

STATE BOARD OF REGENTS
UTAH VALLEY UNIVERSITY
SORENSEN STUDENT CENTER
FRIDAY JANUARY 19, 2018

AGENDA
Friday January 19, 2018

8:00 AM – 9:20 AM	BREAKFAST MEETING – STATE BOARD OF REGENTS, UTAH VALLEY UNIVERSITY BOARD OF TRUSTEES, PRESIDENT HOLLAND, COMMISSIONER BUHLER <u>Location: Trustees Boardroom (SC-213C)</u>
9:20 AM – 9:30 AM	TRANSITION BREAK
9:30 AM – 10:30 AM	DISCUSSION – REGENTS, COMMISSIONER, AND PRESIDENTS Topic: 2018 Legislative Priorities <u>Location: Trustees Boardroom (SC-213C)</u>
10:30 AM – 10:45 AM	EXECUTIVE SESSION (CLOSED MEETING – STATE BOARD OF REGENTS) <u>Location: Trustees Boardroom (SC-213C)</u>
10:45 AM – 11:00 AM	TRANSITION BREAK
11:00 AM – 11:30 AM	STATE OF THE UNIVERSITY <u>Location: Center Stage</u>
11:30 AM – 12:30 PM	LUNCH <u>Location: Fulton Library, Bingham Gallery (Roots of Knowledge Windows)</u>
12:30 PM – 2:30 PM	COMMITTEE OF THE WHOLE <u>Location: Center Stage</u>

ACTION:

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| 1. Resolution for Thomas S. Monson | |
| 2. General Consent Calendar | TAB A |
| 3. Revision of Policy R208, <i>Resource and Review Teams</i> | TAB B |
| 4. Revision of Policy R209, <i>Evaluation of Presidents</i> | TAB C |
| 5. Modifications to 2025 Strategic Plan | TAB D |
| 6. USHE – 2018 Legislative Priorities | TAB E |

INFORMATION:

- | | |
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| 1. Reports from Regent Working Groups | |
| 2. Utah Educational Savings Plan (UESP) Branding | TAB F |

ACADEMIC AND STUDENT AFFAIRS

Action:

- | | |
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| 1. Revision of Policy R473, <i>Standards for Granting Credit for Course Work Completed at Applied Technology Centers</i> | TAB G |
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Information:

- | | |
|---|-------|
| 1. Engineering and Computer Technology Initiative Annual Report | TAB H |
|---|-------|

2. USHE – Career and Technical Education Annual Report	TAB I
FINANCE AND FACILITIES	
Action:	
1. University of Utah – Short-term Lease for Student Housing	TAB J
2. University of Utah – Long-term Lease	TAB K
3. University of Utah – Nontraditional Arrangement for Solar Canopies	TAB L
4. Utah State University – Property Acquisition and Industrial Facilities and Development Bond Authorization	TAB M
5. Weber State University – Property Disposal	TAB N
Information:	
1. USHE – Space Utilization Project Status Update	TAB O
2. USHE – Refunding Bonds Results	TAB P
3. USHE – Annual Auxiliary Funds Report	TAB Q
4. USHE – Annual Report on Institutional and Revenue Bonded Indebtedness	TAB R
5. USHE – 2018 Data Book Update	TAB S
2:30 PM – 2:45 PM	TRANSITION BREAK
2:45 PM – 4:45 PM	EXECUTIVE SESSION (CLOSED MEETING – STATE BOARD OF REGENTS <u>Location: Trustees Boardroom (SC-213C)</u>

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

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: General Consent Calendar

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

A. Minutes

1. Minutes of the Board Meeting November 17, 2017, Utah State University, Logan, Utah (Attachment).

B. Grant Proposals

1. University of Utah – NIH National Eye Institute; "NIH Brain Vision Neuro"; \$8,334,303. Brittany Coats, Principal Investigator.
2. University of Utah – Air Force Office of Scientific Research; "GA203 MURI FY2018"; \$7,499,996. Michael A Scarpulla, Principal Investigator.
3. University of Utah – DHHS National Institutes of Health; "Spatial Uncertainty"; \$3,742,616. Jeffrey Phillips, Principal Investigator.
4. University of Utah – National Science Foundation; "MESO-C3 Preliminary"; \$1,999,811. Jake J Abbott, Principal Investigator.
5. University of Utah – NIH National Inst diabetes Digest Kidney Dis; "Deans R01 Fall 2017"; \$1,906,250. Tara Lynn Deans, Principal Investigator.
6. University of Utah – NIH Office of the Director; "YU R01 Collagen Hybridization"; \$1,906,250. Michael Seungchu Yu, Principal Investigator.
7. University of Utah – University of California San Diego; "High-Performance Vacuum"; \$1,390,327. Massood Tabib-Azar, Principal Investigator.
8. University of Utah – NIH National Inst Deaf & Other Comm Disorder; "Auditory Nerve Implant"; \$1,349,145. Florian Solzbacher, Principal Investigator.

9. University of Utah – National Science Foundation; “Efficient Algorithms”; \$1,199,934. Vivek Srikumar, Principal Investigator.
10. University of Utah – National Science Foundation; “Communicating Privacy Preference”; \$1,199,638. Jason Wiese, Principal Investigator.
11. University of Utah – National Science Foundation; “DEEPLOG”; \$1,198,377. Feifei Li, Principal Investigator.
12. University of Utah – National Science Foundation; “Simba”; \$1,194,693. Feifei Li, Principal Investigator.
13. University of Utah – National Science Foundation; “Rethinking Ray Tracing”; \$1,059,012. Cem Yuksel, Principal Investigator.
14. University of Utah – NIH National Inst Deaf & Other Comm Disorder; “Language Impairments”; \$1,906,240. Sean M Redmond, Principal Investigator.
15. University of Utah – National Science Foundation; “Neon Transpiration”; \$1,031,910. Gabriel J Bowen, Principal Investigator.
16. University of Utah – NIH National Cancer Institute; “Antibody-Drug Conjugate”; \$1,906,250. Jiyuan Yang, Principal Investigator.
17. University of Utah – Cedars Sinai Medical Center; “Nano Immunoconjugates”; \$1,525,000. Jindrich Kopecek, Principal Investigator.
18. University of Utah – Air Force Office of Scientific Research; “Electrochemical Interface”; \$7,499,992. Shelley D Minter, Principal Investigator.
19. University of Utah – National Science Foundation; “TA Baseline 2017”; \$3,233,613. Gordon B Thomson, Principal Investigator.
20. University of Utah – DHHS National Institutes of Health; “Biased Randomness”; \$1,906,250. Sophia Caron, Principal Investigator.
21. University of Utah – DHHS National Institutes of Health; “Chromosome Fragile Sites”; \$1,906,250. Kent G Golic, Principal Investigator.
22. University of Utah – DHHS National Institutes of Health; “Mira-Meiotic Chromosomes”; \$1,906,250. Ofer Rog, Principal Investigator.

23. University of Utah – DHHS National Institutes of Health; “ABTB MBPS and CHROMATIN”; \$1,906,260. Bethany Anne Koehntop, Principal Investigator.
24. University of Utah – DHHS National Institutes of Health; “Fertility Status Biomarker”; \$1,525,000. Wayne K Potts, Principal Investigator.
25. University of Utah – National Science Foundation; “Niche Array”; \$1,185,909. Douglas R Bergman, Principal Investigator.
26. University of Utah – DHHS National Institutes of Health; “Family, Neighborhoods”; \$1,906,250. Lori Kowaleski-Jones, Principal Investigator.
27. University of Utah – Patient Centered Outcomes Resh Inst; “Cessation at FQHCS”; \$9,524,954. David Wetter, Principal Investigator.
28. University of Utah – NIH National Cancer Institute; “Welm – U01 – Breast Cancer”; \$4,956,250. Bryan E Welm, Principal Investigator.
29. University of Utah – DHHS National Institutes of Health; “Camp and Welm_PO3_R01”; \$3,804,627. Nicola J Camp, Principal Investigator.
30. University of Utah – NIH National heart Lung & Blood Inst; “Catheterized Microscopy”; \$2,708,390. Frank Sachse, Principal Investigator.
31. University of Utah – NIH National Cancer Institute; “OCT1 and OCA-B”; \$2,601,200. Roland D Tantin, Principal Investigator.
32. University of Utah – DHHS National Institutes of Health; “Grossman_R01_10.5.2017”; \$2,480,070. Douglas Grossman, Principal Investigator.
33. University of Utah – NIH National Cancer Institute; “WELM_R01_Resub_11.06.17”; \$1,906,250. Alana Lee Welm, Principal Investigator.
34. University of Utah – NIH National Cancer Institute; “Oliver_NIH_R01-10.05.17”; \$1,906,250. Trudy Oliver, Principal Investigator.
35. University of Utah – NIH National Cancer Institute; “Epigenetic Rewiring”; \$1,906,250. Srividya Bhaskara, Principal Investigator.

36. University of Utah – NIH National Cancer Institute; “Oncolytic Viral Therapy”; \$1,906,250. Matthew W VanBrocklin, Principal Investigator.
37. University of Utah – DHHS National Institutes of Health; “Holmen_NIH_R01_10.05.2017”; \$1,906,250. Sheri L Holmen, Principal Investigator.
38. University of Utah – Washington University in St Louis; “Gut Microbiome – WUSTL”; \$1,322,775. Cornelia Ulrich, Principal Investigator.
39. University of Utah – DHHS National Institutes of Health; “NIH K08 – Kinsey”; \$1,276,130. Martin McMahon, Principal Investigator.
40. University of Utah – NIH National Heart Lung & Blood Inst; “Platelet Gene Expression”; \$11,400,144. Andrew S Weyrich, Principal Investigator.
41. University of Utah – DHHS National Institutes of Health; “ESTHI”; \$9,100,698. John R W Kestle, Principal Investigator.
42. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; “Microna-92A”; \$3,936,701. Yan-Ting Shiu, Principal Investigator.
43. University of Utah – NIH National Cancer Institute; “Matsen R01 OCT2017”; \$3,678,249. Cindy Brown Matsen, Principal Investigator.
44. University of Utah – NIH national Institute on Aging; “Practice Effects & Biomarkers”; \$3,546,068. Kevin M Duff, Principal Investigator.
45. University of Utah – DHHS national Institutes of Health; “Vascular and Skeletal Muscle”; \$3,470,070. Joel D Trinity, Principal Investigator.
46. University of Utah – DHHS National Institutes of Health; “Fuel Utilization”; \$3,286,672. Claudio Javier Villanueva, Principal Investigator.
47. University of Utah – DHHS National Institutes of Health; “Insights Atrial Fibrillation”; \$3,060,370. Ravi Ranjan, Principal Investigator.
48. University of Utah – NIH National Inst Child Hlth & Human Dev; “Kennan R24 OCT 2017”; \$2,941,187. Heather Todd Kennann, Principal Investigator.
49. University of Utah – DHHS National Institutes of Health; “Micronas & Metabolic Disease”; \$2,856,500. Ryan M O’Connell, Principal Investigator.

50. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; “Bicarb on Kidney Injury”; \$2,799,663. Kalani Lukela Raphael, Principal Investigator.
51. University of Utah – NIH National Institute Arthrit Muscoskel Skin Dis; “R01 Antimicrobial Pouch”; \$2,629,504. Dustin Lee Williams, Principal Investigator.
52. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; “Intensive SBP Control”; \$2,614,291. Srinivasan Beddhu, Principal Investigator.
53. University of Utah – University of Illinois at Chicago; “Chuvash Polycythemia”; \$2,541,665. Josef Tomas Prchal, Principal Investigator.
54. University of Utah – NIH National Institute on Drug Abuse; “Creatine-Methamphetamine”; \$2,524,696. Perry Franklin Renshaw, Principal Investigator.
55. University of Utah – Gordan and Betty Moor FDTN; “(EHR) Flight Simulator Tool”; \$2,486,087. David Carey Classen, Principal Investigator.
56. University of Utah- DHH National Institutes of Health; “Yandell Vaast Resub 7/17”; \$2,391,653. Mark Yandell, Principal Investigator.
57. University of Utah – University of California San Francisco; “Spiromics II”; \$2,174,658. Robert Paine III, Principal Investigator.
58. University of Utah – US Department of Defense; “DOD – Pergolide”; \$2,100,000. Balamurali Krishna Ambati, Principal Investigator.
59. University of Utah – NIH National Institute of Aging; “Inflammation-Induced Thrombos”; \$1,906,250. Matthew Thomas Rondina, Principal Investigator.
60. University of Utah – NIH Nation Heart & Lung Blood Inst; “MTOR”; \$1,906,250. Andrew S Weyrich, Principal Investigator.
61. University of Utah – NIH National Inst Alcohol Abuse & Alocholism; “Alcohol-Induced Plasticitey”; Adrian Rothenfluh, Principal Investigator.
62. University of Utah – NIH National Inst of General medical Sci; “Intestinal Lipid Handling”; \$1,906,250. Amnon Schlegel, Principal Investigator.

63. University of Utah – DHHS National Institutes of Health; “Classic Cadherin Diversity”; \$1,906,250. Megan E Williams, Principal Investigator.
64. University of Utah – DHHS National Eye Institute; “2017 Intraceptor”; \$1,906,250. Balamurali Krishna Ambati, Principal Investigator.
65. University of Utah – NIH national Inst Child Hlth & Human Dev; “Fun R01 OCT 2017”; \$1,906,250. Camille Fung, Principal Investigator.
66. University of Utah – NIH National Cancer Institute; “ARF6 in Braf-Mutant Melanoma”; \$1,906,250. Allie H Grossmann, Principal Investigator.
67. University of Utah – NIH Natl Inst Neurgolog Disorders Stroke; “Bonkowsky R01 Oct 2017”; \$1,906,250. Joshua Leitch Bonkowsky, Principal Investigator.
68. University of Utah – DHHS National Institutes of Health; “Epigenetic Control of Muscle”; \$1,906,250. Chintan Kiranbhai Kikani, Principal Investigator.
69. University of Utah – DHHS National Institutes of Health; “MIRA”; \$1,906,250. Peter Shaw Shen, Principal Investigator.
70. University of Utah – NIH Natl Inst Diabetes Digest Kidney Dis; “Restore Hypoglycemia Awareness”; \$1,906,250. Simon J Fisher, Principal Investigator.
71. University of Utah – DHHS National Institutes of Health; “Xinjian Chen R01”; \$1,906,250. Xinjian Chen, Principal Investigator.
72. University of Utah – US Department of Defense; “Interactions in Diarrhea”; \$1,830,000. Nels Christian Elde, Principal Investigator.
73. University of Utah – DHHA National Institutes of Health; “Pannucci R01 Oct2017”; \$1,768,474. Christopher Pannucci, Principal Investigator.
74. University of Utah – DHHS Centers for Disease Control & Prev; “Shoulder Injuries”; \$1,662,011. Matthew S Thiese, Principal Investigator.
75. University of Utah – NIH Natl Ctr for Complmt & Integtc Hlth; “Role of Hyaluronan”; \$1,398,375. Anthony Donato, Principal Investigator.
76. University of Utah – NIH National Eye Institute; “Top-Down Feedback”; \$1,353,615. Alessandra Angelucci, Principal Investigator.

77. University of Utah – NIH National Heart Lung & Blood Inst; “K99/R00 Danielle Mowery”; \$1,312,449. Matthew H Samore, Principal Investigator.
78. University of Utah – NIH National Institute on Drug Abuse; “K99/F00 Elissa Pastuzyn”; \$1,160,345. Jason Dennis Shepherd, Principal Investigator.
79. University of Utah – George Washington University; “GWU Subcontract”; \$1,160,345. Bruce Earl Bray, Principal Investigator.
80. University of Utah – US Department of Defense; “PRCA”; \$1,142,757. Lisa Anne Cannon-Albright, Principal Investigator.
81. University of Utah – DHHS National Institutes of Health; “R33 Preclinical Deb of Ingenol”; \$1,076,799. Vicente Planelle, Principal Investigator.
82. University of Utah – DHHS National Institutes of Health; “3D Anatomy Reconstruction”; \$1,891,105. Shireen Youssef Elhabian, Principal Investigator.
83. University of Utah – National Science Foundation; “Medium:Lagrangian Feature Set”; \$1,197,439. Peer-Timo Bremer, Principal Investigator.
84. University of Utah – NIH National Inst Allergy & Infectious Dis; “Robert Soto K99/F00 – TB”; \$1,024,560. Marc D Porter, Principal Investigator.
85. University of Utah – National Science Foundation; “Epic Bioscience”; \$1,313,939. Kirsten Renee Butcher, Principal Investigator.
86. University of Utah – DOD Defense Advanced Research Projects Agency; “Tileprocessor”; \$2,232,672. Pierre-Emmanuel Julien Marc Gaillardon, Principal Investigator.
87. University of Utah – DOD Defense Advanced Research Projects Agency; “Opensourceips”; \$2,204,295. Pierre-Emmanuel Julien Marc Gaillardon, Principal Investigator.
88. University of Utah – US Department of Defense; “Cytokine Modulation-Be”; \$1,104,053. David W Grainger Phd, Principal Investigator.
89. University of Utah – NIH Natl Inst Deaf & Other Comm Disorder; “Treatments for Asphasia”; \$5,443,759. Julie L Wambaugh, Principal Investigator.

90. University of Utah – National Science Foundation; “IES Wasatch”; \$2,138,817. Paul D Brooks, Principal Investigator.
91. University of Utah – NIH National Inst Child Hlth & Human Dev; “Carrier Screening Resub”; \$3,071,345. Erin Witter Rothwell, Principal Investigator.
92. University of Utah – DHHS Agency for Healthcare Resh & Quality; “Wallace AHRQ R01 Oct 2017”; \$1,197,599. Andrew Schneider Wallace, Principal Investigator.
93. University of Utah – NIH National Inst of General Medical Sci; “Genetic Analysis of Codon”; \$1,906,250. Kelly T Hughes, Principal Investigator.
94. University of Utah – DHHS National Institutes of Health; “Epigenetic Mechanisms”; \$3,095,151. Elisabeth Conradt, Principal Investigator.
95. University of Utah – DOD Uniformed Servs Univ of the Hlth Sci; “Military Eating Disorders”; \$1,471,520. Brian Robert William Baucom, Principal Investigator.
96. University of Utah – NIH National Institute of Mental Health; “Identifying Suicidal Subtypes”; \$1,072,141. Craig Bryan, Principal Investigator.
97. University of Utah – NIH National Cancer Institute; “Targeting SS18-SSX”; \$11,520,800. Kevin Bruce Jones, Principal Investigator.
98. University of Utah – NIH National Cancer Institute; “Differences-Molecular Subtype”; \$7,674,178. Jennifer Anne Doherty, Principal Investigator.
99. University of Utah – NIH National Inst Child Hlth & Human Dev; “Campbell P50 Nov 2017”; 47,666,378. Kristine Ann Campbell, Principal Investigator
100. University of Utah – DHH National Institutes of Health; “Holman NCI OIA R35”; \$6,405,000. Sheri L Holmen, Principal Investigator.
101. University of Utah – DHHS National Institutes of Health; “NIH R01 – Nov 5 2017”; \$2,667,868. Bruce A Edgar, Principal Investigator.
102. University of Utah – NIH National Cancer Institute; “Gertz_10.30.17_NIH_R01”; \$2,627,025. Jason Gertz, Principal Investigator.
103. University of Utah – NIH National Cancer Institute; “11.06.17_AYER_R01_Resub”; \$2,361,440. Donald E Ayer, Principal Investigator.

104. University of Utah – US Agency for International Development; “Peer/Liberia-U.S. Partnership”; \$1,929,967. Juan Carlos Negrette, Principal Investigator.
105. University of Utah – Washington University in St Louis; “11.5.17_WUSTL_Subcontract”; \$1,715,625. Trudy Oliver, Principal Investigator.
106. University of Utah – US Department of Defense; “12.06.17_Varley_DOD”; \$1,460,818. Katherine Elena Varley, Principal Investigator.
107. University of Utah – Fred Hutchinson Cancer Research Center; “Systems Polpyarmacology”; \$1,334,375. Alana Lee Welm, Principal Investigator.
108. University of Utah – Janssen Research & Development LLC; “Neklason-Janssen”; \$1,263,262. Deborah W Neklason, Principal Investigator.
109. University of Utah – US Department of Defense; “Choice of Hyperosmolar Therapy”; \$4,452,685. Gregory William John Hawryluk, Principal Investigator.
110. University of Utah – DHHS National Institutes of Health; “Effects of Microbiota”; \$3,791,143. June Louise Round, Principal Investigator.
111. University of Utah – DHHS National Institutes of Health; “Agarwal R01 Resub Nov2017”; \$3,199,044. Jayant Agarwal, Principal Investigator.
112. University of Utah – National Science Foundation; “MS Heredity and Evolution”; \$2,617,435. Louisa A Stark, Principal Investigator.
113. University of Utah – NIH Natl Inst Arthrit Muscoskel Skin Dis; “Kinematic Role of Morphology”; \$2,541,772. Andrew Edward Anderson, Principal Investigator.
114. University of Utah –US Department of Defense; “Closed-Loop for SCI”; \$2,282,250. Candace Lorraine Floyd, Principal Investigator.
115. University of Utah – NIH Natl Inst Diabetes Digest Kidney Dis; “Counterregulatory Failure”; \$2,263,440. Owen Chan, Principal Investigator.
116. University of Utah – NIH Natl Inst Diabetes Digest Kidney Dis; “Iron Deficiency”; \$2,256,516. Monique Eun Hee Cho, Principal Investigator.

117. University of Utah – DHHS National Institutes of Health; “Nets: Protection or Harm”; \$1,906,250. Christian C Yost, Principal Investigator.
118. University of Utah – DHHS Agency for Healthcare Res & Quality; “Teams in Primary Care”; \$1,887,400. Michael K Magill, Principal Investigator.
119. University of Utah – NIH National Institute of Mental Health; “Docherty R01”; \$1,830,000. Anna Rose Docherty, Principal Investigator.
120. University of Utah – NIH National Inst Neurology Disorders Stroke; “Casein Kinase 1”; \$1,715,625. Kevin C Brennan, Principal Investigator.
121. University of Utah – DHHS Agency for Healthcare Resh & Quality; “Primary Care Disaster Prepare”; \$1,558,409. Kimberley I Shoaf, Principal Investigator.
122. University of Utah –US Department of Defense; “HHT DOD”; \$1,129,245. Kevin J Whitehead.
123. University of Utah – NIH National Cancer Institute; “YOO K99/R00”; \$1,113,205. Shannon J Odelberg, Principal Investigator.
124. University of Utah – National Science Foundation; “AR in Informal Settings”; \$2,547,369. Rebecca Thomas Menlove, Principal Investigator.
125. Utah State University – Utah Governor’s Office of Economic Development; “GOED SBDC”; \$1,200,000. Michael Carl Finnerty, Principal Investigator.
126. Utah State University – US National Science Foundation; “Predicting emergent phenotypes at the intersection of mathematics, biology, and computer science”; \$9,513,157. David E Brown, Principal Investigator.
127. Utah State University – Howard Hughes medical institute; “Howard Hughes Medical Institute Inclusive Excellence Grants 2018”; \$1,000,000. Alan H Savitzky, Principal Investigator.
128. Utah State University – US National Science Foundation; “Collaborative Research: MSB-FRA: Modeling the determinants of lotic ecosystem biodiversity from local to continental scales and predicting vulnerability to environmental alteration”; \$1,379,025. Charles P Hawkins, Principal Investigator.
129. Utah State University – US National Science Foundation; “Enhanced Na Wind-Temperature Lidar Measurements to Investigate Fundamental Coupling processes in the Mid-Latitude Mesosphere and Lower Thermosphere”; \$1,930,071. Tao Yuan, Principal Investigator.

130. Utah State University – UT Sys. of High. Ed. – Utah Valley University; “Gear Up Utah”; \$1,470,000. James T Dorward, Principal Investigator.
131. Utah State University – SIR International; “Collaboration in the Classroom: Developing Data-Driven Teaching Tools for Measuring Collaborative Design Activities”; \$1,086,741. Breanne Krystine Litts, Principal Investigator.
132. Utah State University – US National Science Foundation; “Collaborative Research: Integrating Science and Technology into Literacy learning”; \$1,379,927. Kimberly Hardiman Lott, Principal Investigator, Mark Larese-Casanova, Co-Investigator.
133. Utah State University – US National Science Foundation; “Collaborative Research: StoryCoding in the ARIS Game Design Platform: Implementing Computational Thinking Across the Curriculum”; \$1,136,119. Breanne Krystine Litts, Principal Investigator.

C. Awards

1. University of Utah – US Agency for International Development; “SIAD-PCASW”; \$2,200,000. Steven John Burian, Principal Investigator.
2. University of Utah – NIH Office of the Director; “Stanford Echo UG3/UH3 Apr 2016”; \$2,112,977. Joseph Stanford, Principal Investigator.
3. University of Utah – NIH National Cancer Institute; “U01-CA206110”; \$1,839,122. Cornelia Ulrich, Principal Investigator.
4. University of Utah – NIH National Inst of General Medical Sci; “Cheetah P50 Renewal”; \$4,940,941. Wesley I Sundquist, Principal Investigator.
5. University of Utah – NIH National Institute on Drug Abuse; “ABCD-PRISM”; \$2,076,700. Deborah Ann Yurgelun-Todd, Principal Investigator.
6. University of Utah – DOT Natl Highway Traffic Safety Admin; “Nemsis Tac”; \$1,650,000. Newell C Mann, Principal Investigator.
7. University of Utah – Jazz Pharmaceuticals; “Jazz-15-007”; \$1,334,964. David Shyr, Principal Investigator.
8. University of Utah – National Science Foundation; “Cloudlab2”; \$5,833,586. Robert Preston Riekenberg Ricci, Principal Investigator.
9. University of Utah – Army Medical Research Acquisition Activity; “Non-Opioid Drug Discovery”; \$9,957,949. Baldomero M Olivera, Principal Investigator.

10. University of Utah – NIH National Cancer Institute; “PDX U54”. \$2,482,188 Alana Lee Welm, Principal Investigator.
11. University of Utah – ISI Pharamaceutic ALS Inc; “ISIS 396443-CS11”; \$2,374,692. Nicholas E Johnson, Principal Investigator.
12. University of Utah – DOD Uniformed Servs Univ of the Hlth Sci; “Animal Model to Understand HO”; \$2,219,531. Dustin Lee Williams, Principal Investigator.
13. Utah State University – US Dept of Hlth and Hum Svcs – Office of Family Assistance; “Steps to Healthy Fatherhood”; \$1,574,870. Brian J Higginbotham, Principal Investigator.
14. Utah State University – UT Department of Health; “Up to 3 Baby Watch Early Intervention Program”; \$1,264,521. Susan E Thain Olsen, Principal Investigator.
15. Utah State University – US Department of Education; “GEAR UP 3: Utah State university STARS! – GEAR UP Partnership”; \$2,187,197. James T Dorward, Principal Investigator; Eric D Packenham, Co-Investigator.
16. Utah State University – Utah Governor’s office of Economic Development; “2016-2021 GOED SBDC”; \$2,400,000. Michael Carl Finnerty, Principal Investigator, Jason Michael Yerka, Co-Investigator.
17. Utah State University – Utah Department of Workforce Services; “Food \$ense (SNAP-Ed) Supplemental Nutrition Assistance Program – Education”; \$1,560,394. Heidi Reese LeBlanc, Principal Investigator.

D. Academic Items Received and Approved

1. Information Items

- Weber State University – Bachelor of Science in Finance
- Weber State University – Bachelor of Science in Marketing
- Weber State University – Bachelor of Science in Supply chain Management

2. New Program

- University of Utah – Bachelor of Arts/Science in Marketing:
 - Emphasis in Professional Selling and Business Development
 - Minor in Professional Selling and Business Development
- University of Utah – Bachelor of Arts/Science in Quantitative Analysis of Markets & Organizations:

- Emphasis in Entrepreneurship
- Emphasis in Management
- Emphasis in Marketing
- University of Utah – Bachelor of Science in Metallurgical Engineering:
 - Emphasis in Biomedical Devices and Sensors
 - Emphasis in Chemical processing
 - Emphasis in Energy Conversion and Storage
 - Emphasis in Mineral/Particle Processing
 - Emphasis in Nuclear
 - Emphasis in Physical Metallurgy
- University of Utah 0 Emphasis in Media Arts Production within the Bachelor of Arts in Film & Media Arts
- Utah State University – Post-Baccalaureate Certificate in Engineering Education (online)
- Utah Valley University – Emphasis in Russian Studies within the Bachelor of Arts/Science in Integrated Studies

3. Name Change

- Weber State University – Associate of Science, Bachelor of Science, and Minor in Information Systems & Technology to Associate of Science, Bachelor of Science, and Minor in management Information Systems
- Utah Valley University – Emphasis in Speech Communication to Emphasis in Communication Studies within the Bachelor of Arts/Science in Communication
- Salt Lake Community College – Certificate of Proficiency in Electric Power Technology to Lineworker Pre-Apprenticeship

4. Admin Unit Name Change

- University of Utah – Department of Biology to School of Biological Sciences
- Salt Lake Community College – Division of Humanities, Language, Culture & American Sign Language to Division of Humanities and Language

5. Name Change/Admin Unit Restructure

- Salt lake Community College – Division of Accounting, Finance & Economics to Division of Accounting, Finance, and Legal Studies
- Salt Lake Community College – Division of Management, marketing & Legal Studies to Division of Management and Marketing
- Salt Lake Community College – Division of Psychology & Social Science to Division of Social and Behavioral Science

6. Program Restructure

- University of Utah – Post-baccalaureate Certificate in Rehabilitation Counseling

7. Program Transfer

- University of Utah – Disability Studies program (Minor and Graduate Certificate) transferred from the College of Health to the School for cultural and Social Transformation

8. Discontinuation

- Weber State University – Emphases in Finance, Marketing, and Supply Chain Management within the Bachelor of Science in Business Administration

E. Revision of Policy R686, *Student Prosperity Savings Program*

- Policy R686 established the Student Prosperity Savings Program. This minor change ensures the UESP Executive Director can determine, on an annual basis, the maximum award amount that a community partner may receive from the UESP Student Prosperity funding for an eligible individual.

This was going to be the practice but this change will allow the action without amending the administrative rule on an annual basis.

F. Revision of Policy R611, *Veterans Tuition Gap Program*

- Policy R611 implements the Veteran's Tuition Gap Program, which provides tuition assistance for veterans who are attending institutions of higher education in Utah and whose federal benefits have been exhausted. The change makes a minor clarification on eligibility requirements regarding the applicant's status as an admitted student. It also clarifies how to calculate the length of the award program.

David L. Buhler
Commissioner of Higher Education

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

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

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
Harris Simmons, Vice Chair
Nina Barnes
Wilford Clyde
Marlin K. Jensen
Ron Jibson
Patricia Jones
Steve Lund
Robert S. Marquardt
Cristina Ortega
Robert W. Prince
Teresa L. Theurer
Alex Trujillo
Joyce P. Valdez

Regents Absent

Jessellie B. Anderson
Mark Stoddard
Thomas E. Wright

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education
Kimberly L. Henrie, Associate Commissioner for Planning, Finance and Facilities
Elizabeth Hitch, Associate Commissioner of Academic Affairs

Institutional Presidents Present

President Pershing, University of Utah
Noelle Cockett, Utah State University
Scott L. Wyatt, Southern Utah University
President Carlston, Snow College
Jeff Olson for Matthew S. Holland, Utah Valley University
Richard B. Williams, Dixie State University
Deneece G. Huftalin, Salt Lake Community College
Madonne Miner for Charles A. Wight, Weber State University

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

Vice Chair Harris Simmons called the meeting to order at 1:13 p.m. He opened the meeting by asking Regent Jensen to talk about the resolution for Robert D. Hales.

Discussion – Communication and Strategic Planning

A discussion about the new strategic plan and the three new Regents' Working Groups. These working groups include: Workforce – Chair, Regent Marquardt, Vice Chair, Regent Jones; Timely Completion – Chair, Regent Barnes, Vice Chair, Regent Prince; Access & Affordability – Chair, Regent Jensen, Vice Chair, Regent Ortega.

State of the University

President Cockett began by stating USU is Utah's land grant institution, which differentiates them with a very specific mission of research, teaching and outreach across the state. She said students feel like they are a part of a family when attending USU; they are embraced with inclusivity and are given high touch experiences that create a doer mentality. USU is focused on workforce development, attending to teach students what they need to pursue their choice of career, but they also hope they are creating people that love learning, and develop better citizens.

President Cockett said they are creating student success in the same manner other Utah institutions are, with a commitment to student success. In 2011 the Regents joined with Complete College America to identify five incentives for USHE institutions to focus on. USU has embraced all five incentives and has successfully implemented them.

Tuition Plateau: The first step in getting students to participate was to explain how the tuition plateau saves time and money. In 2014 USU extended their tuition plateau from 13-18 credits to 12-18 credits. Students have been very receptive to this concept. They have increased student participation in the plateau from 50% of students in 2012 to 77% of students in 2017. This increase is not just because of the one credit change, but because USU moved its online classes to the plateau. Of note, almost 40% of USU students take at least one online course.

Additional incentives to ensure student success include: moving a lot of the orientation and registration processes online, reduced the number of remedial classes that a student might need to take by redoing the math and statistics coursework, moved from taking a math placement test to providing a six month free tutorial program and at the end of the program students are placed in a math class, and lastly they have purchased the Cevitas program that will allow real time advising and quick deployment of assistance they may need. USU is working on several high impact practices, some examples include: undergraduate research, internships, study abroad programs, senior capstone projects, and the Connections Program.

Workforce development: USU introduced the Outdoor Product Design and Development Program and currently have 100 students enrolled. This is hands on and interdisciplinary. In 2011 USU was approved for a veterinarian medicine degree with Washington State University and it is highly successful. USU now offers the two-year nursing program in Vernal, Roosevelt, Tooele, Moab, Blanding and Price. They are also working to increase stackable credentials.

President Cockett also mentioned some things USU is doing in the area of well-being and safety. USU surveyed 23,000 students and asked questions about nonconsensual sexual contact, 45% responded. 93% of students felt safe on campuses, but only 45% knew about the resources available and only 5% knew how to report to Title IX. The nonconsensual sexual contact is about 7.2% total for undergrads but only 5% had reported. Because of this USU has increased the message to students on their resources and how to report.

Mental Health and Wellness is a big issue campus wide. USU has had a 96% increase in consults in university centers since 2015. Students approved a new student fee of \$13.00 per fulltime student and a .05% second-tier tuition increase for more resources.

President Cockett praised USU for ranking 5th nationally in public institutions and 13th in all institutions in the 2016 college rankings done by Washington Monthly, which ranks institutions on social mobility.

Resolution

Regent Jensen made mention of the great work of Robert D. Hales and moved to approve the Resolution; the motion was seconded and the motion passed.

Tristan Denley Presentation

Dr. Tristan Denley, Executive Vice Chancellor for Academic Affairs and Chief Academic officer at the University System of Georgia talked about strategies to enable students to be more successful, graduate more quickly and cheaper.

General Consent Calendar (TAB R)

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

- A. Minutes – Minutes of the Board meeting November 17, 2017, Utah State University, Logan, Utah
- B. Grant Proposals
- C. Awards
- D. Academic items Received and Approved
- E. Revision of Policy R613, Public Safety Officer Career Advancement Reimbursement Program
- F. Revision to Policy R911, Employment of Relatives

Reports of Board Committees

Academic and Student Affairs Committee

Utah Medical Education Council Recommendations (TAB A)

Regent Theurer noted Rick Campbell shared information about workforce services, which the committee found very interesting and Mr. Campbell will be following up with additional information at a future meeting. This is an information item only; no action was taken.

Institutional Completion Report – Utah State University (TAB B)

Regent Theurer noted USU is doing great things. This is an information item only; no action was taken.

High Impact Practices Goal, Assessment and Reporting (TAB C)

Regent Theurer noted this requires students to have two High Impact Practices experiences, one in the first 30 credit hours and another later. **Regent Theurer motioned to approve as outlined in TAB C; the motion was seconded by Regent Barnes and the motion carried.**

Revision of Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles (TAB D)

Regent Theurer noted after a long discussion this item will be tabled for additional word changes. This item will be revisited at a future Board meeting.

Repeal Regent Policy R424, Public Colleges of Education and Centennial Schools (TAB E)

Regent Theurer noted this program has not been active for several years and therefore the policy is no longer needed. **Regent Theurer motioned to approve as outlined in TAB E; the motion was seconded by Regent Ortega and the motion carried.**

Revision to Policy R609, Regents' Scholarship (TAB F)

Regent Theurer noted this scholarship was originally created to help with college preparedness and while this is still the case, the new changes provide the ability to consider access and makes it easier to apply for the scholarship. This change also gives more flexibility to the financial offices at the institutions. Commissioner Buhler noted there has been a lot of misinformation so the office has created some talking points to help in understanding the changes. This is still an achievement based scholarship, even though it allows institutions to help fill a financial gap, which helps in our access and affordability mission. **Regent Theurer motioned to approve as outlined in TAB F; the motion was seconded by Regent Campbell and the motion carried.**

Finance and Facilities Committee

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

Regent Marquardt noted there has been some amazing additions to Utah State University. **Regent Marquardt motion to approve as outlined in TAB G; the motion was seconded by Regent Jibson and the motion carried.**

Utah State University – Property Acquisition (TAB H)

Regent Marquardt noted this is a ratification of an action already taken. The property is located next to the Brigham campus and will be used for commercial purposes. **Regent Marquardt motioned to ratify as outlined in TAB H; the motion was seconded by Regent Theurer and the motion carried.**

Utah State University – Series 2017 Refunding Bond Issue (TAB I)

Regent Marquardt noted USU is requesting authorization to issue up to 43 million in revenue bonds to advance refund of 36 million in bonds originally issued for the Aggie recreation center and basketball practice facility. USU anticipates they will save approximately 6 percent or 2.3 million. **Regent Marquardt motioned to approve as outlined in TAB I; the motion was seconded by Regent Jones and the motion carried.**

University of Utah – Property Purchase (TAB J)

Regent Marquardt noted this is for approval to purchase a 3.26 acre property located between the Rosenblatt House and the Eccles House at a cost of 2.45 million in nonpublic funds. He noted this is a rare opportunity to purchase property that is landlocked and will not be used in the immediate future. **Regent**

Marquardt motioned to approved as outlined in TAB J; the motion was seconded by Regent Prince and the motion carried.

USHE – 2018-2019 Performance Based Funding Modification (TAB K)

Regent Marquardt noted these are required changes based on the passage of SB 117. Changes include: the weighting of performance category was increase to market demand performance up to 25% of available funding, underserved students was redefined, market demand programs are set by the division of workforce services and GOED and reevaluated every two years, the distribution of funding is based on one year's performance compared to the previous five year rolling average, and distribution and funding will be prorated based on the institutions progress. **Regent Marquardt motioned to approve as outlined in TAB K; the motion was seconded by Regent Jones and the motion carried.**

USHE – Fiscal Health Dashboard Update (TAB L)

Regent Marquardt encouraged regents to review the report and noted the Dashboard is a great place to find information. This is an information item only; no action was taken.

USHE – FY2019 Institutional Budget Request Detail (TAB M)

Regent Marquardt noted this is an information item only; no action was taken.

USHE – Annual Institutional Residences Expense Report (TAB N)

Regent Marquardt noted this is an information item only; no action was taken.

USHE – Annual Report on Leased Space (TAB O)

Regent Marquardt noted there are 208 institutional leases, over 1.8 million square feet, and an annual lease cost of 26.8 million. Of these leases, the University Health Care System accounts for 68% of them. This is an information item only; no action was taken.

USHE – Annual Contracts and Grants Report (TAB P)

Regent Marquardt noted the total number increased by 263 or 6.1% and the dollar amount increased by 12.6 million. This is an information item only; no action was taken.

USHE – Fall 2017 Third-week Enrollment Report (TAB Q)

Regent Marquardt noted USHE institutions had an increase of total headcount of almost 5000 students. This is an information item only; no action was taken.

Regent Marquardt motioned to move into executive session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals. The motion was seconded by Regent Theurer and the motion carried.

The meeting adjourned at 2:31 p.m.

Loreen Olney, Executive Secretary

Date Approved: 1-19-2018

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L Buhler

SUBJECT: Revision of Policy R208, *Resource and Review Team*

Issue

The Board seeks to ensure its institutional presidents are successful in all aspects of the position. Resource and review teams provide presidents with ongoing support, direction, and counsel on behalf of the Board of Regents and the Board of Trustees. These policy revisions clarify the resource and review team's responsibilities. The policy also expands and refines the annual performance evaluation criteria, timing and procedures.

Background

To be successful, a president requires ongoing communication with and accountability to the Board of Regents and the Board of Trustees. Resource and review teams provide an important person-to-person bridge between the president and the Board. The president can also use the team as a resource for guidance, feedback and counsel.

Resource and review teams meet with the president at least twice a year—once in the Fall and again in the Spring. During the Fall meeting, presidents update the team on progress towards the institution's strategic goals and challenges the president is either facing or anticipates in the coming year. The president can request the Board's assistance where needed and keep the board updated on his or her challenges and successes.

In the Spring, the resource and review team evaluates the president's performance based on established criteria. The team then presents its findings to the president for his or her input. Afterward, the team presents a written performance evaluation to the Board of Regents.

The proposed policy changes clarify the team's responsibilities for counseling and supporting presidents and for conducting annual performance evaluations. Additionally, the revisions expand and refine the performance evaluation criteria to include the president's vision for the institution, and whether the president has established strategic goals with strategies for accomplishing the strategic goals. Additionally, the team will assess whether the president's vision and goals align with the Board's vision and strategic goals.

In addition to reviewing the president's general performance, the revisions include a new section on assessing the institution's fiscal health and whether the president understands and responsibly controls the institution's finances.

These revisions will improve the resource and review team's ongoing relationship with the presidents and enhance communication and accountability to the Board.

Commissioner's Recommendation

The Commissioner recommends the Regents approve R208, *Resource and Review Teams* effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GTL
Attachments

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 annual performance review of each president.

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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. 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).

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3.2. 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.

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Deleted: This team is created pursuant to 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: During the months of September through November, each president shall meet with his or her Resource and Review Team.

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4.1.1. Objectives: The objective of the fall meeting is to (1) identify the ways the Board of Regents and the Board of Trustees can better assist the president, (2) update the resource and review team regarding progress on the institution's strategic goals and to discuss ongoing or potential issues important to the president and the institution.

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4.1.2. Agenda: The president is to set the agenda and conduct the meeting.

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

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Deleted: The duration and content of the meeting is at the discretion of the president.

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 March 29, 2013 and March 28, 2014.

4.2. **Spring Review:** During the months of February through April, the resource and review team shall evaluate the president's performance.

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4.2.1. **Objectives:** In addition to the objectives of 4.1.1., the objective of the spring review is to review of the president's performance, and to identify areas of success and areas that need improvement.

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4.2.2. **Agenda:** The chair of the resource and review team shall set the agenda in consultation with the president.

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4.2.3 **Report:** The resource and review team shall produce a written and confidential report pursuant to part 5.4 of this policy.

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4.2.4. **Criteria for Evaluation:** The resource and review team shall assess the president's performance in the following criteria:

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4.2.4.1 **Institutional Vision and Strategic Goals:** The resource and review team review the president's vision for the institution and the strategic goals associated with that vision. The team will discuss with the president his or her progress in accomplishing the goals. The team should interview the president's cabinet (or equivalent) regarding the strategic goals, whether the president effectively communicates his or her priorities, and each cabinet member's view of the president's overall performance.

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4.2.4.2. **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 and goals. Such problems may relate directly to the institution, the president's cabinet, the president's performance regarding academic planning and quality, student affairs, or the president's relationship with the Board of Trustees, the Board of Regents and other relationships.

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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.

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4.4. **Integration with R209 Evaluation:** Pursuant to Regents' Policy R209, presidents are to be comprehensively evaluated following the first and third years of employment, and every three years thereafter. During the year of R209 comprehensive evaluation, the resource and review team shall not conduct a performance review, but will still meet with the president to receive an update on the president's current challenges, successes, and upcoming events or issues.

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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. **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 Chair and Vice-Chair of the Regents, the Chair and Vice-Chair of the Trustees and the Commissioner to identify any concerns or issues with either the president's performance or institutional direction that needs to be addressed. The Commissioner's Office will assist and support the team by providing data, guidance or other information necessary for the evaluation.

5.3 **Written Reports:** After completing the annual performance evaluation, the team chair shall prepare a written, confidential report of the findings and counsel. The Commissioner's Office may provide a standard report format. The report shall be marked confidential.

5.3.1 **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.

5.3.2 **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.

5.3.3 **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.

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

5.3.5 **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.

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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.

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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.

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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.

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 annual performance review of 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. **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).
- 3.2. **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.

R208-4. Policy

- 4.1. **Fall Meeting:** 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) identify the ways the Board of Regents and the Board of Trustees can better assist the president, (2) update the resource and review team regarding progress on the institution’s strategic goals and to discuss ongoing or potential issues important to the president and the institution.
 - 4.1.2. **Agenda:** The president is to set the agenda and conduct the meeting.
 - 4.1.3. **Report:** There shall be no written or formal report of the fall meeting.

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 March 29, 2013 and March 28, 2014.

4.2. Spring Review: During the months of February through April, the resource and review team shall evaluate the president's performance.

4.2.1. Objectives: In addition to the objectives of 4.1.1., the objective of the spring review is to review of the president's performance, and to identify areas of success and areas that need improvement.

4.2.2. Agenda: The chair of the resource and review team shall set the agenda in consultation with the president.

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 assess the president's performance in the following criteria:

4.2.4.1 Institutional Vision and Strategic Goals: The resource and review team review the president's vision for the institution and the strategic goals associated with that vision. The team will discuss with the president his or her progress in accomplishing the goals. The team should interview the president's cabinet (or equivalent) regarding the strategic goals, whether the president effectively communicates his or her priorities, and each cabinet member's view of the president's overall performance.

4.2.4.2. 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 and goals. Such problems may relate directly to the institution, the president's cabinet, the president's performance regarding academic planning and quality, student affairs, or the president's relationship with the Board of Trustees, the Board of Regents and other relationships.

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 evaluated following the first and third years of employment, and every three years thereafter. During the year of R209 comprehensive evaluation, the resource and review team shall not conduct a performance review, but will still meet with the president to receive an update on the president's current challenges, successes, and upcoming events or issues.

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. 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 Chair and Vice-Chair of the Regents, the Chair and Vice-Chair of the Trustees and the Commissioner to identify any concerns or issues with either the president's performance or institutional direction that needs to be addressed. The Commissioner's Office will assist and support the team by providing data, guidance or other information necessary for the evaluation.

5.3 Written Reports: After completing the annual performance evaluation, the team chair shall prepare a written, confidential report of the findings and counsel. The Commissioner's Office may provide a standard report format. The report shall be marked confidential.

5.3.1 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.

5.3.2. 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.

5.3.3 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.

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

5.3.5. 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.

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L Buhler

SUBJECT: Revision of Policy R209, *Evaluation of Presidents*

Issue

The Board conducts periodic comprehensive performance evaluations of all presidents. Presently, these reviews occur after the president's first year and every four years thereafter. The Board engages a consultant to chair an evaluation committee and to conduct the comprehensive evaluation, which includes interviews with cabinet members, faculty, staff, students, alumni, and state and local government leaders. The proposed policy changes revise how the evaluation committee is established and appointed, expands and refines the search criteria, and changes the frequency and timing of the comprehensive evaluation.

Background

Although the resource and review teams evaluate a president's performance annually in accordance with R208, a president's responsibilities and influence are so expansive and complex that periodically the Board must conduct a more comprehensive review, including expanded evaluation criteria and interviews with a wide range of individuals who either observe the president's performance or are directly impacted by the president's performance. Unlike a standard performance evaluation, the comprehensive review can take weeks to conduct, and the report will be much more in-depth in its detail and breadth. Additionally, the president is asked to conduct a self-evaluation, which is included in the final evaluation report.

The proposed changes to the policy revise how the evaluation committee is appointed. Specifically, the Chair of the Board of Regents in consultation with the Commissioner will select the consultant and the committee members. Additionally, the search committee is responsible to select the individuals who will be interviewed in the course of the evaluation, and the Board Chair will approve that list.

The revisions also change the frequency of the comprehensive evaluation. Instead of performing a comprehensive review after the first year and every four years thereafter, the policy would front load the comprehensive reviews early in the president's tenure—after the first and third year and then every three years thereafter. This will ensure the Board is deeply involved in the president's success early on, when the risk for difficulty is higher.

Lastly, the revisions will expand and refine the search criteria to align with best practices for presidential evaluations, with particular emphasis on strategic planning, strategic goals, measureable outcomes, communication, institutional fiscal health, fund raising, and other critical criteria.

These changes will improve the comprehensive review's effectiveness and usefulness in ensuring presidents are supported and successful early on, and with that foundation will see continued success throughout the rest of their tenure.

Commissioner's Recommendation

The Commissioner recommends the Regents approve R209, *Evaluation of Presidents* effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GTL
Attachments

R209, Evaluation of Presidents¹

R209-1. Purpose: The purpose of this policy is to establish procedures for the comprehensive performance 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~~ will reflect the full scope of the president's duties ~~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. For purposes of this policy, the Commissioner is subject to the same evaluation requirements and criteria where applicable.

~~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.~~

3.2. **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).

R209-4. Policy

4.1. **Comprehensive Evaluation:** The performance of each president will be comprehensively evaluated following the first year and third of his or her tenure (during years two and four²) and every ~~four~~ three years thereafter ~~(during years 6 and 10)~~. The comprehensive 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.

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, March 29, 2013 and March 28, 2014.

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

4.32. 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:

4.32.1. Objectivity: Objectivity extends to the criteria to be assessed, the use of verifiable data wherever possible, the process for the completion of the evaluation, and the selection of persons who will participate in the evaluation.

4.32.2. 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.

4.32.3. Meaningful evaluation: Appraisal of an individual's job performance should be made only by those in a position to observe that performance or is directly impacted by the president's 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.

4.32.4. Well-planned schedule of implementation: The evaluation committee shall establish a reasonable timetable for evaluation ~~will be utilized in order~~ to provide an adequate period for collecting data ~~collection~~, interviews, 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.~~

~~4.32.65. 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 eEvaluation 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 eEvaluation cCommittee 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 consultant shall chair the eEvaluation cCommittee ~~shall be chaired by an Evaluation Consultant~~ who has extensive experience in higher education, and ~~who has knowledge of the type of institution involved~~experience evaluating executive performance. ~~The president shall submit a list of potential consultants to the Commissioner for consideration.~~ The Commissioner of Higher Education shall select and retain the services of a qualified evaluation consultant or consultants as needed, ~~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 Chair of the Board of Regents, in consultation with the president and the Commissioner, shall appoint the Evaluation-evaluation Consultant-consultant and the other members of the Evaluation-evaluation Committee 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 eEvaluation cCommittee cChair, ~~(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-evaluation committee~~ 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~~or are directly impacted by the president's performance as to make meaningful judgments.

5.2.3. Preparation for Interviews: Prior to conducting confidential interviews, the Evaluation-evaluation Committee-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 and shall review the Resource and Review Team's prior evaluation reports. The Commissioner's staff shall provide the committee a report on the institution's financial health for reference during the evaluation process. The Commissioner's staff will also assist and support the committee by providing data, guidance or other information necessary to a comprehensive evaluation.

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 eEvaluation cCommittee.

5.3. Evaluation Process

5.3.1. Confidential Interviews~~Confidentiality~~: Participants in the evaluation process shall maintain ~~c~~Confidentiality~~shall be observed throughout the interview process~~. The ~~e~~Evaluation ~~c~~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, t~~the Evaluation Committee ~~will~~ shall ~~interview a representative sample of vice presidents, deans, academic and administrative department heads, faculty, students, and community leaders, y and alumni, leaders and local and state government leaders~~. The ~~Evaluation evaluation Committee committee~~ shall also take into consideration input provided by the Faculty Senate, Board of Trustees, and Board of Regents. The ~~Evaluation Consultantcommittee~~ 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 evaluation Committee 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~~Evaluation Criteria~~: The ~~Evaluation evaluation Committee committee~~ shall ~~use the following criteria to evaluate the president's performance 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. Vision, Mission, Strategic Planning and Goals

5.4.1.1. The president has established a clear vision for the institution in line with its statutory mission and understands his or her role in implementing that vision.

5.4.1.2. The president has established long-range and short-range strategic goals around the mission and vision. The president has established baseline measurements for the strategic goals and is tracking measurable outcomes to assess the institution's progress toward achieving those goals.

5.4.1.3. The president has established strategies and tactics to accomplish the strategic goals as well as benchmarks, timelines, and has effectively delegated responsibility for those goals.

5.4.1.4. The president has clearly and effectively communicated the strategic plan, its goals to the campus community and has kept the community informed about the institution's progress made toward those goals. The campus community understands the strategic plan for the institution and recognizes how it will help the president achieve his or her vision for the institution.

5.4.12. ~~Budgetary Matters and Fiscal Management~~ Institutional Fiscal Health

5.4.1.1. The president demonstrates ~~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. The president has properly ~~Ability to allocate~~ d or is in the process of allocating fiscal resources in a manner that is conducive to achieving institutional goals ~~and objectives~~.

5.4.1.3. The president demonstrates the a ~~Ability~~ to comprehend and evaluate fiscal and budgetary matters.

5.4.1.4. The president handles funds responsibly and ethically, sets appropriate priorities, and allocates funds to programs and salaries in a fair, objective way that encourages the growth and advancement of the institution.

~~5.4.1.4. Ability to attract funds for the institution.~~

5.4.2. Academic ~~Administration~~ Leadership and ~~Academic~~ Planning

5.4.2.1. The president values the various educational programs at the institution and demonstrates through decision-making and goals the role of scholarship, intellectual diversity and academic freedom ~~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~~ The president has appropriately prioritized teaching quality and focused on students and curriculum.

5.4.2.3. The president has ~~Existence of a~~ maintained an effective ~~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~~ institution's strategic ~~institutional goals and objectives~~.

5.4.2.4. ~~Ability to initiate curricular change in response to student and societal interests and needs~~ The president has collaborated with businesses, industries and government to identify workforce needs and adjusted program offerings to meet workforce demands and to foster economic growth within the state.

5.4.2.5. The president seeks to understand ~~Awareness of~~ educational ~~ideas,~~ trends, and innovations and empowers the faculty to embrace new areas of research, teaching and knowledge delivery.

5.4.2.6. The president takes necessary steps to attract and retain talented faculty to the institution.

5.4.3. Personnel

5.4.3.1. ~~Evidence~~ The president fosters a positive work environment for faculty and staff, and he or she has instructed those in supervisory roles to foster similar work

~~environments of ability to relate to faculty and staff within the particular governance structure of the institution.-~~

~~5.4.3.2. The president holds individuals accountable for their performance and makes personnel changes when necessary to further enhance the institution's effectiveness~~
~~Effectiveness in forming, developing, and supervising an administrative network for making and implementing policies.~~

~~5.4.3.3. The president has assembled a talented team of leaders on his or her cabinet~~
~~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.~~
~~The president seeks their counsel, cultivates their trust and returns that trust, and ensures they are focused on the institution's strategic priorities.~~

~~5.4.3.4. Ability to~~
~~The president effectively determines those issues which are the proper responsibility of subordinates and those which require the action of the chief executive officer~~
~~officer, and appropriately delegates responsibility to subordinate managers and supports them in carrying out their responsibilities.~~

~~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~~
~~The president conducts ongoing performance procedure for evaluation~~
~~s of other members of the institutional management team~~
~~his senior staff.~~

5.4.4. Decision Making and Problem Solving

~~5.4.4.1. When making decisions, the president~~
~~Ability to assume~~
~~assumes responsibility for decisions~~
~~for the consequences, is sensitive -~~

~~5.4.4.2. Sensitivity~~
~~to individuals affected by decisions, and ensures he or she adequately understands the issue prior to making a decision.~~

~~5.4.4.3. The president has demonstrated an~~
~~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. a~~
~~Ability to identify potential areas of conflict and proactively find solutions before the problem escalates. When faced with a crisis, however, the president is able to remain objective and make good decisions that lead to resolution.-~~

~~5.4.4.64. The president is able to~~ Ability to comprehend how 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~~ impact the management of the institution.

~~5.4.4.75. The president~~ Ability to initiates new ideas and embraces change when required to meet the institution's strategic goals and vision. The president is able to obtain buy-in from all stakeholders and sees new ideas to completion.

~~5.4.4.86. When it is clear that a decision the president has made is not working, he or she is able to acknowledge the setback and move forward with identifying alternatives.~~ 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 and Fundraising**

~~5.4.5.1. The president establishes positive relationships~~ Ability to relate to and communicate with the community in which the institution is located and is an active leader on community issues.

~~5.4.5.2. The president maintains and is active with~~ Evidence of an active a robust alumni program.

~~5.4.5.3. The president has established a fundraising plan with clear goals and strategies. The president actively cultivates relationships with donors and effectively promotes the institution's vision and how donor support is critical to accomplishing that vision. As a result, the president has demonstrated successful fundraising efforts during his or her tenure.~~ Ability to meet the social obligations of a chief executive officer.

~~5.4.5.4. The president collaborates with~~ Ability to work with other chief executive officers the other presidents in the System and maintains professional, collegial relationships with them.

~~5.4.5.5. The president successfully navigates~~ Ability to understand the role of politics and governmental offices in higher education.

~~5.4.5.6. relationships with~~ Ability to relate to legislators, the Governor's office, other state and federal agencies, and with other public officials on matters affecting the institution. The president shows strong understanding of the political environment's impact on the institution and is able to properly adjust strategies in the face of those realities.

~~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. ~~The president~~ Ability to provides professional leadership for the ~~institutional~~ Board of Trustees or in the case of the Commissioner, for the Board of Regents and to ~~supply~~ provides ~~it with professional candid~~ judgments on matters affecting the institution and provides the Trustees and Regents with resources and information necessary to make informed decisions.

5.4.6.2. The president has presented a strategic plan and vision for the Trustees to review and approve. The president regularly updates the Trustees and Regents about the institution's progress towards its strategic goals and seeks counsel or assistance when issues arise that may prevent the institution from reaching a goal~~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~~The president is able 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. The president is successfully managing the day-to-day operations and is ~~Ability~~ able 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. The president is actively involved in student success and well-being, including issues of student retention, student graduation rates, affordability, safety and mental health. ~~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~~career and academic counseling, a creating an environment for the free exchange of ideas and the creation of free thinkers.

5.4.7.3. The president regularly interacts with students, ~~Ability to relate~~s to students as individuals and in groups, helps students develop pride in and loyalty to the institution.

~~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 ~~e~~Evaluation ~~c~~Committee ~~c~~Chair shall compile ~~factual~~ information gathered during the course of the evaluation in a ~~confidential~~, written report, documenting the president's strengths and areas for future focus and improvement.

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

5.5.3. Review by Regents' Officers: ~~the~~ ~~The chair shall send the final report~~ ~~Evaluation Report~~ ~~and, together with~~ the president's response ~~and self-evaluation~~ to the ~~Commissioner~~ ~~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 ~~and the Chair and Vice-Chair of the Board of Trustees~~ 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 ~~e~~Evaluation ~~r~~Report, together with a copy of the president's self-evaluation and response to the ~~r~~Report, will be retained as a confidential record in the president's personnel file.

5.5.7. Confidentiality of Report: The ~~Evaluation~~ ~~evaluation~~ ~~Report~~ ~~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, ~~with~~ ~~adjustments to ensure the process is objective.~~

~~**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).

R209, Evaluation of Presidents¹

R209-1. Purpose: The purpose of this policy is to establish procedures for the comprehensive performance evaluation each president in the Utah System of Higher Education. The comprehensive evaluation process will reflect the full scope of the president's duties and provide meaningful, substantive feedback from key constituents, 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. For purposes of this policy, the Commissioner is subject to the same evaluation requirements and criteria where applicable.
- 3.2. **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\(5\)](#).

R209-4. Policy

- 4.1. **Comprehensive Evaluation:** The performance of each president will be comprehensively evaluated following the first year and third of his or her tenure (during years two and four) and every three years thereafter. The comprehensive evaluations 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. **Guidelines for Evaluation:** The comprehensive evaluation shall adhere to the following guidelines in order to make the evaluation process fair, meaningful, and effective:
 - 4.2.1. **Objectivity:** Objectivity extends to the criteria to be assessed, the use of verifiable data wherever possible, the process for the completion of the evaluation, and the selection of persons who will participate in the evaluation.
 - 4.2.2. **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.

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, March 29, 2013 and March 28, 2014.

4.2.3. Meaningful evaluation: Appraisal of an individual's job performance should be made only by those in a position to observe that performance or is directly impacted by the president's 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.

4.2.4. Well-planned schedule of implementation: The evaluation committee shall establish a reasonable timetable for evaluation to provide an adequate period for collecting data, interviews, review, and feedback.

4.2.5. Opportunity for response and self-assessment: Each president will have the opportunity to complete a self-assessment and provide a response to the evaluation.

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 Chair of the Board of Regents shall appoint the evaluation committee members upon the recommendation of the Commissioner.

5.1.2. Evaluation Consultant/Chair of Evaluation Committee: The evaluation consultant shall chair the evaluation committee who has extensive experience in higher education, and experience evaluating executive performance. The Commissioner of Higher Education shall select and retain the services of a qualified evaluation consultant or consultants as needed.

5.1.3. Appointment of Evaluation Committee: The Chair of the Board of Regents, in consultation with the president and the Commissioner, shall appoint the evaluation consultant and the other members of the evaluation committee.

5.2. Evaluation Planning

5.2.1. Planning Meeting: In advance of the evaluation, the evaluation committee chair, 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 evaluation committee 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 or are directly impacted by the president's performance as 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, successes and shall review the Resource and Review Team's prior evaluation reports. The Commissioner's staff shall provide the committee a report on the institution's financial health for reference during the evaluation process. The Commissioner's staff will also assist and support the

committee by providing data, guidance or other information necessary to a comprehensive evaluation.

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 to the evaluation committee.

5.3. Evaluation Process

5.3.1. Confidentiality: Participants in the evaluation process shall maintain confidentiality. 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: The Evaluation Committee shall interview vice presidents, deans, academic and administrative department heads, faculty, students, community leaders, alumni, and local and state government leaders. The evaluation committee shall also take into consideration input provided by the Faculty Senate, Board of Trustees, and Board of Regents. The committee may solicit written comments about the president's performance from various internal and external constituencies.

5.3.3. Exit Meeting: Prior to the end of the campus evaluation visit, the evaluation committee will meet with the president to review the preliminary results and to follow up on any questions that may remain.

5.4. Evaluation Criteria: The evaluation committee shall use the following criteria to evaluate the president's performance.

5.4.1. Vision, Mission, Strategic Planning and Goals

5.4.1.1. The president has established a clear vision for the institution in line with its statutory mission and understands his or her role in implementing that vision.

5.4.1.2. The president has established long-range and short-range strategic goals around the mission and vision. The president has established baseline measurements for the strategic goals and is tracking measurable outcomes to assess the institution's progress toward achieving those goals.

5.4.1.3. The president has established strategies, tactics, benchmarks and timelines to accomplish the strategic goals, and has effectively delegated responsibility for those goals.

5.4.1.4. The president has clearly and effectively communicated the strategic plan and its goals to the campus community and has kept the community informed about the institution's progress made toward those goals. The campus community understands the strategic plan for the institution and recognizes how it will help the president achieve his or her vision for the institution.

5.4.2. Institutional Fiscal Health

5.4.1.1. The president demonstrates 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. The president has properly allocated or is in the process of allocating fiscal resources in a manner that is conducive to achieving institutional goals.

5.4.1.3. The president demonstrates the ability to comprehend and evaluate fiscal and budgetary matters.

5.4.1.4. The president handles funds responsibly and ethically, sets appropriate priorities, and allocates funds to programs and salaries in a fair, objective way that encourages the growth and advancement of the institution.

5.4.2. Academic Leadership and Planning

5.4.2.1. The president values the various educational programs at the institution and demonstrates through decision-making and goals the role of scholarship, intellectual diversity and academic freedom.

5.4.2.2. The president has appropriately prioritized teaching quality and focused on students and curriculum.

5.4.2.3. The president has maintained an effective 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 institution's strategic goals.

5.4.2.4. The president has collaborated with businesses, industries and government to identify workforce needs and adjusted program offerings to meet workforce demands and to foster economic growth within the state.

5.4.2.5. The president seeks to understand educational trends and innovations and empowers the faculty to embrace new areas of research, teaching and knowledge delivery.

5.4.2.6. The president takes necessary steps to attract and retain talented faculty to the institution.

5.4.3. Personnel

5.4.3.1. The president fosters a positive work environment for faculty and staff, and he or she has instructed those in supervisory roles to foster similar work environments.

5.4.3.2. The president holds individuals accountable for their performance and makes personnel changes when necessary to further enhance the institution's effectiveness .

5.4.3.3. The president has assembled a talented team of leaders on his or her cabinet. The president seeks their counsel, cultivates their trust and returns that trust, and ensures they are focused on the institution's strategic priorities.

5.4.3.4. The president effectively determines those issues which are the proper responsibility of subordinates and those which require the action of the chief executive officer, and appropriately delegates responsibility to subordinate managers and supports them in carrying out their responsibilities.

5.4.3.5. The president conducts ongoing performance evaluations his senior staff.

5.4.4. Decision Making and Problem Solving

5.4.4.1. When making decisions, the president assumes responsibility for the consequences, is sensitive to individuals affected by decisions, and ensures he or she adequately understands the issue prior to making a decision.

5.4.4.3. The president has demonstrated an ability to identify potential areas of conflict and proactively find solutions before the problem escalates. When faced with a crisis, however, the president is able to remain objective and make good decisions that lead to resolution.

5.4.4.4. The president is able to comprehend how the interrelated nature of budgeting, curriculum, social and political realities, group interests and pressures, laws and regulations impact the management of the institution.

5.4.4.5. The president initiates new ideas and embraces change when required to meet the institution's strategic goals and vision. The president is able to obtain buy-in from all stakeholders and sees new ideas to completion.

5.4.4.6. When it is clear that a decision the president has made is not working, he or she is able to acknowledge the setback and move forward with identifying alternatives.

5.4.5. External Relations and Fundraising

5.4.5.1. The president establishes positive relationships with the community in which the institution is located and is an active leader on community issues.

5.4.5.2. The president maintains and is active with a robust alumni program.

5.4.5.3. The president has established a fundraising plan with clear goals and strategies. The president actively cultivates relationships with donors and effectively promotes the institution's vision and how donor support is critical to accomplishing that vision. As a result, the president has demonstrated successful fundraising efforts during his or her tenure.

5.4.5.4. The president collaborates with the other presidents in the System and maintains professional, collegial relationships with them.

5.4.5.5. The president successfully navigates relationships with legislators, the Governor's office, other state and federal agencies, and with other public officials on matters affecting the institution. The president shows strong understanding of the political environment's impact on the institution and is able to properly adjust strategies in the face of those realities.

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

5.4.6.1. The president provides professional leadership for the Board of Trustees or, in the case of the Commissioner, for the Board of Regents and to provides candid judgments on matters affecting the institution and provides the Trustees and Regents with resources and information necessary to make informed decisions.

5.4.6.2. The president has presented a strategic plan and vision for the Trustees to review and approve. The president regularly updates the Trustees and Regents about the institution's progress towards its strategic goals and seeks counsel or assistance when issues arise that may prevent the institution from reaching a goal.

5.4.6.3. The president is able 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. The president is successfully managing the day-to-day operations and is able to carry out duties which have been or may be delegated or assigned by the Board of Regents or the Board of Trustees.

5.4.7. Student Affairs

5.4.7.1. The president is actively involved in student success and well-being, including issues of student retention, student graduation rates, affordability, safety and mental health, career and academic counseling, a creating an environment for the free exchange of ideas.

5.4.7.3. The president regularly interacts with students, relates to students as individuals and in groups, helps students develop pride in and loyalty to the institution.

5.5. Evaluation Report

5.5.1. Report to be Factual: The evaluation committee chair shall compile information gathered during the course of the evaluation in a confidential, 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 report to the to the president for an opportunity to prepare a written response to the report.

5.5.3. Review by Regents' Officers: The chair shall send the final report and the president's response and self-evaluation to the Commissioner the Chair and Vice Chair of the Board of Regents.

5.5.4. Review by Board of Regents: As soon as practical, the president will meet with the Commissioner, the Chair and Vice-Chair of the Board of Regents and the Chair and Vice-Chair of the Board of Trustees to review the findings and recommendations.

5.5.5. Recommendations to Board of Regents: At the conclusion of the evaluation process, the Chair of the Board of Regents may recommend 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 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, with adjustments to ensure the process is objective.

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Modifications to 2025 Strategic Plan

Issue

During the discussion session of the November 2017 Board of Regents meeting, the Regents discussed modifying the Regents' 2025 Strategic Plan to:

1. Change the strategic priority "Innovative Discovery" to "Research and Workforce."
2. Include "High Impact Practices" (previously listed under "Innovative Discovery") under the "Timely Completion" strategic objective.

These proposed changes to the Regents' 2025 Strategic Plan require approval by the Board. The Regents' Executive Committee and the Council of Presidents previously discussed making these changes and there was support from those groups for the proposed changes.

Background

The Utah System of Higher Education institutions play a significant role in the development of Utah's economy, both through the research and development of its research universities (University of Utah and Utah State University) and by providing graduates at all levels that enter Utah's workforce and fuel the state's economy.

Given the pivotal role system institutions play in meeting critical workforce needs, workforce and the economy is the focus of one of three newly formed Regent working groups. This working group will consider how Utah's public colleges and universities are meeting critical workforce needs. The formation of this working group affirms the strategic importance of the focus on Research and Workforce in system plans going forward.

While the 2025 strategic plan attempted to convey the connections between research, highly trained graduates and meeting the state's workforce needs through the focus on "Innovative Discovery," the focus area was not well understood by the public in general, stakeholders, and constituents. "Research and Workforce" better conveys the intent of this focus area of the strategic plan. Because High Impact Practices are strategies most directly tied to increasing student retention and completion, the inclusion of High Impact Practices within the "Timely Completion" focus area of the Regents' strategic plan is most appropriate.

Commissioner's Recommendation

The Commissioner recommends that the Board of Regents approve replacing the strategic priority of "Innovative Discovery" with "Research and Workforce" in the Board's 2025 Strategic Plan and that the Commissioner develop and provide recommendations to the Board for metrics by which progress on the "Research and Workforce" strategic priority will be assessed no later than the January 2019 meeting. Finally, the Commissioner recommends that the metrics for High Impact Practices, as approved at the November 2017 meeting of the Board, be moved to the "Timely Completion" strategic priority.

David L. Buhler
Commissioner of Higher Education

DLB/BKC

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L Buhler

SUBJECT: USHE – Legislative Priorities for 2018

The 2018 Session of the Utah State Legislature will commence on Monday, January 22, continuing through Thursday, March 8. According to the consensus revenue estimates prepared by the Governor's Office of Management and Budget and Office of Legislative Fiscal Analyst, the combined General Fund and Education Fund changes from last year show a decrease of \$101 million in one-time funds and an increase of \$382 million in new ongoing funds.

The Governor has recommended \$57.2 million in new on-going funds and \$6.5 million in one-time funds for the Utah System of Higher Education (USHE). The Governor recommends fully funding a 2% compensation increase for higher education. This is different from a long-standing practice that compensation increases be funded from two sources: 75% from state tax funds, and 25% from tuition revenues. The Governor also recommends \$24,000,000 to fund the Regents' four budget priority categories (Student Growth & Capacity, Completion, Workforce, and Statewide Priorities) and the funds to be allocated at the discretion of the Board. The Governor recommends \$6.5 million in one-time funds for performance based funding.

Although there are limited new revenues and many competing priorities that surface during the legislative session, I am optimistic there is an opportunity for increased funding of Higher Education. The Commissioner's Office is working closely with institution Presidents and their staffs, and student leaders to ensure consistent and concerted messaging and strategy during the 2018 legislative session.

Legislative Preview Events

The Board of Regents, along with USHE presidents, held four regional legislative briefings at USHE institutions attended by Regents, Presidents, Trustees, the Commissioner's Office, and legislators. At these briefings the Regents' budget priorities and other issues were discussed. Regents, Trustees and Presidents are invited to attend the **annual Higher Education Day luncheon with Legislators in the Capitol Rotunda on Friday, January 26 at noon**. Advocacy will continue throughout the legislative session in coordination with the institutions.

The Commissioner's Office, Presidents and their staffs, will be closely monitoring legislation that could impact the Utah System of Higher Education throughout the legislative session. During the legislative session, the Commissioner will provide weekly updates on the status of higher education priorities and other issues of interest for distribution to Regents, Presidents, and Trustees.

Commissioner's Recommendation

1. Endorse the budget and capital facilities priorities of the Utah System of Higher Education for the 2018 Session of the Utah State Legislature as adopted by the Board on September 15, 2017, and any subsequent updates adopted by the Board.
2. The Regents, Commissioner and staff, Presidents and institutional representatives unite behind the system budget and capital development 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 2018 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.

David L Buhler
Commissioner of Higher Education

DLB/SJ
Attachments

2018-19 Unified Budget Priorities

The USHE operating budget request reinforces the Board of Regents' Strategic Priorities of *Affordable Access*, *Timely Completion* and *Research/Workforce*, along with program expansion in programs targeted to meet workforce demand. The request for FY2019 is \$83,040,500 and would result in a 8.8% increase in state tax funds for USHE operations, this includes a 2% performance-based compensation increase along with targeted equity adjustments*.

Student Growth & Capacity

\$15,969,000

Expand capacity in critical courses: Increase the number of students in targeted courses - specifically general education courses that are over-capacity and feeder programs that support workforce-critical programs (e.g. biology, mathematics, writing). This includes expansion of high impact student experiences such as capstone projects, personalized courses, internships and student-industry partnerships.

Information, classroom & data technologies: Increased costs associated with software maintenance, classroom technologies, "big data" capabilities for students, accessibility compliance, technology upgrades to keep pace with industry-driven changes (e.g. software, lab technologies, machinery).

Innovative course delivery: Expansion of rural concurrent enrollment services, summer course availability, hybrid tech-intensive courses, and competency-based programs.

Business & student support: To improve service levels to students including wi-fi availability, admissions and financial aid processes, and campus security. Also covers increased operational costs including fuel and power, water and sewer, state audit fees, workers compensation.

	Expand capacity in critical programs	Information classroom & data technologies	Innovative course delivery	Business & student services support	Total
University of Utah	\$ 2,750,000				\$ 2,750,000
Utah State University	\$ 1,000,000		\$ 500,000		\$ 1,500,000
Weber State University	\$ 800,000	\$ 800,000		\$ 300,000	\$ 1,900,000
Southern Utah University	\$ 500,000				\$ 500,000
Snow College	\$ 385,000		\$ 300,000	\$ 160,000	\$ 845,000
Dixie State University	\$ 1,065,000	\$ 340,000		\$ 290,000	\$ 1,695,000
Utah Valley University	\$ 3,093,300	\$ 1,389,700	\$ 650,000		\$ 5,133,000
Salt Lake Community College	\$ 790,000		\$ 426,000	\$ 430,000	\$ 1,646,000
Total	\$10,383,300	\$ 2,529,700	\$ 1,876,000	\$ 1,180,000	\$15,969,000

Completion

\$ 7,958,000

Reduce barriers to completion:

Mental health services, expansion of K-16 partnerships focused on college preparation. Targeted financial aid to underserved populations and students with significant financial barriers. Support, mentoring and programming for refugee students. This also includes a focus on improving the first-year student experience and streamlining general education courses to improve student retention and throughput.

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

***Compensation Note:** 2% performance based compensation increase and an estimated 8% health premium increase = \$29,869,600. If fully funded, 1st tier tuition increase match would require a 1.2% tuition increase for FY19. The tuition funded portion (25%) required for the compensation package is estimated at \$8,896,700. USHE would also request any state retirement increases approved by Legislature for employees on the URS plans.

Student analytics and guided pathways: Leveraging big data capabilities to better inform students as well as adopt predictive analytics tools to measure in student success metrics in “real-time”. This will help bridge the college-to-career experience with more targeted advising, internship programming and other student partnerships more tightly aligned with employers and industry.

Workforce

\$15,848,900

Expansion of programs focused on meet the needs in targeted industries based on state and regional employer demand. This priority is a direct reflection of the economic and employment USHE institutions have identified in working with industry:

	Nursing, Health, Wellness	Computer Science / IT	Engineering, Science, Aviation	Business, Hospitality, Tourism	Total
University of Utah	\$ 2,500,000		\$ 2,500,000		\$ 5,000,000
Utah State University	\$ 1,850,000	\$ 1,000,000		\$ 300,000	\$ 3,150,000
Weber State University	\$ 500,000		\$ 800,000		\$ 1,300,000
Southern Utah University	\$ 400,000		\$ 550,000	\$ 300,000	\$ 1,250,000
Snow College	\$ 300,000	\$ 250,000	\$ 400,000	\$ 200,000	\$ 1,150,000
Dixie State University	\$ 800,000	\$ 160,000	\$ 477,000	\$ 350,000	\$ 1,787,000
Utah Valley University	\$ 581,400	\$ 465,500	\$ 650,000		\$ 1,046,900
Salt Lake Community College	\$ 425,000	\$ 520,000		\$ 220,000	\$ 1,165,000
Total	\$ 7,356,400	\$ 2,395,500	\$ 4,727,000	\$ 1,370,000	\$15,848,900

Statewide Priorities

\$13,395,000

SB117 Performance Based Funding (\$3,850,000): This request is to reward institutions in meeting the performance metrics adopted by the Board of Regents and ultimately ratified by the Utah Legislature in the 2017 Legislative Session.

Higher Education Technology Initiative (\$4,900,000): The Legislature recognized the importance of technology in providing higher education to students in the state by approving the Higher Education Technology Initiative (HETI) in the 1990s. The consortium helps institutions leverage technology funds through increased purchasing power for both hardware and software. The HETI budget has an ongoing base of almost \$4.6 million. Current infrastructure (wireless & network) maintenance is at a deficit and is reaching a critical point. This request is for maintenance of current enterprise services and security improvements.

Regents' and New Century Scholarship (\$3,345,000): Increased funding goes directly to support qualifying students. \$3,345,000 projected to fully fund awards to students for FY19, due to continued projected growth in scholarship awards.

Utah Academic Library Consortium (\$1,300,000): UALC was formed in 1971 to leverage economies of scale and improve availability to research materials relied upon by all student populations - from top-tier to undergraduate applied research. Legislative funding support has decreased 20% since 2002. This decrease, combined with the 6% average rate of cost increase for journals and databases means, means that UALC's purchasing power has significantly diminished.

Board of Regents' (2018-19) Capital Facilities Priorities

1. Weber State University	Noorda Engineering Building	\$39,924,516
2. Dixie State University	Science, Engineering & Technology	\$50,000,000
3. Utah Valley University	Woodbury School of Business	\$64,250,000
4. Utah State University	Biology & Natural Resources	\$23,000,000
5. Southern Utah University	Child & Family Development	\$ 5,000,000
6. Salt Lake Comm. College	Herriman General Education	\$32,024,000
7. Snow College	Social Science & General Ed.	\$17,200,000
8. Utah State University	Center for Languages & Cultures	\$15,000,000

2018-19 Operating Budget Comparison (Tax Funds Only)

Board of Regents Request as compared to Governor Herbert's budget recommendation

Utah System of Higher Education Budget Priorities	Board of Regents	Governor Herbert	
	Amount	Amount	Above/ (Below) SBR
On-going Increase			
Compensation¹	\$27,040,900	\$33,196,000	\$6,155,100
2% performance based compensation	\$18,394,700	\$24,187,300	\$5,792,600
5.7% health premium increases ²	7,010,300	9,221,300	2,211,000
Dental insurance increases	0	(212,600)	(212,600)
Faculty & staff equity adjustments	1,635,900	0	(1,635,900)
Budget Priorities Total³	53,170,900	24,000,000	(29,170,900)
Student Growth & Capacity	15,969,000		
Expand capacity in critical courses and programs			
Information, classroom and data technologies			
Innovative course delivery			
Business and student services support			
Completion	7,958,000		
Reducing barriers to completion			
Student analytics and guided pathways			
Workforce	15,848,900		
Nursing, health, and wellness			
Computer science and information technology			
Engineering, science, and aviation			
Business, hospitality, and tourism			
Statewide Priorities			
SB117 performance based funding	3,850,000		
Regents' and New Century scholarship	3,345,000		
Higher education IT network and wireless infrastructure	4,900,000		
Utah Academic Library Consortium	1,300,000		
Subtotal - USHE Priority On-going Increase	\$80,211,800	\$57,196,000	(\$23,015,800)
USHE Budget Priorities Percent Increase	8.5%	6.1%	-2.5%
One-time Increase			
Statewide Priorities			
SB117 performance based funding	0	6,500,000	6,500,000
Subtotal - One-time Increase	\$0	\$6,500,000	\$6,500,000
USHE Budget Priorities Percent Increase	0.0%	0.7%	0.7%
Total Appropriation (On-going and One-time)	\$80,211,800	\$63,696,000	(\$16,515,800)
USHE Budget Priorities Percent Increase	8.5%	6.8%	-1.8%

¹ Governor's compensation recommendation fully funds the compensation package (100% state funds) 2% salary increase, 5.7% health increase, and 3% dental decrease.

² Board of Regents health increase has been adjusted from the early estimate of 8% to current estimate of 5.7%.

³ Appropriated to the State Board of Regents office for allocation

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L Buhler

SUBJECT: Utah Educational Savings Plan (UESP)

Background

UESP, Utah's 529 college savings plan has seen significant growth since its inception 22 years ago. It currently holds \$12 billion in assets under management in 355,000 accounts for families across the nation. To update its look and appeal, UESP is rebranding. The new logo will be revealed at the meeting.

Commissioner's Recommendation

This is an informational item only: no action is required.

David L Buhler
Commissioner of Higher Education

DLB/LW

January 10, 2018

MEMORANDUM

State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

TAB G
Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Policy Changes, R473, Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats

Issue

Changes are required to Regent Policy R473, *Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats* to make it consistent with code and to clarify certain aspects of the policy relative to accreditation requirements and institutional practices.

Background

Changes to state higher education code necessitate modifications to Regent Policy R473. This policy contains a number of references to the Utah College of Applied Technology. During the 2017 legislative session, SB 238, *Higher Education Governance Amendments* changed the name of this state entity to the Utah System of Technical Colleges. Modifications have been made to R473 to accomplish the following:

- Reflect the name change of the Utah System of Technical Colleges
- Clarify certain aspects of the policy where questions have arisen from institutions
- Align it more closely with accreditation standards and policies
- Reflect current practice of institutions

Policy Issues

The proposed changes make the policy current with state statute and institutional practices and provide closer alignment to standards and policies of the Northwest Commission on Colleges and Universities.

Commissioner's Recommendation

The commissioner recommends the Board approve the changes to Regent Policy R473, *Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats*.

David L. Buhler
Commissioner of Higher Education

DBL/BKC
Attachment

R473, Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats

R473-1. Purpose: To assure the integrity and consistency of the process of awarding credit for instruction received in formal instructional settings where academic credit is not awarded but measured by a non-credit unit (clock hours, continuing education units, competency assessments).

R473-2. References

- 2.1. Utah Code §53B-2A (~~Utah College of Applied Technology~~ [Utah System of Technical Colleges](#))
- 2.2. Utah Code §53B-2-106(2) (c) (Examination, Admission, and Classification of Students)
- [2.3. Utah Code 53B-1-103 \(4\) \(Articulation Agreements\)](#)
- ~~2.34.~~ Utah Code §53B-16-102 (Changes in Curriculum)
- ~~2.45.~~ [Regents](#) Policy ~~and Procedures~~ R401, Program Approval
- ~~2.56.~~ [Regents](#) Policy ~~and Procedures~~ R411, Review of Existing Programs
- ~~2.67.~~ [Regents](#) Policy ~~and Procedures~~ R470, General Education, Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination
- [2.8. Northwest Commission on Colleges and Universities, Transfer and Award of Credit Policy](#)
- [2.9. Northwest Commission on College and Universities, Contractual Relationships with Organizations Not Regionally Accredited Policy](#)

R473-3. Definitions

- 3.1. “USHE”: Utah System of Higher Education
- 3.2. “~~UCAT~~[USTC](#)”: Utah ~~College of Applied Technology~~ [System of Technical Colleges](#)
- 3.3. “Non-credit Course”: instruction delivered in a class in a non-credit format where the instructional competencies are defined, course work completed and assessed, and the instructional unit of measure is generally clock hours, continuing education units (CEUs), or competency assessments.
- 3.4. “Written Credit Articulation Agreement”: an agreement that specifies the terms and conditions for articulating instructional competencies between non-credit courses and credit courses. This formal agreement is approved by the receiving institution and aligns course work between originating and receiving institutions.
- [3.5. “Third-Party Provider”: an institution or organization that provides non-credit programs of study and which enters into a dual enrollment agreement or Written Credit Articulation Agreement with a USHE](#)

institution. Colleges within the Utah System of Technical Colleges and units within USHE institutions that provide non-credit programs of study are examples of Third-Party Providers.

R473-4. Converting Non-credit Instruction to Credit

4.1. **Awarding of Credit Based on Comparability and Applicability of course Work:** USHE credit-granting institutions award credit for non-credit courses according to individual institution policy and with the execution of a Written Credit Articulation Agreement. An institution may grant credit ~~Higher education credit awarded~~ to students completing non-credit courses only after experienced and knowledgeable personnel who represent the institution review the courses and recommend that they are comparable and applicable to the institution's program(s) to which the credit is applied. ~~is based upon comparability between the non-credit course and an existing credit course offered by a USHE institution.~~ Non-credit course competencies that are congruent with existing credit course competencies at community colleges or universities may be awarded college credit. ~~Approval for a "Written Credit Articulation Agreement" must be requested by the non-credit administrator and approved in writing by~~ The Institution's Chief Academic Officer must approve A "Written Credit Articulation Agreement" ~~of the higher education~~ institution before credit is awarded.

4.2. **Evaluation by Receiving Institution:** After a formal request is received, receiving USHE institutions will evaluate non-credit courses for approval of awarding credit. The USHE institution is responsible to review ~~of~~ course content, objectives and outcomes, procedures, examinations, and teaching materials, for determining and to determine equivalency comparability and applicability, ~~is the responsibility of the receiving higher education program or department, and, ultimately, the receiving institution.~~ Course competencies must be equivalent, applicable and appropriate for the intended programs to which the credit is applied, and instruction must be delivered by an appropriately credentialed instructor. Students awarded higher education credit for non-credit courses shall not be required to re-demonstrate competencies achieved in those courses if the instruction has taken place in the prior 12 months. Institutional policy may allow for additional time beyond the 12 months.

4.3. **Student Application for Higher Education Credit:** The award of credit for non-credit courses is predicated ~~on formal admission by the student~~ on the student being formally admitted to the credit-granting institution. For non-credit courses included in fully executed Written Credit Articulation Agreement s, students are required to apply for higher education credit within 12 months after completion of the non-credit course(s). Institutional policy may allow for additional time beyond the 12 months.

4.4. **Transferability of Awarded Credit:** Courses transferred to a USHE credit-granting institution will be subject to the receiving institution's normal transfer credit policies per Regents' Policy R470.

4.5. **Tuition and/or Fees Charged by USHE Institution:** The receiving USHE institution may assess a one-time application/admission fee, at its current admission fee rate, at the time of the initial request for credit. Institutions may also charge a normal recording fee ~~may be charged~~ for recording credit for non-credit instruction according to the terms of the Written Credit Articulation Agreement. In harmony with ~~Operating Policy A-6 of~~ the Northwest Commission on Colleges and Universities' Contractual Relationships with Organizations Not Regionally Accredited Policy, regular tuition and fees will be charged when a Dual Enrollment Model is used and the USHE credit-granting institution contracts with a third-party provider for instruction. The total tuition for any specific course should be the same for all persons at any given time. Tuition charges in courses should be bona fide, effective on specific dates, and applicable to all who enroll thereafter or are presently in school, provided the enrollment agreement so stipulates. All extra charges and costs incidental to training should be disclosed to prospective students before they are enrolled.

R473-5. USHE Class Credit

5.1. **Full Credit for USHE Classes:** Students applying for credit for a non-credit course shall receive full credit at the receiving USHE institution for the course, if articulated. There is no provision for awarding partial course credit. Credit will be awarded after meeting the campus requirements for the specific certificate or degree in which the student has been enrolled.

5.2. **Audit Credit Not Applicable.** USHE credit-bearing classes completed on an audit basis may not, at a later date, be transferred for credit.

R473-6. Written Credit Articulation Agreements

6.1. **Agreements in Written Form; Distribution:** Articulation agreements between non-credit programs and USHE credit-granting institutions will be in written form. Copies of these agreements will be provided to the Office of the Commissioner of Higher Education solely to enhance coordination of related activities within the state. Agreements will be updated annually by the participating institutions.

R473-7. Non-credit to credit options

7.1. **Dual Enrollment Model:** Students enroll in a non-credit course or courses where the USHE credit-granting institution has contracted with a third-party [provider](#) to provide the instruction; ~~the third-party provider may generally offer non-credit courses.~~ The educational experience is offered under the direction of the higher education institution. The selection process for course materials and faculty is the same as occurs on campus or at other off-campus sites, in compliance with the Northwest Commission on Colleges and Universities' [Contractual Relationships with Organizations Not Regionally Accredited Policy](#) ~~Operational Policy A-6.~~

7.2 **Credit Awarded through Established Articulation Agreement:** Students enroll in a non-credit course or courses through a third-party [provider](#). The USHE credit-granting institution has not contracted with a third-party [provider](#) to provide the instruction, but has evaluated the non-credit course competencies and has executed a written credit articulation agreement with the ~~non-credit~~ [third-party](#) provider to award credit for successful completion.

~~7.2.1—Credit Awarded for Instructional Programs Completed at a campus of the Utah College of Applied Technology: Technical programs at campuses of the Utah College of Applied Technology may be considered for articulation with USHE institutions under the following conditions.~~

7.2.1.4 Articulation to ~~an existing A.A.S.~~ [the Associate of Applied Science](#) Degree in General Technology

[In accordance with a USHE institution's policy, and consistent with Northwest Commission on Colleges and Universities' policies and accreditation standards, a USHE institution may enter into written credit articulation agreements with third-party providers to articulate the Associate of Applied Science Degree in General Technology with non-credit courses or programs as follows:](#)

1. For students who have completed a technical program at a ~~campus of the Utah College of Applied Technology~~ [third-party provider](#) consisting of at least 900 membership hours, and where there is a written credit articulation agreement in place with a USHE institution, the 900 (plus)-membership hour program will fulfill ~~the~~ 30 credit-hour [requirement](#) of technical specialty within the ~~A.A.S.~~ [Associate of Applied Science \(AAS\)](#) in General Technology.

2. Students must meet the regular admission requirements for the receiving USHE institution as published in the institutional catalog.
3. The student must provide an official transcript from the ~~Utah College of Applied Technology~~ third-party provider.
4. The student who is admitted to degree admission status must meet all applicable pre-requisites as indicated by the appropriate placement instrument.
5. The student is required to complete the specified general education ~~component at the community college or university~~ requirements to earn the AAS degree.
6. Upon fulfillment of the requirements stated above, the student will receive thirty (30) semester ~~credit hours for the approved work completed at a third-party provider of credit toward an existing A.A.S. degree with a compatible technical requirement or the A.A.S.~~ the AAS degree in General Technology for the approved work completed at a UCAT campus. Credit for work completed at a ~~UCAT campus~~ a third-party provider will be posted on an official transcript at the USHE institution following completion of the USHE institution's program requirements. The credit posted on the transcript will not count in the calculation of the student's grade point average. Upon successful completion of all program requirements, the student will be awarded the ~~Associate of Applied Science Degree~~ AAS degree in General Technology.

7.2.1-2. Articulation to Specific ~~A.A.S.~~ AAS Degrees ~~in Community Colleges~~ at USHE Institutions

~~Community colleges and technology centers~~ In accordance with a USHE institution's policy, and consistent with Northwest Commission on Colleges and Universities' policies and accreditation standards, a USHE institution may enter into written credit articulation agreements for the articulation of with third-party providers to articulate specific AAS degree programs that lead to the award of the A.A.S. degree.

1. The USHE institutions involved must agree that the learning outcomes specified in courses and/or programs offered by the ~~UCAT campus~~ third-party provider satisfy learning outcomes in ~~similar related~~ courses offered by the community college USHE institution. Syllabi Required learning outcomes of the articulated courses from the ~~institutions involved~~ third-party provider, including assessment measures for course competencies, must be maintained and documented by the USHE institution.
2. Semester hour credit awarded by the USHE institution in specific articulated programs will be proportionate to the equivalence of credits attained in the technical or career program offered by the ~~UCAT campus~~ third-party provider. The number of ~~semester hours~~ credits awarded in specific articulated programs may be up to thirty (30) semester credit hours and must fit within the requirements of the specified ~~certificate or~~ degree.
3. Credit for work completed at a third-party provider, particularly blocks of credit for multiple non-credit courses, may be posted to an official transcript at the USHE institution following completion of the USHE institution's program requirements. The credit posted on the transcript will not count in the calculation of the student's grade point average. Upon successful completion of all program requirements, the student will be awarded the AAS degree.

7.3 Credit Awarded for Non-Credit Courses Completed Without a Written Credit Articulation Agreement:

If a student enrolls in a non-credit course or courses through a third-party provider and the USHE credit-granting institution has not contracted with the third-party provider, the USHE credit-granting institution may award credit, ~~given if~~ it can determine the experience is comparable to specific credit course work, following individual institutional policy.

7.4. Credit Awarded for Competency Testing: USHE institutions ~~currently~~ may award credit to admitted students who wish to challenge a particular course. By satisfactorily demonstrating achievement or competency through a comprehensive final examination or some other competency examination, students may be awarded credit for the course. It is not presumed that colleges or universities would be required to develop competency examinations in subject areas where the institution does not have equivalent course work. (See Policy R470.)

Appendix

Articulation of Courses Between Credit-Granting USHE Institutions and UCAT Campuses

The following process will guide USHE institutions in articulating with the ~~Utah College of Applied Technology~~ USTC Colleges.

~~House Bill 15 specifies that the Utah System of Higher Education (USHE) will articulate courses with the Utah College of Applied Technology (UCAT) providing students with an educational pathway for selected courses.~~ Utah Code 53B-1-103 (4) states:

(c) The board shall coordinate and support articulation agreements between the Utah ~~College of Applied Technology~~ System of Technical Colleges and other institutions of higher education.

Working within Regents' Policy (R473), and in harmony with ~~the~~ policy and standards of the Northwest Commission on Colleges and Universities, articulation agreements may be formed between a credit-granting USHE institution and a ~~UCAT~~ USTC Campus college ~~under one of four conditions (see below)~~ using the following guidance:

The ~~UCAT campus~~ USTC college wishing to form an articulation agreement with a credit-granting USHE institution should first approach the USHE institution within the local service delivery area.

1. If the ~~credit-granting~~ local USHE institution ~~has approved~~ offers related course(s), and desires to complete an articulation agreement, the articulation agreement may be completed through normal institutional processes.
2. If the ~~credit-granting~~ local USHE institution does not wish to complete an articulation agreement, ~~they it~~ may decline to participate and the ~~UCAT campus~~ USTC college may ~~contact then request articulation with~~ other USHE institutions ~~who may be interested that offer or may wish to offer related courses.~~
3. If the local ~~credit-granting~~ USHE institution does not ~~have the approved~~ offer related course(s), and wishes to complete an articulation agreement, the USHE institution has the option to ~~seek approval for the~~ develop related course(s) through ~~the normal~~ institutional ~~and Regent~~ processeses.
4. If the local USHE institution does not ~~have the approved~~ offer related course(s) and does not ~~have a desire plan to establish~~ develop the course(s), the ~~UCAT campus~~ USTC college may ~~approach request articulation with other another credit-granting~~ USHE institutions that ~~has the approved offer or may wish to offer related~~ course(s) ~~and desires to enter into an articulation agreement.~~

The Office of the Commissioner ~~shall~~ maintains a list of course articulations between ~~UCAT campuses~~ USTC colleges and credit-granting USHE institutions. Institutions ~~are required to~~ shall submit an updated list of ~~formal written credit~~ articulation agreements by June 30 of each academic year.

USHE institutions may use the following template as a guide when entering into Written Credit Articulation Agreements with USTC colleges and other third-party providers of non-credit courses.

S A M P L E
~~Utah System of Higher Education~~
Written Credit Articulation Agreement for Non-Credit Courses
FY2010-11

This Agreement, between (USHE Institution), a USHE credit-granting institution, and (third-party ~~provider~~ Non-Credit Learning Provider) specifies the terms and conditions for the granting of (~~USHE Institution~~) credit for non-credit course work successfully completed with an external education or training provider. The parties enter into this Agreement on the ____ day of ____, 20__.

I. CREDIT ARTICULATION CONSIDERATIONS

This Agreement covers (list non-credit course(s) and program(s) as applicable to this agreement ~~or courses~~). The administrative model may be considered dual enrollment or credit awarded through an established articulation agreement as defined in R473.

- A. Description. (*Describe the non-credit course(s)/programs learning objectives or competencies, assessments, and learning outcomes. Attach a list of the course(s)/programs covered by this agreement for which credit is sought. Attach a copy of all non-credit curriculum to include course syllabi and/or course learning outcomes.*)
- B. Special Provisions. (*Detail financial arrangements, special provisions and conditions for completion of non-credit course(s) that will lead to the award of credit.*)

II. EVALUATION & AMENDMENT

This agreement is in effect for instruction completed during the ~~FY2010-11~~ _____ academic year. Both parties must communicate changes in curriculum and/or in credit articulation in a timely manner. The Agreement may be terminated at the end of the academic year by either party. The decision to renew or terminate the credit articulation agreement should be made within 30 days of the beginning of the next academic year.

III. EXECUTION

The parties hereby execute this Written Credit Articulation Agreement as of the day and year first written above.

for (USHE Institution's Chief Academic Officer)

by _____ date
(Title)

for (Third-Party ~~Non-Credit Learning~~ Provider)

by _____ date
(Title)

Utah System of Higher Education
Written Credit Articulation Agreement for
Non-Credit Courses
FY ~~2010-11~~ _____

Course List

USHE Institution:

Contact Name:

Contact Phone:

Contact Email:

Non-Credit Learning Provider:

Contact Name:

Contact Phone:

Contact Email:

Non-Credit Courses				USHE Credit to be Granted				
Course Prefix	Course Number	Course Title	Participation (M_Hrs, CEUs)	Course Prefix	Course Number	Course Title	Credits Awarded	Conditions of Articulation

R473, Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats

R473-1. Purpose: To assure the integrity and consistency of the process of awarding credit for instruction received in formal instructional settings where academic credit is not awarded but measured by a non-credit unit (clock hours, continuing education units, competency assessments).

R473-2. References

- 2.1. Utah Code §53B-2A (Utah System of Technical Colleges)
- 2.2. Utah Code §53B-2-106(2) (c) (Examination, Admission, and Classification of Students)
- 2.3. Utah Code 53B-1-103 (4) (Articulation Agreements)
- 2.4. Utah Code §53B-16-102 (Changes in Curriculum)
- 2.5. Regents Policy R401, Program Approval
- 2.6. Regents Policy R411, Review of Existing Programs
- 2.7. Regents Policy R470, General Education, Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination
- 2.8. Northwest Commission on Colleges and Universities, Transfer and Award of Credit Policy
- 2.9. Northwest Commission on College and Universities, Contractual Relationships with Organizations Not Regionally Accredited Policy

R473-3. Definitions

- 3.1. **"USHE"**: Utah System of Higher Education
- 3.2. **"USTC"**: Utah System of Technical Colleges
- 3.3. **"Non-credit Course"**: instruction delivered in a class in a non-credit format where the instructional competencies are defined, course work completed and assessed, and the instructional unit of measure is generally clock hours, continuing education units (CEUs), or competency assessments.
- 3.4. **"Written Credit Articulation Agreement"**: an agreement that specifies the terms and conditions for articulating instructional competencies between non-credit courses and credit courses. This formal agreement is approved by the receiving institution and aligns course work between originating and receiving institutions.
- 3.5. **"Third-Party Provider"**: an institution or organization that provides non-credit programs of study and which enters into a dual enrollment agreement or Written Credit Articulation Agreement with a USHE

institution. Colleges within the Utah System of Technical Colleges and units within USHE institutions that provide non-credit programs of study are examples of Third-Party Providers.

R473-4. Converting Non-credit Instruction to Credit

4.1. Awarding of Credit Based on Comparability and Applicability of Course Work: USHE credit-granting institutions award credit for non-credit courses according to individual institution policy and with the execution of a Written Credit Articulation Agreement. An institution may grant credit to students completing non-credit courses only after experienced and knowledgeable personnel who represent the institution review the courses and recommend that they are comparable and applicable to the institution's program(s) to which the credit is applied. Non-credit course competencies that are congruent with existing credit course competencies at community colleges or universities may be awarded college credit. The institution's Chief Academic Officer must approve A "Written Credit Articulation Agreement" institution before credit is awarded.

4.2. Evaluation by Receiving Institution: After a formal request is received, receiving USHE institutions will evaluate non-credit courses for approval of awarding credit. The USHE institution is responsible to review course content, objectives and outcomes, procedures, examinations, and teaching materials, and to determine comparability and applicability. Course competencies must be applicable and appropriate for the intended programs to which the credit is applied, and instruction must be delivered by an appropriately credentialed instructor. Students awarded higher education credit for non-credit courses shall not be required to re-demonstrate competencies achieved in those courses if the instruction has taken place in the prior 12 months. Institutional policy may allow for additional time beyond the 12 months.

4.3. Student Application for Higher Education Credit: The award of credit for non-credit courses is predicated on the student being formally admitted to the credit-granting institution. For non-credit courses included in fully executed Written Credit Articulation Agreement s, students are required to apply for higher education credit within 12 months after completion of the non-credit course(s). Institutional policy may allow for additional time beyond the 12 months.

4.4. Transferability of Awarded Credit: Courses transferred to a USHE credit-granting institution will be subject to the receiving institution's normal transfer credit policies per Regents' Policy R470.

4.5. Tuition and/or Fees Charged by USHE Institution: The receiving USHE institution may assess a one-time application/admission fee, at its current admission fee rate, at the time of the initial request for credit. Institutions may also charge a normal recording fee for recording credit for non-credit instruction according to the terms of the Written Credit Articulation Agreement. In harmony with the Northwest Commission on Colleges and Universities' Contractual Relationships with Organizations Not Regionally Accredited Policy, regular tuition and fees will be charged when a Dual Enrollment Model is used and the USHE credit-granting institution contracts with a third-party provider for instruction. The total tuition for any specific course should be the same for all persons at any given time. Tuition charges in courses should be bona fide, effective on specific dates, and applicable to all who enroll thereafter or are presently in school, provided the enrollment agreement so stipulates. All extra charges and costs incidental to training should be disclosed to prospective students before they are enrolled.

R473-5. USHE Class Credit

5.1. Full Credit for USHE Classes: Students applying for credit for a non- credit course shall receive full credit at the receiving USHE institution for the course, if articulated. There is no provision for awarding partial course credit. Credit will be awarded after meeting the campus requirements for the specific

certificate or degree in which the student has been enrolled.

5.2. Audit Credit Not Applicable. USHE credit-bearing classes completed on an audit basis may not, at a later date, be transferred for credit.

R473-6. Written Credit Articulation Agreements

6.1. Agreements in Written Form; Distribution: Articulation agreements between non-credit programs and USHE credit-granting institutions will be in written form. Copies of these agreements will be provided to the Office of the Commissioner of Higher Education solely to enhance coordination of related activities within the state. Agreements will be updated annually by the participating institutions.

R473-7. Non-credit to credit options

7.1. Dual Enrollment Model: Students enroll in a non-credit course or courses where the USHE credit-granting institution has contracted with a third-party provider to provide the instruction. The educational experience is offered under the direction of the higher education institution. The selection process for course materials and faculty is the same as occurs on campus or at other off-campus sites, in compliance with the Northwest Commission on Colleges and Universities' Contractual Relationships with Organizations Not Regionally Accredited Policy.

7.2 Credit Awarded through Established Articulation Agreement: Students enroll in a non-credit course or courses through a third-party provider. The USHE credit-granting institution has not contracted with a third-party provider to provide the instruction, but has evaluated the non-credit course competencies and has executed a written credit articulation agreement with the third-party provider to award credit for successful completion.

7.2.1. Articulation to the Associate of Applied Science Degree in General Technology

In accordance with a USHE institution's policy, and consistent with Northwest Commission on Colleges and Universities' policies and accreditation standards, a USHE institution may enter into written credit articulation agreements with third-party providers to articulate the Associate of Applied Science Degree in General Technology with non-credit courses or programs as follows:

1. For students who have completed a technical program at a third-party provider consisting of at least 900 membership hours, and where there is a written credit articulation agreement in place with a USHE institution, the 900 (plus)-membership hour program will fulfill 30 credit-hours of technical specialty within the Associate of Applied Science (AAS) in General Technology.
2. Students must meet the regular admission requirements for the receiving USHE institution as published in the institutional catalog.
3. The student must provide an official transcript from the third-party provider.
4. The student who is admitted to degree admission status must meet all applicable pre-requisites as indicated by the appropriate placement instrument.
5. The student is required to complete the specified general education requirements to earn the AAS degree.
6. Upon fulfillment of the requirements stated above, the student will receive thirty (30) semester credit hours for the approved work completed at a third-party provider the AAS degree in General Technology. Credit for work completed at a third-party provider will be posted on an official transcript at the USHE institution following completion of the USHE institution's program requirements. The credit posted on the transcript will not count in the calculation of the student's

grade point average. Upon successful completion of all program requirements, the student will be awarded the AAS degree in General Technology.

7.2.2. Articulation to Specific AAS Degrees at USHE Institutions

In accordance with a USHE institution's policy, and consistent with Northwest Commission on Colleges and Universities' policies and accreditation standards, a USHE institution may enter into written credit articulation agreements with third-party providers to articulate specific AAS degree programs.

1. The USHE institutions involved must agree that the learning outcomes specified in courses and/or programs offered by the third-party provider satisfy learning outcomes in related courses offered by the USHE institution. Required learning outcomes of articulated courses from the third-party provider, including assessment measures for course competencies, must be maintained and documented by the USHE institution.
2. Semester hour credit awarded by the USHE institution in specific articulated programs will be proportionate to the equivalence of credits attained in the technical or career program offered by the third-party provider. The number of credits awarded in specific articulated programs may be up to thirty (30) semester credit hours and must fit within the requirements of the specified degree.
3. Credit for work completed at a third-party provider, particularly blocks of credit for multiple non-credit courses, may be posted to an official transcript at the USHE institution following completion of the USHE institution's program requirements. The credit posted on the transcript will not count in the calculation of the student's grade point average. Upon successful completion of all program requirements, the student will be awarded the AAS degree.

7.3 Credit Awarded for Non-Credit Courses Completed Without a Written Credit Articulation

Agreement: If a student enrolls in a non-credit course or courses through a third-party provider and the USHE credit-granting institution has not contracted with the third-party provider, the USHE credit-granting institution may award credit, if it can determine the experience is comparable to specific credit course work, following individual institutional policy.

7.4. Credit Awarded for Competency Testing: USHE institutions may award credit to admitted students who wish to challenge a particular course. By satisfactorily demonstrating achievement or competency through a comprehensive final examination or some other competency examination, students may be awarded credit for the course. It is not presumed that colleges or universities would be required to develop competency examinations in subject areas where the institution does not have equivalent course work. (See Policy R470.)

Appendix

Articulation of Courses Between Credit-Granting USHE Institutions and UCAT Campuses

The following process will guide USHE institutions in articulating with the USTC Colleges.

Utah Code 53B-1-103 (4) states:

(c) The board shall coordinate and support articulation agreements between the Utah System of Technical Colleges and other institutions of higher education.

Working within Regents' Policy (R473), and in harmony with policy and standards of the Northwest Commission on Colleges and Universities, articulation agreements may be formed between a credit-granting USHE institution and a USTC college using the following guidance:

The wishing to form an articulation agreement with a credit-granting USHE institution should first approach the USHE institution within the local service delivery area.

1. If the local USHE institution offers related course(s), and desires to complete an articulation agreement, the articulation agreement may be completed through normal institutional processes.
2. If the local USHE institution does not wish to complete an articulation agreement, it may decline to participate and the USTC college may then request articulation with other USHE institutions that offer or may wish to offer related courses.
3. If the local USHE institution does not offer related course(s), and wishes to complete an articulation agreement, the USHE institution has the option to develop related course(s) through institutional processes.
4. If the local USHE institution does not offer related course(s) and does not plan to develop the course(s), the USTC college may request articulation with other USHE institutions that offer or may wish to offer related course(s).

The Office of the Commissioner maintains a list of course articulations between USTC colleges and credit-granting USHE institutions. Institutions shall submit an updated list of written credit articulation agreements by June 30 of each academic year.

USHE institutions may use the following template as a guide when entering into Written Credit Articulation Agreements with USTC colleges and other third-party providers of non-credit courses.

SAMPLE

Written Credit Articulation Agreement for Non-Credit Courses FY2010-11

This Agreement, between (USHE Institution), a USHE credit-granting institution, and (third-party provider) specifies the terms and conditions for the granting of credit for non-credit course work successfully completed with an external education or training provider. The parties enter into this Agreement on the ____ day of ____, 20__.

I. CREDIT ARTICULATION CONSIDERATIONS

This Agreement covers (list non-credit course(s) and program(s) as applicable to this agreement). The administrative model may be considered dual enrollment or credit awarded through an established articulation agreement as defined in R473.

- A. Description. *(Describe the non-credit course(s)/programs learning objectives or competencies, assessments, and learning outcomes. Attach a list of the course(s)/programs covered by this agreement for which credit is sought. Attach a copy of all non-credit curriculum to include course syllabi and/or course learning outcomes.)*
- B. Special Provisions. *(Detail financial arrangements, special provisions and conditions for completion of non-credit course(s) that will lead to the award of credit.)*

II. EVALUATION & AMENDMENT

This agreement is in effect for instruction completed during the _____ academic year. Both parties must communicate changes in curriculum and/or in credit articulation in a timely manner. The Agreement may be terminated at the end of the academic year by either party. The decision to renew or terminate the credit articulation agreement should be made within 30 days of the beginning of the next academic year.

III. EXECUTION

The parties hereby execute this Written Credit Articulation Agreement as of the day and year first written above.

for (USHE Institution's Chief Academic Officer)

by _____ date
(Title)

for (Third-Party Provider)

by _____ date
(Title)

Utah System of Higher Education
Written Credit Articulation Agreement for
Non-Credit Courses
FY _____

Course List

USHE Institution:

Contact Name:

Contact Phone:

Contact Email:

Non-Credit Learning Provider:

Contact Name:

Contact Phone:

Contact Email:

Non-Credit Courses				USHE Credit to be Granted				
Course Prefix	Course Number	Course Title	Participation (M_Hrs, CEUs)	Course Prefix	Course Number	Course Title	Credits Awarded	Conditions of Articulation

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Engineering and Computer Technology Initiative Annual Report from the Technology Initiative Advisory Board

Issue

The 2001 Legislature approved SB61: Enhancements to the State Systems of Public and Higher Education. This legislation established the Engineering and Computer Technology Initiative within the Utah System of Higher Education (USHE), with the goal to increase the number of students graduating from engineering, computer science, and related technology programs. The legislation created the Technology Initiative Advisory Board (TIAB), appointed by the Governor, that makes an annual report to the Board of Regents. The attached document provides this year's report from the TIAB.

Background

Key highlights noted in the report include:

- During the last 16 years, the Engineering and Computer Technology Initiative has been successful in increasing the number of graduates in targeted areas.
- During FY17 1,745 engineering degrees were awarded compared to 862 in 2000, and in computer science 1,481 degrees were awarded compared to 513 in 2000.
- Since the initiative began, a total of 35,628 engineering and computer science degrees have been awarded.
- The TIAB requested that FY16 be used as the base year for comparison since that was the last year data was used to justify new legislative appropriations.
- Total engineering and computer science degrees awarded in FY17 was 3,226 compared to 2,938 in FY16, representing an increase of 9.8 percent over the base year.

Policy Issues

There are no policy issues associated with this report.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Higher Education Appropriations Subcommittee: Engineering and Computer Technology Initiative Report *2017 Legislative Session Intent Language*

This Brief provides a status report relative to the following legislative intent language adopted in the 2017 Legislative Session:

The Legislature intends that the funds appropriated for the Engineering Initiative be allocated to institutions based on the increases in graduates from engineering, computer science, and technology degree programs since Fiscal Year 2014. The Legislature further intends that Engineering Initiative funds support undergraduate programs that meet workforce needs for the highest demand occupations. Recommendations for appropriation and follow up reporting on program success are to be reviewed by the Business, Economic Development, and Labor Appropriations Subcommittee and the Higher Education Appropriations Subcommittee.

Introduction

The 2001 Legislature approved SB61 *Enhancements to the State Systems of Public and Higher Education*, sponsored by Senator Lyle Hillyard. This legislation established the Engineering and Computer Technology Initiative within the Utah System of Higher Education (USHE) with the intent to increase the number of students graduating from engineering, computer science, and related technology programs.

Specifically, key provisions of SB61 have been addressed and include:

1. Established a goal to triple the number of graduates from USHE institutions in engineering, computer science, and related technology.
2. Directed the Regents to establish rules providing the criteria for those fields of study that qualify as "related technology."
3. Provided supplemental funds for equipment purchases to improve the quality of instructional programs in engineering, computer science, and related technologies.
4. Established a student scholarship to encourage enrollment in programs included in the initiative.
5. Assisted USHE institutions to hire and retain qualified faculty to teach in initiative programs.
6. Increased program capacity by funding new and renovated capital facilities, and funding for new engineering and computer science programs.
7. Created the Technology Initiative Advisory Board (TIAB) to make recommendations to the Regents in its administration of the initiative. The advisory board includes individuals appointed by the Governor from business and industry who have expertise in the areas of engineering, computer science, and related technologies.
8. Provided requirement to report funding matches for faculty positions funded through initiative resources.

To date, \$19 million of on-going funding plus \$10.45M of one-time funding have been appropriated to support the initiative.

Appropriated Funds

The following table gives a summary of the funding between FY2002 and FY2018.

Engineering and Computer Science Initiative Funding History 2002-2016			
Year	Funds Appropriated		
	Ongoing	One time	Scholarship ¹
2001-02	1,000,000	2,500,000	500,000
2002-03	2,000,000	1,000,000	0
2003-04	500,000	0	50,000
2004-05	500,000	500,000	0
2005-06	1,500,000	500,000	0
2006-07	500,000	700,000	0
2007-08	3,000,000	2,000,000	0
2008-09	0	250,000	0
2009-10	0	2,000,000	0
2010-11	0	0	0
2011-12	0	0	0
2012-13	2,500,000	0	0
2013-14	0	0	0
2014-15	0	0	0
2015-16	3,500,000	1,000,000	0
2016-17	0	0	0
2017-18	4,000,000	0	0
Total	19,000,000	10,450,000	550,000

Degree Completion Results

Although the initiative has been underway since 2001, base year comparisons measured graduation counts since 2014 for new funding provided by the 2017 Legislature. Now that funding has been provided based on the 2014 data, a new base year of FY2016 will be used. Accordingly, the chart below compares data between FY2016 and FY2017.

Comparison of Degree Completions for the Engineering and Computer Science Initiative								
	FY2016 (Base Year)			FY2017			Change from FY2016 to FY2017	
	CS	Eng	Total	CS	Eng	Total	Change	Percent Change
Total	1312	1626	2938	1481	1745	3226	288	9.8

Over the life of the initiative, there has been a significant impact on degrees awarded in engineering and computer science. The 1,745 engineering degrees awarded in FY2017 compare to 862 awarded in FY2000 (102% increase), and the 1481 computer science degrees awarded in FY2017 compare to 513 awarded in FY2000 (189% increase). Over time there has been a consistent increase in total number of degrees awarded in the targeted areas. Since the initiative began, a total of 35,628 computer science and engineering degrees

¹ In 2001, SB61 established a loan forgiveness fund to assist students in obtaining degrees in engineering and computer science. In 2009, SB105 changed the loan forgiveness program to a scholarship program for the purpose of recruiting, retaining, and training engineering and computer science and related technology students. At that time scholarship funding was \$39,200 annually. In FY13 an additional \$300,000 of on-going scholarship funding was allocated to institutions by the Board of Regents from the FY13 \$2,500,000 appropriation. This \$300,000 of scholarship funding did not roll into the previously legislated scholarship funding program but went directly to institutions.

have been awarded. The initiative has resulted in a positive cumulative impact for the state. It is believed that this targeted investment has made a significant difference for Utah.

Allocation of Funds Appropriated by the 2017 Legislature

The Technology Initiative Advisory Board (TIAB), the industry body tasked with making recommendations to the Utah State Board of Regents, used the legislative intent language to guide its recommended allocation of funds. Specifically, the TIAB considered: 1) graduation increase since 2014 in areas targeted by the initiative, and 2) high demand occupations. The University of Utah, Utah State University and Weber State University had the most graduates since 2014 as well as the highest rates of graduation increases. Consistent with the 2017 intent language, the highest funding recommendations were made to these three institutions.

Requests from institutions exceeded the amount of available funds. To match allocations to the \$4,000,000 of available funding, the TIAB focused its recommendations on requests for new faculty only. Requests for one-time funds and requests for on-going staff positions were not considered. Faculty requests were limited to programs that prepare students for the highest demand occupations. Based on data from the Utah Department of Workforce Services and the Economic Development Corporation of Utah, the four highest demand occupations that were also part of institutional proposals included: 1) Computer Science, 2) Mechanical Engineering, 3) Electrical/Computer Engineering, and 4) Civil Engineering. The TIAB recommended that institutions use funding from this new appropriation to increase the number of faculty members in programs that currently exist within these disciplines.

Given the considerations indicated above, the TIAB provided a unanimous recommendation that funding from the 2017 Legislature be allocated and distributed to the institutions effective FY18 consistent with legislative intent language. This recommendation was accepted by the Board of Regents on July 21, 2017.

Institution	Graduation Growth Increase from FY14 to FY16	Percent of Total Graduation Growth	On-going Funds	Maximum Number of Positions Funding will Support with 50% Match	Number of Positions Requested by Institution
University of Utah- College of Engineering	163	24.73	\$1,540,000	25	29
Utah State University	127	19.27	\$900,000	15	18
Weber State University	168	25.49	\$840,000	14	16
Southern Utah University	24	3.64	\$60,000	1	2
Snow College	20	3.04	\$60,000	1	1
Dixie State University	5	0.76	\$60,000	1	8
Utah Valley University	66	10.02	\$480,000	8	10
Salt Lake Community College	86	13.05	\$60,000	1	1
Total	659	100.00	\$4,000,000	66	85

Matching Funds

Utah Code 53B-6-105.9 requires institutions to match on-going funds appropriated to the initiative that are used for faculty positions. Beginning with funding appropriated for FY2013, institutions have submitted reports that demonstrate compliance with the matching requirement. Based on information from these reports, the on-going appropriations awarded in FY2013 and FY2016 were matched by the USHE institutions. Institutions have also identified the matching funds for the most recent appropriation of \$4 million that became available in the current fiscal year (FY2018). The following tables provide matching funds information by institution.

Matching Funds Report- Summary			
Institution	FY2013 On-going Appropriations Matched by Institutions	FY 2016 On-going Appropriations Matched by Institutions	FY 2018 On-going Appropriations Matched by Institutions
University of Utah	600,000	1,217,809	1,540,000
Utah State University	270,000	515,000	900,000
Weber State University	88,000	440,000	840,000
Southern Utah University*	Did not receive funding in FY2013	Did not receive funding for faculty positions in FY2016	60,000
Snow College	Did not receive funding in FY2013	113,000	60,000
Dixie State University	Did not receive funding in FY2013	175,000	60,000
Utah Valley University	370,000	375,000	480,000
Salt Lake Community College	72,000	57,000	60,000

Matching Funds Detail for FY2018					
Institution	Faculty Type	Department	Appropriated	Match	Total
University of Utah	2 Faculty	Bioengineering	121,500	121,500	243,000
	1 Faculty	Chemical Engineering	62,500	62,500	125,000
	2 Faculty	Civil Engineering	119,875	119,875	239,750
	3 Faculty	Electrical Engineering	195,225	195,225	390,450
	5 Faculty	Mechanical Engineering	311,500	311,500	623,000
	11 Faculty	School of Computing	717,500	717,500	1,435,000
	Support	College of Engineering	11,900	11,900	23,800
Total			1,540,000	1,540,000	3,080,000
Utah State University	2 Assistant Professors	Civil Engineering	121,910	121,910	243,820
	3 Professors of Practice	Computer Science	158,264	158,264	316,528
	2 Assistant Professors	Computer Science	127,020	127,020	254,040
	4 Assistant Professors	Electrical Engineering	247,161	247,161	494,322
	3 Assistant Professors	Mechanical Engineering	190,895	190,895	381,790

	Assistant Professor of Practice	Mechanical Engineering	54,750	54,750	109,500
Total			900,000	900,000	1,800,000
Weber State University	Assistant Professor	School of Computing	54,340	54,340	108,680
	3 Instructors	School of Computing	140,855	140,855	281,710
	To be hired	Searches for new faculty to start FY2019	644,805	644,805	1,289,610
Total			840,000	840,000	1,680,000
Southern Utah University	Assistant Professor	Engineering & Technology	60,000	60,000	120,000
Total			60,000	60,000	120,000
Snow College	Instructor	Software Engineering	60,000	60,000	120,000
Total			60,000	60,000	120,000
Dixie State University	Assistant Professor	Mechanical Engineering	60,000	60,000	120,000
Total			60,000	60,000	120,000
Utah Valley University	Assistant Professor	Electrical Engineering	120,000		120,000
	Assistant Professor	Mechanical Engineering	120,000		120,000
	2 Assistant Professors	Civil Engineering	240,000		240,000
	Assistant Professor	Master Computer Science		127,000	127,000
	Assistant Professor	Master Cybersecurity		153,000	153,000
	2 Lecturers	Computer Science		200,000	200,000
Total			480,000	480,000	960,000
Salt Lake Community College	Assistant Professor	Computer Science	60,000	60,000	120,000
Total			60,000	60,000	120,000
System Total			4,000,000	4,000,000	8,000,000

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Annual Career and Technical Education Report

Issue

Each year the Office of the Commissioner of Higher Education prepares a report on Career and Technical Education. Career and Technical Education (CTE) can be defined as organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. The CTE report for FY2017 is attached to this memo.

Background

Highlights of the 2017 report include:

- Institutions in the Utah System of Higher Education (USHE) provided the equivalent of approximately 11.2 million membership hours in CTE instruction.
- USHE institutions awarded 5,503 CTE certificates and two-year degrees and enrolled over 61,000 CTE participants.
- CTE graduates are expected to produce over \$931 million of added personal income and over \$131 million of added income to the state over someone with a high school diploma.
- Over 17,000 high school students took CTE courses in high school through concurrent enrollment.
- Among state-funded institutions, USHE institutions provided nearly 74% of the post-secondary CTE instruction in the state.
- Over the last few years USHE institutions have developed over 100 new CTE certificate programs, most of which stack to longer programs that provide opportunities for students to earn college-level credentials and also to advance to higher levels of preparation as time and circumstances permit.
- Based on information extracted from Utah's Department of Workforce Services, the job placement rate of USHE's CTE graduates was nearly 84%, not counting those in the military, self-employed, and those employed out-of-state.
- Total cost of instruction per CTE membership hour equivalent was \$10.89.

Policy Issues

There are no policy issues associated with the information.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

2017 REPORT ON TECHNICAL EDUCATION

Technical Education is a key ingredient to meet the needs of Utah's economy. Utah System of Higher Education (USHE) institutions offer technical education programs in all regions of the state, working closely with local business and industry leaders to develop and deliver programs specifically tailored to local workforce development needs.

During the 2016-2017 academic year, technical education comprised nearly 22 percent of the total undergraduate courses offered at USHE institutions, and it accounted for over 17% of undergraduate degrees and certificates awarded.

This report includes data on a diverse and broad array of technical education credit and non-credit offerings provided by USHE institutions that prepare people for employment in current or emerging occupations that require credentials other than a baccalaureate or advanced degree. It also provides data on statewide programs, Short Term Intensive Training (STIT) and Custom Fit, where industry-specific courses are provided by USHE institutions on contract for individual companies.

The information presented below uses the standard Career and Technical Education (CTE) definitions used by the federal Carl D. Perkins program (generally accepted measurement nationwide). This information uses both credit hours and membership hours in order to create a common comparison of CTE among Utah's public postsecondary institutions.

11,240,576

Membership hours taken in technical education courses in 2016-17 by students at USHE institutions.

5,503

CTE credentials awarded by USHE institutions in 2016-17.

Partnering with industry, streamlining credit, and getting students to the workforce quickly

Each of Utah's eight regional CTE councils meet regularly to identify potential certificate programs that could be developed or strengthened within each region. Regional CTE leaders also consult closely with leaders in industry and workforce development to identify certificate programs to be developed and/or strengthened, focusing on the following:

- Determine availability of current technical education offerings in the region
- Develop regional coordination among three technical education stakeholder providers: Utah System of Higher Education, the Utah State Board of Education, and the Utah College of Applied Technology
- Identify certificates and other programs that could be offered in high-demand, high-wage occupations and that are important to the region
- Identify how certificates and other credentials can complementarily stack to additional certificates, associate's degrees, or other programs
- Identify ways these programs, or portions thereof, might be provided for delivery in high schools through concurrent enrollment

100+

New CTE certificate programs developed by USHE institutions as a result of direct collaboration with business and industry throughout the state.

This partnership approach focuses on short-term certificates (16-29 credits) as a first step for students seeking a college credential or as a short-term option for older adults retooling for a career change or career advancement. It is expected that students will be more likely to complete a meaningful board-approved credential by the time of high school graduation or shortly thereafter. High school and college students who complete certificates offered through this initiative will:

- Have an earned post-secondary certificate in a relevant field.
- Be prepared for an entry-level position in a career that is in demand and pays high wages.
- Be on an efficient pathway to a one-year certificate and/or degree.

Technical Education Credentials

The Utah System of Higher Education institutions offer three primary types of tech ed credentials:

- **Associate of Applied Science Degrees**—Designed to lead students directly to employment requiring two years of preparation. The Associate of Applied Science (AAS) degree includes a core set of general education preparing students in composition, computation, and human relations. In some cases AAS programs can serve a dual purpose to prepare students for the workforce while serving as a pathway to a bachelor's degree.
- **Certificates of Completion**—Awarded for completion of programs that are typically one-year in length and that prepare students for employment. Certificates of Completion also have a general education component.
- **Certificates of Proficiency**—Short-term programs less than one year in length that prepare students for specific employment skills.

Tuition and Fees

CTE programs are offered at seven of the eight USHE institutions (University of Utah's mission does not include CTE; Salt Lake Community College fills this role in the service region shared by these two institutions). 2016-17 full-time tuition and fees for the seven institutions that provide a CTE role ranged from \$1,796 to \$3,433 per semester.

According to a recent report from the College Board, tuition at Utah's public universities is the third lowest in the nation with an average annual 2017-18 tuition of \$6,700. It typically takes full-time students one to four semesters to complete a tech ed credential, depending on whether a student is working on a certificate or an AAS degree. Many of the USHE tech ed programs seamlessly stack to four-year degrees, allowing students efficient and cost-effective means of earning additional college credentials once they complete a CTE program.

Earnings and Job Placement for USHE Tech Ed Graduates

Students who earned a USHE credential in a technical area of study had median year annual wages that were higher than their peers who completed non-CTE credentials at the same level- a \$2,400 difference for certificates and a \$6,994 difference for associate degrees. The median fifth-year annual wages for CTE certificates of less than two years and associate degrees are \$39,807 and \$55,432, respectively. Median fifth-year annual wages for non-CTE certificates of less than two years and non-CTE associate degrees are \$37,396 and \$48,438, respectively. In other words, Additionally, the median fifth-year annual wages for CTE certificate and associate degree completers increased over time. Median annual wages for associate degree completers during 2010-11 increased from \$40,286 (first year wages) to \$55,432 (fifth year following completion). More detailed wage information is available in the table below and online at: <http://higheredutah.org/data/utah-wage-information>. It should be noted that although results showed wage gains for CTE completers, the data may be impacted by a variety of factors including type of program, individual student intent, timing of when students continue their education, immediate short-term industry demand, etc.

\$55,432

Median 5th-year wages for individuals with a USHE associate degree.

84%

The overall job placement rate for recent USHE CTE graduates.

USHE Tech Ed 1st and 5th Year Wages

	Median 1 st Year Wages	Median 5 th Year Wages	Wage Growth
CTE PROGRAMS			
CERTIFICATES	\$28,532	\$39,807	\$11,275
ASSOCIATE DEGREES	\$40,286	\$55,432	\$15,146
NON-CTE PROGRAMS			
CERTIFICATES	\$25,296	\$37,396	\$12,100
ASSOCIATE DEGREES	\$26,776	\$48,438	\$21,662

USHE Tech Ed Job Placement Rate by Area of Study

Classification of Instructional Program (CIP) Group	Placement Rate
AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES	77.8%
ARCHITECTURE AND RELATED SERVICES	93.3%
BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	79.2%
COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS	100.0%
COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES	88.9%
COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	81.7%
CONSTRUCTION TRADES	80.0%
EDUCATION	84.0%
ENGINEERING	90.2%
ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS	83.3%
FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES	76.5%
FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS	100.0%
HEALTH PROFESSIONS AND RELATED PROGRAMS	90.6%
HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES	72.6%
LEGAL PROFESSIONS AND STUDIES	77.3%
MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS	80.2%
PARKS, RECREATION, LEISURE, AND FITNESS STUDIES	66.7%
PERSONAL AND CULINARY SERVICES	64.7%
PRECISION PRODUCTION	83.2%
SCIENCE TECHNOLOGIES/TECHNICIANS	78.0%
SOCIAL SCIENCES	66.7%
TRANSPORTATION AND MATERIALS MOVING	50.0%
VISUAL AND PERFORMING ARTS	76.1%
OVERALL PLACEMENT RATE	83.6%

Information is derived from state workforce data and may not include employment of all USHE graduates. For example, state workforce data does not include out-of-state employment, self-employed individuals, federal and military employees, and non-employed students who continued their education.

The ROI for USHE Technical Education Graduates

The table below provides an estimate of the wage impact of 2016-17 tech ed graduates from USHE institutions. Applying wage and workforce information from the US Census, it is estimated the 5,503 2016-17 CTE graduates will produce over \$931 million of added income over 30 years of employment than if they had not obtained their credentials. Using taxpayer rate estimates from the Utah Taxpayers Association, it is estimated these graduates will generate an additional \$131 million in state taxes and fees.

30 Year Projected Earnings and Tax Contributions of Tech Ed Graduates

	New Credentials Awarded	Est. Work Force Participation Rate	Credentials in Workforce	Amount Earned over High School Level Median Earnings	Total Added Annual Income to Utah's Economy	Est. Additional Tax Contribution to the State (14.14%)
Certificates	1,869	77.6%	1,450	\$6,064	\$8,792,800	\$1,243,302
Associate Degrees	3,634	77.6%	2,819	\$6,064	\$17,094,416	\$2,417,150
Total	5,503		3,891		\$25,887,216	\$3,660,452
30 years of Employment					\$776,616,480	\$109,813,570
Economic Multiplier (1.2)					\$155,323,296	\$21,962,714
Value Added to Utah's Economy and Tax Base (30 Year Estimate)					\$931,939,776	\$131,776,284

Tech Ed in Concurrent Enrollment (high school students)

32,849 high school students enrolled in a college concurrent enrollment course during the 2016-17 academic year. In total, these students earned 233,626 college credits – saving students over \$41 million in total tuition.

53% of all concurrent enrollment students (17,512) enrolled in at least one CTE course. Secondary students earned 76,001 CTE credit hours, or 32.5% of the total concurrent enrollment credit hours earned. This represents the equivalent of 2,280,030

membership hours (76,001 X 30) accounting for 66% of postsecondary CTE enrollment in Utah's high schools and 54% of total postsecondary membership hours earned by high school students (the Utah System of Technical Colleges served 9,001 high school students with 1,909,106 membership hours as reported in USTC's 2017 annual report). The total contribution of Utah's postsecondary institutions to high school students during 2016-17 was significant, providing college-level career preparation opportunities to nearly 33,000 high school students while helping them fulfill requirements toward postsecondary credentials.

54%

Proportion of CTE college- level membership hours earned by high school students via USHE institutions.

Total Concurrent Enrollment (all courses vs. tech ed), Fiscal Year 2016-17

	Total	CTE
Total Students (Unduplicated Headcount)	32,849	17,512 (53.3%)
Earned Credit Hours	233,626	76,001 (32.5%)

Headcount in Tech Ed Concurrent Enrollment by Institution, Fiscal Year 2016-17

Institution	CTE Concurrent Enrollment (Unduplicated Headcount by USHE institution)
Utah State University	1,066
Southern Utah University	318
Snow College	641
Dixie State University	751
Weber State University	7,077
Utah Valley University	4,219
Salt Lake Community College	4,043
Total	18,115

Enrollment headcounts may total more than system-wide total because students can take courses from more than one institution.

Federal Funding

Institutions within USHE qualify for and participate in federal grant funding through the Carl D. Perkins Career and Technical Education Act of 2006. Funding is provided to the Utah State Office of Education and formulaically distributed to local school districts, the Utah System of Technical Colleges, and USHE institutions that provide eligible CTE programs. This funding is used by USHE institutions to enhance and improve CTE programs and services in ways that are not otherwise provided by state resources.

Perkins funding to institutions is allocated based on the number of students taking CTE courses from the following populations:

- Federal PELL grant recipients
- Students who receive assistance from the Bureau of Indian Affairs
- Students who receive assistance from the Utah Department of Workforce Services

In 2016-17, \$3,409,102 was awarded to USHE institutions through the Perkins Act. Since the program's origination, all USHE institutions receiving Perkins grants have maintained eligibility for continued Perkins funding as it is made available through federal processes. USHE institutions report performance in the following areas related to this program:

- Technical skill attainment
- Completers
- Retention
- Employment
- Non-traditional student participation
- Non-traditional student completion

CTE Cost of Services

Data from Tab I, Table 7 of the 2015-16 USHE Cost Study show the appropriated direct costs per full-time equivalent (FTE) student (30 credit hours/year) for CTE to be \$5,209 (\$5.79 per membership hour). Factoring in indirect costs, the full cost of CTE instruction is \$9,801 per student FTE (\$10.89 per membership hour). Due to economies of scale, the USHE cost of CTE instruction is lower on a per membership hour basis compared to other state agencies that provide post-secondary CTE instruction.

\$10.89
Total cost per
membership hour.

Program Duplication

A recent analysis of USHE and UCAT programs indicates there is little, if any, duplication of programs. Using data available from the Integrated Postsecondary Education Data System (IPEDS) for the academic years 2013-14, 2014-15, and 2015-16, only sixteen out of 535 areas of study (based on CIP codes) identified at the same level were within the same service region. Some programs within these sixteen areas of study are part of broader degree programs at USHE institutions and are offered for students who may have longer-term educational objectives than preparation for immediate employment as is most typical in CTE programs.

2%

of all technical education programs are found within the same service region.

Enrollments and Completions

USHE institutions have seen a fairly consistent number of students taking CTE courses with a small increase in student headcount over 2015-16 (61,366 in 2016-17 vs. 58,993 in 2015-16). Similarly, student FTE in CTE courses increased from 12,063 in 2015-16 to 12,490 in 2016-17).

15,000+

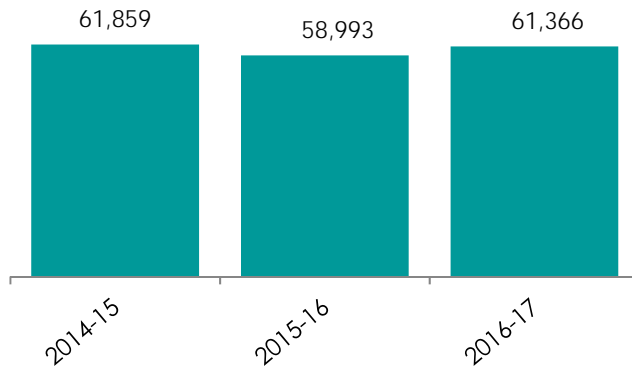
FTE is a measure, based on the total number of hours taught, of how many students could have been served if all students were full-time. One FTE is equal to 30 credit hours (for credit-based instruction) or 900 membership hours (for non-credit) in a given academic year. For membership and credit hour equivalents, one credit hour equals 30 membership hours.

Over 15,000 certificates and associate degrees in technical education have been earned by USHE students over the last three years.

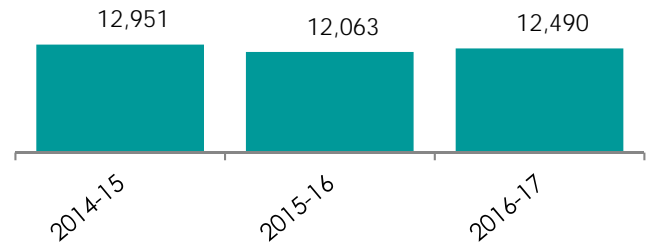
Completions of CTE credentials increased each year for the last two years with 5,503 CTE certificates and associate degrees awarded in 2016-17 compared to 5,046 in 2015-16 and 4,536 in 2014-15. Overall, graduates from USHE CTE programs earned 15,085 CTE credentials over the last three years.

USHE CTE Enrollment (2016-17)

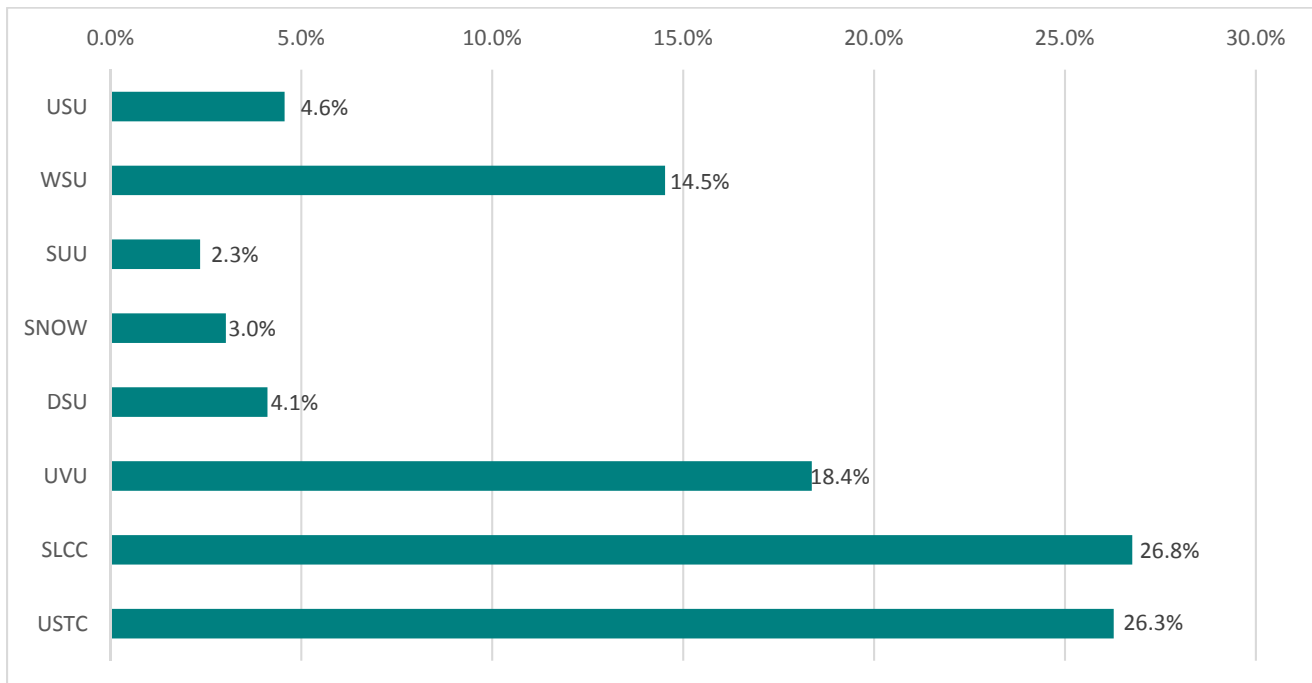
Headcount



Full Time Equivalent (FTE)



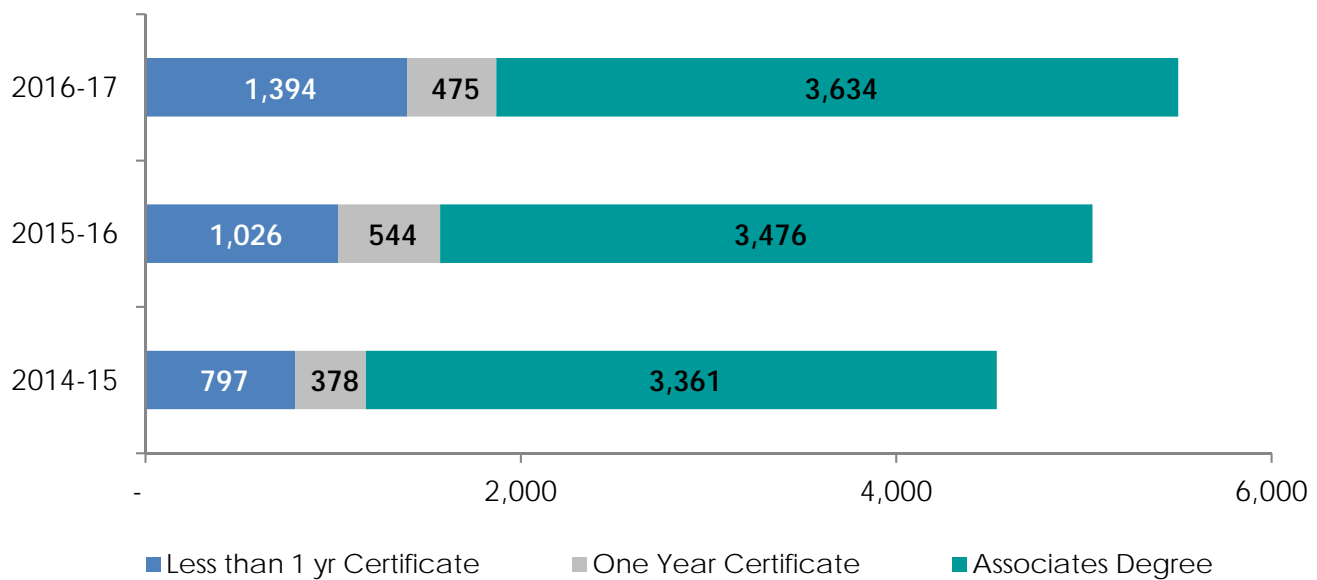
Career and Technical Education (FTE) by Institution (2016-17)



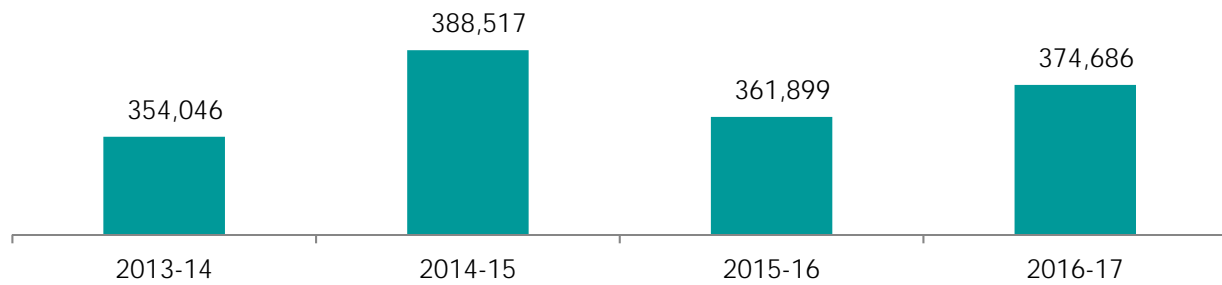
Total USHE CTE Membership Hours and FTE Equivalent by Year

	2014-15	2015-16	2016-17
Non-Credit Membership Hours	411,324	260,272	262,772
Short-Term Intensive Training/Custom Fit Hours	51,468	59,453	65,664
+ Equivalent Credit Hours (1 credit=30 hrs.)	11,192,730	10,537,230	10,912,140
Total Membership Hours	11,655,522	10,856,955	11,240,576
Full-time Equivalent-FTE (Total Membership Hours/900)	12,951	12,063	12,490

Total Certificates and Degrees Awarded



2016-17 USHE CTE Credit Hour Equivalent



Top 5 Areas of Study, based on 2016-17 certificates/degrees awarded

Program Categories	Less than 1 yr Certificates	1-2 yr Certificates	Associates & 2+ yr Certificates	Total	Percentage Share
HEALTH PROFESSIONS AND RELATED PROGRAMS	384	144	1383	1911	38%
COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	660	49	369	1078	15%
BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	109	55	541	705	10%
HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING, RELATED PROTECTIVE SERVICES	43	25	261	329	6%
ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS	124	22	138	284	6%

Source: IPEDS Completions Survey

Technical Education among all State Providers

		USHE	USTC*	Total	USHE % Total
Adults	Membership Hours	11,240,576	4,039,173	15,279,749	73.6%
	Student FTE	12,490	4,488	16,978	73.6%
	Student Headcount	61,366	23,812	85,178	72.0%
High School	Membership Hours	2,280,030	1,909,106	4,189,136	54.4%
	Student FTE	2,533	2,121	4,654	54.4%
	Student Headcount	17,512	9,001	26,513	66.1%
Credentials Awarded	Certificate of less than 1 year	1,394	5,066	6,460	21.6%
	Certificates of at least 1 but less than 2 years	475	1,784	2,259	21.0%
	Associate Degrees	3,634	0	3,634	100.0%

Definitions and Formulas

CTE (Career and Technical Education [Vocational])—CTE programs involve training for what are generally considered technical, high skill jobs such as automotive maintenance, welding, construction, and entry-level healthcare positions.

Credit Hours—A unit used to measure the amount of schoolwork a student has enrolled in or completed as defined by regional accrediting bodies and the U.S. Department of Education.

Membership Hours—Also called 'Clock Hours', assumed to be the number of hours attended at an institution in a CTE or vocational program.

FTE (Full Time Equivalent)—The total number of hours taught at an institution divided by the number of hours considered to be full-time for a student. An FTE student is one undergraduate student enrolled for 15 credit hours per semester. A part-time student may account for only .5 FTE while a student with a heavy course load may account for 1.25 FTE during a given academic year.

- 30 credit Hours = 1 FTE for credit programs
- 900 membership Hours = 1 FTE for non-credit programs

Unduplicated Headcount—The total number of individual students enrolled at an institution, regardless of instruction time. Unduplicated Headcount is only counted once, even though the student may fall into several enrollment categories.

Secondary/Postsecondary—Secondary Education refers to high school (grades 9-12) education. Postsecondary education is any coursework beyond high school.

**Sources: Utah System of Technical Colleges 2017 Annual Report and IPEDS.*

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Short-term Lease for Student Housing

Issue

The University of Utah requests Board approval to enter into a four year lease with a private apartment complex in Salt Lake City to increase the supply of near-campus housing for sophomore students. The new lease will be negotiated at market rates.

Background

Regent Policy R705, *Leased Space* requires the Board of Regents to approve institutional leases with state-appropriated funds that are more than \$250,000 per year or commit the institution for ten or more years. The University of Utah seeks Board approval to enter into a four-year lease with an apartment complex located at 343 South 500 East in Salt Lake City, Utah for approximately 270 beds.

The University projects that the increase in first-year students for Fall 2018 will produce a shortage of on-campus housing for sophomore students. Out-of-state and international students and families are concerned with navigating the Salt Lake City housing market to find appropriate housing for 2018-19. During the September 2017 Regent meeting the Board approved the University to move forward with plans to construct an approximately 1,336-bed housing and dining facility on-campus. While the University plans, designs, and constructs the new housing facility, there will continue to be a shortage in on-campus bed-space to accommodate demand. The University therefore proposes to rent beds in a privately-owned housing complex for approximately four years while the new University housing is completed.

The University's Board of Trustees approved this lease request in the December 12, 2017 meeting. Additional information about this request may be found in the attached letter from the University and representatives from the University will be in attendance at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize the University of Utah to enter into a short-term lease for student housing to accommodate student demand.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

December 12, 2017

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

Dear Commissioner Buhler:

The University of Utah hereby requests approval from the Board of Regents' for the lease of approximately 150 apartment units located at 343 South 500 East in Salt Lake City, Utah for a period of four (4) years. These units will accommodate up to 270 beds to assist the University in addressing the forecasted shortage of on-campus beds for upper-class students, primarily sophomores.

Over the last ninety (90) days the University completed an in-depth RFP process that surveyed opportunities to lease apartments within the downtown Salt Lake City area. This process resulted in a preferred location at the Elevate on 5th Apartment complex located at 343 South 500 East.

The attached Executive Summary outlines the proposed lease agreement, as well as the challenges this arrangement proposes to address.

The lease obligations will be funded by non-state appropriated, discretionary University funds as well as student tuition.

The University of Utah would welcome an opportunity to present this proposed lease agreement to the Finance and Facilities Committee at the January 19, 2018 Board of Regents meeting.

Thank you, as always, for your consideration and support.

Sincerely,



Patricia A. Ross
Chief Strategy Officer

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

January 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Long-term Lease

Issue

Regent Policy R705, *Leased Space* requires the Board of Regents to approve institutional leases with state-appropriated funds that are more than \$250,000 per year; commit the institution for ten or more years; or lead to the establishment of regular state-supported daytime programs of instruction. The University of Utah requests Board approval to expand an existing lease to accommodate growth of the David Eccles School of Business partnership with the Education@Work program.

Background

Education@Work is a non-profit organization partnering with colleges and universities to provide students with business experience and tuition assistance. The University of Utah currently leases 12,090 square feet in the American Plaza III building located at 47 West 200 South in Salt Lake City for the David Eccles School of Business in partnership with Education@Work. Due to increased demand and the success of the partnership, the University requests authorization to expand the lease for the remaining term (approximately 4.5 years) to 26,553 square feet with an annual rent of \$457,500.

Additional information about this request may be found in the attached letter from the University and representatives from the University will be in attendance at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize the University of Utah to expand the current lease for space in the American Plaza III building in Salt Lake City for the David Eccles School of Business partnership with Education@Work.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

January 2, 2018

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

Dear Commissioner Buhler:

The University of Utah requests approval from the Board of Regents' for the following lease of space in American Plaza III located at 47 West 200 South in downtown Salt Lake City. The lease specifications are:

- 26,553 square feet
- Average annual rent of \$457.5k (full service)
- Total lease term commitment of \$2.02M
- Term remaining: Four (4) years and five (5) months (February 1, 2018 – June 30, 2020)

The David Eccles School of Business (DESB) currently leases 12,090 rentable square feet at the American Plaza III building. This space is utilized by Education@Work in partnership with DESB to accomplish the following:

- Provide entry level business experience, including training in customer product sets and customer service operations for DESB students;
- Provide opportunity for DESB students to learn about consumer-focused companies;
- Offer work hours tailored to student schedules;
- Compensate employment for up to 200 students;
- Award scholarships based on work and student achievement; and
- Provide leadership and advancement opportunities for students.

The current Education@Work program has been very successful. In order to accommodate forecasted growth and further opportunities for DESB students, the University of Utah is requesting approval to amend the existing Lease Agreement increasing the square footage of leased space.

The DESB agreement with Education@Work includes provisions that scholarship/tuition assistance funded to the University will exceed the rental obligations outlined above.

Page 2
January 2, 2018
Commissioner Buhler

The University of Utah would welcome an opportunity to present this proposed lease agreement at the January 19, 2018 Board of Regents meeting.

Thank you, as always, for your consideration and support.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Patricia A. Ross', with a large, stylized initial 'P' and a long, sweeping horizontal line extending to the right.

Patricia A. Ross
Chief Strategy Officer

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

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Nontraditional Arrangement for Solar Canopies

Issue

Regent policy R712, *Non-Traditional Arrangements for Development of Facilities on Campuses* requires the Regents to approve development projects by outside entities on institutional land. The University of Utah requests authorization to contract with a private provider which will construct, maintain, own, and operate solar panel canopies covering a University parking lot. In return, the University will purchase solar energy from the provider generated from the solar canopies.

Background

The University of Utah requests authorization to contract with a private vendor, selected through a competitive procurement process, to construct solar canopies over the parking lot north of the Merrill Engineering Building. The University would enter into a Power Purchase Agreement with the provider to purchase energy produced from the solar panels on top of the canopies. No institutional funds will be used to construct, operate, or maintain the canopies and photovoltaic (solar) system. Solar power generated from the canopies will provide the University with a cost-effective and sustainable energy source.

As required by Regent policy R712, *Non-Traditional Arrangements for Development of Facilities on Campuses* the University will work with the Attorney General's Office to ensure that proposals meet statutory requirements. The final contract will also ensure that third-party construction meets applicable university and state requirements.

The University's Board of Trustees approved this project in their November 14, 2017 meeting. Additional information about the project is provided in the attached letter from the University, including illustrations of the site and proposed canopies. Representatives from the University will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize the University of Utah to enter into a contract with an outside party to construct photovoltaic panels on canopies covering a University parking lot and to enter into a long-term power purchase agreement with the outside party.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

January 4, 2018

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

Dear Commissioner Buhler:

The University of Utah requests approval to build canopies in the parking lot to the north of the Merrill Engineering Building and solar panels on the roof of the canopies. Panels will be installed so they face south toward the Merrill Engineering Building. Power will be distributed underground to the Medical Substation and the switchgear will be behind the berm and screened. The existing light fixtures in the parking lot will be replaced with lighting under the canopies.

This project will be approached as a Power Purchase Agreement (PPA), which will authorize a third party to own and operate the Solar PV system. The University will purchase the power produced from the third party. The benefit of the PPA approach is that the investor of the PPA would be able to take advantage of substantial tax benefits that are not available to the University as a nonprofit institution. This will then be passed through to the University in rates for the power purchased that are lower than they would be without the tax incentives. The RFP will seek design/build proposals to maximize the electricity generating capacity of a system in this parking lot and is expected to be in the range of two to three MW.

This arrangement will benefit the University and the public in general by reducing the amount of energy used by the University that is derived from carbon-based sources, thereby reducing the levels of air pollution emitted from University operations. A further benefit is that the unit cost of electricity purchased under this arrangement will be locked in contractually with escalation likely to be less than will be experienced in the market.

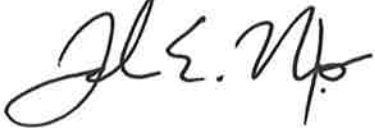
The cost of the canopies and solar PV system is expected to be within the range of \$6 to \$8 million. The system will be owned, financed, operated, and maintained by the third party.

No state funds will be used for the project cost, future O&M or future improvements. These costs are funded entirely by the third party. The University's sole obligation is to purchase power from this source. This project is consistent with the University's approved master plan.

The University will comply with Regents Policy R712-5, Nontraditional Arrangements for Development of Facilities on Campuses. The agreement between the University and the third-party owner of the solar system will include the provisions called for by R712-5 to protect the interests of the University and ensure appropriate quality control of the design and construction. Consistent with the requirements of R712-5, approval by the Attorney General's Office of the agreement as to form and legal authority will be obtained before the University executes the agreement.

This project was approved by the University's Board of Trustees on November 14, 2017. We request that this be presented to the Board of Regents for approval during the meeting on January 19, 2018.

Sincerely,

A handwritten signature in dark ink, appearing to read "J.E. Nixon", with a stylized flourish at the end.

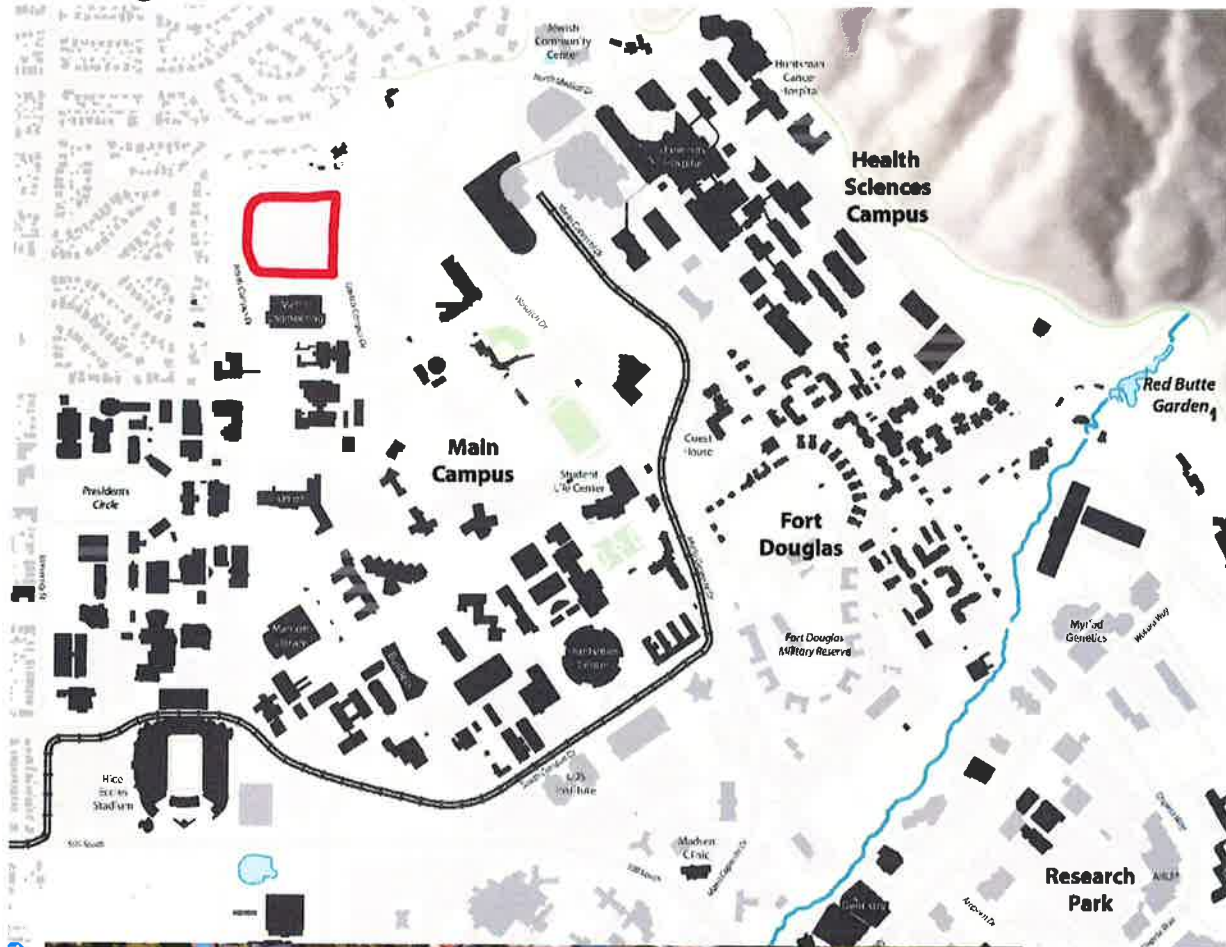
John E. Nixon

Vice President for Administrative Services

Enclosure

Cc: David W. Pershing
Kimberly Henrie
Patricia Ross
Sandy Hughes
Brian Shuppy

Site Diagram



Sample Designs



(UofU canopies would have lower maximum height than these examples, but still provide minimum 14'-0" clearance to enable all freight deliveries, future paving maintenance, and snow removal by existing campus fleet)

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Property Acquisition and Industrial Facilities and Development Bond Authorization

Issue

As required by Regent Policies R590, *Issuance of Revenue Boards for Colleges and Universities* and R703, *Acquisition of Real Property* Utah State University (USU) requests authorization to purchase property in Salt Lake County and authorization to issue Utah Industrial Facilities and Development bonds.

Background

At the July 2017 meeting, the Board approved USU's request to enter into a 15-year lease for a 33,600-square foot commercial property in Taylorsville, Utah which would serve as the USU Salt Lake Education Center. The University entered into the lease in November 2017. The lease included a provision granting USU a First Right of Offer in which the owner of the property must negotiate with the University prior to the sale of the property. Recently, the University received notice that the owner has received a purchase offer from a potential buyer and has determined that the purchase of the property would be in the long-term financial interest of the institution. The University therefore requests Regent authorization to purchase the property located at 920 West LeVoy Drive in Taylorsville, Utah.

Due to time-constraints and institutional resources, Utah State University requests authorization to issue up to \$6,500,000 of Utah Industrial Facilities and Development bonds to purchase the property. State statute (U.C.A. 11-17) allows the Board of Regents authorization to issue up to \$10 million of Utah Industrial Facilities and Development bonds on behalf of the University of Utah and Utah State University without legislative authorization. Utah Industrial Facilities and Development bonds were created by the Utah Legislature to stimulate economic growth in the state and promote employment and industrial development. The Assistant Attorney General (AG) for the Board of Regents and bond counsel engaged for this issuance agree that the University meets the criteria for issuing these bonds without legislative authorization. A letter on file at the Commissioner's Office from the AG documents the compliance of this bond issuance with statutory provisions and the attached authorizing resolution drafted by the bond counsel further confirms that the legal requirements are met to issue these bonds.

The Utah State University Board of Trustees meeting to review this request will be held on January 12, 2018 and is anticipated to be approved by the Trustees.

The relevant parameters of the requested issue are:

- Principal amount not to exceed \$6,500,000
- Interest rate not to exceed 5%
- Discount from par not to exceed 2%
- Final maturity not to exceed 11 years from the date of issue

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

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

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

Commissioner's Recommendation

The Commissioner recommends approval of the University's request to purchase property at 920 West LeVoy Drive in Taylorsville, Utah and approval of the Authorizing Resolution to issue Utah Industrial Facilities and Development Bonds as proposed.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

January 2, 2018

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

Subject: Real Property Acquisition

Dear Commissioner Buhler:

Utah State University (USU) desires to acquire developed property in Taylorsville, Utah.

On November 1, 2017, USU commenced a 15-year lease agreement of 3.76 acres of developed commercial land located at 920 West LeVoy Drive, Taylorsville, Utah to provide a new location for the USU Salt Lake Education Center. The property includes a 33,600 square foot commercial building as illustrated in Exhibit A.

The lease agreement included a provision for USU to have the First Right of Offer should the current landlord decide to sell the land and building. Since entering into the lease agreement, the landlord has received a purchase offer for the land and building which prompted the landlord to prepare and deliver the First Right of Offer Notice. After analyzing the terms of the lease agreement and financing options, the University has determined that the best option moving forward is to exercise the Right of First Offer to purchase the property. A fair market appraisal is attached.

Due to the time constraints detailed in the First Right of Offer Notice, the University desires approval from the Board of Regents to issue Utah Industrial Facilities and Development bonds on behalf of Utah State University in accordance with Regents Policy 590, Issuance of Bonds for Colleges and Universities, section 3.2.

USU Facilities inspected and evaluated the overall condition of the building including internal systems, roof, structure, etc. and found it to be in good condition. Minor improvements were recently completed and USU classes will begin in the building on January 8, 2018.

We appreciate your support and request that this item be placed on the agenda for the Board of Regents meeting scheduled on January 19, 2018. This request will receive Board of Trustees approval on January 12, 2018.

Sincerely,



David T. Cowley
Vice President for Business and Finance

C: Kimberly Henrie, Associate Commissioner for Finance & Facilities
Rich Amon, Assistant Commissioner for Business Operations
Noelle Cockett, President

EXHIBIT A





December 22, 2017

Joseph Jenkins
Director
Real Property Administration
Utah State University
1445 Old Main Hill
Logan, Utah 84322-1445

RE: Utah State University
920 West Levoy Drive
Taylorsville, Utah 84123

Dear Mr. Jenkins:

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

The attached report is a Restricted 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. The following final value estimates are concluded for the subject as of December 22, 2017 (inspection) and May 1, 2018 (stabilized):

Final Value Estimate Summary	
Stabilized Value Estimate (05/01/18)	\$6,600,000
As Is Value Estimate (12/01/17)	\$6,380,000

The above value estimates are made with the following extraordinary assumptions:

The stabilized value estimate is a projected value, effective as of a future date. The forecasts, projections and operating estimates contained herein are assumed to be based on current market conditions, anticipated short-term supply and demand factors, and generally stable long-term economic conditions. These forecasts are, therefore, subject to changes.

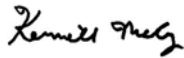
The as is value estimate assumes that the landlord has dispersed the entire tenant improvement allowance to the tenant. The value estimate is subject to revision should that not be the case.

The value estimates assume that a parking lease for 127 parking stalls to Convergys Customer Management Group, Inc. is part of the subject, and that it is a fully transferrable property right. The value estimates are subject to revision should that not be the case.

I consider 3 to 6 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 8-31-18
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**Utah State University
Research Revenue Bonds, Series 2018A
Preliminary Summary Sheet**

Proposed Issue: Series 2018A Research Revenue Bonds

Total Approximate Issue Size: \$6,400,000

Use of Funds: To fund the purchase of a currently-leased building in Taylorsville that houses the USU Salt Lake Education Center; fund a reserve fund; and pay associated costs of issuance.

Detail of Proposed Series 2018A Bonds:

Principal Amount: Not to exceed \$6,500,000

Interest Rate: Not to exceed 5.0%

Maturity Date: Not to exceed 11 years

Aggregate Discount: Not to exceed 2%

Bond Rating: The bonds will be privately placed and will not be rated

Source of Repayment: Research Revenues

Timetable Considerations: Regent approval will be sought at the January 19 meeting. The University anticipates selling bonds by direct placement to a bank or other direct purchaser. Award of the bond purchase will be subject to the results of a competitive Request for Bids to be distributed to interested local, regional, and national bidders. Bids will be received after the Regents have authorized moving forward. The building purchase will also be presented for approval to the State Building Board on February 7. The anticipated closing date for the financing is Thursday, February 15, 2018.

APPROVING RESOLUTION
UTAH STATE UNIVERSITY
RESEARCH REVENUE BONDS

Orem, Utah

January 19, 2018

The State Board of Regents of the State of Utah (the “Board”) met in regular session (including by electronic means) at Utah Valley University in Orem, Utah on January 19, 2018, commencing at 9:00 a.m. The following members were present:

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

Absent:

Also Present:

David L. Buhler	Commissioner of Higher Education
Loreen Olney	Secretary

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

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UTAH STATE UNIVERSITY RESEARCH REVENUE BONDS, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$6,500,000 AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE, A BOND PURCHASE AGREEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the “Board”) is established and exists under and pursuant to Title 53B, Chapter 1, Utah Code Annotated 1953, as amended (the “Utah Code”) and is authorized to act as the governing authority of Utah State University (the “University”) for the purpose of exercising the powers contained in Title 11, Chapter 17, Utah Code (the “Act”); and

WHEREAS, pursuant to the Act, the Board is empowered to issue up to \$10,000,000 of bonds in any one fiscal year to finance the acquisition, construction, improvement, equipping and furnishing of buildings and projects on behalf of the University; and

WHEREAS, pursuant to a General Indenture of Trust dated as of August 1, 1995, between the Board and Wells Fargo Bank, N.A., as trustee (the “Trustee”), as heretofore amended and supplemented (the “General Indenture”), the Board has issued, for and on behalf of the University, various series of its Research Revenue Bonds (the “Outstanding Parity Bonds”); and

WHEREAS, the General Indenture permits the issuance of additional bonds under the General Indenture on a parity with the Outstanding Parity Bonds; and

WHEREAS, the Board now desires to authorize the issuance and sale of the State Board of Regents of the State of Utah, Utah State University Research Revenue Bonds, Series 2018 (the “Series 2018 Bonds”) in an aggregate principal amount of not to exceed \$6,500,000 pursuant to the General Indenture and a Supplemental Indenture of Trust (the “Supplemental Indenture” and collectively with the General Indenture, the “Indenture”) for the purpose of (i) financing the purchase of a building presently used by the University and located in Salt Lake County, Utah (the “Series 2018 Project”), (ii) funding a debt service reserve and (iii) paying costs of issuance related thereto; and

WHEREAS, the Series 2018 Bonds shall be payable solely from the University’s research revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the “Bond Purchase Agreement”) to be entered into among the Board, the University and the purchaser for the Series 2018 Bonds (the “Purchaser”), and a form of Supplemental Indenture; and

WHEREAS, as required by the Act and the General Indenture, the Series 2018 Project constitutes “Research Facilities” as defined in the General Indenture and the University is located in Salt Lake County, Utah for purposes of the Act (by virtue of its current use of the Series 2018 Project); and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee of the Board, the authority to approve the interest rates, principal amount, terms, maturities, redemption features, and purchase prices at which the Series 2018 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

Section 2. All actions heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Series 2018 Bonds are hereby ratified, approved and confirmed. The Board hereby expresses its intent for federal tax law purposes, to reimburse any costs of the Series 2018 Project paid prior to the issuance of the Series 2018 Bonds from proceeds of the Series 2018 Bonds.

Section 3. The Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee and Secretary of the Board and the President and/or Vice President for Business and Finance of the University are hereby authorized to execute and deliver one or more Supplemental Indentures in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 7 hereof.

Section 4. For the purpose of providing funds to be used for (i) financing the cost of the Series 2018 Project, (ii) funding a debt service reserve and (iii) paying costs of issuance of the Series 2018 Bonds, the Board hereby authorizes the issuance of the Series 2018 Bonds, from time to time and in one or more series, in the aggregate principal amount of not to exceed \$6,500,000. The Series 2018 Bonds shall mature on such date or dates, be subject to redemption, and bear interest at the rates as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance and Facilities Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference.

Section 5. The form, terms and provisions of the Series 2018 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee and the Secretary of the Board and the President and/or Vice President for Business and Finance of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2018 Bonds and to deliver the Series 2018 Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2018 Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2018 Bonds in accordance with the provisions of the Indenture.

Section 6. The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Vice President for Business and Finance of the University are hereby authorized to execute and deliver one or more Bond Purchase Agreements in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board and the University with final terms as may be established for the Series 2018 Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 7 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Vice President for Business and Finance of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2018 Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreement and Supplemental Indenture. In order to facilitate the placement of the Series 2018 Bonds, the Bond Purchase Agreement and Supplemental Indenture may be modified to conform to the agreement with such Purchasers, including agreement to pay breakage fees, default rates, taxable rates and other similar provisions customary in such placements, provided that such obligations are limited to the sources provided under the Indenture.

Section 7. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Vice President for Business and Finance of the University are authorized to make any alterations, changes or additions to the Indenture, the Series 2018 Bonds, the Bond Purchase Agreement, or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States or to permit the private placement or public sale of the Series 2018 Bonds, to conform such

documents to the terms established for the Series 2018 Bonds and to update such documents with current information and practices.

Section 8. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance and Facilities Committee, Commissioner of Higher Education and Secretary of the Board and the President and/or Vice President for Business and Finance of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein and to take all action necessary or reasonably required by the Indenture, or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 9. Upon their issuance, the Series 2018 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2018 Bonds, the Bond Purchase Agreement, the Indenture or any other instrument executed in connection with the issuance of the Series 2018 Bonds, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 10. In accordance with the provisions of the Act, the Board shall cause the following "Notice of Bonds to be Issued" to be published one (1) time in The Herald Journal, a newspaper of general circulation in the county in which the principal administrative office of the University is located and shall cause a copy of this Resolution and the Indenture to be kept on file in the Board's office in Salt Lake City, Utah, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The "Notice of Bonds to be Issued" shall be in substantially the following form:

NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Industrial Facilities and Development Act, Title 11, Chapter 17, Utah Code Annotated 1953, as amended, that on January 19, 2018, the State Board of Regents of the State of Utah (the “Board”) adopted a resolution (the “Resolution”) in which it authorized the issuance of the Board’s Research Revenue Bonds, Series 2018 (the “Series 2018 Bonds”) in the aggregate principal amount of not to exceed \$6,500,000 and to mature in not to exceed 11 years from issuance for the purpose of financing a portion of the costs of purchasing a building located in Salt Lake County, Utah (the “Project”) to be owned and used by Utah State University (the “University”).

The Series 2018 Bonds are to be issued and sold by the Board pursuant to the Resolution, including as part of said Resolution a form of a General Indenture of Trust as previously amended and supplemented and a Supplemental Indenture of Trust (collectively, the “Indenture”).

A copy of the Resolution and the Indenture are on file in the office of the Board at 60 South 400 West, Salt Lake City, Utah, and in the office of the Vice President for Business and Finance of the University, at 1445 Old Main Hill, Logan, Utah, where they may be examined during regular business hours of the Board from 8:00 a.m. to 5:00 p.m. for a period of at least thirty (30) days from and after the date of publication of this notice.

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the Indenture (only as it relates to the Series 2018 Bonds), or the Series 2018 Bonds, or any provision made for the security and payment of the Series 2018 Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this January 19, 2018

/s/ Loreen Olney

Section 11. After the Series 2018 Bonds are delivered by the Trustee to or for the account of the Purchaser and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2018 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 12. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 13. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 14. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 19TH DAY OF JANUARY, 2018.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

Chair

ATTEST:

Secretary

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

Chair

ATTEST:

Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on January 19, 2018 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 19th day of January, 2018.

Secretary

(SEAL)

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

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the January 19, 2018 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1 to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, at least 24 hours prior to the convening of such meeting, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting; and (iii) provided at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, pursuant to their subscription to the Utah Public Notice Website (<http://pmn.utah.gov>), and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2017-2018 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during said years, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah in September 2016; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year, and (iii) provided to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents pursuant to its subscription to the Utah Public Notice Website (<http://pmn.utah.gov>); and

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

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

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 19th day of January, 2018.

(SEAL)

Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ____)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ____)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE SERIES 2018 BONDS

Principal amount not to exceed	\$6,500,000
Interest rate not to exceed	5.0%
Discount from par not to exceed	2.0%
Final maturity not to exceed	Eleven (11) years from the date thereof
May be non-callable or callable at the option of University as determined at the time of sale	

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Property Disposal

Issue

Regent Policy R704, *Disposal of Real Property* requires the Board of Regents to approve the disposal of institutional property over \$500,000. Weber State University (WSU) requests Board approval to dispose of an 8,323 square foot home that was gifted to the University located at 4140 Beus Drive in Ogden, Utah for a purchase price above appraised value.

Background

Owners of an 8,323 square foot private residence gifted the property to the University several years ago and rented it back from the University until their recent passing. WSU has listed the property for sale and received an offer of \$585,000, more than the recent appraised value of \$576,000. The University has determined the property to be surplus and requests Board authorization to sell the property located at 4140 Beus Drive in Ogden, Utah.

Additional information about this request may be found in the attached letter from the University and accompanying map as well as the executive summary of the property appraisal. Representatives from Weber State University will be in attendance at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize Weber State University to dispose of the property located at 4140 Beus Drive in Ogden, Utah for a negotiated price of \$585,000.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments



WEBER STATE UNIVERSITY

January 9, 2018

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

Dear Commissioner Buhler:

Weber State University (WSU) seeks authorization to sell a private residence in Ogden that was given to the University more than a decade ago. The residence was given to WSU by John and Telitha Lindquist. For several years, the home was rented back to the Lindquist's to live in until their passing. For the past two years, the home has been listed for sale.

The 8,323 square foot home (1981) is located at 4140 Beus Drive in Ogden, on the bench just east of the WSU-Ogden Campus. It recently appraised for \$576,000 by Lifferth-Lawson Appraisal Company (MAI). The offer received is for \$585,000. If approved, closing for this deal will occur on February 28, 2018.

Proceeds from the sale of the home are planned to be used as needed for the construction of an Institutional Residence on the Ogden campus.

Please place this item on the Regent's January 2018 action agenda.

Sincerely,

A handwritten signature in black ink, appearing to read 'Norm Tarbox'.

Dr. Norm Tarbox
Vice President for Administrative Services



APPRAISAL OF REAL PROPERTY



LOCATED AT

4140 Beus Dr
Ogden, UT 84403
ALL OF LOTS 73 & 74, BEUS HILLS SUBDIVISION, OGDEN CITY, WEBER COUNTY, UTAH.

FOR

OPINION OF VALUE

576,000

AS OF

11/27/2017

BY

Gentry Lawson
Lifferth-Lawson Appraisal Company, Inc.
765 E Gordon Ave
Layton, UT 84041
801 547-9700
gentry@appraiseutah.com

RESIDENTIAL APPRAISAL REPORT

File No.: 6-88-26W.2

SUBJECT	Property Address: 4140 Beus Dr		City: Ogden		State: UT		Zip Code: 84403		
	County: Weber		Legal Description: ALL OF LOTS 73 & 74, BEUS HILLS SUBDIVISION, OGDEN CITY, WEBER COUNTY, UTAH.						
	Tax Year: 2017		R.E. Taxes: \$ 0		Special Assessments: \$ 0		Assessor's Parcel #: 06-088-0026 & 06-088-0026		
	Current Owner of Record: Weber State University		Borrower (if applicable): Weber State		Occupant: <input type="checkbox"/> Owner <input type="checkbox"/> Tenant <input checked="" type="checkbox"/> Vacant <input type="checkbox"/> Manufactured Housing		HOA: \$ <input type="checkbox"/> per year <input type="checkbox"/> per month		
ASSIGNMENT	Project Type: <input type="checkbox"/> PUD <input type="checkbox"/> Condominium <input type="checkbox"/> Cooperative <input type="checkbox"/> Other (describe)		Market Area Name: Beus Hills Subdivision		Map Reference: 36260		Census Tract: 2015.00		
	The purpose of this appraisal is to develop an opinion of: <input checked="" type="checkbox"/> Market Value (as defined), or <input type="checkbox"/> other type of value (describe)								
	This report reflects the following value (if not Current, see comments): <input checked="" type="checkbox"/> Current (the Inspection Date is the Effective Date) <input type="checkbox"/> Retrospective <input type="checkbox"/> Prospective								
	Approaches developed for this appraisal: <input checked="" type="checkbox"/> Sales Comparison Approach <input checked="" type="checkbox"/> Cost Approach <input type="checkbox"/> Income Approach (See Reconciliation Comments and Scope of Work)								
MARKET AREA DESCRIPTION	Property Rights Appraised: <input checked="" type="checkbox"/> Fee Simple <input type="checkbox"/> Leasehold <input type="checkbox"/> Leased Fee <input type="checkbox"/> Other (describe)								
	Intended Use: To establish market value for listing purposes.								
	Intended User(s) (by name or type): The intended user is Weber State University and no other intended users.								
	Client: Weber State University Address: 1430 Edvalson Drive, Ogden, UT Appraiser: Gentry Lawson Address: 765 E Gordon Ave, Layton, UT 84041								
SITE DESCRIPTION	Location: <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural		Predominant Occupancy		One-Unit Housing		Present Land Use		
	Built up: <input checked="" type="checkbox"/> Over 75% <input type="checkbox"/> 25-75% <input type="checkbox"/> Under 25%		Growth rate: <input checked="" type="checkbox"/> Rapid <input type="checkbox"/> Stable <input type="checkbox"/> Slow		PRICE \$ (000) AGE (yrs)		One-Unit 85% <input checked="" type="checkbox"/> Not Likely		
	Property values: <input type="checkbox"/> Increasing <input checked="" type="checkbox"/> Stable <input type="checkbox"/> Declining		Demand/supply: <input type="checkbox"/> Shortage <input checked="" type="checkbox"/> In Balance <input type="checkbox"/> Over Supply		430 Low 20		2-4 Unit 3% <input type="checkbox"/> Likely * <input type="checkbox"/> In Process *		
	Marketing time: <input checked="" type="checkbox"/> Under 3 Mos. <input type="checkbox"/> 3-5 Mos. <input type="checkbox"/> Over 6 Mos.		Vacant (0-5%)		715 High 46		Multi-Unit 2% * To: <input type="checkbox"/> In Process *		
Market Area Boundaries, Description, and Market Conditions (including support for the above characteristics and trends):								The attached Market Conditions form shows the data from the competitive market and provides the support for the above conclusions.	
DESCRIPTION OF THE IMPROVEMENTS	Dimensions: Irregular--see plat map		Site Area: 30,056 sf		Zoning Classification: R-1-10		Description: Single Residential 10,000 sf min.		
	Zoning Compliance: <input checked="" type="checkbox"/> Legal <input type="checkbox"/> Legal nonconforming (grandfathered) <input type="checkbox"/> Illegal <input type="checkbox"/> No zoning		Are CC&Rs applicable? <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Unknown		Have the documents been reviewed? <input type="checkbox"/> Yes <input type="checkbox"/> No		Ground Rent (if applicable) \$ /		
	Highest & Best Use as improved: <input checked="" type="checkbox"/> Present use, or <input type="checkbox"/> Other use (explain)		The current use, which is residential, is considered to be the highest and best use.						
	Actual Use as of Effective Date: Residential		Use as appraised in this report: Residential		Summary of Highest & Best Use: The current use, which is residential, is the highest and best use.				
Utilities		Public		Other		Provider/Description		Off-site Improvements	
Electricity		<input checked="" type="checkbox"/>		<input type="checkbox"/>				Street Asphalt	
Gas		<input checked="" type="checkbox"/>		<input type="checkbox"/>				Curb/Gutter Concrete	
Water		<input checked="" type="checkbox"/>		<input type="checkbox"/>				Sidewalk Concrete	
Sanitary Sewer		<input checked="" type="checkbox"/>		<input type="checkbox"/>				Street Lights Incandescent	
Storm Sewer		<input checked="" type="checkbox"/>		<input type="checkbox"/>				Alley None	
Other site elements:		<input checked="" type="checkbox"/> Inside Lot <input type="checkbox"/> Corner Lot <input type="checkbox"/> Cul de Sac		<input checked="" type="checkbox"/> Underground Utilities <input type="checkbox"/> Other (describe)					
FEMA Spec Flood Hazard Area		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		FEMA Flood Zone X		FEMA Map # 49057C0441E		FEMA Map Date 12/16/2005	
Site Comments: No adverse site conditions or external factors were noted in the area that would adversely affect the subject property's value.									
General Description		# of Units 1 <input type="checkbox"/> Acc. Unit		# of Stories 1		Type <input checked="" type="checkbox"/> Det. <input type="checkbox"/> Alt. <input type="checkbox"/>		Design (Style) Rambler	
<input checked="" type="checkbox"/> Existing <input type="checkbox"/> Proposed <input type="checkbox"/> Und. Cons.		Actual Age (Yrs.) 36		Effective Age (Yrs.) 25		Foundation Concrete/Gd		Slab	
Exterior Description		Foundation Stone/Gd		Exterior Walls Metal/Gd		Roof Surface Alum/Gd		Gutters & Dwnsp. Thrmprn/Gd	
Window Type Mesh/Gd		Storm Screens		Attic <input type="checkbox"/> None		Amenities		Fireplace(s) # 4	
Floors Prky, CT, Cpt/Avg		Walls Shtrck/Avg		Trim/Finish Wood/Avg		Bath Floor CT, Cpt/Avg		Bath Wainscot CT/Good	
Doors Wood/Gd		Appliances		Refrigerator <input checked="" type="checkbox"/> Stairs <input type="checkbox"/> Drop Stair <input type="checkbox"/> Scuttle <input checked="" type="checkbox"/> Doorway <input type="checkbox"/> Floor <input type="checkbox"/> Heated <input type="checkbox"/> Washer/Dryer <input type="checkbox"/> Finished <input type="checkbox"/>		Deck None		Porch Open	
Fence None		Pool In-ground		Woodstove(s) # None		Car Storage <input checked="" type="checkbox"/> None		Garage # of cars (4 Tot.)	
Finished area above grade contains: 7 Rooms 3 Bedrooms 4.0 Bath(s) 4,465 Square Feet of Gross Living Area Above Grade		Additional features: See attached addenda.		Describe the condition of the property (including physical, functional and external obsolescence): The improvements have been adequately maintained but feature typical physical depreciation due to normal wear and tear. The home is well built and is constructed of very good quality materials and workmanship. The interior decor is dated but is functionally adequate. The home was vacant at the time of inspection. Deferred maintenance includes the needed repair of the swimming pool. It is noted that the home has been listed for sale since 9/29/2016. A conversation with the real estate agent disclosed that potential buyers are concerned about the investment to update the home. Although the home has been well maintained, it has dated decor.					

RESIDENTIAL APPRAISAL REPORT

File No.: 6-88-26W.2

My research <input type="checkbox"/> did <input checked="" type="checkbox"/> did not reveal any prior sales or transfers of the subject property for the three years prior to the effective date of this appraisal.				
Data Source(s):				
1st Prior Subject Sale/Transfer	Analysis of sale/transfer history and/or any current agreement of sale/financing: The subject has not sold or transferred title during the prior three year period. However, it is currently listed for sale as MLS#1439738 for \$599,000. Prior to this, it was listed for sale on 9/29/2016 for \$624,000 but expired on 3/30/2017.			
Date:				
Price:				
Source(s): Public Records				
2nd Prior Subject Sale/Transfer				
Date:				
Price:				
Source(s):				
SALES COMPARISON APPROACH TO VALUE (if developed) <input type="checkbox"/> The Sales Comparison Approach was not developed for this appraisal.				
FEATURE	SUBJECT	COMPARABLE SALE # 1	COMPARABLE SALE # 2	COMPARABLE SALE # 3
Address	4140 Beus Dr Ogden, UT 84403	4085 Beus Dr Ogden, UT 84403	1829 Choclaw Rdg Ogden, UT 84403	2305 Regency Dr Ogden, UT 84403
Proximity to Subject		0.09 miles N	1.46 miles S	2.05 miles S
Sale Price	\$	\$ 519,995	\$ 513,700	\$ 715,000
Sale Price/GLA	\$ /sq.ft.	\$ 135.84 /sq.ft.	\$ 128.10 /sq.ft.	\$ 176.37 /sq.ft.
Data Source(s)		WFRMLS#1443276;DOM 96	WFRMLS#1462923;DOM 80	WFRMLS#1415237;DOM 213
Verification Source(s)		Doc#2880951 09/27/2017	Doc#2886388 10/27/2017	Doc#2866432 07/06/2017
VALUE ADJUSTMENTS	DESCRIPTION	DESCRIPTION	DESCRIPTION	DESCRIPTION
Sales or Financing		Conventional	Conventional	Conventional
Concessions		0	0	0
Date of Sale/Time		s09/17;c07/17	s10/17;c09/17	s07/17;c03/17
Rights Appraised	Fee Simple	Fee Simple	Fee Simple	Fee Simple
Location	N;Res;	N;Res;	N;Res;	N;Res;
Site	30,056 sf	17860 sf	22651 sf	63162 sf
View	Residential	Residential	Residential	Residential
Design (Style)	Rambler	Rambler	2Stry	2Stry
Quality of Construction	Very Good	Very Good	Good	Very Good
Age	36	39	21	25
Condition	Average	Average	Average-Good	Very Good
Above Grade	Total Adms Baths	Total Adms Baths	Total Adms Baths	Total Adms Baths
Room Count	7 3 4.0	9 5 4.0	6 4 3.0	7 3 3.5
Gross Living Area	4,465 sq.ft.	3,828 sq.ft.	4,010 sq.ft.	4,054 sq.ft.
Basement & Finished	3858sf1929sfwo	1904sf1714sfwo	1895sf1895sfwo	1903sf1903sfwo
Rooms Below Grade	1r1br1.5ba1o	1r0br1.0ba1o	1r1br1.0ba0o	1r2br1.0ba2o
Functional Utility	Good	Good	Good	Good
Heating/Cooling	GFWA/CAC	GFWA/CAC	GFWA/CAC	GFWA/CAC
Energy Efficient Items	Thermopane	Thermopane	Thermopane	Thermopane
Garage/Carport	2 Car Garage	2 Car Garage	3 Car Garage	3 Car Garage
Porch/Patio/Deck	Pch/2Ptos	Pch/3Dck	Pch/Pto/2 Dck	Pch/2Ptos/2Dck
Fireplaces	4 Fplcs	2 Fplcs	2 Fplcs	2 Fplcs
Landscaping	Landscaping	Landscaping	Landscaping	Landscaping
Extra Features	SwimmingPool	Mthr-in-Law Apt	WetBar	Mthr-in-Law Apt
Net Adjustment (Total)		<input checked="" type="checkbox"/> + <input type="checkbox"/> - \$ 55,500	<input checked="" type="checkbox"/> + <input type="checkbox"/> - \$ 63,000	<input type="checkbox"/> + <input checked="" type="checkbox"/> - \$ -130,500
Adjusted Sale Price of Comparables		10.7 \$ 575,495	12.3 \$ 576,700	18.3 \$ 584,500
		11.1 \$	47.7 \$	29.0 \$
Summary of Sales Comparison Approach				
<p>The subject is a large rambler. Few ramblers of the subject's size exist and two-story homes therefore had to be used to compare with the subject's large size. The subject is constructed of very good materials and the finish work is professional in nature. However, the home has had minimal updating recently. Based on a conversation with the listing agent, the market (potential buyers) are sensitive to the dated condition because it would take approximately \$100,000 to update the home to current standards. Heavy condition adjustments are therefore made to account for the subject's dated condition. The comparables bracket the subject in site size, age, GLA, sales price and adjusted sales price. Specific adjustments are made as follows: Comp 1 is located on the same street as the subject. It has a smaller site and is adjusted upward accordingly. It is smaller in GLA and basement area. This comp features a mother-in-law apartment, which is considered a wash to the subject's in-ground swimming pool. This home is otherwise similar to the subject. Comp 2 is a 2-story home that is inferior in quality of construction as it has inferior materials and interior finish work. A large upward quality adjustment is warranted. However, it is superior in condition as it has undergone some updating. It has a smaller site and is smaller in GLA and basement area. It features a 3-car garage and a wetbar. Comp 3 is also a 2-story home but is used because it is one of the few comparables that is remotely close in size to the subject. It features a 3-car garage and a mother-in-law apartment. Comp 4 is located over one mile away in the neighboring and competing community of North Ogden. It is used to bracket on the high-end of site size and GLA. However, this comp has no basement. It is superior in condition and warrants a downward adjustment. This comp features a 4-car garage and a large shop. Comp 5 is a current listing and is adjusted downward for the average sale to list price ratio. It has a smaller site and is smaller in GLA. However, this comp is superior in condition and warrants an upward adjustment. It is smaller in GLA and basement area. This comp features a 3-car garage and a sports court. The comparable sales indicate an adjusted sales price range of \$575,495 to \$584,500. The final value is based on Comp 1 as it is located on the same street, has the least amount of adjustments and is the most similar to the subject. However, the final value is rounded up to \$576,000 due to the upward pull of the other comparable sales.</p>				
Indicated Value by Sales Comparison Approach \$ 576,000				

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Space Utilization Project Status Update

Issue

In 2017, the Board engaged in a series of discussions regarding higher education buildings in the state. These discussions included a review of existing buildings, associated locations, and anticipated space needs based on population growth estimates. As a result of these discussions, the Board asked that the Office of the Commissioner conduct a utilization study of classroom and laboratory spaces for the system. This memo provides the Board with a brief status update of the space utilization project. The final report will be presented to the Board during the March 2018 meeting.

Background

Regent policy R751, *Capital Facilities Space Scheduling and Assignment* requires USHE institutions to develop policies addressing space utilization on campus. Over the last several months, the Office of the Commissioner has worked with the USHE institutions to identify and define appropriate utilization metrics for classrooms and laboratories consistent with industry standards.

The measures of utilization for classrooms and laboratories for USHE institutions will be:

- Room Utilization Rate (RUR) – how often a room is scheduled for use
- Station Occupancy Rate (SOR) – how many stations/seats are used of the total capacity

To ensure that institutions consistently reported similar data, Commissioner's staff met with the institutions late fall to develop a reporting standard including the identification of data elements and data definitions to provide guidance for facility utilization reporting.

Institutions are now in the process of gathering the relevant data and have been asked to submit utilization metrics to the Office in mid-January 2018. These data will be used to compile a report on institutional classroom and laboratory utilization to be presented at the March 2018 Regent meeting.

In the course of this project, the Commissioner's staff will be recommending that the Board amend policy R751 to require an annual report from each USHE institution on the utilization of classroom and laboratory facilities and will bring forward a revised policy for adoption in the March 2018 Board meeting.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Refunding Bond Results

Issue

Regent Policy R590, *Issuance of Bonds for Colleges and Universities* requires the Office of the Commissioner to report the results of the final bond pricing to the Board in the next scheduled meeting after the closing. The University of Utah and Utah State University recently advance refunded existing bonds for debt service savings before federal legislation eliminated the opportunity. The University of Utah closed on \$96,550,000 of General Revenue and Refunding bonds on December 21, 2017 with an all-inclusive true interest cost of 2.78 percent and a net-present value savings of \$3,813,912. Utah State University closed on \$38,825,000 of Student Building Fee Revenue Refunding bonds on December 28, 2017 with an all-inclusive true interest cost of 3.25 percent and a net-present value savings of \$2,807,511.

Background

In the May 2017 meeting the Board authorized the University of Utah to refund portions of existing debt where financially justified, which the University determined to be portions of the following bonds and notes:

- 2011A Hospital Revenue
- 2014B General Revenue
- 2015A-1 General Revenue
- 2009B Taxable Research Facilities Revenue
- Series 2013B Commercial Paper

The University realized debt service savings of over \$4.68 million in aggregate and \$3.81 million of net-present-value refunding savings. After a negotiated public offering on December 12, 2017 the 2017A General Revenue and Refunding bonds closed on December 21, 2017. The University of Utah bond sale conformed to the parameters approved by the Regents. The following is a brief summary of the results:

<u>Sources</u>		<u>Uses</u>	
Par Value	\$96,550,000	Deposit to Escrow Fund	\$117,649,556
Reoffering Premium	17,390,307	Underwriter's Discount	206,834
Issuer Equity Contribution	4,250,000	Cost of Issuance/Rounding	333,917
	\$118,190,307		\$118,190,307
• True Interest Cost (All-in TIC)		2.78%	
• Maximum Coupon Rate		5%	
• Maturity Date		21 years	
• NPV Refunding Savings		\$3,813,912 (5.76% of refunded principal)	
• Aggregate Refunding Savings		\$4,683,702	

In the November 2017 meeting the Board authorized Utah State University to refund portions of the 2013B Student Building Fee Revenue bonds. The University realized debt service savings of over \$8.17 million in aggregate (including savings from a reserve fund) and \$2.81 million of net-present-value refunding savings. After a competitive sale on December 14, 2017 the 2017A General Revenue and Refunding bonds closed on December 28, 2017. The Utah State University bond sale conformed to the parameters approved by the Regents. The following is a brief summary of the results:

Sources		Uses	
Par Value	\$38,825,000	Deposit to Escrow Fund	\$41,738,871
Reoffering Premium	1,142,698	Underwriter's Discount	579,194
Debt Service Reserve Fund	2,710,038	Cost of Issuance/Rounding	171,196
		Bond Insurance Premium	103,677
		Surety Bond	84,798
	\$42,677,736		\$42,677,736
<ul style="list-style-type: none"> • True Interest Cost (All-in TIC) • Maximum Coupon Rate • Maturity Date • NPV Refunding Savings • Aggregate Refunding Savings fund) 		<ul style="list-style-type: none"> 3.25% 5% 26.9 years \$2,807,511 (7.64% of refunded principal) \$8,174,380 (including \$2,710,038 from reserve fund) 	

Additional details about the bond issue may be found in the attached Financing Summaries prepared by the respective financial advisors.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments



George K. Baum & Company

INVESTMENT BANKERS SINCE 1928

FINANCING SUMMARY

For

State Board of Regents of the State of Utah

UNIVERSITY OF UTAH

General Revenue Refunding Bonds

Series 2017B-1 and Series 2017B-2

Final Pricing Results

Purpose:	To move quickly to advance-refund certain outstanding obligations of the Board—in anticipation of losing the advance-refunding financing technique due to tax reform efforts in Congress—issued on behalf of the University of Utah, to generate net-present-value savings; to fix out certain variable-rate obligations of the University's Hospitals and Clinics, and to pay costs of issuance.
Par Amount	\$84,900,000 (Series 2017B-1) and \$11,650,000 (Series 2017B-2)
Security:	The Series 2017B Bonds are payable from and secured by a General Revenue pledge which consists of substantially all the income and revenues of the University authorized to be pledged, apart from (i) legislative appropriations, (ii) tuition and certain fees, and (iii) certain other revenues and income.
Ratings:	'Aa1' and 'AA+' ratings were reaffirmed by Moody's Investors Service and S&P Global Ratings, respectively.
Method of Sale:	Negotiated public offering
Refunding Savings:	\$4,683,702 of aggregate savings over the life of the refunded bonds or \$3,813,912 on a net-present-value basis. These net-present-value savings translate into 5.761% of refunded principal.
True Interest Cost:	2.75% (2.73% was targeted at time of pricing call) All-in TIC: 2.78%
Underwriters:	The University selected Barclays Capital as sole managing underwriter for the transaction.

Financing Summary
University of Utah Series 2017B Bonds
Page 2 of 2

Sale Date: Tuesday, December 12, 2017

Closing Date: Thursday, December 21, 2017

Principal Payment Dates: August 1, 2019 through August 1, 2038

Interest Payment Dates: August 1 and February 1, beginning February 1, 2018

Interest Basis: 30/360

Optional Redemption: August 1, 2027 @ 100%

Parameters Recap: Refunding: Not-to-exceed \$220 million (\$115 million remaining after Series 2017A Bonds). Actual amount was \$96.550 million
Maximum Term: 30-years (21-years actual)
Maximum Coupon: 6.00% (5.00% actual)
Maximum Underwriter's Discount: \$6.00/\$1000 (\$2.14/\$1000)
Maximum Overall Discount from par: 2.00% (actual pricing generated an overall original issue premium)

University Contacts: Mr. John Nixon, Vice President for Administrative Services (801-585-0806)
Mr. Robert Muir, Director of Treasury Services (801-585-5598)

Bond Counsel: Mr. Blake Wade, Gilmore & Bell (801-258-2725)

Municipal Advisor: Mr. Kelly Murdock, George K. Baum & Company (801-538-0351)

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

Proposed Issue: Student Building Fee Revenue Refunding Bonds

Total Approximate Issue Size: \$38,230,000 (Final par amount: \$38,825,000)

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

Final Details of Series 2017 Bonds:

Principal Amount: Not to exceed \$43,000,000
(\$38,825,000)

Interest Rate: Not to exceed 5.0% (max coupon of 5% and True Interest Cost of 3.177%)

Maturity Date: Not to exceed 27 years (26.9 Years)

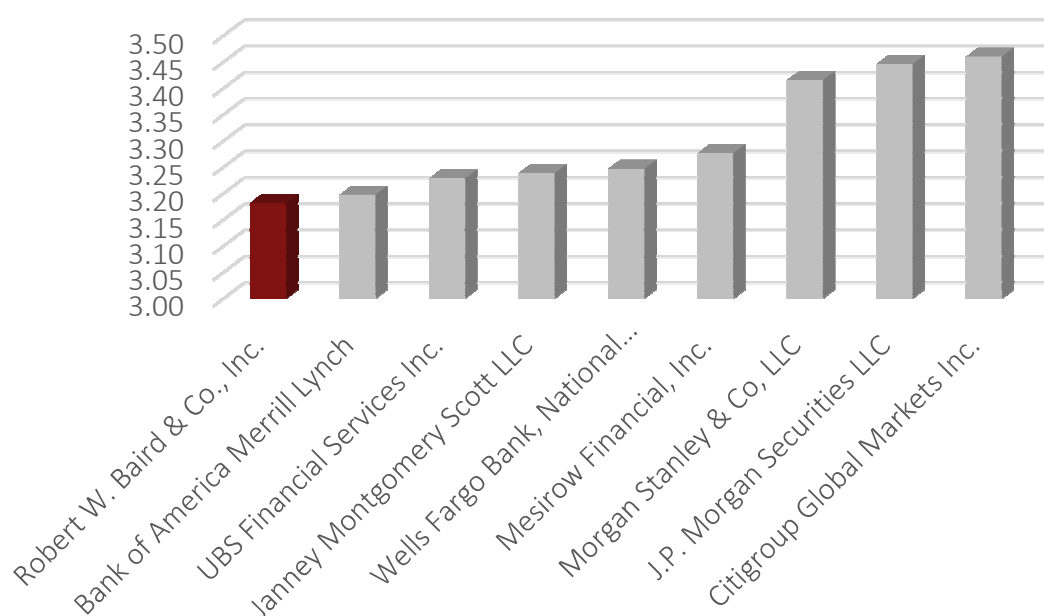
Aggregate Discount: Not to exceed 2% (Premium bid of 101.451%)

Underwriter's Discount: Not to exceed 2% (1.492%)

Bond Rating: AA from S&P (Rating confirmed, Insurance and Surety Bond provided by Assured Guaranty)

Source of Repayment: Student Building Fee Revenues

Timetable Considerations: The University is proceeding with plans for a competitive bond sale soon after Regent approval is received, with a tentative date of December 14. The anticipated closing date is December 28, 2017. (The bonds were sold and closed as scheduled. The winning underwriter was R.W. Baird & Co., who provided the lowest True Interest Cost of the 9 bids received. See the attached bid summary)



SUMMARY OF BID RESULTS

Final Par Amount:	\$38,825,000	NPV Savings %	7.635%
Final TIC	3.177%	NPV Savings \$	\$2,807,511
Total Bids Received	9	Gross Savings	\$8,174,380
Final Maturity Date:	June 15, 2032	Average Annual Savings	\$302,755

UNDERWRITERS	TIC BID	DIFFERENCE FROM WINNING BID	NPV SAVINGS (DOLLARS)	DIFFERENCE FROM WINNING BID
Robert W. Baird & Co., Inc.	3.182	-	2,807,511	-
Wells Fargo Bank, NA	3.198	0.015	2,724,349	83,162.00
Janney Montgomery Scott LLC	3.229	0.047	2,545,796	261,715.00
Jefferies LLC	3.238	0.056	2,495,589	311,922.00
RBC Capital Markets	3.247	0.065	2,445,443	362,068.00
Bank of America Merrill Lynch	3.277	0.095	2,278,975	528,536.00
Citigroup Global Markets Inc.	3.416	0.234	1,518,718	1,288,793.00
HilltopSecurities	3.446	0.264	1,358,506	1,449,005.00
Morgan Stanley & Co, LLC	3.460	0.278	1,283,317	1,524,194.00

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Auxiliary Funds Report

Issue

Regents Policy R550, *Auxiliary Enterprises Operation and Accountability* requires the Commissioner's Office to prepare an analysis of the financial condition of auxiliary enterprises at each USHE institution. The following information has been reviewed by independent auditors as part of the institutional financial statement audits, and has been consolidated by OCHE staff for the purpose of Regent review and monitoring.

Background

Auxiliary enterprises are business activities or other essential self-supporting activities (as distinguished from primary programs of instruction, research public service, and intercollegiate athletics), the principal purpose of which is to provide specific services to students, faculty, staff, or guests of the institution.

Auxiliary enterprise operational revenue is important to an institution, where net income from operations is often used for various campus projects such as: meeting revenue bond obligations, funding facilities repair and replacement needs, building reserves, and meeting other campus needs.

All institutional housing, food service, and campus store activities are classified and managed as auxiliary enterprises. These three auxiliaries are common amongst most of the campuses. The revenues and expenses for each of these auxiliaries are reported in the attachments. For the purpose of this report it should be noted that the University of Utah and Utah State University have other auxiliary services that are not individually reported, but reported in the aggregate. Further, Utah Valley University and Salt Lake Community College do not own campus housing and this is reflected in the related attachments.

At the aggregate level, ending FY 2017 auxiliary fund balances appear healthy, with a small overall declining fund balance reported by Snow College. All aggregate budgeted FY 2018 fund balances are projected to be positive.

Housing - Additional housing units were added to inventory significantly increasing revenues at the University of Utah (Lasonde) and Dixie State University (Campus View Suites). Snow College experienced unanticipated housing expenditures during FY2016 that depleted the auxiliary fund balance. Snow College's current FY 2018 net income is projected to increase by over \$500,000.

Campus Stores - Revenues at all institutions continue to decline due to textbook sales as additional options have become available for students to acquire course materials. Institutions continue to explore other possible revenue sources and new methods of competitively offering textbooks to students. Weber State University's significant decrease was from a software conversion error that overstated accruals, which has since been remedied, and efforts are underway to return the store to profitability.

Food Service - Net income at half of the institutions is positive, with both Utah Valley University and Salt Lake Community College experiencing the most significant declines. Remedies have been implemented for FY 2018 including changing vendors, position reductions and realignment.

- Attachment 1 - Report of Total Auxiliary Enterprise Operation Actual Revenues (FY 2017)
- Attachment 2 - Report of Total Auxiliary Enterprise Operations Budgeted Revenues (FY 2018)
- Attachment 3 - Auxiliary Enterprise Operations Comparisons (FY 2016 to FY 2017)
- Attachment 4 - Campus Store Auxiliary Enterprise Operations Comparisons (FY 2016 to FY 2017)
- Attachment 5 - Housing Auxiliary Enterprise Operations Comparisons (FY 2016 to FY 2017)
- Attachment 6 - Food Services Auxiliary Enterprise Operations Comparisons (FY 2016 to FY 2017)

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachments

UTAH SYSTEM OF HIGHER EDUCATION

Report of Total Auxiliary Enterprise Operations (2016-17 Actuals)

	<u>UU</u>	<u>USU</u>	<u>WSU</u>	<u>SUU</u>	<u>SNOW</u>	<u>DSU</u>	<u>UVU</u>	<u>SLCC</u>
Beg Fund Balance*	\$ 6,221,000	\$ 628,928	\$ 5,833,430	\$ 1,881,926	\$ 141,136	\$ 2,311,640	\$ 3,055,596	\$ 1,778,116
Revenues	131,918,000	42,001,269	18,197,284	8,272,132	4,692,361	8,221,272	17,613,477	9,728,066
Expenditures	<u>(123,788,583)</u>	<u>(34,287,557)</u>	<u>(17,649,289)</u>	<u>(5,414,600)</u>	<u>(3,734,343)</u>	<u>(7,098,996)</u>	<u>(17,433,616)</u>	<u>(10,218,807)</u>
Net Income	8,129,417	7,713,712	547,996	2,857,532	958,018	1,122,276	179,862	(490,741)
Transfers	<u>(9,645,417)</u>	<u>(8,131,921)</u>	<u>(1,990,759)</u>	<u>(2,857,532)</u>	<u>(1,117,528)</u>	<u>(1,150,815)</u>	<u>(179,862)</u>	<u>-</u>
Change in Fund Balance	<u>(1,516,000)</u>	<u>(418,209)</u>	<u>(1,442,763)</u>	<u>-</u>	<u>(159,510)</u>	<u>(28,539)</u>	<u>(0)</u>	<u>(490,741)</u>
End Fund Balance	<u><u>\$ 4,705,000</u></u>	<u><u>\$ 210,719</u></u>	<u><u>\$ 4,390,667</u></u>	<u><u>\$ 1,881,926</u></u>	<u><u>\$ (18,374)</u></u>	<u><u>\$ 2,283,101</u></u>	<u><u>\$ 3,055,596</u></u>	<u><u>\$ 1,287,375</u></u>

* It should be noted that the Fund Balance includes cash, inventories, etc. related to running/maintaining Auxiliary Enterprise Operations.

UTAH SYSTEM OF HIGHER EDUCATION

Report of Total Auxiliary Enterprise Operations (2017-18 Budgets)

	<u>UU²</u>	<u>USU</u>	<u>WSU</u>	<u>SUU</u>	<u>SNOW</u>	<u>DSU</u>	<u>UVU</u>	<u>SLCC</u>
Beg Fund Balance ¹	\$ 4,705,000	\$ 628,928	\$ 4,390,666	\$ 1,881,926	\$ (18,374)	\$ 2,383,101	\$ 3,055,596	\$ 1,287,375
Revenues	135,299,000	42,001,269	19,995,183	7,790,862	4,720,400	8,535,000	17,882,577	7,781,098
Expenditures	<u>(135,159,637)</u>	<u>(34,287,557)</u>	<u>(18,210,930)</u>	<u>(5,411,214)</u>	<u>(3,344,000)</u>	<u>(7,026,000)</u>	<u>(17,539,287)</u>	<u>(7,666,098)</u>
Net Income	139,363	7,713,712	1,784,253	2,379,648	1,376,400	1,509,000	343,290	115,000
Transfers	<u>(1,684,363)</u>	<u>(8,131,921)</u>	<u>(1,795,037)</u>	<u>(2,379,648)</u>	<u>(900,000)</u>	<u>(1,271,500)</u>	<u>(343,290)</u>	<u>-</u>
Change in Fund Balance	<u>(1,545,000)</u>	<u>(418,209)</u>	<u>(10,784)</u>	<u>-</u>	<u>476,400</u>	<u>237,500</u>	<u>-</u>	<u>115,000</u>
End Fund Balance	<u><u>\$ 3,160,000</u></u>	<u><u>\$ 210,719</u></u>	<u><u>\$ 4,379,882</u></u>	<u><u>\$ 1,881,926</u></u>	<u><u>\$ 458,026</u></u>	<u><u>\$ 2,620,601</u></u>	<u><u>\$ 3,055,596</u></u>	<u><u>\$ 1,402,375</u></u>

¹ It should be noted that the Fund Balance includes cash, inventories, etc. related to running/maintaining Auxiliary Enterprise Operations.

² Budgeted revenue and expenses for the UU Food Services is not included.

UTAH SYSTEM OF HIGHER EDUCATION

Auxiliary Enterprise Operations Comparisons of Totals (FY 2016 to FY 2017)

	UU			
	2015-16	2016-17	\$ Change	% Change
Revenues	\$ 115,729,000	\$ 131,918,000	\$ 16,189,000	14%
Expenditures	(110,587,000)	(123,788,583)	(13,201,583)	12%
Net Income	5,142,000	8,129,417	2,987,417	58%
End Fund Bal	\$ 6,221,000	\$ 4,705,000	\$ (1,516,000)	

	USU			
	2015-16	2016-17	\$ Change	% Change
Revenues	\$ 42,694,575	\$ 42,001,269	\$ (693,306)	-2%
Expenditures	(34,421,594)	(34,287,557)	134,037	0%
Net Income	8,272,981	7,713,712	(559,269)	-7%
End Fund Bal	\$ 628,927	\$ 2,878,757	\$ 2,249,830	

	WSU			
	2015-16	2016-17	\$ Change	% Change
Revenues	\$ 19,796,165	\$ 18,197,284	\$ (1,598,881)	-8%
Expenditures	(17,390,918)	(17,649,289)	(258,371)	1%
Net Income	2,405,247	547,995	(1,857,252)	-77%
End Fund Bal	\$ 5,833,430	\$ 4,390,667	\$ (1,442,763)	

	SUU			
	2015-16	2016-17	\$ Change	% Change
Revenues	\$ 8,654,633	\$ 8,272,132	\$ (382,501)	-4%
Expenditures	(5,406,610)	(5,414,600)	(7,990)	0%
Net Income	3,248,023	2,857,532	(390,491)	-12%
End Fund Bal	\$ 1,881,926	\$ 1,881,926	\$ -	

	SNOW			
	2015-16	2016-17	\$ Change	% Change
Revenues	\$ 4,467,713	\$ 4,692,361	\$ 224,648	5%
Expenditures	(3,657,036)	(3,734,343)	(77,307)	2%
Net Income	810,677	958,018	147,341	-18%
End Fund Bal	\$ 141,136	\$ (18,374)	\$ (159,510)	

	DSU			
	2015-16	2016-17	\$ Change	% Change
Revenues	\$ 6,829,629	\$ 8,221,272	\$ 1,391,643	20%
Expenditures	(6,520,204)	(7,098,996)	(578,792)	9%
Net Income	309,425	1,122,276	812,851	263%
End Fund Bal	\$ 2,311,640	\$ 2,283,101	\$ (28,539)	

	UVU			
	2015-16	2016-17	\$ Change	% Change
Revenues	\$ 17,530,889	\$ 17,613,477	\$ 82,588	0%
Expenditures	(17,477,886)	(17,433,616)	44,270	0%
Net Income	53,003	179,861	126,858	239%
End Fund Bal	\$ 3,055,596	\$ 3,055,595	\$ (1)	

	SLCC			
	2015-16	2016-17	\$ Change	% Change
Revenues	\$ 10,520,105	\$ 9,728,066	\$ (792,039)	-8%
Expenditures	(11,656,571)	(10,218,807)	1,437,764	-12%
Net Income	(1,136,466)	(490,741)	645,725	-57%
End Fund Bal	\$ 1,778,116	\$ 1,287,375	\$ (490,741)	

Campus Store Auxiliary Enterprise Operations Comparisons (FY 2016 to FY 2017)

	UU			USU			WSU		
	2015-16	2016-17	% Change	2015-16	2016-17	% Change	2015-16	2016-17	% Change
Revenues	\$ 25,115,000	\$ 25,083,000	0%	\$ 10,222,244	\$ 9,048,448	-11%	\$ 10,400,444	\$ 8,892,825	-14%
Expenditures	(25,114,000)	(24,955,000)	-1%	(10,084,115)	(8,790,401)	-13%	(10,665,727)	(10,624,078)	0%
Net Income	\$ 1,000	\$ 128,000		\$ 138,129	\$ 258,047		\$ (265,283)	\$ (1,731,253)	

	SUU			SNOW			DSU		
	2015-16	2016-17	% Change	2015-16	2016-17	% Change	2015-16	2016-17	% Change
Revenues	\$ 3,351,574	\$ 2,941,440	-12%	\$ 234,621	\$ 229,070	-2%	\$ 3,653,609	\$ 3,650,966	0%
Expenditures	(3,043,335)	(2,917,826)	-4%	(192,645)	(243,709)	27%	(3,599,811)	(3,729,723)	4%
Net Income	\$ 308,239	\$ 23,614		\$ 41,976	\$ (14,639)		\$ 53,798	\$ (78,757)	

	UVU			SLCC		
	2015-16	2016-17	% Change	2015-16	2016-17	% Change
Revenues	\$ 9,126,563	\$ 9,003,195	-1%	\$ 6,276,496	\$ 5,580,133	-11%
Expenditures	(9,296,257)	(8,987,169)	-3%	(6,769,177)	(5,693,849)	-16%
Net Income	\$ (169,694)	\$ 16,027		\$ (492,681)	\$ (113,716)	

Housing Auxiliary Enterprise Operations Comparisons (FY 2016 to FY 2017)

	UU				USU				WSU		
	2015-16	2016-17	% Change		2015-16	2016-17	% Change		2015-16	2016-17	% Change
Revenues	\$ 38,677,000	\$ 43,603,000	13%		\$ 14,625,008	\$ 15,232,151	4%		\$ 5,560,488	\$ 5,148,749	-7%
Expenditures	(36,981,000)	(38,892,540)	5%		(9,017,764)	(9,672,608)	7%		(3,138,705)	(3,276,351)	4%
Net Income	\$ 1,696,000	\$ 4,710,460			\$ 5,607,244	\$ 5,559,543			\$ 2,421,783	\$ 1,872,398	

	SUU				SNOW				DSU		
	2015-16	2016-17	% Change		2015-16	2016-17	% Change		2015-16	2016-17	% Change
Revenues	\$ 2,479,198	\$ 2,461,104	-1%		\$ 2,049,305	\$ 2,702,813	32%		\$ 910,085	\$ 2,091,778	130%
Expenditures	(886,388)	(925,270)	4%		(1,369,879)	(1,610,154)	18%		(697,417)	(780,971)	12%
Net Income	\$ 1,592,810	\$ 1,535,834			\$ 679,426	\$ 1,092,659			\$ 212,668	\$ 1,310,806	

	UVU				SLCC		
	2015-16	2016-17	% Change		2015-16	2016-17	% Change
Revenues	no housing	no housing			no housing	no housing	
Expenditures	no housing	no housing			no housing	no housing	
Net Income	-	-			-	-	

Food Services Auxiliary Enterprise Operations Comparisons (FY 2016 to FY 2017)

UU				USU				WSU			
	2015-16	2016-17	% Change	2015-16	2016-17	% Change		2015-16	2016-17	% Change	
Revenues	\$ 8,619,000	\$ 10,051,000	17%	\$ 10,559,498	\$ 9,947,622	-6%		\$ 161,074	\$ 220,761	37%	
Expenditures	(7,518,000)	(8,734,000)	16%	(9,533,849)	(9,623,627)	1%		(124,536)	(168,643)	35%	
Net Income	\$ 1,101,000	\$ 1,317,000		\$ 1,025,649	\$ 323,995			\$ 36,538	\$ 52,118		

SUU				SNOW				DSU			
	2015-16	2016-17	% Change	2015-16	2016-17	% Change		2015-16	2016-17	% Change	
Revenues	\$ 312,523	\$ 323,560	4%	\$ 1,472,694	\$ 1,230,025	-16%		\$ 1,952,452	\$ 2,148,581	10%	
Expenditures	(213,199)	(282,583)	33%	(1,420,390)	(1,277,230)	-10%		(1,912,671)	(2,164,518)	13%	
Net Income	\$ 99,324	\$ 40,977		\$ 52,304	\$ (47,205)			\$ 39,781	\$ (15,937)		

UVU				SLCC			
	2015-16	2016-17	% Change	2015-16	2016-17	% Change	
Revenues	\$ 3,735,116	\$ 3,638,075	-3%	\$ 2,555,195	\$ 2,440,061	-5%	
Expenditures	(4,012,208)	(4,224,097)	5%	(2,932,866)	(2,814,599)	-4%	
Net Income	\$ (277,092)	\$ (586,022)		\$ (377,671)	\$ (374,538)		

January 10, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Report on Institutional Revenue Bonded Indebtedness

Issue

Regent Policy R590, *Issuance of Bonds for Colleges and Universities* requires the Office of the Commissioner to prepare and submit an annual report on institutional indebtedness for the USHE system to the Board. The attached report for 2017 fulfills this requirement. All bonds are being retired on schedule and all institutions with outstanding debt have sufficient revenues to pay principal and interest payments for calendar year 2018.

Background

State statute allows the State Board of Regents to issue revenue bonds on behalf of USHE institutions after the bonds have been approved by the State Legislature. Seven of the eight USHE institutions had outstanding debt as of June 30, 2017. Salt Lake Community College paid its last principal payment in June, 2016 and no longer has debt outstanding. The following table summarizes the outstanding indebtedness of each institution:

Institution	Original Amount	Outstanding Balance as of June 30, 2017	% Outstanding
University of Utah	\$1,256,600,000	\$807,570,000	64%
Utah State University	234,615,000	199,025,000	85%
Weber State University	56,745,000	50,080,000	88%
Southern Utah University	28,730,000	14,385,000	50%
Snow College	16,810,000	14,370,000	85%
Dixie State University	26,510,000	23,080,000	87%
Utah Valley University	64,170,000	44,410,000	69%
Salt Lake Community College		No Debt Outstanding	
USHE Total	\$1,684,180,000	\$1,152,920,000	68%

The attached Annual Report on Institutional and Revenue Bonded Indebtedness provides additional information on each of the USHE revenue bonds that were outstanding as of June 30, 2017. All bonds are being retired on schedule with debt service requirements being met or exceeded in every case.

Revenue bonds issued by the State Board of Regents on behalf of the institutions are not indebtedness of the State of Utah. However, statute requires the Chair of the Board of Regents to certify annually by December 1 any amount required to restore debt service reserve funds or to meet projected shortfalls of principal or interest for the coming year. Based on the Chair's certification, the Governor may request a legislative appropriation to restore the debt service reserve fund or meet a projected principal or interest payment deficiency. For the calendar year 2018, all seven USHE institutions with outstanding revenue bond debt have certified to the Commissioner that they have sufficient revenue to pay principal and interest payments and that all debt service reserve funds are fully funded and will not need any additional legislative appropriations.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

Utah System of Higher Education - Annual Report on Institutional and Revenue Bonded Indebtedness
Fiscal Year 2017 - July 1, 2016 to June 30, 2017



Institutional Bond System	Original Amount	Series	Purpose	Debt Service Coverage Requirement	Debt Service Coverage as of June 30, 2017	Maturity Date	Continuing Disclosure Submitted	Outstanding Balance as of June 30, 2017
University of Utah								
Auxiliary & Campus Facilities	\$ 120,240,000	1998A	Student Housing and Refunding	1.00	4.05	2029	15-Dec-2017	30,365,000
Auxiliary & Campus Facilities	23,515,000	2010A	Student Housing Refunding (1998A, 1999A, and 2001)	1.00	4.05	2020	15-Dec-2017	470,000
Auxiliary & Campus Facilities	42,525,000	2010C	Honors Housing and Guest House Expansion (taxable)	1.00	4.05	2036	15-Dec-2017	38,535,000
Auxiliary & Campus Facilities	46,235,000	2012A	Parking and Athletic Center	1.00	4.05	2022	15-Dec-2017	9,725,000
<i>Subtotal Auxiliary & Campus</i>	<i>232,515,000</i>							<i>79,095,000</i>
Hospital Revenue	77,145,000	2006A	Hospital West Pavilion Expansion and Refunding (2001)	1.10	11.27	2021	15-Dec-2017	10,375,000
Hospital Revenue	41,785,000	2009B	Neuropsychiatric Institute expansion (taxable)	1.10	11.27	2030	15-Dec-2017	41,785,000
Hospital Revenue	36,120,000	2010	Ambassador Building, Orthopaedic Center	1.10	11.27	2020	15-Dec-2017	9,550,000
Hospital Revenue	20,145,000	2011A	Hospital Revenue Refunding (2008A)	1.10	11.27	2026	15-Dec-2017	14,215,000
Hospital Revenue	66,480,000	2011B	South Jordan Health Center	1.10	11.27	2020	15-Dec-2017	12,285,000
<i>Subtotal Hospital Revenue</i>	<i>241,675,000</i>							<i>88,210,000</i>
Research Facilities	9,360,000	2008A	Research Facilities Refunding (2007A)	2.50	18.15	2022	15-Dec-2017	725,000
Research Facilities	19,080,000	2009A	USTAR Infrastructure (nontaxable)	2.50	18.15	2019	15-Dec-2017	4,335,000
Research Facilities	27,730,000	2009B	USTAR Infrastructure (taxable)	2.50	18.15	2029	15-Dec-2017	27,730,000
<i>Subtotal Research Facilities</i>	<i>56,170,000</i>							<i>32,790,000</i>
General Revenue	127,925,000	2013A	Law School, Student Life, Parking, Bball Training	N/A	16.24	2043	15-Dec-2017	127,925,000
General Revenue	100,000,000	2013B	Commercial Paper Refunding of Hospital and ACFS	N/A	16.24	2043	15-Dec-2017	43,000,000
General Revenue	32,785,000	2014A	Refunding of Hospital and Research Bonds	N/A	16.24	2027	15-Dec-2017	30,660,000
General Revenue	76,200,000	2014B	Lassonde, Infrastructure, Refunding of Hospital Bonds	N/A	16.24	2038	15-Dec-2017	73,240,000
General Revenue	45,330,000	2015A	MidValley Clinic, Refunding of Research and ACFS	N/A	16.24	2034	15-Dec-2017	33,955,000
General Revenue	91,570,000	2015B	Parking, Infrastructure, Refunding of Hospital and ACFS	N/A	16.24	2035	15-Dec-2017	87,405,000
General Revenue	68,210,000	2016A	Orson S. Hall, Orthopaedic Center, Refunding ACFS	N/A	16.24	2036	15-Dec-2017	68,210,000
General Revenue	131,720,000	2016B	Ambulatory Care, Exec. MBA, Refunding Research/CP	N/A	16.24	2036	15-Dec-2017	131,720,000
<i>Subtotal General Revenue</i>	<i>673,740,000</i>							<i>596,115,000</i>
Certificates of Participation	42,450,000	2007	Central and Co-generation Plants and Refunding	N/A	N/A	2017	15-Dec-2017	2,100,000
Certificates of Participation	10,050,000	2015	Certificates of Participation Refunding (2007)	N/A	N/A	2022	15-Dec-2017	9,260,000
<i>Subtotal Cert. of Participation</i>	<i>52,500,000</i>							<i>11,360,000</i>
UU Total	\$ 1,256,600,000							\$ 807,570,000

Utah State University								
Student Fee & Housing	\$ 39,155,000	2007	Student Fee & Housing Refunding (2004)	1.10	2.2	2035	23-Feb-2017	36,705,000
Student Fee & Housing	24,455,000	2015	Student Housing Facility	1.10	2.2	2038	23-Feb-2017	24,455,000
Student Fee & Housing	19,540,000	2016	Student Housing Facility	1.10	2.2	2046	23-Feb-2017	19,025,000
<i>Subtotal Student Fee & Housing</i>	<i>83,150,000</i>							<i>80,185,000</i>
Research Revenue Bonds	22,000,000	2009	Early Childhood and Early Care Ed. and Bingham Bldgs.	2.50	8.22	2019	11-Dec-2017	1,850,000

Institutional Bond System	Original Amount	Series	Purpose	Debt Service Coverage Requirement	Debt Service Coverage as of June 30, 2017	Maturity Date	Continuing Disclosure Submitted	Outstanding Balance as of June 30, 2017
Research Revenue Bonds	11,070,000	2010	Research Revenue Refunding (2009, 2003, 2002A)	2.50	8.22	2018	11-Dec-2017	2,300,000
Research Revenue Bonds	19,500,000	2015A	Research Facility	2.50	8.22	2047	11-Dec-2017	19,500,000
Research Revenue Bonds	13,145,000	2015B	Research Revenue Refunding (2009)	2.50	8.22	2031	11-Dec-2017	13,145,000
Research Revenue Bonds	10,135,000	2016	Space Dynamics Laboratory	2.50	8.22	2047	11-Dec-2017	10,135,000
<i>Subtotal Research Revenue</i>	<i>75,850,000</i>							<i>46,930,000</i>
Student Building Fee Revenue	8,405,000	2013	Student Bldg. Refunding (2004: Stadium, Fieldhouse)	1.10	1.33	2026	23-Feb-2017	6,555,000
Student Building Fee Revenue	43,310,000	2013B	Life & Wellness Cntr. and Athletic Complex/Training	1.10	1.33	2045	23-Feb-2017	41,885,000
Student Building Fee Revenue	23,900,000	2015	Football Stadium Renovations	1.10	1.33	2046	23-Feb-2017	23,470,000
<i>Subtotal Student Building</i>	<i>75,615,000</i>							<i>71,910,000</i>
USU Total	\$ 234,615,000							\$ 199,025,000

Weber State University								
Student Facilities	\$ 14,015,000	2010A	Student Housing	1.25	1.26	2040	29-Nov-2017	12,505,000
Student Facilities	17,380,000	2012	Student Housing	1.25	1.26	2032	29-Nov-2017	14,105,000
Student Facilities	18,135,000	2015	Refunding (2005: Student Union Building)	1.25	1.26	2030	29-Nov-2017	16,255,000
Student Facilities	7,215,000	2017	Student Housing Refunding (2007)	1.25	1.26	2030	29-Nov-2017	7,215,000
WSU Total	\$ 56,745,000							\$ 50,080,000

Southern Utah University								
Auxiliary & Student Building Fee	\$ 12,025,000	2008	Student Housing	1.15	1.66	2033	2-Mar-2017	410,000
Auxiliary & Student Building Fee	8,285,000	2011	Student Housing	1.15	1.66	2023	2-Mar-2017	5,555,000
Auxiliary & Student Building Fee	8,420,000	2016	Student Housing Refunding (2008)	1.15	1.66	2033	2-Mar-2017	8,420,000
SUU Total	\$ 28,730,000							\$ 14,385,000

Snow College								
Student Fee & Housing	\$ 16,810,000	2011	Student Housing	1.10	1.14	2036	27-Jan-2018	14,370,000
Snow Total	\$ 16,810,000							\$ 14,370,000

Dixie State University								
Lease Revenue	\$ 5,195,000	2006	Refunding (1999A: Dixie Center)	N/A	N/A	2023	27-Dec-2017	2,180,000
General Revenue	21,315,000	2015	Student Housing	N/A	N/A	2046	27-Dec-2017	20,900,000
DSU Total	\$ 26,510,000							\$ 23,080,000

Utah Valley University								
Municipal Bldg. Auth. Ut. County	\$ 3,900,000	2004A	Baseball Stadium and Improvements	1.10	1.30	2019	31-Jan-2018	1,065,000
Student Cntr. Bldg. Fee & Unified	11,020,000	2004A	Refunding (2000 and 1995A: Student Center)	1.10	1.30	2020	31-Jan-2018	1,515,000
Student Cntr. Bldg. Fee & Unified	49,250,000	2012A	Student Life and Wellness Bldg. & Parking	1.10	1.30	2033	31-Jan-2018	41,830,000
UVU Total	\$ 64,170,000							\$ 44,410,000

Institutional Bond System	Original Amount	Series	Purpose	Debt Service Coverage Requirement	Debt Service Coverage as of June 30, 2017	Maturity Date	Continuing Disclosure Submitted	Outstanding Balance as of June 30, 2017
Salt Lake Community College			No Debt Outstanding					\$ -
USHE Total	\$ 1,684,180,000							\$1,152,920,000

January 10, 2018

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – 2018 Data Book

Issue

Annually, the Commissioner's Office produces the Utah System of Higher Education Data Book, which contains a comprehensive set of data tables covering a wide range of USHE topics.

Background

The 2018 version of the USHE Data Book is available in pdf format on the USHE web page www.Higheredutah.org under the Research and Data/ Data Books menu selection (<https://higheredutah.org/data/>).

Tabbed Sections in the USHE Data Book include the following topics:

Degrees & Awards (Tab B)	Budget History (Tab H)
Enrollments (Tab C)	Cost Study (Tab I)
Career and Technical Education (Tab D)	Staffing (Tab J)
Tuition and Fees (Tab E)	Salary Comparisons (Tab K)
Paying for College (Tab F)	Facilities (Tab L)
Financial Information (Tab G)	Comparable institutions (Tab M)

In most cases the data provided is summarized at both the institutional and system levels.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/JAC
Attachment

Tab A – Executive Summary



UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of Minds

UTAH SYSTEM OF HIGHER EDUCATION 2018 DATA BOOK

The USHE Data Book is a compilation of reports on the Utah System of Higher Education and its eight component institutions. Some form of this book has been published each year since the creation of the Utah State Board of Regents and the Utah System of Higher Education in 1969. The book is intended to allow the Governor's Office, Legislators and legislative staff, USHE institutions, and the general public to query particular aspects of the Utah System of Higher Education.

Information available in the USHE 2018 Data Book covers twelve different subject areas:

Degrees & Awards (Tab B)	Budget History (Tab H)
Enrollments (Tab C)	Cost Study (Tab I)
Career and Technical Education (Tab D)	Staffing (Tab J)
Tuition and Fees (Tab E)	Salary Comparisons (Tab K)
Paying for College (Tab F)	Facilities (Tab L)
Financial Information (Tab G)	Comparable institutions (Tab M)

The USHE Data Book is designed to provide users the necessary information to perform data analyses on various data elements categorized in each of twelve tabs. If questions arise about any of the data included in this book, please contact the Office of the Commissioner of Higher Education, Department of Institutional Research and Analysis at (801) 321-7121.

Highlights include:

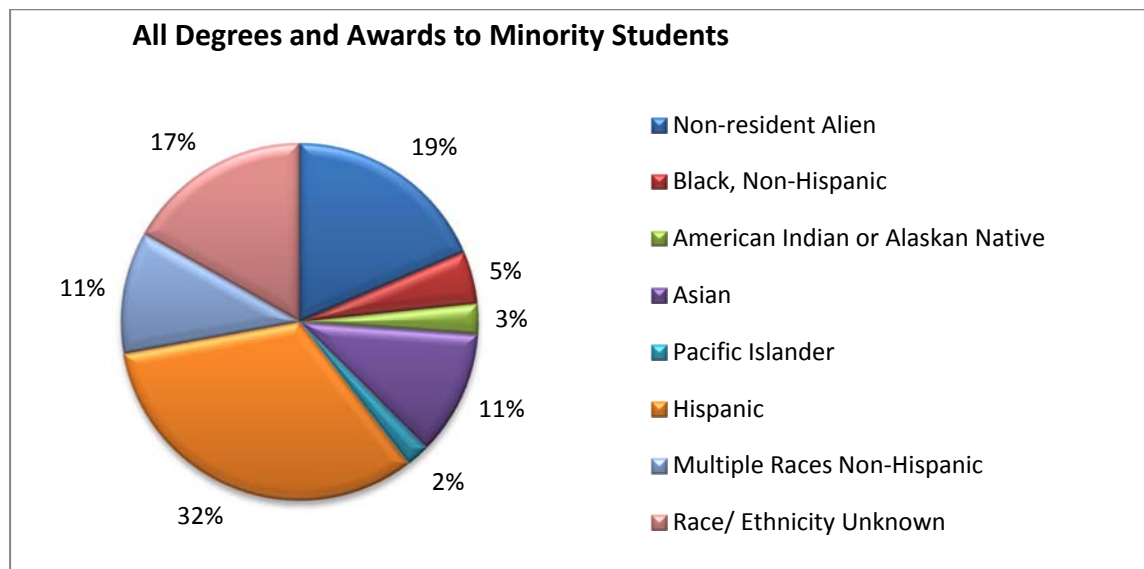
Tab B – Degrees & Awards 2016-17

	Cert. < 1yr	Cert > 1yr	Assoc.	Bacc.	Masters	Doct.	1st Prof	Total	1-yr % Change	5-yr % Change
UU		410		5,214	2,140	339	451	8,554	4.7%	4.89%
USU	87	127	1,451	3,846	838	95	2	6,446	3.5%	12.69%
WSU	86	24	2,361	2,458	262			5,191	1.7%	9.61%
SUU	12	101	641	1,043	380			2,177	25.4%	24.90%
Snow		74	929	17				1,020	5.4%	8.97%
DSU	265	23	923	724				1,935	0.8%	-4.59%
UVU	112	92	1,784	2,940	96			5,024	-1.6%	8.96%
SLCC	895	1,772	3,687					6,354	38.5%	56.93%
USHE	1,457	2,623	11,776	16,242	3,716	434	453	36,701	8.5%	14.77%

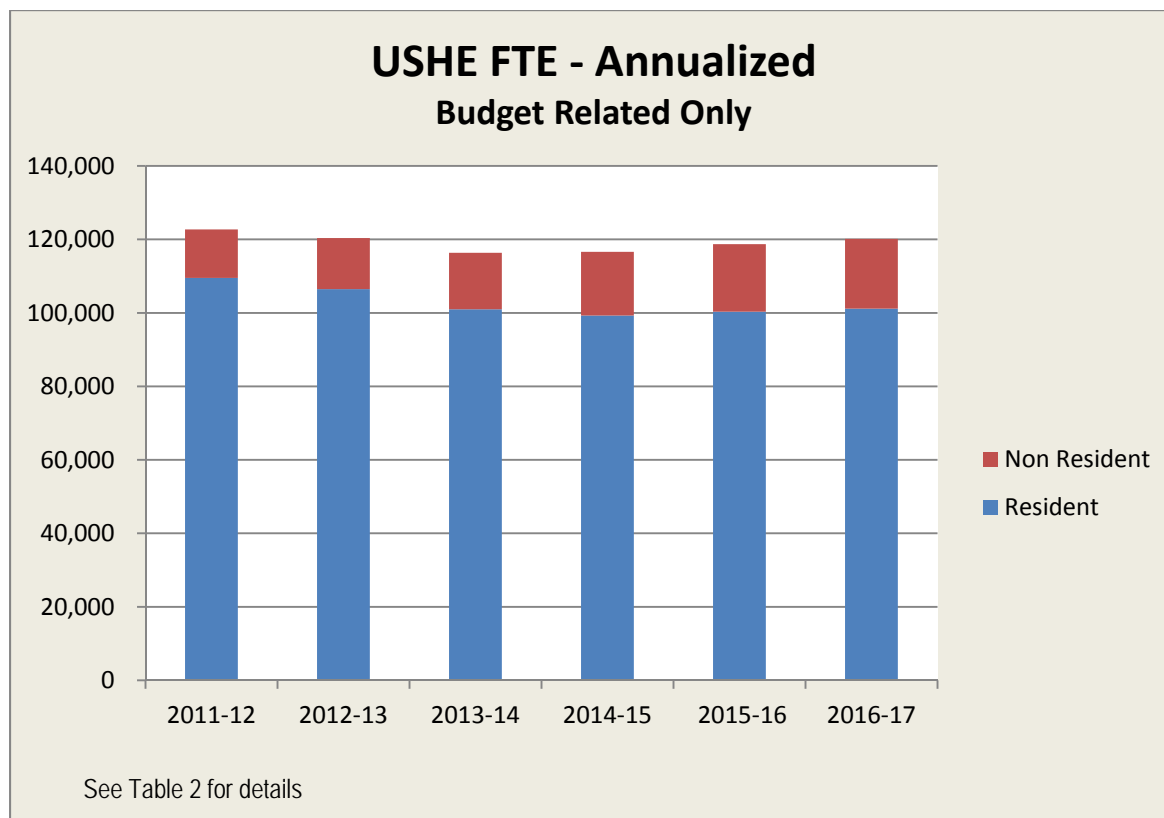
Cert.=Certificate, Short-term certificates, other awards; 1st Prof=first professional, e.g. MD, JD, etc.

Source: 2017 USHE Data Book Tab B Tables 2 & 3.

Source: Table 5 of Tab B – Degrees & Awards



Tab – C Enrollments

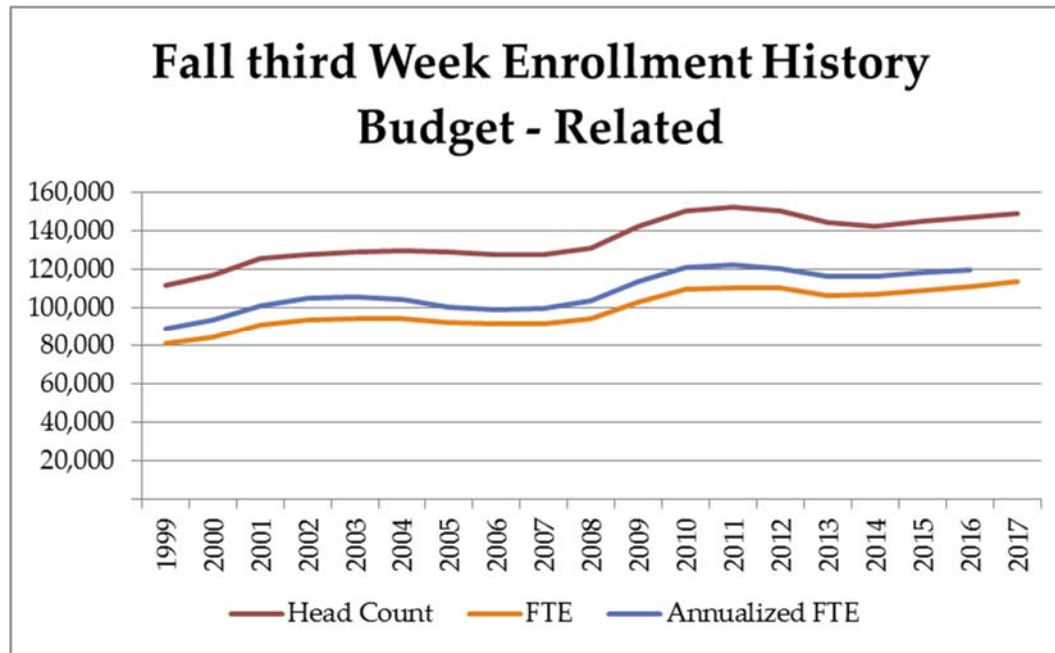


Source: Table 2 of Tab C – Enrollments

2017-18 Fall THIRD WEEK FTE (Budget-related and Self-Support)

	Resident	Nonresident	Total	1-yr change	5-yr change
UU	22,385	5,599	27,984	1.98%	5.84%
USU	17,751	4,273	22,024	0.22%	5.48%
WSU	15,625	1,558	17,183	4.08%	6.93%
SUU	5,906	1,636	7,542	4.96%	20.59%
Snow	3,689	397	4,085	1.28%	17.29%
DSU	5,815	1,567	7,382	7.74%	11.97%
UVU	21,850	3,187	25,037	5.61%	11.54%
SLCC	14,698	995	15,693	0.44%	-11.40%
Total	107,719	19,211	126,930	2.92%	5.88%

Source: Table 11 of Tab C – Enrollments



Source: Enrollment History – Fall Enrollment Third Week

Tab E – Tuition & Fees

17-18 Annual Undergraduate ⁽¹⁾ Tuition and Fees

	Resident	Non-Resident	Resident 1-yr change	Resident 5-yr change
UU	\$8,824	\$28,067	3.6%	23.6%
USU	\$7,175	\$20,727	4.5%	21.0%
WSU	\$5,712	\$15,260	3.4%	19.8%
SUU	\$6,676	\$20,288	2.2%	19.7%
SC	\$3,692	\$12,382	2.8%	19.6%
DSU	\$5,080	\$14,548	5.0%	24.2%
UVU	\$5,652	\$16,066	2.2%	18.1%
SLCC	\$3,781	\$12,020	2.5%	19.3%
USHE Average Change			3.3%	20.7%

(1) Undergraduate Tuition and Centrally Administered Fees for 2 semesters at 15 credit hours.

Source: Table 3 of Tab E – Tuition & Fees

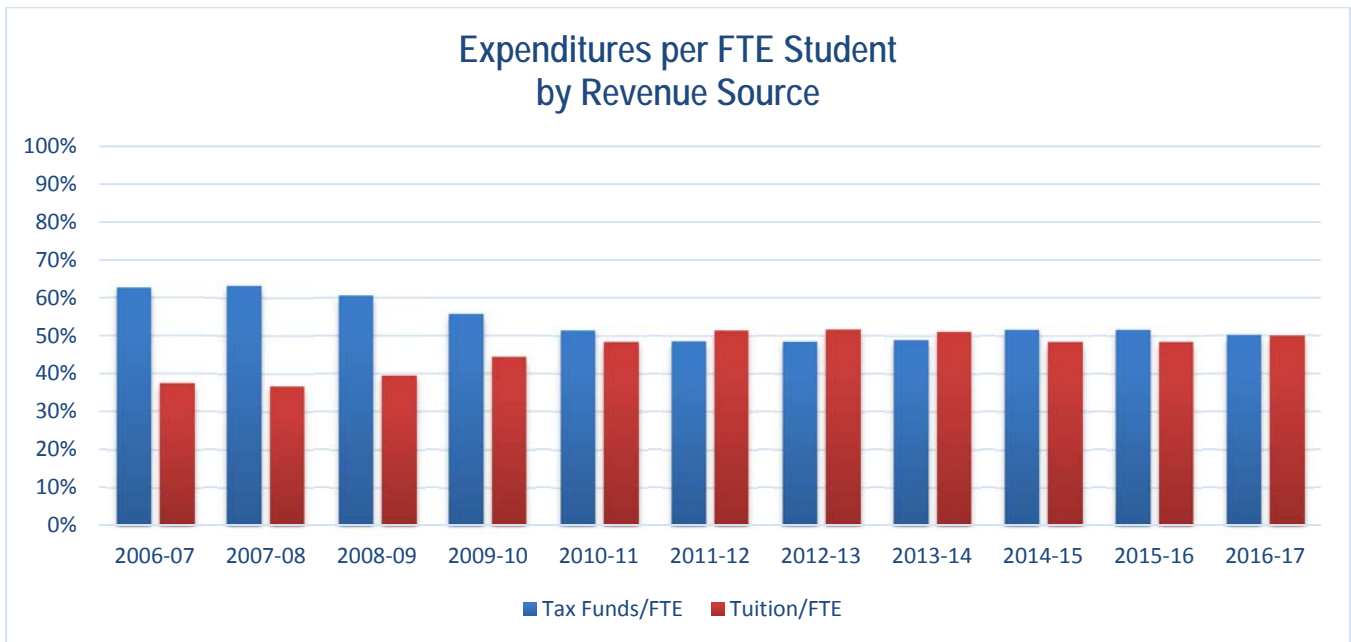
Tab F – Paying for College

Total Resident Waivers				
	2013-14	2014-15	2015-16	2016-17
UU	11,663,049	12,212,856	11,321,676	12,332,461
USU	6,969,785	7,327,943	7,802,251	8,681,641
WSU	5,831,172	6,311,111	6,984,527	7,164,275
SUU	2,907,251	2,970,786	3,239,305	3,376,130
Snow	906,420	992,630	1,148,741	1,062,306
DSU	2,094,632	2,200,243	2,252,030	2,395,719
UVU	7,461,121	7,627,392	8,040,452	9,437,189
SLCC	2,305,713	2,366,441	2,533,446	2,589,548
Total Resident	\$40,139,142	\$42,009,402	\$43,322,428	\$47,039,269

Total Non-Resident Waivers				
	2013-14	2014-15	2015-16	2016-17
UU	\$5,341,199	\$7,579,027	\$11,388,832	\$14,163,553
USU	23,239,304	27,416,713	33,773,083	35,453,716
WSU	5,284,318	5,543,999	6,179,691	6,454,261
SUU	4,093,132	5,808,640	10,035,106	12,409,537
Snow	736,613	1,143,863	1,129,915	1,265,141
DSU	3,566,299	4,473,437	5,090,197	6,517,048
UVU	5,393,222	8,581,779	12,397,305	12,562,075
SLCC	2,201,084	2,256,805	2,510,865	2,236,060
Total Resident	\$49,855,170	\$62,804,263	\$82,504,994	\$91,061,391

Source: Table 9 of Tab F – Paying for College

Tab H – Budget History



Source: Table 9 of Tab H - Budget History

Tab J – Staffing

USHE EMPLOYEE FTE COUNT FOR FALL 2017 TOTAL - UTAH SYSTEM OF HIGHER EDUCATION

EDUCATION AND GENERAL CLASSIFICATION												
Instruction	Research	Public Service	Academic Support		Student Services		Institutional Support	O&M Plant	Auxiliaries	Hospital	Total	
			Libraries	Other	Athletics	Other						
III. TOTAL												
Regular Faculty	4,296.97	607.69	150.52	37.31	60.84	0.45	4.08	9.29	0.17	0.00	207.00	5,374.32
Adjunct / Wage Rated Faculty	2,314.41	569.63	584.21	8.71	45.43	0.00	2.06	1.45	0.00	0.00	225.00	3,750.90
Teaching Assistants	709.00	748.33	84.03	1.03	36.15	2.82	13.90	2.12	0.00	0.00	0.00	1,597.38
Executives	170.75	12.67	2.34	8.08	79.51	3.23	26.11	112.11	5.00	1.37	1.00	422.16
Staff	1,611.16	860.34	1,699.17	429.88	1,120.64	434.21	1,380.07	2,165.90	1,180.14	942.47	5,603.88	17,427.85
Wage Payroll	1,259.63	680.23	990.19	98.00	634.21	90.22	886.88	983.88	720.96	738.78	2,206.91	9,289.91
TOTAL	10,361.91	3,478.89	3,510.46	583.01	1,976.77	530.93	2,313.10	3,274.75	1,906.28	1,682.62	8,243.79	37,862.51

Source: Table 1 of Tab J - Staffing