



**JOINT USHE BOARD OF REGENTS / BOARDS OF TRUSTEES
SOUTHERN UTAH UNIVERSITY
R. HAZE HUNTER CONFERENCE CENTER
THURSDAY, AUGUST 1, 2019
(Dress: Business Casual)**

AGENDA

- | | |
|-------------------------------|--|
| 9:30 AM – 10:30 AM | AUDIT COMMITTEE TRAINING
Invited Regents and Trustees
<u>Location: Yankee Meadows</u> |
| 10:30 AM – 12:30 PM | WELCOME – CHAIR SIMMONS
BOARD MEMBERSHIP TRAINING
Kevin P. Reilly
President Emeritus & Regent Professor, University of Wisconsin System
Senior Fellow, Association of Governing Boards of Universities & Colleges
<u>Location: Great Hall</u> |
| 12:30 PM – 1:00 PM | Lunch |
| 1:00 PM – 2:00 PM | UPDATE ON THE HIGHER EDUCATION STRATEGIC PLANNING COMMISSION
F. Ann Millner
Utah State Senator
Past President of Weber State University (2002-2012). Regents Professor
<u>Location: Great Hall</u> |
| 2:00 PM – 2:15 PM | Break |
| 2:15 PM – 4:45 PM | FACILITATED DISCUSSION ON THE FUTURE OF HIGHER EDUCATION
Kimbal L. Wheatley
Organizational Development Expert, Facilitator
Flexner Wheatley Associates
<u>Location: Great Hall</u> |
| DINNER AND SHAKESPEARE | |
| 5:15 PM | Reception (appetizers, refreshments, music) <u>Location: Patio</u> |
| 6:00 PM | Dinner |
| 7:00 PM | The Green Show |
| 8:00 PM | Theater Performance (<i>Hamlet</i> or <i>Book of Will</i>) |

**USHE BOARD OF REGENTS
SOUTHERN UTAH UNIVERSITY
R HAZE HUNTER CONFERENCE CENTER
FRIDAY, AUGUST 2, 2019**

AMENDED AGENDA

8:00 AM – 9:20 AM **BREAKFAST MEETING – STATE BOARD OF REGENTS,
SOUTHERN UTAH UNIVERSITY BOARD OF TRUSTEES,
PRESIDENT WYATT, COMMISSIONER WOOLSTENHULME**
Discussion and Executive Session (if needed)
Location: Charles Hunter Room

9:20 AM – 9:30 AM **TRANSITIONAL BREAK**

9:30 AM – 10:00 AM **Executive Session** (if needed)
Location: Yankee Meadows

10:00 AM – 12:00 PM **COMMITTEE OF THE WHOLE**
Location: Great Hall

1. Welcome – President Wyatt
2. Oath of Office
3. Review: Roles and Responsibilities of Regents/Trustees
4. Board Schedule and Committee Changes
5. Commissioner's Office Overview and Priorities
6. Discussion: Budget Prioritization Guidelines
7. Discussion: Utah's Growing Opportunity Gap and State Scholarship Programs
8. Discussion: Institution Mission and Roles

12:00 PM – 12:45 PM **LUNCH (PHOTOS FOR ALL REGENTS – Rondthaler Room)**
Location: Lower Corridor

12:45 PM – 2:00 PM **MEETINGS OF BOARD COMMITTEES**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
Regent Patricia Jones, Chair
Location: Whiting Room

DISCUSSION:

- | | |
|--|-------|
| 1. Academic and Student Affairs Committee Overview | TAB A |
| 2. Appointment of Two Regent Representatives of the Academic and Student Affairs Committee to the Statewide Scholarship Task Force | |
| 3. Title IX Climate Survey (Introduction) | TAB B |

FINANCE AND FACILITIES COMMITTEE
Regent Wilford W. Clyde, Chair
Location: Charles Hunter Room

DISCUSSION:

- | | |
|---|-------|
| 1. USHE – Finance and Facilities Committee Overview and Accomplishments | TAB C |
|---|-------|

- | | |
|--|-------|
| 2. USHE – Performance Funding Changes | TAB D |
| 3. USHE – Growth Funding Model | |
| 4. Appointment of Two Regent Representatives of the Finance and Facilities Committee to the Statewide Scholarship Task Force | |

ACTION:

- | | |
|---|-------|
| 1. Dixie State University – Campus Master Plan Amendment | TAB E |
| 2. Salt Lake Community College – Property Acquisitions and Disposal | TAB F |
| 3. USHE – FY21 Budget Development Process (BDP) Guidelines | TAB G |
| 4. USHE – Adoption of Policy R742, <i>Capital Allocation Formula</i> | TAB H |
| 5. USHE – Revision of Policy R741, <i>Non-dedicated Capital Project Prioritization Process and elimination of R741, Appendix A: Analysis of Mission and Role Projects</i> | TAB I |
| 6. Southern Utah University – Tuition Reduction | TAB J |

WORKFORCE, ACCESS, AND ADVOCACY COMMITTEE

Regent Jesselie B. Anderson, Chair

Location: Shooting Star Room

ACTION:

- | | |
|---|-------|
| 1. Issue Brief Review: Utah's Growing Opportunity Gap | TAB K |
|---|-------|

INFORMATION:

- | | |
|---|-------|
| 1. Workforce, Access, and Advocacy Committee Overview | TAB L |
| 2. Update on College Access Advising Program | TAB M |

DISCUSSION:

1. Workforce and the System
2. Appointment of Two Regent Representatives of the Workforce, Access, and Advocacy Committee to the Statewide Scholarship Task Force

2:00 PM – 3:00 PM COMMITTEE OF THE WHOLE

Location: Great Hall

- | | |
|------------------------------------|-------|
| 1. Open Meetings Training | |
| 2. General Consent Calendar | TAB N |
| 3. FY2020-21 Budget Guidelines | TAB G |
| 4. Reports of the Board Committees | |

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 25, 2019

Academic and Student Affairs Committee Overview

With the addition of a third committee (Workforce, Access, and Advocacy) to the Board of Regents, it is prudent to review and update the description of the Academic and Student Affairs Committee and to respond to Regent questions and direction regarding its responsibilities and functions.

Commissioner's Recommendations

The Commissioner recommends the Board of Regents review and provide input on the draft Academic and Student Affairs Committee Overview and identify a Regent meeting at which the overview will be finalized and affirmed by the Board.

Attachment

Academic and Student Affairs Committee (ASAC)

ASAC Responsibilities/Statutory Requirements:

The ASAC is a standing committee of the Utah System of Higher Education (USHE) Board of Regents. The ASAC assists the Board in meeting statutory requirements around academic program quality, college preparedness, degree pathways, and student progression, equity, and inclusion. It has two approved subcommittees: the Regents' Mental Health Advisory Committee and the Regents' Transfer Council.

Statutory Requirements:

Statutory requirements that affect the work of the ASAC were significantly modified by SB196 (2015), SB238 (2017), SB134 (2019), and HB45 (2019) and are now included in the Utah Code as noted below.

1. Provide oversight of institutional missions and service regions and ensure quality of academic programs within those missions (53B-16-102):
 - a. Clarify and monitor institutional mission/roles of institutions;
 - b. Review and recommend to the Board action on out-of-mission program requests;
 - c. Review and recommend to the Board action on a branch, extension center, or professional school request;
 - d. Coordinate initial peer reviews of proposed academic programs to ensure compliance with institutional mission and to avoid duplication of programming to ensure best use of state resources; and
 - e. Conduct cyclical quality reviews of existing academic programs; make recommendations to continue, modify or discontinue academic programs.
2. Provide system leadership on statewide college preparedness initiatives/academic pathways to college (53B-1-103):
 - a. Partner with USBE on K-20 academic pathways (53E-4-206);
 - b. Oversee state merit scholarships aimed at influencing high school course taking patterns to enhance post-secondary award completion (53B-8-2).
3. Ensure quality, efficiency, and transferability of degree pathways:
 - a. Oversee Concurrent Enrollment (CE) programs (53E-10-301) with USBE, with particular attention to mathematics competency and General Education course taking that supports students' future college and career goals (53E-4-206);
 - b. Coordinate learning opportunities across USHE campuses, including online learning options, and new modes of delivery of content to ensure equity and access across the state (53B-1-103);
 - c. Facilitate equivalent credit transfer of General Education courses, lower division courses, and prior learning credit across the USHE and with other

- non-USHE institutions. Implement common course requirements and course sequencing within 2- and 4-year degree programs (53B-1-103).
4. Support students' efficient and effective progression to award completion within the system (53B-16-105) and ensure equity and inclusion for all USHE students (Federal Title IX):
 - a. "Provide for equal opportunity and diversity, and nondiscrimination in employment and educational programs, services, and activities on the basis of race, color, religion, national or ethnic origin, gender, pregnancy, childbirth, pregnancy-related conditions, age, disability, veteran status, or otherwise as provided by law" (Regent Policy R801-1); and for undocumented students as specified in Utah Code 53B-8-102, 106;
 - b. Increase coordination between USHE institutions to
 - i. Provide services to ensure student safety (53B-28-401);
 - ii. Ensure equitable treatment and inclusion of all students;
 - iii. Coordinate evidence-based practices that increase college completion (53B-1-103-3v) and allow students to proceed toward their educational objectives as rapidly as the student's circumstances permit (53B-16-105).
 - c. Examine and structure state aid to best support student progression to award completion.

Immediate Priorities

1. Implement the USHE Electronic Transfer and Articulation Guide (53B-16-105).
2. Implement the Regents' Transfer Council (after final approval of proposed Regents' Policy R471: *Transfer and Articulation*).
3. Align program requirements in top transfer majors across USHE institutions through majors committees (53B-16-105).
4. Make Competency-Based (CBE) General Education programs available to all USHE students.
5. Develop Prior Learning Assessment (PLA) Policy to address:
 - a. PLA credit award and transferability;
 - b. a system-wide plan for advising and communicating about student credit for prior learning including the timeline, policies, and each form of PLA for which institutions provide credit (53B-16-110);
 - c. the PLA mandates in the State Promise Scholarship Program (53B-8-303).
6. Implement analytics-driven student success and completion strategies, including development of:
 - a. Concurrent Enrollment (CE) data dashboard and associated interventions to increase CE credits earned that most effectively contribute to completion and to encourage underserved student populations to enroll in a CE course;

- b. Regent policy on student participation in High Impact Practices (HIPs) (Regents' Action November 2017);
 - c. Regent policy on co-requisite remediation pathways that are based on valid assessment of students' aptitudes and abilities;
 - d. Data systems and software that provide predictive analysis that models probabilities of student success (53B-16-110);
 - e. Tailored strategies to best support students based on predictive analytic data (53B-16-110).
- 7. Complete planned activities for first cohort of the USHE Women's Leadership Exchange (UWLE) program.
- 8. Conduct a State Scholarship Study to determine:
 - a. how state scholarships could best support state goals for improving college readiness, participation, and completion;
 - b. funding needs of state scholarships.
- 9. Develop formal Regent policy on student mental health based on Regents' Mental Health Recommendations.

Ongoing work of ASAC:

- Academic program reviews.
- Commission and examine data relevant to Regent goals in academic and student affairs and recommend action.
- Work collaboratively with Regent General Counsel/Board Secretary to review and update policies related to academic and student affairs (see Addendum).

New Data Needs

- Annual analysis of mental health system-wide surveys (ACHA NCHA odd year springs and Health Minds Study even year springs);
- Title IX/campus climate survey;
- Utah high school course taking patterns that lead to college readiness and timely completion;
- College participation rates for recent high school graduates and adults
- Completion data for state scholarship recipients, including # of credits students enter higher education with prior to matriculation; # of students served, # retained from Fall to Spring (compared to other students with other scholarships and other students without any scholarships), completion of certificates/associate's degrees within 100%, 150%, and 200% of time;
- Transfer patterns.

Ongoing Data Projects

- Completion Report
- Transfer behaviors research
- High School Feedback Reports
- Concurrent Enrollment mid-year and end-of-year enrollment reports

Addendum: Academic and Student Affairs Policy List

- [R165, Concurrent Enrollment](#)
- [R251, Campus Speakers](#)
- [R253, Campus Discipline](#)
- [R256, Student Disciplinary Processes](#)
- [R257, Maintenance of Class Schedules](#)
- [R261, Parental Notification Regarding Alcohol and Drug Violations](#)
- [R262, Student Safety](#)
- [R310, System-Wide Vision and Mission Statements](#)
- [R312, Utah System of Higher Education and Institutional Missions and Roles](#)
- [R315, Service Area Designations and Coordination of Off-Campus Courses and Programs](#)
- [R350, Master Plan for Educational Telecommunications](#)
- [R353, Telecommunications for Off-Campus Learning](#)
- [R354, Statewide Open Broadcast Courses and Programs](#)
- [R355, Planning, Funding, and Delivery of Courses and Programs via Statewide Telecommunications Networks](#)
- [R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports](#)
- [R411, Cyclical Institutional Program Reviews](#)
- [R461, Access, Admission, and Articulation](#)
- [R465, Course Materials Affordability](#)
- [R470, General Education, Common Course Numbering, Lower-Division, Pre-Major Requirements, Transfer of Credits, and Credit by Examination](#)
- [R471, Transfer and Articulation \(Pending\)](#)
- [R473, Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats](#)
- [R481, Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review](#)
- [R482, Bona Fide Financial Exigency and Personnel Reduction](#)
- [R483, Award of Tenure](#)
- [R485, Faculty Workload Guidelines](#)
- [R491, University Research Parks](#)
- [R492, Honorary Degrees](#)
- [R603, Terrel H. Bell Teaching Incentive Loan Program](#)
- [R604, New Century Scholarship](#)
- [R605, Higher Education Success Stipend Program](#)
- [R608, Utah Engineering and Computer Science Scholarship Program](#)
- [R609A, Regents' Scholarship](#)
- [R609B, Regents' Scholarship](#)
- [R609C, Regents' Scholarship](#)
- [R610, Utah Higher Education Assistance Authority Federal Family Education Loan Program, PLUS, SLS and Loan Consolidation Program](#)
- [R611, Veterans Tuition Gap Program](#)
- [R612, Lender Participation](#)
- [R613, Public Safety Office Career Advancement Reimbursement \(PSOCAR\)](#)

- [R615, Talent Development Incentive Loan Program](#)
- [R616, Minority Scholarships](#)
- [R620, Access Utah Promise Scholarship](#)
- [R621, Terrel H. Bell Education Scholarship Program](#)
- [R622, Career and Technical Education Scholarship Program](#)
- [R805, Gender, Race, and Ethnicity Representation Within the USHE Workforce](#)



July 25, 2019

Feasibility of Climate Survey Common Questions

Regent Policy R262, *Student Safety* directs the Utah System of Higher Education (USHE) institutions to conduct a Title IX campus climate survey of students every two years. The policy provides that “although institutions may tailor the climate survey questions to address individual areas of concern, all institutions shall collaborate with the Commissioner’s office to develop common questions for all campuses that may be used to assess the climate of the entire system and among the institutions.”

Although the institutions and Commissioner’s Office have worked to comply with this policy, survey and data scientists have recently concluded that having common questions in differing survey instruments will render the data generally incomparable. They recommend either adopting a system-wide climate survey, modeled after the Association of American Universities (AAU) survey tool, or allowing the institutions to conduct their own survey without requiring common questions.

Because the policy requires common questions but not a common survey, the Board must revisit this issue to determine the direction moving forward. The institutions’ preferences are mixed, with some wanting to conduct their own surveys, others are indifferent, and the rest did not provide feedback.

Commissioner’s Recommendations

Based on expert guidance, the policy as written is not feasible, which therefore requires Board action. As there are benefits and drawbacks to either direction, the Commissioner recommends the Board proceed as it determines is most appropriate.



July 25, 2019

USHE – Finance and Facilities Committee Overview and Accomplishments

As a new fiscal year begins, this discussion item is a chance to review the work of the Finance and Facilities Committee from July 2018 to June 2019 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. The Committee assists the Board in meeting statutory requirements to ensure affordability in higher education and focuses on budget and capital funding priorities, reasonable tuition and fee adjustments, and efficient systemwide business practice.

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

45 Action Items

- Approval of operating budget and capital development guidelines
- Approval of new performance based funding modifications
- Approval of 8 new policies or policy revisions related to capital developments, space utilization, tuition waivers, and prospective saving program
- Approval of new endowment asset policy for UVU
- Four new bond issuances for the University of Utah and Utah State University
- Approval of 12 non-state funded projects for Building Board consideration
- Approval of 8 property transactions including acquisition, disposal and new long-term leases

27 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 FY2020.

Commissioner's Recommendation

This is a discussion item only; no action is required.

Attachment

Finance and Facilities Committee

Committee Purpose:

The Finance and Facilities Committee is a standing committee of the Utah System of Higher Education (USHE) Board of Regents. The Committee assists the Board in meeting statutory requirements to ensure affordability in higher education. To do so the Committee ensures focused budget and capital funding priorities, reasonable tuition and fee adjustments, and efficient systemwide business practice.

Primary Statutory Requirements:

- To establish unified budget, finance, and capital funding priorities and practices for the Utah System of Higher Education (53B-1-103)
- To enhance the impact and efficiency of the USHE System (53B-1-103)
- To establish measurable goals and metrics and delineate the expected contributions of individual institutions of higher education toward these goals (53B-1-103)

Other Statutory Requirements:

- To recommend a combined appropriation for the operating budgets of higher education institutions for inclusion in a state appropriations act including (53B-7-101):
 - Employee compensation
 - Mandatory costs
 - Performance funding
 - Statewide priorities
 - Enrollment growth
- To fix the tuition, fees, and charges for each institution at levels the board finds necessary to meet budget requirements (53B-7-101)
- To allocate performance funding and assign weights to performance measures (53B-7-701)
- To control and manage USHE institutional property including approving property acquisitions and disposals, non-traditional arrangements, and construction on state property (53B-20)
- To enter into revenue bond debt covenants and borrow funds on behalf of institutions (53B-21)
- May establish policies regarding the use of tuition waivers and scholarships (53B-8-101)

Immediate Priorities:

- Streamline cost analysis and budgeting that considers tuition rates, tuition revenue growth, and state appropriations via performance funding and limited statewide initiatives
- Unify and simplify system metrics and performance funding
 - Improve flexibility of institutions under performance funding
 - Work with the legislature to make needed statutory changes
- Implement Senate Bill 102, *Higher Education Capital Facilities* (2019) with the two-fold process of prioritization and funding formula allocation
- Deepen systemwide business planning and capabilities and identify specific shared opportunities to reduce costs

Ongoing Committee Work:

- Review and approval of systemwide budget priorities
- Review of institutional uses of legislative appropriations for performance funding and other initiatives
- Setting institutional tuition and fees
- Review of institutional finances and debt ratios
- Approval of institutional property purchases, disposals, leases, and master plans
- Approval of institutional capital project requests including non-traditional arrangements, non-state funded projects, and state-funded projects
- Issuance and approval of institutional revenue bonds
- Review of required reports:
 - Space Utilization (R751)
 - Institutional and Revenue Bonded Indebtedness (R591)
 - Institutional Audit Reports (R565)
 - Auxiliary Funds Report (R550)
 - Money Management Report (R541)
 - Capital Improvement Requests (R701)
 - Report on Foreign Gifts and Donations (R545)
 - Institutional Residence Expense Report (R207)
 - Report on Leased Space (R705)
 - Report on Contracts and Grants (R532)

Finance and Facilities Policy List:

- [Section 5. Business and Financial Affairs \(R500 – R599\)](#)
- [Section 6. Student Financial Aid \(R600 – R699\)](#)
- [Section 7. Capital Facilities \(R700 – R799\)](#)

Data Needs:

- Institutional tuition and fees
- Institutional financial information
- Institutional space inventory and utilization
- Enrollment projections
- Performance metrics
- Budget implementation
- Institutional employee benefits and counts
- Institutional financial accountability and cost studies

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

Information:	Action:
USHE – Space Utilization Report	USHE – Proposed Tuition Rate Changes
USHE – Tuition & Fees Discussion	USHE – Proposed Student Fee Changes
USHE – Annual Report on Institutional and Revenue Bonded Indebtedness	USHE – Enrollment Forecasts
USHE – Databook Update	USHE – Performance Funding Model and Allocations
USHE – Update on Institutional Audit Reports to the Regents’ Audit Committee	USHE – Capital Development Prioritization (CDP) Cycle
USHE – Annual Auxiliary Funds Report	USHE – Budget Development
USHE- Review of Financial Statements	USHE - Capital Development – State Funded Projects
USHE – Legislative Summary Report	USHE – Performance Based Funding Modifications
USHE – Fiscal Health Dashboard Presentation & Discussion	USHE – Capital Development Non – State Funded Projects
USHE – Proposed Tuition Adjustments	
USHE – Annual Money Management Report	
USHE – Debt Ratio Analysis	
USHE – Fall and Spring Enrollment Report	
USHE – Institutions’ Health Plan Changes	
USHE – Capital Improvement Update	
USHE – Review of Finance & Facilities Committee Accomplishments	
USHE – Performance Funding Initiatives	
USHE – Growth Funding Initiatives	
USHE – End of Year Enrollment Report	
USHE – Annual Report on Foreign Gifts/Donations	
USHE – Institutional Budget Request Detail	
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	

Budget Deep Dive Meetings

March 2018: In-depth Institution Budget Review at University of Utah

October 2018: In-depth Institution Budget Review at Weber State University

November 2018: In-depth Institution Budget Review at Salt Lake Community College

January: In-depth Institution Budget Review at Utah Valley University

February: In-depth Institution Budget Review at Utah State University

March: In-depth Institution Budget Review at Southern Utah University

April: In-depth Institution Budget Review at Dixie State University

May: In-depth Institution Budget Review at Snow College



July 25, 2019

USHE – Changes to Performance Funding

Current Performance Funding Model:

Utah Performance Funding as defined in Utah code 53B-7-705 consists of seven principle parts:

1. **Measures:** The Legislature determines and defines five performance metrics codified in statute:
 - a. *completion*, measured by degrees and certificates awarded;
 - b. *completion by underserved students*, measured by degrees and certificates awarded to underserved students;
 - c. *responsiveness to workforce needs*, measured by degrees and certificates awarded in high market demand fields;
 - d. *institutional efficiency*, measured by degrees and certificates awarded per full-time equivalent student; and
 - e. *for a research university, research*, measured by total research expenditures.
2. **Weight:** The Legislature delegates authority to the Board of Regents to set weights for each of the five measures, except that “responsiveness to workforce needs” must be weighted 25 percent or higher.
3. **Appropriation:** The Legislature appropriates funds to the System in two ways:
 - a. Tax revenue generated by growth in targeted jobs defined by the Legislature in 53B-7-703
 - b. General appropriations of the legislature
4. **Allocation:** By statute, all funds appropriated by the Legislature for performance funding are allocated proportionately to each USHE institution based on a combination of student FTE enrollment (50 percent) and state appropriations (50 percent)
5. **Progress:** The Legislature defines performance measure progress as a one percent improvement over a five-year average of each of the five statutory measures. The Office of the Commissioner compiles the data and reports the results of institutional progress each year.
6. **Award:** Institutions receive their full allocation if the institution’s progress meets or exceeds 1 percent. The institution receives no funds for zero or negative progress and receives a proportionate amount of the allocation if progress is between zero and one percent.
7. **Balance:** If an institution does not receive the full allocation, unawarded funds are reallocated among all of the USHE institutions.

The following table shows institutional performance under the current model for the last three years:

	Completion	Underserved	Workforce	Efficiency	Research
UU FY20 1% Progress	3.2%	150.5%	5.2%	4.2%	3.2%
UU FY19 1% Progress	4.4%	147.2%	13.3%	11.8%	1.4%
UU FY18 1% Progress	1.5%	0.1%	3.9%	2.8%	1.1%
USU FY20 1% Progress	8.9%	82.4%	8.1%	3.9%	6.3%
USU FY19 1% Progress	9.0%	102.2%	7.7%	11.7%	1.8%
USU FY18 1% Progress	3.4%	0.4%	3.6%	2.9%	4.0%
WSU FY20 1% Progress	5.1%	94.9%	11.4%	4.1%	
WSU FY19 1% Progress	6.1%	117.3%	12.3%	2.3%	
WSU FY18 1% Progress	4.0%	-0.9%	3.7%	8.2%	
SUU FY20 1% Progress	19.3%	149.5%	17.5%	19.7%	
SUU FY19 1% Progress	22.3%	165.8%	2.3%	8.9%	
SUU FY18 1% Progress	-1.0%	-2.7%	-6.6%	0.1%	
DSU FY20 1% Progress	7.8%	40.3%	14.0%	-8.5%	
DSU FY19 1% Progress	6.4%	29.7%	15.5%	-7.9%	
DSU FY18 1% Progress	2.5%	-4.6%	0.9%	-0.2%	
UVU FY20 1% Progress	17.0%	134.4%	25.2%	8.2%	
UVU FY19 1% Progress	2.5%	105.4%	5.5%	-3.0%	
UVU FY18 1% Progress	4.1%	-1.9%	3.5%	6.4%	
Snow FY20 1% Progress	28.9%	59.5%	-14.1%	8.2%	
Snow FY19 1% Progress	16.5%	64.3%	71.9%	0.8%	
Snow FY18 1% Progress	2.6%	0.2%	-4.8%	-0.5%	
SLCC FY20 1% Progress	2.6%	107.5%	17.1%	28.4%	
SLCC FY19 1% Progress	20.2%	174.2%	-41.3%	62.8%	
SLCC FY18 1% Progress	1.5%	-4.1%	1.4%	1.6%	

While the previous measures required by statute have provided incentive for USHE institutions to improve, institutional achievements vary significantly due to institutional mission and are often magnitudes of scale beyond the one percent progress level. A more flexible and robust system of measurement and accountability would improve the model.

Proposed Performance Funding Model:

The Commissioner recommends the following changes to the performance funding model, which will require legislation:

- Instead of measures defined and set in statute by the Legislature, allow the Board of Regents to set System-wide goals in key areas:
 - Timely Completion
 - Responsiveness to Workforce Needs
 - Utah College Going Rate
- Allow the Board of Regents to work with institutions to set individual institutional five-year goals corresponding to the System's five-year goals as well as in two additional goals chosen by the institution (from a prescribed list).
- Instead of using one percent "progress" as the method to award institution's their proportion of the performance funding allocation, empower the Board of Regents to work with institutions to set annual performance goals and award the allocation proportionate to the accomplishment of those annual goals (with a minimum performance threshold specified).

The Board would have the responsibility to ensure that both the institutional five-year goals and the annual institutional goals are sufficiently rigorous and align with the System goals.

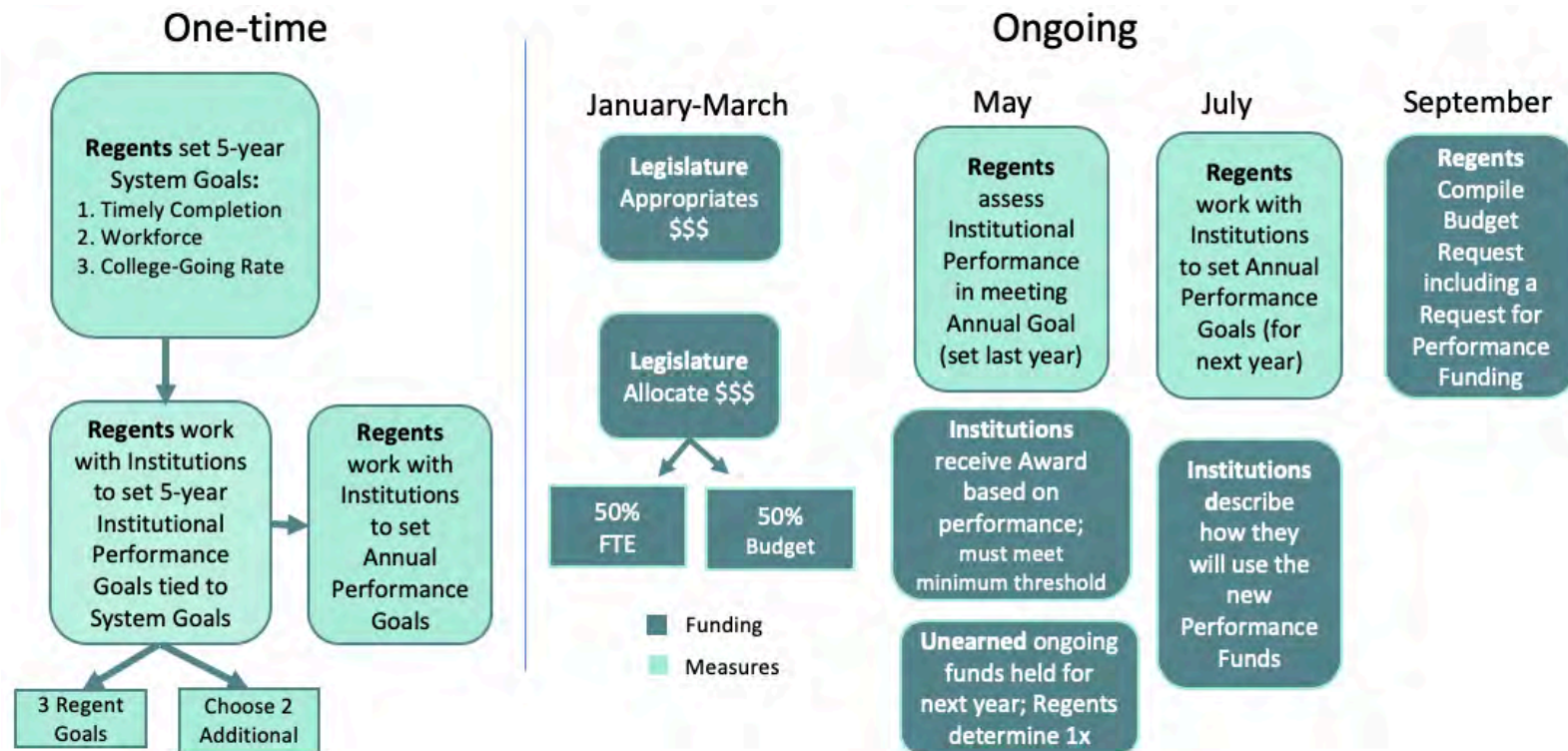
Commissioner's Recommendations

This is a discussion item only; no action is required.

Attachment

Proposed Changes to Performance Funding

Change to Model	No Change
1. Measures: Regent defined system and institutional goals within broad legislative categories	2. Weighting
5. Progress: redefined as meeting or exceeding annual institutional goals	3. Appropriation
6. Award: proration of allocation based on meeting annual institutional goals	4. Allocation
7. Balance: unearned allocation held in reserve for one year to be earned for second year performance	



ISSUE BRIEF

Current Performance Funding Model

There are seven parts to the USHE Performance Funding metrics diagrammed in the illustration below:

1. **Measures:** Legislature sets 5 performance metrics; Regents define detail of “underserved” and “market demand”
2. **Weight:** Regents assign weights to the measures; Legislature requires Market Demand to be weighted at least 25%
3. **Appropriation:** Legislature appropriates funds for performance funding
4. **Allocation:** Legislature allocates the appropriation proportionately to USHE institutions: 50% based on budget and 50% on student FTE
5. **Progress:** Legislature defines progress at meeting performance as a 1% improvement over a 5-year average
6. **Award:** Legislature: Institutions receive 100% of their allocation if they have 1% positive progress or more; \$0 if progress is negative
7. **Balance:** The balance of funds not awarded to an institution is reallocated to other institutions

	Completion	Underserved Students	Market Demand	Research	Awards per FTE	Total	1. Measures
2. Weight	Weighting	15%	10%	25%	10%	40%	100%
University of Utah							
	Available Allocation (20.31%)	\$1,175,820	\$ 783,880	\$1,959,700	\$ 783,880	\$3,135,520	\$7,838,800
5. Progress	1% Progress Measure (increase/decrease)	3.16%	150.46%	5.15%	4.22%	3.17%	
	Actual Award within Available Allocation	\$1,175,820	\$ 783,880	\$1,959,700	\$ 783,880	\$3,135,520	\$7,838,800
	Percent (%) Funded	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
7. Balance	Balance	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0



July 25, 2019

Dixie State University – Campus Master Plan Amendment

Regent policy R706, *Capital Facilities Master Planning* requires the Board of Regents to review and approve institutional campus master plans every two years. Dixie State University seeks review and approval of revisions to the institutional campus master plan to include a future landbank acquisition south of the current main campus in St. George, Utah. A letter from the institution describing the updates to the master plan is attached along with a map. University officials will be present at the meeting and be available to respond to Board questions.

Commissioner's Recommendations

The Commissioner recommends the Board approve the proposed changes to the Dixie State University Master Plan.

Attachments

Paul C. Morris
Vice President for Administrative Affairs
435-652-7504
morris@dixie.edu

July 17, 2019

Commissioner Dave R. Woolstenhulme
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Re: DSU Master Plan Update

Dear Commissioner Woolstenhulme:

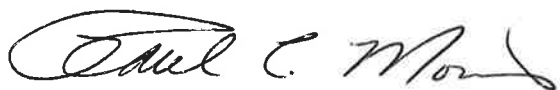
Dixie State University (DSU) is requesting an update to the Campus Master Plan. At 110 acres, DSU's campus is very small, and its main campus has significant barriers to expansion: Interstate-15 is a hard barrier to the east, and land on the remaining perimeters is built-out with existing residential and/or commercial buildings.

The institution has been very progressive at purchasing property adjacent to its main campus; however, further expansion opportunities are very limited and expensive. In addition, the main campus has only two remaining building sites that will accommodate future building needs. Beyond the two parcel sites, DSU's ability to meet future growth demand will be limited to additions and/or replacement buildings.

As Washington County's population growth projections are among the highest in the nation, planning for DSU's future is an integral component of supporting the State of Utah's and Washington County's higher education needs. DSU needs to purchase property now to ensure that future physical expansion can happen in the prime locations and at a reasonable cost. To meet these objectives, DSU needs to add a landbank to the campus master plan.

DSU administrators would like to present the need for the landbank to the Regents during their August, 2019, meeting at Southern Utah University. The presentation will also give the Regents a preview of property currently available for institutional purchase.

Sincerely,



Paul C. Morris
Vice President for Administrative Affairs

2019 DSU MASTER PLAN

- EXISTING BUILDINGS
- PARKING
- NEW CONSTRUCTION



PARKING

ACADEMIC

ACADEMIC

HOUSING

PARKING

HOUSING

STUDENT
LIFE

HOUSING

SCIENCE

ACADEMIC

ADMIN/
ACADEMIC

MIXED USE

ACADEMIC

PARKING

MIXED USE



July 25, 2019

Salt Lake Community College – Property Exchange

Salt Lake Community College would like to exchange 5-acres of vacant property on the Herriman campus for a 9,049 square-foot facility on one acre, owned by the Church of Jesus Christ of Latter-day Saints, contiguous to the SLCC South City campus in Salt Lake City. The South City property was built in 1969 as an institute building and subsequently expanded and renewed in 1990. The facility is in average to good condition and is proposed to support moving the SLCC Fashion Design program from Library Square as well as expand South City campus child care. The Church would use the 5-acres in Herriman for the site of a future institute building.

The Herriman property appraised for \$1,350,000 and the South City property appraised for \$1,250,000. The Church is willing to contribute \$100,000 in cash for the difference between the property appraisals. Salt Lake Community College requests the Board of Regents' approval of the disposal of the five-acres at Herriman and the acquisition of the one-acre property in Salt Lake, plus \$100,000 of cash from the Church.

Additional information about this request may be found in the attached letter from the College with accompanying maps and the executive summary of the two property appraisals. Representatives from Salt Lake Community College will be in attendance at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendations

The Commissioner recommends the Board authorize Salt Lake Community College to dispose of property on the Herriman campus and to acquire property on the South City campus in the property exchange as proposed.

Attachment



01 July 2019

Board of Regents
c/o Commissioner David R. Woolstenhulme
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

RE: Real Estate swap of 5 acres at SLCC Herriman Campus for LDS Institute at South City Campus

Commissioner:

In accordance with R710, Capital Facilities Policy, SLCC is requesting approval for the swap of real estate between SLCC and the LDS Church - to be placed on the action calendar agenda for the next Board of Regents meeting.

The property is located at 14551 S. Sentinel Ridge Blvd, Herriman UT and the 5.0 acre parcel was appraised @ \$270K/acre for \$1.35 Mil. LDS Church plans to establish a YSA/Institute building at that location.

LDS Institute is located at 1535 S. Edison Street, Salt Lake City UT and:

- (1) Is contiguous to SLCC's current South City Campus property
- (2) LDS Institute 1.0 acre w/ 9K +/- sq. foot building appraised @ \$1.25 Mil
- (3) LDS Church will payout the additional \$100K, difference
- (4) To support moving of SLCC's Fashion Design program from the Library Square location to the South City Campus, and to allow for the expansion of the existing Child Care program

The acquisition of this property supports the SLCC Master Plan. The exchange of this real estate swap was approved by the SLCC Board of Trustees in June 2019.

Thank you for your continued attention to the College's mission of providing great accommodations for our student body. Let me know if there is anything else you need regarding this proposal.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Jeffrey J. West", with a long horizontal flourish extending to the right.

Jeffrey J. West, MBA, CPA
Vice President for Finance & Administration/CFO

cc: Malin B. Francis

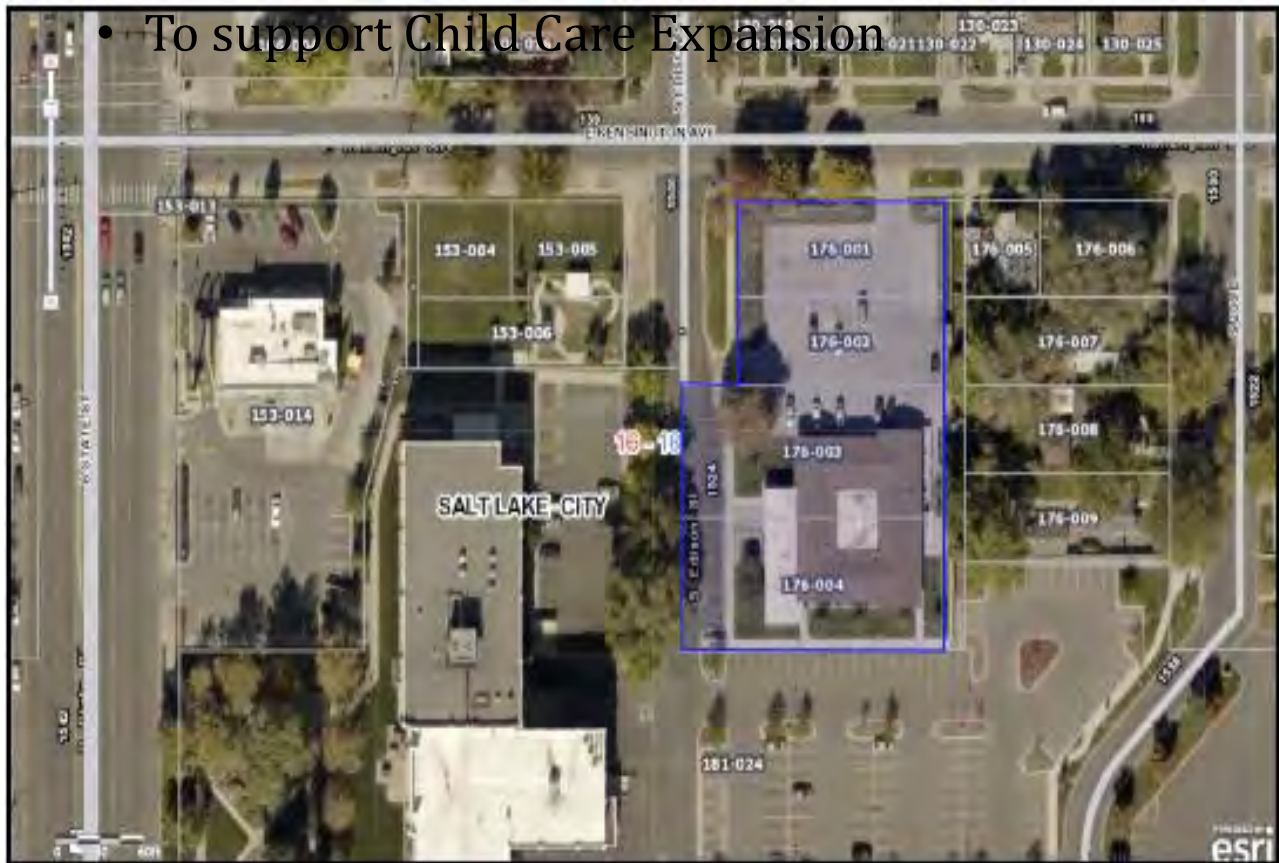
Herriman 5 acre lot

- 5.0 acres @ \$270,000 p/a = \$1,350,000
- To establish YSA/Institute Building in Herriman



LDS Institute Building

- 1.0 acres & +/- 9,000 sq ft Bldg = \$1,250,000
- Additional cash payout = \$100,000
- To combine Fashion Program @ South City
- To support Child Care Expansion



VAN DRIMMELEN & ASSOCIATES, INC.
REAL ESTATE APPRAISERS & CONSULTANTS

AN APPRAISAL REPORT OF
AN LDS INSTITUTE BUILDING
SITUATED ON 1.00 ACRES OF LAND

LOCATED AT
1535 SOUTH EDISON STREET
SALT LAKE CITY, UTAH



CHURCH ID: 507-9195

PREPARED FOR
CORPORATION OF THE PRESIDING BISHOP OF THE
CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

PROPERTY OWNED BY
CORPORATION OF THE PRESIDING BISHOP OF THE
CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

PREPARED BY
MATTHEW LIMPert, MAI
CERTIFIED GENERAL APPRAISER

DATE OF REPORT
MAY 8, 2019

EFFECTIVE DATE OF VALUATION
AS IS: APRIL 25, 2019

LDS Institute Building

The Institute Building sits on a 1 acre lot that borders the SLCC South City Campus. The appraisal was completed on May 8, 2019 by Matthew Limpert of Van Drimmelen & Associates, Inc. The market value as of April 25, 2019 is \$1,250,000. The appraiser used comparables in the area and had conversations with active real estate brokers to determine the price and came to the conclusion that if it was listed to be sold it would be on the market for 6 to 12 months. The subject property was originally constructed in 1969 and has been added onto since being constructed and has been well maintained by The Church.

VAN DRIMMELEN & ASSOCIATES, INC.
REAL ESTATE APPRAISERS & CONSULTANTS

A RESTRICTED APPRAISAL REPORT OF
±5.00 ACRES OF RESIDENTIAL/MIXED-USE LAND WHICH IS PART
OF A LARGER ±85.26 ACRE PARCEL

LOCATED AT
±14551 SOUTH SENTINEL RIDGE BOULEVARD
HERRIMAN, UTAH



FOR
SALT LAKE COMMUNITY COLLEGE

c/o
MR. TYSON GREGORY

BY
JOHN LIMPert
CERTIFIED GENERAL APPRAISER

EFFECTIVE DATE OF THE APPRAISAL

FEBRUARY 4, 2019

DATE OF INSPECTION
FEBRUARY 4, 2019

DATE OF THE REPORT
FEBRUARY 21, 2019

Herriman 5 Acres

The appraisal at the Herriman site is for 5 acres of a larger +/- 85.26 acre parcel. The appraisal states that the 5 acres is residential/mixed use land. The appraisal was completed on February 21, 2019 by John Limpert of Van Drimmelen & Associates, Inc. The market value as of February 4, 2019 is \$1,350,000. The appraiser did a site inspection of the area including the surrounding area and did research of the current market and comparables in the area. The appraiser interviewed other appraisers, brokers, property owners, and managers to help determine the value. The current market shows a strong demand for mixed use properties. The highest and best use for the subject property as though vacant is for single family residential and/or mixed use commercial. The appraisal was done with the understanding that the exact location of the 5 acres was not known and will depend on SLCC's design specifications of the campus and the needs of the LDS Church.



July 25, 2019

USHE – FY 2021 Budget Development Process Guidelines

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-7-101-4) 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, the Commissioner's Office in partnership with Presidents and Business VPs developed budget guidelines for Board consideration. The overarching goal of the guidelines is to create a budget request framework that advances the Board's strategic objectives, 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 FY21 USHE Operating Budget Request, the Board will establish priorities in the following areas:

Regents' Priority Initiatives: The Board will identify and prioritize strategic initiatives which are administered by the Board via the Commissioner's Office and may impact multiple institutions.

Compensation and Mandatory Increase: The Board will request funds for the same compensation increases (salary/wage adjustments, health and dental insurance increases, and retirement adjustments) and mandatory increases (internal service fund adjustments, etc.) as state employees and institutions. The Board may also consider extraordinary priority and equity compensation adjustments advanced by USHE institutions.

Institution Priorities: USHE Institutions shall submit institutional needs to be funded with performance funding and tuition increases. The Board will request \$29.5 million of performance funding from the state legislature in addition to the annual revenue appropriated from growth in targeted jobs (estimated at \$5 million). Institutions shall submit detailed plans for how they would use their portion of the performance funds based on current estimates as follows (statutory allocation of 50 percent for FTE and 50 percent for budget). Actual allocations and awards will be calculated by the Board in the spring of 2020 based on 2018-19 annualized FTE.

• University of Utah	\$10,136,400
• Utah State University	\$ 6,866,000
• Weber State University	\$ 3,647,700
• Southern Utah University	\$ 1,859,200
• Snow College	\$ 1,007,000
• Dixie State University	\$ 1,671,900
• Utah Valley University	\$ 5,372,100
• Salt Lake Community College	\$ 3,939,700

FY 2021 Budget Guidelines:

- The FY 2021 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.
- USHE schools of applied technology non-credit career and technical education budget requests should be submitted separately from other requests. The Commissioner's Office intends to work with the legislature to fund these budget requests in connection with UTech institutional budget requests rather than USHE priorities.
- 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.
- Funds received through Performance Based Funding will be allocated using the statutory funding formula and expected performance outcomes.
- Each institution will be asked to prioritize and provide additional details on how they intend to use requested funds for FY 2021 to the Commissioner's Office by August 23. 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, tuition increases approved in the spring of 2020 will be kept at a minimum and will only be considered for institutional priorities and compensation matches not funded by the state legislature and deemed necessary for institutional operation.

Commissioner's Recommendations

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 2020-21.



July 25, 2019

USHE – Approval of Policy R742, *Dedicated Capital Project Allocation Formula*

Senate Bill 102 creates a new process for funding USHE capital facilities projects through a formula comprised of six statutory factors. The bill requires the Board of Regents to create a policy to measure each USHE institution's fulfillment of the six statutory factors and the relative weight assigned to each factor. The Board reviewed initial measures and weights in the March 2019 meeting and the Capital Facilities Subcommittee met in April and July to review and finalize Regent Policy R742, which defines the measures for the six factors and assigns weights as follows:

- Enrollment: 20 points
- Performance: 15 points
- Projected Growth in Student Population: 15 points
- Square Feet per FTE: 15 points
- Facility Age and Condition: 20 points
- Utilization: 15 points

Commissioner's Recommendations

The Commissioner recommends the Regents adopt Policy R742, *Dedicated Capital Project Allocation Formula* effective immediately.

Attachment

R742, Dedicated Capital Project Allocation Formula ¹

R742-1. Purpose: To provide the methodology for how the Board of Regents will determine the amount of money to allocate to each institution for dedicated capital projects appropriated by the State legislature as required by statute including how the Board will measure each USHE institution's fulfillment of the statutory factors and the relative weight assigned to each factor.

R742-2. References

- 2.1. Utah Code §53B-7-706 (Performance Funding)
- 2.2. Utah Code §53B-22-201 (Capital Developments)
- 2.3. Policy and Procedures [R701](#), Capital Facilities
- 2.4. Policy and Procedures [R706](#), Capital Facilities Master Planning
- 2.5. Policy and Procedures R741, Nondedicated Capital Project Prioritization Process
- 2.6. Policy and Procedures R743, Process for Institutional Use of Dedicated Capital Project Funds
- 2.7. Policy and Procedures [R751](#), Institutional Facilities Space Utilization

R742-3 Definitions

- 3.1. **Capital Development:** This policy adopts the definition established in Utah Code 63A-5-104(1)(a).
- 3.2. **Dedicated Project:** a capital development project for which state funds from an institution's formulaic allocation under Utah Code 53B-22-201 are requested or used.
- 3.3. **Higher Education Capital Projects Fund:** a capital projects restricted fund created by the state legislature to receive appropriations for USHE dedicated projects.

R742-4. Regent Allocation of Funds: Each year the Board shall determine the amount of funding each USHE institution shall receive for dedicated projects from the annual legislative appropriation to the Higher Education Capital Projects Fund.

R742-5. Dedicated Capital Project Allocation Formula: Unless otherwise directed by the legislature, the Board shall allocate the annual legislative appropriation according to the following measures of the statutorily required factors with their associated weights:

- 5.1. **Enrollment:** Weighted at 20 points. The measure is the most recent five-year average of Budget-Related full-time equivalent (FTE) students excluding online and concurrent

¹ Approved August 2, 2019

enrollment FTE students. Points are awarded proportionate to each institution's five-year average.

5.2. Performance: Weighted at 15 points. The measure is the sum-product of the percent of award in each performance category required by Utah Code [53B-7-706](#) and the weights given by the Board for the most recent performance funding allocation. Points are awarded proportionate to each institution's weighted performance.

5.3. Projected Growth in Student Population: Weighted at 15 points. The measure is the estimate of the number of 18-24 year-old students each USHE institution will accommodate based on ten-year population projections of Utah counties and the number of students from each Utah county currently enrolled in a USHE institution. Points are awarded proportionate to the total number of 18-24 year-old students each institution is projected to accommodate in the next ten years.

5.4. Square Feet per FTE: Weighted at 15 points. The measure is the current institutional space inventory for classrooms, teaching laboratories, and study/library space divided by the number of Budget-Related FTE excluding online and concurrent enrollment FTE students. Points are awarded proportionate to the institutional square feet per FTE calculations relative to the institution with the most square feet per FTE in each of the three types of space.

5.5. Facility Age and Condition: Weighted at 20 points. The measure is the product of the square feet, average age (adjusted for major remodels), and average condition (scored from 1 to 5 with higher numbers representing better condition) of non-auxiliary institutionally-owned buildings valued over \$3.5 million as reported in the annual building inventory. Points are awarded proportionate to each institution's calculated score.

5.6. Utilization: Weighted at 15 points. The measure is the classroom Room Utilization Rate (RUR) multiplied by the Seat Occupancy Rate (SOR) from the most recent utilization report for each USHE institution. Points are awarded proportionate to each institution's utilization rate.



Senate Bill 102 Funding Formula: Capital Facilities Subcommittee Update

Senate Bill 102 appropriates \$73 million of ongoing state funds to a dedicated restricted account for the Utah System of Higher Education (USHE) and gives the Board of Regents the authority to allocate funds to individual institutions based on six general statutory factors:

- Enrollment
- Total Performance Across the Metrics Described in Utah Code 53B-7-706
- Projected Growth in Student Population
- Existing Square Feet per Student FTE
- Facility Age and Condition
- Utilization of Academic Space including Off-Campus Facilities

The legislation phases in the funding with \$36,500,000 available in 2020-2021 and \$73,000,000 available each year thereafter. The legislation envisions a final funding level of \$100,000,000 ongoing and contains a provision that could adjust the final funding level based on inflation as measured by the Consumer Price Index. The bill authorizes the Board of Regents to determine how to measure each of the six factors and assign weights to the factors through adoption of a policy by August 1, 2019.

The Regents' Capital Facilities Subcommittee met in April 2019 to review performance measures and weights proposed by staff for incorporation into a Regent policy for the implementation of Senate Bill 102. The Subcommittee directed staff to revise the proposed metrics, which were then adopted by the Subcommittee in July 2019 for recommendation to the full Board. This Brief describes the Subcommittee recommendations, which have also been incorporated into a proposed Regent policy.

The table below shows how the \$73,000,000 appropriation would be divided among the eight USHE institutions based on the proposed measures contained in this Brief. Note that these numbers are current estimates and the allocation will change annually as institutional performance in the six factors changes. The Age and Condition measure is only partially calculated as additional information is needed from the institutions to complete the calculation. The subsequent sections of this Brief detail the specific data, methodology, and allocations for each proposed measure.

Point Categories	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Wt
Enrollment	5.34	3.62	2.06	1.23	0.68	1.18	3.58	2.30	20
Performance Metrics	2.07	2.07	2.07	2.07	1.55	1.03	2.07	2.07	15
Student Growth	1.89	1.34	2.44	0.82	0.44	1.16	4.55	2.36	15
Square Feet per FTE	1.87	1.50	0.79	3.01	0.54	2.04	3.34	1.91	15
Age and Condition	7.53	5.67	1.37	0.95	0.68	0.41	1.38	2.01	20
Utilization	1.43	1.12	1.65	2.93	1.47	1.69	2.74	1.96	15
Funding Points	20.14	15.31	10.38	11.02	5.37	7.52	17.66	12.60	
\$73,000,000	\$14,701,000	\$11,178,000	\$ 7,578,000	\$ 8,042,000	\$ 3,920,000	\$ 5,492,000	\$12,892,000	\$ 9,197,000	

1. Enrollment Measure

Data: Fall FTE Budget-Related-Only Enrollment History minus online and concurrent enrollment students.

Methodology: Budget-related FTE are reduced by online and concurrent enrollment FTE students. The five most recent years of FTE history excluding online and concurrent enrollment FTE students are averaged.

Point Allocation: Points are awarded proportionate to each institution's five-year average adjusted student FTE.

Proposed Weight: 20 points

	UU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	USHE Total
Fall 2015	24,569	16,666	10,004	5,160	3,160	5,050	15,455	11,510	91,574
Fall 2016	24,714	17,294	9,906	5,714	3,315	5,426	16,632	11,404	94,405
Fall 2017	25,434	17,260	9,694	5,875	3,327	5,736	17,195	10,740	95,261
Fall 2018	25,903	17,292	9,692	6,034	3,287	5,955	17,648	10,592	96,404
Fall 2019	26,171	17,275	9,610	6,493	3,159	5,918	18,010	10,212	96,848
5 yr Average	25,358	17,157	9,781	5,855	3,250	5,617	16,988	10,892	94,899
Points	5.34	3.62	2.06	1.23	0.68	1.18	3.58	2.30	20.00

2. Performance Measure

Data: Performance funding detail by institution from the Performance Funding Model and Allocations (adopted in the May Board of Regents meeting).

Methodology: Same measures and calculations as the performance funding model: the percentage change in the current year from the previous five-year average in each of the five metrics: completion, Pell-eligible, market demand, awards per FTE, and research (for the two research institutions) with 100% of the award for 1% or better progress. The weighted performance is the sum-product of the awards for the five metrics and the associated weights.

Point Allocation: Points are awarded proportionate to each institution's weighted performance.

Proposed Weight: 15 points

2018-19 Model	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Rsrch Wt.	NonR Wt.
%Δ Completion	100%	100%	100%	100%	100%	100%	100%	100%	15%	15%
%Δ Pell-Eligible	100%	100%	100%	100%	100%	100%	100%	100%	10%	10%
%Δ Market Demand	100%	100%	100%	100%	0%	100%	100%	100%	25%	25%
%Δ Awards per FTE	100%	100%	100%	100%	100%	0%	100%	100%	40%	50%
%Δ Research	100%	100%							10%	
Wtd. Performance	1.00	1.00	1.00	1.00	0.75	0.50	1.00	1.00		
Points	2.07	2.07	2.07	2.07	1.55	1.03	2.07	2.07		

3. Projected Student Growth Measure

Data: 1. 18-24 year-old population projections for 2016 and 2026 from the Kem C. Gardner County Population Projections: <http://gardner.utah.edu/demographics/population-projections/> 2. Table 8, *Fall Semester (End of Term) Total Headcount Enrollment by County of Origin* in the USHE Data Book (Tab C). It is anticipated that we will work with Gardner to receive annual population projects by county.

Methodology: Allocate points based on which USHE institutions will accommodate the projected 10-year growth in 18-24 year-old Utahns (the college-age population). First, calculate the projected number of new 2026 students in each county by subtracting the current (2016) 18-24 year-old population from the projected 10-year (2026) 18-24 year-old population in each county (Gardner data). Second, determine the percentage of students from a particular county that each USHE institution accommodates by taking the ratio of the number of students attending a particular institution by the total number of students from the county attending all USHE institutions (Databook Table 8). Third, multiply the institutional ratios by the number of projected students from each county and sum across all counties.

Point Allocation: Points are awarded proportionate to the total number of 18-24 year-old students each institution is projected to accommodate in 2026.

Proposed Weight: 15 points

10 year College Age County Population Change by Institutional Service Region										
Student County of Origin	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC		
Beaver	2	8	3	37	17	6	5	1		78
Box Elder	40	397	357	62	49	47	64	30		1,046
Cache	274	2,065	437	109	87	97	148	87		3,304
Carbon	30	347	17	27	4	16	35	5		481
Daggett	-	5	3	1	7	4	5	1		27
Davis	919	458	5,084	178	86	109	551	722		8,107
Duchesne	24	256	41	38	28	40	97	14		589
Emery	4	146	7	32	19	7	12	3		228
Garfield	3	3	2	30	24	10	10	0		82
Grand	19	52	17	22	4	9	10	8		140
Iron	46	22	11	836	13	54	38	10		1,029
Juab	9	27	13	47	187	6	101	3		392
Kane	3	5	9	32	18	55	11	1		133
Millard	-	-	-	-	-	-	-	-		-
Morgan	18	30	258	11	7	13	37	8		382
Plute	0	0	-	3	8	1	1	0		13
Rich	1	23	6	4	10	1	16	1		63
Salt Lake	4,782	511	585	403	283	246	1,804	8,393		17,008
San Juan	7	81	8	26	7	5	9	2		145
Sanpete	5	11	7	17	114	4	14	2		174
Sewer	4	12	6	44	189	22	32	4		313
Summit	24	2	4	2	1	1	22	11		68
Tooele	217	339	186	172	131	136	172	633		1,986
Utah	63	472	76	116	84	61	247	41		1,160
Wasatch	1,647	591	395	785	495	339	16,399	816		21,467
Washington	276	43	24	66	62	27	894	50		1,442
Wayne	1	2	1	5	15	2	2	1		30
Weber	280	202	3,755	93	48	58	109	114		4,660
Total	8,828	6,232	11,381	3,835	2,043	5,425	21,232	11,014		69,990

Fall Semester 2018 (End of Term) Total Headcount Enrollment By County of Origin										
Student County of Origin	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Total	
Beaver	7	32	11	147	67	24	20	3	331	
Box Elder	61	611	549	95	76	73	99	46	1,610	
Cache	324	2,442	517	129	103	115	175	103	3,908	
Carbon	48	525	27	43	7	25	56	8	769	
Daggett	-	5	3	1	8	4	5	1	29	
Davis	2,178	1,085	12,043	421	204	259	1,305	1,711	19,206	
Duchesne	19	200	32	69	22	31	76	11	460	
Emery	9	353	16	77	47	16	29	7	554	
Garfield	7	8	5	77	61	25	25	1	209	
Grand	27	74	24	32	5	13	14	11	200	
Iron	111	52	26	1,998	31	128	90	24	2,460	
Juab	13	39	19	67	268	8	145	4	563	
Kane	7	10	21	71	39	122	24	2	296	
Millard	18	42	27	135	261	69	110	16	658	
Morgan	29	47	405	17	11	20	58	12	599	
Plute	1	2	16	44	7	6	1	77		
Rich	2	37	10	7	16	2	27	2	103	
Salt Lake	13,960	1,482	1,697	1,169	820	714	5,228	24,328	49,298	
San Juan	22	254	26	81	22	15	27	7	454	
Sanpete	51	109	69	162	1,079	34	137	15	1,656	
Sewer	15	46	24	165	712	83	121	16	1,885	
Summit	669	64	123	69	39	29	616	296	1,895	
Tooele	230	360	198	183	139	145	183	672	2,110	
Utah	31	231	37	57	41	30	121	20	568	
Wasatch	2,422	869	581	1,154	728	498	24,117	1,200	31,569	
Washington	350	55	30	84	79	34	1,133	63	1,828	
Wayne	4	10	5	21	61	7	9	4	121	
Weber	637	460	8,534	211	108	131	248	260	10,589	
In-state, by County	21,312	9,694	25,149	7,512	5,160	8,009	34,715	28,915	140,466	

Kem Gardner County Population Projections										
County	2018 School 18-24 age Population	2026 School 18-24 age Population	10-yr A							
Beaver	542	620	78							
Box Elder	4,084	5,130	1,046							
Cache	23,073	26,377	3,304							
Carbon	1,826	2,307	481							
Daggett	76	103	27							
Davis	29,192	37,299	8,107							
Duchesne	1,460	2,049	589							
Emery	765	994	228							
Garfield	375	457	82							
Grand	588	729	140							
Iron	7,960	8,988	1,029							
Juab	1,097	1,489	392							
Kane	510	643	133							
Millard	1,064	1,159	-							
Morgan	1,071	1,453	382							
Plute	128	141	13							
Rich	162	225	63							
Salt Lake	93,153	110,161	17,008							
San Juan	1,371	1,515	145							
Sanpete	5,653	5,827	174							
Sewer	1,677	1,940	313							
Summit	2,973	3,041	68							
Tooele	5,707	7,693	1,986							
Utah	2,488	3,648	1,160							
Wasatch	94,368	115,834	21,467							
Washington	2,458	3,900	1,442							
Wayne	14,881	20,232	5,442							
Weber	202	232	30							
Total	320,686	390,771	69,990							

Fall 2018 County Enrollment	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Total
2028 Projected Students	8,828	6,232	11,381	3,835	2,043	5,425	21,232	11,014	69,990
Points	1.89	1.34	2.44	0.82	0.44	1.16	4.55	2.36	15.00

4. Square Feet per Student FTE Measure

Data: 1. Fall FTE Budget Related and Self-Support Enrollment History adjusted for online FTE and Concurrent Enrollment FTE. 2. Academic square feet for classrooms (100), teaching labs (200), and study/library space (400) from the Fall space inventory in the USHE DataBook (Tab L) plus square feet under construction (“pipeline” projects from CDP forms).

Methodology: Institutional square feet per FTE are calculated for each of the three academic space categories (classrooms, teaching labs, and study/library) by dividing the current institutional space inventory (including pipeline projects) by the number of full-time students adjusted to subtract out online and concurrent enrollment FTE. The three space categories are given equal weight in assigning points.

Point Allocation: Points are awarded proportionate to the institutional square feet per FTE calculations relative to the institution with the most square feet per FTE in each of the three space categories. The institution with the most square feet per FTE in a particular space category does not receive points for that category.

Proposed Weight: 15 points

Space Use	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC
Adjusted 2018 End-of-Term FTE	26,171	17,275	9,610	6,493	3,159	5,918	18,010	10,212
Classroom (100) Inventory + Pipeline	408,095	327,848	222,857	78,392	74,191	102,975	222,312	408,095
Classroom ASF/FTE	15.6	19.0	23.2	12.1	23.5	17.4	12.3	15.6
Points	0.94	0.53	0.04	1.35	-	0.72	1.32	0.10
Teaching Lab (200) Inventory/Pipeline	408,232	457,235	297,568	130,911	182,755	100,956	444,504	408,232
Teaching Lab ASF/FTE	15.6	26.5	31.0	20.2	57.9	17.1	24.7	15.6
Points	0.93	0.69	0.59	0.83	-	0.90	0.73	0.31
Study/Library (400) Inventory/Pipeline	352,418	206,375	120,543	57,521	32,957	65,828	112,543	52,482
Study /Library ASF/FTE	13.5	11.9	12.5	8.9	10.4	11.1	6.2	5.1
Points	-	0.27	0.16	0.82	0.54	0.42	1.29	1.49
Total Points	1.87	1.50	0.79	3.01	0.54	2.04	3.34	1.91

5. Facility Age and Condition Measure

Data: 1. Square feet, replacement value, constructed year, remodel year, auxiliary square feet, and building condition from the annual space inventory Building File submitted annually to the Commissioner's Office as defined in submission file documentation. Data should tie to the Utah Division of Risk Management database for insured property.

Methodology: Multiply the square feet by the average age and average condition of non-auxiliary institutionally-owned facilities valued over \$3.5 million. Calculations are divided by 1 million to standardize the score.

Point Allocation: Points are awarded proportionate to the total age and condition score for each institution.

Proposed Weight: 20 points

Additional Information: The Age and Condition measure is only partially calculated as additional information on the condition of each institutional building valued over \$3.5 million is needed to complete the calculation.

	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC
Square Feet Non-Auxiliary over \$3.5m	8,986,665	6,664,568	1,824,393	1,017,005	836,361	700,083	2,253,376	2,036,387
Average Age Non-Auxiliary over \$3.5m	32.00	32.48	28.62	35.62	31.19	22.25	23.33	37.64
<i>Average Condition</i>	<i>3.00</i>	<i>3.00</i>	<i>3.00</i>	<i>3.00</i>	<i>3.00</i>	<i>3.00</i>	<i>3.00</i>	<i>3.00</i>
Age and Condition Score	161.75	121.75	29.37	20.38	14.68	8.76	29.57	43.11
Points	7.53	5.67	1.37	0.95	0.68	0.41	1.38	2.01

6. Utilization Measure

Data: Annual USHE Space Utilization Reports (due in December and presented in the January Regent meeting).

Methodology: Multiply the classroom Room Utilization Rate (RUR) by the Seat Occupancy Rate (SOR) for each USHE institution.

Point Allocation: Points are awarded proportionate to each institution's utilization rate.

Proposed Weight: 15 points

2017-2018 Utilization	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC
Classroom RUR	25.7	23.6	28.5	36.6	23.1	26.9	40	28.7
Classroom SOR	53.9%	46.0%	56.0%	77.6%	61.6%	60.9%	66.3%	66.1%
Classroom Utilization (RUR*SOR)	13.9	10.9	16.0	28.4	14.2	16.4	26.5	19.0
Points	1.43	1.12	1.65	2.93	1.47	1.69	2.74	1.96



July 25, 2019

USHE – Revision of Policy R741, *Non-dedicated Capital Project Prioritization Process* and elimination of R741, Appendix A: *Analysis of Mission and Role Projects*

Regent Policy R741, *Non-dedicated Capital Project Prioritization Process* describes the methodology and process for prioritization of system-wide, state-funded, non-dedicated capital development projects. The current policy includes a detailed appendix, R741, Appendix A: *Analysis of Mission and Role Projects* describing the complex calculations, definitions, and instructions for calculating institutional space need.

A recent audit of the Regents' prioritization process recommends updating and revising the underlying calculations of space need contained in Policy R741 and Appendix A. The Regents' Capital Facilities Subcommittee met in July to review the audit recommendations and recommends the following changes to Policy R741 to improve the calculation of institutional space need:

- Replace the current calculation of need based on "Space Standards" detailed in Appendix A with a calculation of need based on assignable square feet per FTE.
- The assignable square feet per FTE calculations will be made based on industry standards and will differentiate between institutional mission and institutional size.
- The new calculation of need will continue to receive up to 50 points in the prioritization process.
- Student FTE calculations will exclude online and concurrent enrollment FTE.

In addition to the proposed policy changes, the Commissioner's Office also recommends deleting R741, Appendix A: *Analysis of Mission and Role Projects*.

Commissioner's Recommendations

The Commissioner recommends the Regents incorporate the proposed changes to Policy R741, *Non-dedicated Capital Project Prioritization Process* effective immediately and delete Appendix A to Policy R741, *Analysis of Mission and Role Projects*.

Attachment

R741, Nondedicated Capital Project Prioritization Process¹

R741-1. Purpose: To provide the methodology and process for prioritization of system-wide, state-funded, nondedicated capital development project needs for presentation to the Governor and State Legislature for funding.

R741-2. References

- 2.1. Utah Code §53B-1-103 (Establishment of State Board of Regents -- Powers, duties, and authority)
- 2.2. Utah Code §53B-22-201 (Capital Developments)
- 2.3. Utah Code §53B-20-101 (Property of Institutions to Vest in State Board)
- 2.4. Utah Code § 63A, Chapter 5 (State Building Board)
- 2.5. Policy and Procedures R701, Capital Facilities
- 2.6. Policy and Procedures R702, Non-State Funded Property
- 2.7. Policy and Procedures R703, Acquisition of Real Property
- 2.8. Policy and Procedures R706, Capital Facilities Master Planning
- 2.9. Policy and Procedures R751, Institutional Facilities Space Utilization

R741-3 Definitions

- 3.1. **Capital Development:** This policy adopts the definition established in Utah Code 63A-5-104(1)(a).
- 3.2. **Non-Appropriated Funds:** Contributions such as donations to capital projects from sources other than appropriations of the State Legislature. Student fees are not considered non-appropriated funds for purposes of this policy.
- 3.3. **State Funded Project:** A capital development project submitted by an institution of Higher Education requiring appropriations of the State Legislature to fund the design, construction, and/or operations and maintenance.
- 3.4. **Dedicated Project:** a capital development project for which state funds from an institution's formulaic allocation under Utah Code 53B-22-201 are requested or used.
- 3.5. **Nondedicated Project:** a capital development project for which state funds from a source other than an institution's allocation under Utah Code 53B-22-201 are requested or used.

¹ Amended May 20, 2011, September 13, 2013, November 14, 2014, May 17, 2019, and August 2, 2019.

R741-4. Nondedicated Project Prioritization Process - The Board of Regents shall annually review and prioritize nondedicated projects submitted by USHE institutions. The annual nondedicated project prioritization process consists of five (5) fundamental steps:

4.1. Step 1 – Establishment of Priority Guidelines: At the beginning of each year's capital development project prioritization process, the Board shall adopt priority guidelines pertaining to the most pressing and critical capital needs for the Utah System of Higher Education not funded through dedicated projects. These priorities, though not binding, are designed to guide the subsequent use of Regents' Priority Points (Step 4).

4.2. Step 2 – Submission of Requests: Institutions submit their highest priority capital development needs to the Office of the Commissioner of Higher Education for evaluation. Each institution may submit up to one project per year and shall review the institution's allocation for dedicated projects prior to deciding to submit a nondedicated project. Institutions may not submit project requests directly to the State Building Board or the State Legislature.

4.3. Step 3 – Quantitative Analysis and Scoring of Needs: The Office of the Commissioner reviews institutional state funded projects and assigns up to 80 points for each project in three areas: Needs Analysis, Facility Condition, and Utilization.

4.4. Step 4 – Regent Points and Prioritization of Projects: The Capital Facilities Committee of the Board of Regents meets annually to review state funded projects and the quantitative scoring by the Office of the Commissioner. The Committee allocates up to 25 Regents' Priority Points to the projects and submits a recommendation for the prioritization of state funded projects to the full Board of Regents, which adopts or amends the recommendation and takes final action.

4.5. Step 5 – Regent Submission of Prioritized of Projects: The Board of Regents submits finalized priorities to the State Building Board, the Governor, and the State Legislature for further consideration and funding. State statute limits the number of building requests the Regents may submit as follows:

- 4.5.1** 1 Project if legislative funding for dedicated projects equals \$100 million or more
- 4.5.2** 2 Projects if legislative funding for dedicated projects is between \$50 million and \$100 million
- 4.5.3** 3 Projects if legislative funding for dedicated projects equals less than \$50 million

R741-5. Needs Analysis Points: Institutions receive up to 50 points for the calculated need of a nondedicated project based on an institution's existing space inventory (including projects approved for construction) and assignable square feet per FTE space standards. Assignable square feet per FTE space standards shall be based on industry best-practices and shall differentiate between institutional mission and institutional size measured by student FTE enrollment. Student FTE calculations shall exclude online and concurrent enrollment FTE. Institutions receive points for nondedicated projects where the institution has less assignable square feet per FTE than the space standards in a particular space category prorated for the percent of the project that space category occupies. Classroom and teaching laboratory space shall receive more weight than other space categories.

R741-6. Facility Condition Assessment Points – Facility condition assessment points apply to projects designed to resolve issues that pose a disruption in daily operations or that pose serious life safety threats. These points can be awarded to projects designed to resolve issues where there is substantiated legal and/or life threatening liability; where facilities are threatened with immediate loss of function due to natural disaster; where closure is imminent because of violations of legal/safety/other requirements; or

similar circumstances. These Facility Condition Assessment points can be applied only under the following circumstances:

6.1. Associated liability and imminent loss of function - Points may be awarded where the institution has substantiated by documentation from a qualified engineer, fire marshal, attorney, or other qualified professional that a very significant legal and/or health/life safety risk is being solved by completion of the proposed project. "Very significant" is defined as, "the realistic estimate of the liability exceeds the cost of the project," as determined by the Commissioner's Office with assistance from an external consultant or the Utah Division of Facilities Construction and Management, and funded by the submitting institution. Also, these points may be awarded if there is a substantiation of the threatened, imminent loss of the function should the project not be authorized, as is the case when natural disasters have destroyed a particular academic building or code violations cause the structure to be closed. Points awarded range from zero to 15 per project based upon the severity of liability or loss of function as determined above.

6.2. Buildings that can no longer function for the purpose designed may be considered for "Facility Condition Points" as recommended by the Office of the Commissioner. Points may be awarded in instances where aging facilities do not pose a safety hazard but lack appropriate size, mechanical/electrical capacity or technology upgrades to accommodate modern instructional resources. The Commissioner's Office should award points in this category only in exceptional circumstances and should strongly consider the impact of institutional actions that led to the existing condition. Points awarded range from zero to 15 per project based on the severity of liability or loss of function as determined above.

6.3. An institution may receive a maximum of 15 Points awarded under both 6.1 and 6.2, and those points are then adjusted proportionate to size of the deficient buildings relative to the total square footage of the requested facility.

R741-7. Utilization Points: Institutions receive up to 15 points for the utilization of classroom facilities on main campuses during the Fall semester as reported in the annual USHE Utilization Report required by R751, *Institutional Facilities Space Utilization*. Points are assigned as follows:

7.1. Weekly Room Utilization Rate (RUR) – An institution receives 10 points if it meets or exceeds the RUR standard set by the Board in R751 for Fall semester main campus classrooms. Institutions not meeting the adopted Regent standard receive a proportionate share of the 10 points based on the reported RUR score.

7.2. Seat Occupancy Rate (SOR) – An institution receives 5 points if it meets or exceeds the SOR standard set by the Board in R751 for Fall semester main campus classrooms. Institutions not meeting the adopted Regent standard receive a proportionate share of the 5 points based on the reported SOR score.

R741-8. Major Infrastructure Points: The Office of the Commissioner, in consultation with the Division of Facilities Construction and Management, may award points for major infrastructure projects that address critical life safety, fire and seismic deficiencies and the need to preserve and repair critical infrastructure such as utilities. Such projects do not receive Needs Analysis, Utilization, or Facility Condition points. Up to 60 points can be applied based on the degree of severity of need as follows:

8.1. Imminent Nonfunctionality – Where circumstances exist that pose imminent nonfunctionality threats to the facility or the campus, points in the range of 41-60 can be assigned. To be considered for this level of support the project must be the institution's top priority.

8.2. Operational but Seriously Deficient – Facilities in this condition can qualify for points in the range of 21-40.

8.3. Operational but Deficient – Facilities in this condition can qualify for points in the range of 1-20.

R741-9. Regents' Priority Points — The Capital Facilities Committee of the Board of Regents may award up to 25 additional points per nondedicated project based on priority guidelines adopted by the Board of Regents for the current prioritization cycle. These points are designed to position institutions to further develop and enhance their assigned missions and roles, and should be used in a consistent manner that enables USHE institutions to pursue strategic and long-term capital development planning while also providing the means to respond to external time-sensitive factors.

R741.10 Final Priority Ranking – After the Regents Priority Points are added to the “Scoring Points,” the projects are recommended by the Regents for funding in the resulting rank order, with the project having the highest point total being the highest-ranked project.

R741.11 Operation and Maintenance Costs (O & M): The estimated O & M costs for each facility and the source of funding those costs will be listed for each facility on the priority list and will be approved by the Regents as part of the approval process for construction or acquisition of each facility. In prioritizing nondedicated projects, the Regents will consider the magnitude of future O & M obligations and the potential impact of approval on other components of the operating budget. The goal of the Regents is that future annual state funded O & M costs on approved new facilities should not represent a disproportionate share of new ongoing appropriated state tax funds.

R741.12. Projects Funded from Non-State Appropriated Funds – Proposals from institutions for approval of capital development projects to be financed by non-state appropriated funds are subject to the approval process outlined in Policy R702, *Non-State Funded Projects*.

R741.13. Land Bank Acquisition Requests – Requests for purchase of land from funds to be appropriated by the state Legislature for future use of an institution must be reviewed and approved by the Board of Regents. In reviewing such requests, the Board shall use the guidelines in Policy R703, *Acquisition of Real Property* and shall ensure that the request is consistent with the institutional master plan (see Policy R706, *Capital Facilities Master Planning*).



July 25, 2019

Southern Utah University – Online Tuition Reduction

Regent Policy R510, *Tuition* requires the Board of Regents set tuition, fees, and charges for each USHE institution. Institutions must hold truth-in-tuition hearings for any tuition increase, but may lower tuition during the interim with approval of the Board and the institution's Board of Trustees.

Southern Utah University currently offers several online-only graduate and undergraduate programs that attract primarily part-time and non-traditional students. To promote access, affordability, and completion, SUU proposes to combine the tuition and fees for online-only programs into a simple per-credit-hour structure and reduce the tuition schedule for these programs by approximately 23 percent on average for undergraduate students and 12 percent for graduate students. In making this change, SUU ensures that every student will have lower tuition, regardless of credit load. The attached letter from the university includes tables of the current and proposed tuition and fees with a *Difference* column indicating the change in tuition and fees for the online-only programs. In every case, the proposed tuition and fees are lower than the current rates.

Commissioner's Recommendations

The Commissioner recommends that the Board authorize Southern Utah University to modify and reduce the tuition schedules for online-only students effective Spring semester 2020 as proposed.

Attachment

Southern Utah University currently offers several online programs, primarily to mid-career professionals or non-traditional students who are unable to relocate to the campus or spend time during regular business hours to complete their degrees. Ninety-four percent of these students are taking courses part-time and struggle to pay tuition under the current plateau tuition schedule, which disadvantages these students who cannot be full-time students. Further, SUU has determined that it can promote access, affordability, and completion for these non-traditional, online-only students by decreasing tuition, adjusting the plateau, and providing a clear tuition schedule per credit hour that includes both tuition and fees.

Southern Utah University proposes to modify and reduce its tuition schedule for online-only students, effective Spring Semester 2020.

- This new schedule reduces tuition for every single online-only student.
- Students enrolled in online-only programs will be assessed tuition at a rate of \$300 per credit for undergraduate students and between \$355 and \$485 per credit for graduate students, depending on the graduate program.
- There will be no additional charge for any credits taken beyond the credit hour plateau.
- For the average undergraduate student, this proposed rate constitutes a 22.8% reduction in the cost for tuition and fees per semester and for graduate students, an 11.9% reduction.
- This tuition structure will only apply to students who enroll in online-only programs at SUU

Program	Cost Per Credit Before Plateau		Plateau	
	Proposed Tuition	Current Avg. Tuition/Fees	Credit Hour Plateau	Tuition Plateau
Master of Business Administration	\$485	\$555	14	\$6,790
Master of Accountancy	\$485	\$555	14	\$6,790
Master of Science in Business Analytics	\$485	\$529	14	\$6,790
Master of Science in Cyber Security	\$485	\$546	14	\$6,790
Master of Interdisciplinary Studies	\$430	\$480	14	\$6,020
Master of Music in Music Technology	\$430	\$458	14	\$6,020
Master of Fine Arts in Arts Administration	\$430	\$480	14	\$6,020
Master of Arts in Arts Administration	\$430	\$480	14	\$6,020
Master of Public Administration	\$430	\$485	14	\$6,020
Master of Music Education	\$430	\$545	14	\$6,020
Master of Professional Communication	\$375	\$457	14	\$5,250
Master of Athletic Training	\$375	\$401	14	\$5,250
Master of Science in Sports Conditioning	\$375	\$477	14	\$5,250
Master of Education	\$355	\$393	10	\$3,550
Graduate Library/Media K-12 Endorsement	\$355	\$382	10	\$3,550
Undergraduate	\$300	\$389	13	\$3,900

Online Only - All Undergraduate Programs							
	Current					Proposed	
Credit Hours	Tuition	Student Fees	Program Fees	Total Charges	Per Credit	Combined Tuition/Fees	Difference
1	465.00	48.75	42.00	555.75	555.75	300.00	(255.75)
2	747.00	85.75	84.00	916.75	458.38	600.00	(316.75)
3	1,029.00	122.75	126.00	1,277.75	425.92	900.00	(377.75)
4	1,311.00	159.75	168.00	1,638.75	409.69	1,200.00	(438.75)
5	1,593.00	196.75	210.00	1,999.75	399.95	1,500.00	(499.75)
6	1,875.00	233.75	252.00	2,360.75	393.46	1,800.00	(560.75)
7	2,157.00	270.75	294.00	2,721.75	388.82	2,100.00	(621.75)
8	2,439.00	307.75	336.00	3,082.75	385.34	2,400.00	(682.75)
9	2,721.00	344.75	378.00	3,443.75	382.64	2,700.00	(743.75)
10	3,003.00	381.75	420.00	3,804.75	380.48	3,000.00	(804.75)
11	3,003.00	381.75	462.00	3,846.75	349.70	3,300.00	(546.75)
12	3,003.00	381.75	504.00	3,888.75	324.06	3,600.00	(288.75)
13	3,003.00	381.75	546.00	3,930.75	302.37	3,900.00	(30.75)
14	3,003.00	381.75	588.00	3,972.75	278.57	3,900.00	(72.75)
15	3,003.00	381.75	630.00	4,014.75	260.00	3,900.00	(114.75)
16	3,003.00	381.75	672.00	4,056.75	243.75	3,900.00	(156.75)
17	3,003.00	381.75	714.00	4,098.75	229.41	3,900.00	(198.75)
18	3,003.00	381.75	756.00	4,140.75	216.67	3,900.00	(240.75)
19	3,285.00	381.75	798.00	4,464.75	205.26	3,900.00	(564.75)
20	3,567.00	381.75	840.00	4,788.75	195.00	3,900.00	(888.75)
21	3,849.00	381.75	882.00	5,112.75	185.71	3,900.00	(1,212.75)
22	4,131.00	381.75	924.00	5,436.75	177.27	3,900.00	(1,536.75)
23	4,413.00	381.75	966.00	5,760.75	169.57	3,900.00	(1,860.75)
24	4,695.00	381.75	1,008.00	6,084.75	162.50	3,900.00	(2,184.75)
25	4,977.00	381.75	1,050.00	6,408.75	156.00	3,900.00	(2,508.75)

Online Only - Master of Business Administration Online Only - Master of Accountancy Online Only - Master of Science in Business Analytics Online Only - Master of Science in Cyber Security and Information Assurance							
	Current					Proposed	
Credit Hours	Tuition	Student Fees	Program Fees	Total Charges	Per Credit	Combined Tuition/Fees	Difference
1	799.00	48.75	30.00	877.75	877.75	485.00	(392.75)
2	1,222.00	85.75	60.00	1,367.75	683.88	970.00	(397.75)
3	1,645.00	122.75	90.00	1,857.75	619.25	1,455.00	(402.75)
4	2,068.00	159.75	120.00	2,347.75	586.94	1,940.00	(407.75)
5	2,491.00	196.75	150.00	2,837.75	567.55	2,425.00	(412.75)
6	2,914.00	233.75	180.00	3,327.75	554.63	2,910.00	(417.75)
7	3,337.00	270.75	210.00	3,817.75	545.39	3,395.00	(422.75)
8	3,760.00	307.75	240.00	4,307.75	538.47	3,880.00	(427.75)
9	4,183.00	344.75	270.00	4,797.75	533.08	4,365.00	(432.75)
10	4,606.00	381.75	300.00	5,287.75	528.78	4,850.00	(437.75)
11	5,029.00	381.75	330.00	5,740.75	521.89	5,335.00	(405.75)
12	5,452.00	381.75	360.00	6,193.75	516.15	5,820.00	(373.75)
13	5,875.00	381.75	390.00	6,646.75	511.29	6,305.00	(341.75)
14	6,298.00	381.75	420.00	7,099.75	450.36	6,305.00	(794.75)
15	6,721.00	381.75	450.00	7,552.75	420.33	6,305.00	(1,247.75)
16	7,144.00	381.75	480.00	8,005.75	394.06	6,305.00	(1,700.75)
17	7,567.00	381.75	510.00	8,458.75	370.88	6,305.00	(2,153.75)
18	7,990.00	381.75	540.00	8,911.75	350.28	6,305.00	(2,606.75)
19	8,413.00	381.75	570.00	9,364.75	331.84	6,305.00	(3,059.75)
20	8,836.00	381.75	600.00	9,817.75	315.25	6,305.00	(3,512.75)
21	9,259.00	381.75	630.00	10,270.75	300.24	6,305.00	(3,965.75)
22	9,682.00	381.75	660.00	10,723.75	286.59	6,305.00	(4,418.75)
23	10,105.00	381.75	690.00	11,176.75	274.13	6,305.00	(4,871.75)
24	10,528.00	381.75	720.00	11,629.75	262.71	6,305.00	(5,324.75)
25	10,951.00	381.75	750.00	12,082.75	252.20	6,305.00	(5,777.75)

Online Only - Master of Interdisciplinary Studies
Online Only - Master of Music in Music Technology
Online Only - Master of Fine Arts in Arts Administration
Online Only - Master of Arts in Arts Administration
Online Only - Master of Public Administration
Online Only - Master of Music Education

	Current					Proposed	
Credit Hours	Tuition	Student Fees	Program Fees	Total Charges	Per Credit	Combined Tuition/Fees	Difference
1	742.00	48.75	15.00	805.75	805.75	430.00	(375.75)
2	1,105.00	85.75	30.00	1,220.75	610.38	860.00	(360.75)
3	1,468.00	122.75	45.00	1,635.75	545.25	1,290.00	(345.75)
4	1,831.00	159.75	60.00	2,050.75	512.69	1,720.00	(330.75)
5	2,194.00	196.75	75.00	2,465.75	493.15	2,150.00	(315.75)
6	2,557.00	233.75	90.00	2,880.75	480.13	2,580.00	(300.75)
7	2,920.00	270.75	105.00	3,295.75	470.82	3,010.00	(285.75)
8	3,283.00	307.75	120.00	3,710.75	463.84	3,440.00	(270.75)
9	3,646.00	344.75	135.00	4,125.75	458.42	3,870.00	(255.75)
10	4,009.00	381.75	150.00	4,540.75	454.08	4,300.00	(240.75)
11	4,372.00	381.75	165.00	4,918.75	447.16	4,730.00	(188.75)
12	4,735.00	381.75	180.00	5,296.75	441.40	5,160.00	(136.75)
13	5,098.00	381.75	195.00	5,674.75	436.52	5,590.00	(84.75)
14	5,461.00	381.75	210.00	6,052.75	432.34	6,020.00	(32.75)
15	5,824.00	381.75	225.00	6,430.75	401.33	6,020.00	(410.75)
16	6,187.00	381.75	240.00	6,808.75	376.25	6,020.00	(788.75)
17	6,550.00	381.75	255.00	7,186.75	354.12	6,020.00	(1,166.75)
18	6,913.00	381.75	270.00	7,564.75	334.44	6,020.00	(1,544.75)
19	7,276.00	381.75	285.00	7,942.75	316.84	6,020.00	(1,922.75)
20	7,639.00	381.75	300.00	8,320.75	301.00	6,020.00	(2,300.75)
21	8,002.00	381.75	315.00	8,698.75	286.67	6,020.00	(2,678.75)
22	8,365.00	381.75	330.00	9,076.75	273.64	6,020.00	(3,056.75)
23	8,728.00	381.75	345.00	9,454.75	261.74	6,020.00	(3,434.75)
24	9,091.00	381.75	360.00	9,832.75	250.83	6,020.00	(3,812.75)
25	9,454.00	381.75	375.00	10,210.75	240.80	6,020.00	(4,190.75)

Online Only - Master of Professional Communication							
	Current					Proposed	
Credit Hours	Tuition	Student Fees	Program Fees	Total Charges	Per Credit	Combined Tuition/Fees	Difference
1	795.00	48.75	19.75	863.50	863.50	375.00	(488.50)
2	1,093.00	85.75	39.50	1,218.25	609.13	750.00	(468.25)
3	1,391.00	122.75	59.25	1,573.00	524.33	1,125.00	(448.00)
4	1,689.00	159.75	79.00	1,927.75	481.94	1,500.00	(427.75)
5	1,987.00	196.75	98.75	2,282.50	456.50	1,875.00	(407.50)
6	2,285.00	233.75	118.50	2,637.25	439.54	2,250.00	(387.25)
7	2,583.00	270.75	138.25	2,992.00	427.43	2,625.00	(367.00)
8	2,881.00	307.75	158.00	3,346.75	418.34	3,000.00	(346.75)
9	3,179.00	344.75	177.75	3,701.50	411.28	3,375.00	(326.50)
10	3,477.00	381.75	197.50	4,056.25	405.63	3,750.00	(306.25)
11	3,775.00	381.75	217.25	4,374.00	397.64	4,125.00	(249.00)
12	4,073.00	381.75	237.00	4,691.75	390.98	4,500.00	(191.75)
13	4,371.00	381.75	256.75	5,009.50	385.35	4,875.00	(134.50)
14	4,669.00	381.75	276.50	5,327.25	380.52	5,250.00	(77.25)
15	4,967.00	381.75	296.25	5,645.00	350.00	5,250.00	(395.00)
16	5,265.00	381.75	316.00	5,962.75	328.13	5,250.00	(712.75)
17	5,563.00	381.75	335.75	6,280.50	308.82	5,250.00	(1,030.50)
18	5,861.00	381.75	355.50	6,598.25	291.67	5,250.00	(1,348.25)
19	6,159.00	381.75	375.25	6,916.00	276.32	5,250.00	(1,666.00)
20	6,457.00	381.75	395.00	7,233.75	262.50	5,250.00	(1,983.75)
21	6,755.00	381.75	414.75	7,551.50	250.00	5,250.00	(2,301.50)
22	7,053.00	381.75	434.50	7,869.25	238.64	5,250.00	(2,619.25)
23	7,351.00	381.75	454.25	8,187.00	228.26	5,250.00	(2,937.00)
24	7,649.00	381.75	474.00	8,504.75	218.75	5,250.00	(3,254.75)
25	7,947.00	381.75	493.75	8,822.50	210.00	5,250.00	(3,572.50)

Online Only - Master of Athletic Training							
Online Only - Master of Science in Sports Conditioning & Performance							
	Current					Proposed	
Credit Hours	Tuition	Student Fees	Program Fees	Total Charges	Per Credit	Combined Tuition/Fees	Difference
1	795.00	48.75	15.00	858.75	858.75	375.00	(483.75)
2	1,093.00	85.75	30.00	1,208.75	604.38	750.00	(458.75)
3	1,391.00	122.75	45.00	1,558.75	519.58	1,125.00	(433.75)
4	1,689.00	159.75	60.00	1,908.75	477.19	1,500.00	(408.75)
5	1,987.00	196.75	75.00	2,258.75	451.75	1,875.00	(383.75)
6	2,285.00	233.75	90.00	2,608.75	434.79	2,250.00	(358.75)
7	2,583.00	270.75	105.00	2,958.75	422.68	2,625.00	(333.75)
8	2,881.00	307.75	120.00	3,308.75	413.59	3,000.00	(308.75)
9	3,179.00	344.75	135.00	3,658.75	406.53	3,375.00	(283.75)
10	3,477.00	381.75	150.00	4,008.75	400.88	3,750.00	(258.75)
11	3,775.00	381.75	165.00	4,321.75	392.89	4,125.00	(196.75)
12	4,073.00	381.75	180.00	4,634.75	386.23	4,500.00	(134.75)
13	4,371.00	381.75	195.00	4,947.75	380.60	4,875.00	(72.75)
14	4,669.00	381.75	210.00	5,260.75	375.77	5,250.00	(10.75)
15	4,967.00	381.75	225.00	5,573.75	350.00	5,250.00	(323.75)
16	5,265.00	381.75	240.00	5,886.75	328.13	5,250.00	(636.75)
17	5,563.00	381.75	255.00	6,199.75	308.82	5,250.00	(949.75)
18	5,861.00	381.75	270.00	6,512.75	291.67	5,250.00	(1,262.75)
19	6,159.00	381.75	285.00	6,825.75	276.32	5,250.00	(1,575.75)
20	6,457.00	381.75	300.00	7,138.75	262.50	5,250.00	(1,888.75)
21	6,755.00	381.75	315.00	7,451.75	250.00	5,250.00	(2,201.75)
22	7,053.00	381.75	330.00	7,764.75	238.64	5,250.00	(2,514.75)
23	7,351.00	381.75	345.00	8,077.75	228.26	5,250.00	(2,827.75)
24	7,649.00	381.75	360.00	8,390.75	218.75	5,250.00	(3,140.75)
25	7,947.00	381.75	375.00	8,703.75	210.00	5,250.00	(3,453.75)

Online Only - Master of Education							
Online Only - Graduate Library/Media K-12 Endorsement							
	Current					Proposed	
Credit Hours	Tuition	Student Fees	Program Fees	Total Charges	Per Credit	Combined Tuition/Fees	Difference
1	607.00	48.75	15.00	670.75	670.75	355.00	(315.75)
2	879.00	85.75	30.00	994.75	497.38	710.00	(284.75)
3	1,151.00	122.75	45.00	1,318.75	439.58	1,065.00	(253.75)
4	1,423.00	159.75	60.00	1,642.75	410.69	1,420.00	(222.75)
5	1,695.00	196.75	75.00	1,966.75	393.35	1,775.00	(191.75)
6	1,967.00	233.75	90.00	2,290.75	381.79	2,130.00	(160.75)
7	2,239.00	270.75	105.00	2,614.75	373.54	2,485.00	(129.75)
8	2,511.00	307.75	120.00	2,938.75	367.34	2,840.00	(98.75)
9	2,783.00	344.75	135.00	3,262.75	362.53	3,195.00	(67.75)
10	3,055.00	381.75	150.00	3,586.75	358.68	3,550.00	(36.75)
11	3,327.00	381.75	165.00	3,873.75	322.73	3,550.00	(323.75)
12	3,599.00	381.75	180.00	4,160.75	295.83	3,550.00	(610.75)
13	3,871.00	381.75	195.00	4,447.75	273.08	3,550.00	(897.75)
14	4,143.00	381.75	210.00	4,734.75	253.57	3,550.00	(1,184.75)
15	4,415.00	381.75	225.00	5,021.75	236.67	3,550.00	(1,471.75)
16	4,687.00	381.75	240.00	5,308.75	221.88	3,550.00	(1,758.75)
17	4,959.00	381.75	255.00	5,595.75	208.82	3,550.00	(2,045.75)
18	5,231.00	381.75	270.00	5,882.75	197.22	3,550.00	(2,332.75)
19	5,503.00	381.75	285.00	6,169.75	186.84	3,550.00	(2,619.75)
20	5,775.00	381.75	300.00	6,456.75	177.50	3,550.00	(2,906.75)
21	6,047.00	381.75	315.00	6,743.75	169.05	3,550.00	(3,193.75)
22	6,319.00	381.75	330.00	7,030.75	161.36	3,550.00	(3,480.75)
23	6,591.00	381.75	345.00	7,317.75	154.35	3,550.00	(3,767.75)
24	6,863.00	381.75	360.00	7,604.75	147.92	3,550.00	(4,054.75)
25	7,135.00	381.75	375.00	7,891.75	142.00	3,550.00	(4,341.75)



July 25, 2019

Utah's Growing Opportunity Gap

Introduction

Demographic projections produced by University of Utah's Kem C. Gardner Institute show that the state will experience a significant demographic shift over the next 30 years. Without targeted intervention, projections show this could have a negative impact on educational attainment levels of Utah's population and workforce.

Currently, race and ethnic minorities comprise 18% of the state's population. By 2050, that percentage is expected to increase to 30%. Over the last five years, white students at USHE institutions completed programs at a rate of 32.1%, while minority students' completion rate was 25.7%. Without significant changes in higher education outcomes, the shift will result in declining educational attainment in the state. USHE researchers estimate a potential forgone benefit of roughly 290,000 degrees and awards between 2020 and 2065. The impact will reach beyond the state's postsecondary education system, as a diminution of education within the workforce will affect Utah's socioeconomic status and overall capacity to meet the demands of an evolving labor market.

Addressing the Challenge

The Board of Regents is uniquely positioned to lead out on future-oriented strategies to address the growing opportunity gap. Data available to USHE can be used to analyze which aspect(s) of the education system presents the most significant challenges to educating the minority population in the state.

Commissioner's Recommendations

The Board of Regents should direct the Commissioner's office to review demographically stratified data and identify barriers for the state's minority population to access and complete postsecondary educational opportunities. The Commissioner's office will work over the next fiscal year, and beyond, to identify statewide strategies to address those barriers.



August 2, 2019

Overview: Workforce, Access, and Advocacy Committee

To lead out on college access issues, to identify and align statewide workforce and economic development efforts, and to advocate for higher education statewide, the Board of Regents is establishing a new standing committee: the Workforce, Access, and Advocacy Committee.

Proposed committee purpose

The Workforce, Access, and Advocacy Committee will provide all Utahns—especially those from underserved populations—the opportunity to recognize the value of higher education, enter college, and connect with meaningful employment upon graduation.

Anticipated 2019-20 committee outcomes

Access:

- Inform direction on state scholarship programs
- Expand college access advising program
- Determine path forward to address Concurrent Enrollment growth, outreach, and gaps in enrollment
- Implement comprehensive outreach strategy

Advocacy:

- Closing the Opportunity Gap campaign groundwork:
 - Message development
 - External stakeholder engagement
 - Review and advise on benchmarking survey
 - Indicate desired institutional support for this effort

Workforce:

- Develop guiding principles to advise statewide programs such as Strategic Workforce Investment, Talent Ready Utah, and the State Workforce Development Board
- Evaluate demographic, enrollment, and completion data to set specific goals for the Closing the Opportunity Gap initiative
- Career and Technical Education Scholarship program approval

Commissioner's Recommendation

This is an information item only; no action is required

Attachment:

WAA Committee Overview

Workforce, Access, and Advocacy Committee

Justification for committee:

- To lead out on college access issues, to identify and align statewide workforce and economic development efforts, and to advocate for higher education statewide, the Board is establishing a new standing committee: the Workforce, Access, and Advocacy Committee.
- Much of the work of current Board committees is institution-facing, or with a very limited external audience.
- Top priorities of the Board include getting high school students in the door to college, as well as understanding the outcomes of grads entering the workforce and better aligning with workforce needs.
- This committee will work on initiatives affecting those entering and exiting postsecondary education, with these populations being the most external-facing of all those the Board works with. As such, this committee is perfectly positioned to focus on statewide advocacy of higher education.



Committee purpose:

The Workforce, Access, and Advocacy Committee will provide all Utahns—especially those from underserved populations—the opportunity to recognize the value of higher education, enter college, and connect with meaningful employment upon graduation.

It will do this by:

- Making the transition from high school to college seamless and simple;
- Identifying and aligning workforce and economic development efforts statewide; and
- Advocating for higher education throughout the state.

To accomplish this, the committee will:

- Strengthen partnerships with state and community partners, as well as with USHE institutions;
- Use data to inform decision-making and goal-setting; and
- Be laser-focused on outcomes of initiatives and efforts.

Success looks like:

- Closing the opportunity gap
 - Increase college participation rate of Utah high school graduates by 6% by 2025
- Tying USHE graduate outcomes with workforce demand
- Increasing the public perception of the value of higher education

- Set goal based on data from forthcoming benchmarking survey

Main issues for committee to address:

- Identifying and addressing key barriers in transition from high school to college
- Changing perception of value of higher education in Utah
- Identifying and aligning statewide workforce and economic development efforts

Ongoing work of committee:

- Plan and lead annual K-20 Summit
- Work with the Utah State Board of Education, Utah System of Technical Colleges Board of Trustees, and the Governor's office on streamlining high school to college transition
- Advise on and engage with multi-year higher education advocacy campaign
- Understand enrollment projections, institutional programs, and economic outlook
- Evaluate alignment of system output with statewide and regional labor market demand

FY20 anticipated committee outcomes:

Access:

- Inform direction on state scholarship programs
- Expand college access advising program
- Determine path forward to address Concurrent Enrollment growth, outreach, and gaps in enrollment
- Implement comprehensive outreach strategy

Advocacy:

- Closing the Opportunity Gap campaign groundwork:
 - Message development
 - External stakeholder engagement
 - Review and advise on benchmarking survey
 - Indicate desired institutional support for this effort

Workforce:

- Develop guiding principles to advise statewide programs such as Strategic Workforce Investment, Talent Ready Utah, and the State Workforce Development Board
- Evaluate demographic, enrollment, and completion data to set specific goals for the Closing the Opportunity Gap initiative
- Career and Technical Education Scholarship program approval

Data needs:

- Enrollment and completion gap data by white/minority populations
- Evaluation of state scholarships
- College access advisors expansion data
- High School Feedback Report
- Gaps in Concurrent Enrollment participation, by free & reduced lunch and minority populations
- Benchmarking public perception survey to inform campaign needs
- Enrollment projections



July 25, 2019

College Access Advising Program: Phase I Expansion

At its January 2019 meeting, the Board of Regents announced the expansion of the college access advising program starting fall 2019.

Expansion update

Thirty-four high schools will have college access advisors starting in August 2019, based around four regional clusters. Thirty-four college access advisors have been hired for these high schools as of August 1.

Weber/Davis County Cluster	Salt Lake County Cluster	Utah County Cluster	Washington County Cluster
Weber School District <ul style="list-style-type: none">FremontWeberRoyBonneville	Salt Lake City School District <ul style="list-style-type: none">EastWestHighland	Alpine School District <ul style="list-style-type: none">Mountain ViewOremWestlake	Washington School District <ul style="list-style-type: none">DixieDesert HillsSnow CanyonHurricaneCrimsonWater CanyonPine View
Davis School District <ul style="list-style-type: none">ClearfieldLayton	Granite School District <ul style="list-style-type: none">GrangerCyprusHunterKearnsTaylorvilleCottonwoodSkyline*	Provo School District <ul style="list-style-type: none">ProvoTimpview	
Ogden School District <ul style="list-style-type: none">Ben LomondOgden	Jordan School District <ul style="list-style-type: none">West Jordan	Nebo School District <ul style="list-style-type: none">SpringvillePayson	
	Canyons School District <ul style="list-style-type: none">Hillcrest		

**Skyline High School elected to participate in this initial expansion using its own one-time grant funds.*

Institutional integration

To help with this expansion, mid-level supervisors—regional coordinators—will oversee 8-12 college access advisors in their regional cluster. While regional coordinators are USHE employees, they will be housed at the USHE institution in their region to be better able to tie in to institutional programming and college access efforts.

Four regional coordinators have been hired as part of this initial expansion:

- Weber/Davis County Cluster: Tanner Telford, Weber State University
- Salt Lake County Cluster: Rachel Everitt, University of Utah
- Utah County Cluster: Cassandra Fuimaono, Utah Valley University
- Washington County Cluster: Dallyn Hallows, Dixie State University

College access advisor training

For the week of August 5-9, 2019, the college access advisors, regional coordinators, and other stakeholders will participate in a training at the system office. The training will consist of:

- | | | |
|--|------------------------|---|
| • Social change leadership and collaboration | • UtahFutures overview | • FAFSA training and walk-through |
| • Scholarship resources and financial aid | • Database training | • College applications and Utah College Application Week events |
| • Dreamers and undocumented students | | • Effective communication and professionalism |

The next week, August 12-16, the college access advisors, regional coordinators, and program staff will take a road trip throughout the state to visit every USHE campus, as well as Brigham Young University and Westminster College campuses, to meet with admissions directors, take a campus tour, and speak with current students about their experience. This integral part of the program ensures all college access advisors can speak to their students about campus feel, resources, and connection from a place of experience and understanding.

Program background

The college access advisors, who are recent college graduates, will help students register for and complete college entrance exams, submit college applications, apply for scholarships and financial aid, and connect them to first year experience programs to ensure a smooth transition from high school to college.

This statewide college access advising program expands the Utah College Advising Corps at the University of Utah, which was initially established in 2007 under a joint grant from the Board of Regents and the University of Utah from the Jack Kent Cook Foundation. The program has been in 12 high schools for nearly 12 years, and is proven to increase college participation rates for high school graduates in the schools they serve, especially for first-generation, underserved students.

The Commissioner's office has partnered with the University of Utah to fund this initial expansion: the Commissioner's office has reprioritized \$1 million of existing, ongoing funds towards this expansion, and the University of Utah is funding the program in the 12 high schools that it has historically funded. Once the program is statewide, the Commissioner's office will fully fund the program.

This expansion is the first step in taking the program statewide. In September 2018, the Board approved a proposal that would provide a full-time, permanent college access advisor for every high school in Utah by the 2021-2022 school year. The number of regional coordinators will increase into more USHE institutions proportionally, as the program expands.

Once the program is statewide, college enrollment rates of Utah high school graduates are anticipated to increase 5-9%.

Commissioner's Recommendation

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



July 25, 2019

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 17, 2019, Snow College, Ephraim, Utah (Attachment).

B. Grant Proposals

1. University of Utah – DHHS Substance Abuse & Mntl hlth Svc Adm; “Disparities in Depression”; \$3,880,424. Zac E Imel, Principal Investigator.
2. University of Utah – Columbia University; “Traumas”; \$4,611,349. Florian Solzbacher, Principal Investigator.
3. University of Utah – NIH National Eye Institute; “SE Accommodation Models”; \$2,680,062. Carlos Mastrangelo, Principal Investigator.
4. University of Utah – National Science Foundation; “Deep Integration of Thin Flex”; \$1,199,998. Carol Mastrangelo, Principal Investigator.
5. University of Utah – DID Strategic Envrnmntl Rsrch & Dev Prgm; “Serdp Ifre Plumes”; \$2,477,818. Adam Krzysztof Kochanski, Principal Investigator.
6. University of Utah – DOE Office of Science; “Tungsten”; \$1,467,835. Zhigang Zak Fang, Principal Investigator.
7. University of Utah – University of Vermont; “Mooney R01 Sub April 2019”; \$3,228,894. B Kathleen Mooney, Principal Investigator.
8. University of Utah – NIH National Inst of General Medical Sci; “Engineering C. Elegans Genome”; \$1,906,250. Erik Jorgensen, Principal Investigator.
9. University of Utah – DHHS National Institutes of Health; “R01 AML UofU/HCI”; \$2,232,022. Shannon J Odelberg, Principal Investigator.
10. University of Utah – NIH Natl Ctr for Advncing Translt Scnces; “Engaging All of Us”; \$8,347,518. Louisa A Stark, Principal Investigator.
11. University of Utah – NIH National Institute on Drug Abuse; “Greater Intermountain Node”; \$3,812,500. Adam Joseph Gordon, Principal Investigator.
12. University of Utah – DHHS National Institutes of Health; “FUS Neuromodulation”; \$3,721,513. Viola Rieke, Principal Investigator.
13. University of Utah – Patient Centered Outcomes Resh Inst; “PCORI Comparative Effective”; \$3,649,349. Elissa Ozanne, Principal Investigator.

14. University of Utah – DHHS Centers for Disease Control & Prev; “Botto CDC U01 April 2019”; \$2,466,383. Lorenzo David E Botto, Principal Investigator.
15. University of Utah – University of California Los Angeles; “Cook UCLA March 2019”; \$2,419,088. Lawrence J Cook, Principal Investigator.
16. University of Utah – Blackrock Microsystems; “Neuroseeg, Epilepsy”; \$2,405,364. John David Rolston, Principal Investigator.
17. University of Utah – NIH National Cancer Institute; “Bruggers U01 March 2019”; \$2,082,313. Carol S Bruggers, Principal Investigator.
18. University of Utah – DOE National Nuclear Security Admin; “Extreme-Scale Algorithms”; \$3,108,161. James Clayton Sutherland, Principal Investigator.
19. University of Utah – NIH Office of the Director; “Rabbitt-R01 Biomec Utricle”; \$1,906,250. Richard D Rabbitt, Principal Investigator.
20. University of Utah – National Science Foundation; “Crocodillian Visual Circuits”; \$1,797,073. Edward W Hsu, Principal Investigator.
21. University of Utah –DOD Defense Advanced Research Prjcts Agcy; “Sing-System”; \$1,268,440. Edward Cazalas, Principal Investigator.
22. University of Utah – CDC Natl Inst Occupational Safety & Hlth; “UAV Monitoring System”; \$1,200,300. William Pratt Rogers
23. University of Utah – NIH National Cancer Institute; “P53-Bad Gene Therapy”; \$1,906,250. Carol Lim, Principal Investigator.
24. University of Utah – Cedars Sinai Medical Center; “Immunopolymers”; \$1,525,000. Jindrich Kopecek, Principal Investigator.
25. University of Utah – DHHS National Institutes of Health; “NINDS T32 (KEEFE)”; \$1,103,042. Kristen A Keefe, Principal Investigator.
26. University of Utah – Astrazeneca; “AZ Osimertinib Site Analysis”; \$1,038,042. Diana I Brixner, Principal Investigator.
27. University of Utah – NIH National Inst of General Medical Sci; “RM1”; \$11,129,250. Baldomero Olivera, Principal Investigator.
28. University of Utah – NIH National Inst of General Medical Sci; “Coupling Gene Regulation”; \$3,636,974. Kelly T Hughes, Principal Investigator.
29. University of Utah – DHHS National Institutes of Health; “Selfish Genes”; \$3,448,205. Nitin Phadnis, Principal Investigator.
30. University of Utah – DHHS National Institutes of Health; “Chromosome Breakage”; \$3,025,795. Kent G Golic, Principal Investigator.
31. University of Utah – DHHS National Institutes of Health; “Organic Reaction Development”; \$2,914,465. Matthew S Sigman, Principal Investigator.
32. University of Utah – NIH National Inst of General Medical Sci; “Intracellular Signaling”; \$2,259,032. John Stansfield Parkinson Jr., Principal Investigator.
33. University of Utah – National Science Foundation; “Functional Analyses Frogs”; \$1,810,377. Ayako Yamaguchi, Principal Investigator.

34. University of Utah – DHHS National Institutes of Health; “RFA-A-19-006 Sleep”; \$1,906,250. Adrian Rothenfluh, Principal Investigator.
35. University of Utah – DHHS National Institutes of Health; “Nicotine and Methamphetamine”; \$1,906,250. Annette E Fleckenstein, Principal Investigator.
36. University of Utah – Thomas Jefferson University; “Sub TJU R01-Mega/Plate Aging”; \$1,215,558. Matthew Thomas Rondina, Principal Investigator.
37. University of Utah – US Department of Energy; “Machine Learning Techniques”; \$8,000,000. Milind Deo, Principal Investigator.
38. University of Utah – US Department of energy; “Powder Wash Field Alkane EOR”; \$7,978,552. Brian James McPherson, Principal Investigator.
39. University of Utah – NIH National Cancer Institute; “Redirect Fate of Pyruvate”; \$2,745,275. Ryan M O’Connell, Principal Investigator.
40. University of Utah – Rhode Island Hospital; “Vanburen RIH Sub June 2019”; \$3,269,831. John Matthew VanBuren, Principal Investigator.
41. University of Utah – NIH Natl Int Neurology Disorders Stroke; “Neonatal Seizures PA-19-056”; \$3,044,839. Francis Edward Dudek, Principal Investigator.
42. University of Utah – NHHS National Institutes of Health; “Nuerons & Impulsive Choice”; \$2,555,304. Elliot H Smith, Principal Investigator.
43. University of Utah – DHHS national Institutes of Health; “Spine-Specific MR/Ultrasound”; \$2,367,481. Viola Rieke, Principal Investigator.
44. University of Utah – NIH National Institute of Mental Health; “Treatment for RDR”; \$1,911,002. Scott Aaron Langenecker, Principal Investigator.
45. University of Utah – NIH National Cancer Institute; “Underhill R01 Feb 2019”; \$1,906,250. Hunter Underhill, Principal Investigator.
46. University of Utah – DHHS Agncy for Healthcare Resh & Quality; “Utah Team Workforce Model”; \$1,599,835. Michael K Magill, Principal Investigator.
47. University of Utah – University of Texas at Houston; “Keenan UTH R01 Sub Jun 2019”; \$1,513,829. Heather Todd Keenan, Principal Investigator.
48. University of Utah – DHHS National Institutes of Health; “Nueroimmunology T32 (Lane)”; \$1,264,089. Thomas E Lane, Principal Investigator.
49. University of Utah – NIH National Institute on Drug Abuse; “Rise”; \$1,104,789. Melissa Cheng, Principal Investigator.
50. University of Utah – National Science Foundation; “Frameworks: Large – Scale”; \$2,090,058. Bei Wang Phillips, Principal Investigator.
51. University of Utah – DHHS National Institutes of Health; “Shapeworksstudio”; \$1,889,730. Shireen Youssef Elhabian, Principal Investigator.
52. Utah State University – US National Aeronautics & space Administration; “An Integrated Modeling and Machine Learning Approach to Advancing Hydrologic Forecasting and Water Resources Management”; \$1,435,288. David G Tarboton, Principal Investigator; Alfonso Faustino Torres, Tianfang Xu, Ruijie Zeng, Co-Investigators.

53. Utah State University – US National Science; “Understanding the effects of above-and-below ground linkages on carbon cycling in a high latitude, coastal wetland”; \$1,297,113. Trisha Brooke Atwood, Principal Investigator; Karen H Beard, Bonnie Grace Waring, Co-Investigators.
54. Utah State University – National Institute of Food and Agriculture; “From Compost Carryover to Copost Legacy: Intercropping and compost effects on yield, quality, and soil health in organic dryland wheat”; \$1,999,849. Jennifer Rose Reeve, Principal Investigator; Joseph Earl Creech, Kynda Curtis, Astrid Rosa Jacobson, Man-Keun Kim, Ryan A Larson, Matt A Yost, Co-Investigators.
55. Utah State University – US Department of Energy; “Microbial responses to variation in rainfall and nutrient availability in seasonal tropical forests: leveraging proteogenomic data to improve biogeochemical models”; \$2,445,645. Bonnie Grace Waring, Principal Investigator.
56. Utah State University – US National Science Foundation; “ECR PEER: MechOverflow: Transforming Engineering Education in Mechatronics for the Aerospace and Transportation Industries”; \$1,609,946. Gordon Haley Richards, Principal Investigator; Jacob Hans Gunther, Andreas Malmendier, Angela L Minichiello, Kevin Leonard Reeve, Co-Investigators.
57. Utah State University – Transportation Research Board; “Data Integration, Sharing and Management for Transportation Planning and Traffic Operations”; \$1,350,000. Michelle M Mekker, Principal Investigator; Paul J Barr, Douglas Edward Galarus, Patrick A Singleton, Ziqi Song, Co-Investigators.
58. Utah State University – Kansas State Board of Education; “Kansas Technical Assistance Systems Network”; \$1,250,000. John D Copenhaver, Principal Investigator.
59. Utah State University – National Institutes of Health; “Drug-Associated Conditioned Reinforcement and Temporal Information”; \$1,628,727. Timothy Shahan, Principal Investigator.
60. Utah State University – US Department of Energy; “Illuminating Microbial Controls Over Bioenergetic Carbon Sources and Their Fate Through Quantum Dot Biosensing”; \$2,039,111. Cheng Wei Tom Chang, Principal Investigator; Robert Nelson Schaeffer, Jon Y Takemoto, Bonnie Grace Waring, Co-Investigators.
61. Utah State University – UT Department of Health; “Up to 3 Baby Watch Early Intervention Program”; \$1,294,934. Susan E Thain Olsen, Principal Investigator.
62. Utah State University – NASA Jet Propulsion Laboratory; “NanoSatellites for Space Weathering, Surface Water, Solar Wind, And Remanent Magnetism”; \$40,578,880. Robert Burt, Principal Investigator.
63. Utah State University – Honeywell International Inc; “IRIS Radios for Honeywell”; \$2,487,739. Tim Neilsen, Principal Investigator.
64. Utah State University – Harris Corporation, Government Communications Div; “Harris Earth Venture Continuity”; \$4,851,593. Joel Cardon, Principal Investigator.
65. Utah State University – National Institutes of Health; “Methods for Testing Complex Mediation Models with Multisource Data”; \$2,188,758. Christian Geiser, Principal Investigator.
66. Utah State University – Utah State Board of Education; “Utah 4-H After-school Alliance”; \$2,053,099. Vernon C Parent, Principal Investigator.

67. Utah State University – Air Force; “Extensible Web enabled Operations Center Mission Operations”; \$3,208,113. Jack Felici, Principal Investigator.
68. Utah State University – Air Force Research Laboratory; “Dynamic Sensor Support TO 004 – RVS”; \$1,288,800. Mike Wojcik, Principal Investigator.
69. Utah State University – Air Force Research Laboratory; “DSS TO0010 – Odyssey – Odyssey Subtask 01”; \$2,400,000. Adam Shelley, Principal Investigator.
70. Utah State University – Missile Defense Agency; “UARC TO29 Resilient Algorithm Processing for Tactical Overhead Persistent InfraRed Research”; \$1,400,000. Clint Edwards, Principal Investigator.
71. Utah State University – Missile Defense Agency; “Ogden Data Device-Ethernet Crypto KC-46”; \$1,714,839. Shawn Nielson, Principal Investigator.
72. Utah State University – Missile Defense Agency; “Task Order 34 Space Command”; \$2,500,000. Lance Fife, Principal Investigator.
73. Utah State University – UT Department of Health; “Up to 3 Baby Watch Early Intervention Program”; \$1,294,934. Susan E Thain Olsen, Principal Investigator.

C. Awards

1. University of Utah – Marinus Pharamaceutic ALS; “1042-PCDH19-3002”; \$2,088,130. Matthew Thomas Sweney, Principal Investigator.
2. University of Utah – Protalix LTD; “PB-102-F60”; \$1,280,179. Nicola Longo, Principal Investigator.
3. University of Utah – New Mexico Institute of Mining & Tech; “SWP Carbon Sequestration; Phase III”; \$3,000,008. Brian James McPherson, Principal Investigator.
4. University of Utah – NIH National Cancer Institute; “Symptomcare at Home”; \$1,202,502. B Kathleen Mooney, Principal Investigator.
5. University of Utah – National Science Foundation; “Algebra, Geometry, & Topology”; \$1,695,705. Karl E Schwede, Principal Investigator.
6. University of Utah – Air-Force Office of Scientific Research; “metal-HC Fuel Interactions”; \$1,000,000. Scott L Anderson, Principal Investigator.
7. University of Utah – NIH National Cancer Institute; “CCSG”; \$2,235,000. Cornelia Ulrich, Principal Investigator.
8. University of Utah – ABBVIE Inc; “M17-327”; \$1,467,691. Wallace Akerley, Principal Investigator.
9. University of Utah – DOE National Nuclear Security Admn; “PSAAPII”; \$1,888,998. Phillip J Smith, Principal Investigator.

D. Academic and Student Affairs Items

Action Items:

Designation of Eligible Programs for Non-credit CTE Scholarships

During the past legislative session, Senate Bill 136, Scholarships for Career and Technical Education, provided scholarship funding for students enrolled in select non-credit CTE programs at Utah State University’s Eastern, Moab, and Blanding campuses, Snow College, and Salt Lake Community College’s School of Applied Technology. The legislation requires the Board of Regents to designate eligible programs for these scholarships. Policy R622, Career and Technical Education Scholarship Program, specifies that institutions will consult every other year with their regional Department of Workforce Services representatives and identify non-credit career and

technical education programs that prepare individuals to work in jobs that have high employer demand and high median wages, or significant industry importance, and to submit the selected programs to the Board of Regents for consideration and final approval.

The institutions have recommend the following programs to be designated as eligible for the non-credit CTE scholarships

Utah State University
CTE Programs and CIP Codes for Non-credit CTE Scholarship Program
FY20 and FY21

USU Eastern (Price)
USU Blanding
USU Moab

Program	CIP
Automotive Technology	47.0604
Diesel Technician	47.0605
CNC Machinist	48.0501
Welding Technology	48.0508
Automated Manufacturing	15.0403
Apprentice Electrician	46.0302
Heavy Equipment Operator	49.0202
Commercial Driver's License (CDL)	49.0205
Engineering Drafting and Design	15.1301
Construction Technology and Management	46.0415
Instruments and Controls	14.4101
MSHA/Mining Safety	15.0999
Occupational Safety/Health (OSHA training)	15.0701
Industrial Maintenance	47.0303
Surgical Technology	51.0909
Medical Lab Technician	51.1004
Medical Assistant	51.0801
Pharmacy Technician	51.0805
Certified Nursing Assistant	51.3902
Phlebotomy	51.1009
Emergency Medical Technician / First Responders	51.0904
Web Business	52.0208
Digital Design	09.0702
IT Support and Web Development	11.0103
Accounting Practices	52.0302
Small Business Operations / Entrepreneurism	52.0703
Software Development	15.1204
Cosmetology	12.0401
Police Officers Standards Training - SFO / BCO / LEO	43.0107

Snow College
CTE Programs and CIP Codes for Non-credit CTE Scholarship Program
FY20 and FY21

Program	CIP
Basic Accounting	52.0301
Agribusiness	01.0102
Equine Management	01.0307
Agricultural Technology/Mechanics	01.0205
Certified Nurse Assistant	51.3902
Business	52.0299
Business and Music Technology	52.0101
Entrepreneurship	52.0701
Marketing	52.1401
Advanced Networking Technology	11.1002
Networking Technology	11.0901
Cabinetry and Architectural Woodwork	46.0000
Construction Management	46.0000
Advanced Composites	14.1801
Composites	14.1801
Chassis and Electrical Systems	47.0605
Drivetrain and Climate Control	47.0605
Engine Performance	47.0605
Engines and Hydraulics	47.0605
Farm/Ranch Management	01.0104
Industrial Mechanics	47.0303
Industrial Manufacturing	15.0613
CNC Machining	48.0501
Manual Machining	48.0501
Practical Nursing	51.3901
Pipe Welding	48.0508
Welding Fabrication	48.0508

Salt Lake Community College
CTE Programs and CIP Codes for Non-credit CTE Scholarship Program
FY20 and FY21

School of Applied Technology

Program	CIP
Automation and Instrumentation Technician	15.0406
Certified Electronics Technician	15.0303
Coding Core for Healthcare Professional	51.0707 51.0713
Electronics Communications	15.0303
Electronics Engineering Technician	15.0303
Manual Machinist	48.0501
Medical Coding and Billing	51.0707 51.0713
Computer Programing	11.0201
Windows Network Administration	11.1001
Windows Server Administration	11.1001
Desktop Support Technician	11.1006

7 Year Review

- Utah State University – Anthropology Program
- Utah State University – Department of Applied Economics
- Utah State University – Department of Biology
- Utah State University – Department of Chemistry & Biochemistry
- Utah State University – Department of English
- Utah State University – Department of Geology
- Utah State University – Department of History including Classics and Religious Studies
- Utah State University – Department of Journalism and Communication
- Utah State University – Department of Languages, Philosophy, and Communication Studies
- Utah State University – Department of Mathematics and Statistics
- Utah State University – Department of Physics
- Utah State University – Department of Plants, Soils and Climate
- Utah State University – Sociology Program

Review for Programs with Specialized Accreditation

- Utah State University - Bachelor of Landscape Architecture
- Utah State University – Bachelor of Science in Rangeland Ecology and Management
- Utah State University – Huntsman School of Business with the following programs:
 - Bachelor of Science and Bachelor of Arts in Business
 - Bachelor of Accounting (BS/BA)
 - Master of Accounting
 - Master of Human Resources
 - Master of Management Information Systems
 - Master of Business Administration
 - Master of Science in Financial Economics
- Utah State University - Master of Landscape Architecture
- Utah State University – PhD in Clinical/Counseling/School Psychology
- Utah State University – School of Accountancy

Information Items:

- University of Utah – Bachelor of Fine Arts in Film & Media Studies with an Emphasis in Animation Production
- University of Utah – Bachelor of Fine Arts in Graphic Design
- University of Utah – Master of Science in Medical Science
- University of Utah – Master of Science in Recreational Therapy
- Utah State University – Associate of Science in Veterinary Technology (ADVS)
- Utah State University – Bachelor of Arts in Chinese
- Utah State University – Master of Arts/Science in Ancient Languages and Cultures
- Weber State University – Associate of Arts in Localization
- Weber State University – Associate of Arts in Technical Theatre
- Weber State University – Bachelor of Arts in Film Studies
- Weber State University – Bachelor of Science in Interior Design

New Program

- Utah State University – Emphasis in Quantitative Finance within the BA/BS in Finance
- Utah State University – Minor in Anticipatory Intelligence
- Utah State University – Minor in Hunger and Food Security Studies
- Utah State University – Minor in Mechanical and Aerospace Engineering
- Utah State University – Registered Nurse to Bachelor of Science in Nursing Completion Program (add degree completion program to existing prelicensure BSN program)
- Weber State University – Minor in Literary Editing

Name Change

- Utah State University – Emphasis in Professional and Technical Writing to Emphasis in Technical Communication and Rhetoric within BA/BS in English
- Utah State University – BS in Parks and Recreation to BS Recreation Administration

New Center

- University of Utah – National Center for Veterans Studies
- Utah State University – Center for Anticipatory Intelligence

New Administrative Unit

- Utah State University – Career and Technical Education Division

Discontinuation

- Utah State University – BS in Nutrition, Dietetics and Food Sciences
- Weber State University – Emphasis in Interior Design within the BS in Professional Sales

E. Repeal of the following policies:

- R608, *Utah Engineering and Computer Science Scholarship Program*
- R613, *Public Safety Officer Career Advancement Reimbursement*
- R616, *Minority Scholarships*

During the 2019 Legislative Session, the Legislature enacted the Access Utah Promise Scholarship. This legislation also repealed the Utah Engineering and computer Science Scholarship Program, the Public Safety Officer Career Advancement Reimbursement, and the Minority Scholarships Program. Accordingly, the corresponding Regent policies must also be repealed. The Board repeals R608, R613, and R616 effective immediately.

F. Board Secretary Appointment

As part of the broad restructuring of the Commissioner's office, the Board of Regents Chair and Vice-chair have requested the current general counsel – Geoffrey Landward – to also serve as Secretary to the Board of Regents. In accordance with Utah Code 53B-1-104(7), the Board appoints Geoffrey Landwards to serve as Secretary, effective immediately.

G. Incorporation of Institution Policies into Administrative Rule (attachment)

During the 2018 Legislative Session, the Legislature passed the Student Civil Liberties Protection Act –Utah Code 53B-27-300. This statute directs USHE institutions to file any internal policies that directly impact a student's civil liberties as administrative rules. The institutions have requested the Board of Regents to file administrative rules on behalf of the institutions, which incorporate by reference the institutions' policies. The three administrative rules address free speech on campus, student due process, and firearms on campus. The Board enacts the following administrative rules as follows:

- R765-800 – *Freedom of Expression*
- R765-801 – *Student Due Process*
- R765-802 – *Firearms on Campus*

H. Appointment of Institution Audit Committee Members

The state's Internal Audit Act designates the Board of Regents as the "appointing authority" for institution audit committees (see 63I-5-102(4)(c)) that appoints audit committee members (see 63I-5-102(5)(a)) at institutions of higher education (see (63I-5-201(3)).

Regent policy R565-4.3.2 requires each institution to have an audit committee of three to five members, including at least three members of the board of trustees. At least one audit committee member at each institution "should have financial expertise either through professional certification or experience... when practicable." Up to two members of each audit committee could be community members who do not serve on the institution's board of trustees.

The Commissioner recommends the Regents approve new audit committee members for each of the following USHE institutions. Recommendations for new audit committee members include:

University of Utah

Katie Eccles (chair, replacing Phil Clinger)
Randy Shumway (replacing J. Steven Price)

Utah State University

Wayne Niederhauser (replacing Scott Nixon)
Gina Gagon (replacing Mark Holland)

Weber State University

Mary Carpenter (replacing Scott Parson)
David Skidmore (community member replacing Julie Park)

Southern Utah University

(Will be presented in the September meeting)

Snow College

(Will be presented in the September meeting)

Dixie State University

No changes

Utah Valley University

(Will be presented in the September meeting)

Salt Lake Community College

Kim Wilson (replacing Clint Ensign)

Attachments

STATE BOARD OF REGENTS
SNOW COLLEGE, EPHRIAM, UTAH
MAY 17, 2019

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STATE BOARD OF REGENTS
SNOW COLLEGE, EPHRAIM, UTAH
FRIDAY, MAY 17, 2019

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Harris Simmons, Chair
Nina R. Barnes, Vice Chair
Jesselie B. Anderson
Daniel W. Campbell
Wilford W. Clyde
Sanchiata Datta
Marlin K. Jensen
Patricia Jones
JaKell Larson
Steve Lund
Robert S. Marquardt
Robert W. Prince
Mark Stoddard
Teresa L. Theurer

Regents Absent

Cristina Ortega
Ron Jibson
Thomas E. Wright

Office of the Commissioner

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

Institutional Presidents Present

Noelle Cockett, Utah State University
Scott L. Wyatt, Southern Utah University
Astrid S. Tuminez, Utah Valley University
Richard B. Williams, Dixie State University
Deneece G. Huftalin, Salt Lake Community College
Brad Mortensen, Weber State University
Gary Carlston, Snow College

Chair Simmons called the meeting to order at 10:06 a.m.

Discussion – Campus Safety

A discussion about student safety and well-being on campus. Campus safety includes physical safety, mental health issues, and sexual misconduct. Geoff Landward provided an overview of sources used to regulate student safety on campuses, which included federal law, the Cleary Act, Title IX, state laws, Board of Regents policies, and institutional policies.

President's Report

President Carlston provided the history of Snow College. Snow's legacy is its service, sacrifice, and endurance; students are always the priority. Snow's strategic themes and goals include Quality, General Education, 2-year/4-year degrees, Economic Development, and Cost and Affordability. He noted 87% of students are taking 30+ credits per year, graduation is at 45%, and transfer is at 39%. Mental health sessions continue to rise and said the two most common reasons students come in is anxiety and depression. They currently have a team of 12 trained student Wellness Advocates. Snow has convened an advisory committee to collaborate on ways to improve access to mental health services. This year Snow established the Snow College Promise Scholarship, which partially funded approximately 100 students.

Consent Calendar (TAB AA)

On a motion by Regent Lund and seconded by Regent Campbell the following items were approved on the Regents' General Consent Calendar

- A. Minutes – Minutes of the Board meeting March 28 and 29, 2019, Salt Lake Community College, Salt Lake City, Utah; Conference Call, April 19, 2019, Salt Lake City, Utah; Conference Call, April 29, 2019, Salt Lake City, Utah.
- B. Grant Proposals
- C. Awards
- D. Academic and Student Affairs Items
- E. Resolutions for Commissioner David L. Buhler, Regent Daniel W. Campbell, Regent Robert S. Marquardt, Regent Teresa Theurer, Regent JaKell Larson, Associate Commissioner Kimberly L. Henrie, President Gary L. Carlston.

USHE – 2019-2020 Commissioner's Office Work Plan (TAB BB)

Associate Commissioner Spencer Jenkins noted this is a draft document for information only. There are five areas, with nineteen projects in the work plan. Each project will have a staff lead and a primary deliverable. Also identified is potential policy changes as well as potential audits. **This is an information item only; no action was taken.**

USHE – Cybersecurity Funding (TAB CC)

Commissioner Buhler noted as outlined in the memo, 7.15 million was requested for cybersecurity in our budget request this year, most of which was not funded. In keeping with legislative intent, approximately 1 million of unallocated performance funding is to go towards cybersecurity needs. Additionally, presidents were asked to review their budgets to identify funds to be used towards cybersecurity needs. This item is to approve the use of unallocated performance funding for cybersecurity needs for the system and to require the institutions to submit a plan to the Commissioner's office by July 1, 2019 describing how they will address unfunded, ongoing cybersecurity needs. **Regent Campbell made a motion to approve as outlined in TAB CC; Regent Prince seconded the motion and the motion carried.**

USHE – Revision of Policy R262, Student Safety (TAB DD)

Regent Marquardt made a motion to approve as outlined in TAB DD; Regent Clyde seconded the motion and the motion carried.

Appointment of Interim Commissioner of Higher Education

Regent Simmons made a motion to appoint David R. Woolstenhulme as Interim Commissioner of Higher Education; Regent Barnes seconded the motion and the motion carried.

Academic and Student Affairs

USHE – Adoption of Policy R620, *Utah Access Promise Scholarship* (TAB A)

Regent Theurer made a motion to approve as outlined in TAB A; Regent Larson seconded the motion and the motion carried.

USHE – Adoption of Policy R621, *Terrel H. Bell Education Scholarship Program* (TAB B)

Regent Theurer made a motion to approve as outlined in TAB B; Regent Jensen seconded the motion and the motion carried.

USHE – Adoption of Policy R622, *Career and Technical Education Scholarship Program* (TAB C)

Regent Theurer made a motion to approve as outlined in TAB C; Regent Datta seconded the motion and the motion carried.

USHE – Revision of R165, *Concurrent Enrollment* (TAB D)

Regent Theurer made a motion to approve as outlined in TAB D; Regent Barnes seconded the motion and the motion carried.

USHE – Revision of Policy R312, *Utah System of Higher Education and Institutional Missions and Roles* (TAB E)

Regent Theurer made a motion to approve as outlined in TAB E; Regent Barnes seconded the motion and the motion carried.

USHE – Revision of Policy R604, *New Century Scholarship*, Revision to Policy R609B, *Regents' Scholarship and Adoption of Regent Policy R609C, *Regents' Scholarship** (TAB F)

Regent Theurer made a motion to approve as outlined in TAB F; Regent Marquardt seconded the motion and the motion carried.

USHE – Revision of Policy R609A, *Regents' Scholarship* (TAB G)

Regent Theurer made a motion to approve as outlined in TAB G; Regent Marquardt seconded the motion and the motion carried.

USHE – Revision of Policy R805, *Gender, Race, and Ethnicity Representation Within the Utah System of Higher Education Workforce* (TAB H)

Regent Theurer made a motion to approve as outlined in TAB H; Regent Barnes seconded the motion and the motion carried.

Technology Initiative Advisory Board – Funding Allocations from the 2019 Legislative Session (TAB I)

Regent Theurer made a motion to approve as outlined in TAB I; Regent Jones seconded the motion and the motion carried.

Update on Utah Women's Leadership Exchange Program (TAB J)

This is an information item only; no action was taken.

Finance and Facilities

Snow College – Campus Master Plan (TAB K)

Snow College requests two changes to the Ephraim master plan: the acquisition of property for a future health and wellness building and the new athletic center. **Regent Stoddard made a motion to approve as outlined in TAB K; Regent Prince seconded the motion and the motion carried.**

Dixie State University – Campus Master Plan (TAB L)

Dixie State University has several changes to the plan including adjustments to the placement of the Science building, student housing, and athletic facilities. **Regent Stoddard made a motion to approve as outlined in TAB L; Regent Clyde seconded the motion and the motion carried.**

Salt Lake Community College – Acquisition of Property (TAB M)

SLCC requests approval to purchase a currently leased property on the Westpointe campus in North Salt Lake for 7 million using institutional funds. The property is 2.5 acres with a paved parking lot and a 36,000 square foot office building that currently provides both academic and student services. **Regent Stoddard made a motion to approve as outlined in TAB M; Regent Campbell seconded the motion and the motion carried.**

University of Utah – Series 2019 General Revenue Bonds (TAB N)

The U is requesting approval to issue up to 125 million in revenue bonds for the cancer care center and football stadium upgrade. Parameters for the bond are reasonable and include an option for the U to issue a portion of the bonds as variable rate or commercial paper. **Regent Stoddard made a motion to approve as outlined in TAB N; the motion was seconded and the motion carried.**

Utah State University – Series 2019 Research Revenue Bonds (TAB O)

USU requests approval to issue up to 60 million in revenue bonds for two Space Dynamics Lab projects previously approved. Parameters for the bonds are reasonable and include principal amounts that include possible capitalized interest and a debt service reserve fund. **Regent Stoddard made a motion to approve as outlined in TAB O; Regent Jones seconded the motion and the motion carried.**

Utah State University – Revision to Legislative Bond Authorization (TAB P)

USU requests authorization to seek legislative approval to modify a previous bond authorization for the East Parking Terrace to include the ability to use a portion of the authorization for another smaller parking structure. The East Parking Terrace project would decrease from \$11,700,000 to \$8,500,000 with the balance funding the additional parking structure. **Regent Stoddard made a motion to approve as outlined in TAB P; Regent Anderson seconded the motion and the motion carried.**

Utah State University – Series 2019 Student Fee and Housing Revenue Bonds (TAB Q)

USU requests approval to issue up to \$63,000,000 in revenue bonds for student housing and the East Parking Terrace. The authorizing resolution includes language authorizing use of the funds towards a parking structure if approved by the state legislature. Parameters for the bonds are reasonable and include principal amounts that include possible capitalized interest and a debt service reserve fund. **Regent Stoddard made a motion to approve as outlined in TAB Q; Regent Jones seconded the motion and the motion carried.**

Utah Valley University – Non-traditional Arrangement and Property Purchase (TAB R)

UVU requests approval to purchase a 93,538 square foot office building at Thanksgiving Point in Lehi, Utah for \$22,108,420 using a combination of cash and the assumption of an existing loan. UVU currently leases 13,700 square feet in the building and would receive rental revenue of approximately 1.7 million annually for the other space. **Regent Stoddard made a motion to approve as outlined in TAB R; Regent Campbell seconded the motion and the motion carried.**

Utah Valley University – Property Acquisition (TAB S)

UVU requests approval to purchase a residential property contiguous to the Orem campus with 1.24 acres for the appraised value of \$900,000 using institutional funds. **Regent Stoddard made a motion to approve as outlined in TAB S; Regent Clyde seconded the motion and the motion carried.**

USHE – Enrollment Forecasts (TAB T)

On an annual basis, each of the USHE institutions develops 10-year enrollment projections for the Board's approval. The most recent projections predict system-wide growth in 2019 of 2.8% in Fall Head Count and 2.6% in Fall FTE Count. Over the next 10 years, the USHE is predicted to add 232,000 students. **Regent Stoddard made a motion to approve as outlined in TAB T; Regent Marquardt seconded the motion and the motion carried.**

USHE – 2019-20 Performance Funding Model and Allocations (TAB U)

The 2019 Legislature has appropriated \$31,500,000 in ongoing funds for USHE performance funding initiatives. The funds can be used to support institutional priorities; 2019-20 allocations are outlined in the cover memo. **Regent Stoddard made a motion to approve as outlined in TAB U; Regent Anderson seconded the motion and the motion carried.**

USHE – Capital Development Prioritization Cycle 2020-21 – Adoption of Priority Guidelines (TAB V)

For the 2020-21 request cycle, the Capital Facilities subcommittee recommends adjusting the criteria for Affordability to align with language from Senate Bill 102 and the possible points for Capacity and Affordability to 3 points each. They also recommend moving consideration of alternative funding sources from a point category in the quantitative portion of the prioritization to a factor for consideration in the Discretionary Points. **Regent Stoddard made a motion to approve as outlined in TAB V; Regent Clyde seconded the motion and the motion carried.**

USHE – Revision of Policy R701, *Capital Facilities* (TAB W)

The proposed revisions are to align the policy with legislative changes made by SB 201. **Regent Stoddard made a motion to approve as outlined in TAB W; Regent Marquardt seconded the motion and the motion carried.**

USHE – Revision of Policy R741, *Capital Development Prioritization - CDP* (TAB X)

The proposed revisions are to align the policy with legislative changes made by SB 102. **Regent Stoddard made a motion to approve TAB X; Regent Theurer seconded the motion and the motion carried.**

USHE – Capital Improvement Update for 2019-20 (TAB Y)

The State Building Board allocated \$71 million to USHE institutions out of the \$138 million appropriated by the State legislature for capital improvement projects in FY 2020 – the largest amount of capital improvement funding to date. **This is an information item only; no action was taken.**

USHE – Institutions' Health Plan Changes 2019-20 (TAB Z)

This is an information item only; no action was taken.

Regent Larson made a motion to move to executive session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals; Regent Theurer seconded the motion and the motion carried.

Regent Larson made a motion to close executive session; Regent Theurer seconded the motion and the motion carried.

The meeting adjourned at 4:54 p.m.

Loreen Olney, Secretary

Date Approved: August 2, 2019

R765. Regents (Board of), Administration.

R765-801. Student Due Process.

R765-801-1. Purpose.

(1) In accordance with Title 53B, Chapter 27, Part 3, Campus Civil Liberties Protection Act, this rule establishes general elements of due process that institutions must provide to a student prior to being expelled or suspended for 10 days or more for non-academic code of conduct violations.

R765-801-2. References.

- (1) United States Constitution, Amendment 14, Due Process
- (2) Utah Constitution, Article 1, Section 7, Due Process of Law
- (3) Title 53B, Chapter 27, Part 3, Campus Civil Liberties Protection Act
- (4) [Institution Policy]

R765-801-3. General Rights of Due Process

(1) In matters of non-academic conduct that may result in either expulsion or a minimum 10-day suspension, institutions will provide students the following minimum due process:

(a) **Notice:** Prior to being interviewed about allegations of misconduct, the institution shall provide students with notice of the allegations against them and of their right to have an advisor throughout the process who may, but need not be, an attorney.

(i) During an inquiry, investigation, or other informal process, an advisor may only advise the student and may not actively participate in the investigation or informal process.

(b) **Explanation of the evidence:** Prior to a formal hearing, unless prohibited by reasonable circumstances, each party shall provide to the hearing committee chair (or hearing officer) copies of the documents they intend to submit as evidence and a list of witnesses they intend to call during the formal hearing. This information will be shared with both parties. In all circumstances, including informal processes, institutions will provide students an explanation of the evidence against them.

(c) **Opportunity to respond:** Institutions will provide students an opportunity for a full hearing at which they can respond to the allegations and evidence against them. With the agreement of all parties, institutions may also provide an informal hearing or opportunity to respond or an agreed upon informal resolution.

(i) At formal adjudicatory hearings, students may have an advisor advocate for them. The student's advisor may be an attorney. The student's advisor may actively participate in the hearing in accordance with the institution's policies regarding active participation.

R765-801-4. Standard of Proof: Students are presumed not to have engaged in a Code of Conduct violation until an institution has established a violation by a preponderance of the evidence.

R765-801-5. Incorporations of Institutions' Policies: Institutions have adopted the following policies that are incorporated by reference within this rule:

- (1)

R765. Regents (Board of), Administration.**765-800. Free Expression on Campus.****R765-800-1. Purpose.**

(1) In accordance with Title 53B, Chapter 27, Part 3, Campus Civil Liberties Protection Act, the rule establishes general rights to expression on campus as established by law and recognizes narrow limits on speech, including time, place, and manner restrictions.

R780-800-2. References.

- (1) United States Constitution, Amendment 1, Freedom of Expression and Religion
- (2) Utah Constitution, Article 1, Section 15, Freedom of Speech and of the Press
- (3) Title 53B, Chapter 27, Part 2, Campus Free Expression Act
- (4) Title 53B, Chapter 27, Part 3, Campus Civil Liberties Protection Act

R780-800-3. Definitions

(1) Free Expression means all forms of verbal, written, or symbolic communication, including peaceful assembly, protests, speaking verbally, holding signs, circulating petitions, and distributing written materials.

(a) Free expression does not include speech or conduct that is not recognized as protected by the First Amendment to the U.S. Constitution and Article 1, Section 15 of the Utah Constitution, including speech or conduct that is a true threat, fraudulent, harassment, obscene, defamatory, or otherwise unlawful.

R780-800-4. General Rights of Free Expression on Campus

(1) Institutions uphold and promote free expression on campus. Except as limited by regulations consistent with the law and this rule, (a) all faculty, students, and staff have the right to express views and ideas, and are free to criticize, contest, and condemn views expressed on campus and (b) neither the faculty, staff, nor students may obstruct, disrupt, suppress or otherwise interfere with the freedom of others to express views and ideas.

(3) Institutions' outdoor areas are a public forums.

(4) Subject to R765-800-5, institutions may not prohibit:

(a) a member of the institution's community or the public from spontaneously and contemporaneously assembling in an outdoor area of the institution's campus; or

(b) a person from freely engaging in noncommercial expressive activity in an outdoor area of the institution's campus if the person's conduct is lawful.

R765-800-5. Time, Place and Manner Restrictions

(1) Institutions may reasonably regulate the time, place, and manner of free expression to ensure that it does not disrupt the institution's ordinary activities. This restriction includes established procedures for engaging in organized speech activities, such as protest marches or invited speakers.

(2) These exceptions to the principle of freedom of expression must be viewpoint neutral, generally content neutral, narrowly tailored, and leave ample opportunity for alternative means for expression. Institutions will not use these exceptions in a manner that is inconsistent with the institutions' commitment to free and open discussion of ideas.

R780-800-6. Incorporations of Institution Policies: Institutions have adopted the following policies that are incorporated by reference within this rule:

(1)

R765. Regents (Board of), Administration.

R765-802. Weapons on Campus.

R765-802-1. Purpose.

(1) In accordance with Title 53B, Chapter 27, Part 3, Campus Civil Liberties Protection Act, this rule establishes general rights and restrictions on possessing weapons on campus.

R765-802-2. References.

- (1) Title 76, Chapter 10, Part 500 Uniform Law (Right to bear arms in Utah)
- (2)) Title 76, Chapter 10, Part 501 Definitions.
- (3)) Title 76, Chapter 10, Part 505.5 Possession of a dangerous weapon, firearm, or sawed off shotgun on or about school premises - Penalties.
- (4)) Title 76, Chapter 3, Part 203.2 Definitions - Use of dangerous weapon in offenses committed on or about school premises - Enhanced penalties. Exceptions.
- (5) Title 53, Chapter 5, Section 704 Bureau duties -- Permit to carry concealed firearm -- Certification for concealed firearms instructor -- Requirements for issuance -- Violation -- Denial, suspension, or revocation -- Appeal Procedure.
- (6) Title 53, Chapter 5, Section Temporary permit to carry concealed firearm - Denial, suspension, or revocation - Appeal.
- (7) Title 76, Chapter 10, Possession of firearm at residence or on real property authorized.
- (8) Title 76, Chapter 10, Persons exempt from weapons laws.
- (9) Title 53B, Chapter 27, Part 3, Campus Civil Liberties Protection Act

R765-802-3. Possession of Weapons on Campus

(1) Institutions comply with and enforce the state laws referenced in section 2 governing firearms on campus.

R765-802-4. Incorporations of Institution Policies: Institutions have adopted the following policies that are incorporated by reference within this rule:

- (1)