluation of the Commissioner shall generally follow the procedures outlined in this policy for the evaluation of presidents.

5.6.2. **Variations to be Determined in Consultation with Commissioner:** Variations in the specific procedures and timelines specified for the evaluation of presidents may be needed for the evaluation of the Commissioner, and shall be determined by the Chair and Vice Chair of the Board of Regents upon consultation with the Commissioner.

SCHEDULE FOR EVALUATION OF PRESIDENTS

Institution	Year of CEO Appointment	First Evaluation	Second Evaluation	Third Evaluation
Dixie State University	2010	2011	2015	2019
Salt Lake Community College (interim)	2005-2014	2007	2011	2015
Snow College (interim)	2007-2014	2009	2013	2017

Southern Utah University	2007 2014	2009 2016	2013 2020	2017 2024
University of Utah	2012	2014	2018	2022
Utah State University	2005	2007	2011	2015
Utah Valley University	2009	2010	2014	2018
Weber State University	2013	2015	2019	2023
Commissioner of Higher Education	2012	2014	2018	2022

The evaluations under this policy shall occur in the spring in lieu of the spring review under R208.
Evaluations begin in year 2 and occur every four years thereafter (during years 6, 10, etc).



R209, Evaluation of Presidents¹

R209-1. Purpose: The purpose of this policy is to establish procedures for the comprehensive and formal evaluation of the performance of each president in the Utah System of Higher Education in order to ensure high quality education at each institution. These procedures are designed to assess the quality of the president's administrative performance within the context of the institution's mission, vision, strategic goals, and in fulfillment of his or her presidential charge. The comprehensive evaluation process is intended to reflect the full scope of administrative duties expected of the president, and to provide meaningful, substantive feedback from key constituents, e.g., colleagues, members of the institutional Board of Trustees, Regents, and leaders in the community, regarding the president's efforts and areas of strength as well as the areas that need improvement.

R209-2. References

- 2.1. Utah Code [§53B-2-102](#) (Board to Appoint President of Each Institution)
- 2.2. Policy and Procedures [R120](#), Bylaws; 3.3.3., Institutional Governance and Administration
- 2.3. Policy and Procedures [R208](#), Resource and Review Teams

R209-3. Definitions

- 3.1. **Commissioner:** the Commissioner of Higher Education.
- 3.2. **Institution:** for evaluations of presidents this refers to the college or university for which the president is the chief executive officer. For evaluation of the Commissioner this refers to the Office of the Commissioner and Board of Regents.
- 3.3. **President:** the chief executive officer of each college or university within the Utah System of Higher Education.

R209-4. Policy

- 4.1. **Comprehensive Evaluation:** The performance of each president will be comprehensively evaluated following the first year of his or her tenure (during year 2) and every four years thereafter (during years 6 and 10). The evaluations under this policy shall occur in the spring in lieu of the spring review under [R208](#). The Regents or the president may request a comprehensive evaluation at a shorter interval.
- 4.2. **Resource and Review Team Assessment:** The performance of each president will be assessed annually by a Resource and Review Team, as provided in Regents' Policy [R208](#). During the year of comprehensive evaluation, the Resource and Review Team shall conduct a more limited spring review, i.e. not meet with members of the President's cabinet, for the purposes of compensation adjustments per [R205](#) (Presidential Appointment, Term of Office, and Compensation and Benefits) and participate in the fall meeting. The Resource and Review Team may meet with the president throughout the year by mutual

¹ Adopted April 26, 1977; amended July 27, 1977; May 17, 1983; September 11, 1987; July 21, 1989; November 4, 1994; November 3, 1995, April 22, 2005, April 3, 2009, April 1, 2010 and March 29, 2013.

agreement with the president. The information and reports gathered by the Resource and Review Team will be made available to the Evaluation Committee.

4.3. **Guidelines for Evaluation:** The comprehensive evaluation required by this policy shall adhere to the following guidelines in order to make the evaluation process fair, meaningful, and effective:

4.3.1. **Objectivity:** Objectivity extends to the criteria to be assessed, the process for the completion of the evaluation, and the selection of persons who will participate in the evaluation.

4.3.2. **Clearly-defined criteria that relate to the institution's missions and goals:** The criteria for evaluation must encompass an appropriate scope. The criteria shall include outcome standards that relate the actions of the individual to the mission and goals of the institution as well as process criteria that describe the critical behaviors of effective leaders.

4.3.3. **Meaningful evaluation:** Appraisal of an individual's job performance should be made only by those in a position to observe that performance. Opinions concerning the president's performance will be limited to those faculty, students, staff, and others in positions that afford them enough interaction with the president to make meaningful judgments.

4.3.4. **Well-planned schedule of implementation:** A timetable for evaluation will be utilized in order to provide an adequate period for data collection, review, and feedback.

4.3.5. **Clear policy for reporting and use:** An Evaluation Committee will carry out the evaluation, and the results of each evaluation are to be shared with the president. The results of the evaluation shall remain confidential. Documentation that the evaluation has taken place will be maintained for accreditation records.

4.3.6. **Opportunity for response and self-assessment:** By engaging in the planning for the performance evaluation, i.e., the setting of performance goals, the presentation of evidence related to the attainment of those goals, and discussion of the performance plan with the Evaluation Committee, each president will have the opportunity to complete a self-assessment and provide a response to the evaluation.

4.3.7. **Review of the evaluation process:** The evaluation process outlined herein must be periodically reviewed and revised as necessary.

R209-5. Procedures

5.1. Evaluation Committee

5.1.1. **Composition of Evaluation Committee:** The evaluation will be conducted by an Evaluation Committee of no fewer than three (3) members, including an Evaluation Consultant. The president shall submit a list of potential committee members to the Commissioner for consideration. The Chair of the Board of Regents shall appoint the Evaluation Committee members upon the recommendation of the Commissioner and the Vice Chair of the Board of Regents.

5.1.2. **Evaluation Consultant/Chair of Evaluation Committee:** The Evaluation Committee shall be chaired by an Evaluation Consultant who has extensive experience in higher education, and who has knowledge of the type of institution involved. The president shall submit a list of potential consultants to the Commissioner for consideration. The Commissioner, in consultation

with the Vice Chair of the Board of Regents, will then recommend the appointment of a Consultant to the Chair of the Board of Regents, who shall make the appointment.

5.1.3. **Appointment of Evaluation Committee:** The Evaluation Consultant and the other members of the Evaluation Committee shall be appointed by the Chair of the Board of Regents, after consultation with the president, the Commissioner, and the Board of Regents Vice Chair.

5.2. Evaluation Planning

5.2.1. **Planning Meeting:** In advance of the evaluation, the Evaluation Committee Chair (Evaluation Consultant), the Commissioner, and the president may discuss the details of the evaluation and any issues that pertain to the evaluation process.

5.2.2. **Selection of Interviewees:** The president shall submit a list of potential interviewees for approval by the Commissioner (for evaluation of presidents) or the Chair of the Board of Regents (for evaluation of the Commissioner) for consideration by the Evaluation Committee. This list shall normally consist of individuals both internal and external to the institution who are knowledgeable about the institution, and who have had enough interaction with the President to make meaningful judgments.

5.2.3. **Preparation for Interviews:** Prior to conducting confidential interviews, the Evaluation Committee shall meet with the president and his or her Resource and Review Team for the purpose of reviewing strategic plans, goals, objectives, resource allocation policies, major challenges and successes.

5.2.4. **Self-Report:** The president shall prepare a confidential self-evaluation based upon the criteria of evaluation outlined in Section 5.4. of this policy as well as the presidential charge received from the Chair of the Board of Regents at the beginning of his/her presidency. The self-report shall be submitted to the Commissioner or Evaluation Consultant and provided to the Evaluation Committee.

5.3. Evaluation Process

5.3.1. **Confidential Interviews:** Confidentiality shall be observed throughout the interview process. The Evaluation Committee will assure those being interviewed that their responses will remain confidential and that only a composite of responses will be made available to the Regents and the president.

5.3.2. **Required Interviews:** In addition to the interviewees identified by the president during the planning of the evaluation, the Evaluation Committee will interview a representative sample of vice presidents, deans, academic and administrative department heads, faculty, students, and community and alumni leaders. The Evaluation Committee shall also take into consideration input provided by the Faculty Senate, Board of Trustees, and Board of Regents. The Evaluation Consultant may also solicit written comments about the president's performance from various internal and external constituencies. Any written comments provided must be signed and will remain confidential. The Consultant shall not utilize a questionnaire or survey as part of the evaluation procedure.

5.3.3. **Format of Interviews:** The Evaluation Committee will normally spend at least two days at the institution conducting interviews. Appropriate accommodations will be made for conducting interviews at the campus location(s).

5.3.4. **Exit Meeting:** Prior to the end of the campus evaluation visit, the Evaluation Committee Chair (Evaluation Consultant) will meet with the president to review the preliminary results and to follow up on any questions that may remain.

5.4. **Subject of Interviews:** The Evaluation Committee will function as a fact-finder, and should review and carry out its duties consistent with this statement. In conducting the interviews, the Evaluation Committee members should ask those being interviewed to express their best judgment as to the performance of the chief executive officer in the following areas. All of the items below may not be appropriate as items of inquiry for all individuals being interviewed. In such cases the items should be omitted from the interview process.

5.4.1. **Budgetary Matters and Fiscal Management**

5.4.1.1. Evidence of sound fiscal management, including the ability to address budgetary matters in a way that achieves more efficient and effective use of resources.

5.4.1.2. Ability to allocate fiscal resources in a manner that is conducive to achieving institutional goals and objectives.

5.4.1.3. Ability to comprehend and evaluate fiscal and budgetary matters.

5.4.1.4. Ability to attract funds for the institution.

5.4.2. **Academic Administration and Academic Planning**

5.4.2.1. Existence of well developed and widely understood institutional goals and objectives.

5.4.2.2. Ability to link planning, resource allocation, and evaluation functions and a quality of judgment demonstrated in establishing ultimate priority in those areas.

5.4.2.3. Existence of a good academic program review procedure designed to serve as a basis for staff allocation and budgetary support, the evaluation of the quality of instruction, and to assist in the implementation of the university's or college's institutional goals and objectives.

5.4.2.4. Ability to initiate curricular change in response to student and societal interests and needs.

5.4.2.5. Awareness of educational ideas, trends, and innovations.

5.4.3. **Personnel**

5.4.3.1. Evidence of ability to relate to faculty and staff within the particular governance structure of the institution.

5.4.3.2. Effectiveness in forming, developing, and supervising an administrative network for making and implementing policies.

5.4.3.3. Evidence of the chief executive officer's commitment to make personnel changes when those changes are necessary to further enhance the effectiveness of the institution.

5.4.3.4. Evidence of ability to select strong subordinates.

5.4.3.5. Ability of the chief executive officer to have trust and confidence of subordinates.

5.4.3.6. Evidence of ability to seek and use counsel of immediate subordinates.

5.4.3.7. Ability to determine those issues which are the proper responsibility of subordinates and those which require the action of the chief executive officer.

5.4.3.8. Evidence of ability to delegate responsibility to subordinate managers and to support them in carrying out their responsibilities.

5.4.3.9. Evidence of an ongoing procedure for evaluation of other members of the institutional management team.

5.4.4. Decision Making and Problem Solving

5.4.4.1. Ability to assume responsibility for decisions.

5.4.4.2. Sensitivity to individuals affected by decisions.

5.4.4.3. Ability to deal with reaction to unpopular decisions.

5.4.4.4. Ability to identify and analyze problems and issues confronting the institution.

5.4.4.5. Ability to identify potential areas of conflict.

5.4.4.6. Ability to comprehend the inter-related nature of such factors as budgeting, curriculum, social and political realities, group interests and pressures, laws, and rules and regulations having implications for the management of the institution.

5.4.4.7. Ability to initiate new ideas and change.

5.4.4.8. Ability to make decisions in critical situations and to handle crises.

5.4.4.9. Ability to communicate ideas, information, and resources for decisions.

5.4.4.10. Awareness of implications of decisions.

5.4.4.11. Ability to re-evaluate and if necessary retract decisions.

5.4.4.12. Where appropriate, ability to involve institutional groups and individuals in support of decisions and in their implementation.

5.4.4.13. Ability to surmount personal criticism.

5.4.5. External Relations

5.4.5.1. Ability to relate to and communicate with the community in which the institution is located.

5.4.5.2. Evidence of an active alumni program.

5.4.5.3. Ability to meet the social obligations of a chief executive officer.

5.4.5.4. Ability to work with other chief executive officers in the System.

5.4.5.5. Ability to understand the role of politics and governmental offices in higher education.

5.4.5.6. Ability to relate to legislators, the Governor's office, other state and federal agencies, and with other public officials on matters affecting the institution.

5.4.5.7. Ability to represent the institution to its various public's.

5.4.6. Relationship to the Institutional Board of Trustees and to the Board of Regents

5.4.6.1. Ability to provide professional leadership for the institutional Board of Trustees or in the case of the Commissioner for the Board of Regents and to supply it with professional judgments on matters affecting the institution.

5.4.6.2. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents informed of all relevant issues affecting or having bearing on managerial policies of the institution.

5.4.6.3. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents abreast of local, state, and regional affairs affecting the institution.

5.4.6.4. Ability to identify for the Trustees and the Regents problems confronting the institution and to assess alternative solutions and to recommend appropriate action.

5.4.6.5. Ability to carry out duties which have been or may be delegated or assigned to the chief executive officer by the Board of Regents or by the institutional Board of Trustees.

5.4.6.6. Ability to review and analyze budgetary problems and to make effective presentations on the same to the institutional Board of Trustees and the Board of Regents.

5.4.7. Student Affairs

5.4.7.1. Evidence of formal and informal mechanisms for involving students in decision making.

5.4.7.2. Evidence of effective recruitment, admission, counseling, and placement programs.

5.4.7.3. Ability to relate to students as individuals and in groups.

5.4.7.4. Evidence of sensitivity on the part of the chief executive officer to individual differences and tolerance of and respect for such differences.

5.5. Evaluation Report

5.5.1. **Report to be Factual:** The Evaluation Committee Chair shall compile factual information gathered during the course of the evaluation in a written report documenting the president's strengths and areas for future focus and improvement.

5.5.2. **Opportunity for Response:** The Chair will submit the final, confidential report to the Commissioner for transmittal to the president, and the president shall be given the opportunity to prepare a written response to the report.

5.5.3. **Review by Regents' Officers:** the Evaluation Report, together with the president's response to the Report and the president's self-evaluation, will be sent to the Chair and Vice Chair of the Board of Regents, and to the president's Resource and Review Team.

5.5.4. **Review by Board of Regents:** As soon as practical after the submission of the evaluation reports, the president will meet with the Commissioner, the Chair and Vice Chair of the Board of Regents to review the findings and recommendations of the Evaluation Report.

5.5.5. **Recommendations to Board of Regents:** At the conclusion of the evaluation process, the Chair of the Board of Regents may recommend commendations or other actions to the Board of Regents.

5.5.6. **Retention of Report in Personnel File:** A copy of the Evaluation Report, together with a copy of the president's self-evaluation and response to the Report, will be retained as a confidential record in the president's personnel file.

5.5.7. **Confidentiality of Report:** The Evaluation Report, including all documents pertaining thereto, including all notes, drafts, records of meetings conducted during the course of the evaluation, and all recommendations and responses, are confidential personnel records protected from disclosure by Utah law.

5.6. Application of Evaluation Procedures to Commissioner

5.6.1. **General Procedures to Be Followed:** The evaluation of the Commissioner shall generally follow the procedures outlined in this policy for the evaluation of presidents.

5.6.2. **Variations to be Determined in Consultation with Commissioner:** Variations in the specific procedures and timelines specified for the evaluation of presidents may be needed for the evaluation of the Commissioner, and shall be determined by the Chair and Vice Chair of the Board of Regents upon consultation with the Commissioner.

SCHEDULE FOR EVALUATION OF PRESIDENTS

Institution	Year of CEO Appointment	First Evaluation	Second Evaluation	Third Evaluation
Dixie State University	2010	2011	2015	2019
Salt Lake Community College (interim)	2014			
Snow College (interim)	2014			

Southern Utah University	2014	2016	2020	2024
University of Utah	2012	2014	2018	2022
Utah State University	2005	2007	2011	2015
Utah Valley University	2009	2010	2014	2018
Weber State University	2013	2015	2019	2023
Commissioner of Higher Education	2012	2014	2018	2022

The evaluations under this policy shall occur in the spring in lieu of the spring review under R208.
Evaluations begin in year 2 and occur every four years thereafter (during years 6, 10, etc).



R506, Inventory of Budget Related and Self Supporting Courses¹

R506-1. Purpose: To provide guidance to the categorization of courses as budget-related or self-supporting for state funding purposes.

R506-2. References

- 2.1. Utah Code [§53B-7-101](#) (Combined Requests for Appropriations - Appropriation Formulas)
- 2.2. Policy and Procedure [R501](#), Budgeting Definitions and Guidelines
- 2.3. [Enrollment Category Decision Tree](#) ~~for Acrobat Reader~~

R506-3. Utah System of Higher Education Course Inventory

- 3.1. **Supervised Instruction:** For courses to be included in the USHE Course Inventory, instruction must occur and the institution must supervise the instruction.
- 3.2. **Separate Designation for Credit and Not for Credit Courses:** Whenever a specific course offering can be taken either for credit or not for credit, the different registration categories are to be provided by separate section numbers scheduled at the same time and location.

R506-4. Budget-Related Courses for State Funding Purposes

- 4.1. **Budget-Related Regular (BA):** (course must meet all of the following criteria)
 - Course is for credit.
 - Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
 - Board approved tuition is assessed.
 - All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
 - Course is taught in Utah or through study abroad.
 - Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
 - Course level is ~~400~~ [1000](#) or above (non-~~remedial~~ [developmental](#))

[#AND# \(course must also meet all points of one of the following two sets of criteria\)](#)

- 4.1.1. ~~#AND# (course must also meet all points of one of the following two sets of criteria)~~ [Offered to the general public](#)
 - Course section is offered to the general public not primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
 - Course is not a correspondence course.

¹ Approved September 12, 1997, revised August 7, 1998, amended April 20, 2001, March 14, 2002, March 10, 2006 and October 26, 2006.

- Course is not for concurrent enrollment students (i.e. for secondary students concurrently receiving college credit and high school credit).

#OR#

4.1.2. ~~#OR#~~ Not offered to the general public

- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was not developed specifically for a particular business or organization.
- Course enrollees are not predominantly non-matriculated employees of the institution.

4.2. Budget-Related Concurrent Enrollment (BC): (course must meet one of the following sets of criteria)

4.2.1. Offered at high school site via technology

- Course is for credit.
- Course is offered at a high school site.
- Course is a concurrent enrollment course (i.e. for secondary students concurrently receiving college credit and high school credit).
- Course is delivered via technology.

#OR#

4.2.2. ~~#OR#~~: Not offered at high school site

- Course is for credit.
- Course is not offered at a high school site.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is ~~400~~ 1000 or above (non-~~remedial~~ developmental).
- Course is not a correspondence course.
- Course is for concurrent students.

4.3. Budget-Related ~~Remedial~~ Developmental (BU): (course must meet all of the following criteria)

- Course is for credit.
- Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.

- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is below ~~400~~ 1000.
- Course is taught by WSU, Snow, ~~Dixie~~ [DSU](#), ~~CEU~~, ~~UVSC~~ [UVU](#), or SLCC or by USU at its branch campuses or continuing education centers after a community college chooses not to exercise its right of first refusal to offer a ~~remedial~~ [developmental](#) class.

4.4. **Budget-Related STIT (BV):** (course must meet all of the following criteria)

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program (i.e. ~~remedial~~ [developmental](#)).
- Course is a short-term intensive training course funded with state STIT appropriations.

4.5. **Budget-Related Non Credit ~~ATE~~ [CTE](#) (BY):** (course must meet all of the following criteria)

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program (i.e. ~~remedial~~ [developmental](#)).
- Course is not a short-term intensive training course funded with state STIT appropriations.
- ~~Course is not funded by ATCSR funding (i.e. appropriation made to either public education or higher education funneled to the institution to support ATC-type training programs in areas of the state without freestanding ATC's).~~
- Course is not funded by Custom Fit funding (i.e. appropriation made to public education funneled to the institution to support company-specific vocational training programs).
- Course is creditable towards a Board approved degree/award program or is a pre-requisite to such program.

R506-5. Self-Supporting Courses for State Funding Purposes

5.1. **Self-Supporting Regular (SD):** (course must meet all points of any one of the following sets of criteria)

5.1.1. **Not for credit:** Not vocational or vocational pre-requisite

- Course is not for credit.
- Course is not vocational or pre-requisite to a vocational program (i.e. ~~remedial~~ [developmental](#)).

[#OR#](#)

5.1.2. ~~#OR#~~: Not creditable towards a Board approved degree/award program

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program (i.e. ~~remedial~~ [developmental](#)).
- Course is not a short-term intensive training course funded with state STIT appropriations.
- ~~Course is not funded by ATCSR funding.~~
- Course is not funded by Custom Fit funding.
- Course is not creditable towards a Board approved degree/award program or is a pre-requisite to such program.

[#OR#](#)

5.1.3. ~~#OR#~~: For credit: Board approved tuition not assessed

- Course is for credit.
- Board approved tuition is not assessed.

[#OR#](#)

5.1.4. ~~#OR#~~: Instructor costs not paid by institutional funds

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are not paid for by institutional funds (e.g. external funds have been received or ear-marked to pay instructor costs).

[#OR#](#)

5.1.5. ~~#OR#~~: Not taught in Utah or through study abroad

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is not taught in Utah or through study abroad.

[#OR#](#)

5.1.6. ~~#OR#~~: Not part of regular curriculum - not taught on a full-term basis

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is not part of regular curriculum or is not taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.

[#OR#](#)

5.1.7. ~~#OR#~~: Not offered to general public

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is ~~400~~ [1000](#) or above (non-~~remedial~~ [developmental](#))
- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).

- Course was developed specifically for a particular business or organization.

#OR#

5.1.8. ~~#OR#~~: In-service training for institutional employees

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is ~~400~~ 1000 or above (non-~~remedial~~ developmental)
- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was not developed specifically for a particular business or organization.
- Course enrollees are predominantly non-matriculated employees of the institution.

#OR#

5.1.9. ~~#OR#~~: Correspondence study

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is ~~400~~ 1000 or above (non-~~remedial~~ developmental)
- Course section is offered to the general public not primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course is a correspondence course.

5.2. Self-Supporting Concurrent Enrollment (SF): (course must meet all of the following criteria)

- Course is for credit.
- Course offered at a high school site.
- Course is a concurrent enrollment course (i.e. for secondary students concurrently receiving college credit and high school credit).
- Course is not delivered via technology.

5.3. Self-Supporting ~~Remedial~~ Developmental (SM): (course must meet all of the following criteria)

- Course is for credit.
- Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.

- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is below ~~400~~ 1000.
- Course is taught by one of the following institutions: UU, USU (unless it is considered budget related under 4.3), or SUU.

~~5.4. Self-Supporting ATCSR (SP): (course must meet all of the following criteria)~~

- ~~• Course is non credit.~~
- ~~• Course is vocational or pre-requisite to a vocational program (i.e. remedial).~~
- ~~• Course is funded by ATCSR funding (i.e. appropriation made to either public education or higher education funneled to the institution to support ATC-type training programs in areas of the state without freestanding ATC's).~~

~~5.5~~ 4. Self-Supporting Custom Fit (SQ): (course must meet all the following criteria)

- Course is non credit.
- Course is vocational or pre-requisite to a vocational program (i.e. ~~remedial~~ developmental).
- Course funded by Custom Fit funding (i.e. appropriation made to public education funneled to the institution to support company-specific vocational training programs).



R506, Inventory of Budget Related and Self Supporting Courses¹

R506-1. Purpose: To provide guidance to the categorization of courses as budget-related or self-supporting for state funding purposes.

R506-2. References

- 2.1. Utah Code [§53B-7-101](#) (Combined Requests for Appropriations - Appropriation Formulas)
- 2.2. Policy and Procedure [R501](#), Budgeting Definitions and Guidelines
- 2.3. [Enrollment Category Decision Tree](#)

R506-3. Utah System of Higher Education Course Inventory

- 3.1. **Supervised Instruction:** For courses to be included in the USHE Course Inventory, instruction must occur and the institution must supervise the instruction.
- 3.2. **Separate Designation for Credit and Not for Credit Courses:** Whenever a specific course offering can be taken either for credit or not for credit, the different registration categories are to be provided by separate section numbers scheduled at the same time and location.

R506-4. Budget-Related Courses for State Funding Purposes

- 4.1. **Budget-Related Regular (BA):** (course must meet all of the following criteria)
 - Course is for credit.
 - Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
 - Board approved tuition is assessed.
 - All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
 - Course is taught in Utah or through study abroad.
 - Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
 - Course level is 1000 or above (non-developmental)

#AND# (course must also meet all points of one of the following two sets of criteria)

- 4.1.1. **Offered to the general public**
 - Course section is offered to the general public not primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
 - Course is not a correspondence course.
 - Course is not for concurrent enrollment students (i.e. for secondary students concurrently receiving college credit and high school credit).

¹ Approved September 12, 1997, revised August 7, 1998, amended April 20, 2001, March 14, 2002, March 10, 2006 and October 26, 2006.

#OR#

4.1.2. Not offered to the general public

- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was not developed specifically for a particular business or organization.
- Course enrollees are not predominantly non-matriculated employees of the institution.

4.2. Budget-Related Concurrent Enrollment (BC): (course must meet one of the following sets of criteria)

4.2.1. Offered at high school site via technology

- Course is for credit.
- Course is offered at a high school site.
- Course is a concurrent enrollment course (i.e. for secondary students concurrently receiving college credit and high school credit).
- Course is delivered via technology.

#OR#

4.2.2. Not offered at high school site

- Course is for credit.
- Course is not offered at a high school site.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is 1000 or above (non- developmental).
- Course is not a correspondence course.
- Course is for concurrent students.

4.3. Budget-Related Developmental (BU): (course must meet all of the following criteria)

- Course is for credit.
- Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is below 1000.

- Course is taught by WSU, Snow, DSU, UVU, or SLCC or by USU at its branch campuses or continuing education centers after a community college chooses not to exercise its right of first refusal to offer a developmental class.

4.4. Budget-Related STIT (BV): (course must meet all of the following criteria)

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program (i.e. developmental).
- Course is a short-term intensive training course funded with state STIT appropriations.

4.5. Budget-Related Non Credit CTE (BY): (course must meet all of the following criteria)

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program (i.e. developmental).
- Course is not a short-term intensive training course funded with state STIT appropriations.
- Course is not funded by Custom Fit funding (i.e. appropriation made to public education funneled to the institution to support company-specific vocational training programs).
- Course is creditable towards a Board approved degree/award program or is a pre-requisite to such program.

R506-5. Self-Supporting Courses for State Funding Purposes

5.1. Self-Supporting Regular (SD): (course must meet all points of any one of the following sets of criteria)

5.1.1. Not for credit: Not vocational or vocational pre-requisite

- Course is not for credit.
- Course is not vocational or pre-requisite to a vocational program (i.e. developmental).

#OR#

5.1.2. Not creditable towards a Board approved degree/award program

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program (i.e. developmental).
- Course is not a short-term intensive training course funded with state STIT appropriations.
- Course is not funded by Custom Fit funding.
- Course is not creditable towards a Board approved degree/award program or is a pre-requisite to such program.

#OR#

5.1.3. For credit: Board approved tuition not assessed

- Course is for credit.
- Board approved tuition is not assessed.

#OR#

5.1.4. Instructor costs not paid by institutional funds

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are not paid for by institutional funds (e.g. external funds have been received or ear-marked to pay instructor costs).

#OR#

5.1.5. Not taught in Utah or through study abroad

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is not taught in Utah or through study abroad.

#OR#

5.1.6. Not part of regular curriculum - not taught on a full-term basis

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is not part of regular curriculum or is not taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.

#OR#

5.1.7. Not offered to general public

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is 1000 or above (non- developmental)
- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was developed specifically for a particular business or organization.

#OR#

5.1.8. In-service training for institutional employees

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is 1000 or above (non- developmental)
- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was not developed specifically for a particular business or organization.
- Course enrollees are predominantly non-matriculated employees of the institution.

#OR#

5.1.9. Correspondence study

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is 1000 or above (non- developmental)
- Course section is offered to the general public not primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course is a correspondence course.

5.2. Self-Supporting Concurrent Enrollment (SF): (course must meet all of the following criteria)

- Course is for credit.
- Course offered at a high school site.
- Course is a concurrent enrollment course (i.e. for secondary students concurrently receiving college credit and high school credit).
- Course is not delivered via technology.

5.3. Self-Supporting Developmental (SM): (course must meet all of the following criteria)

- Course is for credit.
- Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is below 1000.

- Course is taught by one of the following institutions: UU, USU (unless it is considered budget related under 4.3), or SUU.

5.4. Self-Supporting Custom Fit (SQ): (course must meet all the following criteria)

- Course is non credit.
- Course is vocational or pre-requisite to a vocational program (i.e. developmental).
- Course funded by Custom Fit funding (i.e. appropriation made to public education funneled to the institution to support company-specific vocational training programs).

Utah State University – Sale of Coal Yard Property

Utah State University (USU) has requested ratification of the sale of 1.8 acres of property to the City of Logan for their development of an additional road to meet the City's transportation master plan. The property is located at approximately 325 North 600 West, which is several blocks from the campus and was originally used to facilitate the unloading and storage of coal used to heat the University. Regents' policy authorizes institutional Boards of Trustees to approve the sale of certain properties within specified parameters without Regent approval. This sale complies with all parameters except the one that restricts such approvals to be "donated or gifted property that is not contiguous to campuses" (R710.4.5.4.5). It otherwise would not have required Regents' ratification of the sale. For additional information see attachment.

Utah State University – Ratifying Approval

Utah State University (USU) has requested ratification of the purchase of a .54 acre parcel of land and structure that adjoins the new Brigham City Regional Campus. Regents' policy authorizes institutional Boards of Trustees to approve the purchase of certain properties within specified parameters without Regent approval. This purchase complies with all parameters except the requirement that such properties "need to be identified on the approved campus master plan" (R710.4.5.4.2.1). It otherwise would not have required Regents' ratification of the purchase. For additional information see attachment.



March 12, 2014

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 desires to submit the following information item to the Board of Regents regarding the sale of 1.8 acres of land located at approximately 325 North 600 West, Logan Utah 84321 to the City of Logan for the development of an additional road to meet the City's transportation master plan. The land is not contiguous to the University campus. The sale was approved by the Utah State University Board of Trustees.

The property was originally used to facilitate the unloading and storage of coal delivered by train that was used to provide heat to the University. Some time ago, the University converted to an alternative heating source which ended the original purpose of the property.

The property appraised for \$195,000 with the assumption that the "site is cleaned and available for commercial development." The City of Logan suggested the cleanup could cost as much as \$50,000 for labor, equipment, and material disposal. The University's Environmental Health & Safety office agreed with the estimated cleanup costs and associated liability. Rather than the University cleaning up the property, it was proposed and accepted to share the cleanup costs by reducing the sale price to \$170,000.

We appreciate your support.

Sincerely,



David T. Cowley
Vice President
for Business & Finance

cc: Greg Stauffer, Associate Commissioner for Planning, Finance & Facilities
Stan Albrecht, President



SINGLETON & COMPANY
REAL ESTATE APPRAISING & CONSULTING
1095 SOUTH 400 EAST, BOX 37, PROVIDENCE, UT 84332

July 9, 2013

Utah State University
Mr. Dale Huffaker
1445 Old Main Hill
Logan, Utah 84322-1445

Dear Mr. Huffaker:

At your request, I have prepared the attached appraisal report of 1.80 acres of land located at approximately 325 North 600 West in Logan, Utah.

I personally inspected the property on June 27, 2013, and have gathered the market data and completed the analysis necessary to estimate the market value of the fee simple estate of the subject property.

The appraisal is intended to conform to the Uniform Standards of Professional Appraisal Practice (USPAP) and with the Standards and Code of Professional Ethics of the Appraisal Institute. The appraisal will be written in a summary reporting format and employ all applicable approaches to value.

Based on my investigation and analysis, it is my opinion that the market value of the fee simple interest in the subject property as of June 27, 2013 is:

ONE HUNDRED NINETY-FIVE THOUSAND DOLLARS
(\$195,000.00)

The appraisal relies on two Extraordinary Assumptions. First, the valuation assumes there is 1.80 acres of land which equates to 78,408 square feet. The second assumption is that the land has adequate access over the railroad's right-of-way to permit commercial development.

The appraisal is also subject to the Hypothetical Condition that the existing building and site improvements have been removed and the site is cleaned and available for commercial development. Factors regarding the Extraordinary Assumptions and Hypothetical Condition will be detailed in the Introduction and Site Description sections of the appraisal report.

The following report contains, in part, the data and analysis on which the value estimate is based. Your attention is called to the section found in the addendum entitled "limiting conditions" as it sets forth the general conditions and assumptions upon which the value estimate is made.

Respectfully submitted,



Thomas D. Singleton, MAI



March 10, 2014

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 desires to receive ratifying approval for the acquisition of a parcel of land that adjoins the property selected as the new location of the USU Brigham City Regional Campus. The acquisition is a building and 0.54 acres located at 969 South Main Street, Brigham City, Utah. The purchase was approved by the Utah State University Board of Trustees.

The property was purchased from Town's Edge Car Wash, Inc., an Illinois corporation for the appraised value of \$435,000. USU has agreed to lease the property back to Town's Edge to allow for the continued operation of the car wash until April 30, 2014, at which time Town's Edge will remove any personal property, parts, supplies, tools, signage, equipment, etc., and immediately vacate the premises. USU intends to demolish the building prior to the construction of the new Brigham City Academic Building.

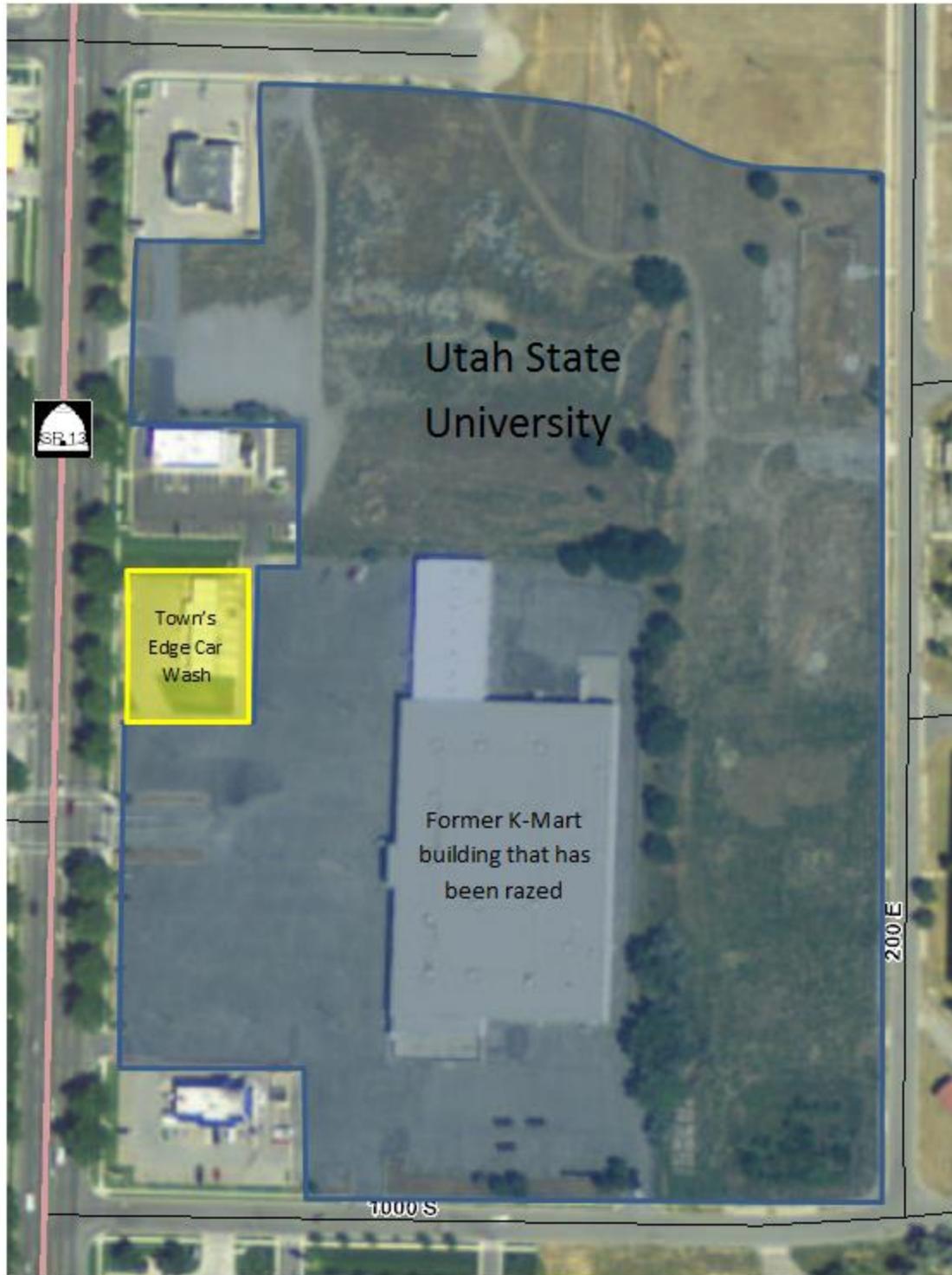
We appreciate your support and ask that you present this item for Regents ratifying approval.

Sincerely,



David T. Cowley
Vice President
for Business & Finance

cc: Greg Stauffer, Associate Commissioner for Planning, Finance & Facilities
Stan Albrecht, President



McCoy Appraisal, Inc.

1264 North 2550 East, Layton, Utah 84040 Telephone (801)-444-0231 Facsimile (801)-444-0232



September 30, 2013

Mr. Dale C. Huffaker
Director Real Property Administration
Utah State University
1445 Old Main Hill
Logan, Utah 84322-1445

RE: Super Wash
969 South Main Street
Brigham City, Utah 84302

Dear Mr. Huffaker:

At your request, I have conducted an appraisal of the above referenced property. The purpose of the appraisal has been to estimate the current market value of the fee-simple estate. The intended use of the report is to assist with acquisition decisions.

The attached report is a restricted use appraisal report, as defined by USPAP (please make reference to the Scope of Work section). In the body of the report are the data, analyses and opinions that were used to develop the single-most applicable approach to value. A final value estimate of \$435,000 (Four Hundred Thirty Five Thousand Dollars) is concluded for the subject as of September 30, 2013.

I consider 8 months to be a reasonable marketing period for a property of this type.

Thank you for this assignment. Please contact me if you have any questions or if I can help in any way.

Respectfully submitted,

Kenneth C. McCoy, MAI

Utah State-Certified General Appraiser 5451905-CG00 Expires 8-31-14
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