

Joint Regent/Trustee Retreat
July 19, 2018
Southern Utah University, R Haze Hunter Conference Center

10:30 – 11:30 a.m. **Pre-Session—Audit Committee Training**
Director of Audit & Financial Services David Pulsipher and
Associate Commissioner Kimberly L. Henrie
Location: Whiting Room

11:45 – 1:15 p.m. **Opening Session – Lunch**
Location: Great Hall

- **Welcome** Chair Harris Simmons, Chair Eric Leavitt
- **Lunch**
- **Higher Education Strategic Plan and Initiatives** Commissioner David L. Buhler

Breakout Sessions:

1:30 - 2:30 p.m. **Breakout Session #1** (both sessions repeat)

- **How Regents and Trustees Can Help Presidents Be Successful – (Location: Whiting Room)**
Selection and support for institutional presidents are critical to institutional...and higher education...success in Utah. In this session learn about Trustee and Regent roles and collaboration in conducting successful presidential searches and how presidential resource and review teams can help and support institutional presidents.
 - Associate Commissioner Elizabeth Hitch, President Emeritus David Pershing, and Assistant Commissioner/Legal Counsel Geoff Landward
- **New Regents' Initiatives to Improve Access to Higher Education – (Location: Charles Hunter Room)**
While a college education is more important than ever, there are still significant barriers to even getting in the door. Learn how the Board of Regents is helping Utah high school students find their way to college through three exciting new initiatives: Automatic Acceptance Letters, Student Aid and Tuition Policy Evaluation and Redesign, and StepUp Schools.
 - Assistant Commissioner Julie Hartley and Assistant Commissioner Melanie Heath

2:30 – 2:45 p.m. **Transition – Refreshments**
Location: Lower Hallway

2:45 – 3:45 p.m. **Breakout Session #2**

- **How Regents and Trustees Can Help Presidents Be Successful – (Whiting Room)**
 - Associate Commissioner Elizabeth Hitch, President Emeritus David Pershing, and Assistant Commissioner/Legal Counsel Geoff Landward
- **New Regents' Initiatives to Improve Access to Higher Education – (Charles Hunter Room)**
 - Assistant Commissioner Julie Hartley and Assistant Commissioner Melanie Heath

Evening Dinner and Entertainment

6:00 p.m. **Dinner** (Location: Hunter Conference Center Patio)

7:00 p.m. **The Green Show**

8:00 p.m. **Theater Performance – Henry VI, Part One or The Foreigner**

**STATE BOARD OF REGENTS
SOUTHERN UTAH UNIVERSITY – CEDAR CITY, UTAH
R HAZE HUNTER CONFERENCE CENTER
FRIDAY JULY 20, 2018**

8:00 AM – 9:20 AM	BREAKFAST MEETING – STATE BOARD OF REGENTS, SOUTHERN UTAH UNIVERSITY BOARD OF TRUSTEES, PRESIDENT WYATT, COMMISSIONER BUHLER <u>Location: Charles Hunter Room</u>
9:20 AM – 9:30 AM	TRANSITION BREAK
9:30 AM – 10:30 AM	DISCUSSION – REGENTS, COMMISSIONER, AND PRESIDENTS Topics: Review of Thursday's Meeting, Completion of Annual Forms <u>Location: Charles Hunter Room</u>
10:30 – 10:45 AM	TRANSITION BREAK
10:45 AM – 11:15 AM	PRESIDENT'S REPORT – PRESIDENT SCOTT L WYATT <u>Location: Great Hall</u>
11:15 PM – 12:15 PM	COMMITTEE OF THE WHOLE <u>Location: Great Hall</u>

ACTION:

- | | |
|---|-------|
| 1. Oath of Office | |
| 2. Resolution | |
| 3. General Consent Calendar | TAB A |
| 4. Adoption of Policy R250, <i>Legislative Communications</i> | TAB B |
| 5. Revision of Policy R714, <i>Capital Facilities Community Impact</i> | TAB C |
| 6. USHE – Board of Regents Strategic Plan Update – 2018 Progress Report | TAB D |
| 7. Open Meetings Training | |

FINANCE AND FACILITIES

Regent Jesselie B. Anderson, Vice Chair

ACTION:

- | | |
|--|-------|
| 1. Southern Utah University – Campus Master Plan Approval | TAB E |
| 2. Southern Utah University – Property Acquisition | TAB F |
| 3. Utah State University – Horse Barn Non-state Funded Project | TAB G |
| 4. Snow – Campus Master Plan Amendment | TAB H |
| 5. Snow – Non-Traditional Arrangement for Student Housing in Richfield | TAB I |
| 6. USHE – FY20 Budgeted Development Process (BDP) Guidelines | TAB J |

INFORMATION:

- | | |
|--|-------|
| 1. USHE – Review of Finance & Facilities Committee FY18 | TAB K |
| 2. USHE – Revenue Bond Results | TAB L |
| 3. USHE – 2018-19 Budget Initiatives Use of Funds Received | TAB M |
| 4. USHE – 2018 -19 Performance Based Funding Initiatives | TAB N |

12:15 PM – 1:00 PM	LUNCH <u>Location: Lower Hallway & Patio</u>
1:00 PM – 2:00 PM	EXECUTIVE SESSION (if needed) <u>Location: Charles Hunter Room</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.

July 11, 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 May 18, 2018, Salt Lake Community College, Salt Lake City, Utah (Attachment).

B. Grant Proposals

1. University of Utah – University of California San Francisco; “Pediatric TB”; \$1,120,922. Swomitra Kumar Mohanty, Principal Investigator.
2. University of Utah – NIH Natl Ctr Complementary & Altrn Medcn; “Blueberry Derived Metabolites”; \$1,444,408/ Amamdj Babu Velayutham, Principal Investigator.
3. University of Utah – US Department of Energy; “MUSE”; \$16,000,000. Darryl P Butt, Principal Investigator.
4. University of Utah – US Department of Energy; “Radioelement Halide EFRC”; \$1,199,998. Michael F Simpson, Principal Investigator.
5. University of Utah – NIH National Institute on Aging; “Supiano R01 April 2018”; \$2,108,474. Katherine Perry Supiano, Principal Investigator.
6. University of Utah – DHHS National Institutes of Health; “Multiplexed PTP Probes”; \$1,906,250. Amy M Barrios, Principal Investigator.
7. University of Utah – DHHS National Institutes of Health; “Virtual Coaching”; \$2,442,813. Rebecca L Utz, Principal Investigator.
8. University of Utah – American Cancer Society Inc; “4-2-18_Kirchhoff_ACS”; \$1,219,546. Ann C Kirchhoff, Principal Investigator.

9. University of Utah – NIH National Institute of Mental Health; “Bilder Resubmission 4.10.18”; \$3,812,500. Deborah A Bilder, Principal Investigator.
10. University – Utah – DHHS National Institutes of Health; “CBTI for Sleep Disturbance”; \$3,681,526. Akiko Okifuji Hare, Principal Investigator.
11. University of Utah – NIH Natl Int Neurology Disorders Stroke; “U01”; \$2,048,958. Stefan Mattias Pulst, Principal Investigator.
12. University of Utah – NIH Natl Inst Diabetes Digest Kidney Dis; “Site-1 Protease/SPRR Pathway”; \$2,655,437. Tianxin Yang, Principal Invesitgator.
13. University of Utah – Chan Zuvkerberg Initiative; “Chan Suckerberg Adam Hughes”; \$2,500,000. Adam Lucas Hughes, Principal Investigator.
14. University of Utah – Chan Zuckerberg Initiative; “Zuckerberg Proposal”; \$2,500,000. Jason Dennis Shepherd, Principal Investigator.
15. University of Utah – Chan Zuckerberg Initiative; “Blood-CNS Barrier”; \$2,500,000. Weiquan Zhu, Principal Investigator.
16. University of Utah – DHHS National Institutes of Health; “J Brown’s R01A1139460 Resub”; \$1,906,250. Jessica C. S. Brown, Principal Investigator.
17. University of Utah – NIH National Inst of General Medical Sci; “Safavi-Hemami R01 Drug Disc.”; \$1,486,343. Helena Safavi-Hemami, Principal Investigator.
18. University of Utah – US Department of Veterans Affairs; “Agarwal VA RR&D June 2017”; \$1,092,288. Jayant Agarwal, Principal Investigator.
19. University of Utah – US Department of Energy; “Carbonsafe Phasell”; \$11,234,680. Brian James McPherson, Principal Investigator.
20. University of Utah – DOD Defense Advances Research Projects Agency; “SIGMA+”; \$5,409,068. Pierre-Emmanuel Julien Marc Gaillardon, Principal Investigator.
21. University of Utah – National Science Foundation; “Smart Contact Lenses”; \$4,613,172. Carlos H Mastrangelo, Principal Investigator.
22. University of Utah – National Science Foundation; “Seismic Resilience RC Frames”; \$1,686,562. Luis Francisco Ibarra, Principal Investigator.

23. University of Utah – Air Force Office of Scientific Research; “GA203 Defects Funded Project”; \$1,500,000. Michael A Scarpulla, Principal Investigator.
24. University of Utah – NIH National Inst Arthritis Muscoskel Skin Dis; “Weiss Musculoskeletal T32”; \$1,038,622. Jeffrey A Weiss, Principal Investigator.
25. University of Utah – NIH National Institute of Mental Health; “March Submission – SleepR01”; \$2,609,223. Marco Bortolato, Principal Investigator.
26. University of Utah – DHHS national institutes of Health; “Oral Nanomedicine: Pathways”; \$1,906,250. You Han Bae, Principal Investigator.
27. University of Utah – DHHS National Institutes of Health; “Biosynthetic Enzymes”; \$3,520,644. Vahe Bandarian, Principal Investigator.
28. University of Utah – DOE Argonne national Laboratory; “JCESR 2”; \$3,261,474. Shelley D Minteer, Principal Investigator.
29. University of Utah – NIH National Inst of General Medical Sci; “Genetics Dev of Variation”; \$2,899,043. Michael D Shapiro, Principal Investigator.
30. University of Utah – DHHS National Institutes of Health; “Membrane Assymetry”; \$1,392,500. John C Conboy, Principal Investigator.
31. University of Utah – Boeing Company; “Strive”; \$2,999,005. Craig Bryan, Principal Investigator.
32. University of Utah – DHHS National Institutes of Health; “Classification to Causality”; \$1,786,647. Trafton Drew, Principal Investigator.
33. University of Utah – US Department of Defense; “Terrorist & insurgent”; \$1,179,073. Steven Lobell, Principal Investigator.
34. University of Utah – DHHS National Institutes of Health; “Snyder_R01_06.05.2018”; \$1,906,250. Eric Snyder, Principal Investigator.
35. University of Utah – NIH Natl Inst Diabetes Digest Kidney Dis; “MMP-2”; \$3,416,069. Yan-Ting Shiu, Principal Investigator.

36. University of Utah – Patient Centered Outcomes Resh Inst; “Evaluating Ect in Adolescents”; \$2,754,421. Elissa Ozanne, Principal Investigator.
37. University of Utah – DHHS National Institutes of Health; “R01 Planelles W/Int. Sub”; \$2,495,170. Vicente Planelles, Principal Investigator.
38. University of Utah – NIH Natl Diabetes Digest Kidney Dis; “R01 5.1.18 Cone Snail Insulin”; \$2,390,413. Hung-Chieh Chou, Principal Investigator.
39. University of Utah – DHHS National Institutes of Health; “Jared Rutter R35”; \$2,379,865. Jared P Rutter, Principal Investigator.
40. University of Utah – Duke University; “Duke HIV Subcontract”; \$2,067,275. Wesley I Sundquist, Principal Investigator.
41. University of Utah – NIH Natl Inst Deaf & Other Comm Disorder; “Function of Ankle Links”; \$1,906,250. Jun Yang, Principal Investigator.
42. University of Utah – Columbia University; “Whitney Columbia Sub may 2018”; “1,898,597. Rachel Elizabeth Whitney, Principal Investigator.
43. University of Utah – DHHS National Institutes of Health; “Neuroscience T32”; \$1,624,185. Wolfgang Baehr, Principal Investigator.
44. University of Utah – University of Southern California; “R01 RFA-NS-18-020 USC Sub”; \$1,247,591. Jason Dennis Shepherd, Principal Investigator.
45. University of Utah – Albert Einstein Medical Center; “Sub_Eisntein College Medicine”; \$1,200,940. Erhu Cao, Principal Investigator.
46. University of Utah – Seattle Children’s Hospital; “Cook SCH SUB MAY 2018”; \$1,145,738. Lawrence J Cook, Principal Investigator.
47. University of Utah – DHHS National Institutes of Health; “Targeting Collagen Mechanical”; \$1,948,311. Jeffrey A Weiss, Principal Investigator.
48. University of Utah – National Science Foundation; “Breath Analysis of IPF”; \$1,197,794. Ling Zang, Principal Investigator.

49. Utah State University – Administration for Community Living; “WebAIM Web Accessibility Research Institute on Community Living and Participation”; \$2,371,438. Cynthia J Rowland, Principal Investigator, Jared W Smith, Co-Investigator.
50. Utah State University – Administration for Community Living; “A Socio-Ecologic Framework Supporting Individuals with disabilities’ Community Living and Participation”; \$2,375,000. Keith M Christensen, Principal Investigator, Ziqi Song, Co-Investigator.
51. Utah State University – National Institutes of Health; “Listener-targeted training to improve intelligibility of dysarthric speech”; \$2,456,016. Stephanie Anna Borrie, Principal Investigator, Tyson Stanley Barrett, Co-investigator.

C. Awards

1. University of Utah – Bristol-Myers Squibb; “NIVOBV CA209-9LL”; \$2,526,702. Jonathan Reed Whisenant, Principal Investigator.
2. University of Utah – JB 7 MK Pritzker Family Foundation; “Pritzker Fellows Management”; \$1,462,433. Jenifer Fraser Nelson, Principal Investigator.
3. University of Utah – NIH Natl Ctr for Advncing Translt Scnces; “CTSA UL1”; \$3,562,875. Willard Honglen Dere, Principal Investigator.
4. University of Utah – HRSA emergency Med Svcs Child Natl Resr Ctr; “Dean EMSC HRSA Mar 2017”; \$3,000,000. J Michael Dean, Principal Investigator.
5. University of Utah – NIH national Library of Medicine; “NN/LM RML and National Offices”; \$2,303,597. Melissa Lyle Rethlefsen, Principal Investigator.
6. University of Utah – NIH National Cancer Institute; “CSG”; \$2,284,970. Mary C Beckerle, Principal Investigator.
7. University of Utah – Janssen Research & Development LLC; “Janssen A5”; \$2,508,500. Richard Daniel King, Principal Investigator.
8. University of Utah – State Of Utah; “Norlin HIE LADP Sub May 2017”; \$3,084,420. Ernest Charles Norlin, Principal Investigator.
9. University of Utah – Intermountain Healthcare; “Prevent PTB Feb 2018”; \$1,478,246. Richard Holubkov, Principal Investigator.

10. University of Utah – NIH National Inst of General Medical Sci; “CIBC”; \$1,266,281. Christopher Johnson, Principal Investigator.
11. Utah State University – US National Science Foundation; “CORE: Trajectories into Early Career Research”; \$2,459,199. David Frank Feldon, Principal Investigator.

D. Academic Items Received and Approved

1. New Program
 - University of Utah – Post-Baccalaureate Certificate in Emergency Health
 - University of Utah – Post-Baccalaureate Certificate in International Affairs & Global Enterprise
 - Utah State University – Certificate of Proficiency in Pharmacy Technician
 - Utah State University – Certificate of Proficiency in Surgical Technician
 - Utah State University – Emphasis in Agricultural Finance within the BS in Agribusiness
 - Utah State University – Emphasis in Agricultural Marketing within the BS in Agribusiness
 - Utah State University – Emphasis in Farm and Ranch Management within the BS in Agribusiness
 - Utah State University – Emphasis in International Agribusiness within the BS in Agribusiness
 - Utah State University – Minor in Agriculture and Natural Resources Pre-Law
 - Utah State University – Minor in Animal Biotechnology
 - Utah State University – Minor in Film Studies
 - Utah State University – Minor in Unmanned Aerial Systems
 - Utah State University – Post-Baccalaureate Certificate in Aquatic Ecosystem Restoration
2. Name Change
 - Utah State University – Minor in Management to Minor in Leadership and Management
 - Utah State University – Specialization in Shingo Leadership and Operational Excellence/Manufacturing Management to Specialization in Supply Chain Management within the Master of Business Administration
 - Utah State University – Specialization in Value Creation to Specialization in Strategic Value Creation within the Master of Business Administration
3. Program Restructure
 - Utah State University – Doctor of Philosophy in Biology
 - Utah State University – Doctor of Philosophy in Ecology (Biology)
4. Program Discontinuation
 - Utah State University – Bachelor of Science in International Agribusiness
5. New Institute
 - University of Utah – Kem C. Gardner Policy Institute

6. New Administrative Unit
 - Utah State University – Department of Marketing and Strategy
7. Out of Service Area Delivery
 - University of Utah – Bachelor of Science in Civil and Environmental Engineering: Utah Asia Campus

E. Revision to wording of Policy R704, *Disposal of Real Property*

The proposed change to Regent Policy R704, Disposal of Real Property removes the words “Donated or Gifted” from the subsection R704-6 title to match the policy text and intention of the policy adopted in January 2017. Policy R704 revised the guidelines and requirements for institutions to dispose of real property and, under R704-6, delegates authority to institutional Board of Trustees to dispose of any property under \$500,000 subject to the conditions listed. Subsection title R704-6 inadvertently refers to prior policy language of “Donated or Gifted” real property and should be amended. (Attachment)

David L. Buhler
Commissioner of Higher Education

DLB/LO
Attachment

R704-1 Purpose: To provide guidelines and requirements for institutions to dispose of real property and to establish the approval process.

R710-2 References

- 2.1. Utah Code §53B-20-101 (Property Rights - Title and Control)
- 2.2. Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)
- 2.3. Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees

R704-3 Disposal of Property: Except as provided by subsections 704-6 and 704-7, institutions shall request and obtain Regents approval prior to disposing of real property.

R704-4. Determination of Surplus Property: If the institution determines the real property does not serve its mission and is, therefore, surplus property, the property is eligible for sale or exchange on the open market.

R704-5. Fair Market Value: Unless otherwise justified, surplus real property shall be sold at or above fair market value as determined by an appraisal completed by a State of Utah licensed appraiser.

R704-6. Delegation of Authority to Approve the Disposal of ~~Donated or Gifted~~ Real Property:
The State Board of Regents delegates to the Boards of Trustees the authority to dispose of real property subject to the following conditions:

- 6.1. The disposal price cannot exceed \$500,000.
- 6.2. The property shall be sold at or above fair market value as determined by an appraisal unless the value of the property does not warrant the cost of the or the gifted property has preexisting conditions that affect the future sales price.
- 6.3. **Reporting of Property Disposals** – When an institution disposes of property under this policy, it shall report the transaction at the next regularly scheduled State Board of Regents' meeting.

R704-7. Delegation of Authority to the University of Utah Board of Trustees for University Health Care System Property Transactions: In accordance with Regents Policy R220, *Delegation of Responsibilities to the President and Board of Trustees*, the University of Utah Board of Trustees may review and approve all property disposals and transactions for the University of Utah Health Care System.

¹ Adopted January 20, 2017.

STATE BOARD OF REGENTS
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH
SOUTH CITY CAMPUS, 1575 S STATE STREET
MAY 18, 2018

Contents of Minutes

Attendance	1
Discussion – Providing Community College Services in Utah	1
President’s Report	2
Report on Governor’s Office of Management and Budget Pilot Projects	3
Resolution for Student Regent Alex Trujillo	4
Recognition of Chair Daniel W. Campbell.....	4
General Consent Calendar	5
Report from the Nomination Committee and Election of Chair and Vice Chair	5
Adoption of Policy R211, President Emeritus Designation	5
Designation of David W. Pershing as President Emeritus of the University of Utah	5
2018 Strategic Initiatives.....	5
Revision of Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles	6
Finance and Facilities.....	6
University of Utah – Property Disposal	
University of Utah – Lease Renewal	
Utah State University – Series 2018 Research Revenue Bonds	
Dixie State University – Property Acquisition	
Utah Valley University – Institutional Residence Repurposing	
Utah Valley University – Non-Traditional Arrangement	
Salt Lake Community College – Series 2018 Student Building Fee Revenue Bonds	
Snow College – Tuition Schedule Implementation for 2018-2019	
USHE – Enrollment Forecasts	
USHE – 2018-19 Performance Funding Model and Allocation	
USHE – Revision of Policy R513, <i>Tuition Waivers and Reductions</i>	
USHE – Capital Development Prioritization	
Salt Lake Community College – Trustee Property Actions	
USHE – Capital Improvement Update for 2-18-19	
USHE – Institutions’ Health Plan Changes 2018-19	
Adjournment	9

STATE BOARD OF REGENTS
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH
SOUTH CITY CAMPUS, 1575 S STATE STREET
FRIDAY, MAY 18, 2018

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
Jessellie B. Anderson
Nina Barnes
Marlin K. Jensen
Ron Jibson
Patricia Jones
Steven Lund
Robert S. Marquardt
Cristina Ortega
Robert W. Prince
Mark Stoddard
Alex Trujillo
Thomas E. Wright

Regents Absent

Wilford Clyde
Harris Simmons
Teresa L. Theurer
Joyce P. Valdez

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

Ruth V. Watkins, University of Utah
Noelle Cockett, Utah State University
Brad Cook on behalf of Scott L Wyatt, Southern Utah University
President Carlston, Snow College
Matthew S. Holland, Utah Valley University
Richard B. Williams, Dixie State University
Deneece G. Huftalin, Salt Lake Community College
Norm Tarbox, Weber State University

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

Discussion – Providing Community College Services in Utah

A discussion regarding Providing Community College Services in Utah with oral presentations by President Huftalin, Presidents Williams, President Holland and President Carlston.

Chair Dan Campbell called the Committee of Whole meeting to order at 10:54 a.m. He opened and turn the time over to President Huftalin for the President's Report.

President's Report

President Huftalin said they have had a phenomenal year and would like to share a few highlights, beginning with Washington Magazine naming Salt Lake Community College (SLCC) as one of the top 12 innovative colleges for adult learners. Both the men's and women's basketball teams were in the national tournament this year and two weeks ago celebrated commencement with one of the largest classes in SLCC history, with over 1500 students identifying as first generation students. As the communities college it is essential to connect with community partners and two important partners. Over the last year SLCC has worked on a partnership with Flourish Bakery, a nonprofit supportive community that fosters hope, health, and personal growth by employing individuals in recovery from substance abuse or those who have just reintegrated society after being incarcerated. SLCC leased out their kitchen, which was not being used at the South City Campus, Flourish provides a 12 month bakery and pastry training program as a paid internship for students. That training is then followed by an extra internship at a local hotel, restaurant, or bakery. Another example of community partnership is on display in the lobby, with an art exhibit called The Ability to Create. It shares art by adults with disabilities. Construction is wrapping up on the new Westpoint Workforce Training Education Training Center. The grand opening of this space will be September 19, 2018. SLCC is hopeful to secure funding for a campus in the southwest quadrant of the valley, where population is expected to grow to 43,000 by 2050. Students at this campus will be able to earn a certificate or degree from SLCC and then remain at the Herriman campus to complete their final two years in certain programs from the University of Utah.

SLCC has been doing significant things to increase completion rates. President Huftalin started with the program Mathways. Completing math requirements can be a huge stumbling block for students. Mathways makes sure students are taking the right courses for their field of study. Mathways allows a student who is college ready in math, complete their quantative literacy requirement in one semester. In addition, students who were not ready for college are able to proceed through the math pathway in fewer semesters. SLCC is now in the second year of the Mathways program and over a third more students are attaining their quantative literature requirement in the fall semester. They are also exploring alternative placement methods. SLCC believes Reverse Transfer Credits can create a more accurate picture of the success of SLCC. An associate degree provides value to students, but many SLCC students transfer before earning this. Reverse Transfer allows other Utah institutions to transfer back credits to allow a student to receive their associate degree from SLCC. From May 2016 to March 2018, SLCC reached out to 1166 University of Utah students about the program with 280 students responding. At Utah State University they reached out to 330 students. Another completion initiative is the SLCC Pathways. This takes all programs and organizing them in to eight areas of study. Each program shares the first 24-32 credits including the intro and general education courses.

In the area of Mental Health, intakes at the counseling clinic has increased from 146 to 214 this past fall, a 47% increase. The counseling services address PST, depression and lifestyle interventions. SLCC is invested in the whole student, not just the academic side. The goal is to provide more accessible and affordable care, and lowered wait times. When the unseen, unwritten needs of students are met, we help them succeed and ultimately complete their educational journey.

Report on Governor's Office of Management and Budget Pilot Projects – Kristen Cox, Executive Director,
Office of Management and Budget, Utah

Kris Cox noted she would be talking about what the Governors' Office has done in state government, approach, mindset, and the purpose of these pilot programs. She noted the biggest conflict in the Governor's office is the fact that demand will always outweigh the available revenue. Utah started a project four years ago to improve government performance by 25%, which they surpassed at 27.4%. They are now resetting to determine new goals. She noted in government it can be very difficult to see what is actually happening. The Governor's Office of Management & Budget has partnered with the Utah System of Higher Education to explore opportunities to significantly increase student completion rates and decrease the time to completion. To do this they have initiated three pilot programs:

Utah State University – Full Kit – package a full kit of student resources and outreach services designed to target specific areas of need. This full kit will form a level of mandatory support for first-generation students that is more intensive than anything USU has tried in the past. The target is to improve first-generation students' retention rates from 60% - 73% the first year, 56% - 62% the second year and 44% - 55% the third year.

Southern Utah University – Dual-Enrollment – All registered students of SUU are admitted to Southwest Technical College (STECH) and entitled to enroll in certificate programs, and all STECH students in certificate programs are admitted to SUU and entitled to enroll in classes for credit. The goal is to increase the number of degrees awarded to technical college students by eliminating the administrative obstacles of transferring to SUU and decrease the number of full-time SUU students who discontinue postsecondary education prior to obtaining a credential.

Salt Lake Community College – Reduce obstacles for students to pursue an educational pathway or stackable credential program in information technology that begins at a technical college and seamlessly continues to the community college. Specific IT degrees and certificates for this pilot are in the process of being identified. Targets on enrollment and retention rates are being developed.

Utah State University representatives reported on the Full Kit program. Robert Wagner, Vice President for Utah State University, noted, like other institutions USU is very concerned and focused on retention and completion rates. A couple of years ago they initiated a student success taskforce, which has been very successful. The opportunity to use the student success taskforce along with this pilot program with the Governor's office fits nicely. They have taken a look at institutional processes to see if they are helping or hindering at student's success. What the Full Kit program has done is help adjust their sites and determine what will retain students and help them achieve completion. The first group identified is first-generation students. The idea is to get very specific on the needs of these students. The first goal with the pilot program is to look at the constraints and then remove those constraints with the idea of raising retention rates of first-generation students to that of their peers. He then ask his colleague, John to provide additional comments.

John said USU found in order for students to be successful, there is a need to make sure students and the institution understand what expectations must be met. The first step is to engage students before they actually arrive at the institution. Full Kit begins upon admission when they receive orientation materials. In

the fall students get a high dose of activities, they continue these activities in the second semester, and then decrease and phase out in the third semester. Some of the behaviors USU tracks include: did students complete a financial aid form, have they been meeting with an advisor when given opportunities, have they attended the connections programs, have they been going into the orientation modules. USU runs data during the semester to determine if students have completed these behaviors. Whether students have or have not completed these activities determines next steps. Other components to this program include personalized focused advising, timely program evaluation and degree planning audit.

Chair Campbell asked "what are some of the constraints USU found with this pilot?" John said they found students were not understanding that degree planning is necessary and noted Full Kit is in addition to what other students receive. Chair Campbell asked "will we would know the costs involved with the additional efforts involved with Full Kit?" Absolutely, USU will know what the cost is and how to scale out to other students.

Regents shared thoughts regarding conversations they had with students of Salt Lake Community College during the lunch time. Chair Campbell said he thought it was a great experience and asked if Regents would like to continue meeting with students at future meetings.

Resolution for Student Regent Alex Trujillo

Regents Barnes shared comments regarding the resolution for Regent Trujillo. She said he is a remarkable young man and has overcome many obstacles and barriers. He has been a huge contributor with the student success and focus initiative. Regent Barnes made a motion to approve the resolution; the motion was seconded by Regent Jibson and the motion carried.

Recognition of Chair Daniel W. Campbell

Regent Marquardt wanted to recognize Chair Campbell and thank him for what he has done as chair. Regent Marquardt said "during my time on the Board of Regents his leadership is second to none and he has really put his heart and soul into this whole operation. He has created more focus for the Board of Regents than we've had in the past and reorganized our meetings. He's had questions over the years of are we just sitting approving things and not getting into substance and discussions, he's rearranged our days and thrown out the committee meetings and put the whole thing upside down, but in a very positive way and very strategic in the direction he has pushed the Board of Regents. I don't think anybody has done for outreach and advocacy for higher education what Dan has done. He's spent endless hours at the legislature, more than any chair I've seen and almost rivaling what Dave is going up there. He is reaching out to the business community and created a much stronger alliance with the board of trustees than we've had before, so we're really operating as one team and has a very good relationship with the presidents of the institutions and friendship with a governor and that doesn't hurt anything. He has stood up very strong to the governor on certain issues as well as the legislature and he's dealt with a number of difficult issues. A good friend of all of us. So I really want to thank Dan for all the time and effort he's put in. I really appreciate what you've done here, you've been a good friend and thank you Dan".

Chair Campbell expressed his gratitude for the opportunity to serve as Chair. He said it has been a privilege to work with the presidents, the commissioner's office and fellow regents. "We are involved in a good work and it is a pleasure being engaged with others that share that vision". He said the successes we've had is not because of the leadership but because of the regents and others involved in the process. He appreciates the fact regents have been fully engaged and said it makes a difference.

Consent Calendar (TAB A)

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

- A. Minutes – Minutes of the Board meeting March 30, 2018 Dixie State University, St. George, Utah, Regent Study Session April 12 & 13, 2018, Thomas S. Monson Center, Salt Lake City, Utah, Board of Regents Meeting April 20, 2018, Utah Valley University, Orem, Utah.
- B. Grant Proposals
- C. Awards
- D. Academic items Received and Approved

Report from the Nomination Committee and Election of Chair and Vice Chair

Regent Jensen shared a section from Utah code that gives the Board authority to elect the Chair and Vice Chair as well as a section from the Regents bylaws. The approach of selecting the new Chair and Vice Chair was to be neutral and each member of the nominating committee contacted several regents. They began by indicating Regent Harris H. Simmons had been nominated to be Regent Chair and asked each regent to express an opinion about the nomination. Regents unanimously supported the nomination and based on that feedback Regent Jensen made a motion to nominate Regent Harris H. Simmons to become Chair; the motion was seconded by Regent Wright and the motion carried. Regents were also asked for nominations for Vice Chair. The majority of nominations were for Regent Nina R. Barnes. Regent Jensen made a motion to nominate Regent Nina R. Barnes to become Vice Chair; the motion was seconded by Regent Trujillo and the motion carried.

Adoption of Policy R211, *President Emeritus Designation* (TAB B)

Commissioner Buhler noted this policy is to have a system approach to designate a retiring president as President Emeritus. This is an honorary designation that does not include compensation or other benefits, but to recognize those in our system that have made significant contributions and leadership, and who are either retiring, leaving administration or returning to the faculty. Regent Anderson made a motion to approve as outline in TAB B; the motion was seconded by Regent Barnes and the motion carried.

Designation of David W. Pershing as President Emeritus of the University of Utah

Regent Anderson moved to have the Board of Regents grant Dr. David W. Pershing the designation of President Emeritus of the University of Utah; the motion was seconded by Regents Ortega and the motion carried.

2018 Strategic Initiatives (TAB C)

Commissioner Buhler noted previously the Board set as strategic priorities: affordable participation, timely completion, and research and workforce. We are now adding a fourth priority which is capacity and growth. In November Chair Campbell established regent working groups to work on these priorities. The working groups have identified six initiatives. In addition the Board has created a Communications Group that will be working on a communications plan. The six initiatives include:

Automatic Acceptance Program – This will help high school students and their parents know what options are available for college.

Statewide Data Strategy – This includes data analytics that institutions are doing, stackable credits.

Student Aid and Tuition

Mental Health

Improving Information on Workforce Options
StepUp

In each of these areas we will develop specific metrics, timelines, and work plans. We will update the strategic plan and should have this ready for the Board at the November meeting. Commissioner also noted next year will be the 50th year of the Utah State Board of Regents. He said we should not only reflect on what has happened over the last 50 years, but where we are going over the next 50 years. Regent Jensen made a motion to approve as outlined in TAB C; the motion was seconded by Regent Lund and the motion carried.

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

Regent Jensen read TAB D memo. Regent Jensen made a motion to approve as outlined in TAB D; the motion was seconded by Regent Barnes and the motion carried.

FINANCE AND FACILTITES

University of Utah – Property Disposal (TAB E)

Jason Perry, VP Governmental Relations, U noted the U is requesting permission to sell the parking lot across the street from the Thomas Monson Building. It is 2.2 acres and was appraised for approximately \$850,000. Regent Campbell asked how this would affect accessibility to the Thomas Monson Building. Jason said 17 of the current 24 parking stalls will be replaced. There is also a parking lot owned by Zions bank and they have agreed to allow this parking to be used for overflow parking which will more than accommodate needs. Regent Stoddard made a motion to approve as outlined in TAB E; the motion was seconded by Regent Jibson and the motion carried.

University of Utah – Lease Renewal (TAB F)

Jonathan Bates, Exec Director of Real Estate, U noted the U is requesting approval to make an amendment to an existing lease space in Research Park. This has been the home of the department for the last 13 years; the amendment will extend the lease for 5 years. Chair Campbell asked if nothing is highlighted in the item can we assume there is no potential conflict of interest. Kimberly Henrie confirmed that is correct. Regent Stoddard made a motion to approve as outlined in TAB F; the motion was seconded by Regent Jensen and the motion carried.

Utah State University – Series 2018 Research Revenue Bonds (TAB G)

Dave Cowley, VP for Business and Finance, USU is seeking approval to issue revenue bonds for the Space Dynamics Lab phase two. Blake Wade is bond counsel and Zions Public Financial is the financial advisor. Regent Stoddard made a motion to approve as outlined in TAB G; the motion was seconded by Regent Jibson and the motion carried.

Dixie State University – Property Acquisition (TAB H)

Paul Morris, VP of Administrative Services, DSU said DSU is seeking approval to purchase 1.29 acres of property located just south of campus. It is important to know DSU owns three parcels adjacent to this property. With the purchase of this property DSU will have approximately 3 acres contiguous to campus. DSU had the property appraised for a value is \$900,000, the owner had it appraised for a value of \$1.29

million and they have come to an agreement to purchase the property for \$1,130,000. DSU Board of Trustees has already approved the purchase. Regent Stoddard made a motion to approve as outlined in TAB H; the motion was seconded by Regent Wright and the motion carried.

Utah Valley University – Institutional Residence Repurposing (TAB I)

Val Peterson, VP of Finance and Administration, UVU said UVU is requesting approval to repurpose the Institutional Residence and make it an alumni house. UVU will offer the new president a housing stipend. Regent Stoddard made a motion to approve as outlined in TAB I; the motion was seconded by Regent Ortega and the motion carried.

Utah Valley University – Non-Traditional Arrangement (TAB J)

Val Peterson, VP of Finance and Administration, UVU noted UVU is requesting approval to enter into an agreement with RSL Youth Academy Foundation (RSL) to create an indoor soccer facility. RSL will construct at their cost and UVU would lease for \$1.00 per year for the next 40 years. UVU will receive in return the ability to use the facility from 6:00 am – 4:00 pm; the men's and women's soccer program will use for practice. RSL will also donate 2.6 million to the UVU Foundation which will be used to build soccer facilities. Regent Stoddard made a motion to approve as outlined in TAB J; the motion was seconded by Regent Wright and the motion carried.

Salt Lake Community College – Series 2018 Student Building Fee Revenue Bonds (TAB K)

Dennis Klaus, VP for Business Services, SLCC noted SLCC is requesting a 13 million bond for a student center on the Jordan campus. This will be a 10 year term with the interest rate estimated to be between 2.5 and 3 percent. Chair Campbell noted this request is for 15 million because they are allowed to add additional money for incidental costs. What will the addition 2 million be used for? Dennis noted they don't anticipate it to be 2 million; there is a need for SLCC to have reserve funds. Regent Stoddard made a motion to approve as outlined in TAB K; the motion was seconded by Regent Jones and the motion carried.

Snow College – Tuition Schedule Implementation for 2018-2019 (TAB L)

Jake Dettinger, Business VP, Snow College said Snow is requesting an exemption to Policy R510. Snow is asking to delay implementation of the 2018-19 tuition schedule until Fall semester. This is because the tuition schedule is out of compliance with the policy. As a result Snow is adjusting their schedule but in doing so increased the tuition for 1 credit by 114% and 2 credits by 110%. The delaying of implementation would result in a loss of approximately \$20,000. Regent Stoddard made a motion to approve as outlined in TAB L; the motion was seconded by Regent Lund and the motion carried.

USHE – Enrollment Forecasts (TAB M)

Kimberly Henrie, Associate Commissioner, USHE noted the enrollment projections for the next 10 years indicate USHE will grow an additional 49,000 students. The enrollment growth has slowed slightly from last year's projections. The enrollment projections will be used for the capital development prioritization process in terms of determining needs for buildings. It also influences needs in the budget development process. Regent Stoddard made a motion to approve as outlined in TAB M; the motion was seconded by Regent Jensen and the motion carried.

USHE – 2018-19 Performance Funding Model and Allocations (TAB N)

Kimberly Henrie, Associate Commissioner, USHE noted USHE received 3.8 million in new resources for performance funding during the last legislative session. Half of the USHE institutions received 100% of the money they could earn, two institutions, DSU and UVU, will receive 50% of their allocation, Snow College will receive 87.5% and SLCC will receive 75%. In July the Commissioner's Office will report back to the Board on how the institutions plan to use these dollars. Regent Marquardt stated in theory performance funding sounds like a great idea, but in practice it does not work. With an uncertain base of funding from year to year, it makes it difficult for institutions to plan in the future. He said there is a discrepancy and no way to deal with the priorities and feels like this process needs to be reworked. You cannot set up ongoing programs with one-time funding. Chair Campbell agreed. President Huftalin is grateful for funding but this year the market demand category proved very frustrating because of the way it is tracked. Chair Campbell noted we can't change the fact there is performance funding but we can communicate with legislators. President Holland echoed and said performance funding should be concrete, perceptive and we are not there yet and we have some fundamental problems. President Watkins agreed the goals are right, but the formula needs work. Regent Jones asked where we go from here. Commissioner said it's really out of our hands but we will continue to have dialogue. Regent Jones said this warrants more discussion with Presidents and then Regents can put together suggestions to move forward. Regent Stoddard made a motion to approve as outlined in TAB N; the motion was seconded by Regent Marquardt and the motion carried.

USHE – Revision of Policy R513, *Tuition Waivers and Reductions* (TAB O)

Commissioner Buhler noted this revision incorporates the statutory changes from HB300. In addition this designates 10% of the discretionary resident waivers be used for need based aid, sets caps for the first time on non-resident discretionary waivers, and directs the Commissioner's Office to perform a study, using an outside consultant, on a comprehensive review on student aid policies related to resident and non-resident students. Given the capacity challenges we have in the state, we should begin thinking about what is the proper mix of resident to non-resident student at our institutions. Regent Marquardt stated this is really just a first step. Chair Campbell agreed and noted we don't yet know if these are even the right caps, but gives a starting point. Regent Stoddard made a motion to approve as outlined in TAB O; the motion was seconded by Regent Marquardt and the motion carried.

USHE – Capital Development Prioritization (CDP) Cycle 2019-20 – Adoption of Priority Guidelines (TAB P)

Rich Amon, Assistant Commissioner, USHE noted this item it to adopt guidelines for 2019-20 process. This is largely the same process as last year. There are two parts to this: quantitative assessment for needs and the qualitative piece. This is to adopt the guideless for the qualitative piece. Regent Barnes asked Regent Marquardt to explain the entire process. Campbell asked if this needs to be approved today or is there time for further discussion. Rich Amon noted it is up to the Regents but noted it should be approved sooner than later. Regent Marquardt noted it would be too late to approve guidelines in July as the institutions need guidance quickly. Regent Marquardt made a motion to approve TAB P as modified to combine the two capacity metrics and increase the point value to 4; the motion was seconded by Regent Stoddard and the motion carried.

Salt Lake Community College – Trustee Property Actions (TAB Q)

Regent Stoddard noted as required by R703, SLCC notified the Board that its Board of Trustees approved the acquisition of property contiguous to the Redwood Campus for \$330,000 at the July 2017 Trustee meeting. This is an information only; no action was taken.

USHE – Capital Improvement Update for 2018-19 (TAB R)

Regent Stoddard noted the State building Board allocated over \$62 million to USHE institutions for capital improvement projects in FY 2019. This is an information item only; no action was taken.

USHE – Institutions' Health Plan Changes 2018-19 (TAB S)

Regent Stoddard noted several institutions' insurance plans will be experiencing design changes to help manage cost increases. This is an information item only; no action was taken.

Regent Stoddard 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 Trujillo and the motion carried.

The meeting adjourned at 2:56 p.m.

Loreen Olney, Executive Secretary

Date Approved: July 20, 2018

R704-1 Purpose: To provide guidelines and requirements for institutions to dispose of real property and to establish the approval process.

R710-2 References

- 2.1. Utah Code §53B-20-101 (Property Rights - Title and Control)
- 2.2. Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)
- 2.3. Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees

R704-3 Disposal of Property: Except as provided by subsections 704-6 and 704-7, institutions shall request and obtain Regents approval prior to disposing of real property.

R704-4. Determination of Surplus Property: If the institution determines the real property does not serve its mission and is, therefore, surplus property, the property is eligible for sale or exchange on the open market.

R704-5. Fair Market Value: Unless otherwise justified, surplus real property shall be sold at or above fair market value as determined by an appraisal completed by a State of Utah licensed appraiser.

R704-6. Delegation of Authority to Approve the Disposal of ~~Donated or Gifted~~ Real Property:
The State Board of Regents delegates to the Boards of Trustees the authority to dispose of real property subject to the following conditions:

- 6.1. The disposal price cannot exceed \$500,000.
- 6.2. The property shall be sold at or above fair market value as determined by an appraisal unless the value of the property does not warrant the cost of the or the gifted property has preexisting conditions that affect the future sales price.
- 6.3. **Reporting of Property Disposals** – When an institution disposes of property under this policy, it shall report the transaction at the next regularly scheduled State Board of Regents' meeting.

R704-7. Delegation of Authority to the University of Utah Board of Trustees for University Health Care System Property Transactions: In accordance with Regents Policy R220, *Delegation of Responsibilities to the President and Board of Trustees*, the University of Utah Board of Trustees may review and approve all property disposals and transactions for the University of Utah Health Care System.

¹ Adopted January 20, 2017.

July 11, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Adoption of Board of Regents Policy R250, *Legislative Communications*

Issue

In response to recent concerns from the Legislature and the Governor's Office, the Commissioner is recommending a new policy to provide guidance and limits on legislative communications and related expenditures.

Background

Institutions of higher education hold the unusual position among public entities by being economic drivers within their respective communities, offering many institution-sponsored events such as sporting or performing arts events as well as many meetings or events in which food is provided. These events and meetings present notable opportunities for institutions to showcase the talents, accomplishments of their students and faculty to legislators.

As public institutions, hosting legislators at events and meetings requires additional care to maintain public trust. The proposed policy establishes guidelines and limits that will help institutions maintain appropriate legislative communications and expenditures while allowing institutions to highlight the innovations and contributions their faculty and students make to the community, state and world through research, the arts, and sports.

This policy adopts the Lobbyist Disclosure and Regulation Act (LDRA) with additional restrictions and reporting requirements. Specifically, the policy establishes the following standards and rules:

- Only a president, senior vice-president (or equivalent), or legislative liaison may engage in legislative communications, with limits of two designated legislative liaisons during a legislative session. A president may authorize other employees to engage in legislative communications for limited, subject-specific purposes.
- In general expenditures associated directly or indirectly with legislative communications are prohibited. Expenditures are defined by the LDRA and do not include expenses such as:
 - Food and beverage that does not exceed food reimbursement rate, and the aggregate daily expenditures for food and beverage do not exceed the food reimbursement rate;

- Items that have a value less than \$10; or
- Food and beverage at events to which all legislators are invited.
- The LDRA list allows for other expenses that are not considered expenditures that institutions may use in legislative communications. In general, institutions may host legislators to meetings or events at which food is provided as long as the institution stays within the expense limits or the expense is part of a meeting for all legislators or a legislative committee.
- The policy also allows institutions to host legislators at school-sponsored events, which are defined as entertainment, a performance, a contest, or a recreational activity that an individual participates in or is a spectator at, including a sporting event, an artistic event, a play, a movie, dancing, or singing. However, the following conditions apply:
 - Institutions may only host legislators at a maximum of two institution-sponsored men's football or men's basketball athletic events per calendar year.
 - Institutions must annually report that which legislators attend events and the costs associated with their attendance.

These proposed policy provisions will give institutions the ability to engage legislators while also ensuring the necessary limitations and transparency for a public institution.

Commissioner's Recommendation

The Commissioner recommends the Regents approve policy R250 effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GTL
Attachment

R250-1. Purpose: To provide guidance on legislative communications and expenditures associated with legislative communications.

R250-2. References

- 2.1. Utah Code §53B-1-103(2) (State Board of Regents: Powers and Duties)
- 2.2. Utah Code §36-11 (Lobbyist Disclosure and Regulation Act)
- 2.3. Regent Policy 3.3.3.5. (Advocacy Consistent with Board Actions)

R250-3. Definitions

3.1. "Event" means entertainment, a performance, a contest, or a recreational activity that an individual participates in or is a spectator at, including a sporting event, an artistic event, a play, a movie, dancing, or singing.

3.2. "Expenditure" means any of the items listed in Utah Code 36-11-102 when given to or for the benefit of a public official unless consideration of equal or greater value is received, including:

- 3.2.1 a purchase, payment, or distribution;
- 3.2.2 a loan, gift, or advance;
- 3.2.3 money;
- 3.2.4 services or goods; or
- 3.2.5 a ticket or admission to an event.

3.3. "Expenditure" does not mean:

3.3.1. the item is food or beverage with a value that does not exceed the food reimbursement rate, and the aggregate daily expenditures for food and beverage do not exceed the food reimbursement rate; or

3.3.2. the item is not food or beverage, has a value of less than \$10, and the aggregate daily expenditures do not exceed \$10;

3.3.3. food or beverage that is provided at an event, a tour, or a meeting to which the following are invited:

3.3.3.1. all members of the Legislature;

3.3.3.2. all members of a standing or interim committee;

3.3.3.3. all members of an official legislative task force;

3.3.3.4. all members of a party caucus; or

3.3.4. travel to, lodging at, food or beverage served at, and admission to an approved activity;

3.3.5. sponsorship of an event that is an approved activity;

3.3.6. admission to, attendance at, or travel to or from an event, a tour, or a meeting:

3.3.6.1. that is sponsored by a governmental entity; or

3.3.6.2. that is widely attended and related to a governmental duty of a public official;

3.3.7. travel to a widely attended tour or meeting related to a governmental duty of a public official if that travel results in a financial savings to the state; or

3.3.8. other actions excluded from the meaning of "expenditure" under Utah Code Section 36-11-102.

3.4. "Legislative communications" means a USHE employee in his or her official capacity, either directly or indirectly, communicating with a legislator to influence legislative action; "Legislative Communications" does not include (i) requests to a legislator to sponsor legislation; (ii) communications between or within a USHE institution or other agencies of the Executive Branch; (iii) testifying before a legislative body, including a legislative committee or task force; (iv) answering questions legislators' questions; (v) communications with legislative staff; or (vi) communications required by law.

3.5. "Meeting" means a gathering of people to discuss an issue, receive instruction, or make a decision, including a conference, seminar, or summit.

3.6. "Tour" means visiting a location, for a purpose relating to the duties of a public official, and not primarily for entertainment, including:

3.6.1. viewing a facility;

3.6.2. viewing the sight of a natural disaster; or

3.6.3. assessing a circumstance in relation to which a public official may need to take action within the scope of the public official's duties.

R250-4. Legislative Communications

4.1. Institutions may represent the Board of Regents by taking official positions on legislative action. Institutions may not take a position on legislative action that is contrary to the Board's position.

4.2. A president, a senior vice-president (or equivalent), or legislative liaison may engage in legislative communications without restriction at any time and for any reason.

4.2.1. A president may appoint up to two legislative liaisons for any General Session or Special Session of the Legislature.

4.3. Unless authorized under this policy, USHE employees in their official capacities shall not engage in legislative communications.

4.3.1. A president may authorize an employee to engage in legislative communications for the limited purpose of explaining technical concepts, or providing subject-matter expertise.

4.3.2. Institutions may not engage outside entities to conduct legislative communications on the institution's behalf unless granted specific authorization from the Board of Regents.

R250-5. Expenditures

5.1. **Expenditures are Prohibited:** Expenditures associated directly or indirectly with legislative communications are prohibited except in the following circumstances:

5.1.1. Institutions may host legislators at institution-sponsored events.

5.1.1.1. Institutions may only host legislators at a maximum of two institution-sponsored men's football or men's basketball athletic events per calendar year.

5.1.1.2. The institutions shall annually report to the Board at the end of the fiscal year the legislators who attended, and the costs associated with hosting the legislators at the events, including the cost of admission (in any).

5.1.2. Institutions may pay travel and registration costs for a legislator to attend a meeting that addresses specific policies and issues impacting public higher education and that would assist legislators in understanding and addressing issues for USHE.

5.1.2.1. The institutions shall annually report to the Board at the end of the fiscal year any meetings legislators attended and the associated travel costs of for any legislators to attend the meeting, including travel, admission, meals and any other associated or incidental costs or benefits the legislator received.



July 11, 2018

MEMORANDUM

State Board of Regents

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

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: Revision of Policy 714, Capital Facilities Community Impact

Issue

Institutions with on-campus housing take many measures to ensure the health and safety of students living there. The proposed policy revisions will ensure those institutions with on-campus housing will provide new students with information regarding the benefits of vaccinations in preventing communicable diseases.

Background

Institutions of higher education that house students on campus continuously seek methods to keep the residents safe and healthy. Communal living poses unique public health challenges, particularly with communicable diseases. Many of those diseases are vaccine-preventable.

This policy requires institutions with on-campus housing, at a minimum, to provide the following information to new students:

- Symptoms and risks—particularly the risks for those living in group arrangements of vaccine-preventable diseases known to occur in adolescents and adults;
- Current Category A and B recommendations from the United States Centers for Disease Control and Prevention;
- Information regarding where individuals can receive vaccinations; and
- Benefits and risks of vaccinations, and specific information for those persons at higher risk for the disease.

These proposed policy provisions will ensure new students will have the information necessary to make informed decisions about vaccination, thereby contributing to the overall health and safety of all on-campus resident students.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the revision to policy R714, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GTL
Attachments



R714-1. Purpose: To provide for the development of institutional policy in matters relating to planning activities for capital facilities projects on the respective campuses where there are issues such as traffic patterns and volume, parking, impact on municipal utilities systems and other services, noise, health and safety issues, which could be reasonably expected to affect the neighborhoods or the community beyond campus boundaries.

R714-2. References

- 2.1. Utah Code [§53B-6-101](#) (Master Planning - Board Establishes Criteria to Meet Capital Budgetary Needs)
- 2.2. Utah Code [§53B-20-101](#) (Property of Institutions to Vest in State Board)
- 2.3. Utah Code [Title 63A, Chapter 5](#) (State Building Board - Division of Facilities Construction and Management)
- 2.4. Policy and Procedures [R710](#), Capital Facilities

R714-3. Policy

3.1. Institutional Policies: An institution of the Utah System of Higher Education is an integral part of the community it serves and the municipality in which it is located. Even though an institution is exempt from the planning and zoning authority of the local governmental units in which it is located, the President, with the approval of the institutional Board of Trustees, shall develop an institutional capital facilities community impact policy. A copy of the adopted policy shall be filed with the Commissioner's Office.

3.2. Topics for Consideration in an Institutional Capital Facilities Community Impact Policy: Institutional policy should address issues, where appropriate, such as: how to minimize adverse impacts on the institution's local neighborhood and community in a manner consistent with the attainment of the institution's legitimate mission and goals; consultation with affected municipal or county planning and zoning authorities; even though institutions are exempt, consideration of factors which would ordinarily be included in local planning and zoning processes; and scheduling public meetings to review campus facilities master plans.

3.3. Vaccine-Preventable Disease Information in On-Campus Housing: Public health agencies universally encourage ongoing education regarding vaccine-preventable diseases within communities. Institutions that provide on-campus housing shall provide current information on vaccine-preventable diseases to each student at the time of admission or enrollment. Information should include:

3.3.1. Symptoms and risks—particularly the risks for those living in group arrangements of vaccine-preventable diseases known to occur in adolescents and adults;

3.3.2. Current Category A and B recommendations from the United States Centers for Disease Control and Prevention;

¹ Adopted November 17, 1989, revised September 24, 1993 and July 19, 2013

3.3.3. Information regarding where individuals can receive vaccinations; and

3.3.4. Benefits and risks of vaccinations, and specific information for those persons at higher risk for the disease.

3.4. Board Review of Master Plans: The State Board of Regents conducts a biennial review of the comprehensive campus facilities master plan for each institution in correlation with academic master plans as provided in R710-4.5.2. Prior to approval of an institution's campus master plan, the Board will consider reports of institutionally sponsored public meetings or other input from institutional processes established under this policy to assess the community impact of material changes in the master plan. These Regent reviews normally take place during public meetings of the Board held on the campus.

R714-1. Purpose: To provide for the development of institutional policy in matters relating to planning activities for capital facilities projects on the respective campuses where there are issues such as traffic patterns and volume, parking, impact on municipal utilities systems and other services, noise, health and safety issues, which could be reasonably expected to affect the neighborhoods or the community beyond campus boundaries.

R714-2. References

- 2.1. Utah Code [§53B-6-101](#) (Master Planning - Board Establishes Criteria to Meet Capital Budgetary Needs)
- 2.2. Utah Code [§53B-20-101](#) (Property of Institutions to Vest in State Board)
- 2.3. Utah Code [Title 63A, Chapter 5](#) (State Building Board - Division of Facilities Construction and Management)
- 2.4. Policy and Procedures [R710](#), Capital Facilities

R714-3. Policy

3.1. Institutional Policies: An institution of the Utah System of Higher Education is an integral part of the community it serves and the municipality in which it is located. Even though an institution is exempt from the planning and zoning authority of the local governmental units in which it is located, the President, with the approval of the institutional Board of Trustees, shall develop an institutional capital facilities community impact policy. A copy of the adopted policy shall be filed with the Commissioner's Office.

3.2. Topics for Consideration in an Institutional Capital Facilities Community Impact Policy: Institutional policy should address issues, where appropriate, such as: how to minimize adverse impacts on the institution's local neighborhood and community in a manner consistent with the attainment of the institution's legitimate mission and goals; consultation with affected municipal or county planning and zoning authorities; even though institutions are exempt, consideration of factors which would ordinarily be included in local planning and zoning processes; and scheduling public meetings to review campus facilities master plans.

3.3. [Vaccine-Preventable Disease Information in On-Campus Housing:](#) [Public health agencies universally encourage ongoing education regarding vaccine-preventable diseases within communities. Institutions that provide on-campus housing shall provide current information on vaccine-preventable diseases to each student at the time of admission or enrollment. Information should include:](#)

[3.3.1. Symptoms and risks—particularly the risks for those living in group arrangements of vaccine-preventable diseases known to occur in adolescents and adults;](#)

[3.3.2. Current Category A and B recommendations from the United States Centers for Disease Control and Prevention;](#)

¹ Adopted November 17, 1989, revised September 24, 1993 and July 19, 2013

3.3.3. Information regarding where individuals can receive vaccinations; and

3.3.4. Benefits and risks of vaccinations, and specific information for those persons at higher risk for the disease.

3.34. Board Review of Master Plans: The State Board of Regents conducts a biennial review of the comprehensive campus facilities master plan for each institution in correlation with academic master plans as provided in **R710-4.5.2**. Prior to approval of an institution's campus master plan, the Board will consider reports of institutionally sponsored public meetings or other input from institutional processes established under this policy to assess the community impact of material changes in the master plan. These Regent reviews normally take place during public meetings of the Board held on the campus.

July 11, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Board of Regents Strategic Plan Update – 2018 Progress Report

Issue

The Commissioner's Office has prepared the 2018 Progress Report for the Boards of Regents' 2025 Strategic Plan. The report summarizes the work that that Board and Commissioner's Office has engaged in over the last year, provides a status update on the priority initiatives adopted in May, and identifies eight system metrics designed to measure progress made on the four strategic objectives of the Board.

Background

On January 22, 2016, the Board adopted a ten-year higher education strategic plan, designed to focus the efforts of the Board on three critical strategic objectives: Affordable Participation, Timely Completion, and Innovative Discovery. In 2017 the Board received its first annual progress report on the work that the system had engaged in related to the Board's objectives.

Over the last year, the Board, in concert with the Commissioner's Office, has reaffirmed its strategic goal to "increase the educational attainment of Utahns to enhance their overall quality of life, and to meet Utah's current and future workforce needs." Additionally, the Board realigned its strategic objectives to include: Affordable Participation, Timely Completion, Research and Workforce, and Capacity and Growth, with the expectation that these strategic objectives would help guide the work that the Commissioner's Office and USHE institutions engage in over the next seven years to realize the Board's strategic goal.

In May 2018, the Board of Regents approved priority initiatives that will most advance the Board's strategic goal. To accomplish these priorities, existing resources within the Commissioner's Office will be identified, or, if necessary, additional resources will be requested from the state.

The 2018 Progress Report:

1. Summarizes and provides an update on the priority initiatives
2. Highlights progress on ongoing system efforts related to Strategic Communications and Student Career Exploration, Completion, and Mental Health issues.
3. Identifies eight system-focused metrics designed to measure progress made on the four strategic objectives of the Board.

Commissioner's Recommendation

The Commissioner recommends the Board approve the 2018 Progress Report and the eight system focused metrics, direct the Commissioner's Office to work with institutions to develop institution-specific goals related to each of these system metrics, and provide an updated progress report in 2019.

DLB/KLH/SJ

David L. Buhler
Commissioner of Higher Education

July 11, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Campus Master Plan Amendment

Issue

Regent policy R706, *Capital Facilities Master Planning* requires the Board of Regents to review and approve institutional campus master plans every two years. Southern Utah University (SUU) seeks approval of an amendment to the institutional campus master plan, which was last approved on July 15, 2016.

Background

SUU requests the review and approval of an amendment to the institutional campus master plan which was last approved in 2016. A letter from the University describing the updates to the master plan is attached along with a map of the master plan for the University. University officials will be present at the meeting and be available to respond to Board questions.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

June 26, 2018

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

Subject: 2018 Southern Utah University Campus Master Plan Update

Dear Commissioner Buhler:

Southern Utah University requests review and approval of an update to the 2018 Southern Utah University Campus Master Plan per Board of Regent policy. Changes made to this plan are described below and outlined on the master plan map.

- A. Added George S. Eccles Sports Performance Center
- B. Removed potential Athletics/Sports additions
- C. Replaced two (2) potential Academic structures with Soccer fields
- D. Renamed Centrum Arena to America First Event Center
- E. Moved potential Engineering and Technology building addition to east side of building
- F. Adjusted footprint of new Business Building (Dixie L. Leavitt School of Business)
- G. Removed potential addition from Bennion Building
- H. Renamed remodeled Business building to Geoscience building
- I. Adjusted black boundary lines to include Renaissance properties
- J. Added orange color to legend to indicate leased buildings and added Founders Hall
- K. Removed potential Housing from razed Juniper Hall site and changed lot to a paved parking lot
- L. Razed Judd Home
- M. Added potential addition to Library
- N. Replaced two (2) houses with potential Child and Family Development Center
- O. Added potential Academic building west of Multipurpose Center

We look forward to presenting to the Board of Regents on July 19, 2018.

Sincerely,



Marvin L. Dodge,
CFO, Vice President

SOUTHERN UTAH UNIVERSITY

2018 Campus Master Plan

Southern Utah University requests review and approval of an update to the 2018 Southern Utah University Campus Master Plan per Board of Regent policy. Changes made to this plan are described below and outlined on the master plan map.

- A . Added George S. Eccles Sports Performance Center**
- B . Removed potential Athletics/Sports additions**
- C . Replaced two (2) potential Academic structures with Soccer fields**
- D . Renamed Centrum Arena to America First Event Center**
- E . Moved potential Engineering and Technology building addition to east side of building**
- F . Adjusted footprint of new Business building (Dixie L. Leavitt School of Business)**
- G . Removed potential addition from Bennion building**
- H . Renamed remodeled Business building to Geoscience building**
- I . Adjusted black boundary lines to include Renaissance properties**
- J . Added orange color to legend to indicate leased buildings and added Founders Hall**
- K . Removed potential Housing from razed Juniper Hall site and changed lot to a paved parking lot**
- L . Razed Judd Home**
- M . Added potential addition to Library**
- N . Replaced two (2) houses with potential Child and Family Development Center**
- O . Added potential Academic building west of the Multipurpose Center**

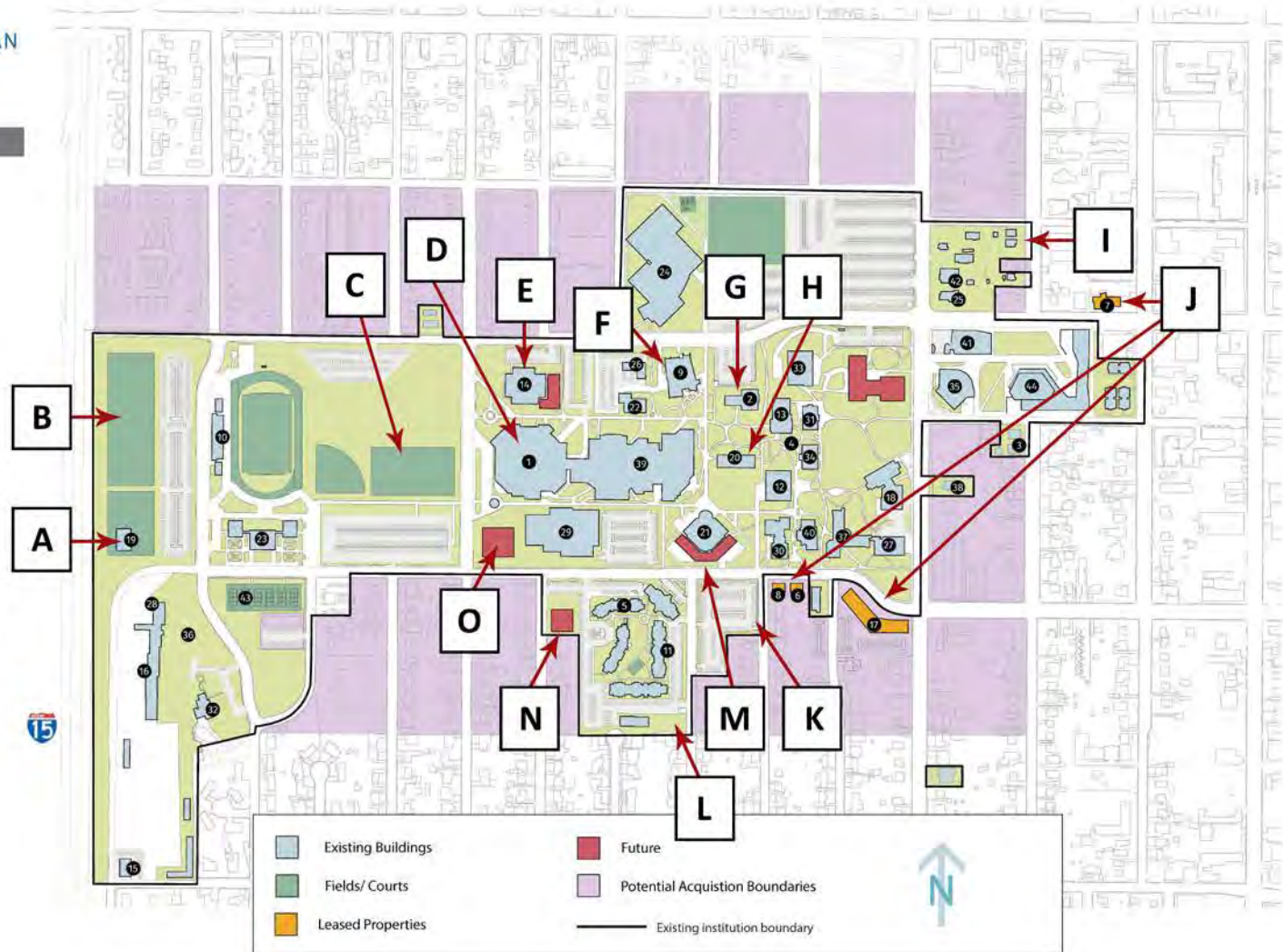


SUU CAMPUS MASTER PLAN 2018

SOUTHERN UTAH UNIVERSITY

EXISTING CAMPUS BUILDINGS

1. America First Event Center
2. Bennion Building
3. Burch Mann House
4. Carter Carillon
5. Cedar Hall
6. Community Engagement Center
7. Community Outreach Center
8. Confucius Institute
9. Dixie L. Leavitt School of Business
10. Eccles Coliseum
11. Eccles Living & Learning Center
12. Electronic Learning Center
13. Emma Eccles Jones Education Building
14. Engineering & Technology
15. Facilities Management Administration
16. Facilities Management Shops
17. Founders Hall
18. General Classroom Building
19. George S. Eccles Sports Performance Center
20. Geoscience Building
21. Gerald R. Sherratt Library
22. Heat Plant
23. J. D. & Alice C. Harris Center
24. J. L. Sorenson Physical Education Building
25. J. Reuben Clark, Jr. Alumni House
26. Leadership Engagement Center
27. L. S. & Aline W. Skaggs Center for Health & Molecular Sciences
28. Motor Pool
29. Multipurpose Center
30. Music Center
31. Old Main
32. President's Residence
33. R. Haze Hunter Conference Center
34. R.C. Braithwaite Liberal Arts Center
35. Randall L. Jones Theatre
36. Rocky Mountain Power Challenge Course
37. Science Center
38. Shakespeare Child Care Center
39. Sharwan Smith Student Center
40. South Hall
41. Southern Utah Museum of Art
42. SUU Police
43. Tennis Courts
44. Utah Shakespeare Festival



July 11, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Property Acquisition

Issue

Regent Policy R703, *Acquisition of Real Property* requires the Board of Regents to approve institutional property purchases exceeding \$500,000. Southern Utah University (SUU) requests Board approval to purchase a residential property on 0.31 acres adjacent to University property at 11 North 200 West in Cedar City, for \$575,000 using institutional funds.

Background

SUU is land-locked between residential neighborhoods in Cedar City, Utah. The University requests approval to purchase a 0.31-acre property located on the east side of campus, just north of the Museum of Art. With the acquisition of this property, the University would own all but one small plat on the block strategically located for the University. The property includes a 6,000 square foot home built in 1979 that has been well maintained. The property appraised for \$580,000 and the University has agreed on a purchase price of \$575,000 with the seller. Institutional funds from within the University budget will be used for the acquisition of the property.

Additional information about this request may be found in the attached letter from the University, property summary, maps, and the executive summary of the property appraisal. Representatives from Southern Utah 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 the Board authorize Southern Utah University to acquire property located at approximately 11 North 200 West in Cedar City, Utah.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

June 20, 2018

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

RE: Board of Regents review and approval of a proposed property purchase

Dear Commissioner Buhler,

Southern Utah University (SUU) recently signed an offer to purchase property contiguous to campus which further expands our footprint and is strategic in our effort to acquire the entire "Renaissance block." We are seeking Board of Regent approval for this purchase as outlined in Policy R703 – which requires approval for property acquisitions above \$500,000.

As you may recall, in January 2017, we completed the purchase of all eight Renaissance Apartment properties on the block north of the new Beverley Taylor Sorensen Center for the Arts (between 200 and 300 West, and University Blvd to Harding Ave.). A map is included with this document outlining the Warthen home relative to SUU's current property line.

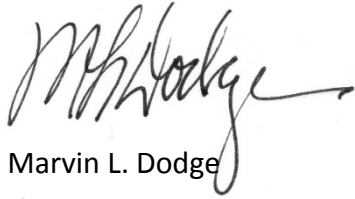
The home is being sold by the Warthen Family Trust from Las Vegas, NV. Historically used as a summer vacation home by the Warthen family, the home was recently listed on the market with an asking price of \$650,000. The University's purchase agreement is for \$575,000. An appraisal of the property has been arranged but not yet completed; though we anticipate having the appraisal report in time for the July Board of Regents meeting.

Attached, please also find the listing document which outlines specifics about the home. Constructed in 1979, the home includes 6,028 square feet, 3 stories, with an attached two car garage, sitting on a .31 acre lot which is zoned Downtown Commercial. The home is in excellent condition and other than needing cosmetic updating, will be an asset to retain and utilize for University purposes yet to be determined.

We have confirmed through the property condition disclosure a new metal roof was installed in 2014 and new air conditioning was installed in 2017. The University Facilities Department is conducting a thorough engineering assessment and inspection of the home for code compliance. This report will also be completed in time for the July 20th meeting.

Based on Board of Regent approval the closing date will be set for the last week in July 2018. I look forward to responding to any questions that may arise during the July 20th meeting or before.

Best regards,

A handwritten signature in black ink, appearing to read 'ML Dodge', with a long horizontal flourish extending to the right.

Marvin L. Dodge

11 N 200 W Street, Cedar City, UT 84720

82600 Residential Active \$650,000



Provided as a courtesy of
COLDWELL BANKER ADVANTAGE
26 N Main
CEDAR CITY, UT 84720
rhonda@coldwelladvantage.com
<http://www.coldwelladvantage.com>



Type:	Single Family	Building Permit Number:		Total Bedrooms:	5
MLS Area:	01 - Cedar City (Annexed Only)	Lofts:	1	Full Baths:	4
Half Baths:	1	Garage Capacity:	2	Garage Type:	Attached
Basement:	Yes	Style:	Ranch/Rambler	Fireplaces:	Three or More
Lot Dimensions:		Lot Acres:	0.31	Year Built:	1979
To Be Built:	No	HOA:	No	PUD:	No
Upstairs SqFt:	1,866	Main SqFt:	2,301	Basement SqFt:	1,861
Total SqFt:	6,028	Square Foot Source:	County Records	Elementary:	
Jr. High:		Sr. High:			
County:	Iron	Zoned:	R	Parcel Number:	B-0653-0000-0000
Tax Acct #:	0055191	Senior Community:		HOA Dues \$:	
Special Taxes (SID)\$:		Total Taxes:	4,582.02		
For Sale or Rent:	For Sale				
Subdivision:	Not Applicable				
Financing Remarks:					
<p>Directions: Located on the corner of 200 W and University Blvd, right across the street from the Shakespeare Festival.</p> <p>Public Remarks: You can't beat the location of this house! It is right across the street from the Shakespeare Festival and less than one block from SUU campus. This charming home has 5 bedrooms, 4 & 1/2 bathrooms, and is perfect for a big family! It has two kitchens and a ton of extra living space for family events and parties. The home has a ton of character, and is in amazing condition. There is a formal living room and dining room, informal living room and dining area, and an open basement to be enjoyed. With all of the open space, the house is perfect for big events. The yard has a covered patio, large grassy area, and plenty of trees to provide shade.</p>					
<p>Occupancy: Owner; Vacant</p> <p>Level % Finished: % Finished Upper: 100; % Finished Main: 100; % Finished Basement: 100</p> <p>Possession: Upon Closing</p> <p>Appointment: Call Listing Agent</p> <p>Construction: Brick</p> <p>Utilities: Culinary, City; Electricity; Natural Gas; Propane</p> <p>Water Heater: Electric</p>		<p>Floor Covering: Hardwood; Linoleum/Vinyl; Wall-Wall Carpet</p> <p>Energy Conservation: Ceiling Fan; Wood Stove</p> <p>Patio/Deck: Patio Covered</p> <p>Roof: Metal</p> <p>Air Conditioning: Central Air</p> <p>Landscaping: Fenced Full; Landscaped - Full; Sprinkler - Auto</p> <p>Heating: Electric; Gas</p>		<p>Appliances: Complete Range; Dishwasher; Dryer; Refrigerator; Washer</p> <p>Basement: Interior Access Only</p> <p>Outside Inclusions: Cable TV; Sidewalk</p> <p>Accessibility: Paved</p> <p>Sale Type: Conventional</p> <p>Assoc Dues Cover: None</p>	
List Price:	650,000				

Information is deemed to be reliable, but is not guaranteed. © 2018 MLS and FBS. Prepared by on Tuesday, May 29, 2018 1:30 PM. The information on this sheet has been made available by the MLS and may not be the listing of the provider.



DANIEL ROBERTS
Principal Broker
REALTOR

(435)586-8181 BUS., (435)586-7328 FAX
(888)586-8181 TOLL FREE
(435)559-2221 CELL
dan@coldwelladvantage.com
www.danrobertsrealestate.com



COLDWELL BANKER COMMERCIAL
ADVANTAGE
26 NORTH MAIN STREET
CEDAR CITY, UT 84720

Each Office is Independently Owned and Operated

Account 0055191

Location

Parcel Number B-0653-0000-0000

Account Number 0055191

Tax District 06 - CEDAR CITY

Acres 0.31

Situs 11 N 200 W , CEDAR CITY

Legal COM SE COR LOT 1, BLK 34, PLAT B,
CEDAR CITY TOWN SURVEY; W 123 FT, N 108
FT, E 123 FT, S 108 FT.

Parent Parcels

Parent Accounts

Child Parcels

Child Accounts

Transfers

Owner

Name WARTHEN JOHN E FAMILY TRUST

3422 E ROCHELLE AVE

LAS VEGAS, NV 89121

Value

Market (2017)	\$374.937
----------------------	------------------

Taxable	\$374.930
----------------	------------------

Tax Area: 06 Tax Rate: 0.011381

Type	Actual	Assessed Acres
------	--------	----------------

Improvement	\$342,268	\$342,265	0.000
-------------	-----------	-----------	-------

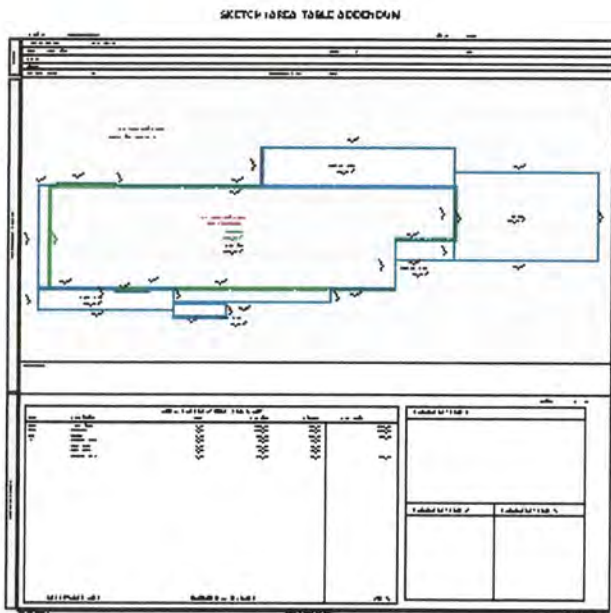
Land	\$32,669	\$32,665	0.310
------	----------	----------	-------

Doc Description

Warranty Deed

Images

- Map
- Sketch



SKETCH/AREA TABLE ADDENDUM

SUBJECT	Parcel No	B-0653-0000-0000		File No	55191																																																						
	Property Address	11 N 200 W																																																									
	City	Cedar City	State	UT	Zip																																																						
	Owner																																																										
	Client																																																										
APPRAISAL	Appraiser Name	TLM		Inspection Date	2004																																																						
	<div style="text-align: center; margin-bottom: 10px;"> <p>(Per Historical Data)</p> <p>Second Floor 2135 Sq Ft</p> </div> <div style="text-align: center; margin-top: 10px;"> <p>(Per Historical Data)</p> <p>Need Dimensions</p> <p>Basement 1861.00 sf</p> <p>First Floor 2043.00 sf</p> </div>																																																										
<p>Comments:</p>																																																											
AREA CALCULATIONS	<p>AREA CALCULATIONS SUMMARY</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Code</th> <th>Description</th> <th>Factor</th> <th>Net Size</th> <th>Perimeter</th> <th>Net Totals</th> </tr> </thead> <tbody> <tr> <td>GL1</td> <td>First Floor</td> <td>1.00</td> <td>2043.00</td> <td>212.00</td> <td>2043.00</td> </tr> <tr> <td>BSMT</td> <td>Basement</td> <td>1.00</td> <td>1861.00</td> <td>196.00</td> <td>1861.00</td> </tr> <tr> <td>Gar</td> <td>Garage</td> <td>1.00</td> <td>625.00</td> <td>100.00</td> <td>625.00</td> </tr> <tr> <td>C/P</td> <td>Covered Porch</td> <td>1.00</td> <td>60.00</td> <td>32.00</td> <td>60.00</td> </tr> <tr> <td>O/P</td> <td>Open Porch</td> <td>1.00</td> <td>122.00</td> <td>60.00</td> <td>60.00</td> </tr> <tr> <td>O/P</td> <td>Open Porch</td> <td>1.00</td> <td>36.00</td> <td>26.00</td> <td>26.00</td> </tr> <tr> <td>C/P</td> <td>Covered Porch</td> <td>1.00</td> <td>365.00</td> <td>55.00</td> <td>365.00</td> </tr> <tr> <td colspan="3">Net LIVABLE Area</td> <td>(rounded w/ factors)</td> <td></td> <td>2043</td> </tr> </tbody> </table>					Code	Description	Factor	Net Size	Perimeter	Net Totals	GL1	First Floor	1.00	2043.00	212.00	2043.00	BSMT	Basement	1.00	1861.00	196.00	1861.00	Gar	Garage	1.00	625.00	100.00	625.00	C/P	Covered Porch	1.00	60.00	32.00	60.00	O/P	Open Porch	1.00	122.00	60.00	60.00	O/P	Open Porch	1.00	36.00	26.00	26.00	C/P	Covered Porch	1.00	365.00	55.00	365.00	Net LIVABLE Area			(rounded w/ factors)		2043
	Code	Description	Factor	Net Size	Perimeter	Net Totals																																																					
GL1	First Floor	1.00	2043.00	212.00	2043.00																																																						
BSMT	Basement	1.00	1861.00	196.00	1861.00																																																						
Gar	Garage	1.00	625.00	100.00	625.00																																																						
C/P	Covered Porch	1.00	60.00	32.00	60.00																																																						
O/P	Open Porch	1.00	122.00	60.00	60.00																																																						
O/P	Open Porch	1.00	36.00	26.00	26.00																																																						
C/P	Covered Porch	1.00	365.00	55.00	365.00																																																						
Net LIVABLE Area			(rounded w/ factors)		2043																																																						
Scale: 1" = 13'																																																											
<p>Comment Table 1</p>																																																											
<p>Comment Table 2</p>																																																											
<p>Comment Table 3</p>																																																											





SUU Campus Aerial Image

Date: 9/11/2017

Scale: NTS

Southern Utah University assumes no liability for the accuracy of this map. Intent is for viewing purposes only.

SUU SOUTHERN
UTAH
UNIVERSITY
FACILITIES MANAGEMENT

351 WEST UNIVERSITY BOULEVARD
CEDAR CITY, UTAH 84720
phone: (435) 865-8735
fax: (435) 586-5482

APPRAISAL OF



Single Family Residential

LOCATED AT:

11 N 200 W
Cedar City, UT 84720

CLIENT:

Southern Utah University/co Caldwell Banker Advantage
26 North Main Street
Cedar City, UT, 84720

AS OF:

June 15, 2018

BY:

David W. Lawley
5467799-CR00

06/15/2018

Dan Roberts
Southern Utah University/co Caldwell Banker Advantage
26 North Main Street
Cedar City, UT, 84720

File Number: 18-082

Dear SUU,

In accordance with your request, I have appraised the real property at:

11 N 200 W
Cedar City, UT 84720

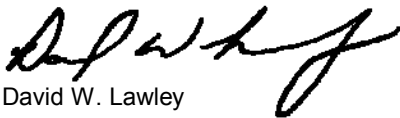
The purpose of this appraisal is to develop an opinion of the defined value of the subject property, as improved.
The property rights appraised are the fee simple interest in the site and improvements.

In my opinion, the defined value of the property as of June 15, 2018 is:

\$580,000
Five Hundred Eighty Thousand Dollars

The attached report contains the description, analysis and supportive data for the conclusions,
final opinion of value, descriptive photographs, assignment conditions and appropriate certifications.

Sincerely,



David W. Lawley
5467799-CR00

DWL

July 11, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Horse Barn Non-State Funded Project

Issue

As required by Regent Policy R702, *Non-State Funded Projects* Utah State University (USU) requests Board authorization to proceed with a non-state funded project to construct a new horse barn on the South Farm property in Wellsville, Utah for \$1,800,000.

Background

Regent policy R702 requires the Board to review capital projects requiring State Building Board or Legislative approval. State statute (63A-5-104) defines capital projects with more than \$500,000 of new space as “capital developments” and allows the State Building Board to approve those projects without legislative approval, if the project does not use state funding sources for the design, construction, operation, or maintenance of the facility.

The University operates a South Farm in Wellsville, UT, just a few miles south of the main Logan campus. The 26-acre South Farm site supports the Department of Animal, Dairy and Veterinary Sciences, which offers a four-year degree in Equine Science and Management. South Farm includes an Equine Education Center that contains classrooms, a riding arena, and barn space. As the equine program continues to grow, and in order to host more equine competitions and events, USU requests approval to construct a new 20,000 square foot metal horse barn to increase horse stall space. The new facility will augment existing facilities and provide additional horse capacity to support the growing program. The project is estimated to cost \$1,800,000 funded with institutional funds from the School of Veterinary Medicine. No state funds will be used in the design, construction, operation, maintenance or improvement of the project.

The University’s Board of Trustees approved this project in their June 2018 meeting. Additional information about the project is provided in the attached letter from the University and map of the proposed site. Representatives from USU will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends the Board authorize Utah State University to present the Horse Barn project to the Utah State Building Board for final approval.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

June 19, 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: Construct a New Horse Barn, a Non-State Funded Project

Dear Commissioner Buhler:

Utah State University desires approval to construct a new horse barn, a non-state funded project, on the South Farm in Wellsville, Utah. This request has been approved by the Utah State University Board of Trustees.

The new facility will provide additional stall space for the emerging needs of the growing equine program and provide USU the capability to host horse show competitions that will showcase the program and recruit students.

The proposed facility is a 20,000 square-foot, metal building that contains a pre-manufactured system that will require site work to complete the electrical, plumbing distribution, and heating requirements. Additionally, utilities services will need to be run and concrete laid. The estimated cost of the building is \$1.8 million and will be funded with funds available within the School of Veterinary Medicine. No funds will be requested from the State for construction, capital improvements, or operations and maintenance.

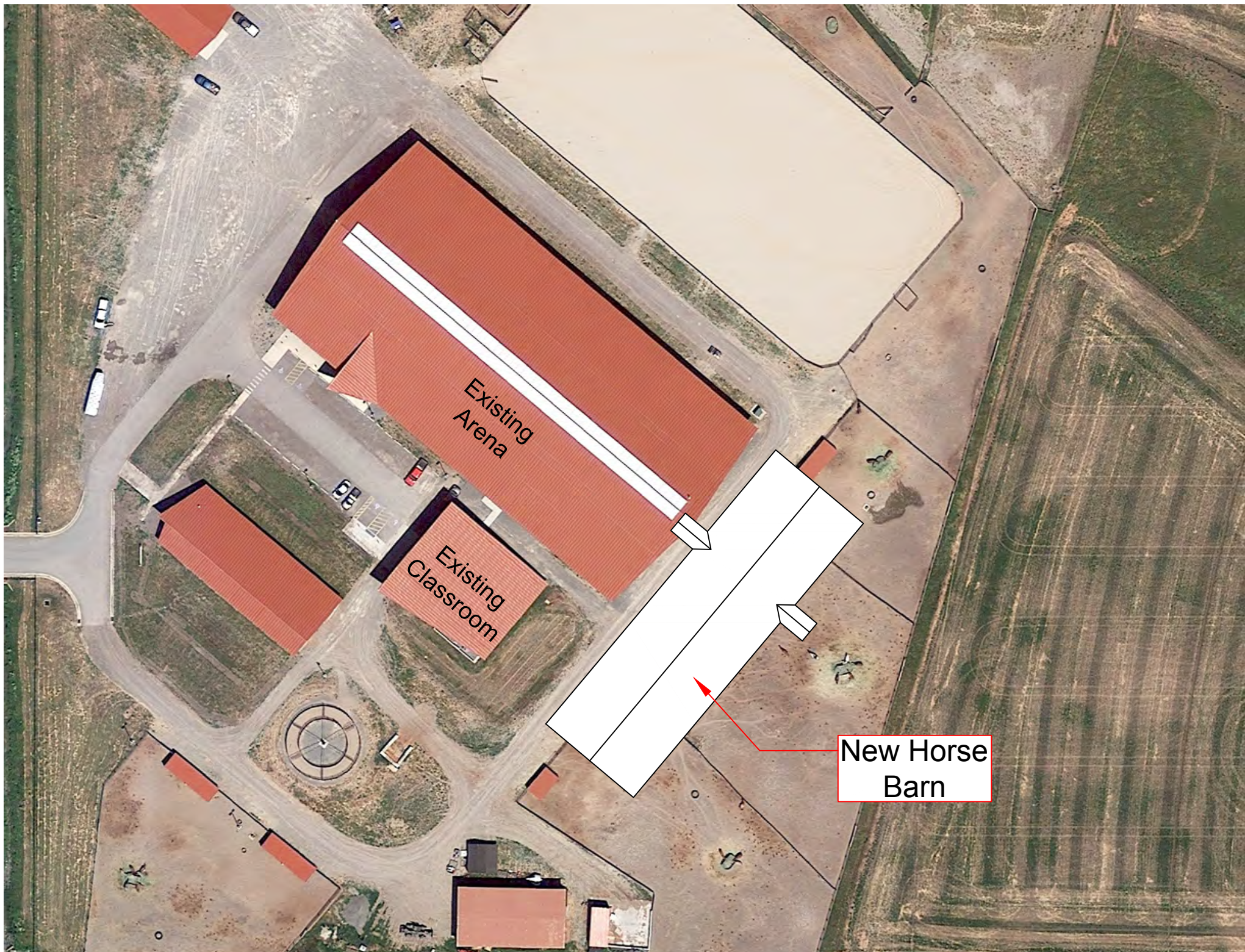
We appreciate your support and request that this item be placed on the agenda for the Board of Regents meeting scheduled on July 20, 2018.

Sincerely,



David T. Cowley
Vice President for Business & Finance

cc: Kimberly Henrie, Associate Commissioner for Finance, Facilities, and Research
Noelle Cockett, USU President



Existing
Arena

Existing
Classroom

New Horse
Barn

July 11, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Snow College – Campus Master Plan Amendment

Issue

Regent policy R706, *Capital Facilities Master Planning* requires the Board of Regents to review and approve institutional campus master plans every two years. Snow College seeks approval of an amendment to the institutional campus master plan, which was last approved on May 20, 2016.

Background

Snow College requests the review and approval of an amendment to the Richfield campus master plan. No changes are requested for the Ephraim campus master plan. A letter from the College describing the updates to the master plan is attached along with a map of the master plan for the College at both the Richfield and Ephraim campuses. College officials will be present at the meeting and be available to respond to Board questions.

Commissioner's Recommendation

The Commissioner recommends the Board approve the Snow College Campus Master Plan.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments



OFFICE OF FINANCE AND ADMINISTRATIVE SERVICES

June 26, 2018

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

Commissioner Buhler:

Snow College would like to present to the Regents a brief overview of a proposed change to our 2016 Campus Master Plan during the Board of Regents meeting on July 19th, 2018 held at Southern Utah University.

The proposed change in the College's master plan is located on the Richfield campus. In the original 2016 Campus Master Plan, the proposed location for future student housing was on the southernmost edge of College property. The College is currently developing an RFP to seek a developer to partner with to construct a P3 student housing project on the Richfield campus. To construct the project in the current proposed location on the 2016 Campus Master Plan would require a significant amount of infrastructure to connect the housing to the rest of campus. The College would like to move the location of the future housing north to the current southern edge of developed campus infrastructure and move the proposed location of future athletic fields to the southern edge of campus property. This will create significant savings as utilities and campus infrastructure are already at the new proposed location. This also makes more sense to locate future student housing closer to established campus buildings. Attached are diagrams of the proposed change.

We look forward to making this presentation to the Board of Regents.

Thank you,



Jake Dettinger

V.P. Finance & Administrative Services



FIGURE 1- Showing the original proposed location for student housing at the far south end of the Richfield campus property.

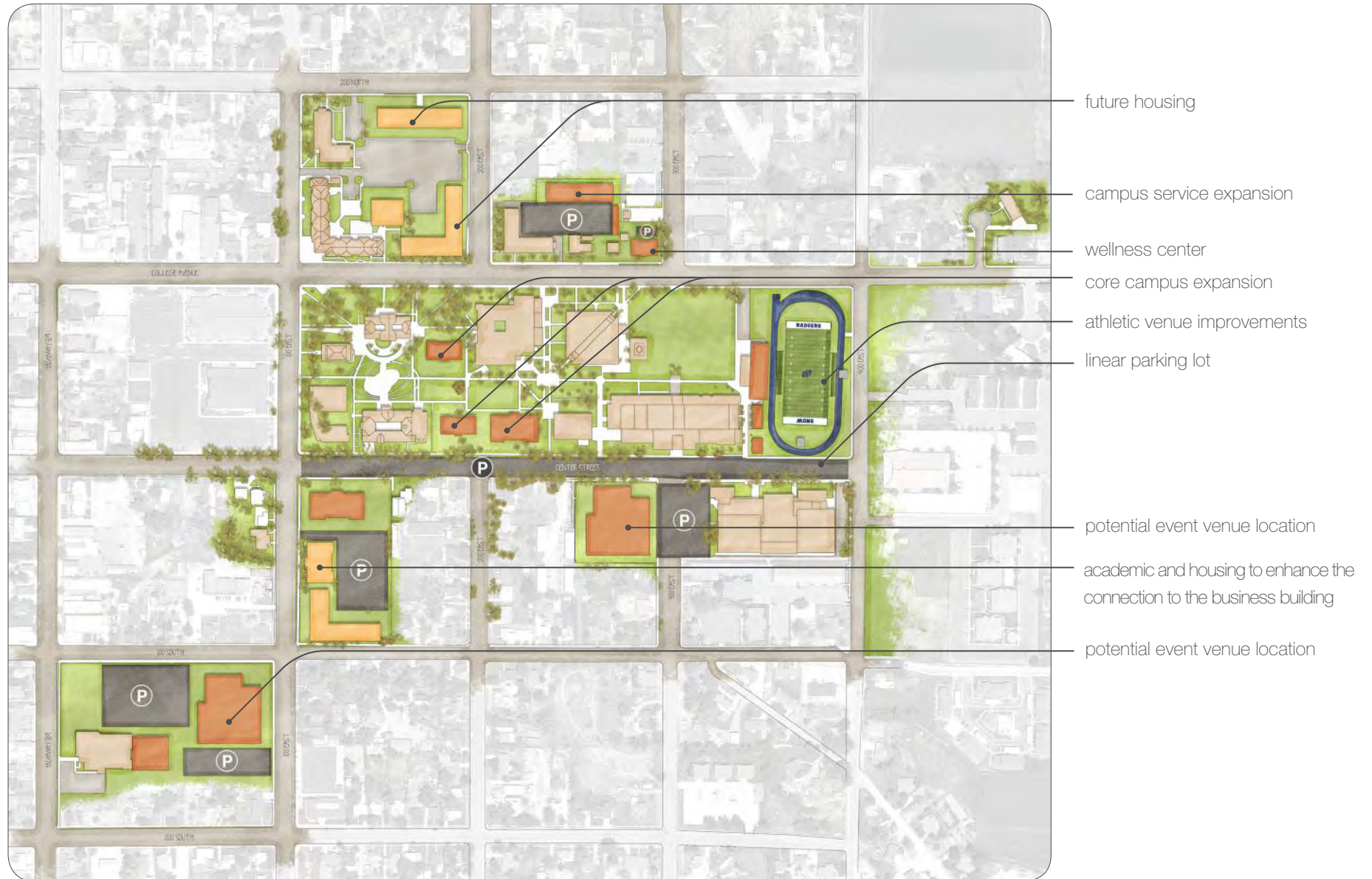


FIGURE 2-Showing the recommended location for student housing closer to the campus core with sidewalks, roads, and utilities more readily available.

Ephraim Campus Opportunities

legend

- existing building
- future building opportunity
- future housing opportunity
- future parking opportunity (P)



July 11, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Snow College – Non-Traditional Arrangement for Student Housing in Richfield

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. Snow College requests authorization to issue an RFP for a private developer to construct and maintain student housing on institutional land on the Richfield campus.

Background

Snow College would like to provide housing options for students attending the Richfield campus. Few options currently exist for Richfield students and a recent survey indicates a demand for housing options in Richfield. Rather than incurring debt to construct housing facilities, the College requests authorization to enter into a public-private partnership with a developer to construct and maintain housing facilities on institutional land on the Richfield campus.

The College proposes to have a private developer construct and maintain approximately 100 housing units and 150 parking stalls in the first phase of a student housing development on the Richfield campus with the potential future construction of two additional phases. The construction and design would be required to conform to all local, state, and federal standards and meet minimum energy efficiency criteria. The College would lease the land to the developer for a de minimis amount and provide lease payments from student housing collections to the winning bid not to exceed forty years. The facility would become property of the institution at the end of the contract period.

As required by Regent policy R712, *Non-Traditional Arrangements for Development of Facilities on Campuses*, the College has worked with the Attorney General's Office (AG) to develop a Request for Proposal (RFP) and will continue to work with the AG to ensure proposals meet statutory requirements. The University's Board of Trustees approved this project in the June 22, 2018 meeting. Additional information about the project is provided in the attached letter from the University and excerpts from the proposed Request for Proposal. Representatives from Snow College will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends the Board authorize Snow College to issue an RFP and enter into a contract with a selected private developer contingent on continued communication and review by the Attorney General's Office.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments



OFFICE OF FINANCE AND ADMINISTRATIVE SERVICES

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

Commissioner Buhler,

Snow College would like to present to the Regents a request to put out an RFP for the College to enter into a public private partnership (P3) agreement with a developer to build student housing on our Richfield campus.

The College does not currently have any College run student housing on the Richfield campus. There also is not any student housing in the Richfield community that is geared towards College students. Making student housing available is one critical component to promoting additional enrollment growth on the Richfield campus. Survey results show that a significant amount of students would prefer to attend the Richfield campus, and enroll in a program offered on that campus, if student housing were available.

The College currently is not in a position to take on additional debt to fund construction of the student housing in Richfield. Our debt leverage ratios are slightly higher than the recommended levels set by the Commissioner's Office. As such the College is seeking a third-party developer to take on the financial risk of developing the student housing in exchange for use of College owned property on which to develop the housing. We have come to find out that this type of P3 arrangement is new to Utah institutions; however, this is being done all across the country by other institutions as a creative way to fund student housing projects.

Attached is a copy of the proposed RFP.

We look forward to making the presentation to the Board of Regents.

Thank you!

Jake Dettinger
V.P. Finance & Administrative Services



RFP for Student Housing

RFP #1819001

Approved by Snow College Board of Trustees
June 22, 2018

Section 1 - General Information
Section 2 - College Background and Environment
Section 3 - General Overview of Scope of Project
Section 4 - General Specifications & Requirements
Section 5 - Selection Requirements
Section 6 - Evaluation Process
Section 7 - Cost
Section 8 - Contact Information
Appendix A - Other Information
Appendix B - Soil Sampling/ALTA Testing
Appendix C – Student Survey Data

IV. SPECIFICATIONS & REQUIREMENTS

A. Project Information

1. Occupancy

- a. The Student Housing Project will be occupied with students attending Snow College except for summer housing, which may host groups and other such entities. In addition, Snow College may only guarantee that 80% occupancy may be retained for a building not exceeding 100 beds. If the facility is structured to have locked corridor areas the potential for other entities to reside in the facility during the academic school year may occur with prior approval by the Snow College Office of Residence Life or Snow College Committee. All occupants residing in the facility must be approved by Snow College.

2. Site

- a. The Student Housing Project will be located on the Snow College Richfield campus in Richfield, Utah (please refer to Appendix A for a detailed survey, environmental survey and soils report for this site). This site is owned by Snow College and will be leased to the developer for a negotiated period of time. The site is approximately 5 acres and has passed a level one environmental survey. An ALTA survey and an archeological survey of the site are enclosed in Appendix A. The developer will be responsible for all site utilities and site development costs including but not limited to: landscaping, paved sidewalks, paved parking areas, exterior lighting, storm drain control and compliance with local zoning and all applicable building/design codes. The state fire marshal must approve all site design and construction. The project site will be leased “as is” in its present condition to the successful respondent.

3. Management

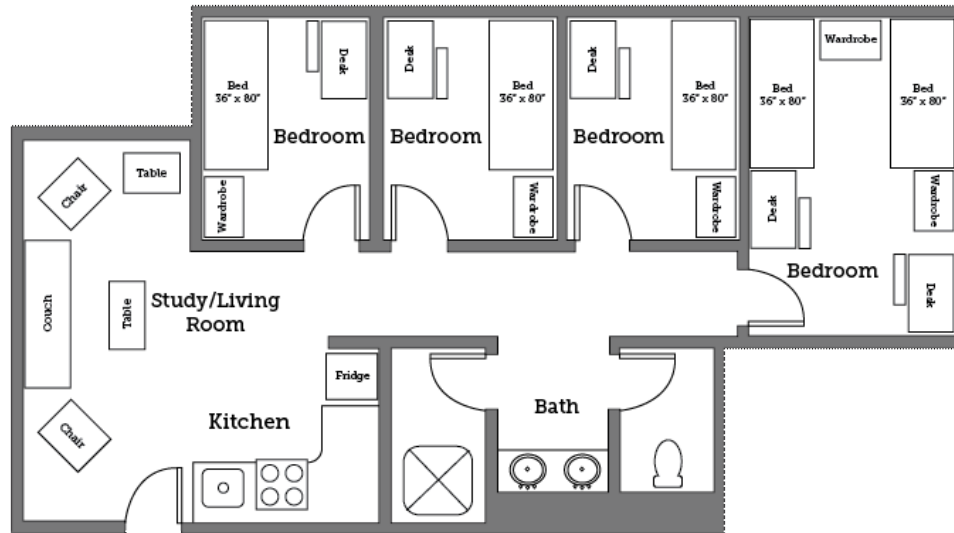
- a. The concept of the project is that the successful responder will build the building and maintain it in conjunction with Snow College. Snow College will provide a Resident Director and Resident Assistant(s) who will manage the occupants and be responsible for enforcing Snow College policies, procedures, rules, regulations, and contract provisions as is currently done in student housing at the Snow College Ephraim campus. Snow College will collect rents and fees and pay them over to the successful responder but the successful responder will be responsible for conducting collection efforts with regards to students who do not pay. Snow College will keep a percentage of all fees collected, the amount is negotiable and the exact amount will be part of the proposal submitted.
- b. The semester rates will be comparable to that of the Ephraim campus. Increases of prices will be reflective as per the Snow College agreed amount annually. See Appendix D

B. Design Criteria

1. Building Types/Amenities
 - a. Apartments, gender neutral bathrooms, resource room/storage, IT closets, Staff Office(s), Front desk, community/programming spaces, lounges/lobbies, study rooms, and laundry rooms.
2. Phases
 - a. The project will be constructed in three phases. Phase one will consist of housing for 100 students and be completed by July 2019. Phase two and Phase three of the building construction to complete the Snow College master plan will be initially offered to the responder with first right of refusal. Phase two and Phase three refer to potential additional buildings on the same site. These Phases will be clarified in full after Phase one is completed. Further RFPs may be required per State Law.
3. Design Standards
 - a. The Student Housing Project will conform to all current state and local design criteria including any requirements from federal loan programs. These current standards include but are not limited to the following current codes: International Building Code of 2015 (including but not limited to: Plumbing, Mechanical, Electrical, etc.), OSHA, Utah State DFCM Student Housing design guidelines (See Appendix A), Utah State Fire Marshal, National Electric Code, Uniform Mechanical Code, ADA Act Title III, 2011: ADAAG, all HUD Housing requirements, Richfield City zoning requirements and the specific requirements listed in this RFP. Design of Structural, Civil, Mechanical and Electrical systems must be by a licensed Engineer with current registration in Utah. Design of Architectural systems must be by a licensed Architect with current registration in Utah. Design teams must be listed in the developer's proposal, with resumes and qualification of each discipline's key designer. All work performed by the design team will require stamped Architectural/Engineering Construction Documents, Specification, Calculations and Clarifications required during construction. The Design team will be required to provide site observation during construction and be present for project closeout/punch list activities. The Design team will provide a complete and accurate set of as-built record drawings (hard copy and electronic copy). The Design team will be contracted with the Developer for all services on this project.
4. Housing Units
 - a. The Student Housing Project will consist of student housing for 100 students. Each apartment unit will house 3-5 students. Housing units should not exceed 2-3 stories and should contain no fewer than 100 students each. Designs shall provide aesthetic appeal and reflects the overall look of the campus. Each apartment will contain a separate shower/toilet areas, a common wash sink/vanity/mirror areas, a small living room, kitchen with a stove, microwave oven, refrigerator and eating bar/dining area. Each housing floor will have a washer/dryer area or laundry room of commercial grade washers and dryers. A ratio of 50 students to 2 washers/2 dryers. Each room in the space (bedrooms, common/living room area) will have

data jack hook ups. Doors in the units will have lock set hardware compatible with that used on the Snow College Ephraim Campus. Each unit will have an exterior/entrance door (front door) equipped with Schlage keycard system known as a Magnetic Strip Networked Hardwired AD-300 or any newer models.

- b. See below for options of preferred layouts:



5. Parking
- a. Parking for 150 cars will be required for this project. Parking lots, sidewalks and entries will be lighted with LED and match the current fixture utilized on-campus. Designs which provide multiple small scaled landscaped parking areas are preferred over large expanses of parking with little or no landscaping. In addition, ADA parking, ramps and outside entries should be in compliance with ADA Codes.
6. Security
- a. Utilization of camera systems by Unifi operating systems, per the standard of Snow College within the building(s) and parking lots. Keycard accessed doors externally wired and internally wired on all doors, egresses and entry ways. Ability to lock off halls with key card access points. Downward facing parking lighting and exterior building lighting. Building Office built onto main floor for staff to address issues of concern. Front desk built in for general operation and building monitoring. Building(s) should be equipped with up to date security camera systems with sound.

7. Landscaping
 - a. Provide complete finished landscape including automatic irrigation systems. Landscape areas should be low maintenance plant material that is well suited to Richfield, Utah.
8. Utilities
 - a. Are currently available on the location site. The successful responder would be responsible for tapping into these existing lines and drawing the lines into the building(s).
9. Construction Elements
 - a. Buildings will be constructed using brick veneers with aluminum soffits and fascias. Roofs will be pitched with asphalt shingles. Windows will be double insulated glass in aluminum frames. Exterior elements constructed of stucco will not be allowed. Sidewalks will be constructed using 4000 psi concrete with a minimum width of 4'-0" and will be at a minimum of 6 feet wide. Parking lots will be constructed using Asphalt paving or Concrete (4000 psi) paving. All entries, walkways and parking areas will be lighted using Metal Halide lighting. Interior walls and ceilings will be painted sheet rock, with soundproofing. All floors will be carpeted except for entries (this could either be carpet with Walk Right In 49.3 oz/yd tufted yarn or higher and/or tile), kitchens, laundry and bathrooms. Bathrooms will have tile floors, shower will have glazed tile walls and ceilings, kitchens and laundry areas will have sheet vinyl floors. Refer to Appendix A for outlined specification of design criteria. Stairwells will be covered with a sustainable and durable seal with a warranty. The building(s) should be Leadership in Energy and Environmental Design (LEED) certified for sustainability with a minimum of Silver certification. Taking consideration in:
 - (1) Sustainable Sites
 - (2) Water Efficiency
 - (3) Indoor Environmental Quality
 - (4) Innovation in Design
 - (5) Energy & Atmosphere
 - (6) Materials & Resources
 - (7) Regional Priority
10. Building Amenities
 - a. To be approved by Snow College prior to purchase and installation.
 - (1) Water fountains in the building should have a water bottle refill station, expected number would be a minimum of one per floor and per wing of the facility.
 - (2) Data ports in study areas, lounges, lobbies and within bedrooms. Any programming spaces that are proposed should have data ports as well.

- (3) PIM (a wireless communication link) stations will be located within 5 feet of every wireless operated keycard reader.
- (4) Key card readers should be wired for all exterior, egresses and entry points of the building.
- (5) If computer spaces are proposed, data ports and security measures should be included.
- (6) LED lighting with motion sensors throughout the halls and common areas.
- (7) Tile carpeting in living spaces and common areas (lobbies, lounges).
- (8) Bristled carpeting at entry ways and exits.
- (9) IT closets with air ventilations or fans to reduce overheating.
- (10) HVAC and utility closets outside of resident's rooms to provide quicker upkeep without disruption to students.
- (11) Wi-Fi installation throughout building and within resident's rooms.
- (12) Furnishings throughout building; lounge and lobby furniture, beds, dressers, desks, closet/wardrobes, side tables, etc.
- (13) Appliances within kitchens matching (brand and color) and under warranty or replaced when faulty.
- (14) Mattresses with a shelf life of 6-10 years, bed bug proof.
- (15) Game room with equipment; i.e. pool table, ping pong, foosball, arcade, etc.
- (16) Magnetic door props for doors within hallways with a timer for electronic shut off or closure.
- (17) Back splashes behind sinks over counters.
- (18) TVs and electronics (newest marketed value with approval of Snow College) in common areas, secured to walls with adjustable mounts.
- (19) Limited access for opening windows; suicide prevention windows on upper levels.
- (20) Window treatments that are not standard blinds; roll ups or curtain preferred.

11. Construction Requirements

- a. Contractor must be licensed General Contractor with a current Utah License. The General Contractor and Subcontractors for Mechanical, Electrical, Masonry, Earthwork, Plumbing and Sheetrock must all be bondable for their respective contract amounts. The Contractor will be responsible to meet all life safety codes, OSHA requirements, state, local and federal construction requirements, building permits and utility hook up costs associated with construction of this project. The General Contractor will use the general conditions listed in Appendix A and be contracted directly with Developer for all work on this project. All work provided by the General Contractor will conform to this RFP and the approved construction documents provided by the design team.
- b. Responder agrees to carry any insurance on the facility, and its use and occupancy, and to provide that the cost of the insurance shall be included as a part of the cost of operating the project. Property insurance, CGL and Builders Risk insurance are required in commercially reasonable amounts.

- c. Responder is responsible for ensuring that all construction signage is posted according to standard code(s).

12. Management and Operation Requirements

- a. Upon completion of construction the building shall be leased back to Snow College for operation and occupancy management. The successful responder will retain responsibility for the maintenance of the completed student housing facility. This shall include but not limited to: Grounds maintenance, snow removal, trash removal, all utility costs, compliance with local codes and zone requirements, insurance for occupants and contents, fire and liability insurance, property insurance, facility maintenance, all upkeep costs. Snow College will in conjunction with the successful responder set rents. Snow College will be responsible for collecting rent from the students, managing the residence needs and safety and providing adequate staff. Both the responder and the college shall be responsible for providing staff and/or subcontractors to perform its duties with regard to this facility in a timely and safe manner. Provision shall be made for the participation of a Snow College Committee to meet at least bi-weekly with the successful responder to provide input on maintenance and receive feedback on occupant concerns. This committee would work with the responder in two way communication regarding what operational issues should need addressed. Snow College will provide Resident Assistants and a Resident Director who will enforce Snow College Office of Residence Life policies, procedures, rules, regulations and student contract provisions. Snow College will collect rents and fees and pay them over to the successful proposer but the successful responder will be responsible for conducting collection efforts with regard to students who do not pay. Snow College will keep a percentage of all fees collected, the amount is negotiable and the exact amount will be part of the proposal. Your proposal shall indicate the percentage you propose Snow College shall keep.
- b. The sole source for lease payments will be that of student rental fees and no other sources outside of these fees will be utilized for payment to the responder. However, if the buildings are used for other events such as; camps, conferences, and/or hospitality, these funds may be utilized to pay the responder if the prior payment amounts have not been met in full. If payment to the responder has been paid in full, the additional revenue goes back to the college.

13. Comprehensive Division of Labor

- a. Security: Richfield City police or Snow College police will be contacted by the Office of Residence Life. Security measures such as cameras and key card access will be the responsibility of the responder. Camera access and keycard access will be made available to the Snow College Office of Residence Life.
- b. Rekeying a doors, keycard hardware replacement or software updates for electronic keys will be the responsibility of the responder and will be addressed within 24 hours.

- c. Changing of light bulbs routine maintenance of electrical boxes, mechanical rooms and HVACs systems will be the responsibility of the responder, but must meet the standard that Snow College requests. A routine report must be generated to the Office of Residence Life at Snow College regarding maintenance of PMs (preventative maintenance measures/statements). An agreement will be made between Snow College and the responder regarding a 5-10 year replacement plan/repair plan regarding significant repairs.
- d. Contract Language:
 - (1) The Housing Contractual Agreement signed by students will be the same as the current Housing Contracts in use by Snow College. A consultation between the responder and the Office of Residence Life and Snow College will review all documents which students are required to sign prior to issuance to students, parents, conference attendees or any individual residing within the buildings.
- e. Assessing Damage Fees/Charges
 - (1) In collaboration with the Office of Residence Life, a member of the responder's team must be present upon inspection of rooms involving parties potentially receiving damage charges. Both entities must be represented prior to a charge being assessed, unless otherwise proposed and approved through the RFP process/agreement on a suitable way to assess charges/damages/or mishaps.
- f. Maintaining Service Agreements (Laundry, Security Cameras, Exterior Locks)
 - (1) The responder will be responsible for additional charges that may accrue to Snow College for elongating agreements currently in use. Snow College asks that the responder utilize the same agreements currently in place at Snow College, with the notation that they are responsible for additional fees that may occur to add administrative users, maintenance fees or service agreements for the housing facility.

14. Financial Requirements

- a. The successful responder will be responsible for all cost and coordination/management of the financing of this project. Snow College reserves the right of final approval of all and/or any part of the financial agreements. The details of this agreement must be fully disclosed to Snow College during stage II of this RFP. The financial agreement must protect Snow College from default by the bidder and provide Snow College with the right of first refusal during settlements of defaults with other parties. Snow College will provide the property for a yearly lease of \$1.00. At the end of negotiated period of time, the agreement shall terminate and title to all improvements shall be transferred to and vest in Snow College at no cost and debt free. Also, at the end of the negotiated period of

time, the agreement shall terminate and the building shall be inspected and necessary repairs and upgrades shall be made by the successful proposer at its cost.

- b. Lease payments from Snow College to the successful responder shall be made from the collection of fees and charges from all students and other persons availing themselves of the use of the accommodations and facilities of the project. Snow College shall consult with the successful responder as to the rental fees to be charged to students but the fees shall approximate those fees currently charged for existing Snow College housing on its Ephraim campus. All revenues, fees, and charges arising from the operation of the project shall be applied to the payment of the lease payments due from Snow College shall be paid to the successful responder less the agreed upon percentage to be kept by Snow College. Snow College is not obligated to pay the lease payments or amortization of the acquisition cost of the project, and interest on the unpaid part of the acquisition cost, from any source other than the revenues, fees, and charges arising from the ownership and operation of the project, including student building fees (if any but not anticipated) levied for the use and availability of the facilities of the project.
- c. This project agreement shall provide that the rental installments, or amortization of the acquisition cost of the project, including necessary equipment, furnishings, and land, and interest on the unpaid part of the acquisition cost, are not an obligation of the State of Utah, the State Board of Regent, or Snow College, and the ad valorem taxes or appropriations from the state may not be used to pay or discharge the amounts required to be paid under the agreement.
- d. The project shall provide that when the amortized acquisition cost as represented by the rental installments, has been paid in full and when all obligations, if any, issued to finance the cost of the acquisition of the project have been paid in full as to both principal and interest, the agreement terminates and title to the project, including the land upon which the project is situated, and all equipment and furnishings become Snow College property in full in accordance to Section 53B-21-108.
- e. The college's property or any buildings built on the property cannot be placed for financial pledge. There can be no financing directly or indirectly.
- f. This project should be financed and operated by the responder selected in the RFP process. If at any point the project is purchased by another company, entity or proprietor Snow College has the first right of refusal to purchase. If they do not, the new project owner must take on all aspects of the project as agreed upon in the initial RFP and contract.

V. SELECTION REQUIREMENTS

A. Overview

1. Master Plan Layout - Richfield Campus



Approved Site Location

DFCM - Student Housing Design Requirements (Project must meet or exceed these standards).

2.

- a. <https://dfcm.utah.gov/wp-content/uploads/8-21-2017-Student-Housing-Design.pdf>
- b. PDF document is attached to the RFP

Utility Lines

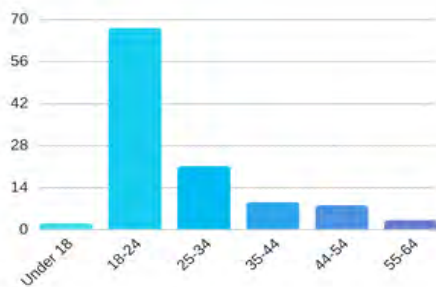
Housing Survey

CURRENT STUDENT'S RESPONSES

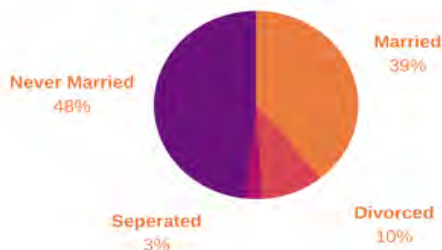
Gender



Age



Marital Status



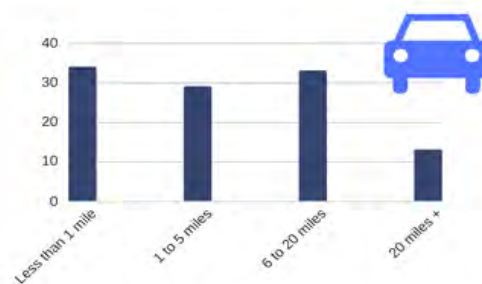
SURVEY INFORMATION

The survey was conducted March - May 2018. A total of 154 responses were received, 114 from current students of the Richfield Campus and 40 responses were from prospective students with intentions of attending the Richfield Campus. Percentages presented have been rounded to the nearest whole number. The survey information is presented in three sections: Current Student's Responses, Prospective Student's Responses, and Responses from both groups.

Current Living Situation



Current Commute to Campus



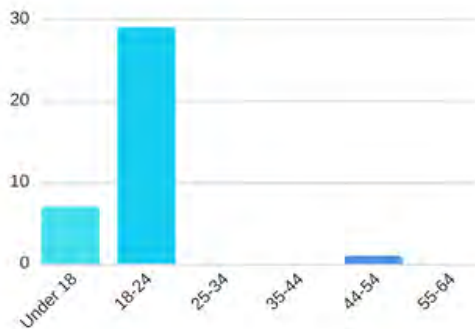
Housing Survey Continued

PROSPECTIVE STUDENT'S RESPONSES

Gender



Age



Housing Style Preference

Sleep/Study Dorm

7%



Cooking Apt.
93%



RESPONSES FROM BOTH GROUPS OF STUDENTS

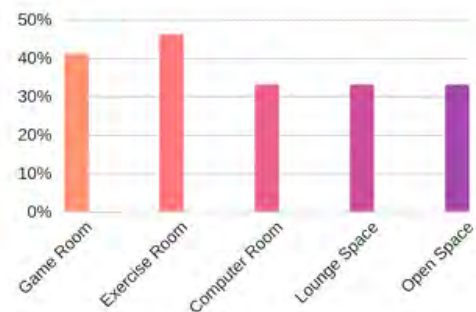
Cost

What would students be willing to pay for campus housing? This includes monthly rent, utilities, and amenities such as laundry.



Amenities

Approximately 1/3 of the students surveyed did not like having a computer room, lounge space, or open space in a new building. Greater preferences (combining indifference with like) were for a game room (41%), and an exercise room 46%.



APPENDIX - D

Snow College Ephraim Campus Prices

Affordable Room Rates

Snow College provides some of the most affordable student housing in the state. There are plenty of options available, but our facilities fill up quickly so apply soon to select your desired room choice.

Application Fee:	\$50	(non-refundable)
Reservation Fee:	\$200	(refundable, as per the contract)
Residence Hall Association Fee	\$5	(non-refundable programming fee)

NOTE: Discounts, Financial Aid and/or scholarships do NOT apply to the application/reservation fees.

Fall Only Contracts Available

An additional \$150 charge is assessed for a Fall only contract.

Reservation Fee

The Reservation Fee is refunded to a student's account on the following refund schedule.

Fall Only Contracts: Fourth week of the Fall Semester

Academic Year and Spring Only Contracts: Fourth week of the Spring Semester

Summer Contracts: Fourth week of the Summer Semester

Suites at Academy Square

Contract type	Semester Rate
Double bedroom (8 person suite)	\$999
Double bedroom (6 person suite)	\$1,149
Single bedroom (8 person suite)	\$1,299
Private room (double as private) on as an ADA Accommodation	\$1,549
<ul style="list-style-type: none">• Double as private rooms in 8 person suites only available for approved ADA Accommodations• \$795 Badger Buck Card required for all contracts in Suites	

Castilleja & Mary Nielson-Cooking Apartments

Contract type	Semester Rate
Double bedroom 5 person apartment	\$949
Single bedroom 5 person apartment	\$1,199

- A \$200 Badger Buck Card is required for all cooking apartments

Anderson Hall-Traditional Style

Contract Type	Semester Rate
Double bedroom-Traditional Style	\$899
Private bedroom-Traditional Style	\$999

- \$795 Badger Buck Card required for all non-cooking rooms

Snow Hall-Fine Arts Living Learning Community

Contract type	Semester Rate
Double bedroom-Traditional Style	\$899
Single bedroom-Traditional Style	\$999

Double bedroom 5 person apartment	\$949
Single bedroom 5 person apartment	\$1,199

- This opportunity is only open to students receiving specific scholarships from the [Fine Arts Division](#), or plans to be in the Fine Arts Division program(s).
- *Traditional Style rooms require a \$795 Badger Buck Card and Apartments require a \$200 Badger Buck Card*

Nuttall Hall-Athletics Living Learning Community

Contract type	Semester Rate
Private Sleep Study	\$725
Private Cooking Apartment	\$1,125

- If you are an [NJCAA athlete at Snow College](#), please contact your coach to see if you are eligible for this opportunity.
- *\$200 Badger Buck Card required for all rooms in Nuttall Hall*

Family Housing

Building	Semester Rate	Summer Rate
Greenwood Hall	\$1,599	\$1,299
The Cottages	\$1,699	\$1,399

- *No Badger Buck Card required*

- See more at: <https://www.snow.edu/offices/housing/cost.html#sthash.HRUz7udg.dpuf>

July 11, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – FY20 Budget Development Process (BDP) Guidelines

Issue

The Commissioner requests the Board review and approve the FY20 Budget Guidelines which will establish the framework for the system wide budget request for the 2019 legislative session. The final FY20 Operating Budget Request will be presented for final approval at the September Board meeting.

Background

Annually, the Board of Regents advances an operating budget request for appropriations increases that reflects the top priorities of the Board and the institutions. The final adopted budget request will represent the collaborative efforts of a months-long preparation, planning and prioritization process that aligns Regent and institution budget priorities to the Board's strategic priorities and long-term budget projections. The request will capture the most urgent institutional needs and strive to drive economies of scale through shared priorities. As with many state-funded enterprises, state-funded support of higher education creates major leveraging opportunities enabled by additional non-state funding resources including tuition revenues, grants and private donors.

Statutory Background:

One of the primary statutory responsibilities of the Board is to recommend a unified Utah System of Higher Education budget request to the Governor and Legislature. Statute (U.C.A. 53B-7-101-6b) requires that the budget request be made with the "dual objective" of:

1. "justifying for higher educational institutions appropriations consistent with their needs, and consistent with the financial ability of the state; and
2. determining an equitable distribution of funds among the respective institutions in accordance with the aims and objectives of the statewide master plan for higher education."

To assist the Board in meeting these statutory objectives, budget guidelines have been developed by the Commissioner's Office in partnership with Presidents and Business VPs for Board consideration. The overarching goal of the guidelines is to create a budget request framework that advances the Board's strategic objectives of Affordable Participation, Timely Completion, Research and Workforce, and Capacity

and Growth, while requesting adequate annual state tax funding for higher education to fulfill institutional missions and maintain affordability for students by minimizing reliance on increased tuition revenues.

When developing the FY20 USHE Operating Budget Request, the Board will establish priorities in the following areas:

- **Regents' Priority Initiatives:** The system will identify and prioritize strategic initiatives which are administered by the Board via the Commissioner's Office and may impact multiple institutions and include in the FY20 Operating Budget Request.
- **Institution Priorities and Strategic Initiatives:** The system will request funds to help institutions address specific budget priorities and initiatives that help address student growth & capacity building, student affordability, timely completion, performance based initiatives, and regional workforce program needs.
 - **Access, Affordability and Student Growth & Capacity Building:** Institutions are charged to ensure USHE students receive a quality educational experience from application to graduation. This includes ensuring adequate capacity is available to support teaching and general operations support while leveraging state tax funds to help keep college affordable for all students.
 - **Timely Completion and Performance Based Outcomes:** Institutions are charged to ensure USHE students complete their educational goals in a timely fashion.
 - **Workforce:** Institutions are charged to ensure regional and statewide workforce needs are supported especially for high demand, high wage positions in the following employment sectors.
 - Nursing and other health professions
 - Engineering, Computer Science and Information Technology
 - Construction, Mechanic and Repair Technologies/Technicians
 - Business, Management, Marketing and Related Support Services
 - Economic Development
- **Compensation:** The Board will request funds for the same compensation increases as state employees (inclusive of salary/wage adjustments, health and dental insurance increases, and retirement adjustments) on behalf of USHE employees. As directed by the 2018 Legislature, 25 percent of the approved compensation package will be funded by additional first-tier tuition revenues. The Board may consider extraordinary priority and equity compensation adjustments advanced by USHE institutions.

FY20 Budget Guidelines:

- The FY20 USHE budget request will be at least equivalent to a total 5% increase in ongoing base funds (tax funds and tuition) to support the goals outlined in the Regents 2025 Strategic Plan.
- For planning purposes, compensation will be calculated as a percentage increase of payroll, payroll related benefits, and expected premium increases for health and dental insurance.

- Institutions may submit initiatives that address priority needs associated with student growth and capacity, performance based initiatives focused on increasing student completion, and workforce initiatives based on regional employment needs for high demand, high wage jobs.
- Funds received through Performance Based Funding will be allocated using the statutory funding formula and expected performance outcomes.
- Initial fall semester enrollment growth estimates for FY20 are due to the Commissioner's Office by August 1st.
- Each institution will be asked to prioritize and provide additional details on how they intend to use requested funds for FY20 to the Commissioner's Office by August 19.
 - The Commissioner's Office will work with USHE institutions, primarily through the Council of Presidents (COP), Business Affairs Council (BAC) and Budget Officers System Subcommittee (BOSS) to collect this information.
- As in years past, a request to support any growth in the Regents' Scholarship program will be advanced for the Governor and Legislature's consideration during the upcoming legislative session. The Regents' Scholarship request will be listed as part of the Regents' Initiatives.
- To continue to support student affordability efforts, first-tier tuition increases will be kept at a minimum and be used to support the required match for compensation and limited operational needs.

Commissioner's Recommendation

The Commissioner recommends the Board approve the general Budget Guidelines and budget framework for the Utah System of Higher Education Operating Budget Request for fiscal year 2019-20.

David L. Buhler
Commissioner of Higher Education

DLB/KLH

July 11, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Review of Finance and Facilities Committee Accomplishments FY 2018

Issue

As a new fiscal year begins, this informational item is a chance to review the work of the Finance and Facilities Committee from July 2017 to May 2018 and provide an opportunity for the committee to advise the Commissioner's staff on topics they would like to discuss over the course of the next year.

Background

In the July 2017 board meeting, USHE prepared an annual report for the Finance and Facilities committee with all agenda items the committee discussed from July 2016 to May 2017. During that meeting and in subsequent FY 32018 meetings, the committee specifically asked the Commissioner's staff to help the committee by providing more insight on the following topics:

- Ongoing overall fiscal health status of the USHE institutions
- In depth review of institution financial statements
- Tuition waivers
- Utilization of institutional facilities
- A discussion of system master planning and review of branch campuses and decision processes
- Delegation of certain property transactions to the Board of Trustees as appropriate
- Discussion on efforts regarding IT security and how best to protect student and institutional data

The Commissioner's staff responded to the committee's requests as follows:

- Fiscal health status
- In-depth budget reviews of two institutions
- Utilization of intuitional classrooms and laboratories – the Commissioner's staff provided an issue brief documenting the utilization of classrooms and laboratory facilities on main and branch campuses and the committee reviewed and approved a regent policy requiring annual utilization reporting.

In addition to the special topics for discussion, regular business of the committee this year included the following:

34 Action Items

- Approval of operating budget and capital development guidelines
- Approval of new performance based funding modifications
- Approval of two campus master plans
- Approval of new endowment asset policy for UVU

- Approval of 6 new policies or policy revisions related to capital developments, space utilization, tuition waivers, and prospective saving program
- Seven new bond issuances for U, USU, and SLCC
- Approval 5 non-state funded projects for Building Board consideration
 - Utah Orthopaedic Center addition
 - Utah solar canopies project
 - Utah soccer and lacrosse field
 - USU Swenson House
 - WSU outdoor recreations center
- Approval of 6 property transactions including acquisition, disposal and new long-term leases

30 Informational Items

- Annual reports from the Commissioner's Office regarding tuition rates, enrollment, institution auxiliary operations, institutional residences, leased space, annual money management reports, debt service report, and contracts and grants received
- Updates on the legislative session, capital improvement projects, institutions' health insurance changes, the audit committee, and indebtedness.
- Board of Trustee reports on property transactions

As we begin a new fiscal year, the Commissioner's staff looks forward to receiving direction from the committee on projects and goals to complete in FY19. A calendar of events and agenda items prepared by the Commissioner's staff for the coming year is attached.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH

Board of Regents Finance and Facilities Standing Committee
Calendar of Events and USHE Prepared Agenda Items

January

Information:
USHE – Space Utilization Report
USHE – Tuition & Fees Discussion
USHE – Annual Report on Institutional and Revenue Bonded Indebtedness
USHE – Databook Update
USHE – Update on Institutional Audit Reports to the Regents’ Audit Committee
USHE – Annual Auxiliary Funds Report

March: In-depth Budget Review 1 Institution

Action:	Information:
USHE – Proposed Tuition Rate Changes	USHE- Review of Financial Statements
USHE – Proposed Student Fee Changes	USHE – Legislative Summary Report
	USHE – Fiscal Health Dashboard Presentation & Discussion
	USHE – Proposed Tuition Adjustments
	USHE – Annual Money Management Report
	USHE – Debt Ratio Analysis
	USHE – Fall and Spring Enrollment Report

May

Action:	Information:
USHE – Enrollment Forecasts	USHE – Institutions’ Health Plan Changes
USHE – Performance Funding Model and Allocations	USHE – Capital Improvement Update
USHE – Capital Development Prioritization (CDP) Cycle	

July

Action:	Information:
USHE – Budget Development	USHE – Review of Finance & Facilities Committee Accomplishments
	USHE – Performance Funding Initiatives
	USHE – Growth Funding Initiatives

September

Action:	Information:
USHE - Capital Development – State Funded Projects	USHE – End of Year Enrollment Report
	USHE – Annual Report on Foreign Gifts/Donations

November: In-depth Institution Budget Review

Action:	Information:
USHE – Performance Based Funding Modifications	USHE – Intuitional Budget Request Detail
USHE – Capital Development Non – State Funded Projects	USHE – Annual Institutional Residence Expense Report
	USHE – Annual Report on Leased Space
	USHE – Annual Report on Contracts and Grants
	USHE – Fall Third-week Enrollment Report

July 11, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Revenue 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. Three USHE institutions recently issued revenue bonds to construct facilities approved by the 2018 Utah State Legislature. Salt Lake Community College (SLCC) closed on \$11,735,000 of Auxiliary System and Student Fee Revenue bonds on June 20, 2018 with an all-inclusive interest cost of 2.83 percent. Utah State University (USU) closed on \$32,210,000 of Research Revenue bonds on June 21, 2018 with an all-inclusive interest cost of 3.54 percent. The University of Utah closed on \$80,040,000 of General Revenue and Refunding bonds on July 17, 2018 with an all-inclusive interest cost of 3.62 percent

Background

In the May 2018 meeting, the Board authorized SLCC to issue revenue bonds to construct a student center on the Jordan Campus. After a negotiated public offering on June 5, 2018, the 2018 Auxiliary System and Student Fee Revenue bonds closed on June 20, 2018. The SLCC 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	\$11,735,000	Deposit to Escrow Fund	\$13,000,000
Reoffering Premium	1,396,802	Debt Service Reserve Fund	1,499,250
Debt Service Reserve Fund	1,499,250	Cost of Issuance/Rounding	94,016
		Underwriter's Discount	37,786
	\$14,631,052		\$14,631,052

- True Interest Cost (TIC) 2.69%
- All-Inclusive Cost (All-in TIC) 2.83%
- Maximum Coupon Rate 5%
- Maturity Date 10 years

In the May 2018 meeting, the Board authorized USU to issue revenue bonds to construct Phase II of the Space Dynamics Laboratory. After a competitive sale on May 31, 2018, the 2018 Research Revenue

bonds closed on June 21, 2018. The USU bond sale conformed to the parameters approved by the Regents. The following is a brief summary of the results:

Sources		Uses	
Par Value	\$32,210,000	Construction Fund	\$31,400,000
Reoffering Premium	1,522,389	Capitalized Interest	1,783,007
		Underwriter's Discount	259,949
		Cost of Issuance/Rounding	164,874
		Bond Insurance Premium	84,067
		Surety Bond	40,492
	\$33,732,389		\$33,732,389

- True Interest Cost (TIC) 3.47%
- All-Inclusive Cost (All-in TIC) 3.54%
- Maximum Coupon Rate 5%
- Maturity Date 31.5 years

In the March 2018 meeting, the Board authorized the University of Utah to issue revenue bonds to construct the south campus student housing and dining complex. After a negotiated public offering on June 7, 2018, the 2018 General Revenue bonds closed on July 17, 2018. The University of Utah bond sale conformed to the parameters approved by the Regents. The following is a brief summary of the results:

Sources		Uses	
Par Value	\$80,040,000	Deposit to Escrow Fund	\$85,000,000
Reoffering Premium	11,334,821	Capitalized Interest	5,904,293
		Underwriter's Discount	201,701
		Cost of Issuance/Rounding	268,827
	\$91,374,821		\$91,374,821

- True Interest Cost (TIC) 3.59%
- All-Inclusive Cost (All-in TIC) 3.62%
- Maximum Coupon Rate 5%
- Maturity Date 26 years

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 only; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments



George K. Baum & Company

INVESTMENT BANKERS SINCE 1928

FINAL FINANCING SUMMARY

For

\$11,735,000

State Board of Regents of the State of Utah

SALT LAKE COMMUNITY COLLEGE

Student Building Fee Revenue Bonds

Series 2018

(Updates in Red)

Purpose:	For the State Board of Regents of the State of Utah to issue, on behalf of Salt Lake Community College (the “College”) Student Building Fee Revenue Bonds (the “Series 2018 Bonds”) for the purpose of financing a portion of the costs of renovating and expanding a student center on the College’s Jordan Campus (the “Project”), and to pay costs of issuance.
Par Amount:	Not-to-exceed \$13,000,000 for Project costs plus all applicable costs of issuance. (Actual was \$11,735,000)
Security:	The Series 2018 Bonds will be payable from and secured solely by a pledge of student building fee revenues as well as certain investment income of the College. A debt service reserve fund, if required, will be funded through the application of available College monies. (A debt service reserve fund was required and was funded as noted above)
Rating(s):	‘AA’ rating is expected to be issued by S&P Global Ratings as a result of the Series 2018 Bonds being backed by a moral obligation pledge of the State of Utah. (This ‘AA’ rating was confirmed by S&P Global Ratings)
Method of Sale:	Negotiated public offering
True Interest Cost:	TBD (Estimates range from 2.59% to 2.82%) (Pricing Call: 2.69%; Wrap-up Call: 2.68%)
Underwriters:	The College will issue a Request for Proposals from well-known higher education underwriters from around the country. From the responses received, it is expected that one firm will be selected to handle the underwriting duties for the College’s Series 2018 Bonds. (The firm of RBC Capital Markets was selected to negotiate this bond transaction)
Sale Date:	TBD (Late May is goal) (June 5 th was the sale date)
Closing Date:	TBD (Late June is goal) (June 20 th was the chosen closing/settlement date)

Principal Payment Dates: March 1, beginning March 1, 2019

Interest Payment Dates: September 1 and March 1, beginning September 1, 2018

Interest Basis: 30/360

Optional Redemption: 7-year par call expected (confirmed)

Results of Sale: TBD (see below)

Parameters Recap: Par amount of Bonds: Not-to-exceed \$15 million (actual was \$11,735,000)
Maximum Term: 15-years (10-years was final maximum maturity)
Maximum Coupon: 5.50% (5.00% was maximum coupon)
Maximum Discount from Par: Not-to-Exceed 2.00% (no discount bonds were utilized)

College Contacts: Mr. Dennis Klaus, Vice President of Business Services and CFO (801-957-4250)
Ms. Debra Glenn, Controller (801-957-4084)
Mr. Travis Kartchner, Associate Controller/Treasurer (801-957-4224)

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
Research Revenue Bonds, Series 2018B
Final Summary Sheet**

Proposed Issue: Research Revenue Bonds

Total Approximate Issue Size: \$33,165,000 (Final par amount: \$32,210,000)

Use of Funds: To finance the cost of constructing the Space Dynamics Laboratory Phase II; fund capitalized interest, if needed; and pay associated costs of issuance.

Detail of Proposed Series 2018B Bonds:

Principal Amount: Not to exceed \$35,000,000
(\$32,210,000)

Interest Rate: Not to exceed 5.0% (max
coupon of 5% and True
Interest Cost of 3.473%)

Maturity Date: Not to exceed 32 years (31.5
Years)

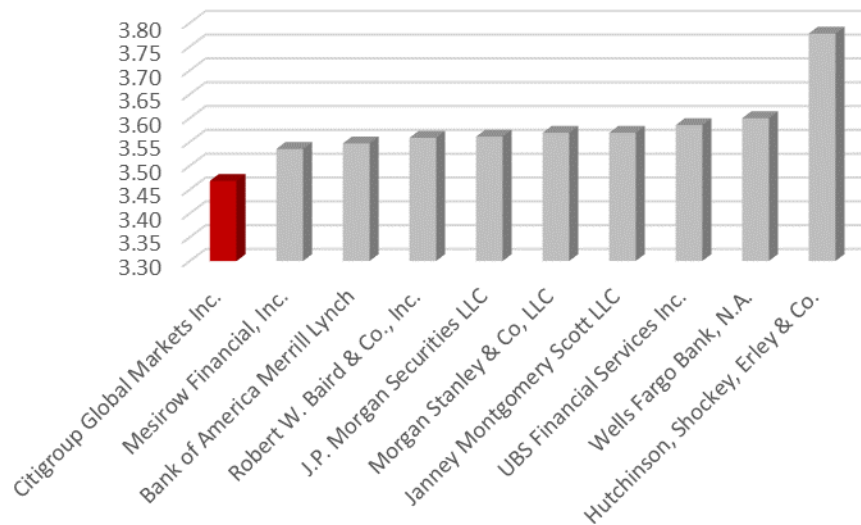
Aggregate Discount: Not to exceed 2% (Premium
bid of 103.919%)

Bond Rating: AA from S&P (Confirmed)

Source of Repayment: Research Revenues

Timetable Considerations: Regent approval will be sought at the May 18 meeting. The University is proceeding with plans to sell bonds soon after approval is received, with a tentative sale date planned for Thursday, May 31, 2018. The University anticipates selling bonds by competitive sale, and the underwriter will be whichever provides the lowest borrowing cost as a combination of each bidder's proposed rates and fees. The anticipated closing date is June 21, 2018. (The bonds were sold and closed as scheduled. The winning underwriter was Citigroup Global Markets, who provided the lowest True Interest Cost of the 10 bids received. See the attached bid summary)

The University has also issued a Request for Proposals for Trustee Services. Depending on the results of that RFP, the University may change bond trustee in conjunction with this transaction. (Following an RFP, the University selected US Bank as trustee for current and future bonds)



BID COMPARISON

Par Amount:	\$32,210,000
Dated Date:	June 21, 2018
Delivery Date:	June 21, 2018
Final Maturity Date:	December 1, 2049
S&P:	"AA"

UNDERWRITERS	TIC BID	DIFFERENCE FROM WINNING BID	Total P&I	DIFFERENCE FROM WINNING BID
Citigroup Global Markets Inc.	3.468178	-	56,044,629	-
Mesirow Financial, Inc.	3.535369	0.0672	56,485,279	440,651
Bank of America Merrill Lynch	3.546998	0.0788	56,560,123	515,494
Robert W. Baird & Co., Inc.	3.558737	0.0906	56,642,438	597,810
J.P. Morgan Securities LLC	3.561224	0.0930	56,659,829	615,201
Morgan Stanley & Co, LLC	3.569176	0.1010	56,705,379	660,751
Janney Montgomery Scott LLC	3.569213	0.1010	56,705,379	660,751
UBS Financial Services Inc.	3.585399	0.1172	56,817,438	772,809
Wells Fargo Bank, N.A.	3.600007	0.1318	56,916,305	871,676
Hutchinson, Shockey, Erley & Co.	3.777431	0.3093	58,129,425	2,084,796



George K. Baum & Company

INVESTMENT BANKERS SINCE 1928

FINAL FINANCING SUMMARY

For

\$80,040,000

State Board of Regents of the State of Utah

UNIVERSITY OF UTAH

General Revenue Bonds

Series 2018A

(Updates in Red)

Purpose:	To finance a portion of the construction of a South Campus Student Housing and Dining Project (the “Project”) together with other amounts necessary to pay capitalized interest, pay costs of issuance, and satisfy any debt service reserve requirements, if any. (no debt service reserve fund was required)
Not-to-Exceed Par Amount:	\$105,217,000 (Actual: \$80,040,000)
Security:	The Series 2018A Bonds will be payable from and secured by a General Revenue pledge which consists of substantially all income and revenues of the University authorized to be pledged, with the exception of (i) legislative appropriations, (ii) tuition and certain fees, and (iii) certain other revenues and income.
Ratings:	‘Aa1’ and ‘AA+’ ratings <i>are expected</i> by Moody’s Investors Service and S&P Global Ratings, respectively. (These ratings were confirmed)
Method of Sale:	Negotiated public offering
True Interest Cost:	TBD (Pricing Call: 3.60%; Post-pricing Wrap-up Call: 3.59%)
Underwriters:	The University recently reconstituted the members of its “Underwriter Pool” through a Request for Proposals format, from which an underwriter or group of underwriters for the Project will be chosen. (Barclays and Citigroup, with a 70/30 underwriting liability split, were selected from a group of nine proposals)
Sale Date:	TBD – Current Calendar calls for mid-June 2018 (June 7th)
Closing Date:	TBD – Current Calendar calls for mid-to-late July 2018 (July 17)
Principal Payment Dates:	August 1 of each year, with the beginning date to be determined based on need for capitalized interest (August 1, 2020 was selected)
Interest Payment Dates:	August 1 and February 1, beginning February 1, 2019

Final Financing Summary
University of Utah Series 2018A Bonds
Page 2 of 2

Interest Basis: 30/360

Parameters: Not-to-Exceed Par for the Project: \$105,217,000 (~~\$80,040,000~~)
Not-to-Exceed Term: 30-years from the date of the Bond's issuance
(~~26-years was chosen~~)
Not-to-Exceed Coupon: 5.50% (~~5.00% coupon was highest coupon~~)
Not-to-Exceed Discount from Par: 2.00% (~~No discount bonds were sold~~)

Optional Redemption: May be non-callable or callable at the option of the University as determined at the time of the sale (~~University opted for a traditional 10-year par call~~)

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)

July 11, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2018-19 Budget Initiatives Use of Funds Received

Issue

The Board has requested each institution provide a detailed report regarding how it intends to use its share of the appropriated funds received during the 2018 General Session associated with Student Growth & Capacity, Completion, and Workforce initiatives for FY 2019. Institutions were asked to provide the Board with descriptions, rationale, justification, outcomes, assessment, and a budgetary plan for its proposed initiatives. This information will be used to respond to the legislative budget item follow-up reports, and other similar requests

Background

In order to advance the Board's 2025 Strategic Plan, institutional initiatives requested during the 2018 General Legislative Session were required to support at least one of the following Regents' Strategic Objectives:

- **Student Growth & Capacity (Affordable Access):** By requesting state support to assist new student growth and other access initiatives, the pressure to increase tuition is lessened, keeping access to higher education more affordable for students while ensuring access to higher education grows with the growing student demand.
- **Timely Completion:** By expanding instructional capacity and providing access to additional student support services, institutions will be able to help students to complete degree requirements in a timely manner while receiving exceptional educational experiences.
- **Research & Workforce:** Leveraging partnerships with business and industry to meet workforce needs with new and innovative approaches to stackable credentials, delivery approaches, and curriculum, lead to enhanced regional economic development and innovation.

The FY2019 Board of Regents' Operating Budget then included budget requests for each of the strategic objectives as shown above. Details regarding the final legislative appropriation amounts for each category is shown on the following pages.

Student Growth & Capacity (Affordable Access) - The Student Growth and Capacity category was designed to support institutional priorities that address both student growth and the need to increase institutional capacity to serve students in a more affordable and innovative fashion, ultimately enhancing a student's

ability to complete in a more timely manner. Institution initiatives are classified into the following four areas: 1) Expand capacity in critical courses and programs; 2) Information classroom and data technologies; 3) Innovative course delivery; and 4) Business and student services support. Total appropriation is \$9,073,800.

Institution	Growth/Capacity	Technology	Courses	Support	Total
U of Utah	\$1,391,600				\$1,391,600
USU	\$759,000				\$759,000
WSU	\$444,000	\$517,400			\$961,400
SUU	\$400,000				\$400,000
SC	\$385,000		\$300,000	\$160,000	\$845,000
DSU	\$799,400	\$180,000		\$307,000	\$1,286,400
UVU	\$1,904,676	\$692,724			\$2,597,400
SLCC				\$833,000	\$833,000
Total	\$6,083,676	\$1,390,124	\$300,000	\$1,300,000	\$9,073,800

Completion - The Completion category was designed to support institutional priorities which focus on ways to reduce specific barriers to completion, and enhancing the use of student analytics and guided pathways to improve the overall completion rate of students in the Utah System of Higher Education. Total appropriation is \$4,763,700.

Institution	Barriers	Pathways	Total
U of Utah		\$401,400	\$401,400
USU		\$749,300	\$749,300
WSU	\$802,700		\$802,700
SUU	\$575,750	\$224,250	\$800,000
SC	\$505,000		\$505,000
DSU		\$176,400	\$176,400
UVU	\$312,150	\$361,050	\$673,200
SLCC		\$655,700	\$655,700
Total	\$2,195,600	\$2,568,100	\$4,763,700

Workforce – The Workforce budget request was structured to help build capacity in programs that support regional workforce needs in higher demand, high wage positions conveyed by industry, GOED and DWS. By investing in these programs, USHE will further advance its ongoing efforts to strengthen the economic base for the future. Funds received in this category will help address workforce needs in the following industry clusters: 1) Nursing, Health, and Wellness; 2) Computer Science and Information Technology; 3) Engineering; 4) Science, Aviation, and Career Technology Education (CTE) Programs; and 5) Business, Hospitality, and Tourism. Total appropriation is \$9,188,300.

Institution	Nursing, Health, Wellness	Comp Sci Info Tech	Engg, Sci, Aviation	Bus, Hosp, Tourism	Econ Dev	Total
U of Utah	\$1,563,300		\$1,000,000			\$2,563,200
USU	\$1,214,900	\$200,000		\$200,000		\$1,614,900
WSU	\$250,000		\$250,000		\$166,400	\$666,400
SUU	\$310,000		\$280,000	\$310,000		\$900,000

SC	\$300,000	\$250,000		\$200,000		\$750,000
DSU	\$664,900		\$300,000	\$350,000		\$1,314,900
UVU	\$381,916	\$190,066	\$209,518			\$781,500
SLCC	\$547,300			\$50,000		\$597,300
Total	\$5,232,316	\$640,066	\$2,039,518	\$1,110,000	\$166,400	\$9,188,300

Commissioner's Recommendation

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

DLB/KLH/BLS
Attachments

David L. Buhler
Commissioner of Higher Education

UTAH SYSTEM OF HIGHER EDUCATION 2018-2019 OPERATING BUDGET REQUEST

Student Growth & Capacity

Request: \$15,969,000

Appropriation: \$9,073,800

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

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

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

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

UNIVERSITY OF UTAH

Request: \$2,750,000

Appropriation: \$1,391,600

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

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

to leverage online classes and intensive classes taught during fall and spring break to give students more class access. Online courses have helped in managing classroom inventory; however, despite these efficiencies, with increased growth the institution needs additional faculty. As enrollment increases, the institution knows it needs more resources to offer increased sections of writing and science courses.

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

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

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

Salaries, Wages & Benefit	\$1,252,500
Operating Expenses	<u>\$139,100</u>
Total	\$1,391,600

UTAH STATE UNIVERSITY (USU) Request: \$1,000,000 Appropriation: \$759,000

Description – The added instructional capacity provided by teaching assistants in high-demand and high-enrollment classes will allow students to receive increased touch-points both inside and outside of the classes. These touch-points will enhance the students’ experiences and help instructors identify and help at-risk students. The end result will be more timely progress through the students’ degree programs.

USU has addressed the pressure of increasing enrollments by increasing the number of students within sections of high demand courses. While this has allowed the university to mitigate increased student demand without adding more faculty, the attention that the instructor can give to each student is limited in large enrollment classes. To maintain the quality of instruction that USU prides itself in, ongoing funding is requested for teaching assistants who will be assigned to these high-demand courses. The teaching assistants will help instructors set up laboratories, answer student questions, organize study sections, provide tutoring, etc.

Rationale and Justification– Increased enrollment at USU over the last four years has resulted in large sections of high-demand courses. Additional instructional support through the use of teaching assistants is needed in order for students to succeed in their classes. Timely completion of classes will allow students to progress through their college degree programs in an appropriate timeline.

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

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

Assessment – Number of teaching assistants hired, number of students enrolled, number of student credit hours per academic year.

Budgetary Plan – Wages & Benefits (35 Graduate Students x .5 FTE) \$759,000

WEBER STATE UNIVERSITY (WSU) Request: 800,000 Appropriation: \$444,000

Description – Faculty in High Growth Areas. Improve student access to faculty resources in areas of high demand and increase the number of sections of bottleneck courses, which will help students to complete degrees in a timely manner.

Rationale and Justification –As a university, we provide extensive data dashboards to academic departments to facilitate in-depth evaluation of academic programs on an annual basis. As programs are identified as being in high demand, we need to be able to add additional faculty to teach courses required in those programs (both in the major and support courses).

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

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

Budgetary Plan – 4 FTE Regular Faculty
Salaries, Wages & Benefits \$ 444,000

SOUTHERN UTAH UNIVERSITY (SUU) Request: \$500,000 Appropriation: \$400,000

Description – Funding will support one new full-time faculty position in each of the four high-growth programs: Accounting, Public Administration, Voice/Musical Theatre, and Art History.

Rationale and Justification – SUU has four high-growth academic programs pressing student to faculty ratios risking program accreditation, high section sizes, and are overloading faculty beyond policy limits to support the instructional demands of students in the programs. SUU's most constrained programs are Accounting, Public Administration, Voice/Musical Theatre, and Art History.

Outcomes – Manageable teaching loads of faculty within the program, sustained program accreditation, and affordable access to students participating in the programs.

Assessment – Number of ICHs taught on faculty overload. Student enrollment and completion in Accounting and Public Administration. Student enrollment in Voice/Musical Theatre and Art History courses.

Budgetary Plan – Salaries, Wages and Benefits \$400,000

SNOW COLLEGE (SNOW) Request: \$385,000 Appropriation: \$385,000

Description – High Impact Positions in Growth Areas. We began advertising positions in Geography, Physics, Communication, Nursing, Visual Art, and Foreign Language directly after the passage of the state budget. We have been able to hire in all fields with the exception of Geography. We had a solid pool of candidates, but were unable to bring in a suitable candidate due to the lateness of the application season. For this reason, we will hire a one-year replacement and begin searching for a full time faculty member for Geography in the fall. Hiring faculty was considerably easier this year over previous years because of the increased compensation that we can offer potential hires. Hiring pools were five to six times as large as they were in the past and the talent was deeper. We appreciate the support of the legislature in giving us funds to bring bright and eager faculty to Snow College.

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

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

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

DIXIE STATE UNIVERSITY (DSU) Request: \$1,065,000 Appropriation: \$799,400

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

Rationale and Justification – Dixie State University is growing rapidly. More than 500 additional students were enrolled for the Fall 2017 semester, and the number of completed applications from prospective students is increasing each year. DSU has absorbed recent enrollment growth by expanding the use of adjunct faculty, but the supply of qualified adjunct instructors has been exhausted. Additional full-time faculty will help ease capacity constraints and are also needed to meet program accreditation standards and support high-impact learning practices such as undergraduate research and experiential learning.

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

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

Budgetary Plan – 9 new full-time faculty positions
Salaries, Wages & Benefits \$799,400

UTAH VALLEY UNIVERSITY (UVU) Request: \$3,093,300 Appropriation: \$1,904,676

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

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

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

Outcomes – Recognizing the importance of full-time faculty in access, retention, persistence, and completion, a decade ago UVU established a university-wide goal of no less than 55 percent of instruction delivered by full-time faculty. Fall 2016 was the first semester this target was achieved. Maintaining this level requires the addition of one full-time faculty per additional 22 FTE students. This funding would allow UVU to hire 15 new full-time faculty to teach in high demand general education and upper division courses in programs such as Personal Financial Planning, Management, Digital Media, English, Communications, Physics, and Biology.

Academic staff play key roles in supporting high impact learning practices such as internships, assisting students in laboratory courses, and accessing instructional materials. Funding will allow UVU to hire 4 new academic staff such as lab managers and librarians.

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

Budgetary Plan – Funding will support the addition of 15 new full-time faculty to teach in high demand general education and upper division courses in programs such as Personal Financial Planning, Management, Digital Media, English, Communications, Physics, and Biology; 4 new academic staff such as lab managers and librarians; hourly staff; and general faculty and staff operating expenses.

Salaries, Wages & Benefits	\$1,848,176
Operating Expenses	\$ 56,500
Total	\$1,904,676

SALT LAKE COMMUNITY COLLEGE Request: \$790,000 Appropriation: \$0

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

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

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

UTAH STATE UNIVERSITY (USU) Request: \$500,000 Appropriation: \$0

WEBER STATE UNIVERSITY (WSU) Request: \$800,000 Appropriation: \$517,400

Description – Classrooms, Labs and IT Equipment. We are continually assessing equipment, software and other technologies that make education assessable and affordable to our students. By centralizing the management of technology on campus we able to provide economies of scale and implement best practices to ensure the funding and security of technology resources are used efficiently.

Completion: By providing access to academics on and off campus we are enabling our students to have the technology resources necessary to complete their degrees.

Innovation: By providing a benchmark for classrooms with standardized technology, we provide faculty the opportunity to learn and implement technology to innovate how knowledge will be delivered and interacted with by students.

Our annual software maintenance will be used for cloud subscriptions and initiatives to provide EIT standards and Section 508 compliance. In addition, we will be providing a reliable chat and remote support tool that will increase student access, support, learning and overall satisfaction with their WSU experience. By upgrading our enterprise resource planning system we will be able to continue to provide efficiencies throughout the University.

The FTE's we are adding to the team are in high demand/ highly needed areas that will boost our ability to support the University and the demands that it has for technology.

This effort will also provide operating support for the new Intra-Professional Education instructional space being added for FY19.

Rationale and Justification – Technology demands and costs continue to increase while the funding remains stagnant. Our goal is to keep up with demands and costs from vendors.

Outcomes –

- Labor Force to support and sustain advances in technology
- ADA Accessibility
- Improved Communication
- Advanced Infrastructure

Assessment – We will be able to maximize our infrastructure and meet the demands of students

Budgetary Plan – 4 FTE Staff

Salaries, Wages & Benefits	\$ 243,200
Annual Software Maintenance	\$ 102,000
Current Expenses	<u>\$ 172,200</u>
Total	\$ 517,400

DIXIE STATE UNIVERSITY (DSU) Request: \$340,000 Appropriation: \$180,000

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

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

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

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

Budgetary Plan –

- Classroom and lab technology/software (\$115,000)
 - Digital library materials for new academic programs (\$30,000)
 - Part-time system administrator position increased to full-time (\$35,000)
- | | |
|----------------------------|------------------|
| Salaries, Wages & Benefits | \$35,000 |
| Operating Expenses | <u>\$145,000</u> |
| Total | \$180,000 |

UTAH VALLEY UNIVERSITY (UVU) Request: \$1,389,700 Appropriation: \$692,724

Description –Funds will be used to effectively meet the educational needs of new students arriving and existing students persisting in their studies through the update and expansion of learning and information technology staff, infrastructure, systems, and software.

Rationale and Justification – Technology plays an integral role in the educational experience at UVU. Faculty require technology-based instructional support from learning management systems (Canvas) to online/hybrid course delivery and library resources. From admissions applications through financial aid processing, class scheduling, advising, and graduation, students expect online, technology-based student services and state-of-the art learning environments with multi-media classrooms. Stakeholders expect appropriate security and privacy protection. As an open admission, cost effective university located in a high-growth region of Utah, UVU anticipates continued enrollment growth for the coming decade. An adequate classroom and information technology infrastructure is a critical component of UVU's efforts to meet the needs of a growing student population and in achieving greater efficiencies.

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

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

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

Budgetary Plan – Funding will support the addition of 3 full-time staff plus hourly staff for IT infrastructure and systems support, implementation of advanced malware/spam protection and virtual server software, network automation, and technology equipment.

Salaries, Wages & Benefits	\$ 491,724
Operating Expenses	<u>\$ 201,000</u>

Total

\$ 692,724

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

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

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

SNOW COLLEGE (SNOW)

Request: \$300,000

Appropriation: \$300,000

Description – Concurrent Enrollment. Establish quality initiatives/standards for rural school districts in the state. Snow College has incurred growing costs in our Concurrent Enrollment program. Additional record keeping, admissions work, IVC broadcasting, and monitoring student progress in an ever-growing program has meant we have exceeded the \$1.3 million funding allotment given to the College in 2015. We appreciate the legislature’s support of Snow College as we try to recover costs that have arisen in these areas that are often hidden from plain view.

Rationale and Justification - We are currently advertising positions for an additional EdNet IVC broadcasting staff member as well as an IT person that will help with the maintenance of the computing and broadcasting machinery at the College. We hope to have these two staff members hired and in place by July 1st. In addition, we will use some of the money to cover costs we have incurred in Advising, Admissions, the Registrar’s Office, and the increased cost of offering more sections to high school students.

Outcomes –To financially cover overhead costs that we incur in the Registrar’s Office, Admissions, Teaching and Technology, IT support and so forth.

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

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

UTAH VALLEY UNIVERSITY (UVU) Request: \$650,000 Appropriation: \$0

SALT LAKE COMMUNITY COLLEGE Request: \$426,000 Appropriation: \$0

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

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

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

WEBER STATE UNIVERSITY (WSU) Request: \$300,000 Appropriation: \$0

SNOW COLLEGE (SNOW) Request: \$160,000 Appropriation: \$160,000

Description – Economic Development Support. Strengthen relationships with industry in the six-county region by further developing programs that meet their needs.

We are currently advertising the position of Snow College Economic Development Liaison. We hope to have a person hired and in place by July 15th. This liaison will help us work with the Six-County Association of Governments, county economic advisers, and leaders of businesses and industry, whether large or small. The liaison will help align the needs and goals of economic enterprises with the academic mission of the College. We have called upon community members to help us with this search so that we can find a person who can work well with both the College and community. With the money remaining after the total compensation for this position, the funds will be used to support an office and frequent travel that will be necessary to keep abreast of the economic development needs of our area.

Rationale and Justification – Governor Herbert and Lieutenant Governor Cox have a focus on rural economic development in the State of Utah. We believe this partnership to be essential to our role in providing economic growth in our six county area.

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

Budgetary Plan – Provide salary and benefits for the economic development liaison (\$105,000 total compensation) as well as office expense and travel costs to reach out to our six-county service area (\$55,000). \$160,000

DIXIE STATE UNIVERSITY (DSU) Request: \$290,000 Appropriation: \$307,000

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

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

- Academic department administration
- Academic budget coordination
- Facilities maintenance and grounds
- Risk and fire safety
- Payroll processing

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

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

Assessment – Total enrollment growth, IT/facilities maintenance backlogs, and safety inspection outcomes.

Budgetary Plan – Five new full-time staff positions
Salaries, Wages & Benefits \$307,000

SALT LAKE COMMUNITY COLLEGE Request: \$430,000 Appropriation: \$833,000

Description – HR Benefits Assistant. With the growing demand of federal compliance on the Office of Human Resources, the College is in need of an additional full-time, HR benefits position to cover the demand of operations.

Rationale and Justification – Personnel costs comprise 80 percent of the College's operational budget. As federal regulations continue to grow, an additional benefits assistant is needed to help manage compliance with regulations as well as the benefits of the personnel.

Outcomes – Provide for better oversight and more efficient benefits management.

Assessment – We will be able to assess increased efficiencies in HR benefits administration as well as providing enhanced oversight of federal regulations. We would be able to assess HR benefits personnel per faculty, staff, and student.

Budgetary Plan – The funding will support 1 FTE position.
Salaries, Wages & Benefits \$48,000

Description – Facilities Personnel. This funding will support a new fleet mechanic position \$65,048 and to make a facilities manager a base-funded position \$55,382. With the growing demand of maintaining the structural integrity of 10 campuses' facilities along with maintaining the institution's fleet vehicles, the institution decided to fund these two positions.

Rationale and Justification – The demand of maintaining 10 campus sites and fleet vehicles required more staff.

Outcomes – Improved maintenance of our institutions' facilities and fleet.

Assessment – We can measure fleet vehicles maintained with the new position as well as our institutions' facilities will continue to be maintained.

Budgetary Plan – The funding will support 1.5 FTE positions since the facilities manager was already funded part-base. Salaries, Wages & Benefits \$120,430

Description – The Event and Art Coordinator coordinates and curates the institutional art gallery and campus-wide exhibition spaces and is responsible for the oversight and maintenance of the college's art collection. The coordinator also assists with the creation and implementation of college wide events that benefit the institution and the broader community including the President's Art Show, gallery exhibitions and opening receptions, and Tanner Forum on Social Ethics as well as Convocation, Commencement, Employee Recognition, and strategic planning forums for faculty, staff and administrators.

Rationale and Justification – The institution creates and produces large and smaller events including an annual art show and several public forums that this position supports. As the community's college, SLCC provides student and community engagement. This position supports this role and function.

Outcomes – Curation and management of the institution's art collection, and greater efficiency and coordination in the production of events.

Assessment – Assessment will include the following:

- Number of art shows and gallery exhibitions that offer cultural and educational outreach in the community.
- Number of and quality of student opportunities to engage and support cultural events and artistic endeavors.
- Growth in attendance at college-wide events and community programming at the gallery and campus exhibits.

Budgetary Plan – The funding will support 1 FTE position.
Salaries, Wages & Benefits \$58,000

Description – Major Gift Officer. Recommendations from the recent feasibility study included the need for the College to expand its fund raising capacity. This requires an additional staff member in major gifts to meet with donors and also contact individuals capable of giving to the campaign.

Rationale and Justification – The development office is raising more funds and generating more contacts than it has in previous years. SLCC is striving to increase our base of potential donors so that we can meet the needs of the students. Funding supports the following: need-based-aid, undocumented student scholarships, athletics, internships, study abroad, and other projects.

Outcomes – Increased donations and increased output of benefits (e.g. scholarships).

Assessment – The institution has recently started a capital campaign. This position will help in reaching the goals of the campaign and the institution will be monitoring for gains in donations as well as an increase in beneficiaries of the donations.

Budgetary Plan – The funding will support 1 FTE position.
Salaries, Wages & Benefits \$94,070

Description – Internal Audit Assistant. The workload of internal audit activities exceeds available department resources. This position will significantly reduce this shortfall providing administrative support, supporting the Trustee Audit Committee, and helping audits be completed in a timely manner.

Rationale and Justification – There is a need to complete more timely audits as well as provide administrative support to the office and the Trustee Audit Committee.

Outcomes – Increased number of audits completed in a year.

Assessment – Number of audits released. Some of the duties are not assessable due to the everyday administrative duties this person will be doing.

Budgetary Plan – The funding will support 1 FTE position.
Salaries, Wages & Benefits \$62,500

Description – Policy Review Coordinator. This position will assist the General Counsel's office in the development, administration, and active management of a policy review process which is critical need.

Rationale and Justification – At the current time, there is an increased emphasis on SLCC's Policy Review process. Currently, Cabinet has not reviewed approximately 45 of 86 College policies within the last 5 years.

Outcomes – Increased number of policies that are able to be reviewed.

Assessment – Number of policies reviewed per year. Some of the duties will be to oversee the Driver Training which we will be able to assess for compliance.

Budgetary Plan – The funding will support 1 FTE position.
Salaries, Wages & Benefits \$54,014

Description – Local Government Relations. The Community College has a Public Service component as part of its role and mission. This funding will be used to hold City Government Summits in an effort to raise awareness as well as the profile of the College.

Rationale and Justification – There is a need to grow relationships with our local government political leaders. This raises awareness of the College’s role and mission as well as creates a forum to address local issues that impact the community.

Outcomes – Number of events held. Key topics addressed.

Assessment – Number of attendees at the events and what was accomplished from these events.

Budgetary Plan – The funding will support operating expenses.
Operating Expenses \$15,000

Description – Campus Community Engagement Coordinator. The College participates in community engagement public service within Salt Lake County and provides both sponsored service activities and up to 24 hours paid leave to engage in these activities. The program is underutilized. This funding will support a position whose work, in part, will focus on organizing college sponsored projects to increase overall engagement and awareness of community partner efforts. This program benefits both the College and the Community.

Rationale and Justification – There is a need to enhance the College’s culture of reciprocal community engagement. This position will initiate a series of sponsored engagement activities that support the College’s commitment to community, staff, faculty, and students. The activities will be designed to grow the participation in the Community Engagement Leave Program.

Outcomes – Continuing to strengthen the partnership structure and systems that support employee engagement, for example by providing regular opportunity notices through SLCCSync and social media, and initiating a new series of college-wide and SLCC sponsored service engagement opportunities for staff, faculty, and students.

Assessment – Number of participants in a College-sponsored program and number of college sponsored projects.

Budgetary Plan – The funding will partially support a new FTE
Salaries, Wages & Benefits \$12,000

Description – Campus Safety and Security. The College contracts with Utah Highway Patrol to cover Campus Safety. As costs have increased in state employee compensation, UHP did not pass those costs to the College. In 2016, the contract was adjusted to include these cost increases. \$141,211 will go towards the contract. The institution also had need for a Deputy of Campus Safety position. The institution has 10 campuses and events going on morning and evening at multiple site locations often at the same time. This amount was \$97,775 to cover

the salary and benefits. Also, the institution had need for operating support of the Emergency Management Program to run the trainings that are offered. This came to \$10,000.

Rationale and Justification – Cost escalations in state compensation increases over the last few years were not reviewed by UHP until 2016. This funding is needed to cover the increased costs to cover public safety. 18 UHP employees are supported with the current contract. The Deputy of Campus Safety is needed to cover the various campus and events occurring at our campuses many of which are non-SLCC events. The Emergency Management Program was in need of expanding and updating. The need to keep our institutions safe and secure and have appropriate protocols in place for the Campus Community are imperative.

Outcomes – Improved response time to campus safety issues as well as better informed training.

Assessment – Public safety officers per student. Emergency Management Trainings provided and number of attendees.

Budgetary Plan – The funding will support contracted Utah Highway Patrol officers who provide campus security (contract), deputy of campus safety, and emergency management program operating expense.

Salaries, Wages & Benefits	\$238,986
Operating Expenses	<u>\$10,000</u>
Total	\$248,986

Description – IT Security. As students come to the institution with multiple electronic devices this causes an increased demand on IT infrastructure. Couple the demand with the increased threats of hacking, the institution is in need of an additional IT security person.

Rationale and Justification – The College's Office of Information Technology recently completed a program review from an outside consultant that recommended that an additional person be hired for IT security. The security landscape is constantly changing and the threats and vulnerabilities to information technology continue to increase at a rapid pace. The need for additional personnel is required to mitigate and prevent the attacks the institution faces on a daily basis.

Outcomes – Provide for increased IT security for the College

Assessment – We will be able to be more thorough in our IT security ability. We would be able to assess IT security personnel per faculty, staff, and student.

Budgetary Plan – The funding will support 1 FTE position.

Salaries, Wages & Benefits	\$120,000
----------------------------	-----------

UTAH SYSTEM OF HIGHER EDUCATION 2018-2019 OPERATING BUDGET REQUEST

Completion Request: \$7,958,000 Appropriation: \$4,763,700

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

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

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

- **Affordable Access:** These initiatives will help to increase the number of Utahns who access and succeed in higher education by expanding academic infrastructure to meet the needs of actual and anticipated growth, and focus on improving student affordability by creating more opportunities to help students to complete course work sooner, resulting in reduced overall tuition and fees.
- **Timely Completion:** By removing barriers known to impede student progress such as lack of mental health resources, not having a single point of contact for at-risk students, and providing a more structured first-year experience a student's ability to complete in a timely manner increases.
- **Innovation Discovery:** Institutions propose innovative approaches to general education and leveraging partnerships in new ways to help improve overall student performance.

UTAH STATE UNIVERSITY (USU) Request: \$800,000 Appropriation: \$0

WEBER STATE UNIVERSITY (WSU) Request: \$1,260,000 Appropriation: \$802,700

Description – Implement and expand proven student success initiatives to improve student learning, retention and timely degree completion, including specific strategies for at-risk student cohorts.

Retention and Success Initiatives. Funds are needed to enhance our strategic approach to recruiting and retaining a diverse student body. Cohorts of interest include first-generation, economically disadvantaged students, out-of-state students and those who may need extra support and easily accessible services to be successful. Proven strategies / initiatives we plan to enhance include targeted recruitment, learning communities, meaningful on-campus student employment, enhanced orientation programming, and more individualized advising strategies to help students over road bumps.

Rationale and Justification – Weber State has conducted research both quantitatively and qualitatively to examine ways to improve institutional graduation rates. In this process, we have identified key variables that both increase and decrease the odds of students graduating in a timely manner. As we continue to collect and analyze data regarding efforts that improve the success of our students, these funds will be used for retention based initiatives including student tracking software, an improved student orientation program, student employment, high

impact programming and other support programs and efficiencies that demonstrate student success through data and assessment.

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

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

Budgetary Plan – 2 FTE Staff

Salaries, Wages & Benefits	\$ 100,765
Annual Software Maintenance	\$ 103,900
Current Expenses	<u>\$ 495,335</u>
Total	\$ 700,000

Description – Mandated Cost Increases. These bills must be paid. If we don't get funding from the state for these cost increases, ultimately students will pay more for their education. We have been as innovative as possible to manage these costs. Our energy efficiency program is a good example. But inflation in these areas is relentless, and we must increase these budgets as needed.

Several years ago the Board of Regents stopped asking for mandated cost increases as part of their annual Operating Budget Request to the legislature. The result of this exclusion is that inflationary increases in items such as Fuel and Power, Water & Sewer, Workers Compensation, State Audit Fees, Risk and Property Insurance have been entirely unfunded or significantly underfunded by the legislature over the past decade. To cope WSU has pushed many of these increases off onto 1-time funding sources or Tier 2 Tuition. This request would provide \$102,700 in current expense to replenish these vital but underfunded budgets.

Rationale and Justification – See above.

Outcomes – Full funding for these vital budgets

Assessment – NA

Budgetary Plan – Current Expenses \$102,700

SOUTHERN UTAH UNIVERSITY (SUU) Request: \$700,000 Appropriation: \$575,750

SUU is advancing three initiatives focused on reducing barriers to participation and completion by enhancing: 1) General education integration, 2) Expansion of the first-year seminar program, and 3) project-based learning in developing Majors and Graduate programs

Description – Enhanced General Education Completion & Engagement. Funding will be used to support direct instruction and key academic support initiatives related to enhancing student success in general education. Instructional funding will support sections taught by wage-rated faculty and non-tenure track faculty in Physical Science, History, and the Bachelor of

Integrated Studies programs. Instructional funding will also extend to adding an additional section of SUU's piloted JumpStart program and increase student teaching assistants/graders/lab assistants supporting the initiative. Academic support funding will provide part-time administrative staff in the Writing Center and convert the part-time director position in the Center of Excellence for Teaching and Learning (CETL) as full-time to lead faculty efforts in general education curriculum integration.

Rationale and Justification – SUU is experiencing year-over-year increases in its incoming freshmen class, compounding the demands on an already compressed set of general education curriculum. SUU has also found that through an integrative approach to general education and by incorporating High Impact Educational Practice (HIP), student learning deepens and student retention/completion increase. Fundamentally, supporting this initiative requires new curriculum innovation; the incorporation of HIPs, faculty led, manageable section sizes; and well-coordinated academic support services.

Outcomes – Increase student access to the number of traditional and integrated general education sections to accommodate an increasing class of freshman, increase successful student completion of general education, and retention of students attending Southern Utah University.

Assessment – Section sizes of GE classes, ratio of incoming students to number of GE sections, and D/F/W rates in GE courses.

<i>Budgetary Plan</i> –	Salaries, Wages and Benefits	\$493,060
	Operating Expenses	<u>\$ 17,690</u>
	Total	\$510,750

Description – First-year Seminar Program. Funding will be used to launch the creation of a First Year Experience course focusing on increasing beginning student critical academic skills and social connection to the University

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

Outcomes – Full development of SUU's first-year seminar for implementation beginning Fall 2019.

Assessment – Completed design of SUU's first-year seminar course for implementation starting Fall 2019

Budgetary Plan – Salaries, Wages and Benefits \$65,000

SNOW COLLEGE (SNOW) Request: \$505,000 Appropriation: \$505,000

Description – Retention & Success. Design and implement a new, integrative model for general education. We have designed a new and exciting general education program that will integrate coursework that will help students with written and oral communication, develop the “soft skills” and move away from a silo-like delivery and segregated instruction. Studies by the U.S. Department of Labor and the Utah Department of Workforce Services shows that employers are satisfied with major preparation of college graduates in Utah but lack these soft skills. These skills include innovative thinking, ethical understanding, written and oral communications skills, and critical thinking skills. Our new GE program has this goal in mind and our new GE course for first-year students focuses on these elements. The Deans Council has created new criteria for hiring faculty in new areas. They passed this procedure in late April and determined that we should begin searching for these new positions in the fall when the traditional academic market has its greatest number of applicants looking for work. In early September, the deans will determine what areas to hire for the new general education program, then departments will begin the advertising and recruitment process.

Rationale and Justification – This approach will greatly enhance the quality of students’ general education, provide more interdisciplinary application experiences, and better prepare them for needed skills in the workforce.

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

Assessment – Our participation in several national surveys provides us with accurate information in regards to soft skill development. These surveys gives us longitudinal data on how our institution stacks up against other institutions nation-wide, and against ourselves over time.

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

Description – K-16 Support. Increase alliance with public schools to increase communication and access to higher education in our rural six county region. Snow College and our K16 partners are very excited about the money that was awarded the College to hire a K16 coordinator. This position is currently being advertised and we hope to have this person hired by July 15th. This staff person will serve as a liaison between the College and our K16 partners in assisting with college preparation. In particular, this person will work with students in our six-county area to prepare for college academically, financially, and personally. The money that is not used to pay this person will be used to support his or her office and travel expenses to the school districts

Rationale and Justification – This is especially important in rural Utah where there are many first generation students and financial challenges to attend college. We will propose a strong

alliance with school districts and a professional employee to lead this effort. This would fund a full-time position dedicated to enhancing our K-16 alliance and bringing this effort to pass.

Outcomes--With a personal contact with the school districts, we expect to prepare more students for their college experience and we will increase the number of students who choose to attend college after high school graduation.

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

Budgetary Plan – Provide salary and benefits for the K-16 liaison (\$95,000 total compensation) as well as office expense and travel costs to reach out to school districts in our six-county service area (\$45,000). \$140,000

UTAH VALLEY UNIVERSITY (UVU) Request: \$305,000 Appropriation: \$312,150

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

Rationale and Justification – During the 2017 legislative session, a concurrent resolution declaring mental health issues to be a public health crisis at Utah higher education institutions was passed. UVU currently has a ratio of one mental health therapist per 4,744 students which is much higher than the national average. Legislation passed during the 2017 session requires UVU to have a victim's advocate to provide direct services to victims of violent crime, coordinate the needs of victims through the social services, and serve as a liaison for victims. This victim advocate will work in Student Health Services.

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

Assessment – Increased retention rates; increased graduation rates.

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

Salaries, Wages & Benefits	\$295,600
Operating Expenses	<u>\$ 16,550</u>
Total	\$312,150

SALT LAKE COMMUNITY COLLEGE (SLCC) Request: \$70,000 Appropriation: \$0

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

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

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

UNIVERSITY OF UTAH

Request: \$750,000

Appropriation: \$401,400

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

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

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

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

Assessment – Success will be measured by working with advisors to measure how they interact with students and learn what works for keeping students on track. Ultimately, student completion will be the measure. For the College to Career investments, the measure will be increasing the number of students with internships and ultimately obtaining jobs in their chosen careers.

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

Salaries, Wages & Benefits	\$275,000
Operating Expenses	<u>\$126,400</u>
Total	\$401,400

UTAH STATE UNIVERSITY (USU) Request: \$600,000 Appropriation: \$749,300

Description – Student Analytics and Guided Pathways. Increasing the number of academic advisors will improve students' pathways to completion. Students will receive professional advising in scheduling, appropriate course sequencing and advice and counsel when the student begins to struggle. Successful intervention will help ensure students' timely progression towards a college degree or certificate.

Academic advising is a key component of a student's success in college because they can monitor and advise students on the appropriate progression through their degree program. To help academic advisors better advise students, USU has recently purchased and implemented Civitas Learning, Inc. analytics software. This software will allow advisors to assess the academic success of a student in "real time" by analyzing student performance in specific courses throughout the semester and then alert instructors and academic advisors about students who are struggling and need intervention. By increasing the number of academic advisors across the university, USU can better serve students who need intervention. In addition, additional advisors will result in a more favorable ratio of students per advisor which will result in more targeted and timely advisement.

Rationale and Justification - An improved student-to-advisor ratio makes it possible for students to meet more frequently with an advisor. Given the critical role that advisors play in a student's academic career, investment in advisement is an investment in student success.

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

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

Budgetary Plan – Salaries & Benefits (5 Staff FTE) \$300,000

Description – Several services and resources offered by the University are essential for timely and efficient progress of students through their course of study.

USU is committed to improving student retention and time to graduation. However, the University is experiencing ever-increasing pressure on student-based services such as career advisement, first-year orientation, tutoring and early-alert intervention, as well as health and wellbeing issues including mental health. Funding under this initiative will allow expansion of several services that are known to influence successful completion of a college degree.

Rationale and Justification – Increasing access to services and resources such as advising, tutoring, remediation, access/diversity and career advisement will significantly improve student academic success. Retention and time to graduation will also be improved through frequent interactions with advisors and program staff. Special programs targeted towards minority and first generation college students will ensure their recruitment and retention at Utah State University.

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

There are also several software packages that will improve communication with students and provide them answers in a timely manner. For example, we will purchase software that allows the FAFSA (Free Application for Federal Student Aid) verification process to be conducted electronically. Improvements in FAFSA processing will increase access to financial aid, which is so critical for disadvantaged and first-generation college students. As another example, early-alert software will identify those students who could benefit from intervention, tutoring and/or remediation. Those students needing extra help, or who appear to be at risk, will be contacted by staff in offices such as the USU Academic Success Center, the Student Health and Wellness Center, the Access and Diversity Center and the Veterans Resource Office.

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

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

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

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

<i>Budgetary Plan</i> –	Salaries & Benefits (4-5 Staff FTE)	\$ 250,000
	Operating Expenses	<u>\$ 199,300</u>
	Total	\$ 449,300

SOUTHERN UTAH UNIVERSITY (SUU) Request: \$400,000 Appropriation: \$224,250

Description – Project-based learning in developing Majors and Graduate Program. Funding will provide better access and student participation in Major and Master level laboratory and project-based learning opportunities, and will augment associated impacts on Library services.

Rationale and Justification – Like many leading Higher Education institutions, SUU has been successful in increasing the depth and breadth of student learning through project-based instructional experiences. Recently SUU has added graduate programs in Music Technology, Music Education, Cyber Security and Information Assurance, and emphasis within the MBA program including Business Analytics. There has also been increasing demand in the undergraduate Graphics and Web Design programs, and the College of Humanities and Social Sciences have been actively incorporating laboratory and project-based learning activities as part of their core curricula. Each of these programmatic developments and increased student participation have increased demands on Library services.

Outcomes – Increased enrollment in courses supporting experiential learning and laboratory work within the College of Humanities and Social Sciences; increased enrollment in Graphic/Web Design, Master of Business Administration, Master of Music Technology, Master of Music Education, and Master of Cyber Security and Information Assurance; expanded capacity of Library services.

Assessment – Enrollment in College of Humanities and Social Science labs, Graphic/Web Design, Master of Business Administration, Master of Music Technology, Master of Music Education, and Master of Cyber Security and Information Assurance.

Budgetary Plan – Salaries, Wages and Benefits	\$ 61,500
Operating Expenses	<u>\$162,750</u>
Total	\$224,250

DIXIE STATE UNIVERSITY (DSU) **Request: \$220,000** **Appropriation: \$176,400**

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

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

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

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

Budgetary Plan – Three new full-time staff positions
Salaries, Wages & Benefits \$176,400

UTAH VALLEY UNIVERSITY (UVU) Request: \$953,000 Appropriation: \$361,050

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

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

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

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

Budgetary Plan – Funding will support the addition of 3 academic advisors, part-time retention mentors, and annual software licensing costs.

Salaries, Wages & Benefits	\$308,050
Operating Expenses	\$ 53,000
Total	\$361,050

SALT LAKE COMMUNITY COLLEGE (SLCC) Request: \$1,155,000 Appropriation: \$655,700

Description – Coordinator III, CRM Implementation. The College is in process of contracting with a new Customer Relationship Management (CRM) cloud-based software program. The CRM will enable the College to have a single, intuitive online application that will mirror the new Pathways Model. Additionally, the CRM will enable the College to set up individualized communication plans to streamline the onboarding process. The funding will be used for a coordinator to support implementation and then oversee the CRM tool.

Rationale and Justification – To ensure the successful launch of the new CRM, this will require a full time staff member to implement the product and collaborate with other departments in Student Affairs to maintain functionality. This position will also work in conjunction with IT to ensure a successful launch of the enrollment CRM and the new online admissions application.

Outcomes – This position will be a key point person in the implementation and management of a single, intuitive application that reflects the new Pathways model. This position will initially create an implementation timeline with measurable benchmarks. Cross College

communication will also be fostered. This CRM also meets the strategic goal to achieve equity in student participation and completion by sending targeted messaging to any prospective students.

Assessment – The CRM will directly impact the College's ability to meet the strategic goal to improve transfer preparation and pathways by guiding students to select a Pathway at admission. This position will have a positive impact on enrollment and student transfers and we will be able to monitor that.

Budgetary Plan – The funding will support 1 FTE position.
Salaries, Wages & Benefits \$71,000

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

Justification – As part of the guided pathways efforts, there is a need to better align institutional resources to help increase student success at the community college. This position will support the overall goals of the institution while developing software applications.

Outcomes – The institution's goals are to increase student persistence and graduation rates. In doing so we allow for greater success for our students. This position is part of the larger guided pathways framework that will lead to increased student retention and completions.

Assessment – Increase SLCC student persistence and graduation rates.

Budgetary Plan – The funding will support 1 new IT position
Salaries, Wages & Benefits \$100,000

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

Phase I - Develop an internal digital communication tool for students, faculty, staff and administrators

Phase II – Conduct quantitative market research on specific SLCC audiences to better understand behaviors and challenges

Phase III – Conduct research on 30 colleges currently participating in the AACC Pathways project for planning, implementation and evaluation with specific emphasis on websites and internal communication

Phase IV – Develop and implement a college-wide communication plan for SLCC Pathways

Phase V- Develop content for the Pathways website that will inform and guide students through the pathway options at SLCC. This position works in collaboration with web designers

in creating a simple and intuitive SLCC Pathways website. Evaluation of the # of site users will be ongoing and site will evolve based on interviews and focus groups of the users of the site.

Rationale and Justification – This position is needed to support the College's Guided Pathways program to help increase student access, retention, and completion.

Outcomes – Successful implementation will result in increased communication and contribute to greater student participation and subsequent completions. During FY18-19, the position will be responsible for creating content for SLCCToday, the digital tool that has been developed for internal communication. Metrics of the # of weekly readers will be assessed.

Assessment – We will be able to identify the number of weekly readers of SLCCToday as one assessment. The marketing efforts and communications contribute to a greater whole of increased access, retention, and completions for our students.

Budgetary Plan – The funding will support 1 FTE position.
Salaries, Wages & Benefits \$75,000

Description – Academic Advising for Pathways Initiative. Case management advising will guide students to clustered courses designed to create a more efficient educational path. Research indicates that intrusive academic advising utilizing a case management approach significantly improves student academic success, retention and persistence, and degree/credential attainment. SLCC's Department of Academic Advising will implement an intrusive case management approach utilizing Starfish Retention Solution's Early Alert and Connect modules. Additional academic advisors are needed to move in this direction.

Rationale and Justification – The National Academic Advising Association recommends a student to advisor ratio of approximately 300 students to 1 full-time academic advisor. Currently, SLCC's student to advisor ratio is approximately 1100:1. Further, the College's desire to have a case management approach to advising significantly increases the workload.

Outcomes – Decrease the ratio of students to advisor. Increase student persistence and the ability of the College to retain students towards completion or transfer.

Assessment – Identify ratio improvements between students and advisors. Increase SLCC student persistence and graduation rates.

Budgetary Plan – The funding will support an Assistant Director of Advising and 3.5 full-time advisor positions. Salaries, Wages & Benefits \$374,900

Description – Part-time Assessment Guide Specialist. Work on assessment guides that our faculty use for creating signature assignments and rubrics for scoring them. These guides enable our faculty to create assignments and assessments that 90% of faculty nationwide have great difficulty authoring. Institutions from around the country use the first (prototype Critical Thinking) guide –because it works.

Rationale and Justification – The College does not have the capacity to create these guides without at least a part-time specialist.

Outcomes – Create standardized guides that are in a format that we have successfully tested with SLCC faculty. We hope to publish in both print and online formats (depending on budgets).

Assessment – Completion of guidebooks. In this case the final versions of the Critical Thinking and the Written Communications Guides. If possible, we will begin work on a third guide as well. We anticipate the third in the series will be Oral Communications.

Budgetary Plan – The funding will support a part-time position.
Salaries, Wages & Benefits \$34,800

UTAH SYSTEM OF HIGHER EDUCATION 2018-19 OPERATING BUDGET REQUEST

Workforce

Request: \$15,848,900

Appropriation: \$9,188,300

This on-going budget request is to help build capacity in programs that support regional workforce needs in higher demand, high wage positions conveyed by industry, GOED and DWS. By investing in these programs, USHE will further advance its ongoing efforts to strengthen the economic base for the future. Funds received in this category will help address workforce need in the following industry clusters: 1) Nursing, Health, and Wellness; 2) Computer Science and Information Technology; 3) Engineering; 4) Science, Aviation, and Career Technology Education (CTE) Programs; 5) Business, Hospitality, Tourism; and 6) Economic Development.

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

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

Nursing, Health, and Wellness

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

UNIVERSITY OF UTAH

Request: \$2,500,000

Appropriation: \$1,563,300

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

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

To meet this mission, the University needs to add additional faculty in order to expand class size. The university recognizes the demands in the healthcare industry for nurses including its own challenges in hiring trained nurses for University Health. Without adding additional faculty, it will not be able to accommodate the students necessary to fill this demand. The nursing program has developed and utilized online programs and have sought and received external grants to help fund education, however; additional funding is needed if the university is going to educate enough nurses to fill the jobs in the future

Outcomes – Students in nursing will graduate prepared to enter the workforce. This workforce includes Ph.D. students prepared to be the educators and researchers at Utah colleges and universities. The number of new seats added is 24.

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

Budgetary Plan – Salaries, Wages & Benefits	\$1,000,000
Operating Expenses	<u>\$63,300</u>
Total	\$1,063,300

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

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

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

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

Budgetary Plan – Salaries, Wages & Benefits	\$ 450,000
Operating Expenses	<u>\$50,000</u>
Total	\$ 500,000

UTAH STATE UNIVERSITY (USU) Request: \$1,850,000 Appropriation: \$1,214,900

Description — Nursing, Health and Wellness. Funding for instructional capacity in several high-need areas of the state will allow students to complete degree requirements in a timely manner while receiving exceptional educational experiences. Funding will be used to recruit faculty, clinical supervisors and graduate teaching assistants who will be directly tied to educational programs such as Nursing, Health Services, Social Work, and Public Health.

Nursing. Utah State University currently offers one-year or two-year Registered Nursing (RN) degrees on five regional campuses (Uintah Basin, Price, Moab, Blanding and Tootle). These programs are meeting local demand for nurses. However, there is also a state-wide demand for four-year nursing program graduates. USU would like to add faculty to the Nursing program who are qualified to teach in a four-year nursing degree program delivered on the Logan campus. This program will be housed in the new Clinical Services building on the Logan

campus. Training of the nursing students will be greatly augmented by their co-localization with several clinical services programs such as those focused on autism, Alzheimer's and speech-language pathology. USU anticipates graduating twenty to thirty students in the four-year nursing program, which will contribute significantly to addressing the state's shortage in nursing professionals. The number of new seats added is 16.

Health Services. USU also has several health services certificate programs offered in the areas of medical coding, medical assistant, laboratory technician and pharmacy technician. These programs provide an entrance into a college experience for students as well as a completion point that fills work-force needs in rural communities. Many of the graduates of these programs continue on in the nursing program or other health-related associate's and bachelor's degree pathways.

Social Work. Utah House Bill 185 provided funds that made it possible for USU to offer the Bachelor of Social Work (BSW) degree on the USU Tooele, Brigham City, Price, and Moab campuses and we are pleased to report that USU graduates are now filling a workforce gap of social workers in these communities. However, the need for social workers is particularly urgent in other communities served by USU including the Uintah Basin and Blanding. State and federal human services agencies such as the Division of Child and Family Services (DCFS), Juvenile Justice Services (JJS), and Head Start are not able to fill vital positions in these areas with qualified individuals. This is also true for schools, hospitals, and mental health services organizations in the surrounding areas. Tribal agencies tasked with providing these services also face workforce shortages. New faculty members in the BSW program will be located at USU campuses in Blanding and the Uintah Basin where they will form partnerships with human services providers and establish internships. Student interns will have an immediate positive impact on workforce shortages. This impact will continue as graduates fill positions, oftentimes with the agencies that provided the internship experiences. These new faculty members will be expected to work closely with Native American communities to recruit Native American students to the program and mentor them through the professional development process. USU's Social Work program is eager to expand into these communities and is prepared to begin the process as soon as funding is secured.

Master of Public Health. Healthcare in the U.S. is a major industry, with a growing need to provide quality services to an aging population. Associates for Public Health Education estimates 250,000 more public health workers will be needed by 2020. USU is designing and implementing a new Masters of Public Health (MPH) degree to meet the demand of this expanding industry. New faculty lines will be created in four colleges (Agriculture, Education and Human Services, Humanities and Social Sciences, and Science) to direct and deliver curriculum and training in the MPH program. The average salary for MPH graduates in the industry is \$68,000 per year. Possible positions of employment include health services administration, biostatistics, epidemiology, health education and communication, environmental health and community health. The MPH program will be delivered across the USU campuses, thereby filling an important workforce need in many rural Utah communities.

Rationale and Justification – Utah State University has identified several programs that will meet work-force demands in specific areas. These programs are ideally suited for USU, building on research and educational strengths that already exist within the institution. USU's four-year Nursing program will address critical shortages of nurses across the state. The

Bachelors in Social Work will ensure that rural communities, including Native American populations, will have an appropriately-trained workforce to fill positions in agencies, hospitals and schools. Graduates of the Masters of Public Health program will fill a wide range of community service jobs across the state.

Each program will require new faculty, clinical instructors and graduate teaching assistants who can educate and supervise undergraduate and graduate students as they proceed through program requirements.

Outcomes – Investment in faculty, clinical instructors and teaching assistants within these high-demand programs will facilitate the educational success of students who in turn will address work-force needs identified by Utah businesses and rural communities.

Assessment – Number of faculty hired, number of undergraduate and graduate students enrolled, number of undergraduate and graduate students receiving degrees.

<i>Budgetary Plan (Nursing)</i> – Salary & Benefits (4 Faculty FTE)	\$ 500,000
Salary & Benefits (1 Staff FTE)	<u>\$ 50,000</u>
Total	\$ 550,000

<i>Budgetary Plan (Health and Wellness)</i> – Salary & Benefits (3-4 Faculty FTE)	\$ 400,000
Wages & Benefits (15 Graduate Students x .5 FTE)	<u>\$ 264,900</u>
Total	\$ 664,900

WEBER STATE UNIVERSITY (WSU) Request: \$500,000 Appropriation: \$250,000

Description – Nursing, Healthcare, Wellness. Improve student access to faculty resources and increase the number of sections of bottleneck courses, which will help students to complete degrees in a timely manner. Additional faculty resources are needed to provide coursework in Nursing.

Rationale and Justification – Students graduating with degrees in Nursing are in high demand in Utah, regionally, and nationally. As a university, we have been unable to keep up with market demand in this area because we have not had a sufficient number of faculty to offer required courses. We turn to adjuncts or to overload course-work on the part of regular faculty. Neither of these options is tenable over the long term.

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

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

<i>Budgetary Plan</i> – Salaries, Wages & Benefits	\$ 250,000
3 FTE Regular Faculty (Nursing)	

SOUTHERN UTAH UNIVERSITY (SUU) Request: \$400,000 Appropriation: \$310,000

Description – Healthcare and Rural Mental Health Providers. Funding will support new, credentialed faculty positions in Psychology, Family Life and Human Development, Athletic Training, and Nutrition to increase capacity and student access to each of these professional health related disciplines.

Rationale and Justification – A national shortage of healthcare and mental-health professionals is part of a larger ongoing problem with health-care providers in the U.S. This shortage is compounded in rural areas like Southern Utah. Many of SUU undergraduate students completing degrees in Psychology and Family Life and Human Development are professionally employed in the fields of human services and mental health. SUU is also experiencing expanded interest in its accredited Athletic Training/Kinesiology program and has a high yield of students participating in Nutrition, all of which are currently constrained by the number of faculty qualified to teach in these critical disciplines. Furthermore, SUU is in the process of developing more direct pathways in these professional disciplines that incorporate licensure at the time of completion.

Outcomes – Increased enrollment and graduates in Psychology, Family Life and Human Development, Athletic Training, and Nutrition who will be academically prepared to either further their credentials or begin working in their disciplined field of healthcare.

Assessment – Enrollment and completion of students in Psychology, Family Life and Human Development, Athletic Training, and Nutrition.

Budgetary Plan – Salaries, Wages and Benefits \$310,000

SNOW COLLEGE (SNOW) Request: \$300,000 Appropriation: \$300,000

Description – Nursing, Healthcare, Wellness. The nursing program at Snow College has been under intense pressure to grow the number of RN graduates in our six-county service area and in the state.

Two counties in our six-county service area do not have a single full-time nurse (Wayne County and Piute County). School nurses are borrowed from neighboring school districts and physicians who visit these counties bring nurses with them. We have four times as many applicants for our nursing program as we can accept, and hospitals in our area in desperate need of nurse professionals. This funding is helping us in significant ways. We have been able to hire two additional full-time nurses (the search was just completed in early June). In addition, we have expanded staff support to facilitate the record keeping and to free up faculty to be better able to work with students. We are able to purchase new equipment to use in labs. And we will be able to use some funds for site development at our satellite teaching site in Nephi.

Outcomes – We would like to hire two additional teaching nurses. We would like one to be a PhD nurse so we can grow our program and offer additional specialized training that is needed in the area. The result will be an increase in nurse graduates from 35 to 45 per year.

Assessment – Our program will be assessed according to standards set by the National Association of Schools of Nursing.

Budgetary Plan – Total Compensation: \$173,000 for two faculty; \$63,000 for support staff. High Fidelity OB Manikin, \$55,000. Site funding: \$9,000.

DIXIE STATE UNIVERSITY (DSU) Requested: \$800,000 Appropriation: \$664,900

Description – Nursing. Funds will be used to hire two faculty to implement a Baccalaureate of Science in Nursing (BSN) program in Fall 2018 with an expanded number of slots available in the program.

Rationale and Justification – The healthcare sector in Southern Utah is growing very rapidly. A major expansion of Dixie Regional Medical Center is nearly complete. There will be a critical demand for additional nurses, including BSN prepared nurses in Washington County over the coming years. BSN prepared nurses are better equipped to meet the complex demands of caring for patients in today's healthcare system and are quickly becoming the industry standard. DSU strives to offer nursing education as affordably as possible, but an expansion of the program cannot be achieved without additional funding. Differential tuition has been approved and implemented for the program, but the tuition cost would be even higher if students were required to bear the full cost of expansion.

Outcomes – New funding will allow the College of Health Sciences to hire faculty to increase the number of enrolled nursing students from 120 to 192.

Assessment – The College of Health Sciences extensively reviews student outcomes. These evaluation procedures will be applied to each of these programs and include: student course evaluations; peer faculty evaluations; preceptor evaluations of students (internship sites); student evaluation of learning resources, support, advising, and distance education and technology; exit surveys; student satisfaction; employer and alumni surveys. Student retention and graduation rates will be compiled and analyzed annually. All these procedures are necessary to provide extensive ongoing evaluation that demonstrate competency, achievement, and areas of recommended changes. Evaluation forms will be adapted to include specific program outcomes for each of the new undergraduate and graduate programs. The department faculty and College administrators will review evaluation results and make necessary curriculum, faculty, staff, and budget changes.

Budgetary Plan – Two new full-time faculty
Salaries, Wages & Benefits \$200,000

Description – Healthcare and Wellness. Funds will be used to hire five faculty and one advisor for new programs in population health, recreation and sport management, and genetic counseling, in addition to securing necessary supplies and equipment for the programs.

Rationale and Justification – DSU continues to grow its enrollment and serve the ongoing growth of the region. The current programs in the College of Health Sciences are not able to meet student demand for healthcare and wellness majors. These new degrees will allow for students that are not admitted into nursing or dental hygiene majors to pursue a career in population health or recreation and sport management. New funding will help mitigate the financial impact of launching these programs. Each program will require additional faculty lines for population health, health and human performance, and genetic counseling. In addition,

these programs will increase enrollments in courses in the Departments of Biology, Chemistry, Psychology, Family and Consumer Science, and others.

The new Baccalaureate of Science in Population Health at DSU requires a core of courses that will prepare students to understand the breadth of population health in the U.S. including medical care, public health initiatives, lifestyle/behaviors, social factors, and genetics. In addition, they will be leaders in interdisciplinary activities in their respective professions and prepared to pursue graduate degrees in development at DSU or elsewhere. These students could become certified Health Educators to work in different Community Health Promotion settings.

The new BS in Recreation and Sport Management prepares students with the skills, knowledge, and expertise to be effective recreation and sport professionals dedicated to improving the quality of life in society. These students will understand the foundational concepts of leisure behavior and the human need for positive recreation and sport experiences.

The newly proposed Master of Science in Genetic Counseling program will be distinguished by its interdisciplinary approach to graduate study. Students in this program will receive training in a variety of subjects including genetics, cytogenetics, epigenetics, human development, teratology, public health, statistics, psychological counseling, and health communication. Graduates from this program will fill workforce needs in the Southern Utah region for private sector companies leading the way in genomics.

Students in the Healthcare and Wellness programs at DSU will solve problems creatively, utilizing advanced technologies, basic principles of ethics, and cultural sensitivity to address state, national and global health problems.

Outcomes – The new funding will allow the College of Health Sciences to hire new faculty which will facilitate program growth. This increase affects the number of faculty, advisors, and clerical and other staff needed to deal with the increase in student numbers. As experienced by other universities, it is expected that the Population Health and Recreation and Sport Management programs will grow rapidly. DSU anticipates over 100 students in each program shortly after launch. Both programs will need at least two new full-time faculty and advisement personnel. The MS in Genetic Counseling will have a capacity of 15 to 20 students per cohort. This program will need at least 1.5 FTE faculty lines just to start the program. In addition, since this is an interdisciplinary program, other departments such as Biology and Psychology may need additional resources.

Assessment – The College of Health Sciences extensively reviews student outcomes. These evaluation procedures will be applied to each of these programs and include: student course evaluations; peer faculty evaluations; preceptor evaluations of students (internship sites); student evaluation of learning resources, support, advising, and distance education and technology; exit surveys; student satisfaction; employer and alumni surveys. Student retention and graduation rates will be compiled and analyzed annually. All these procedures are necessary to provide extensive ongoing evaluation that demonstrate competency, achievement, and areas of recommended changes. Evaluation forms will be adapted to include specific program outcomes for each of the new undergraduate and graduate programs. The

department faculty and College administrators will review evaluation results and make necessary curriculum, faculty, staff, and budget changes.

Budgetary Plan –

- Population Health and Recreation and Sport Management – 4 new faculty FTE and one advisor
- Genetic Counseling – 1.5 new faculty FTE
- Operating supplies and equipment for new programs

Salaries, Wages & Benefits	\$430,000
Operating Expenses	<u>\$34,900</u>
Total	\$464,900

UTAH VALLEY UNIVERSITY (UVU) Request: \$581,400 Appropriation: \$381,916

Description – Nursing. Funds will be used to hire two full-time faculty for Nursing.

Rationale and Justification – UVU is committed to building pathways for students and the proposed AAS in Nursing program will provide a well-defined pathway for students from high school to MATC to UVU's nursing programs. Working with MATC, UVU is prepared to implement an LPN to RN completion program.

Economic overview and program gap analysis data provided through EMSI for UVU's service region indicates projected job change increases in health care by approximately 8,000 jobs in the next decade. Given the professional standards for healthcare programs, instructional costs exceed average instructional costs. The existing UVU Nursing department will provide administrative support and advising for this program.

Outcomes – UVU anticipates near 100 percent completion in the AAS Nursing program for 18 new cohort majors annually.

Assessment – Performance will be assessed based on percent of each cohort that achieves timely graduation and on the percent of graduates who successfully meet licensure requirements.

Budgetary Plan – Funding will support the addition of two full-time faculty for Nursing

Salaries, Wages & Benefits	\$211,122
Operating Expenses	<u>\$ 7,000</u>
Total	\$218,122

Description – Funds will be used to hire one full-time faculty for Biology (pre-health core courses), and adjunct/clinical faculty and hourly staff for Respiratory Therapy.

Rationale and Justification – UVU is implementing a new Respiratory Therapy degree to replace the Utah County based program previously provided through Weber State. Further, UVU is expanding access to core pre-health program biology courses.

Economic overview and program gap analysis data provided through EMSI for UVU's service region indicates projected job change increases in health care by approximately 8,000 jobs in

the next decade. Given the professional standards for healthcare programs, instructional costs exceed average instructional costs.

Outcomes –UVU anticipates near 100 percent completion in the Respiratory Therapy program for approximately 40 cohort majors annually.

Assessment – Performance will be assessed based on percent of each cohort that achieves timely graduation and on the percent of graduates who successfully meet licensure requirements.

Budgetary Plan – Funding will support the addition of one full-time faculty for Biology and adjunct/clinical faculty and hourly staff for Respiratory Therapy.

Salaries, Wages & Benefits	\$160,294
Operating Expenses	<u>\$ 3,500</u>
Total	\$163,794

SALT LAKE COMMUNITY COLLEGE (SLCC) Request: \$425,000 Appropriation: \$547,300

Description – Faculty in High Demand Programs. In order to meet excess demand in the health sciences fields and in fashion design, 5 new faculty will be hired: 3 in nursing, 1 in physical therapy, and 1 in fashion design.

Rationale and Justification – The State Healthcare Industry has been studying the demand for nursing and other health initiatives and recommended an increase in capacity of students. Teresa Garrett, project director of the Utah Nursing Consortium, states that there are 1,200 to 1,500 nursing vacancies in the State. There are also shortages in other Allied Health fields such as physical therapy. The funding would be used for new faculty to teach the additional students. There is also the opportunity to innovate within the fashion design area. The new faculty will assist in this area.

Outcomes – The College will take an overall view of Nursing and Physical Therapy programs. The projected growth in nursing students is expected to reach 60 students per year after four years. The number of new annual graduates would be estimated at 30 per year. In the Physical Therapy and Fashion Design Programs, we will be able to increase the number of students and measure the increase in graduates.

Assessment – We can expect to measure the number of new nursing graduates or other allied health field over the baseline year (when new funding is received). For nursing, at present, the number of graduates is 180 per year. This funding will allow the institution to increase that number to 210 nursing graduates annually. A decrease in adjunct faculty and better continuity in Allied Health programs would be the qualitative outcome and can be assessed appropriately at that time. Within the Physical Therapy and Fashion Design Programs we will be able to track increase in students as well as graduates. To some extent, job placement data will be sought.

Budgetary Plan – The funding will support 3 new nursing faculty (\$315,000), 1 physical therapy faculty (\$110,000), and 1 fashion design faculty (\$62,439) positions.

Salaries, Wages & Benefits	\$487,439
----------------------------	-----------

Description – Health Specialist. This position will perform unique office functions for the Nursing program and work closely with the Nursing Division Associate Dean and hospital student placement and program coordinators to develop agreements on how formal approved admissions policies are to be interpreted, and enforced. Also, this position will write correspondence that clearly and succinctly informs students about their clinical rotations, missing requirements, required documents (CNA certification, orientation dates, student alternate responsibilities, etc.

Rationale and Justification – With the growth in the nursing program and the importance of having more nurses in the workforce, administrative support is needed to help organize work flow around deadlines to each program and in coordination with the Nursing Associate Dean, community partners, partnership facilities, and faculty coordinators. This position will also coordinate with and be a liaison with the students to better manage student progress to completion.

Outcomes – This position will create and coordinate the student tracking and filing systems including training and coordination with other staff members in accomplishing this task. System includes data entry, file creation and maintenance, scanning and indexing of documents.

Assessment – This position will assist in the assessment of the nursing program. There should be an improvement over time in data reporting and in student completions.

Budgetary Plan – The funding will support 3 new nursing faculty (\$315,000), 1 physical therapy faculty (\$110,000), and 1 fashion design faculty (\$62,439) positions.

Salaries, Wages & Benefits \$59,861

Computer Science and Information Technology

The Information Technology sector is one of the fastest growing sectors in the Utah economy as demonstrated through GOED and DWS employment outlooks and open positions. Institutions have been actively engaged with employers in their respective regions to identify new initiatives to help address the workforce needs in their respective regions.

UTAH STATE UNIVERSITY (USU) Request: \$1,000,000 Appropriation: \$200,000

Description — Computer Science and Information Technology. Funding for instructional capacity across the USU campus system will allow students to complete degree requirements that fill work force needs in the areas of computer and information technology.

Utah State University in Brigham City and Bridgerland Technology College (BTC), in partnership with the K12 school districts in Cache, Rich, and Box Elder Counties, are offering an after-school program for high school juniors and seniors in information technology and cybersecurity beginning in Fall, 2017. Courses will be taught after school via IVC broadcast to high schools in the three counties. Each high school will be equipped with the computer equipment needed to do the hands-on learning to apply what is taught via broadcast. During the summer of 2017, the CTE faculty in each high school will receive the training needed to support the students in their hands-on labs. Only one highly qualified instructor will be needed to broadcast the courses, alleviating the difficulty for high schools in attracting and retaining highly qualified faculty in IT.

After completing the BTC certificate in IT and Cybersecurity, students will be able to stack an Associate of Applied Sciences degree in General Technology onto that certificate by being admitted to USU and earning an additional 33 credits. The BTC certificate will transfer in as 30 credits toward the requirements for the AAS in General Technology once the 33 USU credits are completed. Some of the USU General Education Courses required for the 33 USU credits can also be taken during high school as Concurrent Enrollment. After completing the AAS, students can then stack on the General Technology bachelor's degree offered through USU. Students can move in and out of the workforce as they choose to pursue educational milestones.

It is USU's desire to expand this program to other school districts in partnership with Utah System of Technical Colleges (USTC). The additional faculty and teaching assistants added to USU will support this program throughout the state.

Rationale and Justification – Utah State University is committed to helping Utah address work force needs. One such acute need is in the area of IT coding. A stackable pathway has been developed that combines technical skills in coding obtained through career and technical education (CTE) in high school and/or a technical college with USTC with general education courses and additional credits obtained through USU. This program will be piloted in northern Utah in the 2017-18 academic year and available for further expansion across the state in subsequent years. The expanded program will require new faculty and graduate teaching assistants who can educate and supervise undergraduate students as well as coordinate curriculum with the high schools and technical colleges.

Outcomes – Investment in faculty and teaching assistants within this high-demand program will facilitate the educational success of students who in turn will address work-force needs identified by Utah businesses.

Assessment – Number of faculty hired, number of undergraduate students enrolled, number of undergraduate students receiving degrees.

<i>Budgetary Plan</i> – Salary & Benefits (1 FTE)	\$ 100,000
Wages & Benefits (2 x .5 FTE)	\$ 50,000
Operating Expense	<u>\$ 50,000</u>
Total	\$ 200,000

SNOW COLLEGE (SNOW) Request: \$250,000 Appropriation: \$250,000

Description – Computer Science & Information Technology. We are grateful for the support of the legislature of our new four-year software engineering program. We have been able to use the money to support existing new hires that were made in the Fall of 2017 (\$125,000 total compensation) and we are currently advertising for an additional professor to augment a rapidly growing program (\$125,000 total compensation). These funds give us two faculty to an existing three-member department. We are now in a position to be able to grow the program and do not anticipate the need for any additional faculty for this program for some time to come.

Rationale and Justification – The greatest need in the computer industry in the State of Utah is for computer software engineers. The only four-year software engineering program in the

state is the newly approved four-year Bachelor of Science program at Snow College. We have hired two new professors, but see a need to hire additional faculty as the program grows.

Outcomes – We will be able to offer more opportunities for students interested in the software engineering program. This will result in more students entering the program and more students finishing with a B.S. degree, growing the economic potential of our six-county area, and supplying the silicon slope, Washington County corridor, and other areas throughout the state that are in desperate need of software engineers.

Assessment – We are in close contact with major computer companies, small software firms and with professional organizations who study employment needs in computer science. These contacts will enable us to keep abreast of the ongoing needs in software engineering.

Budgetary Plan – Provide salary and benefits for faculty. \$250,000

DIXIE STATE UNIVERSITY (DSU) Requested: \$160,000 Appropriation: \$0

UTAH VALLEY UNIVERSITY (UVU) Request: \$465,500 Appropriation: \$190,066

Description – Funds will be used to hire additional digital media faculty and academic information technology staff to support upper division courses to ensure that students do not experience unnecessary delays in program completion.

Rationale and Justification – Digital Media professionals are in high demand. UVU is committed to providing adequate courses to meet student demand and increase the number of graduates annually. Overall, the number of students pursuing degrees in Digital Media has increased 20 percent in the past five years. An additional full-time faculty is needed to ensure students have access to the specialized upper division courses.

Outcomes – Students majoring in Digital Media will have access to upper division coursework and be able to complete their programs of study in fewer terms.

Assessment – Performance will be assessed based on the increase in graduates in Digital Media.

Budgetary Plan – Funding will support the addition of one new full-time faculty for Digital Media and a full-time lab manager/technician.

Salaries, Wages & Benefits	\$185,566
Operating Expenses	\$ 4,500
Total	\$190,066

SALT LAKE COMMUNITY COLLEGE (SLCC) Request: \$520,000 Appropriation: \$0

Engineering

Jobs in engineering related fields continue to be a critical employment need in the state based on information from GOED and DWS. In an effort to more acutely address the needs, institutions have worked with respective employers within their regions to target the fields of engineering that have the most severe shortage and are proposing the following initiatives to help address these employment shortages.

WEBER STATE UNIVERSITY (WSU) Request: \$800,000 Appropriation: \$250,000

Description – Engineering and Computer Science. Improve student access to faculty resources and increase the number of sections of bottleneck courses, which will help students to complete degrees in a timely manner. Additional faculty resources are needed to keep up with the demand for Engineering and Computer Science coursework.

Rationale and Justification– Students graduating with degrees in the areas listed above are in high demand in Utah, regionally, and nationally. As a university, we have been unable to keep up with market demands in these areas because we have not had a sufficient number of regular faculty to offer required courses. We turn to adjuncts or to overload coursework on the part of regular faculty. Neither of these options is tenable over the long term.

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

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

Budgetary Plan – Salaries, Wages & Benefits \$ 250,000
2.5 FTE Regular Faculty

SOUTHERN UTAH UNIVERSITY (SUU) Request: \$250,000 Appropriation: \$100,000

Description – Engineering and Construction Management. Funding will support one full-time faculty member in Construction Management.

Rationale and Justification – Within SUU's Engineering and Technology Department, there is only one full-time faculty member dedicated to the Construction Management program. Three years ago, there were only 20 majors in the program, which has grown to over 70 current majors. As demand for commercial construction continues in Utah, SUU needs to continue preparing students to work in this industry. An additional faculty member is required to support the full curriculum offered within the 4-year Construction Management program.

Outcomes – Increased majors and graduates in Construction Management.

Assessment – Enrollment and completion of students in Construction Management.

Budgetary Plan – Salaries, Wages and Benefits \$100,000

DIXIE STATE UNIVERSITY (DSU) Requested: \$400,000 Appropriation: \$300,000

Description – Funds will be used to hire two new faculty to begin building the mechanical engineering program.

Rationale and Justification – During the past 25 years there has been a consistent request of DSU's regional industry to offer an engineering program at DSU. During the past 5 years, these requests have increased. Due diligence for an engineering program began 18 months ago and 6 months ago a study was produced comparing the demand, cost, and impact of electrical and mechanical engineering programs. Due diligence revealed that a mechanical engineering program would be favorable over electrical engineering. Utah Department of Workforce Services gives the occupation of Mechanical Engineer a five-star rating for having a strong employment outlook (due to business expansion) and high wage.

In Utah, the median annual salary for Mechanical Engineers with a bachelor's degree is \$58,780 for inexperienced engineers and \$80,460 overall. Annual job openings for a bachelor's degree averages 200 with a 3.22% annual growth rate. The Bureau of Labor Statistics states that, in the United States, the median annual salary is \$84,190 for a Bachelor's degree with 277,500 annual job openings (in 2014) and a 5% annual growth rate. In Washington County, the following companies posted job openings for Mechanical Engineers from May 2016 to June 2016 on Indeed.com: RAM Company, CaptiveAire Systems, Litehouse Foods, GAF Materials Corporation, Reid Ashman, and Industrial Resource Group. Other companies that hire Mechanical Engineers include Berry's Manufacturing and Metal Fatigue Solutions. A much larger list of job postings were found for Las Vegas and Northern Utah.

The Bachelor of Science Degree in Mechanical Engineering will provide students with analytical and hands-on education in the areas of mathematics, general science, solid-mechanics, design and manufacturing, thermal-fluid science, and mechatronics. Mechanical engineering is the broadest of all engineering disciplines and thus provides flexibility in terms of employment and pursuit of advanced degrees. The degree will prepare students to either pursue advanced degrees in engineering, science, or computer science disciplines or careers in various fields including product design, manufacturing, aerospace, robotics, transportation, energy production, automotive, biomedical, and environmental systems.

Students will complete a rigorous set of core courses that align with the standards of the Engineering Accreditation Commission of ABET. They will also have the option to choose an area of emphasis to provide depth in topics that interest them such as design and manufacturing (prototype to production, lean six sigma black belt, etc.), mechatronics (robotics, sensors, actuators, internet of things, controls etc.), thermal-fluid sciences (HVAC, computational fluid dynamics, etc.), and solid mechanics (composites, vibrations, finite element analysis, etc.).

Outcomes – The new funding will allow DSU to hire two new faculty to begin building the engineering program. Successful completion of the Mechanical Engineering Program prepares graduates to succeed in entry-level engineering positions and pursue advanced degrees in engineering or other fields where a solid foundation in engineering, mathematics, science, and computing is required. The degree will support DSU's motto, "Active Learning, Active Life", by providing students with hands-on design and lab experiences every semester and engaging students in major design projects that engage the public every year. The degree will also rely on active faculty and student involvement and collaboration with community and regional organizations for student work experiences and internships that will foster not only learning engagements but also economic and community development as described in the DSU core themes. These activities will facilitate strong public relations with local businesses, civic

entities, and schools in the private and public sector. These opportunities highlight Dixie State's commitment to service, citizenship, and the community.

Assessment – Students will be assessed on the following outcomes outlined by the Accreditation Board for Engineering & Technology (ABET):

- (1) An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- (2) An ability to apply the engineering design process to produce solutions that meet specified needs with consideration for public health and safety, and global, cultural, social, environmental, economic, and other factors as appropriate to the discipline.
- (3) An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- (4) An ability to communicate effectively with a range of audiences.
- (5) An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- (6) An ability to recognize the ongoing need to acquire new knowledge, to choose appropriate learning strategies, and to apply this knowledge.
- (7) An ability to function effectively as a member or leader of a team that establishes goals, plans tasks, meets deadlines, and creates a collaborative and inclusive environment.
- (8) An ability to model, analyze, design, and realize physical systems, components or processes.
- (9) An ability to work professionally in either thermal-fluid, mechanical, or mechatronic systems, with fundamental proficiency in each area.

Budgetary Plan – Two new full-time faculty positions plus equipment and supplies for the Mechanical Engineering degree program

Salaries, Wages & Benefits	\$225,000
Operating Expenses	<u>\$75,000</u>
Total	\$300,000

UTAH VALLEY UNIVERSITY (UVU) Request: \$477,000 Appropriation: \$209,518

Description –Funds will be used to hire additional faculty to ensure access to courses in Electrical Automation & Robotics Technology and Mechatronics.

Rationale and Justification – Engineering technologists are in high demand. UVU is committed to providing adequate courses and academic advising to meet student demand and increase the number of graduates annually. Overall, the number of students pursuing degrees in engineering and engineering technology programs has increased 22 percent in the past five years and programs have waitlists of interested students. Additional full-time faculty are needed to ensure students have access to specialized courses in the programs.

Outcomes – Increase in number of students majoring and graduating in Electrical Automation & Robotics Technology and Mechatronics programs.

Assessment – Performance will be assessed based on the increase in graduates in Electrical Automation & Robotics Technology and Mechatronics.

Budgetary Plan – Funding will support the addition of two new full-time faculty and general faculty support operating expenses.

Salaries, Wages & Benefits	\$202,518
Operating Expenses	<u>\$ 7,000</u>
Total	\$209,518

Science, Aviation, and Career Technology Education (CTE) Programs

In addition to Nursing, IT, and Engineering there is growing demand for the foundational science courses that support these programs, career and technology education programs that support these professions and a growing employment need in aviation in the state.

UNIVERSITY OF UTAH Request: \$2,500,000 Appropriation: \$1,000,000

Description – The primary purpose of this funding is to allow the University to hire additional faculty and teaching assistants to increase the number of students who can be admitted into sciences fields.

Rationale and Justification – The University of Utah educates many of the students who receive professional degrees in fields which are in high demand by Utah businesses and industries. At the present time the university cannot meet the demand for admission to many of these programs with existing resources.

For science, the university will need to invest in faculty to build a robust curriculum and knowledge in data science, and other STEM fields. The university knows the demands in industry for students educated in data science, computational mathematics and other STEM fields. Without adding additional faculty, the university will not be able to accommodate these students.

Outcomes – Students in higher demand STEM disciplines will graduate prepared to enter the workforce.

Assessment – Success will be measured by recruitment of faculty (4-6) and the increased number of qualified students who enroll and successfully graduate in these strategic, high demand professional fields.

Budgetary Plan –

Salaries, Wages & Benefits	\$800,000
Teaching Lab Equipment/Supplies	\$150,000
Operating Expenses	<u>\$50,000</u>
Total	\$1,000,000

SOUTHERN UTAH UNIVERSITY (SUU) Request: \$300,000 Appropriation: \$180,000

Description – Aviation. Funding will support two full-time faculty in Aviation.

Rationale and Justification – Aviation graduates continue to be in high demand throughout the nation and around the globe. Particularly in the U.S. Boeing estimates in the next 20 years, airlines in North America are going to need 117,000 new pilots. SUU is expanding its fixed-wing program to help meet current and future demand for pilots and is already experiencing significant increases in its fixed-wing program.

Outcomes – Increased enrollment and graduates in SUU’s fixed-wing program.

Assessment – Enrollment and certification of fixed-wing pilots

Budgetary Plan – Salaries, Wages and Benefits \$180,000

Business, Hospitality, and Tourism

According to GOED the financial and tourism sectors of the Utah economy are growing and need additional qualified applicants to meet future employment needs in each of these sectors. In response, the institutions have worked with their respective regional employers to identify where the greatest needs are and have developed initiatives to address this workforce need.

UTAH STATE UNIVERSITY (USU) Request: \$300,000 Appropriation: \$200,000

Description – Completion. Funding for instructional support within the Outdoor Products Design and Development program will allow students to complete degree requirements that fill an acute Utah work force area.

Utah State University has responded to the demand for a trained workforce from the outdoor product design and development (OPDD) industry by creating an innovative and industry-inspired career pathway program. Not only is the industry calling for a trained workforce, but also the demand continues to rise for new and innovative outdoor products. According to the Outdoor Industry Association (2014), more than 140 million Americans make outdoor recreation a priority, making this industry a growing and diverse economic super sector. The USU program has been designed through consultation with leading technical designers, fabric manufacturer and outdoor product companies. The demand for the program has overwhelmed USU’s resources; initial estimates projected moderate student interest but within the first year, over 90 students have declared a major in OPDD. Thus, more faculty and teaching assistants are needed in order to provide appropriate instruction. In addition, USU plans to create a new Family and Consumer Science Pathway that is delivered through secondary schools. High school graduates who complete the pathway will be able to enter the OPDD degree program at USU with several learning objectives already completed. This partnership will improve recruitment, retention and time to graduation for OPDD students.

Outcomes – The addition of faculty in the OPDD program will address a critical work-force need identified by Utah businesses in the outdoor recreational industry.

Assessment – Number of faculty hired, number of students enrolled, number of students receiving degree.

<i>Budgetary Plan</i> –Salaries & Benefits (2 Faculty FTE)	<u>\$ 200,000</u>
Total	\$ 200,000

SOUTHERN UTAH UNIVERSITY (SUU) Request: \$300,000 Appropriation: \$310,000

Description – Business Analytics and Entrepreneurship. Funding will support program development, instruction, and public service through Business Analytics and Entrepreneurship programs by securing qualified full-time faculty, professional staff, and operating budget.

Facilities within SUU's new Business Building are currently designed to support this instructional and public outreach activity.

Rationale and Justification – SUU's School of Business is aggressively positioning itself to better prepare students for positions in Business Analytics and Entrepreneurship. The demand for persons with training in Business Analytics is very strong. According to the Occupational Outlook Handbook, the median pay for an operations research analyst (the closest occupational title available) was \$79,200 per year in 2016. The number of jobs in the U.S. was 91,300 in 2014, and that number is expected to grow 30% by the year 2024, a "much faster than average" growth rate. The Utah Department of Workforce Services gives Operations Research Analyst a five-star rating and says, "This occupation is expected to experience much faster than average employment growth with a moderate volume of annual job openings. Business expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade."

Over the last several decades, there have been significant advancements in entrepreneurship research and theory development. The number of universities that offer entrepreneurship classes, which have established formal entrepreneurship programs and centers have grown rapidly, providing a direct economic impact within their region. SUU students of any major can participate in the Entrepreneurship program and be successful in small business and the entrepreneurship environment.

Outcomes – Program development of Business Analytics and Entrepreneurship programs. Increased enrollment and completion in Business Analytics and Entrepreneurship.

Assessment – Enrollment and completion of Business Analytics and Entrepreneurship programs.

<i>Budgetary Plan</i> –	Salaries, Wages and Benefits	\$297,640
	Operating Expenses	<u>\$ 12,360</u>
	Total	\$310,000

SNOW COLLEGE (SNOW) Request: \$200,000 Appropriation: \$200,000

Description – Business. Legislative funding in this category has enabled us to open a search for a director of the Snow College Entrepreneurship Center, which will operate with our business program on the Ephraim campus. In addition, we are able to use remaining funds to get part time staff support as well as a renovation of a classroom site that will be turned into an entrepreneurship center. The center will be accessible to students in Snow College and Utah State University courses, and it will be welcoming to members of the community who want to consider starting new businesses or have a business expansion idea and want to talk it over with a specialist

Rationale and Justification – New businesses struggle to survive anywhere. But new business development in our six-county service area is particularly difficult. It is difficult to recruit talent to run businesses. It is hard to find expertise to advise potential and existing business owners. This center will provide opportunities for business development in our six county area and will help students collaborate together and with industry experts in developing their ideas into financial ventures.

Outcomes – More students will learn how to start businesses, grow infant businesses and develop business ideas. The center will provide a place for residents to collaborate with students on their ideas. This will help grow student confidence and expand economic opportunity in our six county region.

Assessment – Data from our six county economic developers and enrollments in entrepreneurship courses will allow us to track our success.

Budgetary Plan – Salary and benefits for a professor/center coordinator (\$100,000), part-time support staff (\$25,000) and set-up and operational expenses (\$75,000). \$200,000

DIXIE STATE UNIVERSITY (DSU) Requested: \$350,000 Appropriation: \$350,000

Description – Funds will be used to hire three new faculty positions in Entrepreneurism, Accounting, and Marketing to support the College of Business and Communication.

Rationale and Justification – These three positions are needed to support business programs that have grown around 7% per year for the last eight years from 60 graduates in 2009 to over 140 graduates in 2016. The accounting position is especially needed with the addition of a Master of Accountancy program beginning in Fall 2018. The entrepreneurial program has grown from only a handful of classes to a certificate and 60 student headcount in just one year. The program has been initially launched on one-time funding. A full-time faculty line will help to stabilize and support this growing program.

Marketing is the most requested degree and skill-set in the DSU program. There are no qualified faculty in this area. This position is desperately needed to fill this demand.

DSU is proposing a Master of Accountancy degree with a scheduled start date of Fall 2018. Current faculty meet the needs of the undergraduate program but an additional faculty is needed to meet the demand for a master's program.

Outcomes – The addition of these three faculty positions will meet the demand for growing enrollment, provide training to students in demanded skill-sets, and help further the culture of entrepreneurship. Existing faculty resources are just meeting the needs of 1,200 business majors. The additional faculty lines will enable the DSU growth expected to support economic growth in this region

Assessment – Job growth, business start-ups, student retention, and career placement will be used to assess the outcomes of this proposed funding. In a recent faculty satisfaction survey, the need for faculty resources was stated the highest priority to support growing programs.

Budgetary Plan – Three new full-time faculty positions
Salaries, Wages & Benefits \$350,000

SALT LAKE COMMUNITY COLLEGE (SLCC) Request: \$220,000 Appropriation: \$50,000

Description – Hospitality Management Program. The AAS Hospitality Management program is intended to meet this high market demand area. It will be designed to help incumbent workers gain the knowledge and skills necessary to move into higher-level management

positions, thereby increasing their earning power. In addition, the program will be attractive to those interested in entering the hospitality management industry.

Rationale and Justification – Hospitality Management is a high market demand area in Northern Utah. In 2014 there were 16,795 jobs including food service management, lodging management, meeting, convention and event planning, supervisors in food preparation and serving, and hotel, motel, and resort desk clerks. There were 944 openings in these occupations in 2014. These occupations have an average hourly wage of \$14.59 with the salary range from \$9.99 (hotel, motel, and resort desk clerks) to \$17.46 for lodging management positions. The following table shows the detail for each of the occupations.

Description	2014 Jobs	2024 Jobs	Increase in Jobs	% Change	Avg. Hourly	Annual Openings
Food Service Managers	3,794	4,637	843	22%	15.38	162
Lodging Managers	1,180	1,246	66	6%	17.46	57
Meeting, Convention, Event Planners	1,581	2,195	614	39%	21.66	88
First-line supervisors of Food Preparation and Serving Workers	7,314	9,052	1,738	24%	14.07	416
Hotel, Motel and Resort Clerks	2,925	3,551	626	21%	9.89	221
Total	16,795	20,680	3,887			944

Outcomes – Establish partnerships with at least 6 businesses in the SLCC service area where students can engage in job shadowing, cooperative work placements, and internships. Partnerships will be established in the following sectors:

- 2 large-scale catering operations (Cuisine Unlimited, Utah Food Services)
- 2 major hotels (Grand America, Little America)
- 2 major resorts (Park City Mountain Resort, Deer Valley Resort)
- Develop partnerships with local business who support employee education so that a minimum of 50 incumbent workers enroll in the program each year.

Assessment – The following measures will be used to assess the effectiveness of the program.

- 5-10 students will have an embedded learning experience with one of the industry partners.
- 10-20 students will complete the program by the end of the 2019-20 academic year.
- The number of students who complete an embedded learning experience (job shadow, cooperative work experience, internship) will increase each year.
- Of the students who graduate from the program, within 6 months of graduation, 75% will be employed in a hospitality-related occupation.

Budgetary Plan – The funding will support operating expenditures needed to sustain the program. Operating Expenses \$50,000

Total \$50,000

Economic Development

Aligning university programs to current regional economic growth industries determining employer needs and developing economic growth strategies.

WEBER STATE UNIVERSITY (WSU) Request: \$0 Appropriation: \$166,400

Description – Economic Development. Increased alignment of university programs and efforts to support regional areas of economic growth and activity, which will encourage students toward timely degree completion and lead to employment upon completion.

A Director of Economic Development is needed to support workforce needs for WSU by working to understand regional areas of economic growth and activity and then aligning university programs and efforts to support those areas. The DED will advise academic programs with regard to potential internship, capstone, and undergraduate/applied research projects that could be undertaken with local for-profit and governmental industry partners. The DED will also participate with local, regional, and state economic development efforts and help to engage WSU faculty, staff, students, and alumni in areas of emphasis for our economy. In an effort to coordinate regional economic prosperity, this position will coordinate WSU's role in convening private and public sector economic development leaders to: 1) promote successful strategies for economic growth in Northern Utah; 2) promote successful strategies leading to student completion in areas where our region needs educated employees.

Rationale and Justification – Integrating programs with regional employers, in particular with high impact practices as described above, has been shown to be beneficial for college students from many backgrounds and leads to a higher rate of completion.

Outcomes – The intended outcomes for students include specific learning outcomes articulated to meet the needs of regional employers (thus leading to higher employment rates upon graduation), a greater overall sense of how their education ties to career goals, increased retention from semester to semester, and increased graduation.

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

<i>Budgetary Plan</i> –	Salaries, Wages & Benefits	\$ 150,000
	Current Expenses	<u>\$ 16,400</u>
	Total	\$ 166,400
	1 FTE Staff	

July 11, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2018-19 Performance Based Funding Initiatives

Issue

The Board has requested that each institution provide a detailed report regarding how it intends on using its share of the \$3,850,000 Performance Based Funding appropriation for FY2019. Institutions were asked to provide the Board with descriptions, rationale, justification, outcomes, assessment, and a budgetary plan for its proposed initiatives. This information will be used to respond to the legislative budget item follow-up reports, and other similar requests.

Background

The 2018 Legislature appropriated \$3,850,000 in on-going funds to the Board of Regents. Allocations by institution were approved during the May 2018 Regents' meeting in the following amounts, with institutional distribution planned for July 2018. Institutions were directed to use these funds to enhance the performance of the institution including the total number of graduates, graduates in high market-demand areas, service to underserved populations, and improving retention and graduation rates.

<u>Institution</u>	<u>Amount</u>
University of Utah	\$1,300,400
Utah State University	\$ 899,500
Weber State University	\$ 482,800
Southern Utah University	\$ 235,700
Snow College	\$ 113,100
Dixie State University	\$ 94,900
Utah Valley University	\$ 314,300
Salt Lake Community College	\$ 409,300
Total	\$3,850,000

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachments

UTAH SYSTEM OF HIGHER EDUCATION 2018-19 OPERATING BUDGET REQUEST

Performance Based

USHE Total \$3,850,000

The following Performance based funding initiatives support Senate Bills 232 (2015) and 117 (2017) as amended. Funding will be used to enhance the total number of graduates, graduates in high demand areas, services to underserved populations, and improving retention and graduation rates. Included are descriptions, rationale and justification, outcomes, assessment, and budgetary plan.

UNIVERSITY OF UTAH

Total \$1,300,400

Regents' Strategic Priorities – The University of Utah will support completion efforts as well as underserved students and research at the graduate student level.

Description – These funds will support a new internship coordinator initiative, several diversity initiatives, graduate student resources and research initiatives.

Rationale and Justification – The University of Utah has established a new internship coordinator in Fine Arts, Humanities and Science with a connection to the central Career Services Office. This office will expand the opportunities for all students to find internships which are critical as they move through their education to career goals. Additional funding will go to hire an Executive Director for Diverse Student Advocacy, a Director in the Undergraduate Studies department and an Equity & Diversity Liaison with the Colleges of Mines and Science. These efforts will affect the underserved and the Market Demand priorities. The Graduate Writing and Career Services center will be supplemented which will directly improve the outcomes for graduate students in completing degrees and employment following graduation. The Career Services center will help with internships and career opportunities. Student achievement and advising is also an area that we invested in to help with retention and completion for undergraduate students.

Outcomes – A greater number of strategically placed faculty and staff will ensure that students have greater access to faculty, to advisors, and to advocates. This will lead to students who will complete more timely and will be available for market demand areas.

Assessment – Comparative number of graduates; comparative evaluation of graduation rates; analysis of post-graduate employment options and other relevant performance metrics will indicate the success.

Budgetary Plan – These funds will cover approximately 15 FTE in several areas of campus and will include regular faculty, adjunct/wage faculty, executives and, staff.

Salaries, Wages & Benefits	\$ 939,900
Operating Expenses	<u>\$ 360,500</u>
Total	\$1,300,400

UTAH STATE UNIVERSITY (USU)

Total \$899,500

Regents' Strategic Priorities – Completion. Funding for instructional capacity across the USU campus system will allow students to complete degree requirements more efficiently.

Description – Instruction remains one of the most significant elements of the University's mission. Ongoing funding received through this initiative will be used for full-time faculty and

academic support positions. It will also address instructional bottlenecks in high demand classes and programs. The funds will also be used to support student internships and enrollment management initiatives.

Rationale and Justification – Additional instruction in high demand classes will enhance student access and pathways to completion. Classes taught by these instructors will be offered through a combination of face-to-face, broadcast and on-line delivery methods, leveraging content expertise across the USU system. Internships provide students real-world experience and strengthen the learning environment.

Outcomes – Programs receiving ongoing funds will gain instructional capacity, providing students with enhanced learning options. Students will have more sections of these classes to choose from and therefore, will be able to complete general education and major requirements at the appropriate point in their degree pathways.

Assessment – Number of faculty, number of student credit hours per semester.

Budgetary Plan –Salary & Benefits (8 FTE)	\$ 560,000
Operating Expense	<u>\$ 499,500</u>
Total	\$ 899,500

WEBER STATE UNIVERSITY (WSU)	Total \$482,800
-------------------------------------	------------------------

Regents' Strategic Priorities – Affordability and Completion: Reduce/Eliminate the differential on upper division undergraduate courses in the School of Business and Economics to make those majors more affordable and help students to complete degrees in a timely manner.

Description –In order to add faculty in the School of Business and Economics to increase the number of sections of bottleneck courses and offer the salaries needed to attract high-caliber business faculty, a tuition differential was proposed and approved for the School of Business and Economics upper division courses, effective with the 13-14 academic year. Feedback from students at the time indicated support for this differential. To better provide affordable education to all students, however, we plan to use this funding to help pay for those business faculty instead and reduce the cost to students.

Rationale and Justification – While the differential addressed a critical need for faculty in high demand business disciplines, given our recruitment and retention strategies going forward and our commitment to providing affordable education, our goal is to discontinue the differential by the 19-20 academic year.

Outcomes – Increased retention from semester to semester and increased graduation rates.

Assessment – Comparative retention and completion rates.

Budgetary Plan – This funding will offset an equal amount in reduced dedicated credits.

Faculty Salaries & Benefits	<u>\$482,800</u>
Total	\$482,800

SOUTHERN UTAH UNIVERSITY (SUU)**Total \$235,700**

Regents' Strategic Priorities – Proactive Advising. SUU is dedicated to timely completion by augmenting existing resources toward retention. Compared to the 2016 cohort, our retention rate for the 2017 cohort is on track to increase by about 3% because of the efforts we have made. Additional resources are needed to maintain our current trajectory.

Description - The University has begun to gather data from the Education Advisory Board predictive analytics software to help better focus our limited advising and student success resources on those students who need it most. In addition to analyzing the data, we will continue our efforts to ensure that each of our students thrives in their experience at SUU through a revamped transition and orientation experience, Student Success Advisors, and peer Assistant Coaches for Excellence (ACES). ACES are current experienced SUU students who work as mentors to our newer students and refer them to resources and activities providing them with support and opportunities for success.

Rationale and Justification – Over the past two years, the ACES have been responsible for connecting 110-120 incoming students per ACE, each academic year, to campus. Initial feedback from these relationships, paired with the recent increase in retention leads to a correlation that this peer mentoring is an asset to SUU students. The current group of ACES were able to welcome over 600 students to campus through a customized, unique personalized visit during the summer and met with/made connections with over 70% of the incoming class prior to Fall Break this year.

Outcomes –With over 1900 incoming students and cohort sizes of 110 students per ACE, funding is needed for an additional 11 ACES and 3 Academic Advisors to form deeper and more meaningful connections with each student.

Assessment – Fall-to-Fall retention rates; 6-year graduation rate

Budgetary Plan - Salaries, Wages & Benefits \$235,700

SNOW COLLEGE (SNOW)**Total \$113,100**

Regents Strategic Priorities – Completion

Description—One of our most pressing problems has been adding sections early in the semester to accommodate last minute course registrations from students. We would like to reserve this money to add sections to the fall and spring semester when they are needed and to add block courses to relieve bottlenecks that keep students from finishing 15 credits per semester.

Rationale and Justification—We have had to add as many as ten sections the week leading into a semester or as block courses in order to meet the needs of students who register late, or who start courses and for various reasons drop a course and have a need to add an additional course to keep a full course load. These funds in reserve will allow us to add additional sections with overload for existing faculty or to hire adjunct faculty.

Outcomes—Students will have more options for completing 15 credits per semester and advisers will be better able to direct students with special concerns to courses where they are likely to have academic success.

Assessment—We have been tracking student completion rates in relation to high demand courses for the past several years. We are confident that having additional funds to offer additional sections will help address demand for courses needed for degree completion.

Budgetary Plan—Overload salary and benefits for full-time faculty and salary and benefits for adjunct faculty to help reduce bottleneck course demand: \$113,100.

DIXIE STATE UNIVERSITY (DSU)

Total \$94,900

Regents' Strategic Priorities – Student Success and Retention. This initiative supports the Regents' strategic goal of Completion.

Description – The continued development of student success and retention efforts is a key component of Dixie State University's strategic plan. The following priorities have been identified for additional funding:

- Increase a current part-time student success coach position to full-time. Student success coaches meet frequently with at-risk students to help them set goals, connect to campus resources, and learn how to navigate the college environment.
- Solidify ongoing funding for the peer mentor program. Peer mentors are upper level students who work in conjunction with student success coaches to provide leadership and mentoring for at-risk students.
- Provide short-term assistance to students at risk of dropping out due to financial challenges. After solving the immediate crisis, recipients of these funds would then be referred to the financial aid office and other campus resources in order to develop a more stable financial plan for successful degree completion.

Rationale and Justification – DSU remains dedicated to its mission of open access. Recent enrollment growth has increased the strain on student success personnel and resources. Additional funding will help with the expansion and improvement of existing retention programs.

Outcomes – One additional full-time student success coach, continuation of the peer mentor program, and establishment of short-term assistance funds.

Assessment – Total number of students served by student success programs.

Budgetary Plan – One part-time position increased to full-time, multiple part-time student positions (equivalent to approximately 1.0 FTE), and short-term assistance operating funds.

Salaries, Wages & Benefits	\$60,000
Operating Expenses	<u>\$34,900</u>
Total	\$94,900

UTAH VALLEY UNIVERSITY (UVU)

Total \$314,300

Regents' Strategic Priorities – Affordable Access and Timely Completion. Funds will be used to support the Regents Strategic Objectives of Affordable Access and Timely Completion

by facilitating access support through support services, course offerings, and scholarships for nontraditional students.

Description – Funds will be used to provide new support for students entering UVU with non-credit certifications/coursework (such as Pathways) as well as first generation students.

Rationale and Justification – As an open admissions institution, UVU serves a high percentage of nontraditional students including first generation students and students who may not have been college ready after high school. Within Utah County, hundreds of young people are participating in the Pathways program preparing to enter college. UVU will expand outreach, support, and opportunity for scholarships in an effort to increase access to these nontraditional students.

Outcomes – These funds will support UVU’s efforts to increase the number of Utahns who access and succeed in higher education by expanding outreach, academic advising, access to entry-level courses, and scholarships for nontraditional students.

Assessment – Performance will be assessed based on the number of new students entering from the Pathways program and increased retention and completion of first generation students.

Budgetary Plan – Funding will support the addition of an outreach coordinator, an academic advisor, a faculty for high demand courses, and first generation scholarships.

Salaries, Wages & Benefits	\$251,300
Operating Expenses	<u>\$ 63,000</u>
Total	\$314,300

SALT LAKE COMMUNITY COLLEGE (SLCC)	Total \$409,300
---	------------------------

Regents’ Strategic Priorities – Performance. Faculty in Critical Course Areas.

Description –To fully meet student demand, minimize shortages of qualified faculty, and thereby stabilize our ability to facilitate student completion, the College plans to fund 4 new full-time faculty positions in Criminal Justice (1), Accounting (1), Psychology (1), and Communications (1).

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

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

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

Budgetary Plan – The funding will support 4 full-time faculty positions.

Salaries, Wages & Benefits	\$331,000
----------------------------	-----------

Regents' Strategic Priorities – Performance. English 1010 Online Plus Writing Fellows/Librarian 1

Description – The Writing Fellows Program is a course-specific peer tutoring program for English 1010 Online Plus. Writing Fellows are part of instructional teams, which include full-time and part-time faculty. As highly trained undergraduate tutors, the Writing Fellows work with current Online Plus students on class-specific writing assignments and drafts. This funding will increase the number of writing fellows from 2 to 6 fellows. The cost is \$5,600 per tutor for a total of \$26,000.

The remaining funding will be for an upgraded Librarian 1 position of \$12,800, as the job is requiring more specialized duties, and additional Library collections of \$15,000. This is a total of \$27,800.

Rationale and Justification – By reading, commenting and explicitly focusing on long-term writing development, the Writing Fellows contribute to the critical thinking and writing abilities of introductory composition students, and provide the support many students need to complete this core requirement. The librarian position's responsibilities require specialized knowledge in library collections.

Outcomes – The writing fellows help tutor and guide students to help pass English 1010. Currently, there are 500 students enrolled in the English 1010 program and these students can be more effectively served with more tutors. The librarian upgrade will allow for greater ability to manage library collections more efficiently.

Assessment – For English 1010, we will be able to assess the number of student served and a measurement of pass rates over time. For the librarian position, the upgraded position will be able to assess better the library's needs including understanding new electronic products and tools and evaluating library collections.

Budgetary Plan – The funding will support 4 part-time English tutors, an upgraded librarian position, and library acquisitions.

Salaries, Wages & Benefits	\$38,800
Operating Expenses	<u>\$15,000</u>
Total	\$53,800

Regents' Strategic Priorities – Performance. Institutional Effectiveness Support Staff

Description – Over the last three years, an increase in projects and personnel in the offices of Institutional Effectiveness and Strategy and Analysis has put the work load of support staff past capacity. Several new positions have been created and filled, and there has been an increase in accreditation demands and support needs for strategic priority councils.

Rationale and Justification – An additional part-time person is needed to help support work in the offices of Institutional Effectiveness, Strategy and Analysis, Institutional Research and Reporting, Data Science and Analytics, and Learning Outcomes Assessment.

Outcomes – The workload and expectations placed on institutional effectiveness would be better managed with additional support staff.

Assessment – The additional support staff will assist the institutional effectiveness area in meeting the increased demands.

Budgetary Plan – The funding will support 1 part-time position.

Salaries, Wages & Benefits	\$24,500
----------------------------	----------