

**USHE BOARD OF REGENTS
UTAH STATE UNIVERSITY
THURSDAY/FRIDAY, SEPTEMBER 12 & 13, 2019
TAGGART STUDENT CENTER**

THURSDAY AGENDA

- | | | |
|----------------------------|--|-------|
| 11:00 AM – 12:40 PM | COMMITTEE OF THE WHOLE
<u>Location: West Ballroom (2nd floor)</u> | |
| | 1. FY 2020-21 State Funded Operational Budget Requests | TAB P |
| 12:40 PM – 1:30 PM | LUNCH
<u>Location: East Ballroom (2nd floor)</u> | |
| 1:30 PM – 3:30 PM | COMMITTEE OF THE WHOLE
<u>Location: West Ballroom (2nd floor)</u> | |
| | 2. FY 2020-21 State Funded Capital Facility Requests | TAB O |
| | 3. FY 2020-21 Land Bank Request | TAB O |

FRIDAY AGENDA

- | | | |
|----------------------------|---|-------|
| 8:00 AM – 9:00 AM | BREAKFAST MEETING – STATE BOARD OF REGENTS,
UTAH STATE UNIVERSITY BOARD OF TRUSTEES,
PRESIDENT COCKETT, COMMISSIONER WOOLSTENHULME
Discussion
<u>Location: David B. Haight Alumni Center</u> | |
| 9:00 AM – 9:50 AM | Executive Session (if needed)
<u>Location: David B. Haight Alumni Center</u> | |
| 9:50 AM – 10:00 AM | TRANSITIONAL BREAK | |
| 10:00 AM – 12:00 PM | COMMITTEE OF THE WHOLE
<u>Location: West Ballroom (2nd floor)</u> | |
| | 1. Welcome – President Cockett | |
| | 2. Resolutions | |
| | 3. Appointment of Director of My529 | |
| | 4. Board Workflow | TAB A |
| | 5. Committee Priorities | TAB B |
| | 6. System Transfer and Articulation | TAB C |
| | 7. State Scholarship Redesign Task Force Report | TAB D |
| | 8. Spring 2019 System-wide Mental Health Survey | TAB E |
| | 9. Overview of USHE Advocacy Strategy | TAB F |
| 12:00 PM – 12:45 PM | LUNCH
<u>Location: East Ballroom (2nd floor)</u> | |
| 12:45 PM – 2:15 PM | MEETINGS OF BOARD COMMITTEES | |

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Regent Patricia Jones, Chair

Location: USUSA Senate Chambers (3rd floor)

DISCUSSION

- | | |
|---|-------|
| 1. Prior Learning Assessment Priorities and Timelines | TAB G |
|---|-------|

ACTION:

- | | |
|--------------------------|-------|
| Regents Transfer Council | TAB H |
|--------------------------|-------|

INFORMATION:

- | | |
|--|-------|
| 1. Academic and Student Affairs Committee Priorities, Goals, and Timelines | TAB I |
| 2. Future Committee Meeting Dates | |

FINANCE AND FACILITIES COMMITTEE

Regent Wilford W. Clyde, Chair

Location: Center/West Colony Rooms (2nd floor)

DISCUSSION:

- | | |
|------------------------------|--|
| 1. Growth Funding Task Force | |
|------------------------------|--|

ACTION:

- | | |
|--|-------|
| 1. Utah State University – Master Plan | TAB J |
| 2. Utah State University – Refunding Bonds | TAB K |
| 3. Snow College – Refunding Bonds | TAB L |
| 4. Utah Valley University - Revenue and Refunding Bonds | TAB M |
| 5. University of Utah – Non-state Funded Projects | TAB N |
| 6. USHE – FY 2020-21 Prioritization of Non-Dedicated Projects and Land Bank Requests | TAB O |
| 7. USHE – FY 2020-21 Operating Budget Request | TAB P |

INFORMATION:

- | | |
|--|-------|
| 1. USHE – 2019-20 Budget Initiatives Use of Funds Received | TAB Q |
| 2. USHE – 2019-20 Cyber Security Funding | TAB R |
| 3. USHE – Revenue Bond Results | TAB S |
| 4. USHE - Annual Report on Foreign Gifts and/or Donations | TAB T |

WORKFORCE, ACCESS, AND ADVOCACY COMMITTEE

Regent Jesselie B. Anderson, Chair

Location: Sunburst Lounge (2nd floor)

DISCUSSION:

- | | |
|--|-------|
| 1. Career & Technical Education Overview | |
| 2. Opportunity Gap Update | |
| 3. K-20 Summit Draft Agenda | TAB U |
| 4. Strategic Workforce Initiative Update – Governor's Office of Economic Development | TAB V |
| 5. Advocacy Strategy Overview | TAB W |

2:15 PM – 3:15 PM COMMITTEE OF THE WHOLE

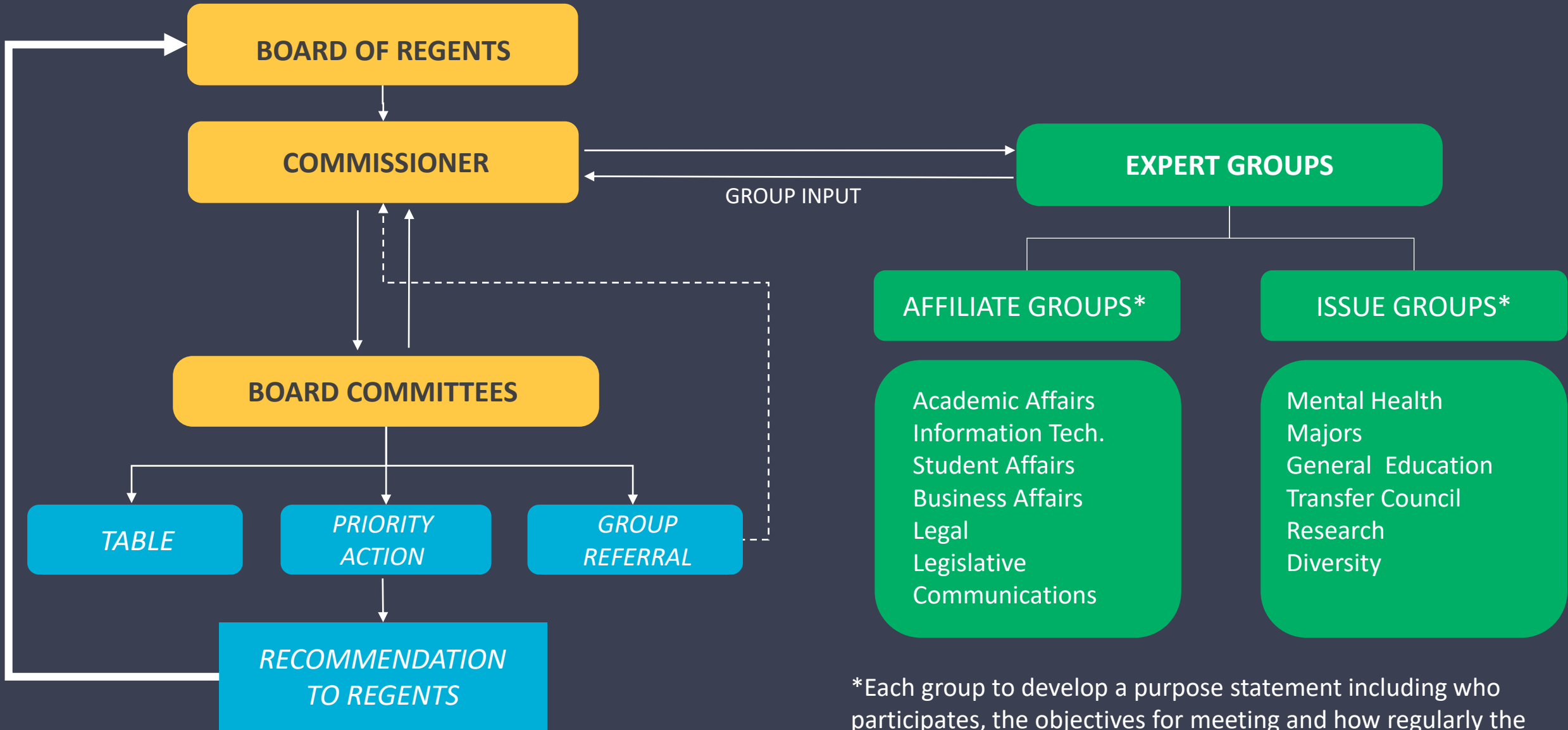
Location: West Ballroom (2nd floor)

- | | |
|--|-------|
| 1. General Consent Calendar | TAB X |
| 2. Utah State Board of Regents 2019-2020 Amendment to Meeting Schedule | TAB Y |
| 3. Utah State Board of Regents 2020-2021 Meeting Schedule Approval | TAB Z |
| 4. Reports of the Board Committees | |

5. USHE – FY 2020-21 Prioritization of Non-Dedicated Projects and Land Bank Requests TAB O
6. USHE – FY 2020-21 Operating Budget Request TAB P
7. Review of Upcoming Dates

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.

BOARD WORKFLOW

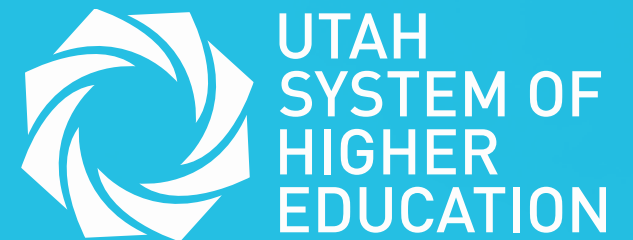


*Each group to develop a purpose statement including who participates, the objectives for meeting and how regularly the groups is expected to meet.

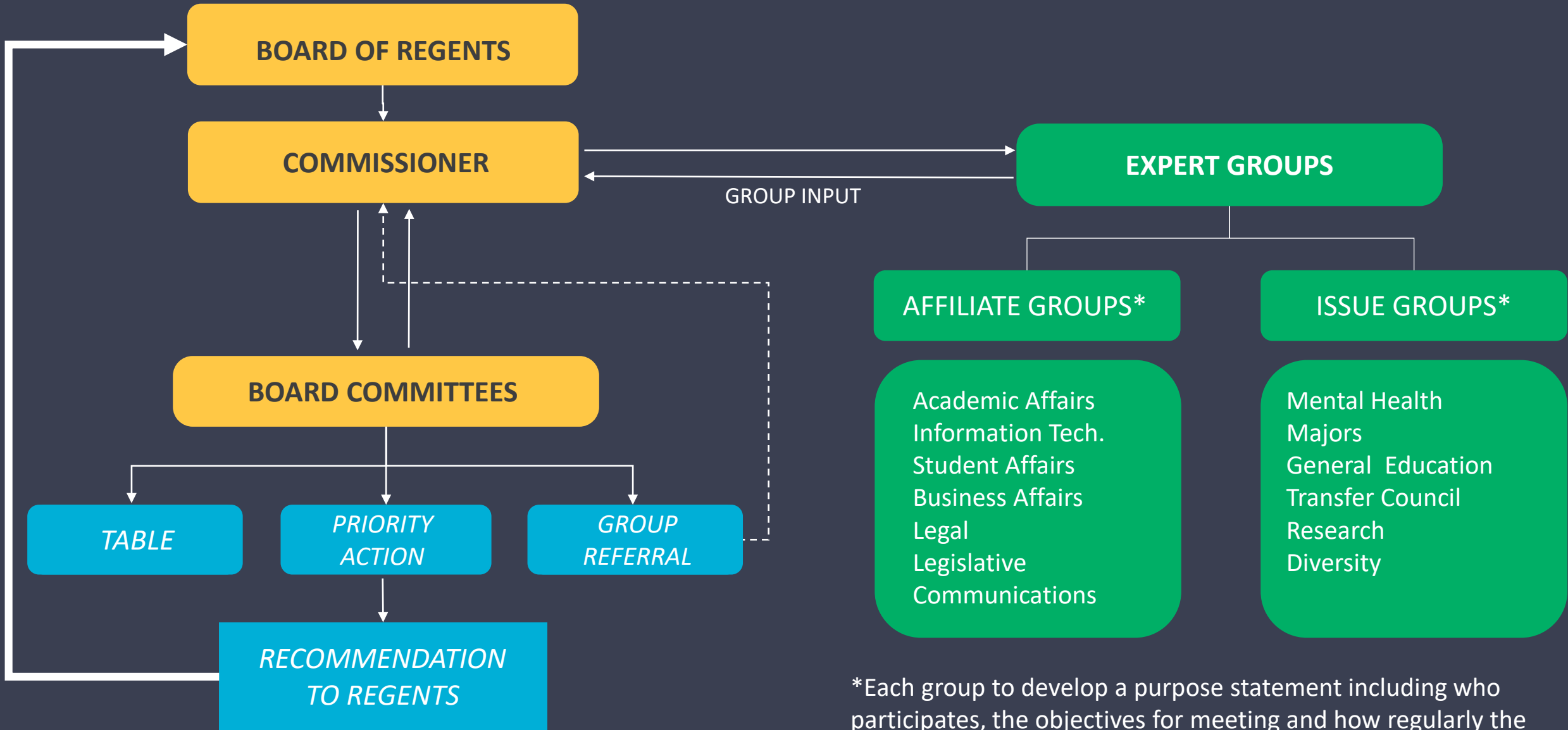
The background of the slide features a photograph of graduates in black academic regalia. Several hands are visible, some holding white diplomas, and one hand is adjusting a black mortarboard cap. The scene is brightly lit, with a warm orange glow in the upper left corner. A large, semi-transparent blue rectangle is overlaid on the right side of the image, serving as a background for the title and logo.

BOARD OF REGENTS Workflow and Committee Priorities

September 13, 2019



BOARD WORKFLOW



*Each group to develop a purpose statement including who participates, the objectives for meeting and how regularly the groups is expected to meet.

Academic and Student Affairs

- **State Scholarship Redesign**

- Sept. 13 Task Force Recommendations to Board
- Jan-Feb 2020 Work with legislature to make recommended changes
- March 2020 Update policy to reflect legislative changes

- **Transfer and Articulation**

- Regents Transfer Council in place by October 2019
- Articulation data for top 50 majors by December 2019
- Upgraded Transfer Guide available in January 2020
- Committees for top majors begin addressing areas of misalignment

- **Prior Learning Assessment**

- New policy in place November 2019
- Align AP, IB, and CLEP in majors
- December 2019 institutional PLA communication plans in place
- Spring 2020 statewide efforts to develop additional PLA underway

Workforce, Access and Advocacy

- Expand college access advising program
 - Set success benchmarks for each partner high school
 - Identify community champions
 - Develop local strategy for concurrent enrollment outreach
 - Plan phase II expansion
- Increase partnerships with state education boards and other entities
 - K-20 Summit (Nov. 14)
 - Regular meetings with external partners
 - Collaborate with K-12 on college and career awareness curriculum
- Coordinated communications and advocacy
 - Benchmarking survey
 - Collaborative USHE editorial calendar & social platform

Workforce, Access and Advocacy

- State/regional opportunity gap data projection
 - Additional analysis of data around enrollment and completion
 - Measuring impact of ongoing gap
 - Evaluate education deserts
- Technical education/certificate realignment
 - Present existing CTE and workforce analysis, COP Task Force
 - Recode & validate data with institutions, other CTE partners
 - Map current CTE programs
 - Issue recommendations

Finance, Facilities and Planning

- **Revise performance funding model**
 - Sept-Dec 2019 work with legislators and institutions on plan to revise statute
 - Sept-Dec 2019 access how data and weights can be improved within current statute
 - Jan 2020 Committee of the Whole presentation and discussion
 - March 2020 Regent Policy for Performance Funding
- **Tuition strategy development**
 - October 2019 Finance and Facilities Committee discussion topic
 - November 2019 SBR Committee of the Whole presentation and discussion
- **State funding model for student growth**
 - Sept 12, 2019 Task Force meeting to discuss proposed model
 - October 2019 Finance and Facilities Committee discussion topic
 - November 2019 SBR final model approval
 - Dec-Jan 2019 find and work with legislative sponsor on changes
 - Jan-Mar 2019 Legislature passes legislation
- **System enterprise services plan**
 - Sept-Nov 2019 USHE CIO prepares strategic plan for System IT infrastructure
 - Nov-Dec 2019 Commissioner's Office reviews and updates plan
 - Jan or March 2020 Committee of the Whole presentation and discussion



MEMORANDUM

TAB C

September 4, 2019

USHE Credit Transfer and Articulation Verification Project

The Utah System of Higher Education Board of Regents has made it a priority to assist students in completing degrees and certificates quickly and affordably by ensuring that academic credits they earn will transfer as seamlessly as possible between USHE institutions. The Board has required specific strategies to ensure quality, efficiency, and transferability of degree pathways, including a new Regents Transfer Council and an upgraded USHE Transfer Guide. This Credit Transfer and Articulation Verification Project will coordinate efforts to map out credit transfer articulations within in the top 50 majors across the system—the majors that enroll the majority of USHE students.

Commissioner Woolstenhulme has worked with institutional presidents to divide the project, and each bachelor degree-granting institution will take the lead mapping out the articulations for specific clusters of majors. Institutional staff will complete data matrices to provide updated information on their major programs. USHE staff will cross-check matrices and work with registrars and other institutional staff to validate that the articulations are correct and to identify problems. The project will provide better quality data for the USHE Transfer Guide that will help students navigate their transfer options. Data will also provide a more accurate, data-informed idea of where transfer is not working within majors and those areas can be addressed during regular meetings of the Majors Committees when appropriate. The project will be completed in December 2019.

Commissioner's Recommendations

This is an information item; no action is required.



System Transfer and Articulation

September 2019



The opportunity:

Students

- Need better information to help them navigate transfer.
- To address:
 - Extra cost;
 - Repeated courses/excess credits;
 - Delayed completion;
 - Frustration/dropping out.

Utah System of Higher Ed

- Need better data on where transfer difficulties are occurring so we can address them;
- Need a process for maximizing transfer efficiencies across the system.


	What we have:	What we need:
Policy:	<ul style="list-style-type: none"> Transfer & articulation policies addressing lower division and General Education articulation and common course numbering. 	<ul style="list-style-type: none"> Process for addressing transfer obstacles, body to determine transfer principles
Course articulation (transfer equivalency) & common course numbers:	<ul style="list-style-type: none"> In key lower division courses. 	<ul style="list-style-type: none"> In additional lower division courses; In upper division courses
General Education:	<ul style="list-style-type: none"> Common “core” and “breadth” areas. 	<ul style="list-style-type: none"> Improved common course numbering; Detailed data on where General Education categories are not aligning after transfer.
Program alignment:	<ul style="list-style-type: none"> Regular Majors Committee meetings; 	<ul style="list-style-type: none"> An accurate idea of where transfer is not working within majors; Mapping of differences within major pathways across institutions; Centralized documentation of core learning outcomes and ongoing verification of articulation during Majors Meetings.
Current, accurate information for students:	<ul style="list-style-type: none"> UtahMajors.org = majors database to help students find programs; Simple version of the Transfer Guide with course-level information; Partial institutional participation in the Transfer Guide. 	<ul style="list-style-type: none"> Program and degree pathway information in the Transfer Guide; Full institutional participation in the Transfer Guide.

2 Parallel Aims

- Aim 1: Accurate information for students:
 - USHE Transfer Guide
- Aim 2: Identify articulation within majors, address policy gaps, and facilitate transfer across USHE institutions:
 - Articulation verification
 - Transfer Guide reports
 - Regents Transfer Council

Student information


USHE Transfer Guide



RETURNING TO FINISH A DEGREE

Explore your interests, see what credits you may already have, discover your options and find a school and how to pay for it. There is no better time than now to finish your degree.

LET'S GO!



GOING TO COLLEGE FOR THE FIRST TIME

Do you want to increase your earning power? Prepare for a different career? Learn something new? Explore ways to help you choose the right school so you can enjoy an ROI that will last a lifetime without regret.

LET'S GO!

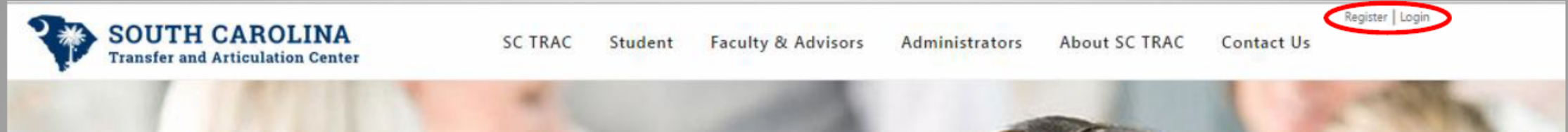


VETERANS AND SERVICE MEMBERS

Applying to a college is not so different for a veteran compared to any other student. There are just a few extra considerations. And luckily, you should have quite a few resources.

LET'S GO!

Logging in to SCTRAC.org



Sign Up [Sign Up](#)

Already have a SC TRAC account? [Log in](#)

Creating a SC TRAC account will let you do the following:

- Compile your academic course history in one place and keep it safe.
- Combine coursework from multiple colleges and educational providers.
- Compare transferability using Course Equivalency Maps.
- Share your academic course history with colleges that interest you.
- Upload reference letters, essays and other documents in a storage center that you can then share.

Username: *

Username is not case sensitive.

First Name: *

Last Name: *


Email: *

Password: *

A Password must be least 7 characters in length. Passwords are case sensitive.

Confirm Password: *

☒ I have read and agree to the [Terms Of Use](#)

☐ I'm not a robot 

[Sign Up Now](#)

Login if you have an existing account for SCTRAC.org.

If you do not have an account, click **Register** to sign up for one.

Be sure to read the Terms of Use and select the checkbox. Also prove that you are not a robot using the reCAPTCHA before submitting.

Creating a Course History

To use Transfer Check, you will first need to populate your course history. After logging in, find and click the ***Import or Update your Course History*** link in the **Get Started Now!** page.



SOUTH CAROLINA
Transfer and Articulation Center

[Student](#)[Faculty & Advisors](#)[Administrators](#)[About SC TRAC](#)[Contact Us](#)[My Profile](#) | [Logout](#)

Get Started Now! [Student > Get Started Now!](#)



Welcome

SC TRAC is designed to help make your transfer from one institution to another easier and less costly.

Transfer Planning in four Easy Steps

Step 1: If applicable, speak with an advisor at your institution.

Step 2: **Import or Update your Course History**

Step 3: Find your best transfer school or check your progress toward a particular degree program

Step 4: Share Your Information



SC TRAC is a tool to help you plan your transfer and should be used with the information and support you receive from your transfer counselor or advisor.

Quick Links for Students

[Search for Course Equivalencies](#)[Search for Exam Equivalencies](#)[Search for Transfer Agreements](#)[Search for Courses](#)[Search for Programs](#)[For High School Students](#)[Glossary of Terms](#)[Common Questions](#)[Participating Institutions](#)[Transfer Events Calendar](#)

My Account

[My Profile](#)[My Course History](#)

Completed Course History

You can use My Course History function to build a list of your courses. You can either add courses manually or use the import function below if your institution is a member.

Add ▾

🔗 Import your courses

✓ Find Transfer Institutions

Greenville Technical College

	Date	Course	Credits	Grade
⊖ ✎	2013 Spring	CHM 110 - College Chemistry I	4.00	A
⊖ ✎	2013 Spring	BIO 105 - Principles of Biology	4.00	A
⊖ ✎	2013 Spring	GEO 102 - World Geography	3.00	A
⊖ ✎	2013 Spring	SPA 105 - Conversational Spanish	3.00	B
⊖ ✎	2013 Spring	MUS 105 - Music Appreciation	3.00	B
⊖ ✎	2013 Fall	ACC 101 - Accounting Principles I	3.00	B
⊖ ✎	2013 Fall	ENG 102 - English Composition II	3.00	B
⊖ ✎	2013 Fall	MAT 110 - College Algebra	3.00	A
⊖ ✎	2013 Fall	ECO 210 - Macroeconomics	3.00	A
⊖ ✎	2013 Fall	PHI 105 - Introduction to Logic	3.00	A
Totals:		10 Courses	32.00	
Overall Totals:		10 Courses/Exams	32.00	

Organize by Institution

Organize by Date

Once you have entered all of the courses you have taken in your course history, click ***Find Transfer Institutions.***

Finding your best Transfer Schools

Click the top button to view a detailed plan of how your credits will transfer to a particular major at a four-year institution.

Transfer Check Transfer Check

Find your best Transfer Schools

If you are interested in seeing how your coursework would transfer to a four-year South Carolina institution, we can ask you a few questions to find your desired institution and program. Otherwise, you may use our Equivalency Maps feature to see how your courses would transfer in general to any transfer institution in South Carolina.

I want to see a detailed plan of how my credits will transfer

We will ask you a series of questions to help guide you towards transferring into a particular major at a four-year South Carolina Institution.

I want to explore all my transfer options

View how each of your courses may transfer into South Carolina institutions by using Equivalency Maps.

Click the bottom button to see how your courses might transfer in general to any South Carolina institution. Note: Selecting this option leads to the Equivalency Maps. Please see the guide on Equivalency Maps for more information about this feature.

Selecting a Program

Next, search for the program you are interested in from the **Search** box. If multiple programs are shown, select the appropriate category on the left. You may then select one or more institutions for which you would like to check your progress. When finished, click **Next**.

Select a program

Search and select a program you are interested in pursuing.

Search:

Select one of the following categories on the left. Once you have selected a category, select one or more programs on the right and click "Next". If your desired program is not found, please check your search criteria and search again. You may view more details about each program before making your decision.

▾ Biology/Biological Sciences, General

▸ Secondary Education and Teaching

▸ Marine Biology and Biological Oceanography

▸ Biochemistry

Biology/Biological Sciences, General

A general program of biology at the introductory, basic level or a program in biology or the biological sciences that is undifferentiated as to title or content. Includes instruction in general biology and programs covering a variety of biological specializations.

You may check your progress against:

Biological Sciences at:

☐ Clemson University

Biology at:

☐ Coastal Carolina University

☐ Francis Marion University

☐ Lander University

☐ South Carolina State University

☐ The Citadel

☐ University of South Carolina-Aiken

☐ University of South Carolina-Beaufort

☐ University of South Carolina-Upstate

☐ Winthrop University

Biology - 3+1 Medical Technology Emphasis at:

☐ Francis Marion University

☐ Select all of the above

Selecting an Institution

The results of the Transfer Check will be displayed for the program you selected. If the program at the institution has concentrations, you will see how your credits would transfer into those specific concentrations. For a detailed view of how your courses transfer into a specific program, click on the credits link. ***Refer to page 12 of this guide for Transfer Check Details.***

Institution

Program

Results

Transfer Check Results

The following degree completion programs match your selections:

Institution	Program	Year	Credits towards transfer (click any to view detailed results)
Francis Marion University	BS, Biology - 3+1 Medical Technology Emphasis	2014-15*	29.0 credits
The Citadel	BS, Biology, Secondary Biology Brd Fild Sci	2014-15*	7.0 credits
Clemson University	BA, Biological Sciences	2014-15*	22.0 credits
Clemson University	BS, Biological Sciences	2014-15*	25.0 credits
Francis Marion University	BA, Biology, General	2014-15*	26.0 credits
Francis Marion University	BS, Biology, Environmental Science	2014-15*	20.0 credits
Francis Marion University	BS, Biology, General	2014-15*	29.0 credits

* NOTE: The degree requirements used in this Transfer Check may not be for the current academic year, but are the latest available.

Previous

Transfer Check Results

The results of the **Transfer Check** will be displayed for the program you selected. If the program at the institution has concentrations, you will see how your credits transfer into those specific concentrations. For a detailed view of how your courses transfer into a specific program, click on the credits link.

Transfer Check Transfer Check

Institution

Program

Results

Transfer Check Results

The following degree completion programs match your selections:

Institution	Program	Year	Credits towards transfer <small>(click any to view detailed results)</small>
Clemson University	BA, Biological Sciences	2014-15*	22.0 credits
Clemson University	BS, Biological Sciences	2014-15*	25.0 credits

* NOTE: The degree requirements used in this Transfer Check may not be for the current academic year, but are the latest available.

Previous

✓ View Selected Institutions

The following suggestions are based on the course history (26 courses / 79.00 credits) that you have provided and information provided by member institutions. You can select up to three institutions for comparison to see which institution is the best fit for you. Select the institution's name to see its Profile.

Select	Institution Name	Last Viewed ▼	Courses
<input checked="" type="checkbox"/>	University of South Carolina-Columbia	3/22/2019	19 of 26
<input type="checkbox"/>	Clemson University	3/21/2019	18 of 26
<input type="checkbox"/>	Francis Marion University	3/21/2019	16 of 26
<input type="checkbox"/>	Coastal Carolina University	3/13/2019	19 of 26
<input type="checkbox"/>	College of Charleston	3/13/2019	17 of 26
<input type="checkbox"/>	Lander University	2/28/2019	16 of 26



Your Course(s)

University of South
Carolina-Columbia

☐ Matches for courses taken at AP -
Advanced Placement

AP 4300 - Computer
Science Principles (5) ✓ CSCE 101

AP 0300 - Calculus AB
(4) ✓ MATH 141

Totals: 2 courses
0.00 credits

2 courses
7.00 credits

☐ Matches for courses taken at Central
Carolina Technical College

ENG 102 - English
Composition II (B) ✓ ENGL 102

CPT 176 -
Microcomputer
Operating Sys. (A) ✓ UNEL 001T

MAT 140 - Analytical
Geometry & Calc I (A) ✓ MATH 141

ENG 101 - English
Composition I (A) ✓ ENGL 101

HIS 101 - Western
Civilization to 1689 (B) ✓ HIST 101

PSY 201 - General
Psychology (F) ✗ PSYC 101

SPA 101 - Elementary ✓ SPAN 109



Additional Transferable Courses

The information presented is an unofficial guide to how your courses meet an institution's requirements for the selected program. The details listed do not guarantee that the institution will accept your course(s) as meeting its program requirements. Always contact the institution to confirm that your courses meet the institution's requirements listed in the Transfer Progress Details.

Transfer Progress for

For transfer to BS, Biological Sciences at Clemson University [see other transfer options](#)

You have completed approximately 21% of this program.

★ Follow this Program

Click "Follow this Program" if you want to make the program a priority and highly visible on the My Transfer Checks page.

8 of your courses and 25.00 of your credits will transfer towards this program. Your transfer progress report is below.

Find additional transferable courses at:

Possible transfer courses at the selected institution will be displayed in the transfer progress details below.

☐ PHIL 1010 - Intro to Phil Prob

☐ POSSIBLE MATCHES AT AIKEN TECHNICAL COLLEGE:

+ Plan

PHI 101 - Introduction to Philosophy (min grade needed:)

To find additional courses that would fulfill the program requirements, use the **Find additional transferable courses at** feature and select the institution you would like to take the transferrable course from. After selecting the institution, click **Find**.

Under a course that has not yet been fulfilled, you will see a course from the selected institution that you can take to meet the program requirement. Click the **+Plan** button and the course will be added to your Course History.

[Get Started](#)[Choose a Degree/College Path](#)[Talk to an Advisor](#)[Pay For College](#)[Finish Faster](#)

Share My Information

Send and receive messages from peers, friends, mentors, counselors, and others who can offer help

[Share information](#)[Delete Selected](#)

Display results per page

[Date](#) [Detail](#)



3/22/2019

To:

admissions@academyone.com



Notes:

I'm interested in pursuing a Bachelor's degree in Economics

Response:

Hello Shea Thank you for providing your information. I would like to setup a time - in person or through a phone call - to speak with you in detail about the transfer process, what you can expect during transfer, and how I will be assisting you through the transfer process. Please contact me at 654-456-1474 so that we can setup a time to chat. Regards, Patty Admissions (commented on 3/22/2019 11:53:46 AM)

« < Result Page: 1 > »

Go to page

You have one shared information request.

MY ACCOUNT

[My Profile](#)[My Course History](#)[My Equivalency Maps](#)[My Transfer Checks](#)[Share My Information](#)[My Messages](#)[My Storage Center](#)[My Account](#)[Contact Me](#)

Goal: complete articulation data for the top 50 majors:

- Top 6 majors = 25% of USHE graduates
- Top 50 majors \geq 75% of USHE graduates

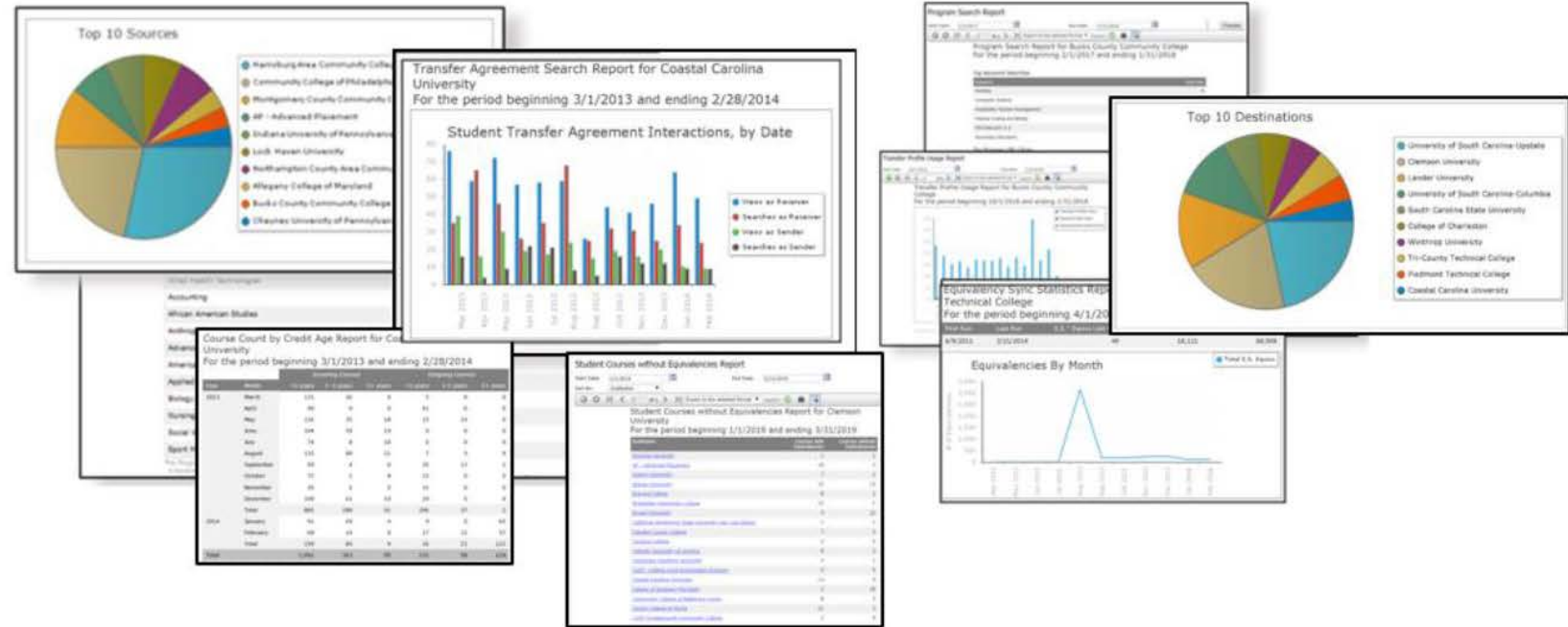
Timeline

- Oct 16: Institutions submit course, articulation and equivalency files. USHE staff and Academy One work with institutional point people to validate that the files are accurate.
- Nov. 20, 2019: Commissioner updates legislature on transfer work in most utilized bachelor's degrees.
- Dec. 15, 2019 system report showing course articulation and alignment.
- Jan. 2020: New Transfer Guide launches.

**Maximizing transfer efficiencies
within the system**

Types of reports

- Transfer sources & destinations
- Courses without equivalency
- Equivalency sync statistics report
- Changes in transfer agreements
- Changes in catalog information
- Etc.



Record of equivalencies

Source and Target Information

My Decision

Decision Makers

Other Opinions

My Decision

☒ I Accept this Equivalency

☐ I Deny this Equivalency...

I deny this Equivalency for the following reason(s):

☐ Too few credit hours

☐ Learning outcomes not provided

☐ Syllabus not provided

☐ Course is remedial or developmental

☐ Course level doesn't match

☐ Missing required component (i.e., lab, fieldwork)

☐ Course content doesn't match

☐ Type of credit not accepted (i.e., professional, technical)

☐ Not enough academic rigor

☐ No comparable curriculum on campus (i.e., program, discipline)

☐ Doesn't meet required standard

☐ Other

☐ Deny Equivalency

Regents Transfer Council

Membership

Appointed by the Board Chair:

- A regent from the Academic and Student Affairs Committee, who serves as the Chair of the RTC
- The student regent
- A transfer expert from each USHE institution, as recommended by institutional presidents
- One president (or designee) from the research universities
- One president (or designee) from the two-year institutions
- One president (or designee) from the regional universities
- One academic faculty senate leader regularly rotated among institutions
- Chair of the General Education Task Force (or designee)

RTC Responsibilities

- review and analyze system transfer data
- identify transfer and articulation obstacles
- develop policies and practices
- require regular follow-up from institutions on implementing transfer/articulation policies;
- establish an appeals process and serve as the final level of appeal from students or institutions;
- annually report to the Board the RTC's activities, priorities, and institutional progress on implementing recommendations.

Timeline

- October 2019: Regent Transfer Council begins meeting to address R471 policy, set system-wide expectations for transfer, and analyze system reports from Academy One.
- Spring 2020: The Major Committees work on transfer design principles outlined by the RTC.
- Spring 2020: work with departments to scrub data, CIP codes, and R401 issues.





MEMORANDUM

TAB D

September 4 2019

State Scholarship Redesign

Utah is experiencing a variety of dramatic changes including population growth, demographic shifts, and a growing need to increase degree attainment of first generation, low-income, and adult students in order to meet Utah's workforce needs. In July, the Utah System of Higher Education Board of Regents formed a State Scholarship Program Task Force to determine how state scholarships could best support state priorities.

The task force has adopted an issue brief outlining recommended changes to three of the state's largest scholarship programs: The New Century Scholarship, the Regents' Scholarship, and the Utah Access Promise Scholarship.

The Task Force is proposing that the Board work with the state legislature to:

- Eliminate the New Century Scholarship and transfer its funding to the Utah Access Promise program.
- Split funding between the Regents' and Utah Access Promise Scholarships.
- Simplify the Regents' Scholarship to a merit award based on ACT and GPA requirements rather than on completion of a specific high school curriculum.
- Shift the administration and awarding of the scholarships to institutional financial aid/scholarship offices rather than the Office of the Commissioner.
- Adjust the Utah Access Promise Scholarship to allow federal aid to "stack" on top of the state aid program to provide stronger financial support to students.
- Regularly assess the effectiveness of state scholarship programs in meeting their stated purposes.

Commissioner's Recommendations

The Commissioner recommends that the Board adopt the proposals in the attached State Scholarship Redesign issue brief approved by the task force.

Attachments



Utah State Scholarship Redesign

Background

Scholarship money supports school attendance. It is not required to be repaid. Scholarships are awarded based upon various criteria, which usually reflect the values and purposes of the donor or founder of the award. Scholarships are often used to encourage progress toward strategic objectives. They may reward excellence in academics (merit-based scholarships), encourage students to complete certificates or degrees, recruit students to participate in various programs (e.g., athletics, teaching, criminal justice), or remove financial barriers to college attendance (need-based scholarships). In many cases, a scholarship award is based on consideration of both merit and need, with the intention of supporting students with the most likelihood of completing a certificate or degree program. While not a scholarship program per se, there are similar programs that will forgive a loan based on meeting certain qualifications (e.g., completing a specific number of years in rural health care). Scholarships at USHE institutions may come from private donors, institutional funds (e.g., Dream Weber and SLCC Promise), state-administered aid (Access Utah Promise Scholarship). USHE students may also receive federal financial aid in the form of grants (money that does not have to be repaid) or loans (repayment is required) or through private loans.

In Utah, there are several small scholarship or state reimbursement programs designed to recruit or reward students for pursuing careers in fields where there are workforce shortages (e.g., T.H. Bell for teachers, Public Safety Officer Career Advancement Reimbursement Program). The state-supported scholarship programs discussed here are three of the larger programs: the Regents' Scholarship (\$16,062,500), the Access Utah Promise Scholarship (\$2,479,915), and the New Century Scholarship (\$1,983,900). Details regarding each of these programs are found at the end of this paper.

Analysis of Current State Scholarship Programs

As noted above, the values and purposes of the founder of the award determine the criteria used in awarding the scholarship. The purposes, and pros and cons of the three state-supported scholarships under consideration are outlined below.

Regents' Scholarship (merit-based) – originally designed to improve college readiness by requiring high academic performance in high school, including a prescribed high school curriculum.

Pros: Rewards academic excellence; recipients more prepared for an more likely to complete college than their peers.

Cons: Difficult for students to meet detailed requirements; costly to administer (~\$500,000 per year/3% of allocation to administer).

New Century Scholarship (merit-based) – intended to encourage Utah high school students to accelerate their education by earning an associate degree in high school from an institution within the Utah System of Higher Education or completing a specific math and science curriculum.

Pros: Encourages students to take Concurrent Enrollment courses during high school to experience college-level coursework at a very low cost (\$5 per credit)

Cons: Despite completing an associate's degree in high school, recipients rarely complete a baccalaureate degree more quickly than their peers; students can become ineligible for federal financial aid if they exceed credit limits, and Concurrent Enrollment courses are counted toward credit limits, even if they do not advance a student toward a degree.

Access Utah Promise Scholarship (need-based) – designed to fill a gap in college funding that is a barrier to college attendance.

Pros: Responsive to increasing number of students (traditional age and students re-entering college) who experience financial barriers to college attendance.

Cons: Currently structured as a last-dollar scholarship toward tuition and fees after all other state and federal aid. Allowing federal aid to stack on top of the Promise Scholarship would provide stronger financial support to students.

What Criteria Should Be Used in Designing a Scholarship Program?

Utah is experiencing a variety of dramatic changes: population growth and demographic shifts in its population; increasing number of first generation* and low-income students, several residents with “some college/no degree,” and economic prosperity (including such things as low unemployment rates and growth in high tech jobs). See issue brief on the growing opportunity gap (https://ushe.edu/wp-content/uploads/2019/07/Utahs-Growing-Opportunity-Gap-Final_updated-template.pdf). To keep the state's powerful economic engine primed to meet future needs, it is the time to examine how best to leverage state dollars to encourage college attendance and completion that will meet Utah's future workforce needs. What are the most important criteria/goals for college scholarships in these changing times?

- ☐ Continue to reward meritorious students
- ☐ Remove financial barriers; help meet, but not exceed, financial need to attend
- ☐ Encourage college preparedness
- ☐ Simplify application and administration to significantly reduce cost

**First generation students (by federal definition) come from families where their biological parents did not complete a four-year college degree.*

Proposed Redesign

Regents' Scholarship

- Change program to reward merit based on ACT and high school GPA rather than a specified collegepreparatory high school curriculum.
- Administer through institutional financial aid offices rather than the Office of the Commissioner.
- Shift a minimum of 50% of funds to the Access Utah Promise Scholarship (after grandfathering in current cohorts).

New Century Scholarship

- Eliminate in its current form, as it does not achieve its purpose of accelerating student progress to a bachelor's degree.
- Move funds to the Access Utah Promise Scholarship.

Access Utah Promise Scholarship

- Expand the program with Regents' and New Century Scholarship dollars.
- Work with sponsor to address "last dollar in" issues and allow federal aid to stack on top of state aid.

All State Scholarships

- Require data reporting to assess the effectiveness of scholarship programs in meeting their stated purposes and adjust the programs appropriately.

Timeline

August 28:	Scholarship Task Force considers redesign
September 13:	Consideration of Scholarship Task Force recommendations by Board of Regents
October/November:	Seek legislative support and develop strategy
March 2020:	Final actions by legislature
March 2020:	Update of applicable Regent policies per legislative action; awareness strategies to address the changes developed and implemented
Fall 2021:	First awards of redesigned scholarships

State Aid Programs Under Consideration

Program	New Century	Regents' Scholarship	Utah Promise
Note	The program information below are the Rules and Requirements for the 2020 high school graduates.		The program information below is for the 2019-2020 academic year.
Background	<ul style="list-style-type: none"> Created in 1999 to encourage students to complete college in less time than peers entering the workforce more quickly 	<ul style="list-style-type: none"> Created in 2008 to encourage college readiness and was a sister program to the Utah Scholars Initiative 	<ul style="list-style-type: none"> Created in 2019 to provide financial assistance to students who have demonstrated financial need to attend a public post-secondary institution in Utah
Basics To Qualify	<ul style="list-style-type: none"> Earn an associate degree or complete a special Math and Science curriculum by high school graduation College min 3.0 GPA High School min 3.5 GPA 26 ACT requirement for home school students U.S. Citizenship requirements No criminal record 	<ul style="list-style-type: none"> Complete required courses in core content Earn a min 22 Act High school min 3.3 GPA U.S. Citizenship requirements 	<ul style="list-style-type: none"> High School diploma or equivalent Not previously earned an associate degree or higher degree Utah Resident Demonstrate financial need, as defined by the institution.
Award Information	<ul style="list-style-type: none"> Used for tuition and fees. Last dollar after other state aid Used at University of Utah, Utah State University, Weber State University, Southern Utah University, Dixie State University and Utah Valley University. Can be used at Snow College, only if student is enrolled in a bachelor degree program 	<ul style="list-style-type: none"> Used for tuition and fees. Last dollar after other state aid Used at USHE and UTECH institutions 	<ul style="list-style-type: none"> Up to full tuition and fees True last dollar—applied after all other aid (state and federal) Used at USHE and UTECH institutions
Renewing	<ul style="list-style-type: none"> Use for 4 semesters, 60 credits, or completion of degree (whichever comes first) Enroll in and complete 12 credits continuously fall and spring semesters (or receive an approved leave of absence) Earn a 3.3 GPA each semester 	<ul style="list-style-type: none"> Use for 4 semesters, 65 credits or completion of degree (whichever comes first) Enroll in and complete 12 credits continuously fall and spring semesters (or receive an approved leave of absence). Earn a 3.3 GPA each semester For UTECH Schools full-time enrollment and satisfactory completion is required 	<ul style="list-style-type: none"> Maintain academic good standing as defined by the institution they attend. Can be used for 2 years after initial award, 4 semesters, completion of associate degree, or when the student accumulates 60 cumulative credits at the UU (whichever comes first)
Contact Information	Phone: 801-321-7221 Email: newcentury@ushe.edu webpage: newcenturyscholarship.org	Phone: 801-321-7159 Email: regentsscholarship@ushe.edu webpage: regentsscholarship.org	Financial aid office at the institution the student is attending



MEMORANDUM

TAB E

September 4, 2019

Spring 2019 system-wide ACHA NCHA mental health survey results

The first of the Regents' Mental Health Recommendations is to "Assess the Mental Health and Wellness Needs of USHE Students" and calls for the institutions to issue the American College Health Association National College Health Assessment (ACHA NCHA) in the spring semester of odd years starting 2019. The following slides compile the Spring 2019 USHE system-wide survey results from a portion of the mental health section of the ACHA NCHA survey. The results have been reviewed by the Regents' Mental Health Advisory Committee and will help inform the institution 5-year mental health implementation plans which are due November 1, 2019.

Commissioner's Recommendations

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

Attachment

ACHA NCHA Mental Health Results – Spring 2019

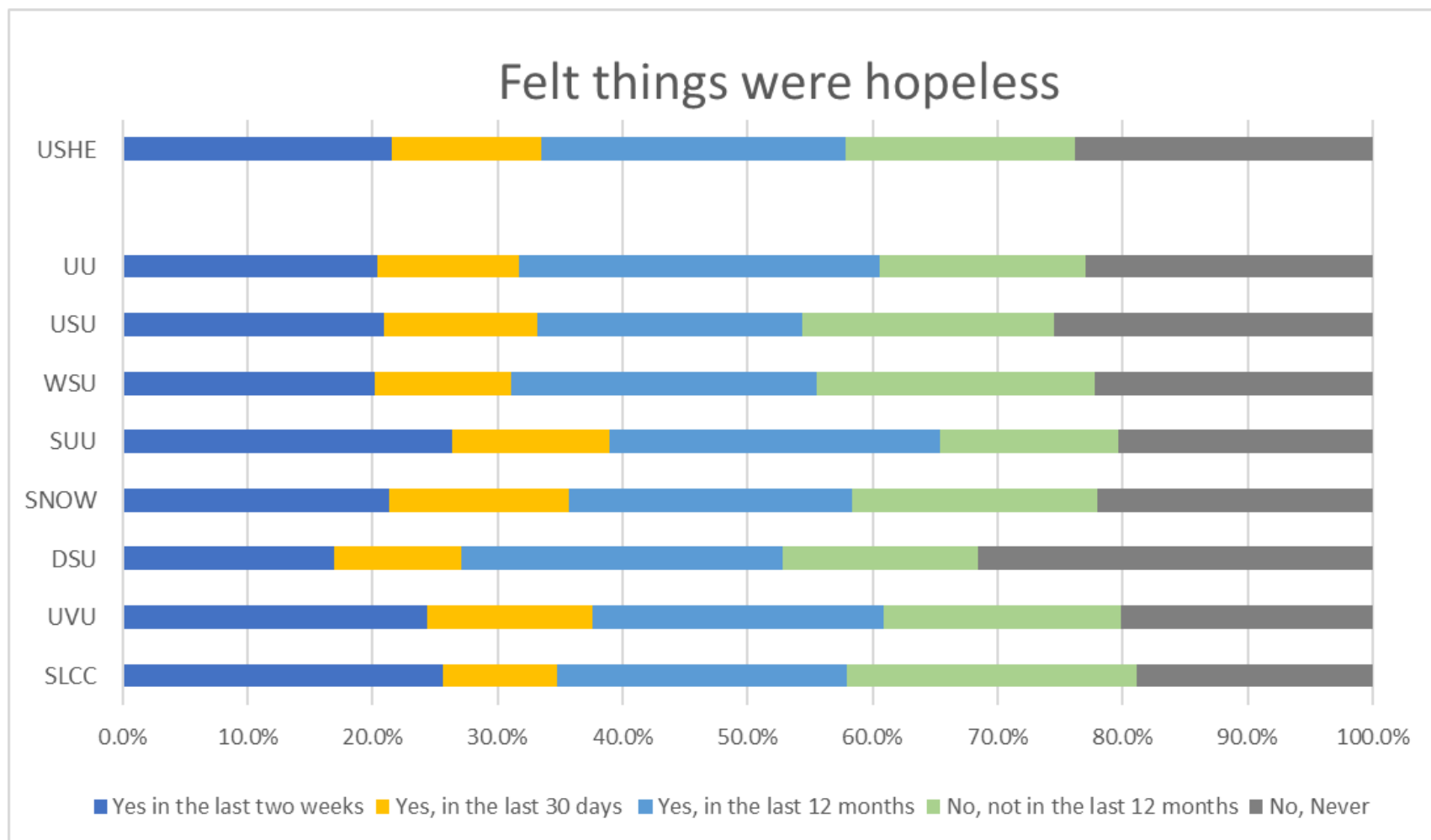
September 3, 2019



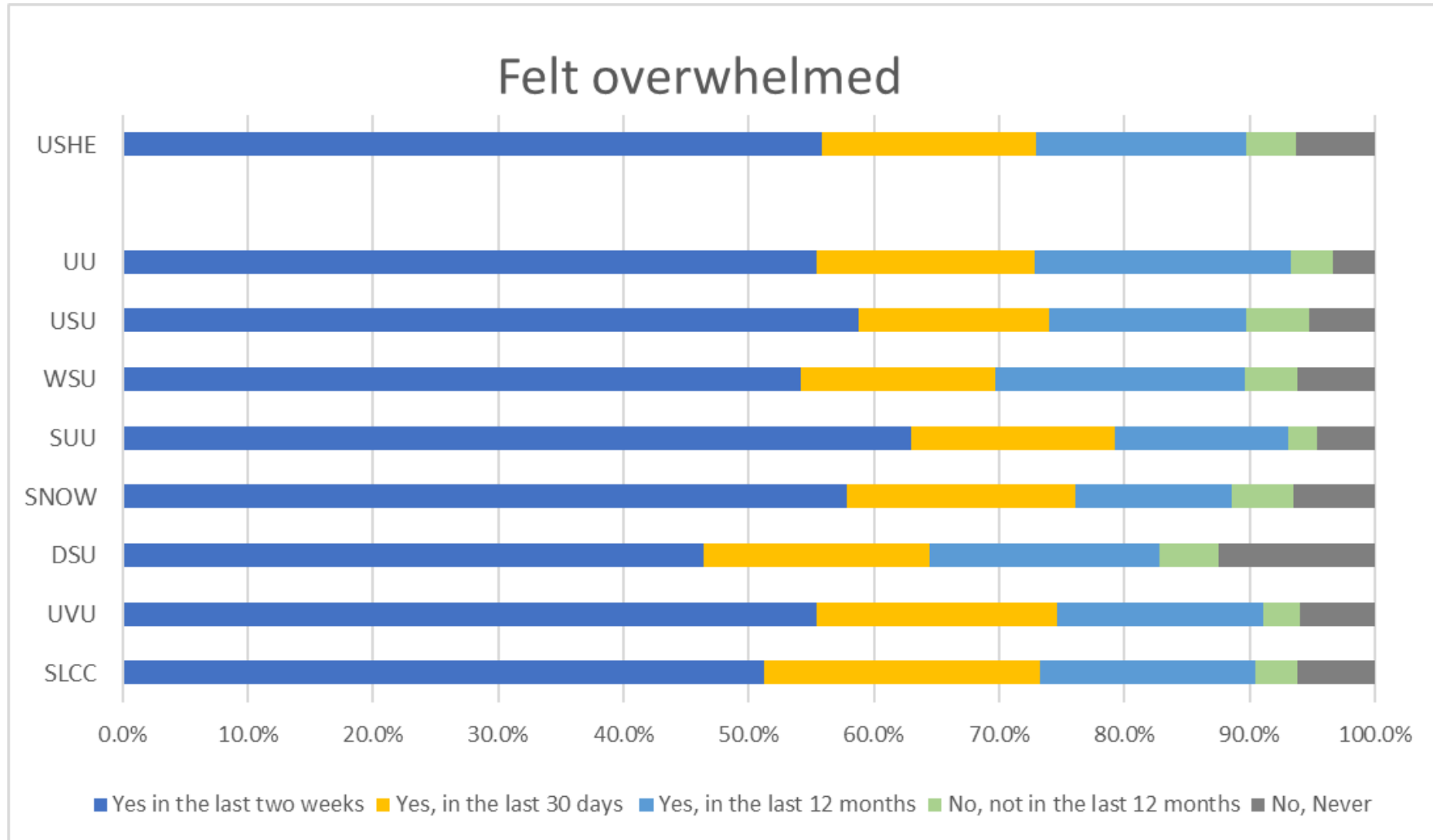
ACHA NCHA Survey Respondents Spring 2019

	Respondents
University of Utah	680
Utah State University	1157
Weber State University	524
Southern Utah University	687
Snow College	534
Dixie State University	824
Utah Valley University	587
Salt Lake Community College	209
<i>Totals</i>	<i>5202</i>

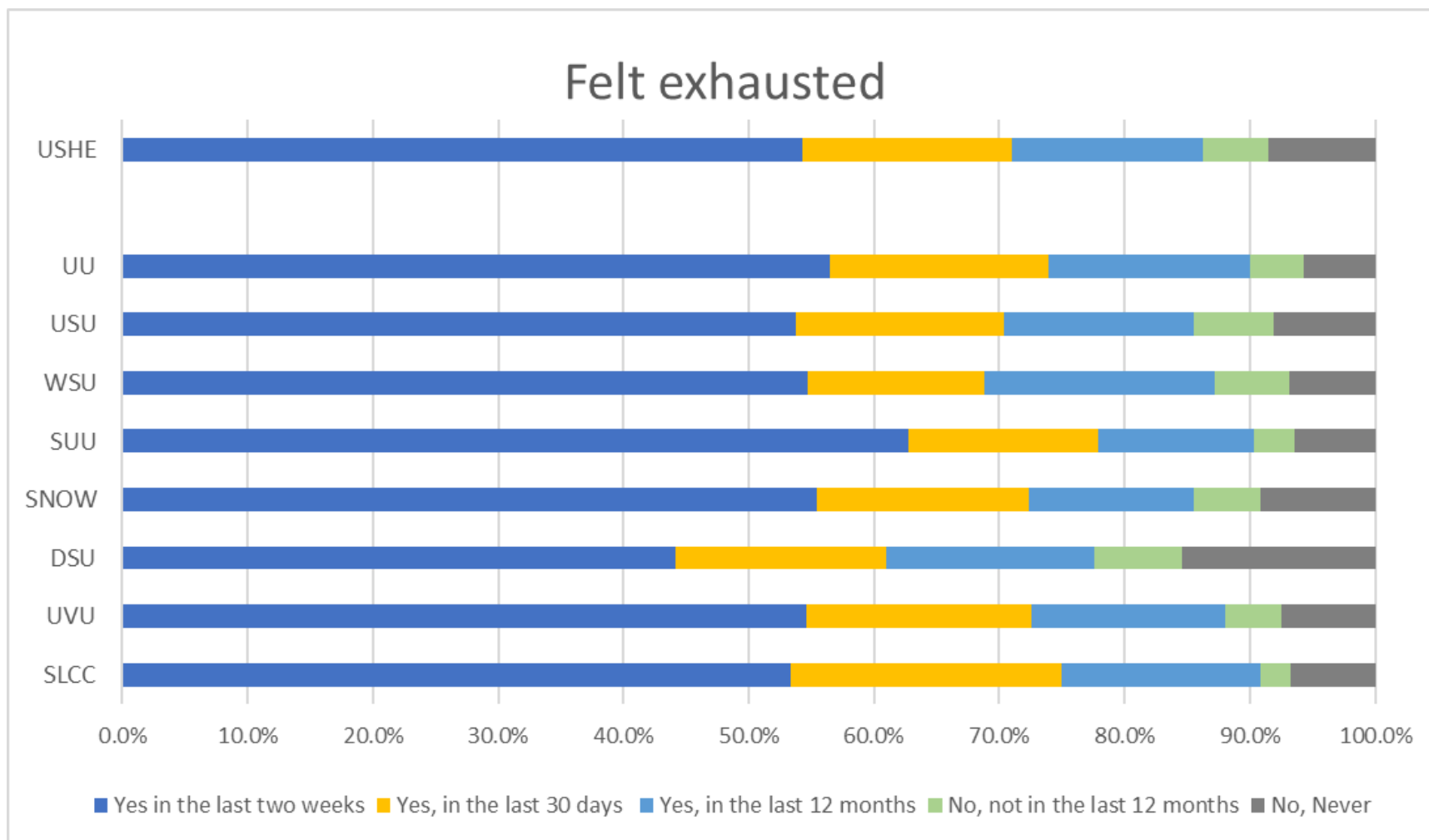
57.8% of respondents “felt things were hopeless” in the last 12 months



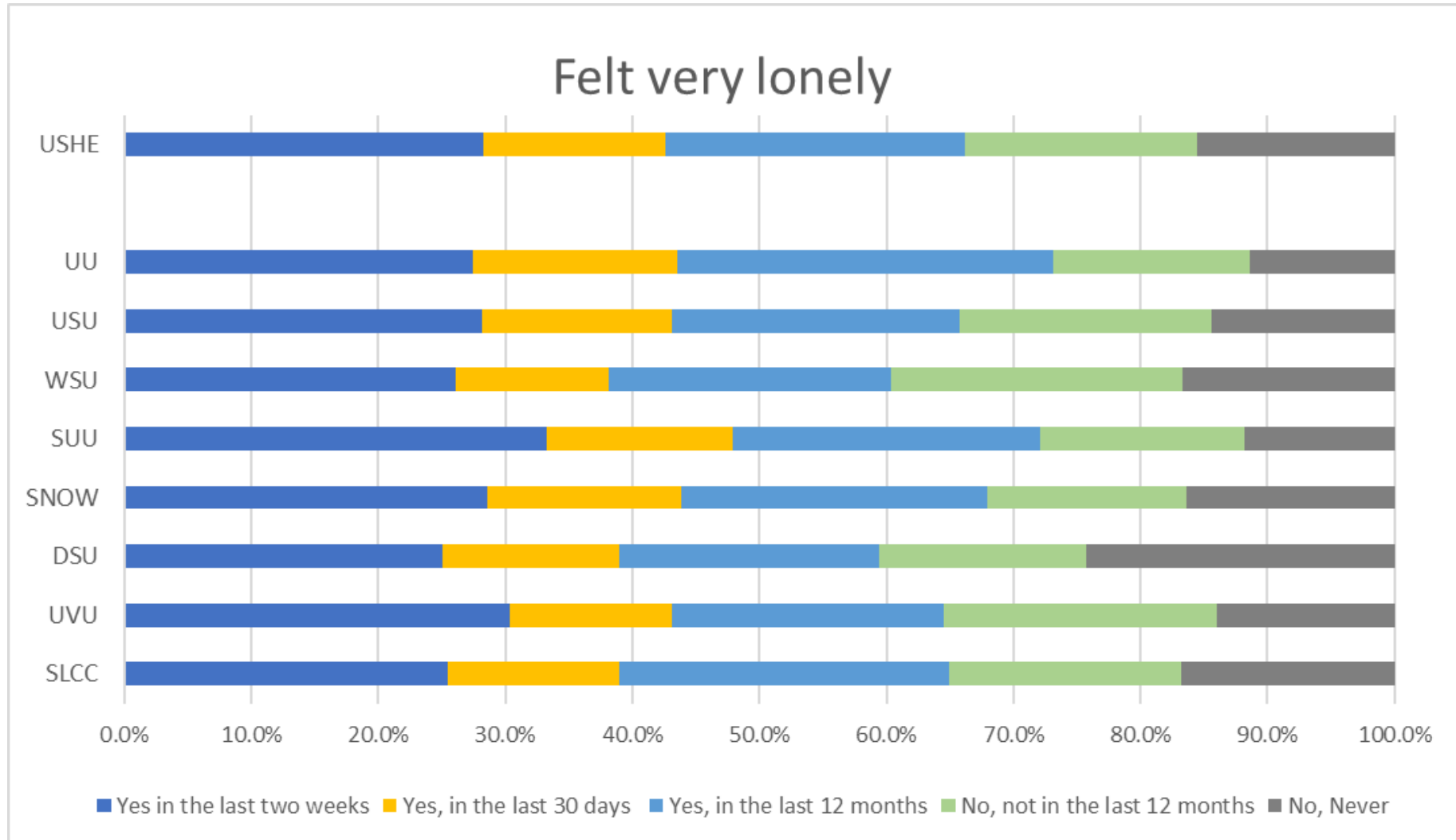
89.7% of respondents “felt overwhelmed by all they had to do” in the last 12 months



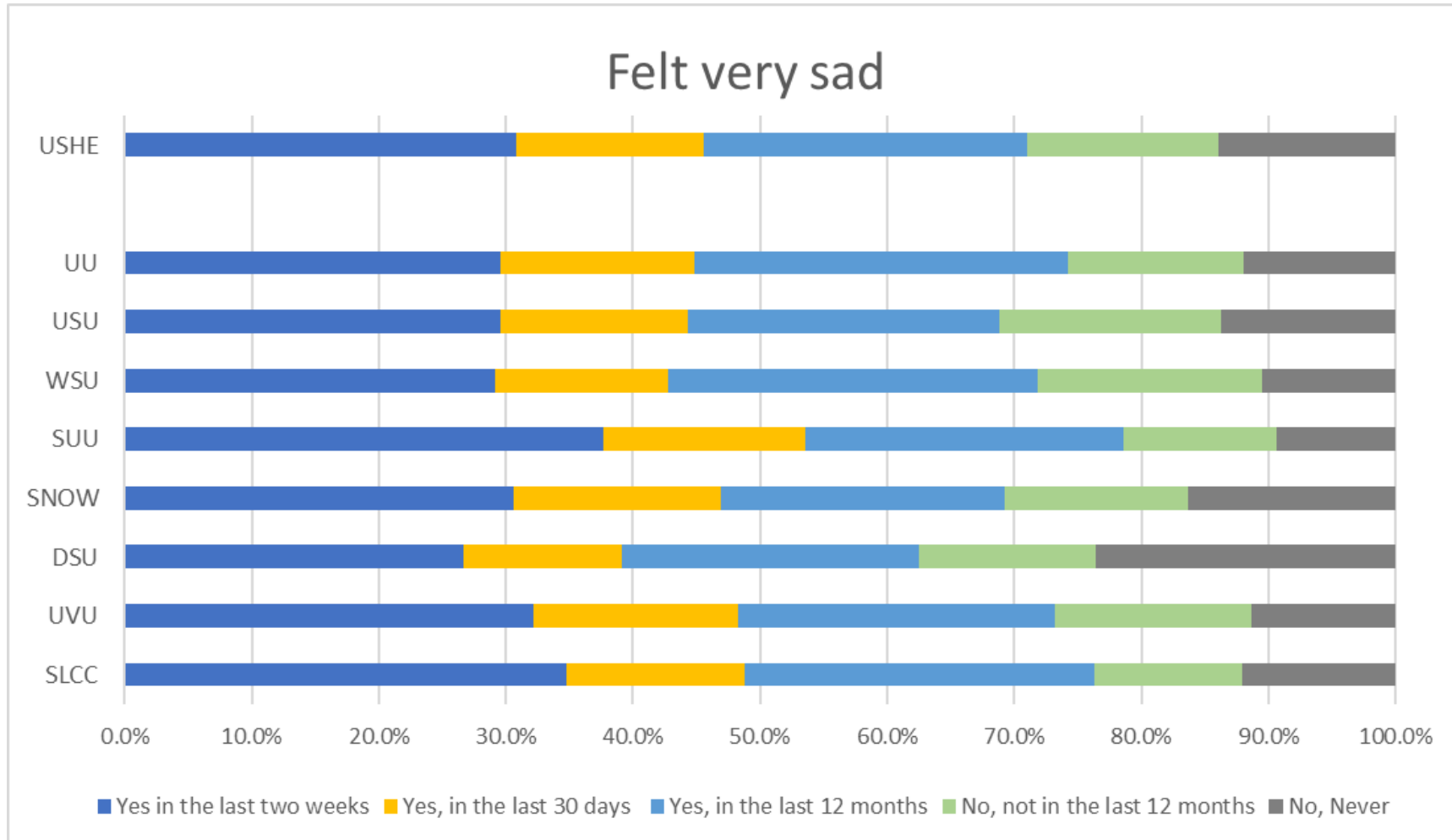
86.3% of respondents “exhausted (not from physical activity)” in the last 12 months



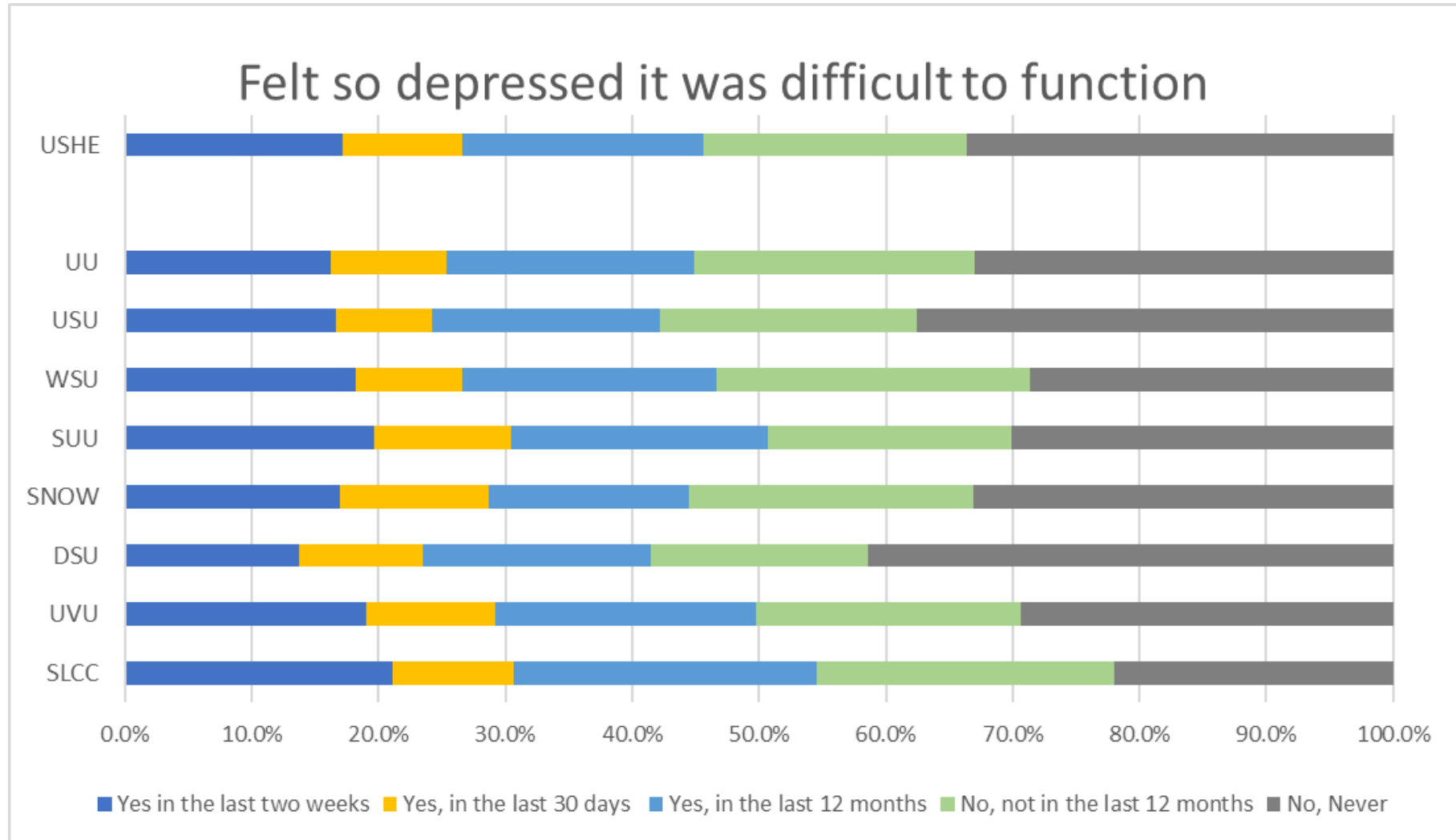
66.1% of respondents “felt very lonely” in the last 12 months



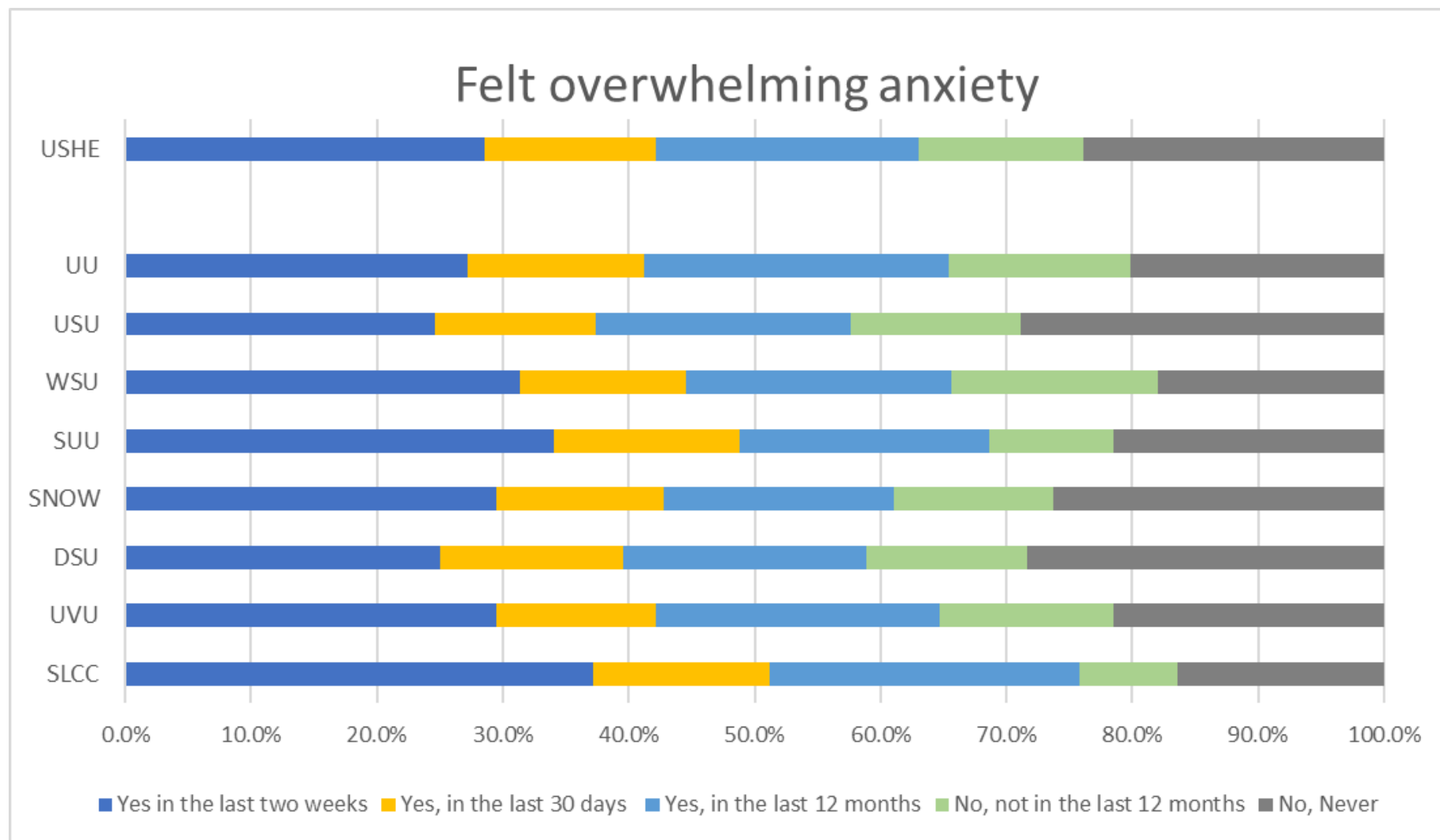
71.1% of respondents “felt very sad” in the last 12 months



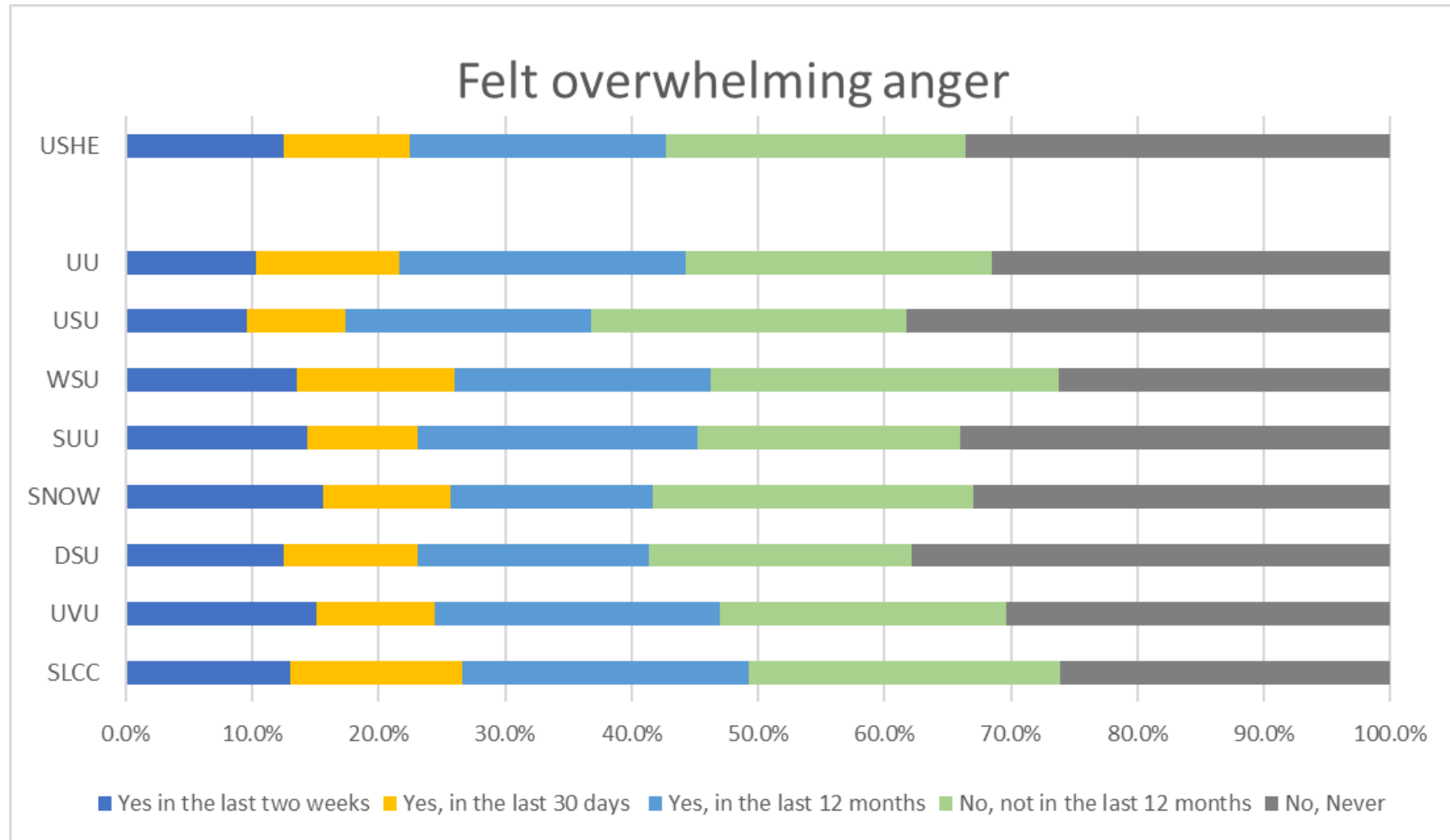
45.6% of respondents “felt so depressed it was difficult to function” in the last 12 months



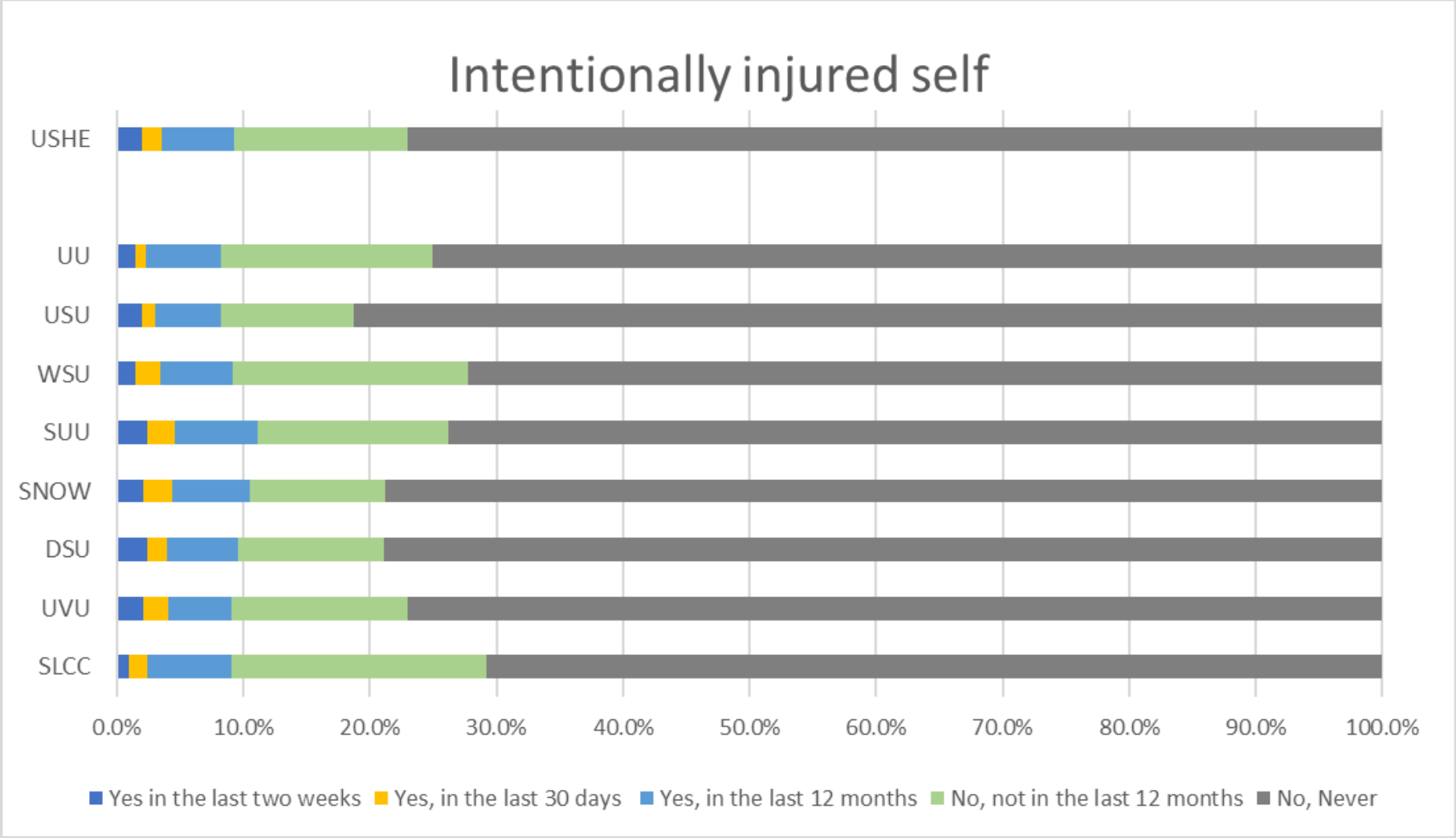
63% of respondents “felt overwhelming anxiety” in the last 12 months



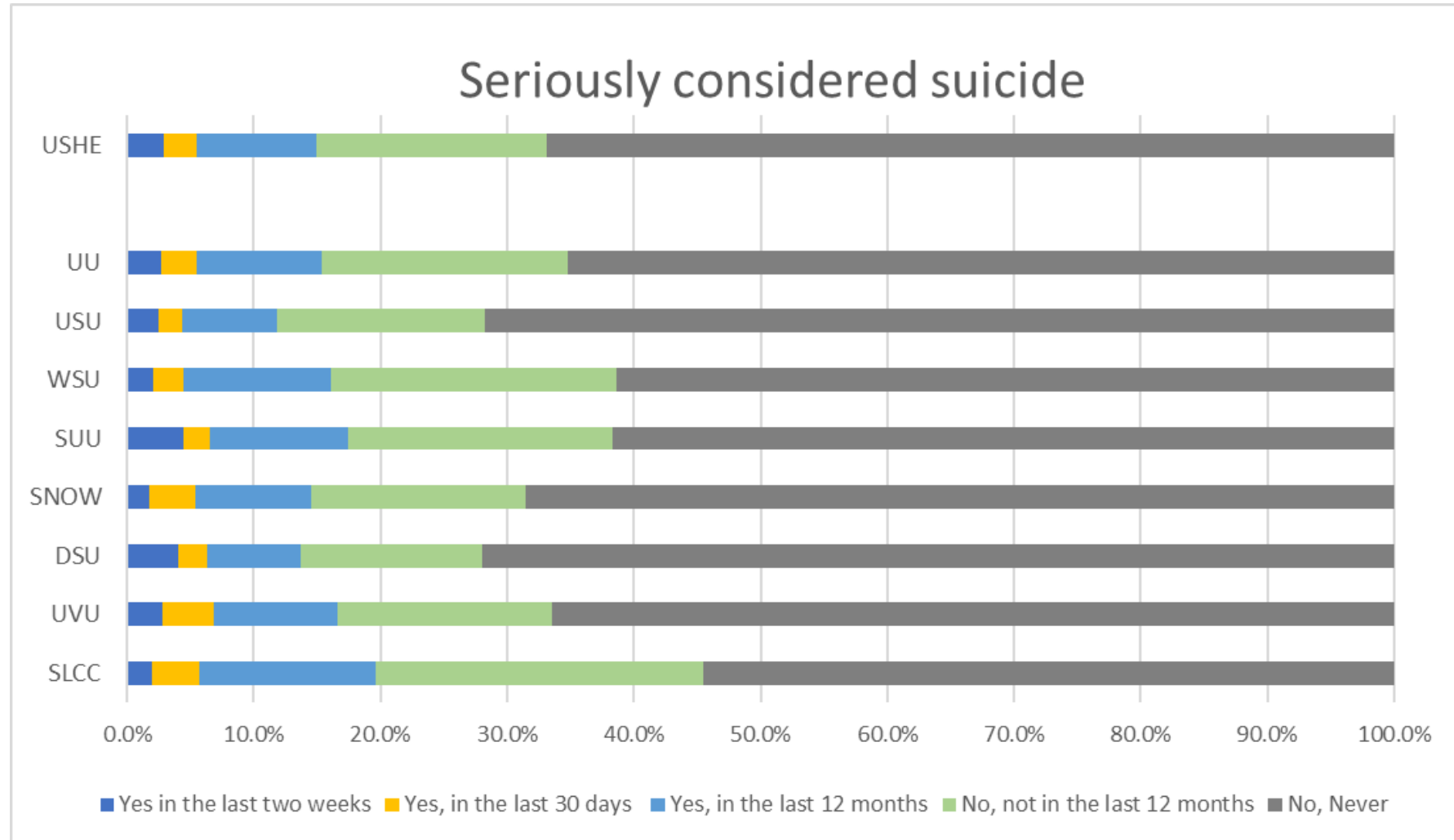
42.7% of respondents “felt overwhelming anger” in the last 12 months



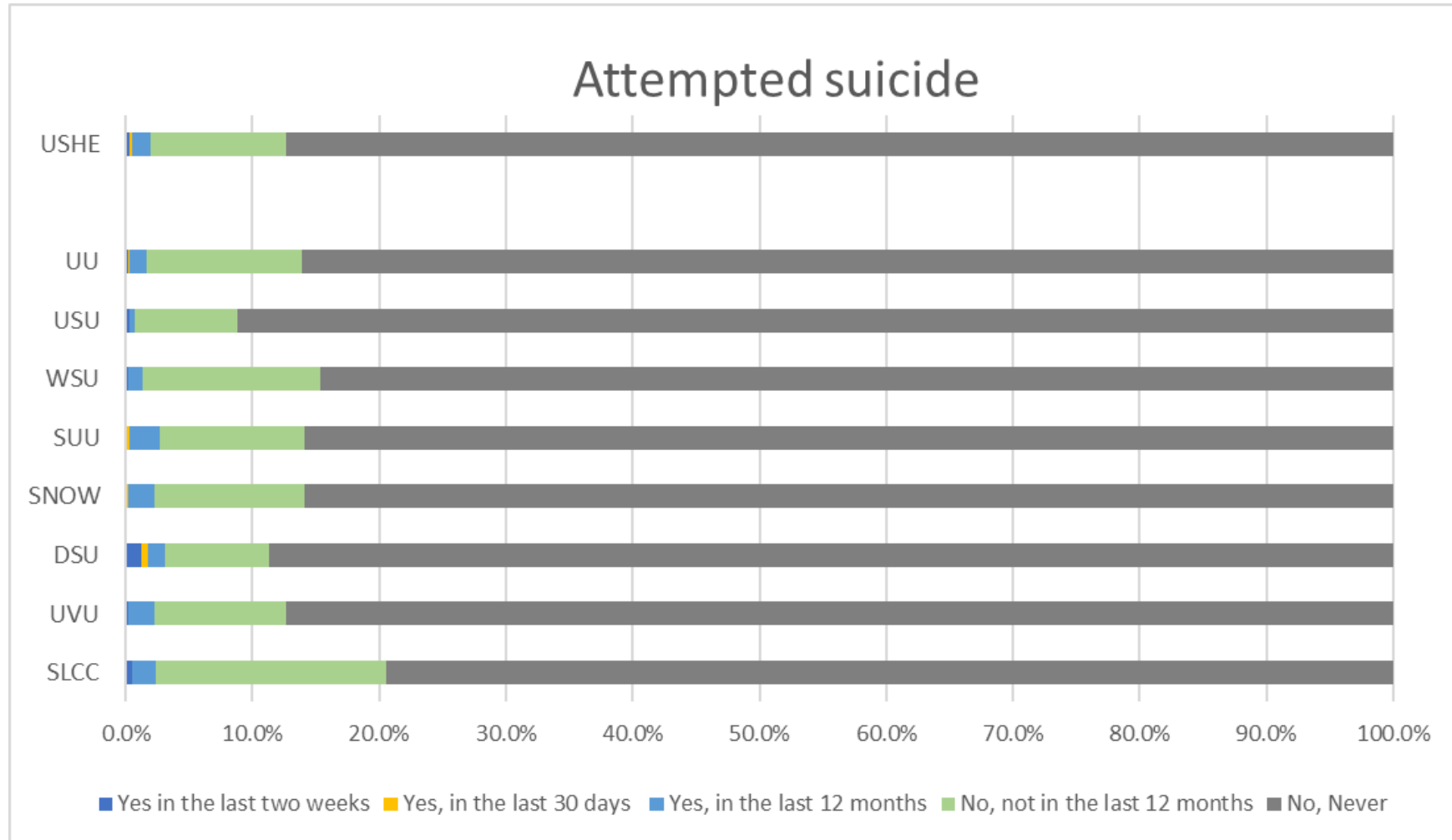
9.3% of respondents “intentionally cut, burned, bruised or otherwise injured themselves ” in the last 12 months



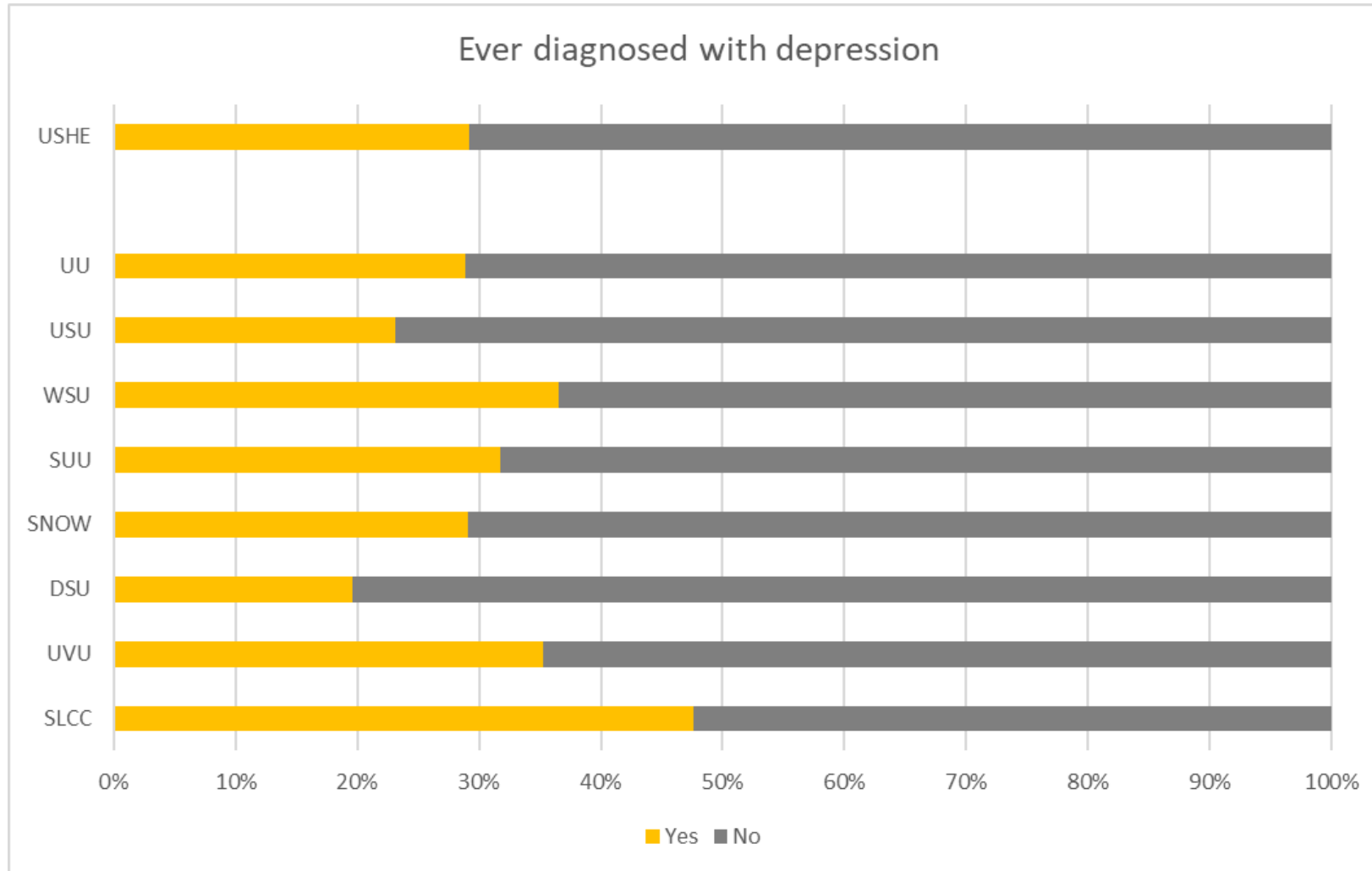
14.9% of respondents “seriously considered suicide” in the last 12 months



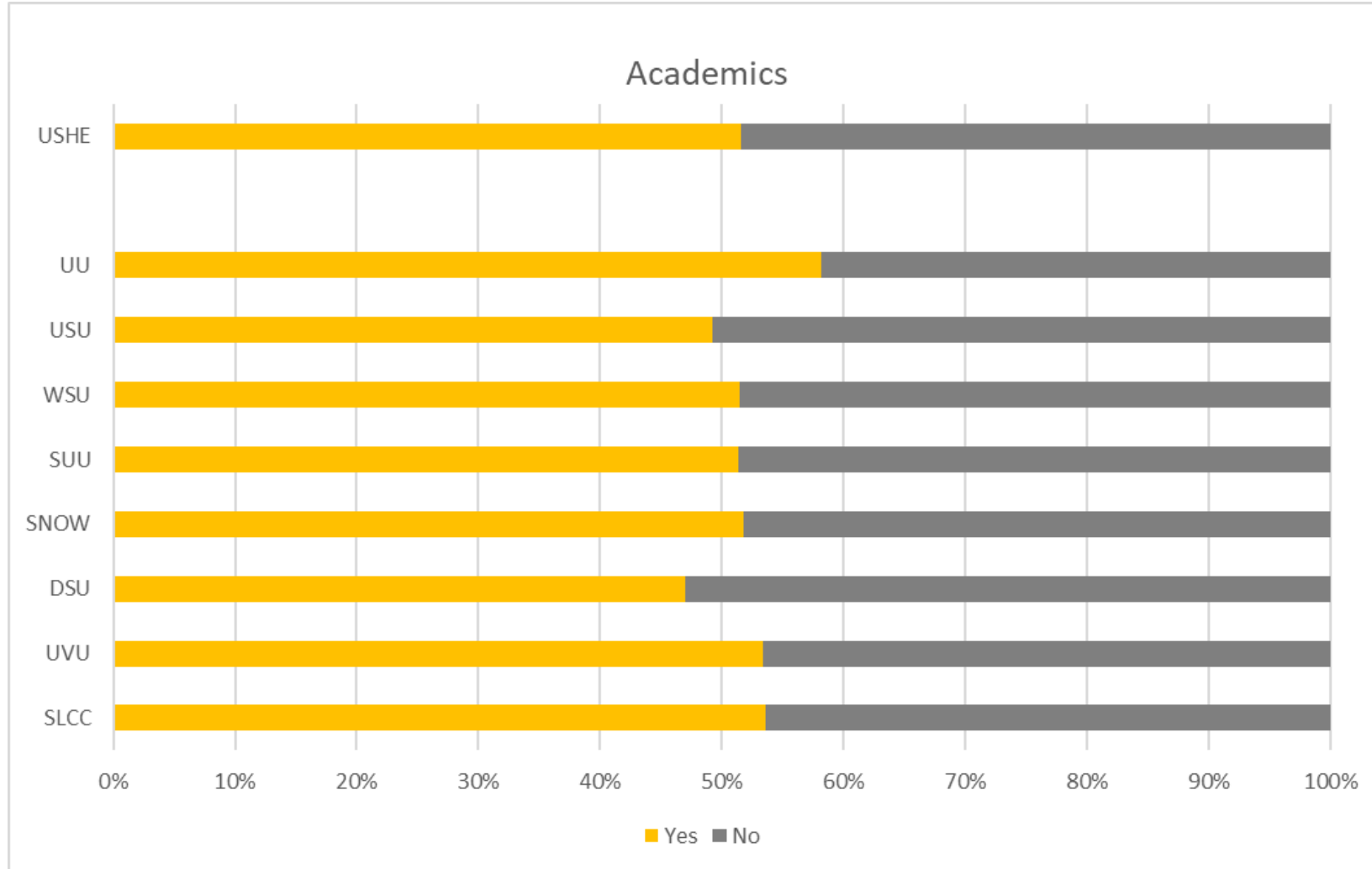
1.9% of respondents “attempted suicide” in the last 12 months



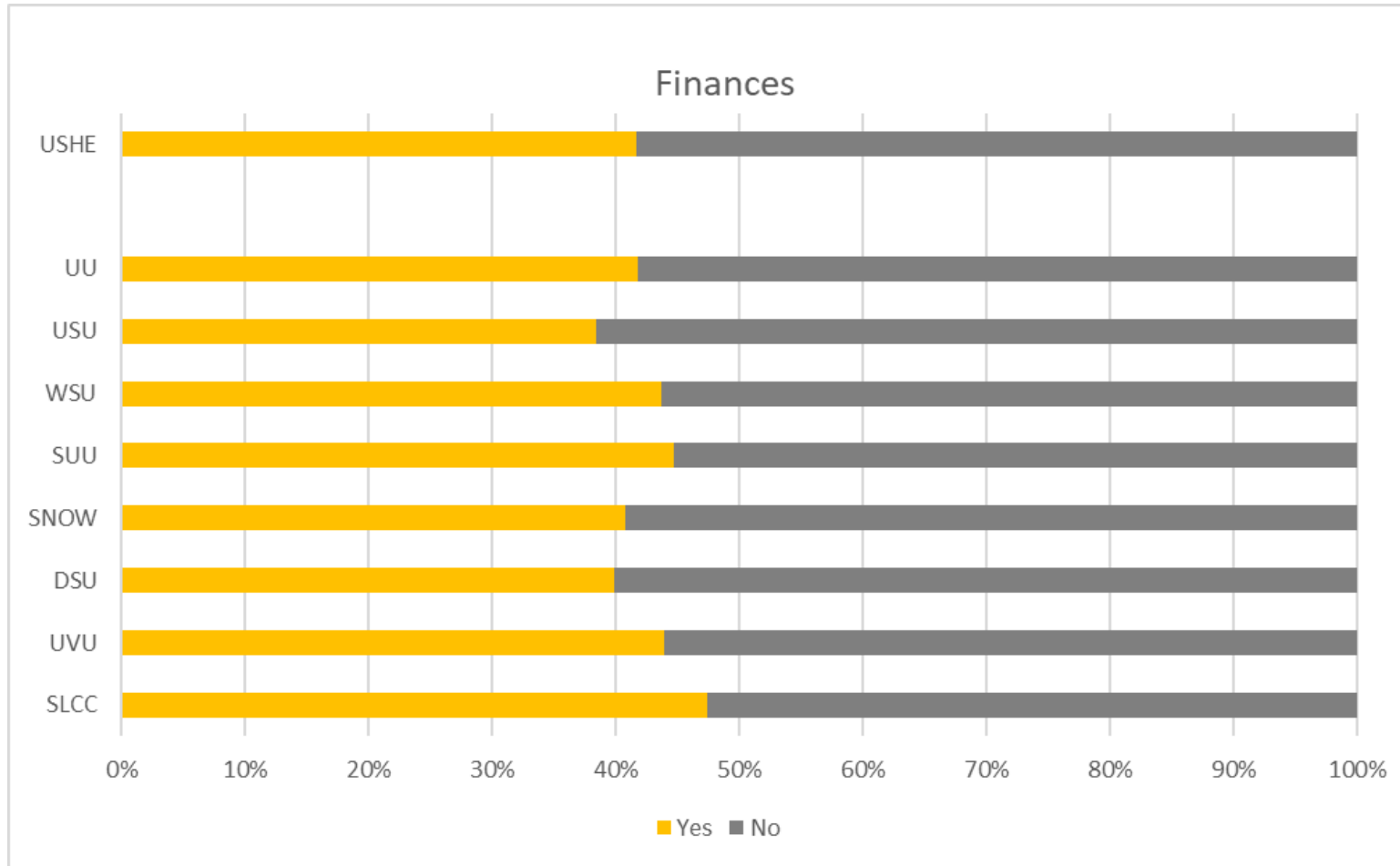
29.1% of respondents have “ever been diagnosed with depression”



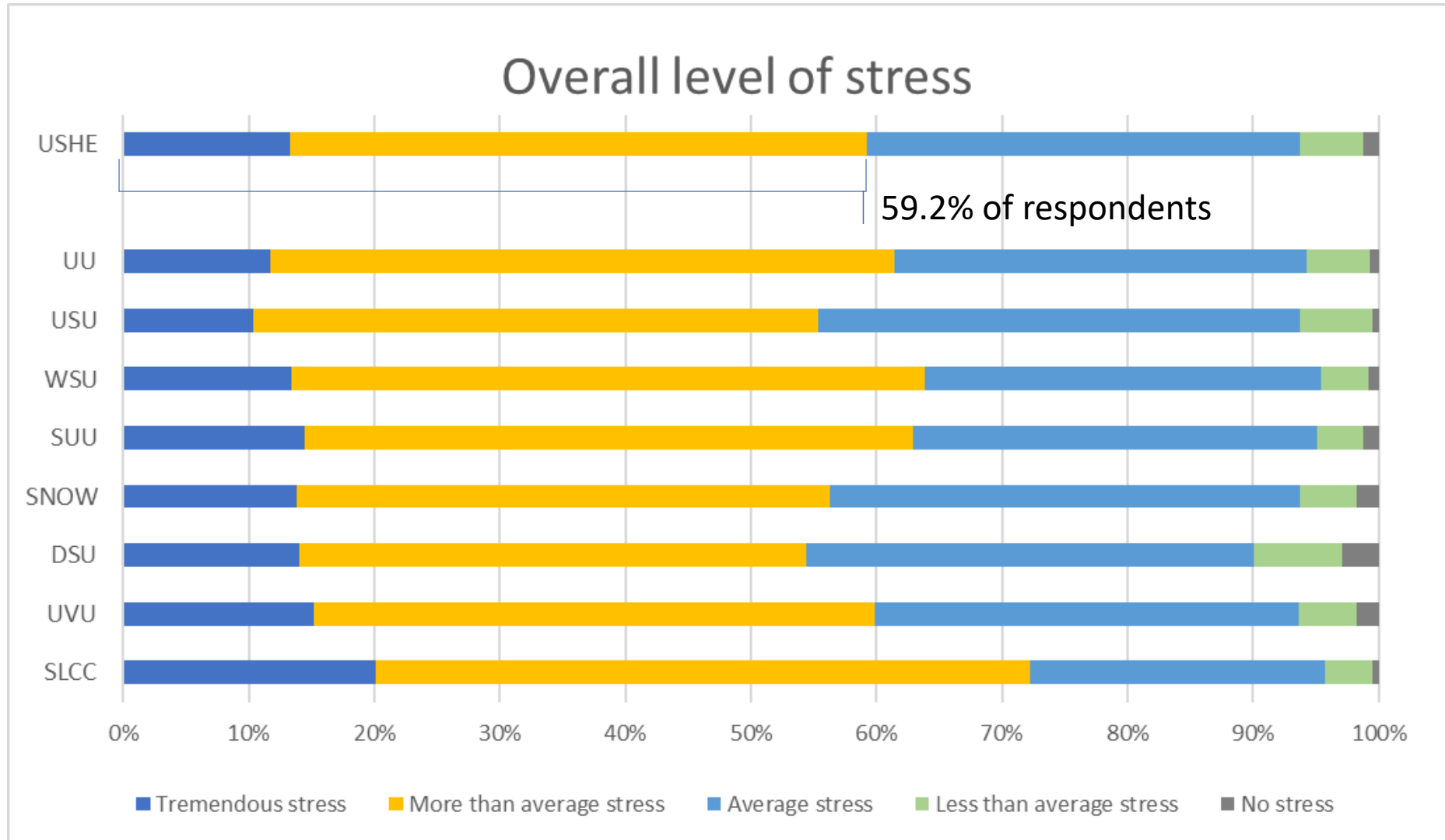
Last 12 months difficult to handle: Academics



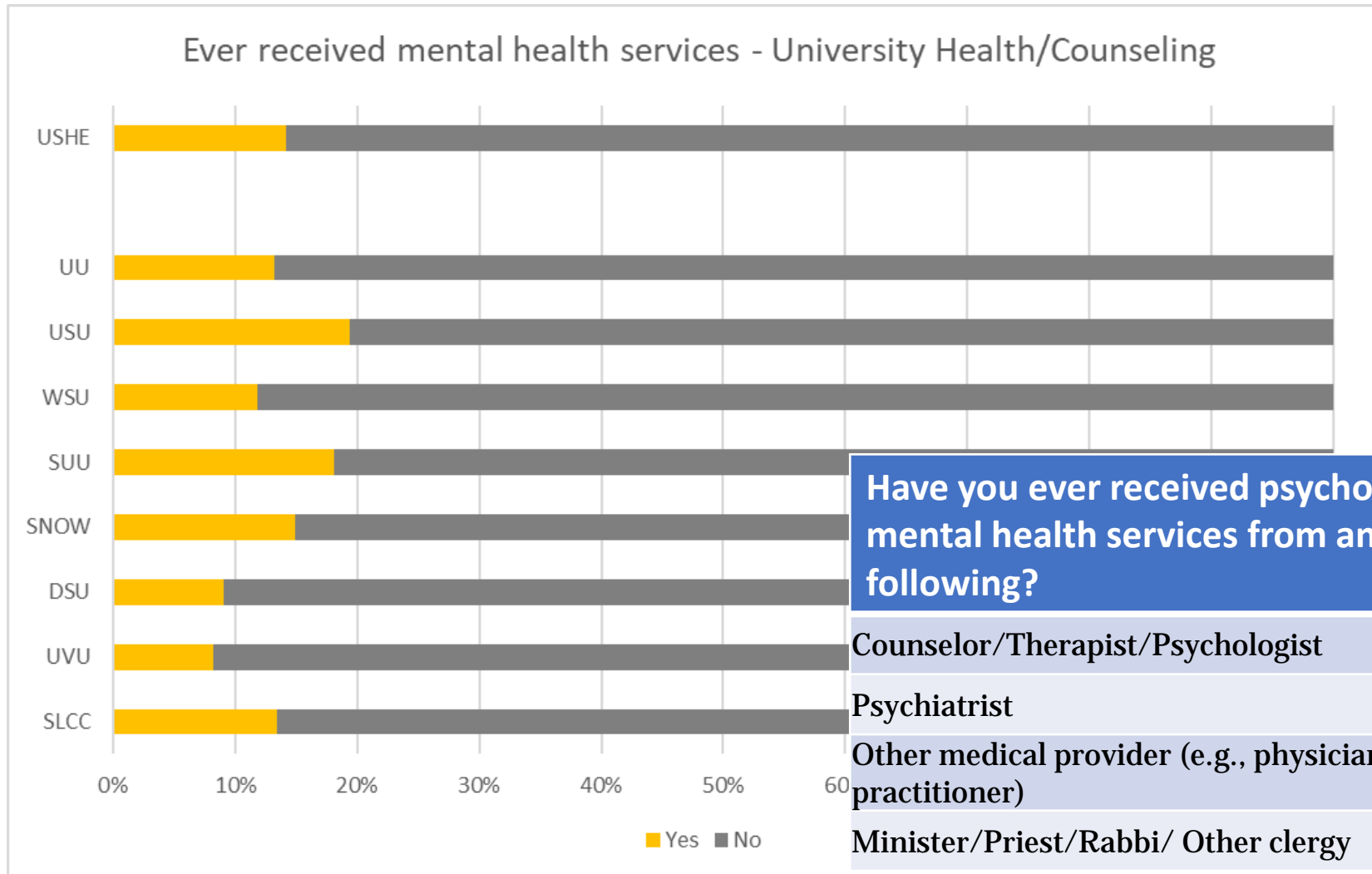
Last 12 months difficult to handle: Finances



Last 12 months how would you rate your overall level of stress?



14.2% of respondents indicated they have ever received psychological or mental services from their current college/university's Counseling or Health services



79.7% of respondents indicated they would consider seeking professional mental health if they were having a personal problem that was really bothering them in the future

Have you ever received psychological or mental health services from any of the following?

Percent

Counselor/Therapist/Psychologist

42.4%

Psychiatrist

14.1%

Other medical provider (e.g., physician, nurse practitioner)

24.1%

Minister/Priest/Rabbi/ Other clergy

16.6%

Timeline

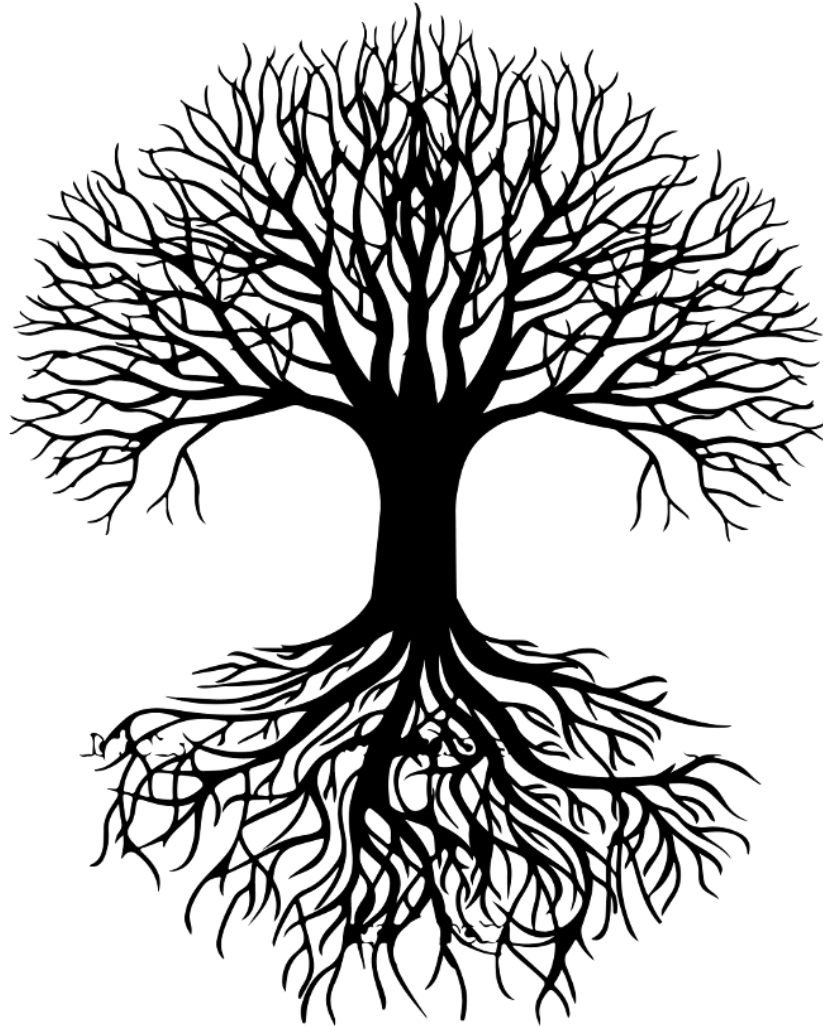
- September 13th: ACHA NCHA results reviewed by Committee of the Whole at the Board of Regents meeting
- November 1st: Institutions final 5-year mental health implementation plans due to the Regents
- November 15th (tentative): the Regents' Mental Health Advisory Committee will present to the Academic and Student Affairs Committee and the Board the summary of the work of the committee and an overview of the 5-year mental health plans
- Spring 2020: Institutions issue the Health Minds Study survey

USHE ADVOCACY STRATEGY UPDATE

September 3, 2019



USHE ADVOCACY STRATEGY UPDATE



USHE joint editorial calendar

Merit Pages

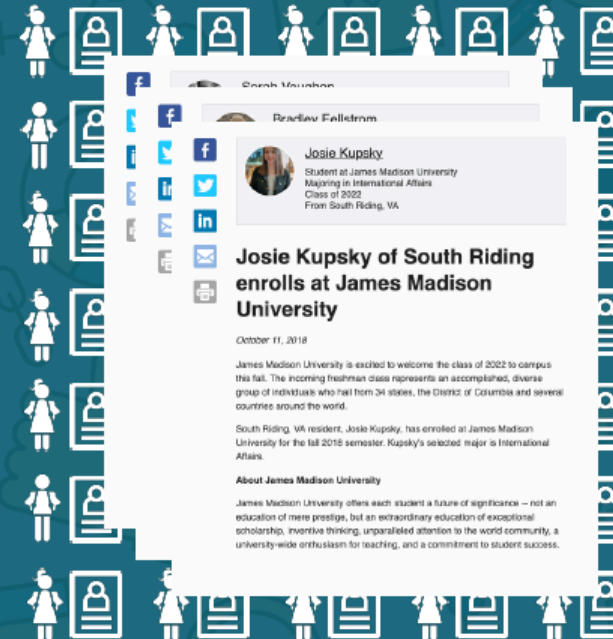
JOINT USHE EDITORIAL CALENDAR

Purpose

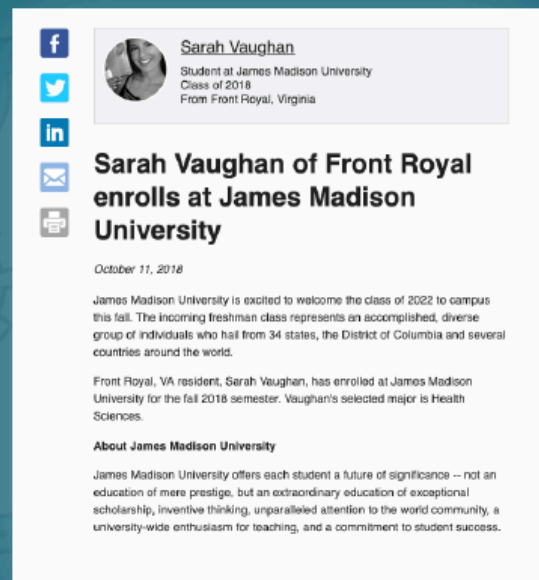
1. To amplify key messages at specific times of the year
2. To identify opportunities to collaborate across institutions
3. To better disseminate and message impactful system data

Outcomes to be reported back to Presidents and Regents in July 2020

Merit takes your existing content and turns it into
dozens, hundreds or even thousands of
personalized stories in minutes.



Merit then matches each story to **relevant audiences** using **managed databases** of media, high schools and government representative contacts.



Students

Enrollment / Retention



Parents & family

Awareness / Retention / Reputation



Local media

Awareness / Reach / Reputation



High schools

Enrollment / Awareness / Reputation



State representatives

Funding / Awareness / Reputation

Merit **drives interest** from these personalized stories back to **your institution's website** using custom landing pages.





MEMORANDUM

TAB G

September 4, 2019

Prior Learning Assessment Priorities and Timeline

The Utah Legislature passed House Bill 45 during the 2019 General Session. This bill directs USHE to develop a system wide plan for advising and communicating with students and the public about credit earned through prior learning. It also directs USHE to establish policies that provide minimum standards for all institutions regarding:

- Accepted forms of prior learning assessments
- Awarding credit for prior learning
- Transferability of credit for prior learning between institutions
- Institutional procedures for maintaining transparency and consistency in awarding credit for prior learning
- Communication to faculty, advisors, current and prospective students regarding standards and costs related to credit for prior learning and prior learning assessments
- Required training of faculty and advisors on prior learning assessment standards and process
- Portfolio-specific prior learning assessments (53B-16-110)

These two directives (plan and policy) are due no later than November 1, 2019.

The Board is also directed to create and maintain a website that provides system wide and institutional information on prior learning assessments and credit for prior learning as well as identifying software or data tools to help with implementation.

USHE will provide an update on progress to the Interim Higher Education Committee in November 2019.

The system wide plan and timeline is attached and the Prior Learning Assessment Policy (R472) will be submitted to the ASA Committee in September 2019 and put before the Board for Board approval at the November 2019 meeting.

Commissioner's Recommendations

This item is information only and does not require action.

Attachment



MEMORANDUM

TAB H

September 4, 2019

Regents Transfer Council

The Board of Regents has prioritized streamlining students' ability to transfer academic credit between USHE institutions. As part of that priority, the Academic and Student Affairs Committee recommended the Board establish a Regents Transfer Council (RTC) that will work to improve and advance post-secondary transfer for USHE students. The Council will be comprised of regents, institutional experts, and faculty representatives. It will help develop transfer policies, strategies, principals, expectations, and recommend better alignment of courses and programs of study. The RTC will also handle appeals from students or institutions that were not resolved through institutional appeals processes.

Regents Transfer Council Membership:

The Board Chair will annually appoint the following to the RTC:

- A regent from the Academic and Student Affairs Committee, who serves as the Chair of the RTC
- The Student Regent
- A transfer expert from each USHE institution, as recommended by institutional presidents.
- One president (or designee) from the research universities
- One president (or designee) from the two-year institutions
- One president (or designee) from the regional universities
- One academic faculty senate leader regularly rotated among institutions.
- Chair of the General Education Task Force (or designee)

Council Responsibilities

The RTC will:

- Annually assess system transfer data and identify transfer and articulation obstacles, develop system policies expectations to improve system-wide transfer and articulation.
- Establish an appeals process and serve as the final level of appeal from students or institutions for contested decisions on transfer and articulation.
- Annually report the RTC's activities, directives, recommendations, and priorities to the Board.

Commissioner's Recommendations

The Commissioner recommends the Board establish the Regents Transfer Council, effective immediately.



MEMORANDUM

TAB I

September 4, 2019

Academic and Student Affairs Committee Priorities, Goals, and Timelines

The Academic and Student Affairs Committee has prioritized three areas for immediate action: Transfer and Articulation, Scholarship Redesign, and Prior Learning Assessment. The attached document provides an outline of actions for each priority area, the person(s) responsible, and target completion dates for all of the actions. This is a working document designed to be updated by staff on a regular basis and shared with Regents for information and feedback.

Commissioner's Recommendations

The Commissioner recommends that the Academic and Student Affairs Committee reviews this document on a regular basis to examine progress on their top priorities and provide feedback.

Attachment

USHE Board of Regents
Academic and Student Affairs Committee (ASAC) Priorities, Goals, and Timeline

Transfer & Articulation

Overarching goal: Streamline transfer to assist students in completing degrees and certificates quickly and affordably by ensuring earned academic credits will seamlessly transfer between USHE institutions. (Julie Hartley)

1. Outcome: Implement a Regent Transfer Council (RTC) by October 31, 2019.
 - ☐Sept. 13 2019: Regents approve the directive organizing the RTC.
 - ☐Oct. 11, 2019: Proposed members of the RTC presented to ASAC Committee for approval.
 - ☐November 2019: RTC begins meeting to identify procedures, processes, and to address key issues related to transfer.
2. Outcome: Update Transfer Policies R471 and R470 at November 2019 Board meeting.
3. Outcome: Identify Lower Division Program Alignment in the Top 50 Transfer Majors by Dec 31, 2019
 - ☐Oct. 15, 2019 Institutions send their articulation agreements and their degree pathways for the top 50 majors.
 - ☐Dec. 15, 2019 USHE and Academy One cross-check articulation data and work with institutional point people to validate articulations and to identify problems.
4. Outcome: Expand the Utah Transfer Guide by May 1, 2020.
 - ☐January 2020: Upgrade of Transfer Guide launches; second wave of coding bachelor's degree programs can begin.
 - ☐May 1, 2020: Second wave of programs in place.
5. Address Program Misalignment in Top Transfer Majors by June 30, 2020.
 - ☐Spring: Major Meetings identify key discrepancies identified in the articulation data that need to be addressed and set a timeline for working through the barriers.
 - ☐June 30, 2020: Each of the top Major committees will have a plan for addressing specific transfer barriers.
6. Outcome: Create Means of Providing Access to Competency-based (CBE) General Education Pathways for students at all USHE institutions by June 30, 2020.
7. Outcome: Implementation Plan (in collaboration with Workforce Access and Advocacy Committee) for the Use of the State Student ID by July 31, 2020.
8. Outcome: Eliminate Deviations from General Education Articulation by December 20, 2020.
 - ☐Spring 2020: After inputting data into the Transfer Guide, Academy One identifies deviations from system-wide General Education Articulation.
 - ☐Spring 2020: One week prior to Spring General Education Task Force meeting: Julie and Cyd finish drafting talking points for an overview on transfer barriers.
 - ☐Spring 2020: General Education Task Force meeting: Liz, Greg, Julie, or Cyd presents a brief overview of General Education Transfer problems and the timeline for addressing them to the General Education Task Force.

Prior Learning Assessment (HB 45, 2019)

Overarching goal: Implement Prior Learning Assessment (PLA) System Plan in order to provide students, particularly adult learners, with the opportunity to demonstrate competencies acquired through life experience.

1. FY20 outcome: Draft of R472, Prior Learning Assessment Policy

☐ Milestone: Passage of R472.

☐ October 15: Draft to committee for October ASAC meeting.

☐ November 13: R472 approved (prior to November 20 Interim Higher Ed Committee).

☐ Milestone: Develop implementation plan.

☐ October 2020

☐ Milestone: Create webpage to house PLA policy, PLA System efforts, and links to institutional PLA sites.

☐ October 2020

☐ Milestone: Engage institutional stakeholders in this effort.

☐ October 2020 (and ongoing)

2. FY20 outcome: Creation of Prior Learning Task Force (PLA TF)

☐ Milestone: Engage institutional stakeholders in implementation of PLA policy.

☐ October 2019: Review drafted policy.

☐ October 2019: Review other State System reports to discover best practices in PLA.

☐ November 2019: PLA Task Force representatives to create teams on each campus.

3. FY20 outcome: Systemwide PLA matrix

☐ Milestone: PLA Institutional Teams submit inventory of PLA matrix (existing institutional policy around PLA policy, current PLA offerings; how credit is awarded; how credit is transcribed; how students are advised on PLA; and costs associated)

☐ November 2019: Draft to PLA TF November.

☐ December 2019: Update to ASA Committee December.

☐ December 2019: PLA Matrix Posted to USHE.edu (ongoing as details change with PLA TF work).

☐ December 2019: Institutions post their institution-specific PLA information and policy on websites and share out with faculty, staff, and students (ongoing).

☐ Milestone: PLA Institutional Teams create communications campaign around PLA.

☐ Date TBD: Faculty/staff (especially advisors) trained on best ways to advise PLA to students.

☐ Date TBD: Communication to students and potential students on PLA opportunities.

4. FY20/21 outcome: Develop model to ensure consistency and quality in PLA articulation

☐ Milestone: Consistency and quality in awarding credit for Advanced Placement (AP)/International Baccalaureate (IB)

☐ April update to ASA committee.

☐ Milestone: Consistency and quality in awarding credit for College Level Examination Program (CLEP)/Dantes Subject Standardized Tests (DSST)/UExcel (credit-by-exam through Pearson and Excelsior College)

☐ June update to ASA committee.

☐ Milestone: Consistency and quality in institutional Course Challenge assessments

- ☐ July update to ASA committee.
- ☐ Milestone: Consistency & quality in American Council on Education (ACE) credit and National College Credit Recommendation Service (NCCRS) credit recommendations
- ☐ August update to ASA committee.
- ☐ Milestone: Consistency and quality in portfolio and individual performance and demonstration assessment
- ☐ September update to ASA committee.

5. FY 21 (December 2021) outcome: PLA Quality Manual and Best Practices Document

State Scholarship Program Redesign:

Overarching goal: Provide state aid that will support students and minimize Utah postsecondary enrollment gaps

1. FY20 outcome: Provide recommendations regarding state aid programs to the Board for consideration.
 - ☒ Aug. 28, 2019: Provide white paper regarding state aid to committee members for consideration.
 - ☐ Sept. 13, 2019: Task Force presents recommendations to the Board.
 - ☐ Oct. – Dec., 2019: Based on action taken at the September Board meeting, begin explore legislative needs.
 - ☐ March 26, 2020: Adopt changes to policies as needed based on outcome of legislation action.
 - ☐ March – May, 2020: Immediately provide information to constituents regarding scholarship information once Board action has been taken.

Potential ASAC meeting agendas:

Sept 13 Board meeting

- Review: ASAC Priorities, Goals and Timeline
- Discussion: Scholarship Task Force Recommendations

October ASAC meeting

- Action: Appointment of members of Regents' Transfer Council
- Discussion: R472 (Prior Learning Assessment) Preliminary Review
- Discussion: Transfer data updates

November 15 Board meeting

- Action: Policies R470, R471, and R472
- Discussion: Preview of PLA presentation for the legislature

December ASAC meeting

TBD

March 26, 2020 Board meeting

- Adopt changes to scholarship policies (R609 and R604) as needed based on outcome of legislation action, if any



MEMORANDUM

TAB J

September 4, 2019

Utah State University – Campus Master Plan

Regent policy R706, *Capital Facilities Master Planning* requires the USHE Board of Regents to review and approve institutional campus master plans every two years. The Board last approved Utah State University's master plan in November 2017.

The University seeks to review and approve the current institutional campus master plan. A letter from the institution describing the master plan updates is attached, along with a map. University officials will be present at the meeting to respond to Board questions.

Commissioner's Recommendations

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

Attachment

August 26, 2019

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

Subject: Utah State University Logan Campus and Statewide Campuses Master Plans

Dear Interim Commissioner Woolstenhulme:

Utah State University appreciates the opportunity to host the September 12-13, 2019 Board of Regents' meeting at the Logan Campus. At the meeting, we request the opportunity to present for approval USU's Logan Campus and Statewide Campuses Master Plans.

The presentation will outline the significant changes on USU campuses since 2017, highlight proposed new projects, recap current projects in design or under construction, and update the five-year plan to reflect current needs and priorities.

Projects completed since the last Master Plan update include the Fine Arts Addition and Renovation, Central Suites Residence Hall, Sorenson Legacy Foundation Center for Clinical Excellence, Space Dynamic Laboratory Building, Life Sciences, and the Kaysville Education Center Classroom Addition. Projects under construction or in design include the Biological Natural Resources Renovation, Space Dynamics Laboratory Building II, East Parking Terrace, Mountain View Residence Hall Replacement, Moab Academic Building and Information Technology Services Building.

The University has prioritized additional capital development projects over the next five years. The top priorities are the Mehdi Heravi Global Teaching and Learning Center, Biological Engineering Project Lab, Richards/Bullen Residence Hall Replacement, Stadium South Concourse Improvements, and Central Suites Parking Terrace. Additional future priorities include the Ray B. West renovation, Junction renovation, Animal Science renovation, and Health, Physical Education, and Recreation (HPER) renovation.

The Utah State University Campus Master Plan was approved by the Board of Trustees during the August 16, 2019 meeting.

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

Sincerely,

A handwritten signature in black ink, appearing to read 'David T. Cowley', with a stylized, flowing script.

David T. Cowley
Vice President for
Business and Finance

Enclosures

C: Rich Amon, Associate Commissioner for Finance and Facilities
Noelle Cockett, President
Charles Darnell, Associate Vice President for Facilities

LEGEND

- EXISTING UNIVERSITY BUILDINGS
- EXISTING UNIVERSITY HOUSING
- BUILDINGS UNDER DESIGN/
CONSTRUCTION
- PROPOSED NEW BUILDING OR
RENOVATION

MAP LEGEND

- 1 BIOLOGY AND NATURAL RESOURCES (BNR) RENOVATION
- 2 MEHDI HERAVI GLOBAL TEACHING AND LEARNING CENTER
- 3 RAY B. WEST RENOVATION
- 4 ANIMAL SCIENCE RENOVATION
- 5 HEALTH, PHYSICAL EDUCATION & RECREATION (HPER) RENOVATION/ ADDITION
- 6 SPACE DYNAMICS LAB II
- 7 MOUNTAIN VIEW RESIDENCE HALL REPLACEMENT
- 8 INFORMATION TECHNOLOGY SERVICES BUILDING
- 9 EAST PARKING TERRACE
- 10 CENTRAL SUITES PARKING TERRACE
- 11 NEW SOCCER FIELD
- 12 RICHARDS/BULLEN HALL REPLACEMENT
- 13 SOUTH STADIUM CONCOURSE
- 14 THE JUNCTION

0' 250' 500'



Five Year Plan



FY 2020-21



Mehdi Heravi Global Teaching and Learning Center



Future Projects



Ray B. West Renovation



Animal Science Renovation



Health, Physical Education, and Recreation (HPER) Renovation



Richards/Bullen Residence Hall Replacement



Central Suites Parking Terrace



The Junction Renovation



Stadium South Concourse





MEMORANDUM

TAB K

September 4, 2019

Utah State University – Series 2019 Refunding Bonds

Regent Policy R590, *Issuance of Revenue Bonds for Colleges and Universities*, requires the Board to review and approve the issuance and sale of revenue bonds that have been affirmatively authorized by the Utah State Legislature or that refund existing debt service. Utah State University (USU) requests Board authorization to issue up to \$6,000,000 of Research Revenue Refunding Bonds to refund portions of existing 2018A Research Revenue bonds.

The attached resolution authorizes USU to bond for up to \$6,000,000 as a maximum parameter to pay for the refunding, costs of issuance, and any debt service reserve fund requirements. The preliminary estimate of net-present value savings for refunding the 2018A bonds is currently \$300,000.

The relevant parameters of the requested issue are:

- Principal amount not to exceed \$6,000,000 (including costs of issuance and capitalized interest)
- Interest rate not to exceed 2.5%
- Discount from par not to exceed 2%
- Final maturity not to exceed 9 years from the date of issue

A letter from the University, the Approving Resolution, and a financing summary from the financial advisor are attached. Representatives from USU will be in attendance at the meeting to provide additional information and answer questions from the Board.

Commissioner's Recommendations

The Commissioner recommends approval of the proposed Authorizing Resolution to issue Research Revenue Refunding Bonds for Utah State University as proposed.

Attachments

August 26, 2019

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

Subject: Utah State University's Request to Refund Research Revenue Bonds

Dear Interim Commissioner Woolstenhulme:

Utah State University requests that the Board of Regents approve refunding of the Utah State University Research Revenue Bonds, Series 2018A.

The current Research Revenue Bonds, Series 2018A are callable and therefore eligible for refunding. Based on current interest rates, analysis shows that it would be advantageous for USU to refund the eligible Series 2018A bonds. Currently, the NPV savings from this proposed refunding is approximately 4% or \$300,000.

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

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

Sincerely,



David T. Cowley
Vice President for
Business and Finance

Enclosures

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

Utah State University
Research Revenue Refunding Bonds, Series 2019A
Preliminary Summary Sheet

Proposed Issue: Series 2019A Research Revenue Refunding Bonds

Total Approximate Issue Size: \$5,736,000

Use of Funds: To refinance for savings the Series 2018A Research Revenue Bonds, which were issued to fund the purchase of the building where the USU Salt Lake Education Center; fund a reserve fund; and pay associated costs of issuance.

Detail of Proposed Series 2019A Bonds:

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

Interest Rate: Not to exceed 2.5%

Maturity Date: Not to exceed 9 years

Aggregate Discount: Not to exceed 2%

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

Source of Repayment: Research Revenues

Timetable Considerations: Regent approval will be sought at the September 13 meeting. The University anticipates selling bonds by direct placement to the bank that can offer the best combination of rates and fees to generate the most debt service savings for the University. The 2018A Bonds are currently callable and will be completely defeased at the closing of the 2019A Bonds, anticipated to occur in late September or early October.

APPROVING RESOLUTION
STATE BOARD OF REGENTS OF THE STATE OF UTAH,
UTAH STATE UNIVERSITY RESEARCH REFUNDING BONDS

Logan, Utah

September 13, 2019

The State Board of Regents of the State of Utah (the “Board”) met in regular session (including by electronic means) at Utah State University in Logan, Utah on September 13, 2019, commencing at [9:00 a.m.] The following members were present:

Harris H. Simmons	Chair
Nina Barnes	Vice Chair
Jesselie B. Anderson	Member
Lisa-Michele Church	Member
Wilford W. Clyde	Member
Sanchaita Datta	Member
Alan Hall	Member
Marlin K. Jensen	Member
Ronald W. Jibson	Member
Patricia Jones	Member
Steven J. Lund	Member
Crystal Maggelet	Member
Sheva Mozafari	Student Regent
Christina Ortega	Member
Robert W. Prince	Member
Mark R. Stoddard	Member
Thomas Wright	Member

Absent:

Also Present:

David R. Woolstenhulme	Commissioner of Higher Education
Geoffrey Landward	Secretary

,

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the agenda noted that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Utah State University Research Refunding Bonds, Series 2019.

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

YEA:

NAY:

The resolution is as follows:

RESOLUTION

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

WHEREAS, the State Board of Regents of the State of Utah (the “Board”) is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended (the “Utah Code”) and is authorized to act as the governing authority of Utah State University (the “University”) for the purpose of exercising the powers contained in Title 11, Chapter 17, Utah Code (the “Act”); and

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

WHEREAS, pursuant to a General Indenture of Trust dated as of August 1, 1995, between the Board and U.S. Bank National Association, as trustee (the “Trustee”), as heretofore amended and supplemented (the “General Indenture”), the Board has issued, for and on behalf of the University, various series of its Research Revenue Bonds (the “Outstanding Parity Bonds”), including its Utah State University Research Revenue Bonds, Series 2018A (the “Series 2018A Bonds”) for the purpose of financing the purchase of a building then used by the University and located in Salt Lake County, Utah; and

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

WHEREAS, in accordance with the provisions of the Act and the General Indenture, the Board is authorized to issue revenue bonds for and on behalf of the University for the purpose of (i) refunding the Series 2018A Bonds (the “Refunded Bonds”) and (ii) paying costs of issuance and funding reserves, all pursuant to the General Indenture, as further supplemented and amended by a Supplemental Indenture of Trust (the “Supplemental Indenture” and together with the General Indenture, the “Indenture”) between the Board and the Trustee, which bonds will be designated as the “State Board of Regents of the State of Utah, Utah State University Research Refunding Bonds, Series 2019A” (with such additional or other title and/or series designation(s) as may be determined by the officers of the Board) in one or more series and to be issued from time to time (the “Bonds”); and

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

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

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

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

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

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

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

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

herein by reference. The issuance of the Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

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

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

The Board intends that the Bonds authorized hereby be issued within 18 months of the date of this Resolution, unless such period is extended by the Board.

Section 7. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair and/or the Chair of the Finance and Facilities Committee of the Board and the President and/or Vice President for Finance and Administrative Services of the University are authorized to make any alterations, changes or additions to the Indenture, the Bonds, the Bond Purchase Agreement, or any other document herein authorized and approved which may be necessary to correct errors or

omissions therein, to complete the same, to remove ambiguities or unnecessary provisions therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States or to permit the private placement or public sale of the Bonds, to conform such documents to the terms established for the Bonds, and to update such documents with current information and practices.

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

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

Section 10. In accordance with the provisions of the Act, the Board shall cause the following "Notice of Bonds to be Issued" to be (i) published one (1) time in the to be published one (1) time in The Herald Journal, a newspaper of general circulation in the county in which the principal administrative office of the University is located, (ii) posted on the Utah Public Notice Website (<http://pmn.utah.gov>) and (iii) posted on the Utah Legal Notices website (www.utahlegals.com) created under Section 45-1-101, Utah Code Annotated 1953, as amended, and shall cause a copy of this Resolution and the Indenture to be kept on file in the Board's office in Salt Lake City, Utah and in the office of the Vice President for Business and Finance of the University, at 1445 Old Main Hill, Logan, Utah,, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The "Notice of Bonds to be Issued" shall be in substantially the following form:

NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Industrial Facilities and Development Act, Title 11, Chapter 17, Utah Code Annotated 1953, as amended, that on September 13, 2019, the State Board of Regents of the State of Utah (the “Board”) adopted a resolution (the “Resolution”) in which it authorized the issuance of the Board’s Research Revenue Refunding Bonds, Series 2019A (the “Bonds”) in the aggregate principal amount of not to exceed Six Million Dollars (\$6,000,000) and to mature in not to exceed 9 years from issuance for the purpose of refunding bonds of the Board issued to finance a portion of the costs of purchasing a building located in Salt Lake County, Utah (the “Project”) to be owned and used by Utah State University (the “University”).

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

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

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

DATED this 13th day of September, 2019.

/s/ Geoffrey Landward

Secretary

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

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

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

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS SEPTEMBER 13, 2019.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

Chair

(S E A L)

ATTEST:

Secretary

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

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

(a) In accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the September 13, 2019 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1 to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, at least 24 hours prior to the convening of such meeting, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting; and (iii) provided at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, pursuant to their subscription to the Utah Public Notice Website (<http://pmn.utah.gov>), and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2019-2020 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during said years, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah in November 2018; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year, and (iii) provided to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents pursuant to its subscription to the Utah Public Notice Website (<http://pmn.utah.gov>); and

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

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

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this September 13, 2019.

Secretary

(S E A L)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ____)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ____)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS

Principal amount not to exceed	\$6,000,000
Coupon Interest rates not to exceed	____2.5%
Discount from par not to exceed	2.0%
Final Maturity not to exceed	9 years from date of issuance
May be non-callable or callable at the option of University as determined at the time of sale	

Utah State University
Research Revenue Refunding Bonds, Series 2019A
Preliminary Summary Sheet

Proposed Issue: Series 2019A Research Revenue Refunding Bonds

Total Approximate Issue Size: \$5,736,000

Use of Funds: To refinance for savings the Series 2018A Research Revenue Bonds, which were issued to fund the purchase of the building where the USU Salt Lake Education Center; fund a reserve fund; and pay associated costs of issuance.

Detail of Proposed Series 2019A Bonds:

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

Interest Rate: Not to exceed 2.5%

Maturity Date: Not to exceed 9 years

Aggregate Discount: Not to exceed 2%

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

Source of Repayment: Research Revenues

Timetable Considerations: Regent approval will be sought at the September 13 meeting. The University anticipates selling bonds by direct placement to the bank that can offer the best combination of rates and fees to generate the most debt service savings for the University. The 2018A Bonds are currently callable and will be completely defeased at the closing of the 2019A Bonds, anticipated to occur in late September or early October.



MEMORANDUM

TAB L

September 4, 2019

Snow College – Series 2019 Refunding Bonds

Regent Policy R590, *Issuance of Revenue Bonds for Colleges and Universities*, requires the Board to review and approve the issuance and sale of revenue bonds that have been affirmatively authorized by the Utah State Legislature or that refund existing debt service. Snow College requests Board authorization to issue Student Fee and Housing System Revenue Refunding Bonds to refund portions of existing 2011 revenue bonds.

The attached resolution authorizes Snow College to bond for up to \$13,500,000 as a maximum parameter to pay for the refunding, costs of issuance, and any debt service reserve fund requirements. Preliminary estimates of the net-present value savings for refunding the 2011 bonds is currently \$1,250,000.

The relevant parameters of the requested issue are:

- Principal amount not to exceed \$13,500,000 (including costs of issuance and capitalized interest)
- Interest rate not to exceed 5.0%
- Discount from par not to exceed 2%
- Final maturity not to exceed 17 years from the date of issue

A copy of the Approving Resolution and a financing summary from the financial advisor are attached. Representatives from Snow College will be in attendance at the meeting to provide additional information and answer questions from the Board.

Commissioner's Recommendations

The Commissioner recommends approval of the proposed Authorizing Resolution to issue Student Fee and Housing System Revenue Refunding Bonds for Snow College as proposed.

Attachment



OFFICE OF FINANCE AND ADMINISTRATIVE SERVICES

August 27th, 2019

Interim Commissioner David Woolstenhulme
Utah State Board of Regents
Board of Regents Building The Gateway
60 S 400 W
Salt Lake City, UT 84101-1284

Subject: Snow College's Request to Refinance Student Fee & Housing System Revenue Bonds

Dear Interim Commissioner Woolstenhulme:

Snow College requests that the Board of Regents approve refinancing the callable maturities of the Snow College Student Fee & Housing System Revenue Bonds, Series 2011.

The Series 2011 bonds can be refinanced in advance of their call date using taxable Student Fee & Housing System Taxable Revenue Refunding Bonds, Series 2019. Based on current historically low interest rates, it would be to the advantage of Snow College to refund the Series 2011 bonds. Currently the net present value savings from this proposed refunding is approximately 10% or \$1.25 million. Pending authorization from the Board of Regents, and the continued availability of sufficient economic savings, the College anticipates selling bonds via negotiated sale in late September or early October, and closing the transaction in October.

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

Thank you for your support in this matter and ask that you present this for approval at the Board of Regents Meeting held at USU on September 12th and 13th.

Sincerely,

Jake Dettinger
V.P. Finance & Administrative Services

Enclosures

cc: Rich Amon, Associate Commissioner for Finance & Facilities
Brian Baker, Zions Bank Public

Snow College
Student Fee and Housing System Revenue Refunding Bonds, Series 2019
Preliminary Summary Sheet

Proposed Issue: Student Fee & Housing System Taxable Revenue Refunding Bonds, Series 2019

Total Approximate Issue Size: \$13,025,000

Use of Funds: To refinance the callable maturities (\$12,135,000) of the College's existing Series 2011 Student Fee & Housing System Revenue Bonds for economic savings. The 2011 bonds were issued to construct the Suites at Academy Square.

Detail of Proposed Series 2019 Bonds:

Principal Amount: Not to exceed \$13,500,000

Interest Rate: Not to exceed 5%

Maturity Date: Not to exceed 17 years

Aggregate Discount: Not to exceed 2%

Bond Rating: AA from S&P

Underlying Rating: AA from S&P utilizing the State Moral Obligation

Source of Repayment: Housing Revenues, Student Fees, other Revenues

Call Features: Callable around 10 years at par

Timetable Considerations: Pending authorization from the Regents on September 13, and the continued availability of sufficient economic savings, the College anticipates selling bonds via negotiated sale in late September or early October, and closing the transaction in October.

APPROVING RESOLUTION
STATE BOARD OF REGENTS OF THE STATE OF UTAH,
SNOW COLLEGE REFUNDING BONDS

Logan, Utah

September 13, 2019

The State Board of Regents of the State of Utah (the “Board”) met in regular session (including by electronic means) at Utah State University in Logan, Utah on September 13, 2019, commencing at [9:00 a.m.] The following members were present:

Harris H. Simmons	Chair
Nina Barnes	Vice Chair
Jesselie B. Anderson	Member
Lisa-Michele Church	Member
Wilford W. Clyde	Member
Sanchaita Datta	Member
Alan Hall	Member
Marlin K. Jensen	Member
Ronald W. Jibson	Member
Patricia Jones	Member
Steven J. Lund	Member
Crystal Maggelet	Member
Sheva Mozafari	Student Regent
Christina Ortega	Member
Robert W. Prince	Member
Mark R. Stoddard	Member
Thomas Wright	Member

Absent:

Also Present:

David R. Woolstenhulme	Commissioner of Higher Education
Geoffrey Landward	Secretary

,

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the agenda noted that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Snow College Student Fee and Housing System Revenue Refunding Bonds.

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

YEA:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS SNOW COLLEGE STUDENT FEE AND HOUSING SYSTEM REVENUE REFUNDING BONDS, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$13,500,000; AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH AND APPROVING AN OFFICIAL STATEMENT; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to a General Indenture of Trust dated as of June 1, 2011, as heretofore amended and supplemented (the “General Indenture”), between the Board and Zions Bancorporation, National Association, as trustee (the “Trustee”), the Board, acting for and on behalf of the College has issued its Student Fee and Housing System Revenue Bonds, Series 2011 (the “Outstanding Bonds”); and

WHEREAS, in accordance with the provisions of Title 11, Chapter 27, Utah Code (the “Act”) and the General Indenture, the Board is authorized to issue revenue bonds for and on behalf of the College for the purpose of (i) refunding certain of the Outstanding Bonds (the “Refunded Bonds”) and (ii) paying costs of issuance and funding reserves, all pursuant to the General Indenture, as further supplemented and amended by a Supplemental Indenture of Trust (the “Supplemental Indenture” and together with the General Indenture, the “Indenture”) between the Board and the Trustee, which bonds will be designated as the “State Board of Regents of the State of Utah, Snow College Student Fee and Housing System Revenue Refunding Bonds” (with such additional or other title and/or series designation(s) as may be determined by the officers of the Board) in one or more series and to be issued from time to time (the “Bonds”); and

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

WHEREAS, there has been presented to the Board at this meeting a form of a Preliminary Official Statement relating to the Bonds (the “Preliminary Official Statement”) in the event the Bonds are publicly sold, including a form of an Official Notice of Bond Sale (the “Official Notice of Bond Sale”), in the event the Bonds are sold competitively, a form of Supplemental Indenture and a form of a Bond Purchase Agreement (the “Bond Purchase Agreement”), in the case where the Bonds are sold at a negotiated sale or private

placement, to be entered into among the Board, the College and the underwriters or purchasers for the Bonds (the "Purchaser"); and

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

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

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

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

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

Section 4. The Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee and Secretary of the Board and the President and/or Vice President for Finance and Administrative Services of the College are hereby authorized to execute and deliver the Supplemental Indenture in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the College with such alterations, changes or additions as may be authorized hereby.

Section 5. For the purpose of providing funds to be used for (i) refunding the Refunded Bonds and (ii) paying costs of issuance of the Bonds, the Board hereby authorizes the issuance of the Bonds, from time to time and in one or more series, in the aggregate principal amount of not to exceed \$13,500,000. The Bonds shall mature on such

date or dates, be subject to redemption, and bear interest at the rates as shall be approved by the Chair, Vice Chair and/or the Chair of the Finance and Facilities Committee of the Board, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

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

Section 7. In the case where the Bonds are sold at a competitive sale pursuant to an Official Notice of Bond Sale, the Chair or Vice Chair and/or the Chair of the Finance and Facilities Committee of the Board and the President and/or Vice President for Finance and Administrative Services of the College are hereby authorized to execute and deliver a Certificate of Award (the "Certificate of Award") in substantially the same form and with substantially the same content as the form of the Certificate of Award presented at this meeting for and on behalf of the Board with final terms as may be established for the Bonds within the parameters set forth herein. In the case where the Bonds are sold at a negotiated sale or private placement, the Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair, Vice Chair and/or the Chair of the Finance and Facilities Committee of the Board and the President and/or Vice President for Finance and Administrative Services of the College are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board and the College with final terms as may be established for the Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized hereby. The Chair, Vice-Chair and/or the Chair of the Finance and Facilities Committee of the Board and the President and/or Vice President for Finance and Administrative Services of the College are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Bonds, the Refunded Bonds, the tax status of interest on the Bonds, and the use of insurance and reserve sureties for and on behalf of the Board and the College and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the respective Certificate of Award or the Bond Purchase Agreement, as applicable, and Supplemental Indenture. In the event that the foregoing officers determine that the Bonds

should be privately placed, the Bond Purchase Agreement and Supplemental Indenture may be modified to conform to the agreement with such Purchasers, including agreement to pay breakage fees, default rates, taxable rates and other similar provisions customary in such placements, provided that such obligations are limited to the sources provided under the Indenture.

The Board intends that the Bonds authorized hereby be issued within 18 months of the date of this Resolution, unless such period is extended by the Board.

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

Section 9. The appropriate officials of the Board and the College, including without limitation the Chair, Vice Chair, Chair of the Finance and Facilities Committee, Commissioner of Higher Education and Secretary of the Board and the President and/or Vice President for Finance and Administrative Services of the College, are hereby authorized and directed to (i) execute and deliver for and on behalf of the Board and the College any or all additional certificates, documents (including escrow agreements for certain refundings) and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein and (ii) to take all action necessary or reasonably required by the Indenture, the Preliminary Official Statement, the Official Statement, the Official Notice of Bond Sale, or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 10. Upon their issuance, the Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument executed in connection with the issuance of the Bonds, shall be construed as creating a general obligation of the Board or the College, or of creating a general obligation of the State of Utah or any political

subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the College, the State of Utah or any political subdivision thereof.

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

NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on September 13, 2019 the State Board of Regents of the State of Utah (the “Board”) adopted a resolution (the “Resolution”) in which it authorized the issuance of the Board’s Snow College Student Fee and Housing System Revenue Refunding Bonds (with such other or further designation as the officers of the Board may determine) (the “Bonds”) in the aggregate principal amount of not to exceed Thirteen Million Five Hundred Thousand Dollars (\$13,500,000), to bear interest at a rate or rates of not to exceed five percent (5.0%) per annum, to mature not later than seventeen (17) years from the date thereof and to be sold at a price or prices not less than 98% of the total principal amount thereof, for the purpose of refunding a portion of the Board’s outstanding revenue bonds issued to finance facilities and improvements for Snow College (the “College”), and paying costs of issuance of the Bonds.

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

The Bonds are secured by a pledge of student fees and system revenues of the College (as described in the Indenture).

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

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

DATED this 13th day of September, 2019.

/s/ Geoffrey Landward

Secretary

Section 12. After any of the Bonds are delivered by the Trustee to or for the account of the Purchaser and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 13. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 14. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 15. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS SEPTEMBER 13, 2019.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

Chair

(S E A L)

ATTEST:

Secretary

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

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this September 13, 2019.

Secretary

(S E A L)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ____)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ____)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS

Principal amount not to exceed	\$13,500,000
Coupon Interest rates not to exceed	5.0%
Discount from par not to exceed	2.0%
Final Maturity not to exceed	17 years from date of issuance
May be non-callable or callable at the option of College as determined at the time of sale	

Snow College
Student Fee and Housing System Revenue Refunding Bonds, Series 2019
Preliminary Summary Sheet

Proposed Issue: Student Fee & Housing System Taxable Revenue Refunding Bonds, Series 2019

Total Approximate Issue Size: \$13,025,000

Use of Funds: To refinance the callable maturities (\$12,135,000) of the College's existing Series 2011 Student Fee & Housing System Revenue Bonds for economic savings. The 2011 bonds were issued to construct the Suites at Academy Square.

Detail of Proposed Series 2019 Bonds:

Principal Amount:	Not to exceed \$13,500,000
Interest Rate:	Not to exceed 5%
Maturity Date:	Not to exceed 17 years
Aggregate Discount:	Not to exceed 2%
Bond Rating:	AA from S&P
Underlying Rating:	AA from S&P utilizing the State Moral Obligation
Source of Repayment:	Housing Revenues, Student Fees, other Revenues
Call Features:	Callable around 10 years at par

Timetable Considerations: Pending authorization from the Regents on September 13, and the continued availability of sufficient economic savings, the College anticipates selling bonds via negotiated sale in late September or early October, and closing the transaction in October.



MEMORANDUM

TAB M

September 4, 2019

Utah Valley University – Series 2019 Revenue Bonds

Regent Policy R590, *Issuance of Revenue Bonds for Colleges and Universities*, requires the Board to review and approve the issuance and sale of revenue bonds that have been affirmatively authorized by the Utah State Legislature or that refund existing debt service. Utah Valley University (UVU) requests Board authorization to issue up to \$61,000,000 of Student Center Building Fee and Unified System Refunding and Revenue Bonds to:

- renovate and expand the Sorenson Student Center as authorized by the 2019 Legislature (not to exceed \$24,560,000)
- refund portions of existing 2004A and 2012A revenue bonds pending favorable market conditions

The Sorenson Student Center renovation project was reviewed and approved by the Board at the November 2018 meeting. Student fees and auxiliary revenue will be the primary source of revenue for the debt service on that portion of the bonds. The attached resolution authorizes UVU to bond for up to \$61,000,000 as a maximum parameter to pay for the authorized projects, refunding, costs of issuance, and any debt service reserve fund requirements. Preliminary estimates of the net-present value savings for refunding the 2004A and 2012A revenue bonds is currently over \$1.89 million.

The relevant parameters of the requested issue are:

- Principal amount not to exceed \$61,000,000 (including costs of issuance and capitalized interest)
- Interest rate not to exceed 5.5%
- Discount from par not to exceed 2%
- Final maturity not to exceed 25 years from the date of issue

A copy of the Approving Resolution and a financing summary from the financial advisor are attached. Representatives from UVU will be in attendance at the meeting to provide additional information and answer questions from the Board.

Commissioner's Recommendations

The Commissioner recommends approval of the proposed Authorizing Resolution to issue Student Center Building Fee and Unified System Refunding and Revenue Bonds for Utah Valley University as proposed.

Attachments



UTAH VALLEY UNIVERSITY

VICE PRESIDENT FOR FINANCE & ADMINISTRATION

August 27, 2019

Interim Commissioner David Woolstenhulme
Utah State Board of Regents
Board of Regents Building The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Subject: Utah Valley University's Requests to Issue Student Center Building Fee & Unified System
Revenue & Refunding Bonds

Dear Interim Commissioner Woolstenhulme:

Utah Valley University request that the Board of Regents approve the issuance of \$24.5 million in revenue bonds for the purpose of remodeling the Utah Valley University Student Center. The sale of the bonds is proposed for October 2, 2019.

Also, the continued drop of the bond market shows that a taxable refunding of the Series 2012 bonds could be advantageous for Utah Valley University. Currently, the Net Present Value (NPV) savings from this proposed refunding is approximately 6% or \$1.8 million dollars.

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

If you have any questions, please feel free to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Val Peterson'.

Val Peterson
Vice President for Finance and Administration

Enclosures

C: Rich Amon, Associate Commissioner for Finance and Facilities
Jacob Atkin, Associate Vice President for Finance
Kelly Murdock, George K. Baum & Company's Public Finance
Blake Wade, Gilmore Bell

Utah Valley University
Student Center Building Fee & Unified System Revenue & Refunding Bonds
Preliminary Summary Sheet

Proposed Issue: Series 2019 Student Center Building Fee and Unified System Revenue and Refunding Bonds.

Total Approximate Issue Size: Not to exceed \$61,000,000.

Use of Funds: To issue \$24,560,000 in new revenue bonds to remodel the Utah Valley University Student Center, and to refinance for savings the Series 2012 Revenue Bonds, which were issued to fund the construction of the UVU Student Life and Wellness Center; fund a reserve fund; and pay associated costs of issuance.

Details of Proposed Series 2019 Bonds:

Principal Amount: Not to exceed \$61,000,000

Coupon Interest Rate: Not to exceed 5.5%

Discount from Par: Not to exceed 2.0%

Maturity Date: Not to exceed 25 years

Bond Rating: The bonds will be rated by S&P Global Ratings ('AA' expected), and will be publicly offered via competitive sale.

Source of Repayment: Student Fee Revenues

Timetable Considerations: Regent approval will be sought at the September 13 meeting. The University anticipates selling the bonds in a competitive sale to be held on October 2, 2019. The 2012 Bonds will be completely defeased at the closing of the 2019 Bonds, anticipated to occur in early November.

APPROVING RESOLUTION
UTAH VALLEY UNIVERSITY
STUDENT CENTER BUILDING FEE & UNIFIED SYSTEM REVENUE &
REFUNDING BONDS

Logan, Utah

September 13, 2019

The State Board of Regents of the State of Utah (the “Board”) met in regular session (including by electronic means) at Utah State University in Logan, Utah on September 13, 2019, commencing at 9:00 a.m. The following members were present:

Harris H. Simmons	Chair
Nina Barnes	Vice Chair
Jesselie B. Anderson	Member
Lisa-Michele Church	Member
Wilford W. Clyde	Member
Sanchaita Datta	Member
Alan Hall	Member
Marlin K. Jensen	Member
Ronald W. Jibson	Member
Patricia Jones	Member
Steven J. Lund	Member
Crystal Maggelet	Member
Sheva Mozafari	Student Regent
Christina Ortega	Member
Robert W. Prince	Member
Mark R. Stoddard	Member
Thomas Wright	Member

Absent:

Also Present:

David R. Woolstenhulme	Commissioner of Higher Education
Geoffrey Landward	Secretary

,

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the agenda noted that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Utah Valley University Student Center Building Fee and Unified System Revenue and Refunding Bonds.

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

YEA:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UTAH VALLEY UNIVERSITY STUDENT CENTER BUILDING FEE AND UNIFIED SYSTEM REVENUE AND REFUNDING BONDS, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$61,000,000; AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH AND APPROVING AN OFFICIAL STATEMENT; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code, the Board is authorized to act as the governing authority of Utah Valley University (the “University”) for the purpose of exercising the powers contained in Title 53B, Chapter 21, of the Utah Code and the specific authorization of Section 63B-29-102, Utah Code and Title 11, Chapter 27, Utah Code (collectively, the “Act”); and

WHEREAS, pursuant to a General Indenture of Trust dated as of August 1, 2004, as heretofore amended and supplemented (the “General Indenture”), between the Board and U.S. Bank, National Association, as trustee (the “Trustee”), the Board, acting for and on behalf of the University has issued various series of its Student Center Building Fee and Unified System Revenue Bonds (the “Outstanding Bonds”); and

WHEREAS, the General Indenture authorizes the issuance of additional bonds to be issued on a parity with the Outstanding Bonds; and

WHEREAS, in accordance with the provisions of the Act, the Board is authorized to issue revenue bonds for and on behalf of the University for the purpose of remodeling and expanding the Sorensen Center (the “Project”) in an aggregate principal amount of not to exceed \$24,560,000 for acquisition and construction proceeds, together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirements; and

WHEREAS, the Board intends to issue revenue bonds for and on behalf of the University for the purpose of (i) financing the Project, (ii) refunding certain of the Outstanding Bonds (the “Refunded Bonds”) and (iii) paying costs of issuance and funding reserves, all pursuant to the General Indenture, as further supplemented and amended by a Supplemental Indenture of Trust (the “Supplemental Indenture” and together with the General Indenture, the “Indenture”) between the Board and the Trustee, which bonds will

be designated as the “State Board of Regents of the State of Utah, Utah Valley University Student Center Building Fee and Unified System Revenue and Refunding Bonds” (with such additional or other title and/or series designation(s) as may be determined by the officers of the Board) in one or more series and to be issued from time to time (the “Bonds”); and

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

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

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

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

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

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

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Bonds, in the event the Bonds are publicly sold. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee of the Board and the President and/or Vice President for Finance and Administration of the University are hereby authorized to execute and deliver on behalf of the Board and the University the final Official Statement in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such

alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement is also hereby authorized. The Board and the University may elect to privately place the Bonds with or without the use of an Official Statement.

Section 4. The Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee and Secretary of the Board and the President and/or Vice President for Finance and Administration of the University are hereby authorized to execute and deliver the Supplemental Indenture in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized hereby.

Section 5. For the purpose of providing funds to be used for (i) financing the Project, (ii) refunding the Refunded Bonds, (iii) funding a reserve fund and (iv) paying costs of issuance of the Bonds, the Board hereby authorizes the issuance of the Bonds, from time to time and in one or more series, in the aggregate principal amount of not to exceed \$61,000,000. The Bonds shall mature on such date or dates, be subject to redemption, and bear interest at the rates as shall be approved by the Chair, Vice Chair and/or the Chair of the Finance and Facilities Committee of the Board, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

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

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

Chair and/or the Chair of the Finance and Facilities Committee of the Board and the President and/or Vice President for Finance and Administration of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized hereby. The Chair, Vice-Chair and/or the Chair of the Finance and Facilities Committee of the Board and the President and/or Vice President for Finance and Administration of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Bonds, the inclusion of refunding as a purpose of issuing the Bonds and the Refunded Bonds and the use of insurance and reserve sureties for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the respective Certificate of Award or the Bond Purchase Agreement, as applicable, and Supplemental Indenture. In the event that the foregoing officers determine that the Bonds should be privately placed, the Bond Purchase Agreement and Supplemental Indenture may be modified to conform to the agreement with such Purchasers, including agreement to pay breakage fees, default rates, taxable rates and other similar provisions customary in such placements, provided that such obligations are limited to the sources provided under the Indenture.

The Board intends that the Bonds authorized hereby be issued within 18 months of the date of this Resolution, unless such period is extended by the Board.

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

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, Chair of the Finance and Facilities Committee, Commissioner of Higher Education and Secretary of the Board and the President and/or Vice President for Finance and Administration of the University, are hereby authorized and directed to (i) execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents (including escrow agreements for certain refundings)

and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein and (ii) to take all action necessary or reasonably required by the Indenture, the Preliminary Official Statement, the Official Statement, the Official Notice of Bond Sale, or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 10. Upon their issuance, the Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument executed in connection with the issuance of the Bonds, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

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

NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on September 13, 2019, the State Board of Regents of the State of Utah (the “Board”) adopted a resolution (the “Resolution”) in which it authorized the issuance of the Board’s Utah Valley University Student Center Building Fee and Unified System Revenue and Refunding Bonds (with such other or further designation as the officers of the Board may determine) (the “Bonds”) in the aggregate principal amount of not to exceed Sixty-One Million Dollars (\$61,000,000), to bear interest at a rate or rates of not to exceed five and one-half percent (5.5%) per annum, to mature not later than twenty-five (25) years from the date thereof and to be sold at a price or prices not less than 98% of the total principal amount thereof, for the purpose of refunding a portion of the Board’s outstanding revenue bonds issued to finance facilities and improvements for Utah Valley University (the “University”), funding the expansion and remodeling of the Sorensen Center for the University and paying costs of issuance of and reserves for the Bonds.

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

The Bonds are secured by a pledge of student center building fees and system revenues of the University (as described in the Indenture).

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

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

DATED this 13th day of September, 2019.

/s/ Geoffrey Landward
Secretary

Section 12. After any of the Bonds are delivered by the Trustee to or for the account of the Purchaser and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 13. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 14. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 15. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS SEPTEMBER 13, 2019.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

Chair

(S E A L)

ATTEST:

Secretary

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

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this September 13, 2019.

Secretary

(S E A L)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ____)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ____)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS

Principal amount not to exceed	\$61,000,000
Coupon Interest rates not to exceed	5.5%
Discount from par not to exceed	2.0%
Final Maturity not to exceed	25 years from date of issuance
May be non-callable or callable at the option of University as determined at the time of sale	



George K. Baum & Company

INVESTMENT BANKERS SINCE 1928

PRELIMINARY FINANCING SUMMARY

For

\$61,000,000*

State Board of Regents of the State of Utah

UTAH VALLEY UNIVERSITY

Student Building Fee and Unified System Refunding and Revenue Bonds

Series 2019

Purpose:	The purpose of this transaction is several-fold: (1) To finance the renovation and expansion of the Sorenson Student Center (the “Project”) on the campus of Utah Valley University (the “University”); (2) Current refund all remaining principal amounts of the University’s Series 2004A Student Center Building Fee and Unified System Revenue Refunding Bonds; and (3) Advance-refund—on a taxable basis—the callable portion of the University’s Series 2012A Student Center Building Fee and Unified System Revenue Bonds, together with other amounts necessary to pay costs of issuance, pay capitalized interest and fund any debt service reserve requirements, if any.
Not-to-Exceed Par Amount:	\$61,000,000
Security:	The Series 2019 Bonds will be payable from and secured by a pledge of revenues which consist of (i) Net Operating Revenues, (ii) all Student Center Building Fees, (iii) all earnings on all funds and accounts created under the General Indenture of Trust and (iv) to the extent applicable and permitted by law any debt service grants from the United States of America.
Rating:	‘AA’ is expected by S&P Global Ratings by virtue of the Moral Obligation pledge of the State of Utah
Method of Sale:	Competitive Sale
True Interest Cost:	TBD
Sale Date:	TBD – Current Calendar calls for early October 2019
Closing Date:	TBD – Current Calendar calls for late October or early November 2019

Preliminary Financing Summary
Utah Valley University Series 2019 Bonds
Page 2 of 2

Principal Payment Dates:	November 1 of each year, with the beginning date yet to be determined
Interest Payment Dates:	November 1 and May 1, beginning May 1, 2020
Interest Basis:	30/360
Parameters:	Not-to-Exceed Par for the Project: \$61,000,000 Not-to-Exceed Term: 25-years from the date of issuance Not-to-Exceed Coupon: 5.50% Not-to-Exceed Discount from Par: 2.00%
Optional Redemption:	May be non-callable or callable at the option of the University as determined at the time of the sale
Projected NPV Savings:	Series 2004A: \$8,700* Series 2012A: \$1,883,982*
University Contacts:	Mr. Val Peterson, Vice President of Finance and Administration (801-863-8486) Mr. Jacob Atkin, Associate Vice President of Finance (801-863-8576)
Bond Counsel:	Mr. Blake Wade, Gilmore & Bell (801-258-2725)
Municipal Advisor:	Mr. Kelly Murdock, George K. Baum & Company (801-538-0351)

**Preliminary, subject to change*



MEMORANDUM

TAB N

September 4, 2019

University of Utah – Non-State Funded Projects

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

The University of Utah requests Regent approval to proceed with two non-state funded projects to remodel space in the Fieldhouse for a 400-seat theater for \$9,394,126 and to renovate and expand the Dumke Gymnastics building for \$3,379,666. Donations are the primary source of funding for both projects and no state funds will be used for either project or for future operations and maintenance.

The University of Utah Fieldhouse built in 1950 currently houses a few classrooms and a central chiller plant with the majority of the facility sitting vacant. In an effort to maximize space on campus and revitalize a historic building, the University proposes to remodel approximately 21,900 square feet of space to create a 400-seat theater for the Department of Theater and Pioneer Memorial Theater. A separate capital improvement project is currently upgrading the structure for seismic and safety codes.

The Dumke Gymnastics renovation and addition project will improve approximately 6,100 square feet of locker and training space for the University of Utah women’s gymnastics program and add 1,000 square feet of new space. The project will include a partial second story addition, a larger student-athlete locker room and gymnast lounge, an outdoor balcony, enhanced athletic training and rehabilitation areas, and coach locker rooms.

The University’s Board of Trustees will consider both projects in their September 10, 2019 meeting. Additional information about the two projects is provided in the attached letters and presentation materials from the University. Representatives from the University of Utah will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner’s Recommendations

The Commissioner recommends the Board authorize the University of Utah to present the Dumke Gymnastics building expansion and Fieldhouse theater remodel projects to the Utah State Building Board for final approval.

Attachments

MEMORANDUM

Date: August 27, 2019
To: Commissioner Dave Woolstenhulme
From: Cathy Anderson, CFO
Re: Remodel of Fieldhouse to Create a 400 Seat Theatre

The University of Utah requests approval to remodel space in the Fieldhouse to create a theatre with approximately 400 seats. This theatre is critically needed to meet the academic needs of the Department of Theatre while also providing an intermediate sized theatre option for Pioneer Memorial Theatre. The theatre will include a thrust stage and an orchestra pit. The project includes new HVAC, upgrades to other building systems, furnishings, seating, and theatre equipment.

The proposed project will remodel 21,861 square feet of the building. The project is described in more detail in the attached.

The proposed total project budget is \$9,394,126 and will be funded by donations and other University funds. No state funds will be used for this project.

The project will be considered by the University's Board of Trustees in their meeting on September 10, 2019. We will withdraw this request if Trustees do not approve this project in their September meeting. We request that this be presented to the Board of Regents for approval during the September 12-13, 2019 meetings.

Thanks, as always, for your consideration and support.

Sincerely,



Cathy Anderson
Chief Financial Officer

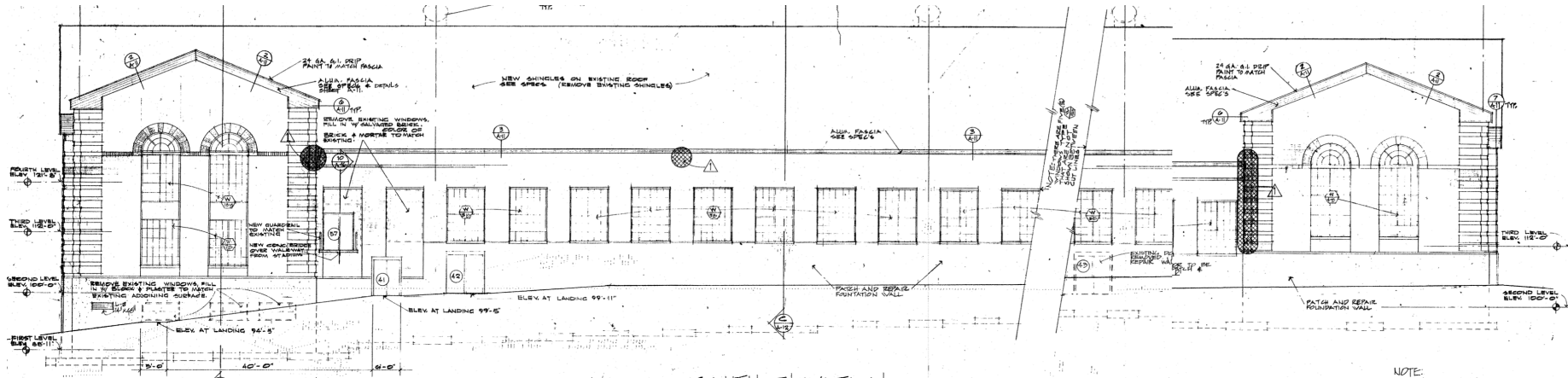


Theatre at Einar Nielsen Fieldhouse

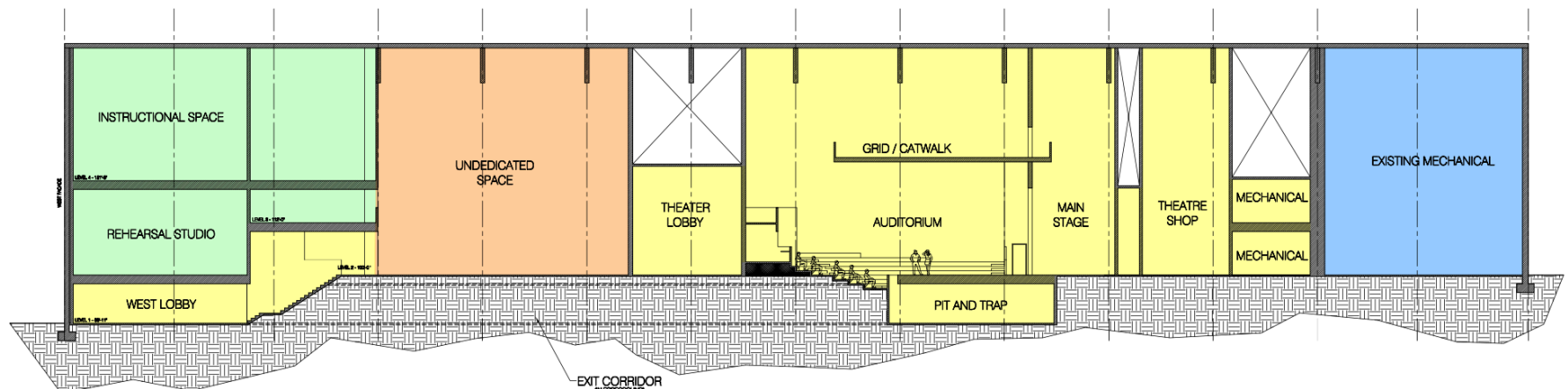
Theatre at Fieldhouse

Scope of Work:

- Remodel to Create a New Theatre with About 400 Seats

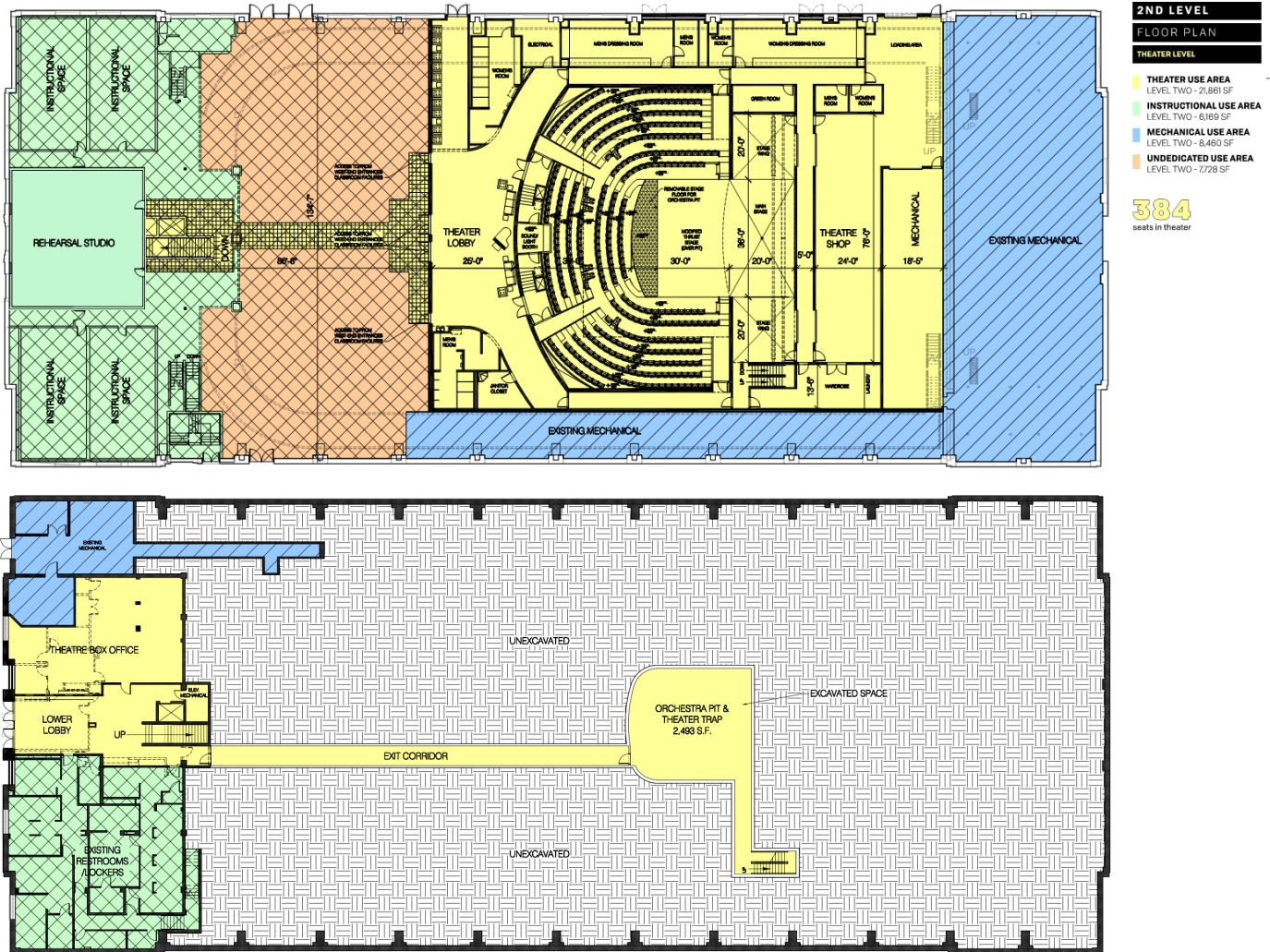


Existing South Elevation

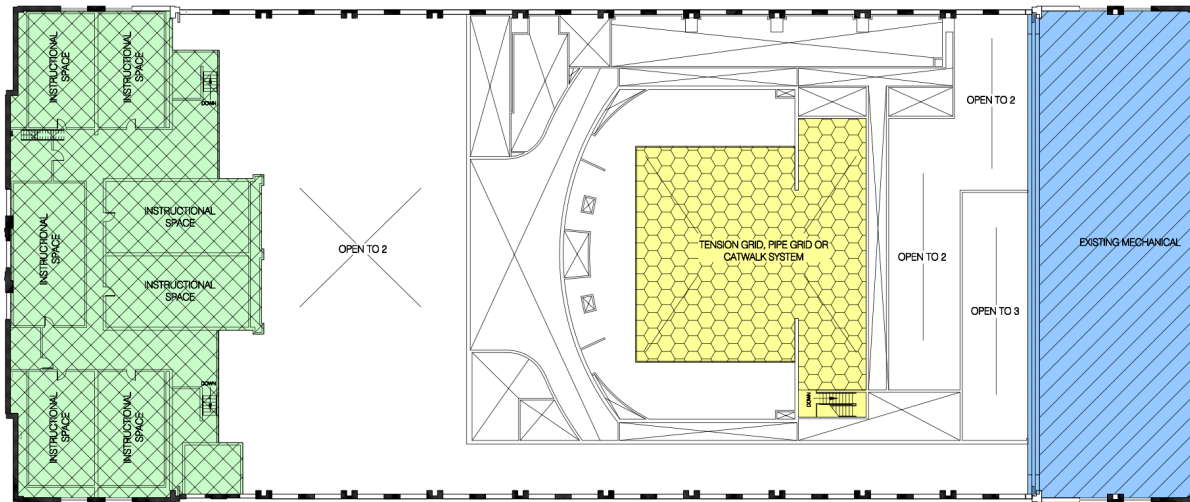


Proposed East - West Section

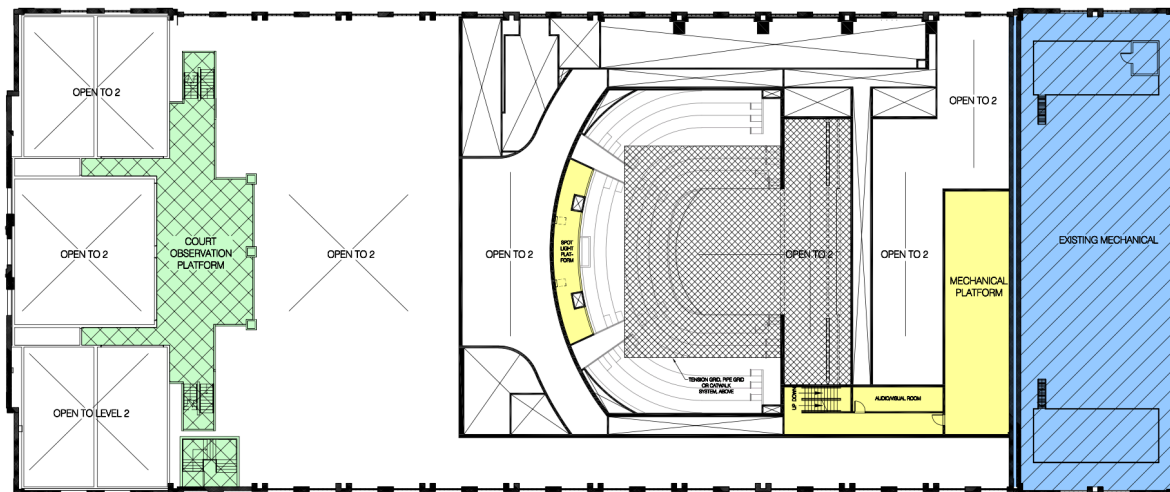
Theatre at Fieldhouse (1st & 2nd Levels)



Theatre at Fieldhouse (3rd & 4th Levels)



A1 EAST-END OPTION
4TH LEVEL FLOOR PLAN - ACCESSORY
SCALE: 1/16"=1'-0"



A1 EAST-END OPTION
3RD LEVEL FLOOR PLAN - ACCESSORY
SCALE: 1/16"=1'-0"

Theater at Fieldhouse

Budget:

Construction Cost	\$7,431,858 (\$340/SF)
Soft Costs	<u>\$1,962,268 (\$90/SF)</u>
Total Project Cost	<u>\$9,394,126 (\$430/SF)</u>

Proposed Schedule:

- Feasibility Study: Oct. 2018 – Feb 2019
- Board of Trustees: September 10, 2019
- Board of Regents: September 12-13, 2019
- Building Board: November 6, 2019
- Design: November 2019 – July 2020
- Construction: August 2020 – July 2021

MEMORANDUM

Date: August 27, 2019

To: Commissioner Dave Woolstenhulme

From: Cathy Anderson, CFO

Re: Renovation and Addition to Dumke Gymnastics Building

The University of Utah requests approval to construct an addition to and renovate existing space in the Dumke Gymnastics Building. This will bring the training center for this highly successful program up to current standards. The project will renovate 4,374 square feet for locker, training and support. It will raise the roof over the existing training area to expand the second floor by 1,717 square feet which will be shelled to preserve opportunities for growth in the future. The project also includes a 1,000 square foot addition to create a Legacy Hall entry that includes an elevator and stair. The project is described in more detail in the attached.

The proposed total project budget is \$3,379,666 and will be funded by donations. No state funds will be used for the project costs or for future O&M and improvements associated with the addition. The future costs will be funded entirely through Athletics revenues. This addition is consistent with the University's approved master plan.

The project will be considered by the University's Board of Trustees in their meeting on September 10, 2019. We will withdraw this request if Trustees do not approve this project in their September meeting. We request that this be presented to the Board of Regents for approval during the September 12-13, 2019 meetings.

Thanks, as always, for your consideration and support.

Sincerely,



Cathy Anderson
Chief Financial Officer

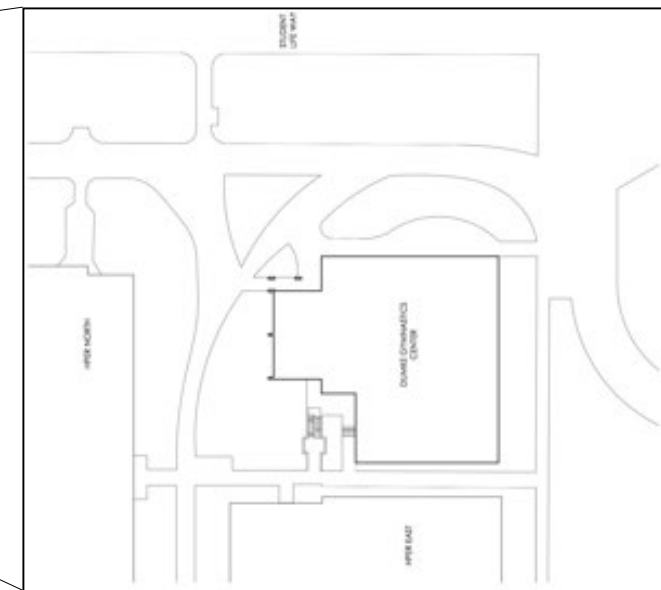
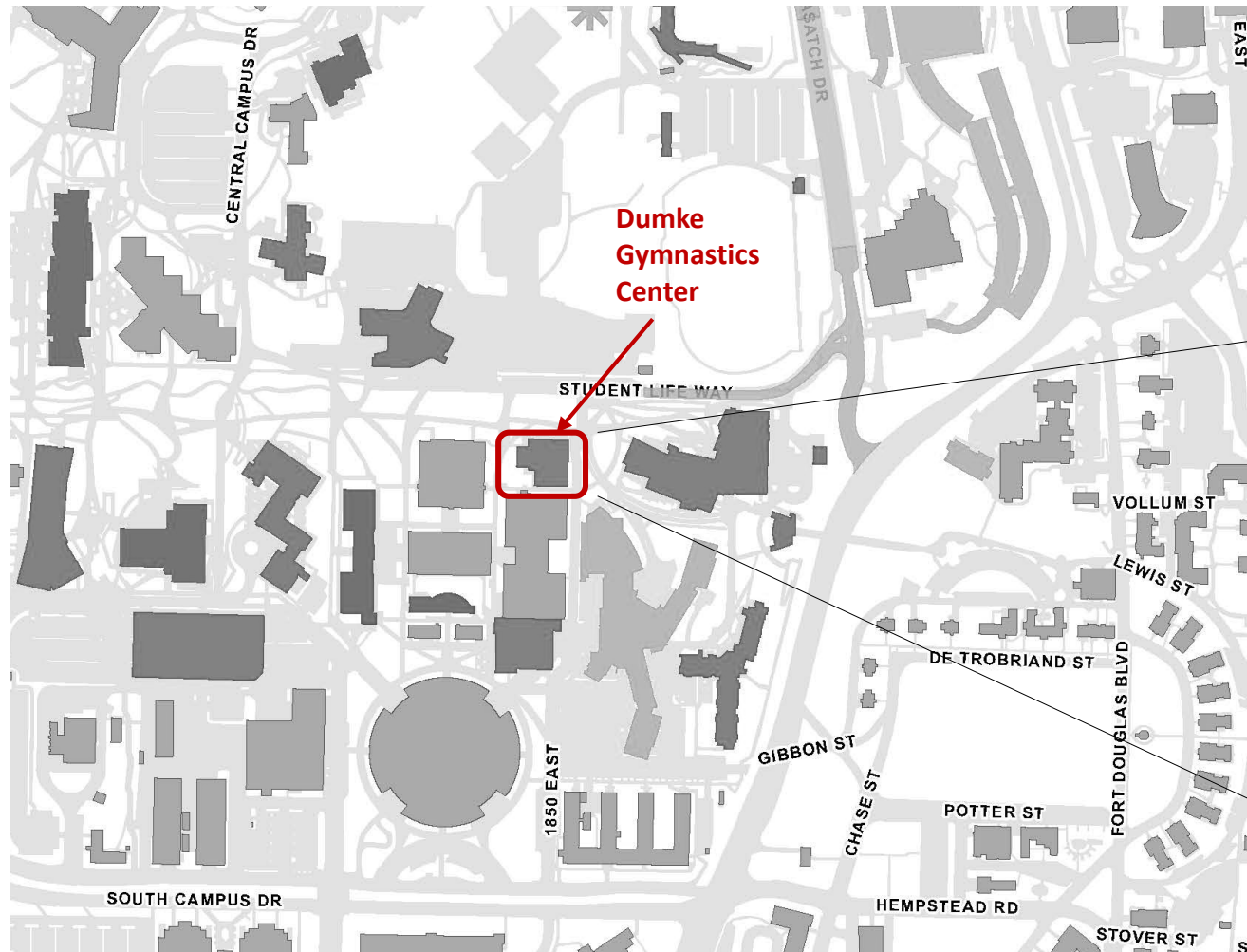
Dumke Gymnastics Center Renovation & Addition

BOARD OF REGENTS

SEPTEMBER 13, 2019

Dumke Gymnastics

Existing Site & Building



Enlarged Site Plan



Dumke Gymnastics Center

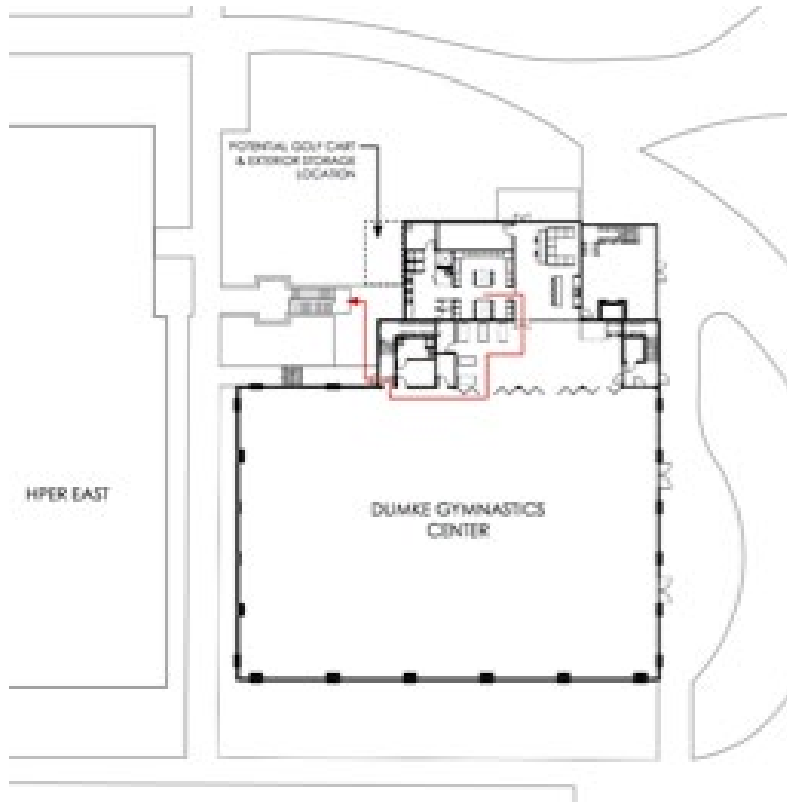
Project Scope

Renovation and addition to the Dumke Gymnastics Center.

- Renovates 4,374 sq. ft. for locker, training & support
- Raises the roof over the training area to expand second floor by 1,717 sq. ft. which will be shelled for future needs
- Legacy Hall Addition of 1000 sq. ft. (2 levels)
- Exterior upgrades & limited branding



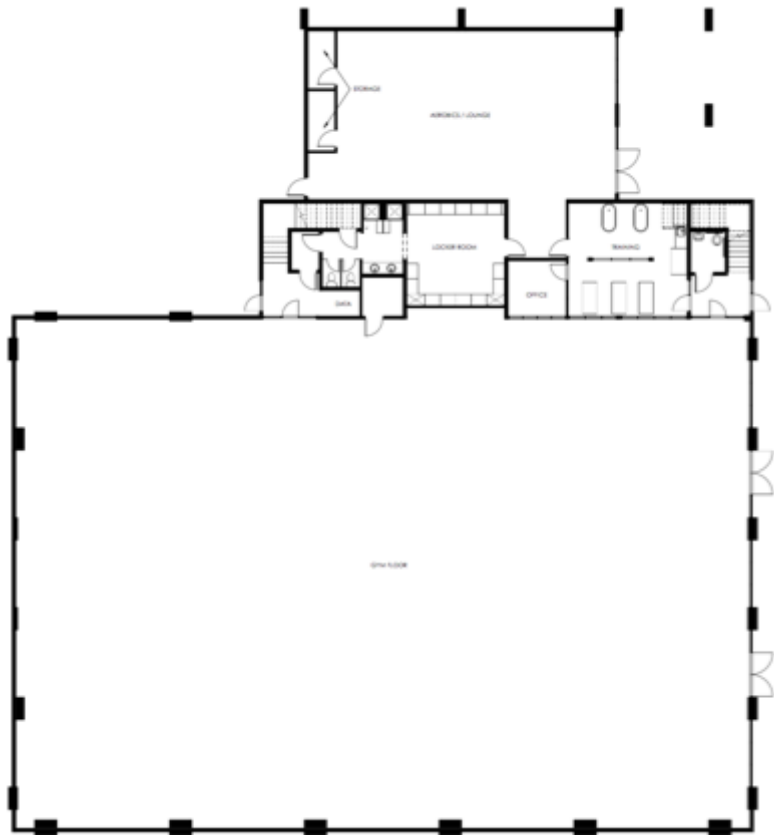
Dumke Gymnastics Center



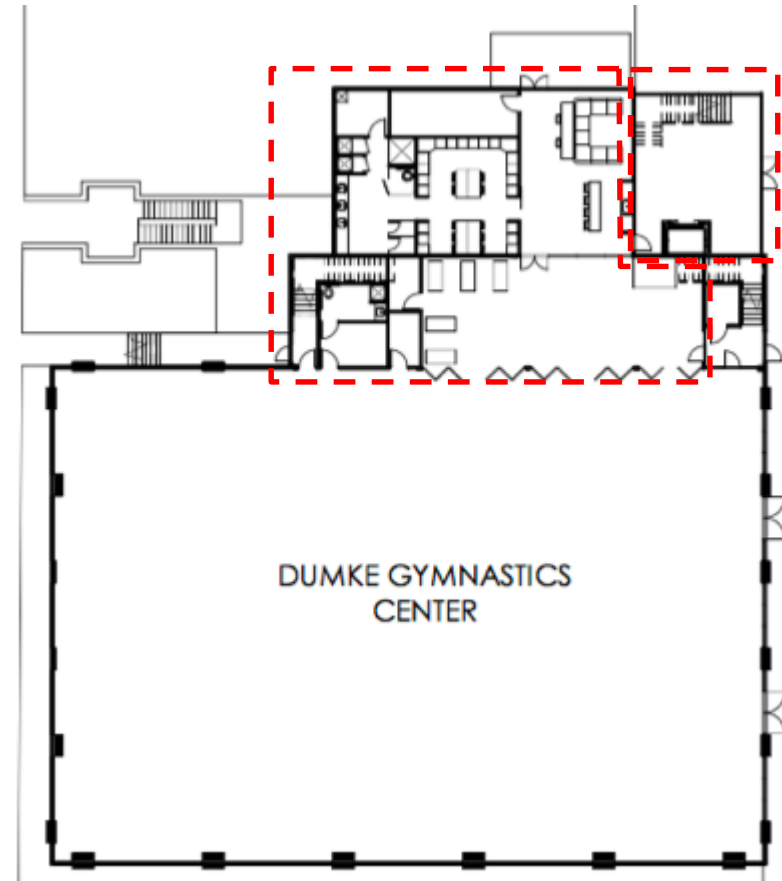
Proposed Site & Ground Floor Plan



Dumke Gymnastics Center



Existing Ground Floor Plan



Proposed Ground Floor Plan



Dumke Gymnastics Center

Space to be “Shelled”



Proposed Second Floor Plan



WEST ELEVATION



Dumke Gymnastics Center

Schedule

September 10, 2019:	Board of Trustees
September 13, 2019:	Board of Regents
November 6, 2019:	Building Board
Nov. 2019 – May 2020	Design
July 1, 2020:	Construction
May 31, 2021:	Complete



Budget

Construction:	
1,000 SF Entry Addition*	\$ 589,466 (\$589/SF)
2 nd Floor Addition**	\$ 527,785 (\$302/SF)
Remodel 4,374 SF	\$1,344,514 (\$307/SF)
Reroof & Site Cost	\$ 178,598
Total Construction Cost	\$2,640,363 (\$372/SF)
Soft Costs	\$ 739,303 (\$104/SF)
Total:	\$3,379,666 (\$476/SF)

* Higher cost as this is a 2-story space consisting primarily of a new elevator and stair.

** This involves raising the roof of an existing 2-story space and constructing a shelled 2nd floor.





MEMORANDUM

TAB O

September 4, 2019

USHE – FY 2020-21 Prioritization of Non-Dedicated Projects and Land Bank Request

Regent policy R741, *Nondedicated Capital Project Prioritization Process* requires the USHE Board of Regents to review state-funded capital development project requests and prioritize capital facility projects based on the most pressing and critical needs in the system. By statute, the Board may not submit more than three projects to the state legislature for funding in FY 2020-21. Six institutions submitted a capital request for FY 2020-21:

- University of Utah – Applied Sciences Building
- Utah State University – Mehdi Heravi Global Teaching and Learning Center
- Southern Utah University – Academic Classroom Building
- Snow College – Center for Rural Studies and Community Development
- Dixie State University – Science Building
- Utah Valley University – STEM Building /Engineering and Computing
- Salt Lake Community College – Herriman Campus Juniper Building

Summaries of the requested projects are found in Attachment 1 and charts depicting institutional space inventories are included in Attachment 2. The preliminary quantitative scoring by the Commissioner's Office in accordance with Board policy (R741) is included in Attachment 3 and a summary of prior legislative funding from the last five years is included in Attachment 4. Guidelines adopted in May provide all members of the Board with the opportunity to score the institutional projects during the Thursday presentations based on specific criteria. Attachment 5 contains the adopted Guidelines and an explanation of the scoring criteria and instructions for Board member scoring. Attachment 6 describes a land bank request from Dixie State University.

Following the institutional presentations and Board criteria point scoring, the Capital Facilities Committee will meet to deliberate the merits of the projects based on site visits, quantitative project scoring, and the Board's criteria point scores. On Friday, September 13, the Committee will recommend assignment of points and project rankings to the full Board, which will review the Committee recommendations and formally establish the final USHE project rankings and land bank requests for submission to the governor, the State Building Board, and the legislature for funding consideration.

Commissioner's Recommendations

The Commissioner recommends the Board:

- 1) become knowledgeable about the institutional project requests;
- 2) discuss and score projects based on the highest and most pressing needs in USHE; and
- 3) take final action after receiving the Regents' Capital Facilities Committee recommendation to approve the top three projects for submission to the governor and state legislature.

Attachments

UNIVERSITY OF UTAH – APPLIED SCIENCES BUILDING

Project Cost Estimates				Project Space - Gross Square Footage		
State Funds	Other Funds	Total Project Cost	O&M Funds	New	Renovated	Demolished
\$60,000,000	\$24,560,663	\$84,560,663	\$646,500	100,000	40,729	53,863

The proposed project consolidates physical science faculty and programs from across the campus and provides improved and expanded space for physical science education to meet growing student demand. Currently the U provides 46 percent of Utah's 5-star STEM graduates, the majority of which are required to take physical science courses. STEM-related majors include engineering, mathematics, computer science, health and medicine and are among the most demanded in the workforce. Limited class sizes and course offerings in physical science currently result from inadequate and functionally obsolete classrooms and laboratories in the James C. Fletcher and South Physics buildings. These facilities were built in the 1960s and 1930s respectively for a much smaller student population. A modern science building will increase the capacity to serve a growing student population in STEM areas as well as drive externally-funded research.

The new facility will renovate and seismically retrofit the historic Stewart Building, built in 1919, located directly south of the Crocker Science Center as well as add an additional 100,000 square feet of new space. Structural deficiencies in the Fletcher building preclude a cost-effective remodel and the facility will be demolished except for the rotunda which does not have the same seismic issues and will be retained for classroom use. The South Physics Building will be retained for faculty offices. The new Applied Sciences building will provide modern experimental and computing laboratory space in addition to classroom, study, and faculty office space to facilitate interdisciplinary research across campus and improve teaching and research capacity.

UTAH STATE UNIVERSITY – MEHDI HERAVI GLOBAL TEACHING AND LEARNING CENTER

Project Cost Estimates				Project Space - Gross Square Footage		
State Funds	Other Funds	Total Project Cost	O&M Funds	New	Renovated	Demolished
\$14,500,000	\$2,500,000	\$17,000,000	\$332,113	38,429	0	0

This facility will provide unified and enhanced space for the languages programs within the College of Humanities and Social Sciences (CHaSS) and allow other CHaSS units to be consolidated in Old Main. The new building will support classrooms, languages teaching laboratories, study space, faculty offices, and seminar rooms. The languages program has added faculty over the last several years as demand for linguistic and cultural skills has expanded. The new facility will provide unified space for the languages program which is currently housed in four buildings spread throughout campus and allow other CHaSS units to backfill the space. Unifying the program will create communication, interaction, and collaboration within and between units and the high quality teaching laboratories, offices, and student spaces will attract talented faculty and students.

The language programs in CHaSS broadly serve the entire campus community. Approximately 60 percent of students taking first and second year language classes are registered majors outside of CHaSS including: education, business, science and the arts. The College has used a variety of strategies over the years to cope with inadequate space for teaching, research, and public outreach including remodeling space, sharing, and borrowing space from other colleges. The languages program has reached the point at which the work of their faculty, staff, and students cannot reach its potential without the addition of new, adequate, purpose-designed space.

SOUTHERN UTAH UNIVERSITY – ACADEMIC CLASSROOM BUILDING

Project Cost Estimates				Project Space - Gross Square Footage		
New State Funds	Prior State Funds	Total Project Cost	O&M Funds	New	Renovated	Demolished
\$43,013,748	\$2,000,000	\$45,013,748	\$806,400	90,000	0	0

SUU proposes a new 90,000 square-foot general academic facility primarily designed to house classroom space, faculty offices, and student support space. The University is currently proceeding with architectural programming for the facility using funds appropriated last year by the state legislature to better understand what academic programs will be housed in the new facility. The University anticipates an open architecture to maximize the space using operable walls, moveable furniture, and modular office layouts. Such design elements will allow the building to adapt to changing future demands.

The primary purpose of the new academic classroom building will be to provide and expand general education course offerings to current and future students, to increase completion, and to serve a growing student population. The University anticipates continued enrollment growth of four to five percent each year that will increase the demand for academic space in the institution that is currently highly utilized. Growth over the last six years at the institution has increased the need for an expansion of general education classes by over 30 percent.

SNOW COLLEGE – CENTER FOR RURAL STUDIES AND COMMUNITY DEVELOPMENT

Project Cost Estimates				Project Space - Gross Square Footage		
State Funds	Other Funds	Total Project Cost	O&M Funds	New	Renovated	Demolished
\$21,322,391	\$735,000	\$22,057,391	\$403,314	45,030	0	13,895

The proposed facility will encourage rural economic development in the six-county service area of Snow College that includes five of the poorest counties in the state. A recent \$500,000 grant created a Rural Innovations Lab at the College to provide outreach to non-traditional students in the service area and encourage participation and completion of higher education. The new building will house the Rural Innovations Lab as well as a Center for Rural Studies and provide classroom space for a new general education course to develop soft skills that are in high demand by employers. The facility will further provide high-impact practices such as learning communities, experiential learning, and course pairing. The building will have an interdisciplinary focus in order to meet the needs of the Center for Rural Studies and will prepare students to be contributing members in their communities. The facility will also provide office space for social science programs that are currently spread across the Ephraim campus and provide laboratory space for geography, food science, clothing and textiles, and criminal justice programs to improve student learning experiences. An expanded and updated preschool will also be part of the new facility to provide practicum experiences for early childhood education students and childcare options for students.

The Home and Family Sciences building was originally built in 1965 as an Institute of Religion and acquired by the College when a new Institute building was constructed. This past summer the College discovered that sewer lines in the building drain into a pioneer-era cesspool. The facility has outgrown its useful and functional life and will be demolished to make room for the new facility. Two additional married student residential facilities will also be demolished as part of this project – the 4,264 square foot Greenwood Residence Hall and a 2,080 square foot portion of The Cottages. Space vacated by programs currently housed in the Social Science Building will be repurposed for use by the mathematics program.

UTAH VALLEY UNIVERSITY – STEM BUILDING/ ENGINEERING AND COMPUTING

Project Cost Estimates				Project Space - Gross Square Footage		
State Funds	Other Funds	Total Project Cost	O&M Funds	New	Renovated	Demolished
\$80,000,000	\$0	\$80,000,000	\$1,257,000	180,000	0	0

The STEM/ Engineering Building will provide space to train students in the College of Engineering and Technology (CET) in robotics, engineering, digital animation, and computing. The College is currently housed in the Computer Science building, one of the original cast-in-place buildings from UVU's technical college beginnings. The solid concrete walls of the existing CS building make renovation challenging for the needs of modern technology and engineering/computing instruction. The facility also lacks needed classroom, laboratory, and engineering space for the growing programs in the College. Despite these limitations for the College of Engineering and Technology, the existing facility is in good condition and will be used for other University programs and classes.

Technology and pre-engineering programs are some of the fastest-growing courses at UVU, which recently added new engineering degree programs (civil, mechanical, electrical, and computer) to accommodate workforce needs in the county and state. Underscoring that demand, the College has increased the number of degrees and awards by over 50 percent in the last four years from 537 in 2014 to 816 in 2018. The new facility will include space for robotics labs, engineering labs, digital animation labs and production spaces, sound-engineering labs, classroom, and faculty office space.

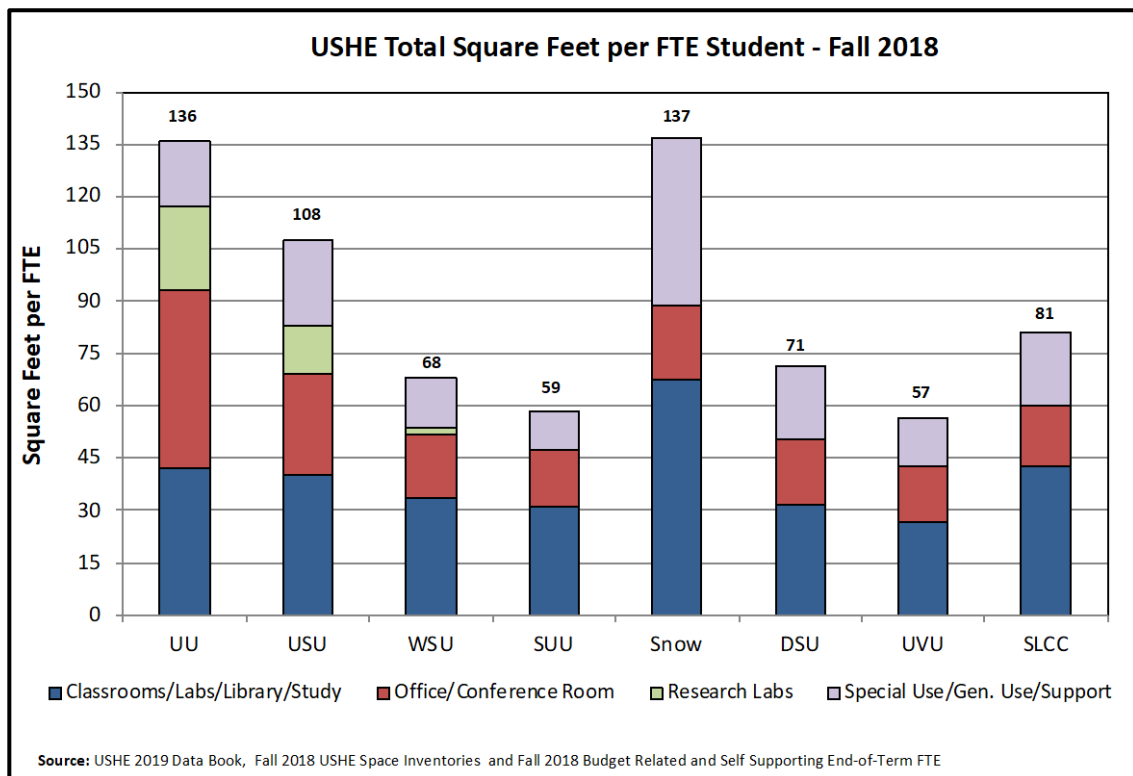
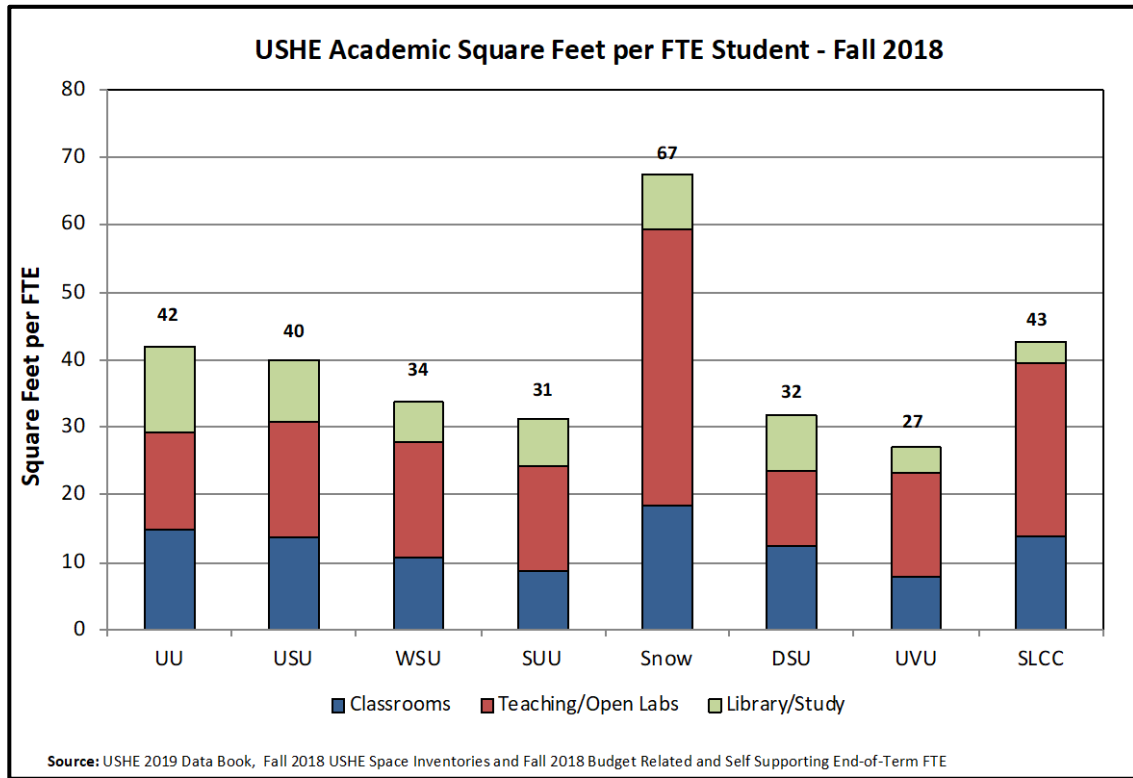
SALT LAKE COMMUNITY COLLEGE – HERRIMAN CAMPUS JUNIPER BUILDING

Project Cost Estimates				Project Space - Gross Square Footage		
Current State Funds Request	Other Funds	Total Project Cost*	O&M Funds	New	Renovated	Demolished
\$32,674,843	\$24,400,000	\$57,074,843	\$1,026,500	90,000	0	0

In the 2011 General Session the Utah Legislature appropriated \$3 million to purchase 90 acres in Herriman for a future SLCC campus. The first facility built on this property will be a 90,000 square foot general education building that will serve a targeted headcount enrollment of 1,500 students. Herriman and the surrounding southwest quadrant of Salt Lake County are the fastest growing areas in the County. A physical campus in Herriman will allow SLCC to prepare students with the knowledge and skills necessary to transfer to four-year institutions and gain improved employment. SLCC has partnered with the University of Utah to offer bachelor degree programs in the proposed facility. Such offerings will provide seamless transitions between two-year and four-year degrees and make the goal of baccalaureate degree attainment even more accessible. The University of Utah will support the project with a \$5 million contribution. Targeted undergraduate degree completion programs at the SLCC Herriman Campus include: nursing, business administration, social work, information systems, and computer science among others.

The Juniper general education building will be the cornerstone of the Herriman Campus development. Future development will accommodate increasing student population growth over the next several decades and will allow for student growth in the next half century. This property represents some of the last buildable acreage in Salt Lake County and is one of the last places that higher education institutions may build in the County.

USHE INSTITUTIONAL SPACE CHARTS



CAPITAL DEVELOPMENT PRIORITIZATION: SUMMARY OF SCORING POINTS FOR 2020-2021

Regent policy R741, *Nondedicated Capital Project Prioritization Process* prescribes the process for ranking institutional state-funded capital facility requests by the Board of Regents. The prioritization process is comprised of two main components: a quantitative needs assessment made by staff at the Commissioner's Office and a qualitative appraisal by the Regents' Capital Facilities Committee.

The quantitative assessment (shown below) scores capital projects based on how well the project fills particular institutional space needs as determined by square feet per FTE standards, enrollment data, and existing space inventories. The quantitative assessment also scores the projects based on the condition of the facility and utilization of institutional facilities. Projects receive up to 60 points for this component of the prioritization process.

Institutions may adjust the scope and budget for these projects as well as acquire additional donations and other funding (for scoring purposes) until September 9, 2019 when all projects must be finalized. Any changes to the scope or budget of the project after this date will need to be re-approved by both the Board of Regents and the State Building Board. Preliminary scores for the quantitative component of the CDP for the 2020-21 capital requests, subject to any changes in final numbers, are as follows:

Institution	Project Name	Project Points			
		Space Need	Utilization	Facility Condition	Total
	<i>Points Possible</i>	<i>50</i>	<i>15</i>	<i>15</i>	<i>80</i>
SUU	Technology Engineering Design	23	15	0	38
UU	Applied Sciences Building	7	12	10	29
USU	Mehdi Heravi Global Teaching and Learning Center	3	15	0	18
UVU	STEM-- Engineering Building	5	13	0	18
Snow	Center for Rural Studies and Community Development	0	12	3	15
SLCC	Herriman Campus General Ed.	0	14	0	14

LEGISLATIVE FUNDING OF USHE CAPITAL DEVELOPMENT PROJECTS 2015 - 2019

Institution	Year	Building/Project	Funded Amount	Funded O&M
UU	2015	Crocker Science Center	\$34,000,000	\$682,700
USU	2015	Clinical Services Building	\$10,000,000	\$630,500
Snow	2015	New Science Building	\$19,937,000	\$322,000
			\$63,937,000	\$1,635,200
SLCC	2016	CTE Learning Resource & Classroom Bldg.	\$42,590,500	\$1,080,500
Snow	2016	New Science Building	\$4,724,600	\$322,000
SUU	2016	New Business Building and Repurposing	\$8,000,000	\$349,000
USU	2016	Biological Sciences Building	\$28,000,000	\$941,700
UVU	2016	Performing Arts Building	\$22,000,000	\$1,168,000
			\$105,315,100	\$3,861,200
USU	2017	Biological Sciences Building	\$10,000,000	
UVU	2017	Performing Arts Building	\$10,000,000	
UU	2017	Medical Education and Discovery Complex	\$5,000,000	\$473,400
DSU	2017	Human Performance Center	\$8,000,000	\$595,000
WSU	2017	Social Sciences Building (Lindquist Hall)	\$14,000,000	\$432,200
			\$47,000,000	\$1,500,600
UU	2018	Medical Education and Discovery Complex	\$45,000,000	
DSU	2018	Human Performance Center	\$17,000,000	
WSU	2018	Social Sciences Building (Lindquist Hall)	\$15,940,000	
USU	2018	Biological and Natural Resources Building	\$23,000,000	\$211,700
Snow	2018	Stadium and Sports Complex	\$5,000,000	
			\$105,940,000	\$211,700
DSU	2019	Human Performance Center (cost overrun)	\$4,400,000	
Snow	2019	Stadium and Sports Complex (cost overrun)	\$650,000	\$50,000
DSU	2019	Science Building	\$50,000,000	\$821,300
WSU	2019	Noorda Engineering and Applied Science	\$50,000,000	\$659,200
UVU	2019	New Business Building	\$50,000,000	\$1,466,900
SUU	2019	Technology, Engineering Building (design)	\$2,000,000	
			\$158,050,000	\$2,997,400

CAPITAL DEVELOPMENT PRIORITY GUIDELINES FOR 2020-21

Regent Priority Points – In addition to the quantitative “Scoring Points,” Regent Policy R741, *Capital Development Prioritization*, allows the Regents to award up to 25 additional points per institution to address critical USHE needs. For the 2020-2021 funding cycle, the award of Regent Priority points will be made in two steps: 1. Regent Criteria Points (up to 10 points) awarded by the full Board based on Institutional presentations and 2. Regent Discretionary Points (up to 15 points) awarded by the Capital Facilities Committee based on facility tours, institutional presentation, and capital project needs statements.

<u><i>Regent Criteria Points</i></u>	<u><i>0-10 Points</i></u>
Each institution requesting state funding consideration for a capital development project will present the project to the full Board of Regents on Thursday, September 12, 2019. Each Board member will score the presentation according to the following criteria. Board member scores will be collected anonymously and will be aggregated and averaged to produce a score for each institutional project.	

<u><i>Regent Discretionary Points</i></u>	<u><i>0-15 Points</i></u>
These points are designed to position institutions to further develop and enhance their assigned missions and roles (see R741.3.4.1). Consideration may be given to projects using alternative funding sources. Consideration may also be given, where deemed to be appropriate, to projects with prior approved Legislative design and programming funding.	

<i>Total Regents Points</i>	<i>Up to 25 Points</i>
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INSTRUCTIONS FOR REGENT SCORING

The following pages provide a scoring sheet for each of the six USHE capital facility requests for 2020-21. Board members should score each project based on information presented by the institution in their presentation on Thursday, September 12 according to criteria in four categories: 1) Completion, 2) Capacity, 3) Affordability, and 4) Workforce.

Scores are made in the “Regent Score” column for each of the four categories. Scores should not exceed the Possible Points indicated, but may be made in fractions of a point. Institutions have been advised to address the criteria in their presentations in order to provide the Board with the information necessary to adequately score the projects. Board member scores will be collected anonymously and will be aggregated and averaged to produce a score for each institutional project. The Capital Facilities Committee will then use those average scores to guide them as they allocate Regent Criteria Points and Regent Discretionary Points.

Scores for Utah Valley University Project – STEM Building /Engineering and Computing

Strategic Objective	Regent Criteria	Possible Points	Regent Score
Completion	The project will improve timely completion of students graduating with degrees and certificates.	2	
Capacity	The project will improve space utilization through the elimination of space and equipment that is functionally obsolete or will improve institutional capacity to serve growing student populations.	3	
Affordability	The project is cost effective and an efficient use of resources	3	
Workforce	The project addresses a time-sensitive emerging opportunity to enhance state or regional workforce needs.	2	

Scores for Utah State University Project – Mehdi Heravi Global Teaching and Learning Center

Strategic Objective	Regent Criteria	Possible Points	Regent Score
Completion	The project will improve timely completion of students graduating with degrees and certificates.	2	
Capacity	The project will improve space utilization through the elimination of space and equipment that is functionally obsolete or will improve institutional capacity to serve growing student populations.	3	
Affordability	The project is cost effective and an efficient use of resources	3	
Workforce	The project addresses a time-sensitive emerging opportunity to enhance state or regional workforce needs.	2	

Scores for Southern Utah University Project – Academic Classroom Building

Strategic Objective	Regent Criteria	Possible Points	Regent Score
Completion	The project will improve timely completion of students graduating with degrees and certificates.	2	
Capacity	The project will improve space utilization through the elimination of space and equipment that is functionally obsolete or will improve institutional capacity to serve growing student populations.	3	
Affordability	The project is cost effective and an efficient use of resources	3	
Workforce	The project addresses a time-sensitive emerging opportunity to enhance state or regional workforce needs.	2	

Scores for University of Utah Project – Applied Sciences Building

Strategic Objective	Regent Criteria	Possible Points	Regent Score
Completion	The project will improve timely completion of students graduating with degrees and certificates.	2	
Capacity	The project will improve space utilization through the elimination of space and equipment that is functionally obsolete or will improve institutional capacity to serve growing student populations.	3	
Affordability	The project is cost effective and an efficient use of resources	3	
Workforce	The project addresses a time-sensitive emerging opportunity to enhance state or regional workforce needs.	2	

Scores for Snow College – Center for Rural Studies and Community Development

Strategic Objective	Regent Criteria	Possible Points	Regent Score
Completion	The project will improve timely completion of students graduating with degrees and certificates.	2	
Capacity	The project will improve space utilization through the elimination of space and equipment that is functionally obsolete or will improve institutional capacity to serve growing student populations.	3	
Affordability	The project is cost effective and an efficient use of resources	3	
Workforce	The project addresses a time-sensitive emerging opportunity to enhance state or regional workforce needs.	2	

Scores for Salt Lake Community College Project – Herriman Campus Juniper Building

Strategic Objective	Regent Criteria	Possible Points	Regent Score
Completion	The project will improve timely completion of students graduating with degrees and certificates.	2	
Capacity	The project will improve space utilization through the elimination of space and equipment that is functionally obsolete or will improve institutional capacity to serve growing student populations.	3	
Affordability	The project is cost effective and an efficient use of resources	3	
Workforce	The project addresses a time-sensitive emerging opportunity to enhance state or regional workforce needs.	2	

DIXIE STATE UNIVERSITY – LAND BANK

State Funds	Other Funds	Total Cost	Land Bank Acreage
\$11,000,000	\$0	\$11,000,000	131.39 acres

Dixie State University requests state funding to purchase property for a land bank to accommodate future campus expansion and provide educational services supporting future student enrollment growth. The undeveloped property is located on the northwest corner of Southern Parkway and River Road in St. George, Utah and full utilities will be stubbed to the parcel. The Utah School and Institutional Trust Lands Administration (SITLA) currently owns the property. The University's main campus sits on a relatively small 110 acres that is land-locked and mostly developed. Although Dixie State University will continue to purchase parcels adjacent to campus, the University requests state funding to purchase land for a second campus location to support future University enrollment growth and expanded academic programs.



MEMORANDUM

TAB P

September 4, 2019

USHE – FY 2020-21 Operating Budget Request

The FY 2021 USHE operating budget request was developed with substantial consultation and discussion with the Council of Presidents, Business Vice Presidents, and Budget Officers for each institution. The request advances Board strategic objectives and provides adequate state tax funding for USHE institutions to fulfill institutional missions and maintain affordability for students. The operating budget request complies with the Budget Development Process Guidelines adopted by the Board at the August 2019 meeting, which established three budget categories:

1. Compensation and mandatory increases
2. Institution priorities from performance funding or tuition
3. Regent priority initiatives (Utah College Access Advisors)

For FY 2021, the Commissioner recommends a System operating budget request as follows:

1. Compensation and mandatory increases (commensurate with state employees)
2. \$34,850,000 for performance funding institutional priorities (including a \$29,500,000 legislative appropriation for performance funding)
3. \$3,000,000 for Utah College Access Advisors (UCAC)

Additional information on the operating budget request is found in the attachment. Supplementary detail for each of the institutional requests is available upon request from the Commissioner's Office. USHE institutions were also permitted to submit additional needs and priorities outside of the performance funding allocation to be funded through tuition increases. These priorities are also included in the attachment.

Commissioner's Recommendations

The Commissioner recommends the Board approve the FY2021 USHE Budget Request and authorize the Commissioner to make any subsequent technical adjustments, including rounding, necessary to finalize the budget prior to submitting to the Governor and Legislature.

Attachment

USHE – FY2021 Regent and Institutional Priorities

Section 1: Compensation & Mandatory Increases (estimated) \$36,165,000

Faculty and staff are the backbone of the Utah System of Higher Education and salary and benefits represent the single largest expenditure for USHE institutions. In order to reward performance and continue to attract world-class faculty and staff, USHE requests parity with state employees in salary and benefit adjustments provided by the state legislature. Exact increases will be determined during the 2020 legislative session; however, a 2.5 percent salary increase and a 5 percent health insurance increase was calculated for current employees. Typically, the legislature funds compensation increases with 75 percent state funds leaving 25 percent to be covered by institutional tuition increases (\$10,272,000 for the proposed scenario). For those institutions with statutory responsibility to provide Career and Technical Education (Snow College, Salt Lake Community College, USU-Eastern/Blanding) Compensation for CTE faculty will be requested at 100 percent. USHE will also request parity to state agencies in mandatory cost increases including a known rate increase to the cost of liability and property insurance premiums.

- | | |
|---|--------------|
| ▪ 2.5 percent faculty and staff salary increases | \$26,060,000 |
| ▪ 5 percent faculty and staff health and dental insurance increases | \$ 6,805,000 |
| ▪ Risk management liability and property insurance rate increases | \$ 3,300,000 |

Section 2: Performance Funding Priorities \$34,850,000

The FY 2021 budget request for performance funding is \$34,850,000 (\$29.5 million requested from the state legislature plus revenue growth in targeted jobs estimated at \$5.35 million). USHE institutions were provided a target funding amount for their institutional needs based on the statutory allocation of performance funding (50 percent FTE and 50 percent budget). Actual performance funding allocations will be determined by legislative appropriations for performance funding, updated enrollment numbers, and final budget appropriations.

Institutional plans for how they would use their portion of the performance funds are listed below with additional detail available upon request. Additional institutional needs and priorities beyond the funds allocated for performance funding are listed in section 4.

University of Utah \$10,350,000

- | | |
|---|-------------|
| ▪ Career “Ready to Work” | \$1,000,000 |
| ▪ Workforce/Graduates | \$4,875,000 |
| ▪ Economic Development/Research Initiatives | \$2,000,000 |
| ▪ Campus Safety and Awareness | \$1,350,000 |
| ▪ Growth and Capacity | \$1,125,000 |

Utah State University \$ 6,900,000

- | | |
|----------------------------|-------------|
| ▪ Stabilize Tuition Budget | \$2,500,000 |
|----------------------------|-------------|

▪ Student Persistence and Completion	\$2,500,000
▪ Workforce Development	\$1,000,000
▪ Campus Safety	\$ 900,000

Weber State University **\$ 3,827,000**

▪ Next-Gen Workforce	\$ 802,000
▪ Need-based Scholarships & Tuition Realignment	\$ 900,000
▪ Salary Equity and Faculty Promotions	\$1,250,000
▪ Faculty in High Demand Areas	\$ 575,000
▪ IT Infrastructure	\$ 200,000
▪ IT Security	\$ 100,000

Southern Utah University **\$ 1,871,800**

▪ Competency Based Education	\$ 320,000
▪ Career & Major Advisement	\$ 149,300
▪ Student Support Services	\$ 202,400
▪ Online Development: Online Student Success Coaches	\$ 854,300
▪ Online Development: Instructional Design Capacity	\$ 345,800

Snow College **\$ 1,007,000**

▪ 1 Year Associates Degree	\$ 150,000
▪ Bottleneck Courses (2 FTE's)	\$ 165,000
▪ Advisors (1 FTE)	\$ 70,000
▪ Predictive Analytics Software	\$ 70,000
▪ CTE Director	\$ 115,000
▪ CTE Programs	\$ 87,000
▪ Competency-based Education	\$ 200,000
▪ IT Support for Online	\$ 150,000

Dixie State University **\$ 1,683,200**

▪ Full-time Faculty	\$1,230,000
▪ Public Safety and Cybersecurity	\$ 350,000
▪ Academic Staff/Operations/Facilities	\$ 103,200

Utah Valley University **\$ 5,405,300**

▪ Faculty & Staff to Support Enrollment Growth	\$1,312,000
▪ Retention and Completion Analytics and Interventions	\$1,226,300
▪ Flexible Educational Offerings for Timely Completion	\$1,195,000
▪ Engineering Tech, IT, and Computer Sci. Program Expansions	\$ 919,000
▪ Cybersecurity Infrastructure	\$ 753,000

Salt Lake Community College

\$ 3,805,700

- Academic Success Initiatives \$1,126,800
- Student Support Services and Programs \$1,344,000
- Secure Institutional Sustainability \$1,165,000
- Workforce \$ 169,900

Section 3: Regents Priorities – College Access Advisors

\$ 3,000,000

The primary mission of the State Board of Regents is to ensure Utahns have successful access to affordable college opportunities that best fits their needs and interests. This request will expand its Utah College Access Advisors program from 34 high schools to every high school in Utah by fall 2022, for a total of \$7 million on-going funding (\$1 million internal reallocations, \$3 million in FY21, and \$3 million in FY22).

- Utah College Access Advisors Expansion \$3,000,000

Section 4: Technical Education Funding Priorities

\$ 1,754,200

The FY 2021 Budget Development Process Guidelines allow USHE schools of applied technology to submit non-credit career and technical education budget requests 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.

Utah State University - Blanding

\$268,900

- CTE Welding Program \$268,900

Snow College

\$617,300

- CTE Tuition Offset \$266,300
- Existing CTE Programs (Diesel, CIS, Manufact., Machine, Auto.) \$128,000
- New CTE Programming (Coding, GIS, Information Tech.) \$ 98,000
- CTE Director \$125,000

Salt Lake Community College

\$ 868,000

- Workforce Development through School of Applied Technology \$868,000

Section 5: Tuition Funding Priorities

\$ 8,564,700

The FY 2021 Budget Development Process Guidelines allow institutions to submit needs and priorities beyond the performance funding allocations described in the preceding section. This section describes those institutional priorities which would be funded through tuition increases in the Spring of 2020. These requests will not be forwarded to the governor or legislature, but are provided as information for the Board.

These priorities do not include tuition increases necessary to cover the portion of compensation and mandatory cost increases not covered by state funds.

University of Utah **\$ 3,200,000**

- Salary Increases/Faculty and Staff Equity and Retention \$3,200,000

Utah State University **\$ 1,600,000**

- Campus Safety B \$ 600,000
- Faculty Promotion & Tenure \$1,000,000

Weber State University **\$ 1,401,000**

- Retention and Student Success Initiatives \$ 901,000
- Administrative Support \$ 250,000
- Mandated Costs \$ 250,000

Southern Utah University **\$ 0**

Snow College **\$ 150,000**

- Advancement & Tenure \$ 150,000

Dixie State University **\$ 1,625,000**

- Academic Staff/Operations/Facilities \$ 466,800
- Continue Transition to Division I Athletics \$ 650,000
- Student and Administrative Support \$ 508,200

Utah Valley University **\$ 588,700**

- Faculty Merit/Rank/Tenure Promotion \$ 465,000
- Risk Management Rate Increases (54%) \$ 123,700

Salt Lake Community College **\$ 0**



MEMORANDUM

TAB Q

September 4, 2019

USHE – 2019-20 Budget Initiatives Use of Funds Received

The Board requested each USHE institution provide a detailed report of how they intend to use their share of legislative appropriations from the 2019 General Session for the 2019-20 fiscal year. Institutions received funding in three categories described below: 1) legislative appropriations for performance funding, 2) performance funding from targeted jobs revenue, and 3) legislative appropriations for growth and capacity. For each of these categories, institutions provided descriptions, rationale, justification, outcomes, assessment, and a budgetary plan for proposed initiatives as detailed in the attachments. This information will be used to respond to legislative budget follow-up reports and other similar requests.

Legislative Performance Funding – Senate Bill 2 (2019) appropriated \$27 million ongoing to the State Board of Regents for institutional allocation using the performance funding formula defined in 53B-7-706. Those funds are provided to USHE institutions to support institutional priorities and any funds not earned by institutions may be utilized by the State Board of Regents on a one-time basis in Fiscal Year 2020 for cybersecurity needs within the System. Institutions submitted *fifty-seven* priority initiatives on how they plans to use these funds. These initiatives are categorized according to the National Association of College and University Budget Officers (NACUBO) functional classification of expenses described below:

- **Instruction** – All expenditures associated with instruction including academic, vocational, and remedial education.
- **Academic Support** – Support services for the institution's primary mission, such as libraries, museums, computer support, academic administration, and course/curriculum development.
- **Student Services** – Admissions, registration, counseling, financial aid, career development, and other services and social aspects contributing to a student's well-being.
- **Institutional Support** – Expenditures associated with executive level activities such as the management of the institution, planning and programming, legal services, fiscal operations, administrative data processing, space management, human resource management, public relations, auxiliaries, grants, development and advancement.
- **Operation and Maintenance (O&M)** – Expenses associated with the physical plant including utilities, custodial, safety, security, space mg., grounds, insurance, and other mandated costs.

Institution	Instruction	Academic Support	Student Services	Institutional Support	O&M	Total
UofU	\$3,763,800	\$500,000	\$3,575,000			\$7,838,800
USU	\$1,680,000	\$2,188,300	\$740,000	\$810,000		\$5,418,300
WSU	\$967,300		\$1,392,500	\$144,400	\$357,900	\$2,862,100
SUU	\$1,319,700		\$89,700			\$1,409,400
Snow	\$645,800					\$645,800
DSU	\$375,000	\$271,800				\$646,800
UVU	\$1,432,900	\$1,006,700		\$1,758,600		\$4,198,200
SLCC	\$792,000	\$759,000	\$1,028,500	\$539,000		\$3,118,500
Regents				\$862,100		\$862,100
Total	\$10,976,500	\$4,725,800	\$6,825,700	\$4,114,100	\$357,900	\$27,000,000

Targeted Jobs Performance Funding – Statute (53B-7-703) provides that a portion of tax revenue collected from “targeted jobs” that drive the Utah economy be deposited into a restricted account and appropriated to USHE institutions as performance funding. For FY 2019-20 the legislature appropriated \$4.5 million ongoing from the restricted account to the State Board of Regents for institutional allocation using the performance funding formula. Intent language (S.B. 2) further stated that any funds not earned by institutions may be utilized by the State Board of Regents on a one-time basis in Fiscal Year 2019-20 for cybersecurity needs within the System. Institutions submitted *sixteen* priority initiatives on how they plan to use these funds, which are categorized by NACUBO functional classification in the following table:

Institution	Instruction	Academic Support	Student Services	Institutional Support	Total
UofU	\$450,000	\$500,000		\$356,400	\$1,306,400
USU		\$903,100			\$903,100
WSU	\$477,000				\$477,000
SUU			\$234,900		\$234,900
Snow			\$107,600		\$107,600
DSU				\$107,800	\$107,800
UVU	\$323,000	\$ 98,200	\$278,500		\$699,700
SLCC		\$102,000	\$247,800	\$170,000	\$519,800
Regents				\$143,700	\$143,700
Total	\$1,250,000	\$1,603,300	\$868,800	\$777,900	\$4,500,000

Student Growth & Capacity –Senate Bill 2 (2019) appropriated \$5 million ongoing to six of the eight institutions based on a portion of their budget requests. Institutions submitted *eleven* initiatives on how they plan to use these funds, which are summarized by NACUBO classification in the following table:

Institution	Instruction	Student Services	Institutional Support	O&M	Total
UofU	\$869,900				\$869,900
WSU	\$500,000				\$500,000
SC			\$458,800		\$458,800
DSU	\$869,800				\$869,800
UVU	\$1,696,900				\$1,696,900
SLCC		\$50,000	\$347,000	\$120,500	\$517,500
Total	\$3,936,600	\$50,000	\$805,800	\$120,500	\$4,912,900

Commissioner’s Recommendations

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

Attachment

UTAH SYSTEM OF HIGHER EDUCATION 2019-2020 OPERATING BUDGET

Performance Funding

Total USHE: \$27,000,000

University of Utah

\$7,838,800

OnLine/Certification Programs

\$1,000,000

Regents' Strategic Priorities – Investment in this area will impact the Regents' strategic priorities of timely completion and innovation. UOnline is focused on contributing to overall university enrollments, student persistence, and timely completion.

Description – This initiative will help students flexibly adjust to life situations and complete their degrees, broaden access to University of Utah degrees, address regional workforce educational needs, and support industry partners. As the demand for online courses has grown, it is clear that there are efficiencies that can be gained by providing centralized technology services and processes for course development and delivery.

Justification – The University of Utah has achieved robust growth in online offerings and enrollments over the past decade. Demand from students has continued to escalate beyond capacity. To meet student needs as well as remain competitive, especially in graduate professional programs among our PAC12 peers, we need to strategically focus on the development, support and marketing of fully online courses and degrees. We also need to focus on strategic stacked credentials, including certificates and "badges," to augment skills needed by students to be successful as they transition to their careers and/or to assist adults returning to retrain in new fields.

Outcomes – The intended outcomes are to promote timely college completion, increase the number of students enrolled full-time, and meet the needs of an expanded student base that cannot be present on campus or needs flexibility to continue progress toward degree. Promoting graduation and student success, particularly in new degree programs that meet employer demands, aligns well with Regent goals.

Assessment – We will measure success and persistence of students who enroll in online classes. For undergraduates, this will provide an additional means of dealing with bottleneck classes and meeting student scheduling needs. For professional students, this will help address a market need for professionals in critical areas of the Utah business community.

Budgetary Plan – We will use these funds to develop additional online degree programs as well as certificates and stackable credentials in high-demand areas. We will need to contribute to faculty time while developing courses, and add new faculty and support staff to deliver education.

Salaries, Wages & Benefits	\$ 750,000
Operating Expenses	<u>\$ 250,000</u>
Total	\$1,000,000

Informatics

\$2,263,800

Regents' Strategic Priorities – This priority is focused on innovation and student completion.

Description – The University has many investments in informatics across the campus from engineering to business to health sciences. We are engaged in a strategic process to align these resources and build a coherent center of excellence that will enhance research and scholarship, improve informatics education, and train more informatics workers.

Justification – When we look at current and future industry needs, we know that both education and research in informatics will be critical. Informatics now pervades all aspects of our society and is a driver for innovation in business, science and engineering, medicine, and other domains. Informatics investments allow the university to graduate more computer scientists, engineers, health science professionals, scientists and social scientists who have the skills to meet Utah's technology workforce needs.

Outcomes – The University will better align the informatics education and research work and leverage current resources with new resources to create a center of excellence for informatics whose focus is on broad disciplinary and interdisciplinary research and scholarship excellence and workforce development and training. We expect this to both educate more students in informatics applications and in core informatics technologies.

Assessment – A review has been conducted by a nationally recognized set of experts to assess the strengths and challenges for the University in creating a center of excellence. This will be the basis of a plan that defines investments in faculty and staff hiring, program development and coordination, and workforce training. Outcomes will be measured based on both research and workforce training outcomes.

Budgetary Plan – The funds will be used to add additional faculty and staffing as well as contribute to enhanced equipment and resources for education and research.

Salaries, Wages & Benefits	\$2,000,000
Operating Expenses	<u>\$ 263,800</u>
Total	\$2,263,800

Campus Safety and Mental Health

\$3,075,000

Regents' Strategic Priorities – Campus safety is important for the success of students, faculty and staff. The Regents' have addressed campus safety through their special task force on mental health issues.

Description – Based on the outside review of campus safety that was done for the University of Utah, we have identified areas where investments can be made that will improve safety. These include increasing the number of officers and supervisors to allow us to effectively implement a community oriented policing model. Other areas include upgrading the varied radio systems on campus to move to one system allowing communication across campus, policing body cameras, new security systems for strategic buildings, and training programs.

Justification – Community oriented policing will help build relationships, security awareness and prevention as well as speed up response times.

Outcomes – The strategic use of these funds should help increase safety and develop a stronger culture and climate of safety on the campus.

Assessment – This will include increased training programs for faculty, staff, and students and the ability to track who has completed the training. Increased response time and greater level of service by campus safety officers and staff,

Budgetary Plan – These funds will go to hiring additional police officers (6) and supervisor (1) and the support equipment they need. We will also add additional staff including a victim advocate, community relations specialist, technology detective and interpersonal violence detective. Training software and specialists will be added. Equipment includes body cameras, updated radios, and security systems.

Salaries, Wages & Benefits	\$1,500,000
Equipment/Software	\$ 995,000
Operating Expenses	<u>\$ 580,000</u>
Total	\$3,075,000

Student Success Initiatives – Enrollment Management **\$500,000**

Regents' Strategic Priorities – Resources for additional support for student enrollment.

Description – Enrollment management is the foundation for helping students find the right institution for their college education. It includes outreach to pre-college students, the admissions process, enrollment and student success.

Justification – Additional resources are needed in data analysis and evaluation of students to help ensure success.

Outcomes – Increased successful recruitment, admission and enrollment of students.

Assessment – Evaluation of outreach efforts, applications, admissions and enrollment efforts on the number of students who enroll in the university and are successful.

Budgetary Plan – These funds will be used to enhance the staff in Enrollment Management focused on data analytics and support (2). It also increases the staff to help with outreach to pre-university students (2.5).

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

Faculty/Staff Salary Equity

\$500,000

Regents' Strategic Priorities – Retaining faculty and staff will help with student retention, completion.

Description – Despite the generosity of the Legislature in providing salary funds, there are some areas where faculty and staff salaries fall below the market rate. We analyze salary equity annually as part of the budget process and attempt to apply additional funds to critical areas where salaries are low.

Justification – Faculty and staff turnover can be costly both in terms of salaries as well as losing momentum in the work they do.

Outcomes – This additional funding applied to areas of greatest need for equity should reduce turnover and increase employee satisfaction.

Assessment – Measurement of faculty/staff turnover should decrease where equity funding is applied.

Budgetary Plan – Salaries, Wages & Benefits \$500,000

Library Support

\$500,000

Regents' Strategic Priorities – Library resources are essential to the education mission and support both student education and faculty research thus contributing to student success and the discovery of new knowledge.

Description – Funds will be used for journal subscriptions.

Justification – The cost of educational journals and online subscriptions continue to escalate. We constantly evaluate the need of these educational resources and make cuts where necessary. However, we have reached the breaking point where we will need to cut critical resources if we do not invest additional funding.

Outcomes – Continued quality of education and research.

Assessment – Continued use of critical databases and subscriptions by undergraduate and graduate students and faculty.

Budgetary Plan – Operating Expenses \$500,000

Equity**\$220,000****Regents Strategic Priorities:** Workforce/Research

Description/Rationale - A small amount of the funding will be set aside for salary equity needs. The Communications and Marketing team has a new focus and visibility. These funds will be crucial to retaining the right staff to help the new VP succeed. Similar, as responsibilities and expectations have grown in the university's Office of General Counsel as well as the Office of the Vice President of Research, equity adjustments have been impossible. These funds will bring some important positions in line with market benchmarks, including VP Marketing, University Outreach, Legal Affairs, and Research.

Budgetary Plan - Compensation: \$220,000

Institutional Support**\$620,000****Regents Strategic Priorities:** Capacity

Description/Rationale - The university has identified some serious needs that can best be characterized as institutional support. Three areas mainly will receive these funds: Advancement, Marketing and Information Technology. The university continues to identify strategies for strengthening its brand and building on that brand. The positions that will be created by these funds will address both areas.

Budgetary Plan - Compensation \$618,000
 Operating \$ 2,000
 Total \$620,000

Faculty Support**\$780,000****Regents Strategic Priorities:** Timely Completion

Description/Rationale - As the university grows and evolves, academic programs identify needs that will help them provide a more robust learning experience to the students. This manifests in the number of offerings available as well as the types of offerings. A number of academic units will receive allocations from these funds as well as some academic support functions. Overall, the university is able to address some instructional needs as well as some needs in areas that are typically thought of as behind-the-scenes.

Budgetary Plan - Compensation \$710,000
 Operating \$ 70,000
 Total \$780,000

Student Support

\$740,000

Regents Strategic Priorities: Affordable Access

Description/Rationale - The university has identified several key projects and initiatives that will generate an immediate positive impact for students. The LatinX program, Advising, Career Services, and Student Health all will be strengthened. These funds will go to all areas of the university, including academic colleges. One important item that the university was asked to fund was new operating funds for the unit that handles fraternity and sorority matters.

Budgetary Plan -	Compensation	\$525,000
	Operating	<u>\$215,000</u>
	Total	\$740,000

Inflationary Adjustments

\$440,000

Regents Strategic Priorities: Workforce / Research

Description/Rationale - The university faces major inflationary cost increase challenges. This allocation will partially address this need. Areas that will benefit include the Library, Information Technology, Student Analytics, and more. Perhaps the most important of these, and one that will directly benefit students the most, is Title IX case management software. Funding the latest software version insures that the university can effectively manage these cases.

Budgetary Plan -	Operating	\$440,000
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Compliance

\$190,000

Regents Strategic Priorities: Workforce / Research

Description/Rationale - The university's legal needs continue to grow. A new cabinet-level position was created in 2019. The compensation and operating funds will address a current shortfall. These funds will allow the office to provide adequate legal support to campus units as well as administration. Part of these funds will be used to enhance the training for staff as the university continues to face new issues with health care, data governance, etc.

Budgetary Plan -	Compensation	\$145,000
	Operating	<u>\$ 45,000</u>
	Total	\$190,000

Nursing

\$240,000

Regents Strategic Priorities: Workforce / Research

Description/Rationale - Utah State University currently offers one-year or two-year Registered Nursing (RN) degrees on five regional campuses (Uintah Basin, Price, Moab, Blanding and Tooele). These programs are meeting local demand for nurses. However, there is also a

state-wide demand for four-year nursing program graduates. USU would like to add faculty to the Nursing program who are qualified to teach in a four-year nursing degree program delivered on the Logan campus. This program will be housed in the new Clinical Services building on the Logan campus. Training of the nursing students will be greatly augmented by their co-localization with several clinical services programs such as those focused on autism, Alzheimer's and speech-language pathology. USU anticipates graduating twenty to thirty students in the four-year nursing program, which will contribute significantly to addressing the state's shortage in nursing professionals.

Budgetary Plan - Compensation \$240,000

Strategic Realignment

\$310,000

Regents Strategic Priorities: Affordable Access

Description/Rationale - USU's President made few major changes during her first 18 months in the position. After thoughtful consideration and careful collaboration, the President announced some major realignments during the 2018-19 academic year. These alignments will greatly strengthen the student experience. In order to make these changes happen, some new positions were required. These changes will position the university for long-term success.

Budgetary Plan - Compensation \$310,000

Deficit

\$1,878,300

Regents Strategic Priorities: Timely Completion

Description/Rationale - USU's completion efforts have been increasingly successful. The university has changed the way it charges tuition for Logan online students. The university also adjusted its credit hour plateau so that it was a consistent 12-18 for all students at all campuses. The result of this has been a much greater percentage of students taking enough classes to qualify for the tuition discount they receive from the plateau. This has come at a cost for the university. The lost tuition from these students has been substantial over the last few years. This allocation will reverse part of the slide realized from these efficiency measures that the university has successfully implemented.

Budgetary Plan - Operating 1,878,300

Retention and Student Success Initiatives**\$911,500**

Regents' Strategic Priorities – Timely Completion: Implement and expand proven student success initiatives to improve student retention and timely degree completion, including specific strategies for at-risk student cohorts. This includes preparing students for a contemporary workforce.

Description – Funds are needed to enhance our strategic approach to retaining a diverse student body, raising awareness of high impact opportunities, and ensuring student success. Cohorts of interest include first-generation, economically disadvantaged students, and those who may need extra support to be successful. Proven strategies/initiatives we plan to enhance include learning communities, digital literacy skills, peer mentoring, meaningful high impact experiences such as internships, need based completion scholarships, and more individualized advising strategies.

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

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

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

Budgetary Plan –	Salaries, Wages & Benefits	\$373,500
	Operating Expenses	\$288,000
	Need Based Scholarships	<u>\$250,000</u>
	Total	\$911,500

2 FTE advisors

High Impact Faculty**\$276,500**

Regents' Strategic Priorities – Capacity: The strategic addition of faculty in high impact areas of the university to enhance opportunities and outcomes in the face of expanded enrollment and greater demands for accountability and student success and well-being.

Description – Funds will be used to meet educational needs of new and existing students by providing additional full-time faculty for high-impact, high-demand areas.

Justification – Through growth in student enrollment and additional demands for assessment, highly engaged learning practices, student well-being and safety, and instructional and student support, Weber State faculty strive to maintain the highest standards of quality and dedication to student success. Despite the personal commitment of our faculty, limitations in human resources hold back our ability to expand instructional offerings and adequately serve student needs. In addition, Weber State’s open enrollment mission provides us the opportunity to serve students with a variety of backgrounds, strengths, and challenges. These resources will offer an opportunity to better meet the needs of our students in strategic, high impact areas.

Outcomes – Improved student access, retention, persistence, and completion. The strategic addition of course offerings in high impact areas will streamline course scheduling and completion challenges. Funding would allow Weber State to hire a 2 new faculty in the highest impact areas.

Assessment – Performance will be assessed based on overall university enrollment and improved student retention and completion rates.

Budgetary Plan – Salaries, Wages & Benefits \$276,500

2 FTE faculty

Strategic Recruiting

\$481,000

Regents’ Strategic Priorities – Innovation: Fund strategies to increase enrollment and recruit students from underrepresented and diverse backgrounds.

Description – Funds are needed to enhance our strategic approach to recruiting.

Rationale – WSU hired an external consultant to provide a comprehensive approach to student enrollment. That contract is now at an end. After careful analysis, this funding will be used to continue only two of the services and adopt methods deemed most appropriate for our institution going forward.

Outcomes – The intended outcomes are to increase overall enrollment at WSU, including underrepresented and diverse students, thereby providing a greater number of students the opportunity to experience higher education and enjoy the benefits that follow completion of a degree. Having a larger number of students enrolled generates more income for the institution, allowing us to enhance our offerings and our support systems for these students.

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

Budgetary Plan – Operating Expenses \$ 481,000

Infrastructure Costs - Security

\$250,000

Regents' Strategic Priorities – Capacity: By moving to newer technologies and improving knowledge in our security practices, we will be able to cover more ground with the same amount of people and take care of vulnerabilities more quickly and efficiently. We will also be able to detect anomalies that are likely occurring that we are not currently able to detect.

Description – Provide a mechanism to enhance the security of the University by implementing tools and techniques to detect and react to anomalies that may indicate breaches as well as provide a platform for server and network logs along with alerts that enhance our ability to deal with vulnerabilities in campus in a quick and efficient manner.

Justification – Our current tools are not able to detect anomalies in network traffic that would indicate that intrusion in our network are occurring. We also currently do not have enough storage on-site to handle the amount of storage needed for the centralization of logs that we would like to retain. We are trying to have 90 days on-site and up to a year off-site. This would allow us discover patterns to be more proactive and investigate network and login activity after an incident.

Outcomes – The implementation of the intrusion detection system will allow us to detect and react to potential intrusions and better protect our data and resources and the increase in storage will allow us to maintain at least 90 days of centralized logs on-site along with managing vulnerabilities in a quicker and more efficient manner. The creation of a cyber-forensics team to defend the university network and resources and to react to intrusions will reduce the likelihood of malicious activities that occur on university resources are quickly identified and increase the likelihood that actions taken are legally defensible and treated consistently.

Assessment – We will measure the number of incidents identified and time it took to have them resolved.

Budgetary Plan – Hire of an intern or hourly (1.0 FTE)	\$ 35,000
Forensics Training and Certification (8)	\$ 29,000
Operating Expenses (Equipment)	<u>\$186,000</u>
Total	\$250,000

Mandated Costs

\$107,900

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

Description – Several years ago the Board of Regents stopped asking for mandated cost increases as part of their annual Operating Budget Request to the legislature. The result of this exclusion is that inflationary increases in items such as Fuel and Power, Water & Sewer, Workers Compensation, State Audit Fees, HR documentation requirements, and Risk &

Justification – See above.

Outcomes – Full funding for these vital budgets

Assessment – NA

Budgetary Plan – Current Expense \$107,900

Compensation

\$690,800

Regents' Strategic Priorities – Capacity

WSU is now significantly below its peer USHE institutions in terms of overall faculty salaries. For FY17, WSU's average faculty salary was approximately 9% less than that of UVU.

Because of these conditions, WSU has begun losing employees to other USHE institutions and our turnover rate has spiked. For many years, WSU has averaged approximately a 7% turnover rate. For FY18 our rolling employee turnover rate was 16%.

Justification – See above.

Outcomes – Lower Turn-Over rate and competitive salaries.

<i>Budgetary Plan –</i>	Salary	\$673,600
	Hourly wages to \$9	<u>\$ 17,200</u>
	Total	\$690,800

Marketing Enhancement

\$100,000

Regents' Strategic Priorities – Affordable Access/Timely Completion: By enhancing marketing efforts to new potential students and potential returning students, the university has the possibility to increase access, retention, and completion rates.

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Justification – Weber State has historically under-invested in marketing efforts and this allocation is part of a multi-year effort to help expand our marketing capabilities and outcomes.

Outcomes – Funding is expected to continue enhancing strategic marketing efforts targeted at student recruitment, retention, completion initiatives, and overall university brand and awareness.

Assessment – Measures of new student enrollment, student retention, and results of our every three year marketing and branding survey.

Budgetary Plan – Funds will be used to enhance marketing efforts under the direction of the Executive Director of Marketing & Communications.

Operating Expenses	\$100,000
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Advancement Services and Alumni Support

\$44,400

Regents' Strategic Priorities – Affordable Access/Timely Completion: By investing in efforts that improve the outreach and effectiveness of Alumni Relations and the operations of Advancement Services, WSU can be more effective at building positive alumni and donor relationships that translate into funding for scholarships and other initiatives that support access, student success, and completion.

Description – As growth in Weber State's fundraising and alumni relations has occurred, efforts in Alumni Relations and Advancement Services have struggled to maintain pace. This modest investment will support their efforts to keep up with the growth of the university.

Justification – Building the culture of philanthropy, the alumni engagement funnell, and the backbone of data for all development fundraising efforts requires an investment in tools and people.

Outcomes – Additional funding is expected to increase alumni engagement activity and gift funding.

Assessment – The initiative will be assessed based on regular tracking of alumni engagement programs and the effectiveness in Advancement Services at processing gifts, maintaining and reporting from the donor database, and providing donor support (stewardship) to the Development Team.

Budgetary Plan – The money will be used to expand/upgrade positions in Advancement Services as well as provide base support for the WSU Alumni Association engagement activities.

Salaries, Wages & Benefits	\$25,025
Operating Expenses	<u>\$19,375</u>
Total	\$44,400

Science, Technology, Engineering, & Math**\$480,000**

Description – Funds will be used to create greater instructional capacity to meet the growing demands and ensure timely completion for students participating in STEM related fields and coursework at SUU.

Rationale and Justification - Overall, the number of students pursuing degrees in STEM related programs has increased about 10% per year over the past three years. Furthermore, the majority of SUU students now graduate in STEM majors. Foundational and lower division courses in STEM fields are at capacity and creating bottleneck challenges to timely graduation. SUU is committed to providing sufficient courses to meet student demand and increase the number of graduates annually. Additional full-time faculty are needed to ensure students have access to high-demand, foundational Math, Biology, Chemistry, Physics, Geology and Aviation courses. Each of these disciplines are also responsible for providing introductory courses (many of which are GE) that are quick to fill, thus creating waitlists and bottlenecks to graduation.

Outcomes – Increase in number of students majoring and graduating in STEM related programs and increase capacity in providing STEM related foundational and general education courses.

Assessment – Performance will be assessed based on the increase in graduates in STEM programs and increased enrollment and sections in STEM foundational and general education courses.

Budgetary Plan – Funding will support up to seven new full-time faculty and transition up to three faculty and administrative staff from class-fees to E&G funding for STEM programs. Operating budget will also be augmented to support additional personnel and lab-based instruction.

Salaries, Wages & Benefits \$480,000

General Education**\$286,500**

Description –SUU is advancing an initiative focused on reducing barriers to completion by enhancing general education.

Rationale and Justification

Funds will be used to enhance general education outcomes by enhancing and implementing a meaningful approach to assessment of General Education, which is an integral part of student success. Meaningful assessment of student learning informs decisions regarding improvements to the General Education curriculum, changes to teaching methods, and updates to course sequencing and pre-requisites, all of which will help to reduce DFW rates, increase student completion of General Education requirements, and ultimately support degree completion.

Outcomes – Through an enhanced approach to General Education assessment, we hope to support timely completion in three ways:

1. Retention rates will increase;
2. Students' first-year grade-point-average (GPA) will increase; and
3. DFW rates will decrease.

Assessment – The Institution will track retention, students' first-year grade-point-average (GPA) and DFW rates in General Education courses.

Budgetary Plan – Up to 4 FTE in new faculty teaching GE courses for existing faculty to assess and re-design courses with high DFW rates, and operating budget to support GE assessment.

Salaries, Wages & Benefits	\$282,600
Operating Expenses	<u>\$ 3,900</u>
Total	\$286,500

Doctorate of Clinical Psychology

\$380,000

Description – Additional faculty for a high-demand, market-driven field of study. A national shortage of mental-health-professionals is part of a larger ongoing problem with health-care providers in the U.S. This shortage is compounded in rural areas of Utah, like Iron County. SUU proposes to create a professional graduate program to train mental health professionals who can provide direct mental health counseling, clinical psychometric assessments, meaningful therapy, and contribute to preventative mental health strategies. This graduate program would include a holistic, practitioner-based curriculum and intensive, supervised, real-world therapy training.

Specifically, we propose the creation of a Doctorate of Psychology (PsyD) in Clinical Psychology. No other PsyD programs exist in the State of Utah; the two closest PsyD programs are at the University of Denver (Colorado) and Baylor University (Texas). Additional PsyD programs exist along the West Coast.

Graduates from the proposed PsyD program at SUU would have the educational preparation and clinical training to immediately contribute to the mental health crisis in Utah. Because students trained in such programs tend to stay in close proximity of after graduation, we believe this new program would generate meaningful contributions to address Utah's acute mental health needs, particularly in rural Utah

Justification – Over the past several years, studies have shown that Utah citizens experience mental health issues at rates higher than the national average, including those related to depression, suicide, and undiagnosed and untreated mental illness. We also know that untreated mental health issues lead to other challenges in Utah, such as homelessness, substance abuse, crime, and unemployment.

The State of Utah is also experiencing a corresponding shortage of available and affordable mental health care to provide sufficient levels of immediate support, long-term meaningful treatment, and robust preventative care. In addition to making mental health care available and affordable to Utah citizens, we must take steps to increase the overall number of mental health professionals working throughout the state.

These mental health challenges are being monitored closely by numerous state agencies, including the Department of Health, the Governor's Office, the Utah State Legislature, the Utah State Board of Education, and the Utah System of Higher Education. Along with these public agencies, numerous other partners are also actively addressing these mental health challenges, including Intermountain Healthcare (IHC), the National Alliance on Mental Illness (NAMI), and dozens of other local, regional, and national partners.

Given Utah's acute mental health crisis, a comprehensive, statewide solution is needed at all levels of state government, educational institutions, nonprofits, national partners, and the private sector. As a USHE institution, Southern Utah University takes this responsibility seriously and would like to propose an educational aspect of a comprehensive solution.

Outcomes – Increase mental health professionals enrolling in and completing the PsyD in Clinical Psychology and the number of graduates with the eligibility to become fully licensed upon graduation from the University.

Assessment – SUU will track enrollment in this post-graduate program, and also track the anticipated increase in the number of graduates from the PsyD program. SUU will also track the number of graduates employed and practicing in rural Utah.

Budgetary Plan – Addition of 2 professional faculty, supplemental compensation for a program and clinical director, administrative staff, and operating budget to support instruction. The first year of funding will be utilized to support facilities and lab renovations in addition to the salaries and benefits needed for program development and securing new faculty teaching in the program by Fall 2020. Total budget request is for \$380,000 of ongoing funding beginning in FY 2019-20.

	<u>2019-20</u>	<u>2020-21</u>
Salary, Wages, and Benefits	\$ 70,000	\$320,000
Operating Expenses	<u>\$310,000</u>	<u>\$ 60,000</u>
Total	\$380,000	\$380,000

Nursing

\$173,200

Description -The Department of Nursing at Southern Utah University will develop a LPN to BSN program, which will provide a pathway for graduates from STECH, and other Licensed Practical Nurses to efficiently obtain their BSN degree and be qualified to take the NCLEX-RN.

Graduates from STECH will have an opportunity to transition into the LPN to BSN program directly following graduation if they have completed the pre-requisites for the SUU program. (These are the same as for the pre-licensure students). If the student has pre-requisites that

still need to be completed at graduation from STECH, they will apply to the SUU LPN to BSN nursing program upon completion of the necessary pre-requisites and general education classes. Licensed Practical Nurses who do not graduate from STECH will also complete the pre-requisites and full application to apply to the LPN to BSN program.

The LPN to BSN curriculum is anticipated to be a four-semester program. We intend to admit 20 LPN students each fall.

The LPN to BSN program and courses will be separate from the pre-licensure program. Although there may be some joint learning activities, the two groups of students will not be joined for courses, either classroom or clinical.

Justification – SUU recognizes the high demand within the healthcare sector for highly qualified nurses, particularly BSN prepared nurses. As such, the university requires additional resources to expand class sizes.

Outcomes – SUU will enroll 20 LPN candidates each academic year starting in Fall 2019. SUU anticipates a high annual completion rate for these 20 additional cohort majors.

Assessment – Performance will be assessed on the number of new LPN students admitted per year, as well as the timely graduation and percentage of LPN students who successfully gain RN licensure.

Budgetary Plan – Addition of 2 new Nursing faculty.

Salaries, Wages & Benefits	\$173,200
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Student Services

\$89,700

Description – Southern Utah University is proposing an additional seven staff members in key Student Affairs areas in response to SUU's recent enrollment growth. Specifically, there is need for additional academic advisors, career counselors, financial aid counselors, disability resource specialists, veterans certifiers, diversity and inclusion staff, and registrar support.

Justification – SUU is lagging behind national best practices for student-to-staff ratios in the strategic student services areas listed above.

Outcomes – The additional staffing in these areas will result in increased retention and graduation rates as our students receive the appropriate level of support services.

Assessment – Maintain appropriate student-to-staff ratios in student services; increase retention rates and graduation rates.

Budgetary Plan – Salaries, Wages, and Benefits \$89,700

Employment Needs and Remaining funding for Predictive Analytics and IT Equipment

Regents' Strategic Priorities – Capacity—Hire an HR specialist to meet increased employee needs; add an additional patrol officer to the College Department of Public Safety; and hire three additional faculty in high-demand areas.

Description – Our Human Resources office has two full-time employees and a part-time employee. The College has 344 full-time employees, 200 part-time employees, approximately 100 adjuncts, and on average 400 student employees. CUPA national standards recommend one HR FTE per 63 full-time FTE employees. This would suggest that Snow College needs 5.5 HR FTE's. An additional full-time specialist will allow us to help reduce the burden currently being placed on our HR office as a result of the growth of the College's full-time FTE's in the recent past. This specialist will be tasked with managing searches, data entry, tracking staff and handling new employee onboarding tasks.

There is a very strong need to add an additional full-time patrol officer to our College Department of Public Safety. This will allow us to help ensure we are doing all we can to enhance safety at the College.

Snow College has seen steady overall enrollment growth. As a two-year institution, we must provide access to General Education courses and courses that prepare students to transfer to four-year institutions. In addition, we have an increased need to better prepare students for the majors they will declare when they transfer to four-year institutions. These additional faculty members will help us meet these challenges.

Justification – Our HR office has found it difficult to manage searches, process forms and provide service in a timely way because of growth in the number of College employees. Increased reporting requirements, growth in the number of applicants seeking employment, and the need to enter and store data in efficient ways is weighing heavily on our HR employees. An additional specialist will greatly ease this burden and will help our HR office respond to College needs in a timely manner.

Due to the ever-present nationwide threat of campus violence and the challenge of covering night shifts by commissioned police officers in Ephraim, we have determined it expedient to add an additional police officer. This officer will allow us cover shifts that pose the greatest security challenges to the College.

As the College rolls-out a new enrollment management plan and a new general education program, we are going to need to adjust to the needs of students in bottleneck courses. Traditionally these bottlenecks have been common in composition, mathematics, life science and physical science courses. Curricular challenges are shifting, however, as we experience high demand for courses in other areas. For this reason, we are experiencing challenges meeting student demand in a number of areas, including typical first-year courses and courses that prepare students for majors.

Outcomes – The addition of a position in Human Resources will help the College improve HR responsiveness in the following areas:

- Data entry and management;
- Timely management of applications and search processes;
- Tracking of onboarding procedures;
- Division of office responsibilities.

The addition of an additional officer will allow us to:

- Provide a commissioned police officer which will expand coverage into later hours of the night and help strengthen our partnership with the Ephraim City Police Department.
- The additional officer will allow us to have officers work overlapping shifts to cover times where the greater threats may potentially exist;
- Will help ensure more rapid response to College emergencies on a 24-hour basis.
- Increase our capacity for training and increase preventative measures to help reduce potential safety matters and criminal activity.

In addition to addressing student demand for General Education courses, additional faculty will help us respond to demands for courses that four-year institutions want students to have completed prior to their transferring to those institutions, including:

- Sophomore-level discipline-specific methodology courses;
- Quantitative methodology courses;
- Prerequisite courses that will enable students to take 3000 and 4000 level courses at four-year institutions.

Assessment – We are conducting an internal audit of our Human Resources office. This audit will help us identify areas where we need to improve. As with all audits done by our internal auditor, and based on the recommendations of the audit, the College will identify priorities that must be met, and we will create a job description and a review process of this position as well of all of HR, to insure that we are addressing our most pressing needs. Snow College completes follow-ups on all audits to insure that best practices are used in addressing areas of concern. In addition, regular performance reviews will be done to make sure that the new full-time HR employee is meeting the needs of this office and the College.

The Department of Public Safety conducts regular assessments through campus safety meetings and by compiling uniform crime statistics. These enable us to know when and how police protection is best administered. In addition, our Department of Public Safety is reviewed regularly by state and federal entities that require us to monitor and adjust to our public safety needs.

Snow College recently completed a strategic enrollment management plan. Based on this plan, we have identified curricular needs we face now and will face in the future. We have

charged our Institutional Research Director and our future Assistant Vice President for Enrollment Management (search underway) to help us follow through in assessing:

- Areas we need to develop in order to meet student applicant interests;
- Areas of bottleneck courses;
- Areas where methodology and prerequisite courses need to be created to prepare students for transfer.

We are guided in our enrollment plan by an ongoing environmental scan of potential students as well as constant analysis of enrolled courses and analysis of student success and transfer plans. Information is gathered and submitted to the Enrollment Management Steering Committee that assesses and makes recommendations in recruiting and retention.

Budgetary Plan –

HR: Full-time staff member: Salary and Benefits: \$79,074

Full-time Police Officer: Salary and Benefits to supplement current budget: \$62,181

IT: Three Full-time staff members: Salary and Benefits: \$99,498 (Remaining funding for positions is provided under Student Growth and Capacity in the Education Fund above.)

Three Faculty Positions: Salaries and Benefits, regular faculty members: \$273,332

Staff Adviser, Predictive Analytics support position, and PT wages: Salary and Benefits: \$66,715 (Details and remaining funding for support position is provided under Performance Funding in the Education Restricted Fund SB117 above.)

Predictive Analytics tool: \$65,000 (Details for software is provided under Performance Funding in the Education Restricted Fund SB117 above.)

Total: \$645,800

Engineering Initiative Match**\$375,000**

Regents' Strategic Priorities – This initiative supports the Regents' strategic priority of Workforce and Research.

Description – DSU has received a new funding allocation of \$375,000 from the Technology Initiative Advisory Board (TIAB). This funding will support the expansion of existing degree programs in mechanical engineering and computer science, as well as a new degree program in computer engineering.

Justification – A dollar-for-dollar match is required for ongoing funds allocated by the TIAB.

Outcomes – With the TIAB allocation and matching funds, DSU intends to create seven new full-time faculty in engineering and computer science disciplines.

Assessment – Success will be measured by creating and filling new faculty positions, successfully launching the computer engineering degree program, and overall enrollment growth in technology-oriented academic programs.

Budgetary Plan – New engineering and computer science faculty positions \$375,000

Student Success and Retention Programs**\$271,800**

Regents' Strategic Priorities – This initiative supports the Regents' strategic priorities of Timely Completion and Affordable Access.

Description – DSU continues to explore new ways to improve student retention, especially for first-year students. These funds will enable the following enhancements:

- Expansion and strengthening of the Student Success Peer Coach program
- Financial aid software to improve processing efficiency and eligibility identification
- Targeted scholarships for high-impact academic practices (internships, undergraduate research, etc.) and need-eligible students
- Enhanced recruitment of diverse and/or disadvantaged student populations
- Increased Health and Counseling Center capacity

Justification – DSU has significantly developed its student success infrastructure in recent years, but additional funding is needed to scale and leverage existing programs. A positive first-year experience is one of the fundamental keys to ensuring the successful persistence of at-risk students.

Outcomes – The typical first to second year retention rate of students with low admissions index scores is 35%. DSU seeks to significantly increase this retention rate through targeted first year programs and expanded peer mentoring. This should result in a substantial increase to overall retention rates as well.

Assessment – First to second year retention rate and total number of students participating in first-year student success programs.

Budgetary Plan – Diverse student recruiting	\$ 83,000
Peer coaches (part-time students)	\$ 75,000
Financial aid software	\$ 50,000
Targeted scholarships	\$ 36,800
Health and Counseling Center internship	<u>\$ 27,000</u>
Total	\$271,800

Utah Valley University	\$4,198,200
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Retention, Persistence, and Completion	\$854,617
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Regents' Strategic Priorities –Timely Completion

Description – Improve student retention, persistence, and timely completion through implementation of a First-Year Advising Center with proactive engagement and intervention by advisors.

Justification – As part of a comprehensive strategy to promote timely completion, UVU has implemented a student analytics platform to enable proactive intervention by academic advisors and peer retention mentors with students at risk of not persisting. The implementation of a First-Year Advising Center model, additional academic advisors and peer retention mentors will aid in the full implementation of the coordinated care network recommended by data-informed student success practitioners to support students in achieving their academic goals. These initiatives provide individual interventions that empower students to identify and overcome barriers to persistence and graduation. In implementing the First-Year Advising Center, UVU is reallocating 15-17 existing advisor/academic counselor positions from University College's advising center to the new center.

Outcomes – Entering students will receive more personalized and coordinated guidance focused on successfully navigating their first-year.

Assessment – Increased retention rate from first to second year, increased graduation rates, and increased number of academic awards.

Budgetary Plan – Funding supports the addition of 1 First-Year Advising Center Director, 7 academic advisors (6 from these funds; 1 from Education Restricted Funds), and promotion of three existing advisors to lead advisors in the First-Year Advising Center. Operating expenses include general office supplies as well as travel for professional conferences.

Staff 7 FTE	
Salaries, Wages & Benefits	\$776,617
Operating Expenses	<u>\$ 78,000</u>
Total	\$854,617

Student Growth and Capacity

\$1,065,366

Regents' Strategic Priorities – Student Growth & Capacity

Description – Funds are being used to meet educational needs of new students enrolling and existing students persisting in their studies by providing additional full-time faculty for critical-path courses in general education and in high demand majors' courses.

Justification – During the 2018-19 academic year, UVU served additional 1,200 annualized FTE students, primarily students continuing their educational studies in their sophomore, junior, and senior level courses. In order for these continuing students to successfully complete their programs of study in a timely manner, additional sections of critical path general education and majors' courses (CTE and upper division) must be offered. While UVU students are well-served by qualified adjunct faculty, certain disciplines (particularly in STEM, pre-health, and Business) are unable to recruit the increasing number of adjunct faculty needed to meet growing student demand; thus, additional full-time faculty are needed. Utilizing course waitlist data and analyzing students' course enrollment patterns, UVU is able to identify critical-path general education courses which need additional capacity to ensure students can advance appropriately through their major's graduation plan.

Outcomes – Recognizing the importance of full-time faculty in student access, retention, persistence, and completion, UVU, in consultation with USHE, established a university-wide goal of no less than 55 percent of instruction delivered by full-time faculty. Maintaining this level requires the addition of approximately three full-time faculty per additional 100 FTE students. The expansion of full-time faculty allows UVU to offer sufficient course sections to reduce student need to delay completion progress.

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

Budgetary Plan – This particular funding allows UVU to hire 7 full-time faculty to teach in strategic management and operations, organizational leadership, psychology, social work, and digital marketing as well as 1 reference librarian. Operating expenses include general office supplies as well as travel for professional conferences.

7 full-time faculty, 1 librarian (staff)	
Salaries, Wages & Benefits	\$1,029,866
Operating Expenses	<u>\$ 35,500</u>
Total	\$1,065,366

Nursing and Health Sciences

\$469,550

Regents' Strategic Priorities – Workforce & Research

Description – UVU's Department of Nursing is exploring and implementing strategies to increase number of nursing graduates to meet the substantial need for nurses in the service region and the state. One of those strategies is to increase the number of full-time faculty to provide capacity to add 10 students each Fall and Spring semesters in the Associate in Science in Nursing cohorts beginning Fall 2019. In addition to Nursing, UVU is completing implementation of a Respiratory Therapy program which replaces the Utah County based program previously provided through Weber State and has increasing student demand in pre-health courses from students preparing for health programs at UVU and other USHE institutions.

Justification – Economic overview and program gap analysis data provided through EMSI for UVU's service region indicates projected job change increases in health care by approximately 8,000 jobs in the next decade. The existing need for nurses in UVU's service region and across the state is great, with Utah health care employers reporting over 1,200 vacancies for RN positions. UVU's Department of Nursing is active in the Utah Nursing Consortium--an organization that has committed to the Utah legislature to increase the number of nursing graduates each year.

Outcomes – With the addition of 20 students each year (10 per cohort), UVU anticipates increasing its annual number of graduates by 20 per year (10 per cohort) based on UVU's 100 percent completion rate in the ASN program.

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

Budgetary Plan – This funding supports the addition of two full-time Nursing faculty and two full-time biology faculty. Operating expenses include general office supplies as well as travel for professional conferences.

4 Full-time Faculty	
Salaries, Wages & Benefits	\$455,550
Operating Expenses	<u>\$ 14,000</u>
Total	\$469,550

Digital Transformation, Technology Infrastructure, and Cybersecurity

\$1,294,914

Regents' Strategic Priorities – Student Growth & Capacity

Description – These funds will be used to effectively meet the growth of UVU and the educational needs of new students arriving and existing students persisting in their studies by providing appropriate education and administrative support to technology systems, infrastructure, software/hardware, and staffing. During 2018-19, UVU launched a digital

transformation effort to integrate workflows, processes, data and technology across the university.

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

UVU's Office of Information Technology works closely with CIO's from across USHE to identify cost efficiencies and strategies for technology. Through a blend of regular one-time funding combined with ongoing funding, UVU supports, repairs and replaces the core technology infrastructure.

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

Assessment – Performance will be assessed based on the replacement cycle of key information and classroom technology infrastructure and successful IT security audits as well as support personnel numbers of people/devices supported per technical support staff proportional to growth.

Budgetary Plan – A new VP for Digital Transformation and four IT support staff will be hired; hourly wages will be increased in the Office of Teaching and Learning to support training of adjuncts for online courses. Operating expenses include next generation firewall/software expansion, advanced endpoint protection, software/hardware maintenance, and Adobe licensing for academic programs as well as general office expenses and professional conference travel for the new positions.

1 VP for Digital Transformation, 4 IT Staff	
Salaries, Wages & Benefits*	\$ 668,414
Operating Expenses*	<u>\$ 626,500</u>
Total	\$1,294,914

*Note: Salaries, wages, and benefits includes \$113,944 for a new full-time security analyst. Operating expenses includes ongoing funding for next generation firewall/software expansion and advanced endpoint protection totaling \$165,000

Safety, Compliance, and Employee Development

\$513,753

Regents' Strategic Priorities – Student Growth & Capacity

Description – UVU values exceptional care and exceptional accountability. In support of these values, additional administrative support staff and online training for students and employees will help ensure the safety of students and employees and the security of UVU's assets.

Justification – Leaders at UVU and across USHE have focused on the safety and well-being of students on and near campus. Based on assessment of public safety, UVU is adding an additional police officer and an additional police dispatcher. Online training for students and employees will reinforce preventive efforts to ensure campus safety. Additional support staff are needed in university compliance, employee relations, and accounting to ensure compliance with various laws, policies, and audits.

Outcomes – Reduced safety and security risks and enhanced ability to respond to incidents; trained faculty and staff to identify, report, and prevent actions that would harm others and/or put university resources at risk.

Assessment – Positive outcome for non-capital asset followup audit; more trained faculty, staff, and students; positive feedback on campus climate/safety surveys

Budgetary Plan – The following new full-time staff positions will be hired—police officer, police dispatcher, employee relations manager, compliance program manager, and fixed asset accountant. Operating expenses include general office expenses and professional conference travel for the new positions as well as licenses for online training for students and employees.

5 full-time staff	
Salaries, Wages & Benefits	\$447,053
Operating Expenses	<u>\$ 66,700</u>
Total	\$513,753

Student Safety: Campus Safety Officers**\$162,000****Regents' Strategic Priorities** – Timely Completion

Description – The College contracts with Utah Highway Patrol to cover a portion of Campus Safety, but with 10 sites and the need to increase a campus safety officer presence into the evening hours, additional funds are needed to cover these costs.

Justification – This funding request covers the addition of 1 FT campus safety officer and 3 additional PT officers. The College has 10 sites and with recent events in higher education, more coverage is needed into the evening hours. The College teaches courses from 6 AM to 10 PM.

Outcomes – The funding is needed to provide increased student safety through expanded campus security. The safety of our students is important as it will contribute to greater student success.

Assessment – As a collective effort of support structures for our students, there is the anticipation that this will result in greater student success.

Budgetary Plan – The funding will support 1 full-time officer, 3 part-time officers, and an equipment and current expense budget.

Salaries, Wages & Benefits	\$145,500
Operating Expenses	<u>\$16,500</u>
Total	\$162,000

Classroom Technology Upgrades**\$300,000****Regents' Strategic Priorities** – Capacity

Description – The classroom audio-visual upgrade project will enable high impact teaching and learning that depends upon flexible classroom configurations combined with the most current teaching/learning technologies. National research indicates that student engagement is enhanced by modern, technically advanced, flexible learning spaces, and student engagement is positively correlated with student success and completion.

Justification – SLCC currently allocates \$95,000 in base funding for maintaining all of the college's instructional technologies in over 450 classrooms on 9 campuses. The current expense budget is not sufficient to (1) buy all of the necessary replacement parts (adapters, cables, bulbs) and equipment (projectors, screens, video players, document cameras, control systems etc.) just to keep the existing classroom equipment functional on a daily basis, and (2) support a staff of 10 who need resources (tools, computers, ongoing training, etc.) to manage over \$3.5 million in classroom equipment and (3) refresh/upgrade all of this equipment on a 5-6 year replacement cycle. Typical upgrade costs average \$4,000-\$5,000 per room, and approximately 60-80 rooms per year will need to be upgraded on a continuing basis.

Outcomes – An additional \$300,000 per year in current expense funding would cover a substantial amount of the ongoing maintenance, replacement and upgrading of A/V equipment in all SLCC learning spaces, including standard classrooms, “Flex” classrooms, lecture halls and conference rooms. These upgrades will ultimately impact instruction and learning for our students which then impacts student retention and graduation.

Assessment – The College will be able to report on the number of class and conference rooms upgraded on an annual basis.

Budgetary Plan – The funding will support the costs of upgrading classrooms on a rotating basis.

Operating Expenses \$300,000

Diesel Systems Faculty

\$94,000

Regents’ Strategic Priorities – Workforce

Description – With the opening of the new Westpointe center and the increase in demand for trade programs, this funding will support 1 full-time faculty for Diesel Systems. The Diesel programs at SLCC continue to have high demand and we are in need of another full-time faculty position to help offset the increased student enrollment pressures. In addition, we have secured one of only three nationwide partnerships with Cummins International to be a training provider for their Diesel Apprenticeship Program (TAP).

Justification – A combined industry overview (2013-2018) shows a 19.8% increase in industry jobs over a five-year span in Utah compared to 2.3% nationwide. Also, there are current enrollment pressures to expand these programs. Further, it is difficult to hire qualified adjunct faculty to teach the courses and support these programs’ growing needs.

Outcomes –We will be able to increase student enrollment and offer the program at non-traditional times of day/week. The graduates will help replace the expected retirees of skilled laborers. We will also be able to report on the number of job openings filled each year.

Assessment –This position will be assessed on the increase of student enrollment, retention, and completion.

Budgetary Plan – This funding will support 1 full-time faculty in Diesel Systems.

Salaries, Wages & Benefits \$ 94,000

Diverse Faculty Initiative

\$368,000

Regents’ Strategic Priorities – Timely Completion

Description – Salt Lake Community College (SLCC) has launched recruitment initiatives to develop a more diverse full-time faculty cohort in order to meet the instructional and completion

needs of an increasingly diverse student body and service area. In addition to current initiatives underway SLCC requests funding for positions to recruit and develop diverse faculty to more closely reflect community and student demographics, sensibilities and education support needs, particularly with respect to retention, persistence and completion.

Justification – Students enrolled at SLCC constitute the most ethnic and socio-economic diverse population of any higher education institution in Utah. Ethnic minority students comprise 23% of SLCC enrollment, with Hispanic enrollment at 15%. These enrollment percentages lag behind the demographics of the current Salt Lake County college-aged population. At SLCC, retention, persistence and degree attainment rates for ethnic minorities are not keeping pace with the overall student population. SLCC’s Vision, Mission and Values prioritize inclusivity and diversity as key components of success for all students.

Outcomes – The addition of diverse faculty will improve several features of SLCC instructional delivery such as student access to full-time faculty, faculty support in advising and co-curricular student development activities and faculty engagement with our service area communities. Most important, diverse faculty, will provide needed input and assistance to academic departments and Student Affairs for improving retention and completion for diverse populations. There is also money set aside in operating expense for recruitment enhancements and a search advocate training program.

Assessment – Early success indicators include rapid recruitment of Diverse Faculty Fellows in key instructional areas and, within 3-years, their ability to successfully compete in formal search processes for open tenure-track positions. Long term impact will be to improve instruction and narrow the completion gaps for diverse populations.

Budgetary Plan – The funding will support 4 full-time diversity faculty fellows with a compensation cost of \$81,000 each. It will also support recruitment and search advocate training in operating expense \$44,000.

Salaries, Wages & Benefits	\$324,000
Operating Expenses	<u>\$44,000</u>
Total	\$368,000

Curriculum and Articulation Support

\$90,000

Regents’ Strategic Priorities – Timely Completion

Description – This funding will support 1 FT position which is needed to facilitate SLCC’s curricular process for faculty and academic administrators. The duties include develop and assess internal and external curriculum compliance, create articulation best practices, support and supervise curriculum and articulation teams, manage curriculum and articulation systems, and engage in and support college-wide committees. To meet this need, one year ago, the stand-alone Curriculum and Articulation Office was created with a director, an administrative assistant, and a coordinator for the University Partnerships program.

Justification – The articulation coordinator’s duties include managing the transfer articulation process to ensure SLCC students’ successfully transfer to a 4 year institution and coordinating communication with university partnerships.

Outcomes – Key outcomes include improved communications and processes, strategic program development with academic departments and divisions as aligned with local transfer and workplace needs, and, when warranted, produce articulation documentation.

Assessment – SLCC will be able to assess whether the curriculum and articulation processes are clear to stakeholders. Also, these enhancements should improve time to completion for our students whether they complete at SLCC or transfer to another institution.

Budgetary Plan – Funding and support for these 1 full-time academic support position for \$90,000.

Salaries, Wages & Benefits \$90,000

High Demand Faculty in Critical Course Areas

\$330,000

Regents’ Strategic Priorities – Timely Completion

Description – This initiative is intended to (1) meet student demand for instruction in critical gateway and General Education courses and degree pathways and (2) provide more consistent and improved instructional quality in community college gateway courses taught by full-time and adjunct instructors.

Justification – Increasing the number of qualified SLCC faculty is critical for high student demand subject areas. SLCC degree and transfer students must successfully complete mandatory Quantitative Literacy, Writing, General Education and STEM major requirements for timely degree attainment and efficient transfer to baccalaureate institutions. Student demand in these subject areas consistently outpaces SLCC’s ability to provide qualified instructors. Additionally, SLCC must compete for a limited adjunct talent pool with nearby higher education institutions. Further, research results clearly demonstrate the advantages of full time faculty in gateway and critical subject areas upon student learning, instructional quality and innovation, and student success.

Outcomes – The addition of faculty and support positions will assist us in improving time to completion for our students. This would also alleviate perennial stress associated with finding well-trained qualified adjunct instructors and challenges associated with maintaining high quality adjunct instruction in high-demand gateway courses.

Assessment – Salt Lake Community College will assess this initiative by (1) monitoring enrollment and enrollment increases (2) tracking impact upon ability to meet student demand for classes (fill rates, decreases in course cancellations due to lack of instructor availability), and (3) analyzing the impact of additional full-time faculty upon current SLCC initiatives to improve student access, academic engagement and learning outcomes.

Budgetary Plan – Funding will support 2 full-time faculty in Health Sciences and History and 1 full-time coordinator for the new Honors and Interdisciplinary Studies Program.

Salaries, Wages & Benefits	\$313,000
Operating Expenses	<u>\$17,000</u>
Total	\$330,000

QL and STEM Completion Specialist

\$75,000

Regents' Strategic Priorities – Timely Completion

Description – The math department received three years of one-time funding as part of a math completion improvement initiative. Using these funds, the department built a system to flag students at risk for early failure and connect those students to effective support services. As the project has moved forward, it has become apparent that similar needs also exist in other STEM gateway courses warranting expansion of the system to include those students as well. The department would like to base fund the completion specialist initiative to continue its goals and objectives.

Justification – The focus of this ask is based on the success of Math 0980 students. Math 0980 is the gateway course for the SLCC Math Pathway. We are conducting an extensive research project which began in Fall 2016 aimed to improve the student pass rate by providing support services, e.g. workshops, companion courses, exam retakes, and one-on-one counseling. Each student's exam grade is vital information for the research project. It helps map the deficits in learning objectives and helps improve the course design and delivery. Initial data collected from the past year already indicates some positive impact. In addition, just as Math 0980 is a major attrition point for students in achieving QL, there are key STEM courses in Life Science and Physical Science that are significant attrition points in STEM completion. The system built to support the QL completion initiative is equally useful in the STEM completion effort and could be expanded to support those students as well.

Outcomes – This program gives students who are not quite ready for college a second chance at taking the first exam in the developmental math gateway course, "Algebra for College Success". This second chance for engaged learners shows the value of studying and working with instructors and peers to be successful in a math course. We would expect to see an improvement in student pass rates over prior semesters in both QL and STEM courses.

Assessment – SLCC will monitor student success in QL math, biology, and chemistry and compare the results to prior years.

Budgetary Plan – The funding will support 1 full-time academic support position.

Salaries, Wages & Benefits	\$75,000
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CBE Program Manager and Support Staff
Regents' Strategic Priorities – Timely Completion

\$181,000

Description – Competency Based Education (CBE) allows students to advance at their own pace to gain mastery of essential knowledge and skills in specific workforce areas. Students who have prior learning in these areas will be able to validate competencies at an accelerated pace as they progress toward completion and certification. As the College begins to expand these programs, it will be important to properly fund the project as it phases off of grant funding. We have identified two main areas of need. The first deals with a program manager to head up existing and new development of CBE courses and programs. This person will serve as a conduit between the dean and e-Learning and will focus on process and data analytics. We have also identified a need for up to two more full-time positions in the areas of instructional and assessment design. These positions are necessitated due to the increase in projects we envision taking on as CBE expands.

Justification – CBE is expanding from the SAT into the broader college, which brings added budgetary expenses. Instructional design and continuous analysis and assessment expertise are essential to effective course development for this learning environment and for sustainable implementation, as well as, continuous improvement and program alignment with industry and career expectations.

Outcomes – With increased funding, SLCC can continue to lead the way for USHE in the area of Gen-Ed CBE. Hiring these positions will provide needed support for CBE efforts which should then result in increases in enrollment, and completion and certification rates for workforce training and Gen-Ed courses.

Assessment – An assessment plan is already in place with one-time funding granted by the legislature this past year. We will use the same plan to assess any added funding. The plan revolves around: increased student completion, increased enrollment from non-traditional areas, and increased student satisfaction.

Budgetary Plan – Funding will support 2 full-time positions: CBE Program Manager \$95,000 and e-Learning specialist \$86,000.

Salaries, Wages & Benefits \$181,000

IT Specialist for Westpointe Center
Regents' Strategic Priorities – Capacity

\$63,000

Description – A desktop support technician is needed to help manage IT needs of the newly opened Westpointe campus. This position will also cover three additional buildings in northern Salt Lake County. The funding will allow for us to upgrade the current part-time position to full-time.

Justification – The new Westpointe building recently came online and requires IT support along with three other leased buildings nearby.

Outcomes – Services for the client base will be handled in a more timely fashion due to the added hours a full-time tech would provide. This staff position is needed to maintain basic operations of a new campus.

Assessment – The IT department will continue to log help requests. Work tickets in our Service Now system can be used as an indicator of work performance and client satisfaction.

Budgetary Plan – The funding will support one full-time IT position.

Salaries, Wages & Benefits \$63,000

College Advancement Database

\$95,000

Regents' Strategic Priorities – Capacity

Description – This is the annual subscription fee for the primary database used by the development office. Blackbaud is the world's leading cloud software company, one of the few comprehensive solutions built for higher education. They connect and empower organizations to increase impact through software, services, expertise and data intelligence.

Justification – The College is seeking more private donations to help fund scholarships and College needs. We are currently in the silent phase of a \$40 Million comprehensive campaign. This software provides a relational database as well as the marketing modules to manage communications and online engagement with the donors and alumni. This subscription will allow us to operate more efficiently, reach and engage new supporters and retain and expand existing supporters. Managing the donor and financial records is essential to this organization. It is essential to have contact information readily available for the fund-raising team including the administration of the College.

Outcomes – It is anticipated that the benchmark for the fund-raising year will exceed \$15 million in this next fiscal year. We will also clean up nearly 300,000 records so that we can maintain regular communication with our donors and graduates. We will improve historical information on past giving and provide a clear path for future development teams to come.

Assessment – This software features a number of key metrics and reports. We will be monitoring progress of the team on a daily basis. Reports will not only include dollars raised but also the activity level of our development staff.

Budgetary Plan – The funding will support the annual subscription of the software database.

Operating Expenses \$95,000

Admissions Advisors

\$146,000

Regents' Strategic Priorities – Timely Completion

Description – This funding will support two (2) additional Admissions Advisors within the Office of Admissions. One position will support outreach efforts to encourage students to come to College and the other position will work with students as they begin their College intake process.

Justification – Prior to 2015, Salt Lake Community College did not have an Office of Admissions. Since that time the College has reallocated internal funds, as well as utilized new E&G funding, to establish a fully functional Office of Admissions. Currently, Salt Lake Community College has seven (7) Admission Advisors that interface with every public high school within Salt Lake County, as well as several private, alternative, and charter high schools. SLCC's Office of Admissions processes over 30,000 student applications each year and has established a case-management approach to increase the number of college applications and the college going rate within its service region. As a result, these additional staff positions are needed to fully implement case-management and to expand services to additional alternative and charter high schools, as well as community organizations.

Outcomes – Increased recruitment of prospective, traditional and non-traditional aged students through the expansion of services to additional alternative and charter high schools as well as community organizations.

Assessment – To assess the effectiveness of our efforts, we will conduct a year by year application and enrollment comparison of the schools we intend to offer more structured services to. Additionally, we will track the outcomes of these school visits where students are in the enrollment process.

Budgetary Plan – The funding will be used to hire 2 additional full-time Admissions Advisors.

Salaries, Wages & Benefits \$146,000

First Year Experience Coordinator and Program Support \$121,000
Regents' Strategic Priorities – Timely Completion

Description –As part of our service to students, 1 additional advisor is needed to support the First-Year Experience (FYE) Program. FYE specializes in helping with student retention past their first year of college. This program is essential in helping many of our first generation students.

Justification – One of the strategies for the College, it is to increase student completion but also timely completions. FYE provides a support structure for our students as they navigate higher education.

Outcomes – Increased retention for students beyond their first academic year.

Assessment – Measure the number of retained students as more effort is placed in supporting students navigate higher education..

Budgetary Plan – The funding will support 2 full-time advisor positions in career and student employment.

Salaries, Wages & Benefits	\$73,000
Operating Expenses	<u>\$48,000</u>
Total	\$121,000

Student Support Services Training Software **\$44,500**
Regents' Strategic Priorities – Timely Completion

Description – This funding supports the following software: Behavioral Intervention Team (BIT) software, Maxient Software, Title IX Training Software, and EverFi Software. These programs help educate student support staff in order to be compliant with best practices and federal regulations.

Justification – SLCC is required to train in areas to protect the students' safety. Moreover, there is best practices that help our staff learn how best to help students achieve success.

Outcomes – Staff will be compliant in following best practices and federal regulations to support student safety and success.

Assessment – Ultimately, the student safety and success will be outcomes. Also, compliance with federal regulations is also very important.

Budgetary Plan – This funding supports student affairs training software licenses.

Operating Expenses	\$44,500
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Hearing Impaired Funding Shortfall **\$27,000**
Regents' Strategic Priorities – Timely Completion

Description – When possible, equal access for individuals with disabilities will be sought. The Americans with Disabilities Act (ADA) has defined that those individuals who have a hearing impairment can receive assistance for interpreter services. This funding request will offset the costs to the institution to provide these services.

Justification – SLCC receives reimbursement from the Utah System of Higher Education for less than half of the total cost of interpreter services. These federally mandated interpreter services provide the necessary assistance to help hearing impaired students be successful in college.

Outcomes – We will be able to more fully support our hearing impaired students. This funding helps offset institutional costs.

Assessment – We will continue to report the number students served and total program cost as required biannually by USHE.

Budgetary Plan – This funding supports contracted interpreter services.

Salaries, Wages & Benefits \$27,000

Mental Health Safety Interventions

\$140,000

Regents' Strategic Priorities – Timely Completion

Description – In order to address the public mental health crisis in Utah, the Board of Regents' Mental Health Working Group has provided a list of recommendations to each Utah System of Higher Education (USHE). Two of the recommendations include: support and implement the higher education expansion of the SafeUT mobile app, including personalizing the SafeUT app for each institution; and improve mental health education for all staff and faculty and to require students to receive mental health literacy. Funding will be needed to implement the SafeUT mobile app and hire two mental health counselors.

Justification – More college students are seeking on-campus services. This is evident from the number of mental health counseling appointments in SLCC's Center for Health and Counseling displayed below.

Counseling	Fiscal Year 2017	Fiscal Year 2018	% Increase
Taylorsville/Redwood	1,775	2,309	30%
Jordan	76	184	142%
South City	492	761	55%
Total	2,343	3,254	39%

More college students are dealing with significant mental health issues. Data gathered from our own SLCC students in the 2017 American College Health Association (ACHA), National College Health Assessment (NCHA) indicated significant levels of depression (41%), anxiety (59%) and suicidal ideation (11%), consistent with national figures. College student's mental health problems have significant negative academic impacts.

Outcomes – The impact of the funding will be measured by decreased wait times for counseling visits, 24-hour crisis intervention with a local phone and text line, and expanded services at other institutional sites. Further, we will increase mental health counseling appointments by 48 more sessions per week.

Assessment –We will also be able to gauge the mental health counseling utilization rates and wait times.

Budgetary Plan – The funding will support 2 full-time mental health counselors

Salaries, Wages & Benefits \$140,000

Online Success Coaches

\$146,000

Regents' Strategic Priorities – Timely Completion

Description – Success Coaches will provide timely support and interventions for students throughout their academic program. Success coaches will be in touch with their students bi-weekly and track class engagement and grades for the students to actively support their academic progress. Coaches will support positive study habits, registration for following semesters, and non-cognitive skills such as a time management, critical thinking, communication, and self-efficacy so that students are able to overcome obstacles in academics and in life. The coaches will also implement early academic interventions to help students stay on track towards completion of their program.

Justification – Currently SLCC has found excellent results for our online Success Coaches. A success coach model provides timely interventions to support students throughout their academic program and should be expanded to all students. This support will lead to increased retention and completion for students.

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

Assessment – Increase the persistence and completion rates of students. We will compare 2020-2021 academic year data with 2019-2020 academic year to measure effectiveness.

Budgetary Plan – The funding will be used to hire 2 additional full-time Online Success Coaches.

Salaries, Wages & Benefits \$146,000

Pathways Academic Advisors

\$292,000

Regents' Strategic Priorities – Timely Completion

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

Justification – The role of Academic Advisor will shift in the Guided Pathways model from being the provider of information to directly tracking student success in a more meaningful way through personal connection and relationship-building. In order to achieve that sort of developmental advising the National Academic Advising Association recommends a student to advisor ratio of approximately 300 students to 1 full-time academic advisor. Currently, SLCC's student to advisor ratio is approximately 900:1.

Outcomes – Decrease the ratio of students to advisor. Increase student persistence and decrease the time for degree completion.

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

Budgetary Plan –The funding will support 4 full-time advisor positions.

Salaries, Wages & Benefits \$292,000

TRIO Program

\$33,000

Regents' Strategic Priorities – Timely Completion

Description – The College is positioning itself to expand TRIO federal programs. As more federal TRIO funding comes available, student success outcomes will improve. This funding will be used to fund 17% of the current Director of TRIO's salary.

Justification – Per the 5-year plan to expand the opportunity for federal TRIO grants, we must move the Director of TRIO Programs onto College dollars. For the first part of this move, I am requesting 17% of annual salary and benefits for the position.

Outcomes – Working to expand TRIO programs at SLCC which will help our low-income, first generation students find success.

Assessment – We will be able to report the activities of TRIO expansion and students served.

Budgetary Plan – This funding supports a portion of the TRIO Director's salary. .

Salaries, Wages & Benefits \$33,000

Child Care Support for SCC Students

\$100,000

Regents' Strategic Priorities – Timely Completion

Description – Child Care at South City Campus (SCC) is revenue driven. Students get first dibs on available slots but it is subsidized to provide low cost child care to the students. The goal is to support student success of our parent population of students.

Justification – Child care is a burden for struggling students removing this barrier encourages completion and retention.

Outcomes – Students who access child care will remove the barrier of child care to complete their coursework and graduate.

Assessment – Compare the graduation and retention rates of our parent students to the general students of SLCC.

Budgetary Plan – This funding supports a portion of the TRIO Director's salary. .

Operating Expenses	\$100,000
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People, Workplace, & Culture Support Regents' Strategic Priorities – Capacity	\$219,000
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Description – The College's growth has warranted an increased need to recruit, retain, and train the best faculty and staff. The initiatives that the College has in place, requires the support and expertise of our staff and faculty.

Justification – To be a College that promotes the success of our students, we need the resources and the staff and faculty to help push success initiatives.

Outcomes – Improved retention, improved training, and improved student success outcomes over time.

Assessment – We will be able to monitor key performance aspects from each of the positions, but the overall impact should be improved retention of staff and faculty and then later improved student success outcomes.

Budgetary Plan – The funding will support 3 FTE positions for recruitment, travel and training. HR systems, and PWC support.

Salaries, Wages & Benefits	\$214,000
Operating Expenses	<u>\$5,000</u>
Total	\$219,000

Course Evaluation Coordinator Regents' Strategic Priorities – Timely Completion	\$92,000
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Description – As SLCC increases its focus on improving student learning, it's imperative that we develop more sophisticated and helpful student course evaluations. There are certain things that only the student can tell us (e.g., the learning practices the instructor uses regularly, the learning climate in the course, etc.). Our current system needs to be expertly redesigned to improve the quality of information we receive.

Justification – The college system is currently maintained by an administrative assistant without training or background in qualitative or survey research. The new dollars will allow SLCC to hire a full-time coordinator with the necessary background and expertise. Improved course feedback will help to improve our student success and retention efforts.

Outcomes – Participation in course evaluations has been declining. Faculty and deans occasionally cannot use the results we have because too few students fill them out. This is a

critical data point for learning improvement. With a qualified coordinator we can improve the instrument (increasing the reliability and validity of the data) and create a strategy to increase participation.

Assessment – We will consider the number of evaluations. We also hope to be able to set a baseline on certain measures from the instrument which can be used to track improvement in instructor practices over time.

Budgetary Plan – This funding will support 1 full-time position in institutional research.

Salaries, Wages & Benefits \$92,000

State Board of Regents	\$862,100
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Cyber Security

\$862,100

Regents' Strategic Priorities – Investment in this area will advance the Regents' strategic priority of affordable access by reducing the liability associated with cybersecurity breaches.

Description –The state legislature authorized the Board of Regents to use any unallocated performance funding for one-time cybersecurity needs. While institutional cybersecurity needs require ongoing funding, this allocation will provide one-time funds to help institutions acquire two elements of IT security recommended by internal IT security auditors and the Center for Internet Security. The first element is the purchase and installation advanced malware end point protection. Malware often called malicious software is any program or file that is harmful to a computer user. Types of malware include computer viruses, worms, trojan horses and spyware. The second element that institutions will use these funds to support is the purchase and installation of next generation network firewalls. A firewall is part of a computer network which is designed to block unauthorized access while permitting outward communication. Our institutions have improved their network firewalls and additional funding will provide the latest next generation firewalls which are essential in the prevention of computer and network breaches. Institutions will receive a portion of the funds based on budget-related student FTE.

Justification – Student information, institutional financial data, hospital records, proprietary research, and employment records require safekeeping. Over the past few years, the Board of Regents and USHE institutions proactively took a number of steps to protect against cyber threats including biennial IT security audits, multi-factor authentication, and data breach insurance. As demonstrated in the IT security audits, institutions have made significant strides to protect themselves from cyber threats; however, cybersecurity remains a top system and institutional risk. The Regent Audit Subcommittee and institutional audit committees continue to rank IT security among the highest risks in the system.

Outcomes – The strategic use of these funds will provide institutions an initial investment in an ongoing effort to secure and protect institutional data and information from cybersecurity threats. The one-time nature of the funds will require institutions to identify and prioritize internal revenue sources and future funding to continue and expand the effort in this critical area. Ultimately the funds will improve institutional cybersecurity.

Assessment – Annual IT security audits will continue to provide the Regent Audit Committee assessment information on institutional cybersecurity strengths, opportunities, weaknesses, and threats.

Budgetary Plan – These funds contribute to the purchase of endpoint protection, firewalls, security information event management, and core security-related IT infrastructure.

Equipment/Software	\$862,100
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UTAH SYSTEM OF HIGHER EDUCATION 2019-2020 OPERATING BUDGET

Performance Funding

Total USHE: \$4,500,000

University of Utah

\$1,306,400

Summer Bridge Program

\$500,000

Regents' Strategic Priorities – Investment in this area will advance the Regents' strategic priority of affordable access and timely completion. Affordability comes from this initiative providing funding to help first generation students get a jump start on their first year of college by participating on campus during the summer prior to their fall start. Getting first generation students started and on the path to success at the University prior to fall should increase their confidence as other students join them on campus in fall.

Description – The Summer Student Success Academy will provide an opportunity for first generation students to enroll as a cohort and complete 6 credit hours toward their college education and then enroll in a learning community for the following two semesters. Courses will be those that are most critical to have early in a college career to ensure student success. This will be based on predictive analytics and the data that we have been gathering in the last several years. The Summer Student Success Academy will provide a transition experience for students who will benefit from the added support and the smaller class size afforded by the summer program.

Justification – Data indicate this program should reduce barriers and help students transition to college. The University has several programs already funded that will be involved in supporting this new initiative. These include: Student Success Advocates, a financial literacy program and tutoring. The largest part of financial support is needed to assist with student funding. Due to federal aid constraints, many students will not qualify for financial aid until they have matriculated to the University.

Outcomes – This program will facilitate enrollment of first generation students at the University and promote retention through graduation. Given demographic changes in Utah, enrollment and degree completion for first-generation students will be essential to meet workforce needs.

Assessment – We will be able to obtain data and with the help of data analytics determine if this program is effective in first generation students being successful at the University of Utah.

Budgetary Plan – The program will need faculty to teach additional summer courses. We will need additional staff time to champion the program and guide it through the summer. Financial assistance will support 200-250 students.

Salaries, Wages & Benefits	\$100,000
Operating Expenses	<u>\$390,000</u>
Total	\$500,000

Nursing and Health Related Professions

\$450,000

Regents' Strategic Priorities – This initiative will help with the Regents' strategic priorities of timely completion and affordability. Funding from the Legislature will mean that tuition will not be the only source to provide the educators for students. There are high demands from both students and the workforce for prepared graduates in nursing and graduates in related health fields. Additional opportunities for enrollment in these areas with help with completion.

Description – The University of Utah educates many of the students who receive professional and graduate degrees in nursing and in the fields of health and wellness that are in high demand in Utah's healthcare settings. At the present time, we do not have capacity to meet demands for admission of talented students to nursing and other allied health programs. The University needs to add additional faculty and support in order to expand class size.

As a research institution, the University of Utah's mission includes educating future faculty. This includes nursing and allied health faculty that are needed throughout the state. We would like to expand the number of future educators in the Ph.D. programs and the faculty for training those students.

Justification – We know the demands in the healthcare industry for nurses and allied health professionals are high. We face our own challenges in hiring trained nurses, physical therapists, occupational therapists, physician assistants, etc. for University Health. Without the infrastructure, staff and faculty to expand class sizes, we will continue to have a labor shortage.

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

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

Budgetary Plan – The expansion of nursing and health-related programs will require additional faculty – both tenure track (2) and clinical faculty (2). We will also need additional staff (1). For infrastructure we will need additional education materials and IT equipment.

Salaries, Wages & Benefits	\$400,000
Operating Expenses	<u>\$ 50,000</u>
Total	\$450,000

Computing and Technology

\$356,400

Regents' Strategic Priorities – This initiative will address the Regents' strategic priority of completion and affordability. Discussions with industry partners across the state have highlighted the number of open and unfilled positions in computing and technology. Additional enrollment in these areas will help meet employment demands.

Description – We know from our own data as well as data from Workforce Services that students graduating with degrees in these areas are in high demand. We want to expand current programs and build courses and programs as technology needs evolve. It is important to be on the cutting edge of technology education to support industry.

As a research institution, the University of Utah's mission includes educating future faculty. This initiative would expand the number of future educators in the Ph.D. program and the faculty for training those students.

Justification – Without the infrastructure, staff and faculty to expand class sizes, we will continue to have a labor shortage.

Outcomes – This funding will be used to hire new faculty. Successful outcomes include an increase in student enrollment and completion to fill workforce jobs. These jobs include Ph.D. students prepared to be the educators at Utah colleges and universities.

Assessment – Performance will be assessed based on increased graduates and our ability to work with industry to develop cutting edge courses and programs as technology evolves.

Budgetary Plan – The expansion of computing and technology programs will require additional faculty – both tenure track (1) and career-line faculty (1). We will also need additional teaching assistants (1) .

Salaries, Wages & Benefits	\$300,000
Operating Expenses	<u>\$ 56,400</u>
Total	\$356,400

Utah State University	\$903,100
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Deficit	\$903,100
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Regents Strategic Priorities: Timely Completion

Description/Rationale - USU's completion efforts have been increasingly successful. The university has changed the way it charges tuition for Logan online students. The university also adjusted its credit hour plateau so that it was a consistent 12-18 for all students at all campuses. The result of this has been a much greater percentage of students taking enough classes to qualify for the tuition discount they receive from the plateau. This has come at a cost for the university. The lost tuition from these students has been substantial over the last few years. This allocation will reverse part of the slide realized from these efficiency measures that the university has successfully implemented.

Budgetary Plan - Operating	\$903,100
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Engineering Match**\$477,000**

Regents' Strategic Priorities – Workforce & Research: As the number of faculty in Engineering are increased with Engineering Initiative funding, the capacity in STEM support courses must be increased to keep pace.

Description – Additional faculty are needed in the sciences to keep up with the demand for Engineering support coursework.

Rationale – Students graduating with degrees in the areas listed above are in high demand in Utah, regionally, and nationally. As a university, while we are on track to increase the number of Engineering faculty, we will be unable to keep up with demand for required support courses in the sciences.

Not only will faculty be needed to increase the number of STEM support courses, given the reliance on state-of-the-art laboratories for these programs, we also request funding to help equip, maintain and manage these labs and thus reduce the need to charge students additional fees.

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

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

Budgetary Plan – Salaries, Wages & Benefits	\$ 400,000
Operating Expenses	\$ 77,000
Total	\$ 477,000

5 FTE faculty

Student Services**\$86,700**

Description – Southern Utah University is proposing an additional seven staff members in key Student Affairs areas in response to SUU's recent enrollment growth. Specifically, there is need for additional academic advisors, career counselors, financial aid counselors, disability resource specialists, veterans certifiers, diversity and inclusion staff, and registrar support.

Justification – SUU is lagging behind national best practices for student-to-staff ratios in the strategic student services areas listed above.

Outcomes – The additional staffing in these areas will result in increased retention and graduation rates as our students receive the appropriate level of support services.

Assessment – Maintain appropriate student-to-staff ratios in student services; increase retention rates and graduation rates.

Budgetary Plan – Salaries, Wages, and Benefits \$86,700

Counseling and Psychology Services

\$148,200

Description – Like other USHE institutions, SUU has experienced an increase in student mental health concerns. Research shows that many college students will become depressed, seriously consider suicide, or struggle with significant bouts of anxiety and substance abuse. A student struggling with an untreated mental health concern will find it very difficult to succeed in college because they will not have the ability to meet academic challenges. SUU proposes to add two full-time counselors in Counseling and Psychological Services and related operational expenses to support the additional counselors.

Justification – SUU is situated in a rural and economically disadvantaged area of the state, with few accessible mental health resources off campus. Many SUU students live far from family and other support services, so the role the University plays in their health and wellness is critical. SUU has grown over the past several years, quickly outstripping our ability to meet the mental health demands of the student population.

To support students success, SUU must have the resources to respond to mental health concerns in a timely and competent manner. According to the International Association of Counseling Service (IACS), SUU would need to increase the full-time licensed counseling staff by two in order to meet the IACS recommendations.

Outcomes – Two additional counselors will reduce wait times, increase the number of students served, reduce the severity of mental health issues, and increase capacity to offer crisis intervention services. Two additional counselors will help SUU achieve and maintain the recommended student-to-counselor ratio established by IACS.

Assessment – Reduced wait times, reduced symptom severity and length of treatment, increased students served, and increased outreach and prevention activities.

Budgetary Plan - Salaries, Wages, and Benefits \$148,200

Predictive Analytics Software and Student Success Expansion \$107,600

Regents' Strategic Priorities – Timely Completion—Predictive analytics software is needed to meet the growing demands of assessing student progress. We need to better identify potential barriers to completion. Analytic software programs have proven to be valuable assets in identifying ways colleges can assist students in their curricular plans. An additional full-time position for Predictive Analytic and a full-time Adviser position will greatly help us fully utilize the new software and meet student demand.

Description – While Snow College has one of the highest completion and transfer rates among two-year colleges in the country, we know we can do more. Students who can complete college often drop out because they encounter barriers in the form of inadequate course preparation, enrollment in courses that may not be the best options for major preparation, poor course sequence planning, and other related challenges. Predictive data analytics packages such as *Civitas* and *Starfish* provide institutions of higher learning with tools that identify barriers and provide data that can be used to help students get past these barriers. With the passage of S.B. 206, all institutions are seeking ways to better access and use data to assist them in directing students into paths that will increase success.

We would like every first-year student to meet regularly with academic advisers. Advisers serve in the trenches in helping to direct students in course selection and planning for majors. But they also help students understand the need for proper sequencing of courses and direct them to get help from special courses that can help them succeed in areas such as course testing, homework skills, seeking assistance in math and writing, time management and so forth. Increasing the number of advisers in our advising office will greatly expand our abilities to serve more students and relieve some of the burden on existing advisers so they can be more effective in following up with students who are more likely to need help.

Justification – We have utilized data resources such as *Argos*, *Banner*, and *Qualtrics*. While all of these software packages are helpful, none of them “talk” to one another. We need a predictive data analytics system that enables us to do quick studies and longer-term studies of courses, student choices and enrollment trends. Studies done by Utah State University and the University of Utah have shown that data analytics programs such as *Civitas* and *Starfish* are highly effective in identifying student preferences, student challenges and trends that help institutions adapt quickly to meet the needs of students. In addition, these data are also of great interest to USHE and the legislature because they provide the most accurate picture of how resources can be deployed to increase student completion rates.

Based on *NACADA 2011 National Survey of Academic Advising* the national median case load of advisees per full-time professional academic advisor was 296:1. Currently Snow College has a ratio of approximately 554:1 on the Ephraim Campus. The student to advisor ratio on the Richfield campus is currently close enough to the suggested guideline to be adequate there. It is also important to note that most Student Success Advisors currently have additional duties in excess of their normal academic advising responsibilities (ex: 4-Year University visit coordination, Help Sessions & Supplemental Instruction coordination, etc.). The addition of another adviser will reduce the Snow College ratio to 459:1 and allow Snow College to: (1)

assign academic advisors for all first-year students (2) become more proactive in the way we interact with assigned advising caseloads (3) better leverage existing and emerging technologies to identify “at-risk” student populations early and intervene in a timely manner.

Outcomes – The University of Utah estimates that their predictive analytics tool helped retain 250 students who otherwise would have dropped out of college. In addition to being a \$750,000 savings to the university, the data analytics tools helped them identify areas they were unaware of that created barriers to student completion. In addition, they note that studies can be done in a day that help them determine program effectiveness. These studies used to take weeks and months to complete. We believe we can do more to help students complete and to finish. We are confident from conferences we have attended and our conversations with colleagues in our sister USHE institutions that the predictive analytics software will be a boon to student retention and success.

In recent years, the Student Success Advisement Office has expanded office hours, adopted new technology, changed their advising practices, and implemented a peer mentoring program. These efforts have greatly improved our advising outreach and abilities. The additional adviser will enable us to reduce our Ephraim campus student to adviser ration to 364:1 from 554:1. This will greatly improve the quality of advising.

Assessment – Predictive analytic tools require one to two years to implement fully. We will be able to assess the tool's performance as we go as we share data with the Office of Institutional Research, Academic Affairs, Students Success, Enrollment Management, Trio and academic departments. We keep a statistical yearbook and an environmental scan of current and prospective students. These data books will be able to report the increase of usable data and the outcomes achieved. We expect to see student completion improve by several percentage points in the first three years of usage as we learn of areas we can improve in.

Our advising office keeps records of advising caseloads. We will easily be able to gather statistics that shows how the advising load has been distributed and we will be able to follow student course completion per adviser. These are statistics that we keep on a regular basis.

Budgetary Plan – Staff Adviser, Predictive Analytics support position, and PT wages: Salary and Benefits: 107,600 (Remaining funding for support positions is provided under Performance Funding in the Education Fund SB2 below.)

Predictive Analytics tool: Funding for software is provided under Performance Funding in the Education Fund SB2 below.) Total: \$107,600

Cyber Security**\$107,800**

Regents' Strategic Priorities – This initiative supports the Regents' strategic priority of strengthening IT security across the USHE system.

Description – This funding will enable DSU to begin implementing a regular replacement cycle for edge network equipment, including network switches and wireless access points.

Justification – Since specific requests for IT security funding have not been prioritized by the state legislature, DSU has identified alternate funding as recommended by USHE.

Outcomes – Current network equipment is significantly outdated due to the lack of a consistent funding source. The institutional goal is a 10-year replacement cycle for switches and a 5-year replacement cycle for access points, although it will take several years to reach this status. DSU will begin by replacing the oldest and most vulnerable equipment first.

Assessment – Success will be measured by reaching institutional replacement cycle targets for edge network equipment.

Budgetary Plan – Networking Equipment \$107,800

Retention, Persistence, and Completion**\$699,700**

Regents' Strategic Priorities – Timely Completion

Description – Improve student retention, persistence, and timely completion through implementation of a First-Year Advising Center with proactive engagement and intervention by advisors; expansion of peer retention mentoring; expansion of supplemental instruction; and support for completion and graduation projects.

Justification – As part of a comprehensive strategy to promote timely completion, UVU has implemented a student analytics platform to enable proactive intervention by academic advisors and peer retention mentors with students at risk of not persisting. The implementation of a First-Year Advising Center model, additional academic advisors and peer retention mentors will aid in the full implementation of the coordinated care network recommended by data-informed student success practitioners to support students in achieving their academic goals. UVU has successfully piloted supplemental instruction that provides student support for targeted difficult courses and involves students in the high-impact practice of facilitated study. These initiatives provide individual interventions that empower students to identify and overcome barriers to persistence and graduation.

Outcomes – Entering students will receive more personalized and coordinated guidance focused on successfully navigating their first-year. Through the use of retention mentors, students identified through the student analytics platform as at-risk will receive immediate intervention contact and guidance to support services. Students enrolled in difficult courses will receive supplemental instructional support to facilitate their learning success.

Assessment – Increased retention rate from first to second year, increased graduation rates, and increased number of academic awards. UVU is focused on attaining, by 2025, 45 percent completion as measured by the IPEDS Outcomes Measure.

Budgetary Plan – Funding supports the addition of 1 academic advisor for the First-Year Center (other positions funded from Education Funds), 1 supplemental instruction coordinator, 1 completion initiatives project manager, 1 DegreeWorks system support staff, 1 graduation office assistant, and hourly staff/student employees to serve as retention mentors and supplemental instruction support specialists. Operating expenses include general office supplies as well as travel for professional conferences.

Staff 5 FTE; hourly staff/student employees	
Salaries, Wages & Benefits	\$695,200
Operating Expenses	<u>\$ 4,500</u>
Total	\$699,700

Salt Lake Community College	\$519,800
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Lab Coordinator for Publication Center	\$22,800
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Regents' Strategic Priorities – Timely Completion

Description – The Publication Center has developed into a very active site for teaching and learning. It houses very expensive computers and printers, as well as a \$14,000 paper cutter, a book binder, and other machinery. This position is currently part-time and the need for a full-time person is needed.

Justification – The coordinator of the center must have a sophisticated knowledge about computers and software. Not only must the current part-time coordinator oversee and maintain all of the equipment in the center, they must also be available to schedule the various activities that take place there.

Outcomes – Longevity of staff allows us to continually build our professionalism. Full time staff have more ownership of classrooms, stronger relationships with parents & lab students. Also, the ability to guide and coach lab students will increase. Lastly, the quality of the lab school experience will be improved through individualized attention, observation and support.

Assessment – The publication center should be able to report on the number of faculty, staff, and students that use the services. The mission is to support learning in the production, distribution, and circulation of print and digital texts authored and created by SLCC students.

Budgetary Plan – The funding will support a portion of the salary of the full-time lab coordinator for the Publication Center in the School of Humanities and Social Science.

Salaries, Wages & Benefits \$22,800

Workforce Education Specialist

\$81,000

Regents' Strategic Priorities – Timely Completion

Description – SLCC strives to align industry needs with educational courses and programs for students. This funding will be used to fund a Workforce Education Manager to better coordinate industry and company training needs to programs that are either in operation or those that need to be specifically developed. This position will assist in leading the messaging and outreach efforts to community members that are either unemployed or underemployed in order to gain more marketable training and education.

Justification – – One of SLCC's core duties is to provide workforce training. These funds will be instrumental in allowing personnel to focus on the development and delivery of a centralized point of contact for our surrounding business sectors. Salt Lake County houses the most diversified economy within the state of Utah.

Outcomes – This funding will be used to improve connections between business and the College through more targeted training for incumbent workers and expanding the employment pipelines for companies and industries in high growth modes.

Assessment – The College will be able to monitor efforts of increased business and industry partnerships through the number of companies served and for the number of jobs that are filled by well-trained student completers from SLCC.

Budgetary Plan – The funding will support 1 FTE position.

Salaries, Wages & Benefits \$81,000

Associate Provost for Academic Operations

\$102,000

Regents' Strategic Priorities – Timely Completion

Description – As the College moves towards a restructured academic pathways approach for students, the Provost needs additional administrative support to monitor the various academic projects and coordinate efforts.

Justification – In order to meet the demand on timely completion of our students with a new Pathways model, additional administrative staff is needed to monitor the projects and plans.

Outcomes – This position will be able to provide efficiencies and support towards effectiveness of the pathway projects..

Assessment – The effective implementation of pathways projects will be the key overall assessment for this position.

Budgetary Plan – The funding will support 1 FTE position.

Salaries, Wages & Benefits	\$102,000
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Testing Services Consolidation

\$144,000

Regents' Strategic Priorities – Timely Completion

Description – Consolidated Testing Services requires a robust, unified and automated system that provides seamless integration of the elements of setting up a test, scheduling appointments, collecting fees, checking in students, recording individual student's test data, and reporting aggregate data. The ideal system would seamlessly interface with Banner, Canvas, and the SLCC OneCard system and would be used by current and prospective students, the workforce community, instructors, and testing staff.

The consolidated Testing Services Director will need an Administrative Assistant I to help manage personnel, hiring, staff meetings, office tasks, and paperwork. The operation will be quite extensive, with locations on multiple campuses and full and part-time staff.

Justification – Consolidating testing services is part of the overall effort to improve student services efficiencies and the students' experiences. It will also provide more effective uses of our current information systems for helping students which should lead to more timely completion.

Outcomes – Expected outcomes will be an improved student experience and improvements and efficiencies in faculty/student communication and interaction. Improvements in timely completion over-time is another outcome.

Assessment – Improving the student experience and making better use of student's time should also lead to improvement in time to completion.

Budgetary Plan – The funding will support 1 FTE position.

Salaries, Wages & Benefits	\$127,000
Operating Expenses	<u>\$17,000</u>
Total	\$144,000

Hourly Staff OIT Rate Increase

\$66,000

Regents' Strategic Priorities – Capacity

Description – The OIT hourly staff has high turnover due to the competition in the marketplace. In order to retain staff, and provide the support for our students, staff, and faculty, the hourly rate needs to be increased.

Justification – To improve delivery and continuity of OIT hourly staff services, we need continuity in retaining hourly staff. This funding will help increase hourly wages in the OIT area to retain staff.

Outcomes – Improved retention of OIT hourly staff.

Assessment – Improved retention should result in improved customer satisfaction on user surveys.

Budgetary Plan – The funding will support the increase in hourly staff rate of pay.

Salaries, Wages & Benefits \$66,000

Major Gifts Officer

\$104,000

Regents' Strategic Priorities – Capacity

Description – In efforts to secure other revenue sources besides state tax funds or tuition, the College is in the middle of a \$40 million Capital Campaign Initiative. The new staff person will aid in efforts to raise money for our students.

Justification – The College is seeking more private donations to help fund scholarships and College needs. We are currently in the middle of a \$40 Million comprehensive campaign. This position will help us reach and engage new supporters and retain and expand existing supporters.

Outcomes – It is anticipated that the benchmark for the fund-raising year will exceed \$15 million in this next fiscal year. This position will also allow us to maintain regular communication with our donors and graduates.

Assessment – Dollars raised as well as activity of this new staff position.

Budgetary Plan – The funding will support 1 new FTE Gift Officer to aid in fundraising efforts.

Salaries, Wages & Benefits \$104,000

Cyber Security**\$143,700**

Regents' Strategic Priorities – Investment in this area will advance the Regents' strategic priority of affordable access by reducing the liability associated with cybersecurity breaches.

Description –The state legislature authorized the Board of Regents to use any unallocated performance funding for one-time cybersecurity needs. While institutional cybersecurity needs require ongoing funding, this allocation will provide one-time funds to help institutions acquire two elements of IT security recommended by internal IT security auditors and the Center for Internet Security. The first element is the purchase and installation advanced malware end point protection. Malware often called malicious software is any program or file that is harmful to a computer user. Types of malware include computer viruses, worms, trojan horses and spyware. The second element that institutions will use these funds to support is the purchase and installation of next generation network firewalls. A firewall is part of a computer network which is designed to block unauthorized access while permitting outward communication. Our institutions have improved their network firewalls and additional funding will provide the latest next generation firewalls which are essential in the prevention of computer and network breaches. Institutions will receive a portion of the funds based on budget-related student FTE.

Justification – Student information, institutional financial data, hospital records, proprietary research, and employment records require safekeeping. Over the past few years, the Board of Regents and USHE institutions proactively took a number of steps to protect against cyber threats including biennial IT security audits, multi-factor authentication, and data breach insurance. As demonstrated in the IT security audits, institutions have made significant strides to protect themselves from cyber threats; however, cybersecurity remains a top system and institutional risk. The Regent Audit Subcommittee and institutional audit committees continue to rank IT security among the highest risks in the system.

Outcomes – The strategic use of these funds will provide institutions an initial investment in an ongoing effort to secure and protect institutional data and information from cybersecurity threats. The one-time nature of the funds will require institutions to identify and prioritize internal revenue sources and future funding to continue and expand the effort in this critical area. Ultimately the funds will improve institutional cybersecurity.

Assessment – Annual IT security audits will continue to provide the Regent Audit Committee assessment information on institutional cybersecurity strengths, opportunities, weaknesses, and threats.

Budgetary Plan – These funds contribute to the purchase of endpoint protection, firewalls, security information event management, and core security-related IT infrastructure.

Equipment/Software

\$143,700

UTAH SYSTEM OF HIGHER EDUCATION 2019-2020 OPERATING BUDGET

Growth and Capacity

Total USHE: \$5,000,000

University of Utah

\$869,900

STEM Education – Expand Capacity

\$869,900

Regents' Strategic Priorities – The Regents' strategic priorities of completion and affordability will be helped with this funding. Funding from the Legislature will mean that tuition will not be the only source to provide the educators for students. There are high demands from both students and the workforce for prepared graduates in mathematics, chemistry, physical sciences and biology.

Description – The University of Utah educates many of the students who receive professional and graduate degrees in fields which are in high demand by Utah businesses and industries. At the present time, we cannot meet the demand for admission to many of these programs.

As a research institution, the U's mission includes educating future faculty. Top graduate students in Ph.D. programs receive graduate stipends as part of their participation in Ph.D. education. The resources to fund these stipends have not kept pace with amounts needed to match the national average for Ph.D. students. This leaves us at a disadvantage for recruiting the caliber of graduate students we need both to maintain the prestige of our programs, to retain quality faculty, and to educate the next generation of STEM faculty. The additional graduate students in key areas will also help us to be able to increase the support for undergraduate students as these graduate students fulfill the teaching part of their training.

The primary purpose of this funding is to allow the University to hire additional faculty and teaching assistants to increase the number of students who can be admitted into sciences fields. For science, we need to invest in faculty to build a robust curriculum and knowledge in data science, and other STEM fields.

Justification – We know the demands in industry for students educated in data science, computational mathematics and other STEM fields. Without adding additional faculty, we will not be able to accommodate these students.

Outcomes – Students in higher demand STEM disciplines will graduate prepared to enter the workforce. This workforce includes Ph.D. students prepared to be the educators and researchers at our colleges and universities.

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

Budgetary Plan – The program will need faculty (7) to teach additional students. We will also need teaching assistants and support staff, including academic advisors and support for career advising.

Salaries, Wages & Benefits	\$800,000
Operating Expenses	<u>\$ 69,900</u>
Total	\$869,900

Weber State University	\$587,100
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Regents' Strategic Priorities – Capacity and Compensation. **\$500,000**

Description – The need for additional salary dollars at WSU is acute. For several years, WSU has lagged behind the other USHE institutions in salary increase percentages. For FY19 WSU's average salary increase is 2.99%, while at the other USHE institutions it is 3.81%.

WSU is now significantly below its peer USHE institutions in terms of overall faculty salaries. For FY17, WSU's average faculty salary was approximately 9% less than that of UVU.

Because of these conditions, WSU has begun losing employees to other USHE institutions and our turnover rate has spiked. For many years WSU has averaged approximately a 7% turnover rate. For FY18 our rolling employee turnover rate was 16%.

Outcomes – Lower turnover rate and competitive salaries.

Budgetary Plan – Salary \$500,000

Mandated Costs **\$87,100**

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

Description – Several years ago the Board of Regents stopped asking for mandated cost increases as part of their annual Operating Budget Request to the legislature. The result of this exclusion is that inflationary increases in items such as Fuel and Power, Water & Sewer, Workers Compensation, State Audit Fees, Risk and Property Insurance have been entirely unfunded or significantly underfunded by the legislature over the past decade. To cope WSU has pushed many of these increases off onto 1-time funding sources or Tier 2 Tuition. This request would provide \$87,100 in current expense to replenish these vital but underfunded budgets. It will also allow us to address urgent Law Enforcement Retention issues.

Outcomes – Full funding for these vital budgets

Budgetary Plan – Current Expense \$87,100

Institution Budget Priorities: IT Upgrades and Employment Needs

Regents' Strategic Priorities – Capacity—Implement needed upgrades to our IT infrastructure and hire three new IT employees.

Description – As demand for integrated technology needs have increased, Snow College struggles to meet the challenges of IT security, backup, and capacity. We have immediate needs to update servers and systems that facilitate storage, information access, and growth capacity.

Justification – Our IT Department has taken many steps to upgrade our computing systems. We have built server modules, made hires in systems analysis, IT security, and improved cabling and distribution. Increased pressure on existing systems has caused internet breakdowns and other temporary system failures because we no longer have enough capacity in our existing systems. Funding in this area will greatly relieve these pressures and give us room to facilitate system growth.

Outcomes – Funding for IT will enable us to increase server and other technology capacity, add additional employees to address ongoing challenges and be better prepared for IT expansion in the future. It will also give us greater security of data stored in our systems.

Assessment – IT oversight is provided by our Chief Information Officer (CIO) and by the Vice President for Finance and Administration (VPFA). The CIO is assisted by the Integrated Technology Advisory Committee (ITAC) which is composed of staff and faculty who work with IT in addressing the needs of the College. ITAC reports regularly to the Faculty Senate and is very aware of the needs of IT and will be a good resource in working with IT as they add staff and equipment. The VPFA meets regularly with the CIO and will be able to monitor and advise as IT hires new employees and adds equipment.

Budgetary Plan – IT: Three Full-time staff members: Salary and Benefits: \$158,800 (Remaining funding for positions is provided under Performance Funding in the Education Fund SB2 below.). IT: Equipment Upgrades: \$300,000

Salaries, Wages & Benefits	\$158,800
Operating Expenses	<u>\$300,000</u>
Total	\$458,800

Faculty and Staff Salary Equity**\$300,000**

Regents' Strategic Priorities – This initiative primarily supports the Regents' Strategic Priority of Student Growth and Capacity.

Description – DSU competes in a national market for talented faculty and staff and also strives to be an employer of choice for Southern Utah residents. Additional compensation funding is needed to ensure continued recruitment and retention of high-quality employees at a time of low unemployment and economic expansion. Improved compensation and increased employee retention over a multi-year span is a crucial component of DSU's overall strategic plan.

Justification – Although significant progress has been made in recent years, approximately 40% of full-time positions remain below the comparable median salary at peer institutions. In addition, part-time positions have become more difficult to fill in recent years due to wage increases in the private sector.

Outcomes – DSU anticipates that \$300,000 of salary equity funding will be sufficient to achieve full market equity for virtually all full-time positions as measured by peer benchmarks established in 2016. This funding will also enable an across-the-board increase of part-time wages by an average of \$0.75 per hour.

Assessment – Number and percentage of positions below market benchmark median salary, and annual turnover percentage of full-time positions.

Budgetary Plan – Employee salaries and part-time wages \$300,000

Full-Time Faculty**\$569,800**

Regents' Strategic Priorities – This initiative primarily supports the Regents' Strategic Priority of Student Growth and Capacity.

Description – Dixie State University continues to follow a rapid growth trajectory. Budget-related enrollment has increased by more than 700 FTE students (approximately 12%) over the last three years. To accommodate these students and facilitate continued growth, additional instructional capacity is needed in multiple disciplines, including chemistry, entrepreneurship, environmental science, medical laboratory science, and population health.

Justification – DSU has relied heavily on part-time faculty in high-demand disciplines to accommodate enrollment growth. Additional full-time faculty will help ease capacity constraints and are also needed to meet program accreditation standards and support high-impact learning practices such as undergraduate research and experiential learning.

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

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

Budgetary Plan – 6 new full-time faculty positions \$569,800

Utah Valley University \$1,696,900

Student Growth & Capacity \$1,696,900

Regents' Strategic Priorities – Student Growth & Capacity

Description – Funds are being used to meet educational needs of new students enrolling and existing students persisting in their studies by providing additional full-time faculty for critical-path courses in general education and in high demand majors' courses.

Justification – During the 2018-19 academic year, UVU served additional 1,200 annualized FTE students, primarily students continuing their educational studies in their sophomore, junior, and senior level courses. In order for these continuing students to successfully complete their programs of study in a timely manner, additional sections of critical path general education and majors' courses (CTE and upper division) must be offered. While UVU students are well-served by qualified adjunct faculty, certain disciplines (particularly in STEM, pre-health, and Business) are unable to recruit the increasing number of adjunct faculty needed to meet growing student demand; thus, additional full-time faculty are needed. Utilizing course waitlist data and analyzing students' course enrollment patterns, UVU is able to identify critical-path general education courses which need additional capacity to ensure students can advance appropriately through their major's graduation plan.

Outcomes – Recognizing the importance of full-time faculty in student access, retention, persistence, and completion, UVU, in consultation with USHE, established a university-wide goal of no less than 55 percent of instruction delivered by full-time faculty. Maintaining this level requires the addition of approximately three full-time faculty per additional 100 FTE students. The expansion of full-time faculty allows UVU to offer sufficient course sections to reduce student need to delay completion progress.

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

Budgetary Plan – This particular funding allows UVU to hire 14 full-time faculty to teach in information technology, computer science, English, digital media, aviation science, communications, psychology, physics, accounting, organizational leadership, and statistics. Operating expenses include general office supplies as well as travel for professional conferences.

14 full-time faculty	
Salaries, Wages & Benefits	\$1,647,900
Operating Expenses	<u>\$ 49,000</u>
Total	\$1,696,900

Campus Safety- UHP Contract**\$160,000****Regents' Strategic Priorities – Capacity**

Description – The College contracts with Utah Highway Patrol to cover Campus Safety. As costs have increased in state employee compensation, UHP did not pass those costs to the College. In 2016, the contract was adjusted to include these cost increases. We were able to base-fund part of the contract increases in 2018 and this is the remaining portion of the contract needs.

Justification – This funding request covers the remaining portion of the UHP contract to cover increased compensation escalations. 18 UHP employees are supported with the current contract.

Outcomes – The funding is needed to provide campus security over 10 campus sites and allow for better coverage of the sites.

Assessment – Assessment can be measured by public safety officer per student, but ultimately we need to provide security to our many campus sites.

Budgetary Plan – The funding will support contracted Utah Highway Patrol officers who provide campus security.

Operating Expenses	\$160,000
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Perkins Funded Positions Transition**\$50,000****Regents' Strategic Priorities – Capacity**

Description – These employees are partially funded using Carl Perkins federal grant funds and there is growing pressure to move these individuals fully to other revenues. These positions provide tutoring, career advising, and support for students with various accommodations in the Career and Technical Education (CTE) fields.

Justification – The purpose of Carl Perkins grant funds is to strengthen and build career and technical education (CTE) programs and courses. The purpose of these funds is to allow for some compensation funding to help with the design, implementation, and support of these programs. The funds used for salaries, wages, and benefits should not exceed a 3-year time frame, but also should not supplant the state's obligation to that area. Over the past year, SLCC has identified that there are positions that should transition off Carl Perkins funding.

Outcomes – The expected outcome is that SLCC will be able to maintain the staffing in these support positions without violating federal regulations. These positions are essential to the success of students.

Assessment – SLCC will be in compliance with Perkins guidelines.

Budgetary Plan – The funding will cover partial salaries of 3 current full-time individuals.

Salaries, Wages & Benefits \$50,000

Key Specialists

\$120,500

Regents' Strategic Priorities – Capacity

Description – Due to a recent legislative audit, it was determined the key office was short on staff to manage the proper oversight.

Justification – The College is responding to a recommendation from the Legislative Audit. With 10 campus sites, additional staff is needed to cover the demand and maintain proper oversight and building security.

Outcomes – Improved security and oversight. There will also be improved key management.

Assessment – This initiative would be assessed through ongoing compliance and risk mitigation.

Budgetary Plan – The funding will support 2 FTE key specialist positions.

Salaries, Wages & Benefits \$120,500

Inventory Software System & Personnel

\$187,000

Regents' Strategic Priorities – Capacity

Description – Due to the obligation to provide additional and standardized monitoring of noncapital assets/inventory, the College needs to purchase an inventory tracking system. The College's current Banner Fixed Asset module is not suited for automated tagging, scanning and tracking of inventory, and inventory tracking is onerous to accomplish without some type of automation. This software will enable the College to track movement of inventory/devices as well as the locations and will provide enhanced protection of College assets. The College also needs an additional 1.5 FTE to manage the additional workload required.

Justification – The recent Legislative audit of noncapital assets highlighted the need for the College to have a standardized and robust software system to protect College resources. Current resources have been dedicated to other initiatives and ongoing operating expenses.

Outcomes – The inventory software will provide increased protection and transparency as to noncapital assets and will reduce loss. The College estimated \$4 million in noncapital asset purchases during fiscal year 2017 and would expect to realize efficiencies in budget due to increased clarity as to inventory and use.

Assessment – The College would expect better stewardship of non-capital assets and possible budgetary efficiencies over time due to added protection of assets.

Budgetary Plan – The funding will support 1.5 positions and cost of the inventory tracking system.

Salaries, Wages & Benefits	\$112,000
Operating Expenses	<u>\$75,000</u>
Total	\$187,000



MEMORANDUM

TAB R

September 4, 2019

USHE - Cybersecurity Funding Update

During the 2019 Legislative session, the Board of Regents requested from the legislature, \$7,150,000 for cybersecurity needs. While not funded, the Legislature adopted intent language allowing for \$1,005,800 of the Board's request to be funded with unallocated performance-based funding.

During the May 2019 Regents meeting, the Board approved using \$1,005,800 of unallocated performance funding for cybersecurity needs including next-generation firewalls, advanced malware endpoint protection, and wireless upgrades. The Board also recommended institutions fund a significant portion, totaling \$4,345,000, with internal institutional resources, and submit plans to the Commissioner's office describing how they will address unfunded ongoing cybersecurity needs for the edge network using internal allocations. The attached document describes these plans.

Commissioner's Recommendations

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

Attachment

UTAH SYSTEM OF HIGHER EDUCATION 2019-2020 OPERATING BUDGET

Cybersecurity

Total USHE: \$5,350,800

This initiative supports the purchase of next-generation network firewalls, advanced malware endpoint protection, wireless upgrades, and edge network equipment. These upgrades will help protect student information, financial data, hospital records, proprietary research, and employment records. Institutions have created the following funding plans using internal allocations.

University of Utah

\$1,620,000

Regents' Strategic Priorities – Information technology is essential to achieve the strategic goals for higher education of affordability, completion and innovation. IT eliminates paper, streamlines processes, provides relevant data and analytics for critical decisions and provides library, counseling, and instruction to students anywhere at any time. It increases productivity of faculty, staff and students, helping students toward faster completion. The baseline of IT that makes these benefits possible is the IT network and secure access to rich online resources and data. The loss of personal private data is damaging and costly to the reputation of a university or college. Staff, faculty and students expect 24 X 7 connectivity and security for their personal data. A network outage and security breach can have significant impact on job productivity. It can also cut essential network connected services such as building, access, HVAC control, fire alarms, security cameras, utility meters, instructional materials, accounting reports, payroll and emergency alerts. IT security and networks have been underfunded for years. Compared to other colleges and universities around the country, Utah institutions of higher education are 1.5% below the norm in IT spending, particularly with security and networks. The requests listed below will catch up Utah colleges and universities on secure network equipment.

Description – The network is the first layer of defense against cyber security threats, but Utah school's dated wireless and network edge components can't maintain the newer advanced network security protocols. These devices must be replaced on a recurring lifecycle in order to have the latest manufacturers' upgrades, which provide the best cyber security protection possible, or Utah schools face a high probability of a cyber-security breach.

USHE CIOs have completed a comprehensive network edge inventory, looking at the cost to maintain an industry recommended ten-year replacement for all building network switches and network components and a five-year replacement for all wireless network components and software to meet minimum security standards and network demand.

Justification – The top cyber security threats facing higher education are phishing attacks, malware and ransomware, encryption blind spots, cloud access, Internet of Things (IoT), vulnerability management, third-party risk management, and user actions. This is not an issue unique to Utah: 35% of all security breaches take place in higher education. Additionally, the critical importance of quality high-speed internet connectivity to higher education and research is an inarguable certainty. Today's core college and university knowledge and administrative functions are intertwined with innovative software, powerful hardware, and interconnected

services. Core functions of campus buildings are also tied to the internet through the network edge.

The demand for greater in-building networking capability has dwarfed the resources available to keep up with the requirements of the network, network edge, and security standards. Updating and maintaining this equipment, as well as ensuring the equipment meets minimum security standards to allow for better security monitoring across campuses, is crucial for Utah's colleges and universities to function – as crucial as maintaining building HVAC, plumbing, electric, and infrastructure has always been.

Outcomes – This funding will bring the University of Utah networks up-to-date with network industry standard replacement schedules. Many network devices are too out-of-date to receive manufacturer updates and are no longer meeting the minimum-security standards or user demand, something that has accelerated exponentially in the past three years as more and more devices show up on campuses.

Assessment – Network Edge Replacement: Network replacement schedules and new security features will be reviewed in quarterly USHE CIO meetings and update reports shared with the Regents' audit committee and the legislature. The reports will include replacement schedules, progress on installation to insure accountability on completion, and activation of security features made available with the new equipment.

Budgetary Plan – The \$4.9M dollar USHE request is to update and replace edge network equipment, wireless access points, controllers and software. The University of Utah's annual cost for network access controls is \$1,620,000.

Utah State University

\$604,000

Budgetary Plan – Support full on-going legislative allocation beginning FY21. To address interim cybersecurity network infrastructure initiatives needs for FY20, USU will identify and utilize a combination of internal unit chargeback/fee and central funding sources. USU IT will apply this funding to identify and replace infrastructure based on age and scope of impact.

Weber State University

\$110,000

Regents' Strategic Priorities – Information technology is essential to achieve the strategic goals for higher education of affordability, completion and innovation. IT eliminates paper, streamlines processes, provides relevant data and analytics for critical decisions and provides library, counseling, and instruction to students anywhere at any time. It increases productivity of faculty, staff and students, helping students toward faster completion. The baseline of IT that makes these benefits possible is the IT network and secure access to rich online resources and data. The loss of personal private data is damaging and costly to the reputation of a university or college. Staff, faculty and students expect 24 X 7 connectivity and security for their personal data. A network outage or security breach can have significant impact on job productivity. It can also affect essential network connected services such as building

automation, access control, HVAC control, fire alarms, security cameras, utility meters, instructional materials, accounting reports, payroll and emergency alerts. IT security and networks have been underfunded for years. Compared to other colleges and universities around the country, Utah institutions of higher education are 1.5% below the norm in IT spending, particularly with security and networks.

Description – With more one-to-one initiatives in K-12 we are seeing a stronger desire to use the wireless when these students reach our campus. The money would be used to fund wireless density increases, additional backend equipment to keep up with increased usage of the wireless. Keep up with the latest wireless standards and fund backend and closet infrastructure needed to support these new more dense wireless installs. A few buildings are in need of closet upgrades to support more wireless in the buildings and allow for other classroom technology use.

The network is the first layer of defense against cyber security threats, but Utah school's dated wireless and network edge components can't maintain the newer advanced network security protocols. These devices must be replaced on a recurring lifecycle in order to have the latest manufacturers' upgrades, which provide the best cyber security protection possible, or Utah schools face a high probability of a cyber-security breach.

Justification – The top cyber security threats facing higher education are phishing attacks, malware and ransomware, encryption blind spots, cloud access, Internet of Things (IoT), vulnerability management, third-party risk management, and user actions. This is not an issue unique to Utah: 35% of all security breaches take place in higher education. Additionally, the critical importance of quality high-speed internet connectivity to higher education and research is an inarguable certainty. Today's core college and university knowledge and administrative functions are intertwined with innovative software, powerful hardware, and interconnected services. Core functions of campus buildings are also tied to the internet through the network edge.

The demand for greater in-building networking capability has dwarfed the resources available to keep up with the requirements of the network, network edge, and security standards. Updating and maintaining this equipment, as well as ensuring the equipment meets minimum security standards to allow for better security monitoring across campuses, is crucial for the University to function – as crucial as maintaining building HVAC, plumbing, electric, and infrastructure has always been.

Outcomes – Updated network underpinnings in older facilities as well as density increases as needed in newer and older facilities.

This funding will bring all colleges and universities networks up-to-date with network industry standard replacement schedules and network security tools. Many network devices are too out-of-date to receive manufacturer updates and are no longer meeting the minimum-security standards or user demand, something that has accelerated exponentially in the past three years as more and more devices show up on campuses.

Assessment – Network Edge Replacement: Network replacement schedules and new security features will be reviewed in quarterly USHE CIO meetings and update reports shared with the regents audit committee and the legislature. The reports will include replacement schedules, progress on installation to insure accountability on completion, and activation of security features made available with the new equipment.

Budgetary Plan – Originally, this request was for \$770,000 in lump sum funds. To meet the needs of the University and to create a sustainable program for repairs and replacement of the wireless network, the request was updated to reflect an annual base operating expense increase of \$110,000.

Southern Utah University

\$300,000

Next General Firewalls

Regents' Strategic Priorities – Completion: In today's security landscape, it is becoming ever more apparent the need for institutions to implement industry best practices in protecting the personal information of their constituents. As students entrust us with their personal data, we need to ensure that proper controls are in place to help reduce the risk of unauthorized access to that information, which may result in an impact to the institution's ability to fulfill its core mission of providing educational services.

Description – One of the core controls in any information security program is effectively controlling network traffic into and out of the network. This is primarily done through the use of firewalls. Firewalls were one of the first security technologies implemented and stateful firewalls have become a critical component for a successful information security program. New capabilities have been added to the traditional stateful firewalls, leading to a technology dubbed as a next generation firewall. This moniker refers to a firewall that has added functionality, such as deep packet inspection, intrusion detection capabilities, URL filtering, and application inspection, among others. These added capabilities not only control the authorized flow of traffic, but also inspect the traffic to better detect anomalous behavior and potential malicious activity.

This request is for two next generation firewalls, that can be configured in a high availability pair, including the yearly subscriptions that provide additional capabilities.

Justification – The need for better security controls is readily apparent as the number of organizations in the news due to a security incident is steadily on the rise. A truly effective security program subscribes to the defense-in-depth approach to security. This simply means that no single security control can prevent data breaches, but rather, a complementary suite of controls is needed to effectively reduce the overall risk to an organization. These controls may include next generation firewalls, intrusion detection systems, endpoint protection solutions, network monitoring, log management, security information and event management systems, centralized log management, privileged access management, etc. The challenge that universities face is that they have similar data protection needs and requirements as commercial entities, yet can be limited in the financial resources available to acquire some of

these technologies. Simply put, security tools can be very expensive and often out of the financial reach of a university. Yet, the institution still has a responsibility to provide adequate data protection. Southern Utah University has already invested in endpoint protection, and has made significant use of open-source technologies to address some of the other layers. However, some security controls are best implemented with a commercial offering. This request is to secure funding to help provide for one of those core data security controls, namely, next generation firewalls, which is one of those technologies best provided by a commercial solution.

Outcomes – Funding would allow SUU to acquire two next generation firewalls to be configured in a high availability pair. Funding would also include the yearly maintenance costs to maintain the subscriptions to provide added functionality. This would result in an overall risk reduction to the university as this core preventive/detective control is strengthened.

Assessment – Success will be measured by the number of incidents prevented/detected by the technology. With traditional stateful firewalls, the number of denies to unauthorized destinations is tracked. With the implementation of a next generation firewall, that same metric can be tracked, but additionally, other preventive and detective metrics can be measured and monitored to reflect the new capabilities. Thus, detections that would have gone unseen with a traditional firewall, are now visible and measurable, helping to show the risk reduction realized with the implementation of the next generation firewall.

Budgetary Plan – One-time Capital Acquisition Costs	\$230,000
On-going Operating Expenses	<u>\$ 70,000</u>
Total Annual Operating Expenses	\$300,000

Snow College	\$140,000
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Snow College has put together the following information that specifically outlines the Cybersecurity steps that have been taken during this past fiscal year, and what the plans are moving forward.

“Edge Networking” has been defined in many ways, with that said, we would like to define what we believe the terms “Edge Networking components” and “Wireless” are so that the reader will understand Snow’s approach to securing these respectively. Simply put, Edge computing allows data from the IoT (internet of things) devices to be analyzed for security concerns at the “Edge” of the network before being allowed to access the data center.

As one part of this strategy to more tightly secure access to mission critical systems and the data contained therein, Snow has recently acquired 4 “Fortinet, Fortigate Next Generation Firewalls” model 3000D. Two of the devices are configured at our Ephraim data center, and two are configured at our Richfield data center, as part of the “Edge” gateway.

These Fortigate firewalls will be on a 5-year refresh cycles based on the manufactures statements. Snow will continue to do what it’s done in the past and make our systems last as

long as possible, as long as doing so does not compromise our ability to continue to protect the schools information and it's students.

Since the "IoT" relies heavily on "Wireless" access, Snow has collaborated with Fortinet and has been testing their latest wireless AP's (Access Points). Snow's current wireless AP's are very dated and no longer support the new security protocols needed to secure the network. Some of these access points are 16 years old. The current aged AP's are manufactured by Cisco, and updating these will be very costly. Snow's Information Technology team is currently working with Fortinet to perform thorough testing and analysis of their AP technology compared to Cisco. Snow's current direction is to migrate away from the Cisco AP's, and to standardize on Fortinet's next gen AP's across both campus's.

Snow has many old Cisco switches as part of it's network that are overdue to be replaced. IT is currently working on exploring a way of leveraging Fortinet's next Gen Firewalls ability to perform some key switching functions. If successful, IT will be able to replace the older and much more costly Cisco switches with less expensive switches, which will provide a net cost savings of approx. 250k. These savings can then be used to refresh other IT equipment such as the aged AP's.

Fortinet has recently acquired Bradford networks, which was a factor in our decision to go with them as our "Next Gen. Firewall" partner. Snow rolled out Bradford networks a couple years ago to further control endpoint access to its networks. Fortinet's vision is to integrate Bradford's functionality within the suite of Fortinet's Security solutions.

Cybersecurity is of paramount importance to Snow College. Snow will continue to improve upon what it has built as a good security foundation, and will continue to evolve as technology changes, and as budgets allow.

Dixie State University**\$216,000**

Regents' Strategic Priorities – This initiative supports the Regents' strategic priority of strengthening IT security across the USHE system.

Description – This funding will enable DSU to implement a regular replacement cycle for edge network equipment, including network switches and wireless access points.

Justification – Since specific requests for IT security funding have not been prioritized by the state legislature, DSU has identified alternate funding as recommended by USHE.

Outcomes – Current network equipment is significantly outdated due to the lack of a consistent funding source. The institutional goal is a 10-year replacement cycle for switches and a 5-year replacement cycle for access points, although it will take several years to reach this status. DSU will begin by replacing the oldest and most vulnerable equipment first.

Assessment – Success will be measured by reaching institutional replacement cycle targets for edge network equipment.

Budgetary Plan – DSU plans to fund \$216,000 in FY20 with \$107,800 ongoing funds from performance funding and \$108,200 from one-time institutional reserves. The \$108,200 portion will be converted from one-time to ongoing funding in FY21 using funds from anticipated enrollment growth.

Utah Valley University

\$548,000

Regents' Strategic Priorities – Student Growth & Capacity

Description – Protect UVU and its students from aggressive global cybersecurity threats and replace aging IT infrastructure by updating edge network equipment to access control and security standards.

Justification – The network is the first layer of defense against cybersecurity threats. Dated wireless and network edge components cannot maintain newer advanced network security protocols.

Outcomes – Updated wireless switch, controllers, and network edge components in accordance with lifecycle

Assessment – All wireless switch, controllers, and network edge components at end of lifecycle in 2019-20 will be updated.

Budgetary Plan – Utah Valley University has allocated one-time funds from additional dedicated credit revenue of \$515,000 and reallocation of existing IT budget of \$33,000, totaling \$548,000 to pay for end of lifecycle replacement of wireless switches, controllers, and network edge components for 2019-20. Identifying ongoing funding for lifecycle replacement will be a focus during UVU's FY21 budget process.

In addition to providing one-time funds outlined above, ongoing funds of \$278,944 were allocated from FY20 Performance Funding—Education Funds to fund a full-time security analyst \$113,944, next generation firewall expansion \$70,000, and advanced endpoint protection \$95,000.

Salt Lake Community College

\$807,000

Regents' Strategic Priorities – This initiative supports the Regents' strategic priority of strengthening IT security across the USHE system.

Description – The USHE 2019-20 Cyber Security Operating Budget Request included a \$7.1 million ongoing base fund request for Information Security. Of that amount, SLCC's share was \$800,000. This request was not funded; however, SLCC has continued to set one-time dollars to cover these costs. The funding amount is the cost to replace network infrastructure at 10 of our campus sites around Salt Lake County.

Justification – Network infrastructure equipment needs to be replaced as it ages and should be on a standard replacement cycle determined by the particular equipment. This ensures that SLCC infrastructure supports the growth and scalability for students, faculty and staff as technology dictates. The College has used strategic planning to cover the annual costs with one-time funds, but as other needs arise, it creates an increased demand for ongoing base funds.

Outcomes – These upgrades ensure that SLCC’s infrastructure will continue to support the growth and scalability of the network while providing the college a solid foundation for their Cybersecurity posture. Students, faculty, and staff need the infrastructure to perform their academic and work duties while also providing cybersecurity protection.

Assessment – We will continue to measure how students, faculty and staff access the network and monitor usability as well as provide safe data infrastructure.

Budgetary Plan – The funding for the network infrastructure will come from institutional one-time funding and not new tax funds. The institution has set aside \$801,000 funds to cover this need for at least the next 3 years; however, we would support and benefit from base dollars system-wide.

State Board of Regents**\$1,005,800**

Regents’ Strategic Priorities – Investment in this area will advance the Regents’ strategic priority of affordable access by reducing the liability associated with cybersecurity breaches.

Description –The state legislature authorized the Board of Regents to use any unallocated performance funding for one-time cybersecurity needs. While institutional cybersecurity needs require ongoing funding, this allocation will provide one-time funds to help institutions acquire two elements of IT security recommended by internal IT security auditors and the Center for Internet Security. The first element is the purchase and installation advanced malware end point protection. Malware often called malicious software is any program or file that is harmful to a computer user. Types of malware include computer viruses, worms, trojan horses and spyware. The second element that institutions will use these funds to support is the purchase and installation of next generation network firewalls. A firewall is part of a computer network which is designed to block unauthorized access while permitting outward communication. Our institutions have improved their network firewalls and additional funding will provide the latest next generation firewalls which are essential in the prevention of computer and network breaches. Institutions will receive a portion of the funds based on budget-related student FTE.

Justification – Student information, institutional financial data, hospital records, proprietary research, and employment records require safekeeping. Over the past few years, the Board of Regents and USHE institutions proactively took a number of steps to protect against cyber threats including biennial IT security audits, multi-factor authentication, and data breach insurance. As demonstrated in the IT security audits, institutions have made significant strides to protect themselves from cyber threats; however, cybersecurity remains a top system and

institutional risk. The Regent Audit Subcommittee and institutional audit committees continue to rank IT security among the highest risks in the system.

Outcomes – The strategic use of these funds will provide institutions an initial investment in an ongoing effort to secure and protect institutional data and information from cybersecurity threats. The one-time nature of the funds will require institutions to identify and prioritize internal revenue sources and future funding to continue and expand the effort in this critical area. Ultimately the funds will improve institutional cybersecurity.

Assessment – Annual IT security audits will continue to provide the Regent Audit Committee assessment information on institutional cybersecurity strengths, opportunities, weaknesses, and threats.

Budgetary Plan – These funds contribute to the purchase of endpoint protection, firewalls, security information event management, and core security-related IT infrastructure.

Equipment/Software	<u>\$1,005,800</u>
Total	\$1,005,800



MEMORANDUM

TAB S

September 4, 2019

Utah System of Higher Education – Revenue Bond Results

Regent Policy R590, *Issuance of Bonds for Colleges and Universities*, requires the Office of the Commissioner to report the results of the final bond pricing to the Board in the next scheduled meeting after the closing. In the May 2019 meeting, the Board authorized Utah State University (USU) to issue revenue bonds to construct a parking terrace and the Mountain View Residence Hall. After a competitive sale on August 8, 2019, the 2018 Student Fee and Housing System Revenue bonds closed on August 22, 2019. The bond sale conformed to the parameters approved by the Regents. The following is a brief summary of the results:

Sources		Uses	
Par Value	\$54,995,000	Deposit to Construction Fund	\$52,900,000
Reoffering Premium	3,777,744	Capitalized Interest	4,714,717
		Underwriter's Discount	828,036
		Cost of Issuance/Rounding	201,404
		Bond Insurance/Surety Bond	128,587
\$58,772,744		\$58,772,744	
• True Interest Cost (TIC)		2.75%	
• All Inclusive Cost (AIC)		2.79%	
• Maximum Coupon Rate		5%	
• Maturity Date		32.6 years	

Additional details about the bond issue may be found in the attached Financing Summary prepared by the financial advisor.

Commissioner's Recommendations

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

Attachment

Utah State University
Student Fee and Housing System Revenue Bonds, Series 2019
Final Summary Sheet

Proposed Issue: Student Fee and Housing System Revenue Bonds

Total Approximate Issue Size: \$50,125,000 (Final par amount: \$54,995,000)

Use of Funds: To finance the cost of constructing a parking terrace (\$11,700,000) and the Mountain View Residence Hall Replacement (\$41,600,000), fund capitalized interest and a debt service reserve fund, if needed; and pay associated costs of issuance.

Maximum Parameters of Proposed Series 2019 Bonds:

Principal Amount: Not to exceed \$63,000,000
(\$54,995,000)

Interest Rate: Not to exceed 5.5% (max coupon of 5% and True Interest Cost of 2.748%)

Maturity Date: Max of 33 years (32.6 years)

Aggregate Discount: Not to exceed 2% (Premium bid of 105.364%)

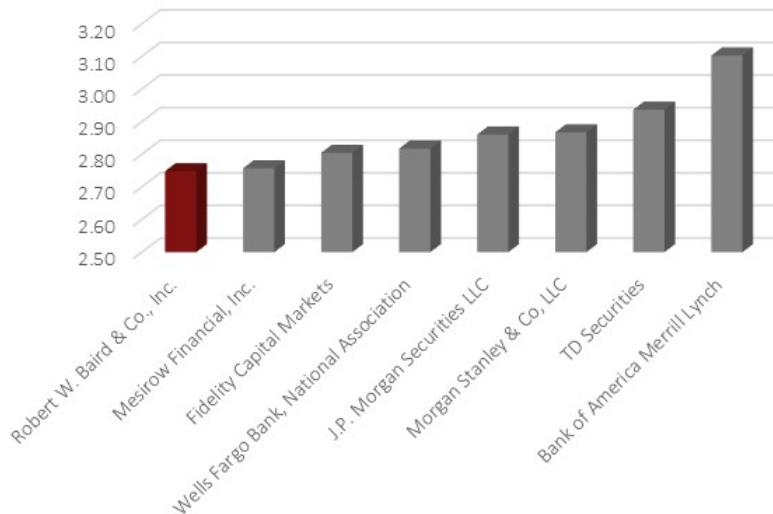
Bond Rating: AA from S&P (Confirmed)

Source of Repayment: Parking and Housing Revenues

Additional Considerations: Regent approval will be sought at the May 17 meeting. Given the different time periods required for the design of each building, bonds may be sold in one or more series. The University anticipates selling bonds by competitive sale, and the underwriter will be whichever provides the lowest borrowing cost as a combination of each bidder's proposed rates and fees.

(The bonds were sold and closed as scheduled. The winning underwriter was RW Baird & Company, who provided the lowest True Interest Cost of the 8 bids received. See the attached bid summary)

SUMMARY OF BID RESULTS



BID COMPARISON

Par Amount:	\$54,995,000	S&P BAM Insured:	"AA"
Dated Date:	August 22, 2019	S&P Underlying:	"AA"
Delivery Date:	August 22, 2019	Final Maturity Date:	April 1, 2052

Underwriters	TIC Bid	Difference from Winning Bid	Total Principal and Interest	Difference from Winning Bid
Robert W. Baird & Co., Inc.	2.7485%	--	\$84,438,063	--
Mesirow Financial, Inc.	2.7575%	0.0090%	\$84,681,825	\$243,762
Fidelity Capital Markets	2.8048%	0.0563%	\$85,368,475	\$930,412
Wells Fargo Bank, N.A.	2.8180%	0.0695%	\$85,521,525	\$1,083,462
J.P. Morgan Securities LLC	2.8610%	0.1125%	\$86,283,475	\$1,845,412
Morgan Stanley & Co, LLC	2.8678%	0.1193%	\$86,303,700	\$1,865,637
TD Securities	2.9373%	0.1888%	\$87,582,125	\$3,144,062
Bank of America Merrill Lynch	3.1034%	0.3549%	\$89,876,000	\$5,437,937



MEMORANDUM

TAB T

September 4, 2019

USHE - Annual Report on Foreign Gifts and/or Donations

In 2010, the Legislature enacted HB 114, *Disclosure of Donations to Higher Education Institutions*, which requires the Board of Regents to report annually to the Legislature certain gifts of \$50,000 or more during the fiscal period beginning July 1 and ending on June 30.

Any donations or gifts made to USHE institutions from a foreign person or entity in the form of an endowment, scholarship, gift, donation, or grant of money or property valued at \$50,000 or more in a given year must be reported to the Legislature. The \$50,000 is increased to \$250,000 or more if the gift is from a permanent resident of the United States as defined by Section 245 of the Immigration and Nationality Act and who has been a resident for 10 years or more. This is the tenth annual report as required by law.

The required foreign donations report is included as an attachment to this memorandum. The report shows the University of Utah, Utah State University and Utah Valley University receiving a total of \$3,275,357 in foreign donations; no other USHE institution received a foreign donation that fit the statutory requirements.

Commissioner's Recommendation

Information item only; no action is required.

Attachment

Foreign Donations - Annual Report September 2019

Overview

In 2010, the Legislature enacted HB 114, entitled "Disclosure of Donations to Higher Education Institutions," which went into effect on May 11, 2010. The law (Utah Code 53B-1-202) requires that the Board of Regents report annually to the Legislature: any donations that are of \$50,000 or more in a given year made to USHE institutions from a foreign person or entity. The \$50,000 is increased to \$250,000 or more if the gift is from a permanent resident of the United States as defined by Section 245 of the Immigration and Nationality Act and who has been a resident for 10 years or more. This is the tenth annual report as required by law.

Summary

As per Regent's Policy R545— Disclosure of Foreign Donations— all higher education institutions have reported to the Commissioner's Office on foreign donations or gifts received. For the 2018-19 fiscal year, only the University of Utah, Utah State University and Utah Valley University have reportable donations to disclose. The summary table and donation details are presented below.

USHE Institution	Reportable Foreign Donations FY 2018-19
*University of Utah	\$ 3,025,357
*Utah State University	\$ 200,000
Weber State University	None
Southern Utah University	None
Snow College	None
Dixie State University	None
*Utah Valley University	\$ 50,000
Salt Lake Community College	None
Total	\$ 3,275,357

**A Gift from a Foreign Person Aggregating \$50,000 or More - QR - from a Permanent Resident of the U.S. for at Least 10 Years Aggregating \$250,000 or More. Details are found in the following table.*

Disclosure of Foreign Donations FY 2018-19
University of Utah, Utah State University and Utah Valley University

University of Utah

Name of the Foreign Person/Individual	Country of Citizenship or Principal Residence	Date Received	\$ Amount of Each Gift	Aggregate \$ Amount per Foreign Person	If a Gift is Conditional, Describe Conditions/Restrictions
Lassonde Family Foundation	Canada	4/3/2019	2,120,000	2,120,000	Lassonde Studios Program
Confucius Institute	China	10/31/2018	182,526	212,526	Private Research
		3/28/2019	30,000		Private Research
U.S. Israel Binatl Science Foundation	Israel	9/30/2018	45,000	123,562	Private Research
		9/30/2018	30,000		Private Research
		2/26/2019	30,000		Private Research
		2/26/2019	18,562		Private Research
Binational Fulbright Comm in Egypt	Egypt	3/28/2019	111,928	111,928	Private Research
Nihon Medi-Physics Co., LTD	Japan	2/28/2019	100,000	100,000	Neuroimaging and Biotechnology Lab
Dennis W. Monson	Germany	8/6/2018	100,000	100,000	Monson Chair Fund
Syncrude	Canada	1/21/2019	94,500	94,500	Private Research
Game Culture Foundation	South Korea	9/28/2018	30,000	94,270	Video Game Symposium
		12/11/2018	64,270		Game Culture
Universite Laval	Canada	4/26/2019	22,857	68,571	Private Research
		5/31/2019	22,857		Private Research
		5/31/2019	22,857		Private Research
Total			\$ 3,025,357	\$ 3,025,357	

Utah State University

Name of the Foreign Person/Individual	Country of Citizenship or Principal Residence	The Date Received	\$ Amount of Each Gift	Aggregate \$ Amount per Foreign Person	If a Gift is Conditional - Describe Conditions/Restrictions
Ardeshir Zahedi	Switzerland	9/19/2018	10,000	200,000	Noelle & John Cockett Scholarship Endowment
		9/19/2018	10,000		President Stan L. Albrecht Agriculture Endowment
		5/6/2019	10,000		President Stan L. Albrecht Agriculture Endowment
		5/6/2019	10,000		Institute of Government & Politics
		5/6/2019	150,000		Ardeshir Zahedi Deanship
		5/6/2019	10,000		Noelle & John Cockett Graduate Fellowship Endowment
Total			\$ 200,000	\$ 200,000	

Utah Valley University

Name of the Foreign Person/Individual	Country of Citizenship or Principal Residence	The Date Received	\$ Amount of Each Gift	Aggregate \$ Amount per Foreign Person	If a Gift is Conditional - Describe Conditions/Restrictions
Li Ka Shing Foundation	Hong Kong/Canada	4/12/2019	50,000	50,000	
Total			\$ 50,000	\$ 50,000	



MEMORANDUM

TAB U

September 4, 2019

K-20 Summit Agenda - DRAFT

Overview

The Board of Regents is hosting a K-20 Summit on November 14 at Utah Valley University with the Utah State Board of Education, the Utah System of Technical Colleges Board of Trustees, the Governor's Office, state legislators, and other key state leaders to discuss the most pressing issues facing students as they make the high school to college transition.

Context and focus areas

It is proposed the discussion at the Summit center around data from the recent USHE report *Utah's Growing Opportunity Gap*, providing context for the two focus areas. These areas are:

1. Earning college credit in high school
2. Postsecondary access and readiness

Outcomes

Proposed outcomes for the K-20 Summit include:

1. Alignment among education agencies' strategic plans in strategies for earning college credit in high school
2. Identify policy levers to encourage concurrent enrollment equity
3. Direction moving forward on integration with key external partners
4. Joint board resolution including:
 - a. Support of the statewide college access advising program
 - b. Support for a single statewide online platform to guide K-12 students and returning adults on the transition to postsecondary education
 - c. Agreement in prioritization of state scholarship dollars
 - d. Encourage students to earn postsecondary credit in high school

Commissioner's Recommendations

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

Attachment

MORNING SESSION

1. Welcome: UVU President/USHE Board of Regents Chair
2. Remarks: Lt Gov. Spencer Cox
 - a. Discuss changing state, both in demographics and employer needs
 - b. Talent pipeline issue
 - c. Importance of collaboration
3. Remarks: Board Chairs of USBE, UTech, USHE
 - a. Importance of collaboration
 - b. Brief overview of the day
4. **Expert?**
 - a. Changing demographics and challenges with talent pipeline across the country
 - b. Challenges with educational attainment across the country
5. USHE
 - a. Opportunity Gap data
6. Panel discussion: USHE Commissioner, UTech Commissioner, State Superintendent
 - a. Importance of high school to college transition
 - b. Discussion of what "college" means (1-2-4 & more)
 - c. What is "success" for a student?
 - d. Why the access model?
7. Overview of goals for the Summit: USHE Commissioner
 - a. There are two key areas where there is the opportunity for boards to work together to remove barriers for students so we can improve talent pipeline in Utah
 - i. Earning postsecondary credit in high school
 - ii. Postsecondary access and readiness
 - b. Anticipated outcomes

BREAKOUT SESSIONS (two sessions that will repeat)

A) EARNING POSTSECONDARY CREDIT IN HIGH SCHOOL

1. Concurrent Enrollment (CE) overview: USHE and USBE
 - a. Importance of CE for underserved students
 - b. Deep dive into CE equity issue by school
2. Increasing access to AP/IB to underserved populations: USBE
 - a. Fund for advancement of accelerated students
 - i. Early College Access Committee
 - ii. Next steps: tie to CE equity?
 - b. Equal Opportunity Schools
3. UTech CTE certificates in high school: UTech
 - a. Earning certificates in high school

- b. Goals and gaps
- 4. Four-year college and career plans: USBE
 - a. College and Career Awareness classes in 7th and 8th grade: review
 - b. Priorities moving forward

Anticipated outcomes:

- 1. Alignment among agencies' strategic plans in strategies for earning college credit in high school
- 2. Identify policy levers to encourage CE equity
- 3. Joint board resolution
 - a. Encourage students to earn postsecondary credit in high school

B) POSTSECONDARY ACCESS AND READINESS

- 1. UCAC model: USHE
 - a. Statewide network of access professionals
 - b. Integration into postsecondary institutions
 - c. Prioritizing state resources and aligning outreach
- 2. State scholarships: USHE
 - a. Review of current scholarships
 - b. Gap analysis of scholarship dollars
 - c. Discussion of prioritization of state scholarship dollars, in the face of changing demographics of the state
- 3. FAFSA completion: UHEAA
 - a. Lowest in the nation at completing the FAFSA: Missing Pell \$ as a result
 - b. UCAC advisor will help connect students to FAFSA
- 4. Key external partners to aid in college access: Varies
 - a. Utah Futures
 - b. United Way - Postsecondary readiness committee work
 - c. Keys to Success

Anticipated outcomes:

- 1. Joint board resolution including:
 - a. Support of the statewide college access advising program
 - b. Support for a single statewide online platform to guide K-12 students and returning adults on the transition to postsecondary education
 - c. Agreement in prioritization of state scholarship dollars

FACILITATED CONVERSATION

- 1. Review of discussion from each breakout session
- 2. Facilitated conversation about outcomes: are we all in agreement?
- 3. Vote on joint board resolution
- 4. Next steps: USHE Commissioner

TALENT READY UTAH

BEN HART, DEPUTY DIRECTOR

KIMBERLEE CARLILE, DIRECTOR

GOVERNOR'S OFFICE OF ECONOMIC DEVELOPMENT



TALENT READY
— UTAH —
BUILDING OUR WORKFORCE

Strategic Workforce Investments, SB 103

- 2016 – 5 Regions Received Funding
- 2017 – 6 Regions Received Funding
- 2018 – 6 Regions Received Funding
- 2019 – 6 Regions Received Funding



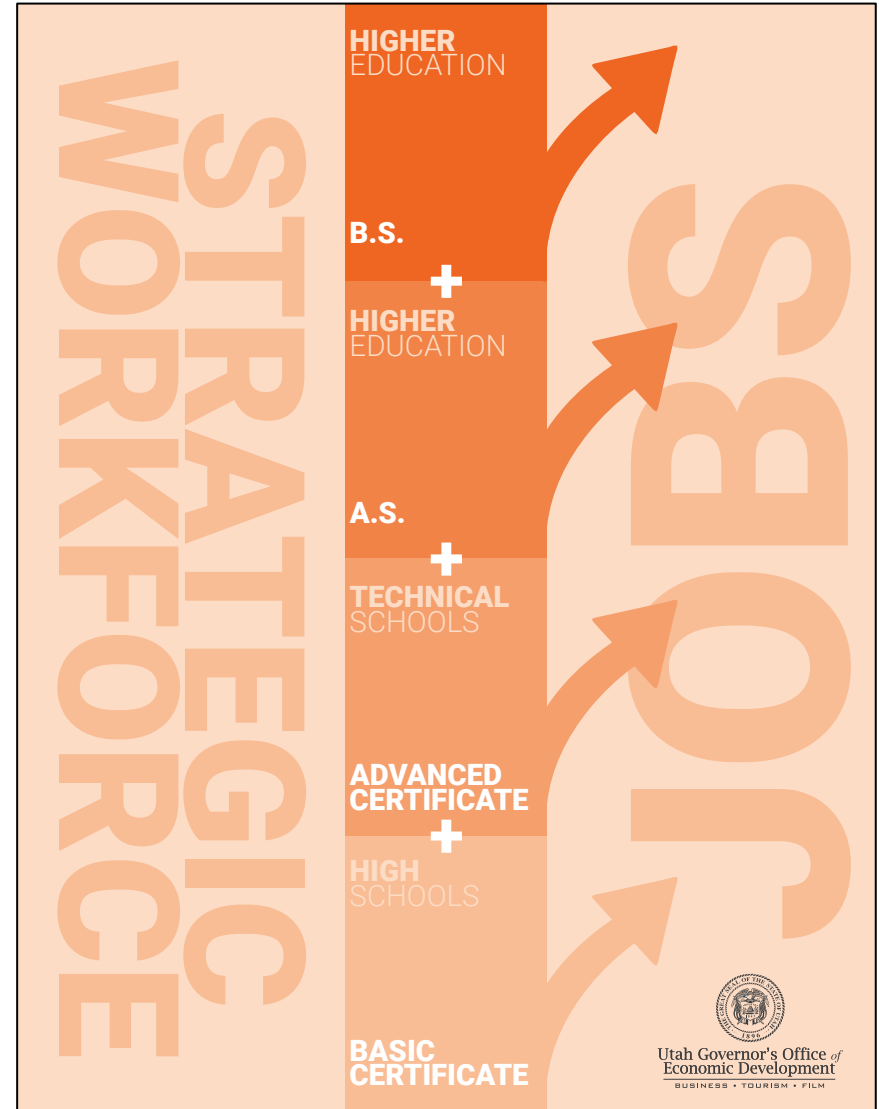
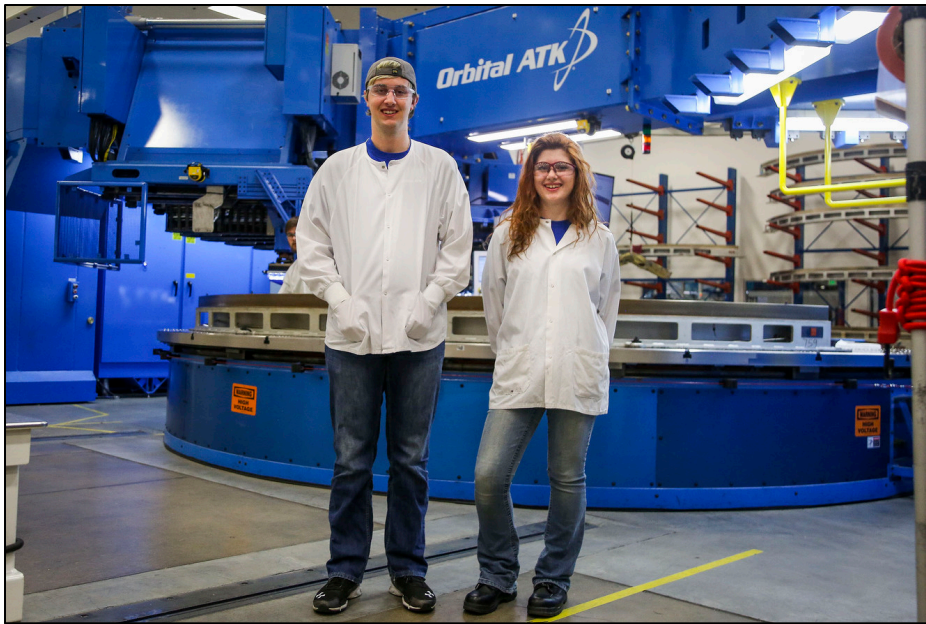
batc BRIDGERLAND
APPLIED TECHNOLOGY COLLEGE

UtahStateUniversity
BRIGHAM CITY

START YOUR CAREER MAP AT ANY POINT

HIGH SCHOOL	BATC CERTIFICATION	USU - ASSOCIATE'S	USU - BACHELOR'S & GRADUATE
 <ul style="list-style-type: none">• Classes toward BATC Certification• Classes toward USU Associate's Degree	 <ul style="list-style-type: none">• Choose a program from Bridgerland Applied Technology College• Information Technology• IT STEM Academy	 <p>ZACH ALLEN PRE-ENGINEERING GRADUATE</p> <ul style="list-style-type: none">• General Technology AAS	 <p>PATRICK PARKER INSTRUCTIONAL TECHNOLOGY & LEARNING SCIENCES GRADUATE</p> <ul style="list-style-type: none">• Technology & Engineering Education• Business Education• Technology Systems - IT & Software Development <i>(in approval process)</i>

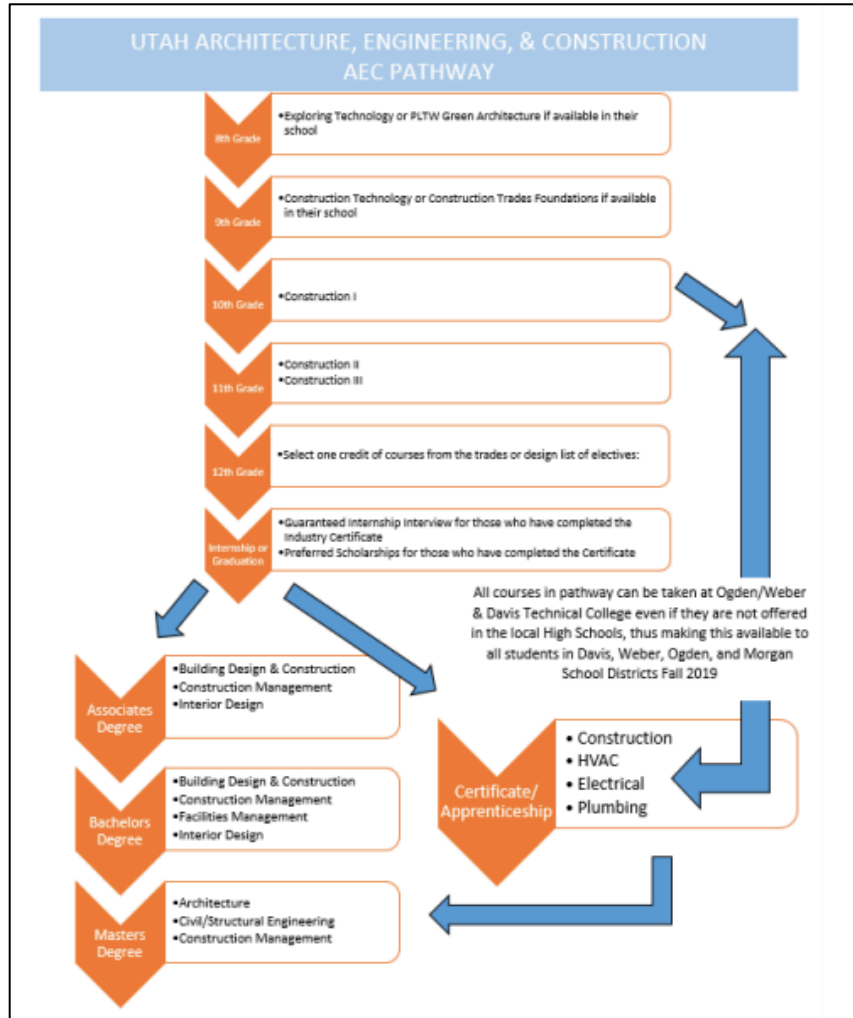
Stackable Credentials and Work-based Learning



SWI 2019 Recommendations

Proposed Project	Lead Applicant	Education Partners	Funding		Scores
			On-Going	One-Time	
Building Design and Construction	Weber State University	Ogden-Weber Tech College, Davis Tech College, Davis School District, Weber School District, Ogden School District, Morgan School District	\$ 260,000.00		47.2
Cybersecurity	Weber State University	Davis School District, Morgan School District, Northern Utah Academy for Math-Engineering-and Science Ogden School District, Weber School District, Ogden-Weber Tech College, Davis Tech College	\$ 295,000.00	\$ 70,000.00	46.6
Core IT Statewide Stackable Credential Pathway	Utah State University	Bridgerland Tech College, Davis Tech College, Mountainland Tech College, Ogden-Weber Tech College	\$ 370,000.00		46
Welding Technology Career Pathway	USU- Moab	Grand County School District	\$ 95,455.00	\$ 286,265.00	45.8
Geoscience Technology Workforce Pathways	Uintah Basin Tech College	Utah State University	\$ 197,775.00	\$ 92,800.00	45.6
Aerospace Pathway	Tooele Tech College	Tooele County School District	\$ 62,500.00	\$ 159,000.00	45
Automotive Technology	Weber State University	Granite School District, Davis School District, Weber School District	\$ 275,000.00		43.2
Outdoor Product Design and Development Pathway	Davis Tech College	Morgan School District, Utah State University	\$ 140,000.00	\$300,000.00	40.6
Electronics Technologies Automation and Instrumentation	Salt Lake Community College	Granite School District	\$ 249,686.00		39.8
Veterinary Technology Pathway	Bridgerland Tech College	Uintah Tech College, Utah State University	\$ 341,500.00		0
Stackable Software Development Certificate Program	University of Utah		\$ 269,534.00		0
Nursing Pathway	Dixie Tech College	Dixie State University, Washington County School District	\$ 220,000.00		0

Building Design and Construction

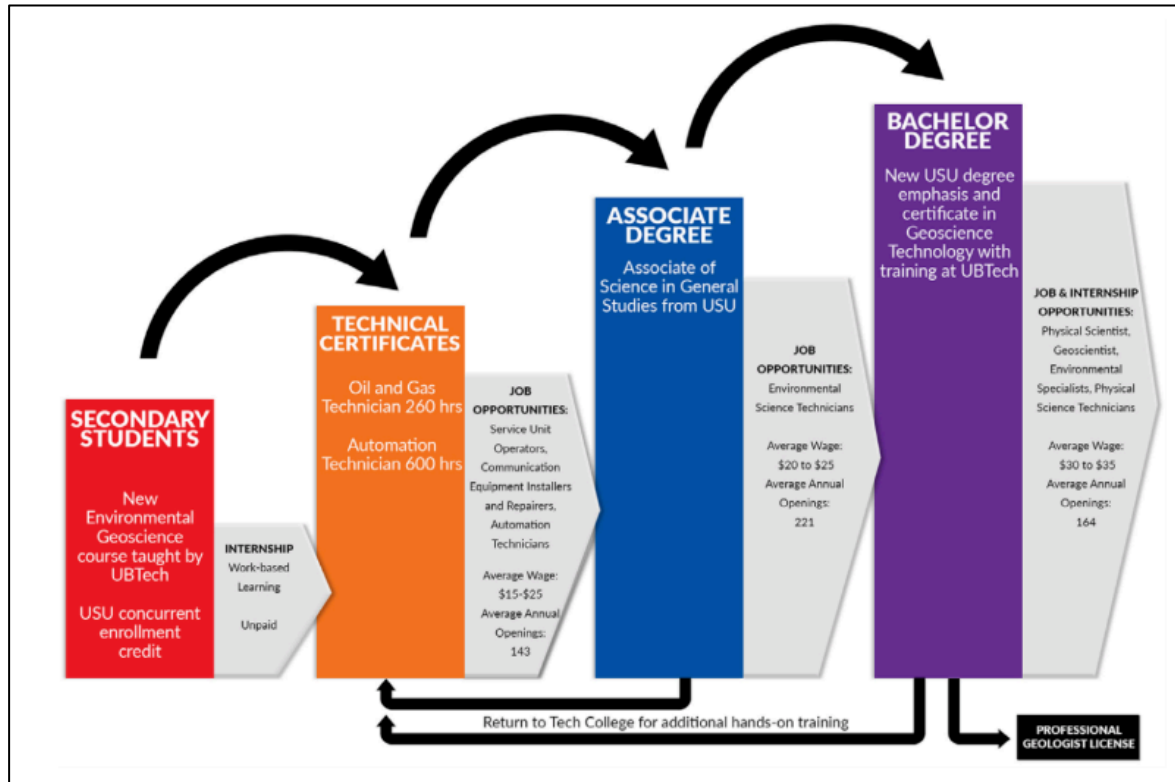


Lead: Weber State University

Education Partners:
Ogden-Weber Tech College,
Davis Tech College, Davis
School District, Weber School
District, Ogden School District,
Morgan School District

On-Going: \$260,000

Geoscience Technology Workforce Pathways



Lead: Uintah Basin Tech College

Education Partners: Utah State University

On-Going: \$197,775

One Time: \$92,800



THANK YOU

talentreadyutah.com

TALENT READY
— UTAH —
BUILDING OUR WORKFORCE



MEMORANDUM

TAB W

September 4, 2019

Advocacy Strategy Overview

To better advocate for the value of higher education statewide, the Commissioner's Office, in partnership with USHE institutions, has created a communications strategy that will create and distribute positive, collaborative, and engaging messages about higher education at both the public stakeholder level (joint editorial calendar) as well as the individual grassroots level (Merit Pages).

By intentionally working to reach both public stakeholders and individuals, the Commissioner's Office anticipates the organic conversations that will occur as a result will be more effective (and cost-effective) at shifting perceptions on the value of higher education than a broad-based, general marketing campaign.

Joint editorial calendar

For the first time, USHE institutions and the Commissioner's Office are collaborating on a joint editorial calendar. The purpose of this effort is three-fold:

1. To amplify key messages at specific times of the year
2. To identify opportunities for collaborative messaging across institutions
3. To better distribute and communicate meaningful data from the Commissioner's Office

USHE institutions and the Commissioner's Office have identified three focus areas for messaging efforts:

1. Fall: Access/affordability/scholarships
2. Winter: Economic impact and value of higher education
3. Spring: Graduate outcomes/importance of higher education to Utah's workforce

Many of these messages are already distributed by institutions, but there is real strength in aligning efforts. Types of message distribution could include: joint op-eds, press releases, alumni magazine articles, internal institutional communications, e-newsletters, digital/social campaign, presentations to external stakeholder groups, etc. Institutions and the Commissioner's office will identify success measurements for each message (i.e. social engagement, earned media placement, etc.)

Merit Pages

Six of the eight USHE institutions have signed on to a unique content-sharing tool called Merit Pages. This tool allows individual messages about a specific student's achievement to be sent from their institution to that student and their parents, in addition to students' hometown newspapers, legislators, and high schools. The achievement is easily shareable on social media channels, and redirects back to the institution's selected webpage.

There is also a function that operates much like a social media platform. Stories about specific students are aggregated on a student's individual profile page, and the student can fill in the rest of their profile with work history, education, and other relevant experiences.

Next steps

The USHE communication and public relations directors will meet monthly to discuss the content calendar and Merit Pages implementation.

A report with the results of this year's collaborative advocacy efforts will be presented to the USHE Board of Regents in July 2020.

Commissioner's Recommendations

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

Attachment

MeritTM

SHARE YOUR STORY



Danielle Valenti

Vice President Client Success
danielle@meritpages.com



Jason Fox

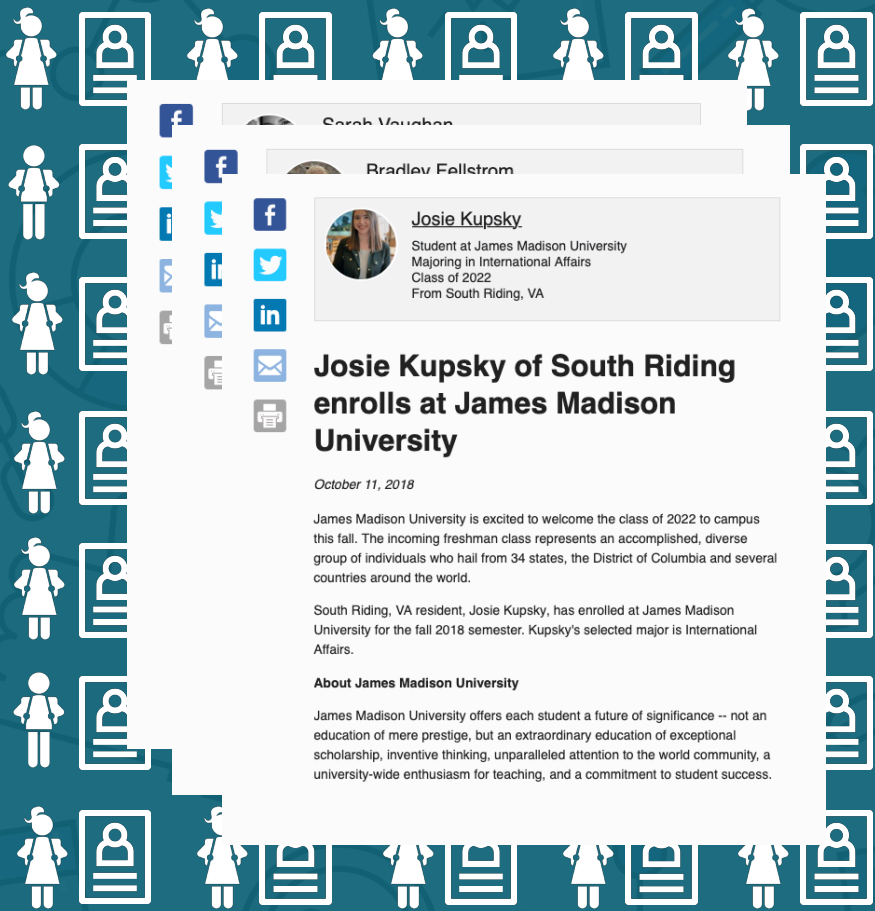
Founder
jason@meritpages.com

Merit enables you to **create, discover and share** content at scale and empower your audiences to **share your content with their networks.**






Transforming **everyday experiences** into **earned media outcomes** to drive awareness and engagement for your institution.


Unlike other platforms, Merit **drives interest to your own website/assets** rather than try to keep it captive.

Merit takes your existing content and turns it into
dozens, hundreds or even thousands of
personalized stories in minutes.



Merit then matches each story to **relevant audiences** using **managed databases** of media, high schools and government representative contacts.





Sarah Vaughan
Student at James Madison University
Class of 2018
From Front Royal, Virginia

Sarah Vaughan of Front Royal enrolls at James Madison University

October 11, 2018

James Madison University is excited to welcome the class of 2022 to campus this fall. The incoming freshman class represents an accomplished, diverse group of individuals who hail from 34 states, the District of Columbia and several countries around the world.

Front Royal, VA resident, Sarah Vaughan, has enrolled at James Madison University for the fall 2018 semester. Vaughan's selected major is Health Sciences.

About James Madison University

James Madison University offers each student a future of significance -- not an education of mere prestige, but an extraordinary education of exceptional scholarship, inventive thinking, unparalleled attention to the world community, a university-wide enthusiasm for teaching, and a commitment to student success.



Students

Enrollment / Retention



Parents & family

Awareness / Retention / Reputation



Local media

Awareness / Reach / Reputation



High schools






Enrollment / Awareness / Reputation




State representatives

Funding / Awareness / Reputation

Merit **distributes your personalized stories** and gives your audiences the tools to share your message in their own networks **increasing organic reach.**





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Merit drives interest from these personalized stories back to your institution's website using custom landing pages.



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Bradley Fellstrom
Student at James Madison University
Majoring in Computer Science
From Midlothian, VA

Bradley Fellstrom of Midlothian enrolls at James Madison University

October 11, 2018

James Madison University is excited to welcome the class of 2022 to campus this fall. The incoming freshman class represents an accomplished, diverse group of individuals who hail from 34 states, the District of Columbia and several countries around the world.

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Josie Kupsky
Student at James Madison University
Class of 2022
From South Riding, VA

Josie Kupsky of South Riding enrolls at James Madison University

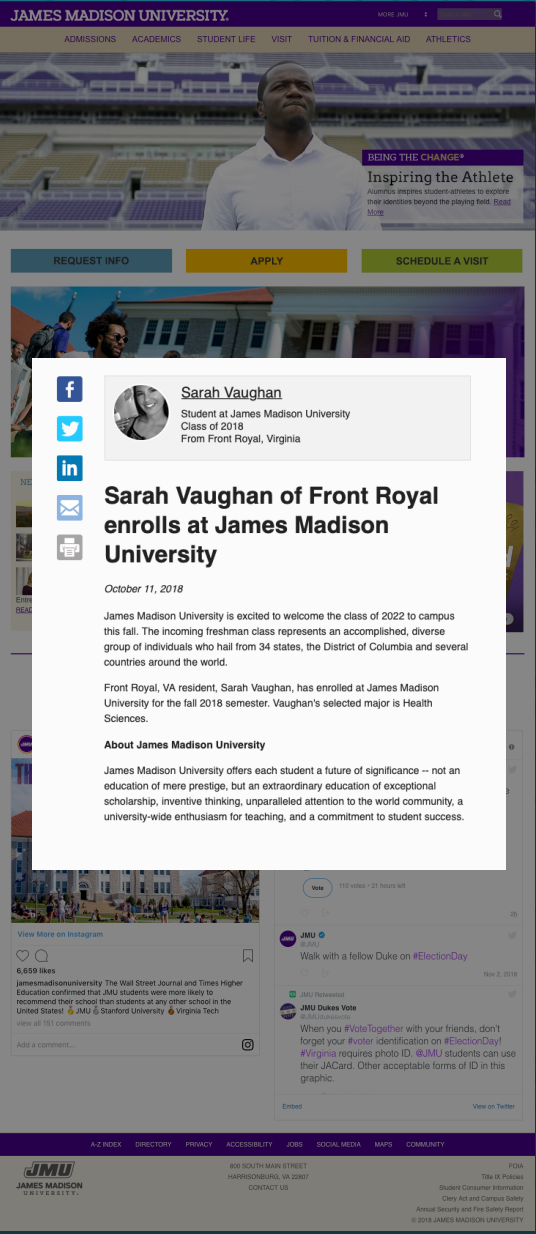
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MERIT DELIVERS **BETTER RESULTS**

-  **Better** email marketing metrics
-  **Better** awareness with influential audiences
-  **Better** social media engagement
-  **Better** organic reach through sharing
-  **Better** return on institutional websites/assets

Merit

MERIT DELIVERS BETTER RESULTS

400_x

**Higher email open rates
75% vs. 25%**

— Mailchimp 2018 Email Marketing
Benchmarks



MERIT DELIVERS **BETTER RESULTS**

10_x

Average increase
in organic reach

— Rival IQ 2018 Social Media
Engagement Report

Merit

MERIT DELIVERS **BETTER RESULTS**

CLEMSON
UNIVERSITY

- 🏆 Ranked #7 in engagement
- 🏆 720 institution posts in 2018
- 🏆 1,032 engagements/post
- 🏆 12 stories published w/Merit
- 🏆 9,709 engagements/story

38%

**Lift in social
media engagement**

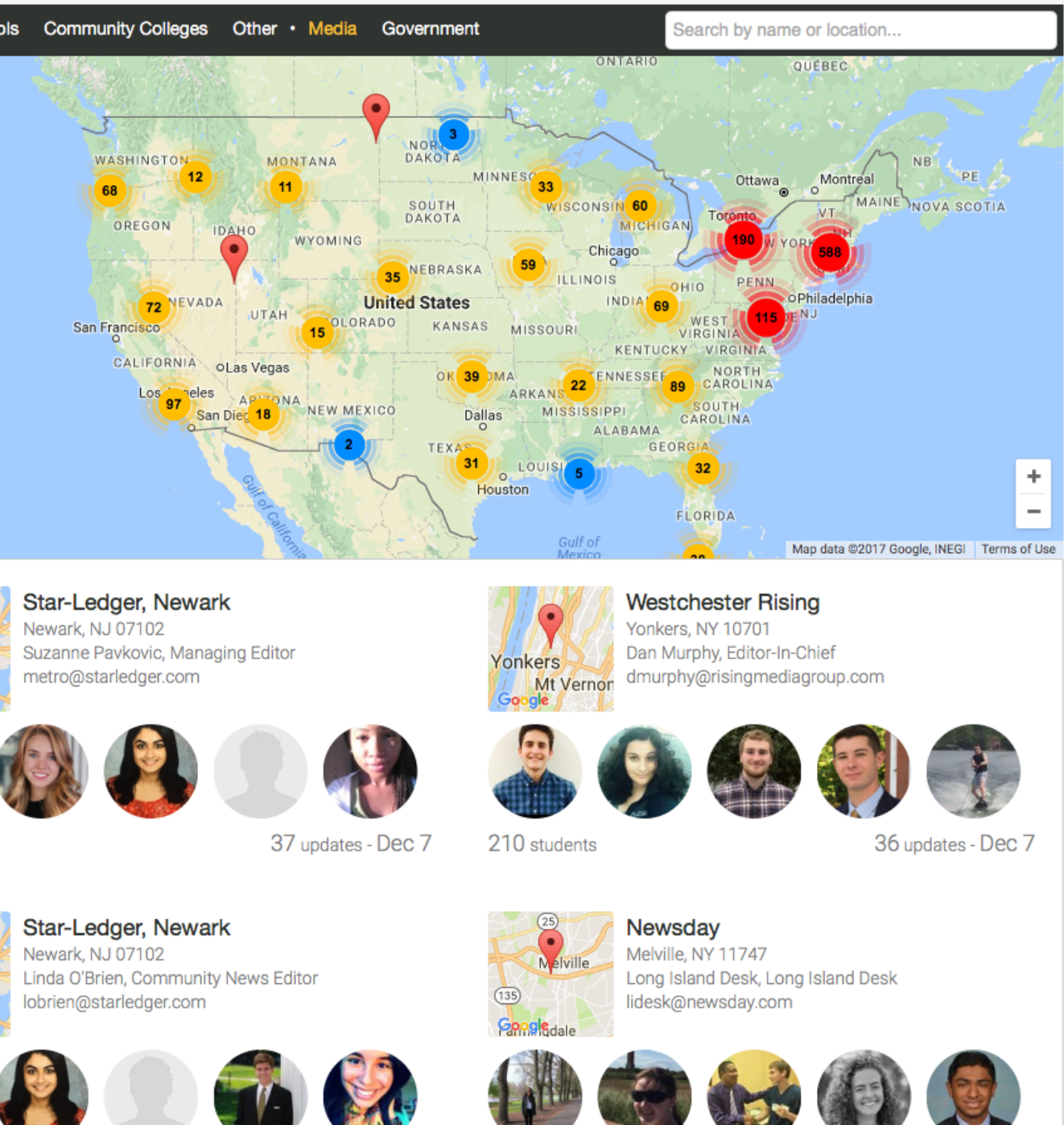
— Rival IQ 2018 Social Media
Engagement Report

MERIT DELIVERS BETTER RESULTS

35%

Average increase in media placement

“Our president has already noticed a difference in media placement since we started using Merit. In less than four months Merit has already been worth the investment.”



Jennifer Swain
Dir. of Communications & Marketing
Elmira College

MERIT DELIVERS **BETTER RESULTS**

75% Average email open rate

400x Industry avg. email engagement

10x Increase in organic reach

38% Lift in social media engagement

35% Increase in earned media

MERIT DELIVERS **BETTER RESULTS**



JACKSONVILLE STATE UNIVERSITY

- 📁 Client since 2016
- 📁 7,500 students
- 📁 Uses Merit 1/month

2 MERIT ACHIEVEMENTS

2,424 PERSONALIZED STORIES

684 PRESS RELEASES

529 LOCAL NEWSPAPERS

76% STUDENT EMAIL OPEN RATE

78% STUDENT CLICK RATE

34,000 ONLINE STORY VIEWS

1,500,000 SOCIAL MEDIA IMPRESSIONS





MERIT DELIVERS **BETTER RESULTS**



-  Client since 2014
-  13,500 students
-  Uses Merit 1/month

1	MERIT UPDATE
1,881	STUDENT STORIES
230	PRESS RELEASES
250	LOCAL NEWSPAPERS
147	ELECTED OFFICIALS
78%	STUDENT EMAIL OPEN RATE
65%	STUDENT CLICK RATE
21,821	ONLINE STORY VIEWS
586,656	SOCIAL MEDIA IMPRESSIONS

2018






-  **Over 1 million** stories told using Merit
-  **84% average** email open rate
-  **10 million** page views generated
-  **1 billion** total impressions

HOW IT WORKS

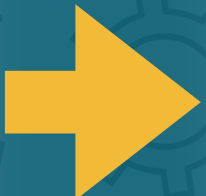
- 1. Add your students**
- 2. Add your content**
- 3. Merit does the rest!**

1. ADD YOUR STUDENTS

	First	Last	Addr1	Addr2	City	State	Zip	Email	Degree	Major
1	Furdos	Al-Ali	7680 Olive Hill Dr		Mabelvale	AR	72103	faalali@ualr.edu	Associate of Applied Science	Nursing
2	John	Alexander	2560 Camp Tahkodah		Floral	AR	72534	jalexander1@ualr.edu	Bachelor of Arts	Criminal Justice
3	Kabriya	Baldwin	1310 Hickory Circle		West Memphis	AR	72301	kjbaldwin@ualr.edu	Bachelor of Business Admin	Management
4	Anderson	Banihirwe	11 Cassily Ln		Dover	NH	3820	axbanihirwe@ualr.edu	Bachelor of Science	Systems Engineering
5	Emily	Bass	305 South Richards		Benton	AR	72015	eabass@ualr.edu	Bachelor of Arts	English
6	Jackson	Bittner	1443 Phelps Street		Ottawa	IL	61350	jdbittner@ualr.edu	Bachelor of Arts	Political Science
7	Zachary	Blair	1504 Hillsborough La		Little Rock	AR	72212	zrbair@ualr.edu	Bachelor of Fine Arts	Art
8	Tarrie	Boggs	124 V Alley Ranch W		Little Rock	AR	72223	tlboggs@ualr.edu	Bachelor of Arts	History
9	Sabrina	Bonanno	4832 N Knight Ave		Norridge	IL	60706	sxbonanno@ualr.edu	Bachelor of Business Admin	Marketing
10	Savannah	Bowers	7900 Buckskin Drive		Sherwood	AR	72120	snfinch@ualr.edu	Bachelor of Business Admin	Marketing
11	John	Boyles	582 Joseph Drive		Alexander	AR	72002	jboyles@ualr.edu	Bachelor of Arts	History
12	Rosa	Brazeal	3101 S. Taylor St. Apt		Little Rock	AR	72204	rbrazeal@ualr.edu	Bachelor of Arts	Mass Communication
13	Marilyn	Brown	13824 Bunting Rd		Little Rock	AR	72206-8951	mdbrown1@ualr.edu	Bachelor of Science	Health, Human Performance, and Sport
14	Charles	Burchfield	6 River Rd Dr W		Mayflower	AR	72106	ciburchfield@ualr.edu	Bachelor of Science in Nursing	Nursing
15	Anna	Burton	74 Jeffery Park		Cabot	AR	72023	akburton@ualr.edu	Associate of Applied Science	Nursing
16	Joel	Butler	72 Sugar Ridge Ln		Texarkana	AR	71854-9285	jbutler1@ualr.edu	Bachelor of Social Work	Social Work
17	Matthew	Callahan	2550 Smith Ford Roar		Benton	AR	72019	macallahan@ualr.edu	Bachelor of Business Admin	Marketing
18	Ashton	Cason	111 Cabanel Drive		Maumelle	AR	72113	aadenton@ualr.edu	Bachelor of Arts	Psychology
19	Kelli	Chappell	9761 Springhill Farms		Alexander	AR	72002-8998	knchappell@ualr.edu	Bachelor of Science	Environmental Health
20	Si	Chen	701 Wellington Hills F		Little Rock	AR	72211	sxchen@ualr.edu	Bachelor of Arts	Mass Communication
21	Hunter	Clay	41 Horton Hills Dr		Sheridan	AR	72150	hwclay@ualr.edu	Bachelor of Arts	History
22	Taryon	Coffey	None Four None Four		None Found	Non	None Found	tdcoffey@ualr.edu	Bachelor of Arts	Psychology
23	Clarissa	Coleman	2124 S Valentine St		Little Rock	AR	72204	cacoleman2@ualr.edu	Bachelor of Arts	Speech Communication
24	Kyla	Cotton	8906 Pea Ridge Circle		Mabelvale	AR	72103	kacotton1@ualr.edu	Bachelor of Science	Health Education and Promotion
25	Travis	Cummings	306 Kassman Rd		Hot Springs	AR	71913	txcummings@ualr.edu	Bachelor of Arts	Criminal Justice
26	Travis	Cummings	306 Kassman Rd		Hot Springs	AR	71913	txcummings@ualr.edu	Bachelor of Arts	Psychology
27	Travis	Cummings	306 Kassman Rd		Hot Springs	AR	71913	txcummings@ualr.edu	Associate of Science	Law Enforcement
28	Dinesha	Darrough	9816 LANEHART RD.		Little Rock	AR	72204	dadarrough@ualr.edu	Bachelor of Social Work	Social Work
29	Heidi	Davis	5944 Foxboro Drive		North Little Rock	AR	72118	hadavis@ualr.edu	Bachelor of Arts	Political Science
30	Heidi	Davis	5944 Foxboro Drive		North Little Rock	AR	72118	hadavis@ualr.edu	Bachelor of Arts	Criminal Justice
31	Amber	Dial	1600 N University Av		Little Rock	AR	72207	amdial@ualr.edu	Bachelor of Arts	Psychology
32	Adrianna	Dodson	1700 South Main St.		Jonesboro	AR	72401	asdodson@ualr.edu	Bachelor of Business Admin	Finance

-  First Name
-  Last Name
-  Email Address
-  Hometown
-  Postal Code

2. ADD YOUR CONTENT




Write or paste your story below. If you choose not to personalize this story with placeholders, every student's story will be the same. Stories will also be added to each student's Merit page. [Learn more...](#)

Last Name **INSERT PLACEHOLDER**

Welcome First Name Last Name to Iowa State University!

body p

State **INSERT PLACEHOLDER**

 First Name Last Name , a first year student from Hometown , State in the Iowa State University College of Human Sciences, participated in Orientation on the Ames campus, June 13-14, 2018. Pask, who has opted to major in Major , joined other students and their families to become more familiar with the campus, learn tips for making the most of college, and sign up for classes.

In the College of Human Sciences, we are driven by a passion to help people. We study every aspect of their daily lives, whether it's how they learn, how they eat, or how they exercise. How they spend money. How they vacation. How they stay well. Even how they dress. We help people expand their potential.

Iowa State University is a public, land-grant university, where students get a great academic start in learning communities and stay active in 800-plus student organizations, undergrad research, internships and study abroad. They learn from world-class scholars who are tackling some of the world's biggest challenges -- feeding the hungry, finding alternative fuels and advancing manufacturing.

body p

3. MERIT DOES THE REST



Sarah Vaughan
Student at James Madison University
Class of 2018
From Front Royal, Virginia

Sarah Vaughan of Front Royal enrolls at James Madison University

October 11, 2018

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JAMES MADISON UNIVERSITY.

ADMISSIONS ACADEMICS STUDENT LIFE VISIT TUITION & FINANCIAL AID ATHLETICS

BEING THE CHANGE*
Inspiring the Athlete
Alumna inspires student-athletes to explore their identities beyond the playing field. *Read More*

REQUEST INFO APPLY SCHEDULE A VISIT

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6,659 likes
JamesMadisonUniversity The Wall Street Journal and Times Higher Education confirmed that JMU students were more likely to recommend their school than students at any other school in the United States! @JMU @Stanford University @Virginia Tech
View all 151 comments

When you #VoteTogether with your friends, don't forget your #voter identification on #ElectionDay! #Virginia requires photo ID. @JMU students can use their JACard. Other acceptable forms of ID in this graphic.

A-Z INDEX DIRECTORY PRIVACY ACCESSIBILITY JOBS SOCIAL MEDIA MAPS COMMUNITY

JMU JAMES MADISON UNIVERSITY
100 SOUTH MAIN STREET
HARRISONBURG, VA 22807
CONTACT US

FDA The VA Police
Student Consumer Information
Campus Safety
Annual Security and Fire Safety Report
© 2018 JAMES MADISON UNIVERSITY

CREATE → DISTRIBUTE → SHARE → DRIVE INTEREST

MEASURE THE RESULTS

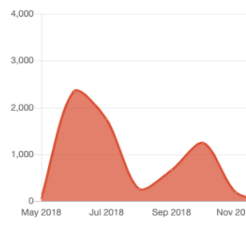
Merit

23,580 students for account

1,107 photos

1,800 activities

Student Activity




The University of Alabama, May 10, 2018 - May 9, 2019

Merit

304,562 pages

Top Referring

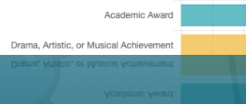


The University of Alabama, May 10, 2018 - May 9, 2019

Merit

84 achievements recognize across 17 categories

Top Category



Merit

28.1M estimated media impressions

83,741 actions

82,753 Facebook

Merit

Map of the United States showing student locations

Your Merit Network

39,926 Students

118 Parents

5,995 High Schools

5,418 Media

4,846 Govt Reps

281,222 Social Media


Merit

YOUR RECENT STORIES

UA's Order of Omega Honors Students

May 9, 2019 by Richard Le Comte

The Order of Omega chapter at The University of Alabama presented awards at its recent annual banquet. Order of Omega is a leadership honor society for members of fraternity and sorority organizations. Order of Omega recognizes juniors and seniors who have exemplified high standards in the areas of scholarship, leadership and involvement within their respective organizations, the campus and the community.



Merit

TASKS

Notifications

Achievements to review

Merit A.I. discoveries


New Achievement

Student Import

Merit

FROM YOUR NETWORK

FROM YOUR NETWORK



Merit

SOCIAL MEDIA POSTS

hapman shared a link on LinkedIn: hapman of Franklin Selected for Capstone Women meritpages.com/stories/Shaoey-Chapman-of-elected-for-Capstone-Men-and-3326606

igh (@JoniNeidigh) tweeted: o Seth Chun! https://t.co/N5Sqs8CHb

Merit

Engagement

Student updates

Social actions

High school comments

Gov't comments






Merit

Emails

The University of Alabama's achievements resulted in 35,366





The merit



-  **Annual subscription**
-  **Monday - Friday telephone support**
-  **No IT integration required**
-  **110% FERPA / GDPR compliant**
-  **Dedicated client success manager**



CLIENT SUCCESS

-  **We work with you to craft a strategy**
-  **We train your team (super-easy)**
-  **We support your team**
-  **We review your results with you**



Merit



Over 300 colleges and universities trust Merit to drive awareness and engagement for their institutional brands.

“I used to manage by myself. It was so hard and time consuming but with Merit, tasks **take minutes rather than hours** or days!”

— Hannah Wallace, Mississippi College

“Merit is by far one of the **best solutions for higher ed** marketing.”

— Scott Rutledge, Community College of Beaver County

“Merit has truly **transformed our PR office** and we are so grateful.”

— Abby White, Bob Jones University

“Merit is **one of the best investments** we’ve ever made.”

— Philip Poole, Samford University

“I have to say out of all the vendors we work with, **you are the best!**”

— Gina Piellusch, McDaniel College

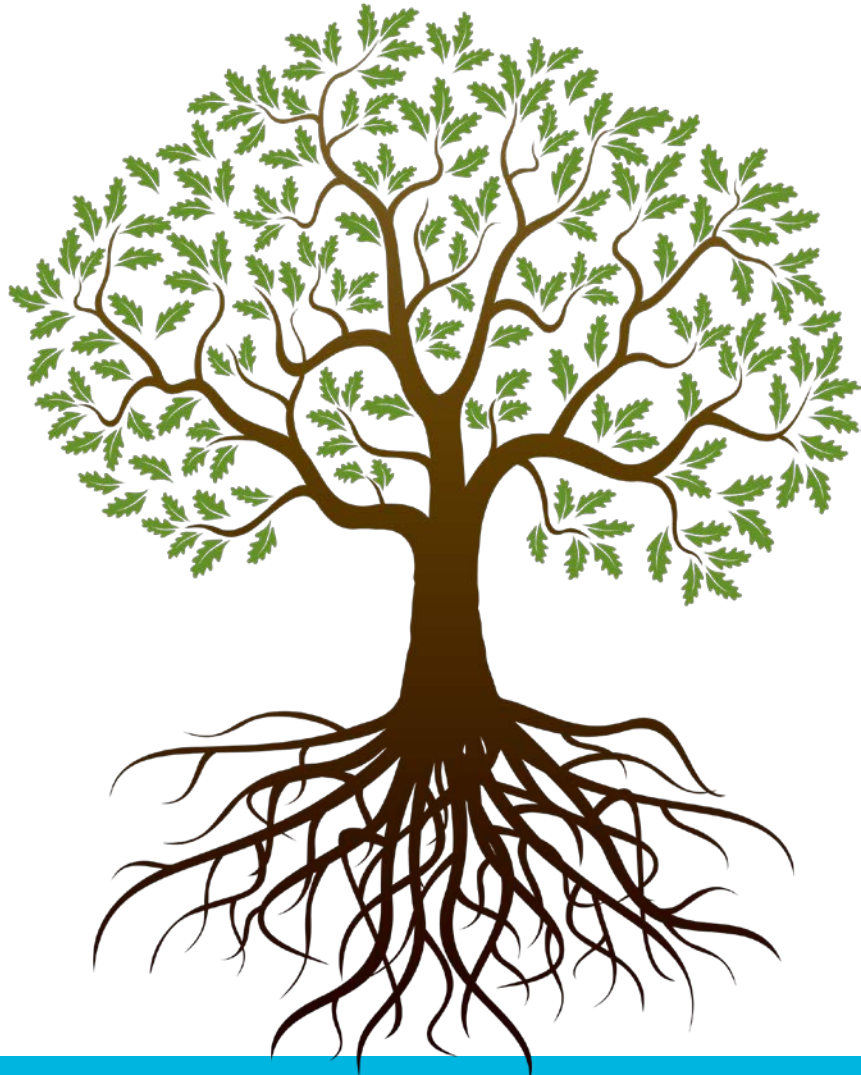


USHE ADVOCACY STRATEGY UPDATE

September 3, 2019



USHE ADVOCACY STRATEGY UPDATE



USHE joint editorial calendar

Merit Pages

JOINT USHE EDITORIAL CALENDAR

Purpose

1. To amplify key messages at specific times of the year
2. To identify opportunities to collaborate across institutions
3. To better disseminate and message impactful system data

Outcomes to be reported back to Presidents and Regents in July 2020

JOINT USHE EDITORIAL CALENDAR

USHE Editorial Calendar

☆

File

Edit

View

Insert

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Data

Tools

Add-ons

Help

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JOINT USHE EDITORIAL CALENDAR







USHE Editorial Calendar



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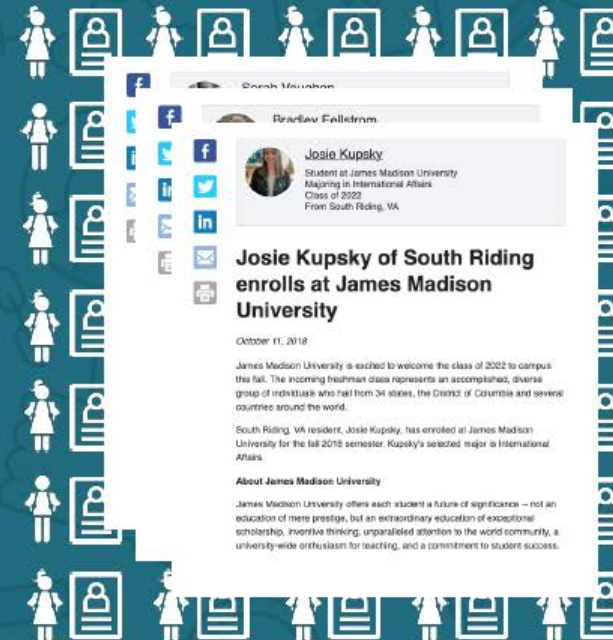
	A	B	C	D	E	F	G
1	YEAR-ROUND: Executive Presentation Calendar to External Audiences						
2	Track presentations from executive leadership (Presidents and cabinet) to local, external stakeholders where messages can be reiterated/amplified.						
3	Presentations						
4		Presentation Date	Topic area (access/affordability, value of higher ed, student/grad outcomes)	Name and Title of Speaker	External audience (Chamber, United Way, etc)	Any specific outcomes/call to action?	Any specific items called out (eg: programs, initiatives, key messages, etc)
5	UU						
6	USU						
7	WSU						
8	SUU						
9	Snow						
10	DSU						
11	UVU						
12	SLCC						
13	USHE						

MERIT PAGES

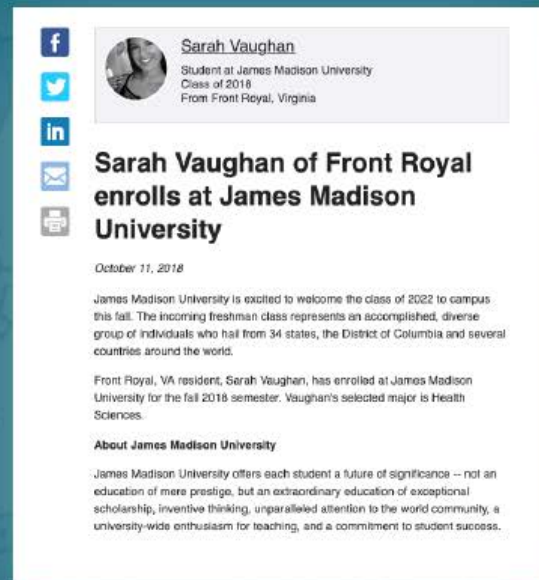
- 6 of 8 institutions have signed on/are in the process of signing on
- USHE paying one-time implementation fee

Merit

Merit takes your existing content and turns it into
dozens, hundreds or even thousands of
personalized stories in minutes.



Merit then matches each story to **relevant audiences** using **managed databases** of media, high schools and government representative contacts.



Students

Enrollment / Retention



Parents & family

Awareness / Retention / Reputation



Local media

Awareness / Reach / Reputation



High schools

Enrollment / Awareness / Reputation

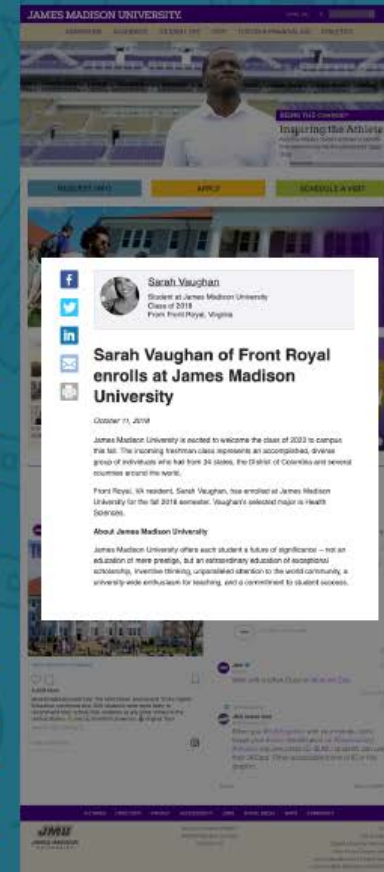


State representatives

Funding / Awareness / Reputation

Merit

Merit drives interest from these personalized stories back to **your institution's website using custom landing pages.**



MERIT PAGES

- Average email open rate: 75% (vs 25%)
- 10x increase in organic reach
- 38% lift in social media engagement
- 35% increase in earned media

MERIT PAGES

- <https://utah.meritpages.com>
- <https://meritpages.com/emersonford>
- <https://meritpages.com/samanthathorne>



September 4, 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 August 2, 2019, Southern Utah University, Cedar City, Utah (Attachment).

B. Grant Proposals

1. University of Utah – NIH National Heart Lung & Blood Inst; “Upstream Platelet Priming”; \$1,525,000. Vladimir Hlady, Principal Investigator.
2. University of Utah – Duke University; “Dissemination of Electrodes”; \$1,364,602. Florian Solzbacher, Principal Investigator.
3. University of Utah – DHHS National Institutes of Health; “R01 Ceramide FGF13”; \$1,525,000. Bhagirath Chaurasia PhD, Principal Investigator.
4. University of Utah – NIH Natl Inst Allergy & Infectious Dis; “ADCS for MDR Bacteria”; \$1,906,250. Shawn C Owen, Principal Investigator.
5. University of Utah – NIH National Cancer Institute; “Tagging Tumor Cells” \$1,906,250. Mingnam Chen, Principal Investigator.
6. University of Utah – NIH Natl Ctr for Complmt & Integtv Hlth”; \$1,897,553. Cameron Spencer Metcalf, Principal Investigator.
7. University of Utah – DHHS National Institutes of Health; “Oxidized Purine Lesions”; \$1,715,625. Cynthia Burrows, Principal Investigator.
8. University of Utah – National Science Foundation; “Inga Speciation”; \$1,319,797. Phyllis D Coley, Principal Investigator.
9. University of Utah – National Science Foundation; “Metegenomic Surveillance”; \$1,178,666. William Brazelton, Principal Investigator.
10. University of Utah – DHHS National Institutes of Health; “Improving Self-Regulation”; \$3,682,720. Cynthia Berg, Principal Investigator.
11. University of Utah – NIH National Institute on Drug Abuse; “Opioid Choice Task”; \$3,349,027. Adam Wesley Hanley, Principal Investigator.
12. University of Utah – NIH National Cancer Institute; “CCSG P30 Renewal Ulrich”; \$25,097,915. Cornelia Ulrich, Principal Investigator.
13. University of Utah – DHHS National Institutes of Health; “R01-Stroke”; \$2,240,971. Matthew Thomas Rondina, Principal Investigator.

14. University of Utah – NIH Natl Inst Dental Craniofacial Rsrch; “Signaling Pathways in Palate”; \$1,906,250. Rena D’Souza, Principal Investigator.
15. University of Utah – DHHS National Institutes of Health; “R01-ARDS”; \$1,819,178. Elizabeth A Leibold, Principal Investigator.
16. University of Utah – DHHS National Inst Diabetes Digest Kidney Dis; “Bacteriophage Pathobiology”; \$3,679,524. Weiquan Zhu, Principal Investigator.
17. University of Utah – DHHS National Institutes of Health; “Mycobiota Grant”; \$2,639,788. June Louise Round, Principal Investigator.
18. University of Utah – NIH Natl Inst neurology Disorders Stroke; “Welsh R01 7.5.19”; \$3,812,500. Robert Cary Welsh, Principal Investigator.
19. University of Utah – US Department of Health & Human Services; “Women’s Chronic Pain-Qeadan”; \$3,754,712. James Albert Vanderslice, Principal Investigator.
20. University of Utah – NIH National Institute Environl Hlth Sci; “Head Start Exposures”; \$3,624,590. Trenton James Honda, Principal Investigator.
21. University of Utah – DHHS National Institutes of Health; “PAPA R01”; \$3,343,175. James Morris Hotaling, Principal Investigator.
22. University of Utah – NIH National Inst child Hlth & Human Dev; “BIRCH”; \$3,240,000. Michael W Varner, Principal Investigator.
23. University of Utah – DHHS National Institutes of Health; “Ro1 P-18-738 June Round”; \$3,056,535. June Louise Round, Principal Investigator.
24. University of Utah – DHHS National Institutes of Health; “Impactrial R01”; \$3,017,186. Jayant Agarwal, Principal Investigator.
25. University of Utah – DHHS National Institutes of Health; “R01 Pa-18-738 Metabolic”; \$2,992,812. June Louise Round, Principal Investigator.
26. University of Utah – NIH National Inst Child Hlth & Human Dev; “Meaning of Screening R01”; \$2,921,938. Erin Witter Rothwell, Principal Investigator.
27. University of Utah – DHHS National Institutes of Health; “R01 RFA-CA-18-019 Cancer”; \$2,818,732. June Louise Round, Principal Investigator.
28. University of Utah – DHHS National Institutes of Health; “Conduit R01 June2019”; \$2,405,101. Jayant Agarwal, Principal Investigator.
29. University of Utah – Indiana University; “Johnson/Casper Beeper Jun2019”; \$2,107,726. Michael David Johnson, Principal Investigator.
30. University of Utah – DHHS National Institutes of Health; “RERAS”; \$2,098,290. Rodney Gene Handy, Principal Investigator.
31. University of Utah – NIH Natl Inst Diabetes Digest Kidney Dis; “MMP with Miami/MSKCC”; \$1,924,035. Yan-Ting Shiu, Principal Investigator.
32. University of Utah – DHHS National Institutes of Health; “R01 PA-19-056 NIGMS”; \$1,924,035. Minna Roh, Principal Investigator.
33. University of Utah – Columbia University; “Johnson CU Resub June 2019”; \$1,906,250. Michael David Johnson, Principal Investigator.

34. University of Utah – DHHS National Institutes of Health; “R01 PA-19-056 NCI”; \$1,906,250. Minna Roh, Principal Investigator.
35. University of Utah – DHHS National Institutes of Health; “MARICQ R01 6.5.19”; \$1,906,250. Andres Villu Maricq, Principal Investigator.
36. University of Utah – NIH National Eye Institute; “Membrain Protein Transport”; \$1,906,250. Wolfgang Baehr, Principal Investigator.
37. University of Utah – DHHS National Institutes of Health; “Chow R01 06 2019”; \$1,906,250. Clement Chow, Principal Investigator.
38. University of Utah – DHHS National Institutes of Health; “Modeling Transition”; \$1,521,755. Deborah Ann Yurgelun-Todd, Principal Investigator.
39. University of Utah – University of Illinois at Chicago; “Hematology Hypoxic Response C”; \$1,515,668. Josef Thomas Prchal, Principal Investigator.
40. University of Utah – University of Georgia; “Metabolomics of Ala Synthesis”; \$1,298,657. John Dearborn Phillips, Principal Investigator.
41. University of Utah – PATH; “PATH Trial”; \$1,298,657. Daniel Ted Johnson, Principal Investigator.
42. University of Utah – Military & Health Research Foundation; “MHRF Johnsen 2019 19-05”; \$1,051,450. Michael Austin Johnson, Principal Investigator.
43. Utah State University – US Department of Education; “Personnel Preparation for Audiologists and Speech-language Pathologists Serving Children who are Deaf or Hard-of-Hearing”; \$1,037,391. Karen F Munoz, Principal Investigator.
44. Utah State University – South Dakota Department of Education; “South Dakota Technical Assistance”; \$1,774,294. John D Copenhaver, Principal Investigator.
45. Utah State University – Utah State Board of Education; “Utah Event Planning”; \$4,880,039. John D Copenhaver, Principal Investigator.
46. Utah State University – National Institutes of Health; “The therapeutic potential of the BigLEN-GPR171 system as a treatment for pain”; \$1,768,151. Erin Nicole Bobeck, Principal Investigator.
47. Utah State University – US National Foundation; “NSF Engineering Research Center for Advancing Sustainability through Powered Infrastructure for Roadway Electrification”; \$26,000,000. Regan Zane, Principal Investigator.
48. Utah State University – US National Science; “CAREER: Understanding the Role of Developmental Plasticity in Behavioral Innovation Through a Comparative Analysis of Social Evolution in Bees”; \$1,323,044. Karen Marie Kapheim, Principal Investigator.
49. Utah State University – UT Department of Workforce Services; “Create Better Health Utah, SNAP-Ed”; \$1,556,718. Heidi Reese LeBlanc, Principal Investigator.
50. Utah State University – UT Department of Workforce Services; “CCPDE FY18”; \$2,258,532. Ann Marie Berghout Austin, Principal Investigator.

C. Awards

1. University of Utah – Novartis; “CACZ88V2301”; \$1,383,400. Wallace Akerley, Principal Investigator.

2. University of Utah – NIH National Cancer Institute; “SEER 2018”; \$2,132,715. Carol Sweeney, Principal Investigator.
3. University of Utah – NIH National Inst of General Medical Sci; “CIBC”; \$1,112,292. Christopher Johnson, Principal Investigator.
4. Utah State University – US Dept of Hlth and Hum Svcs – Office of Family Assistance; “Steps to Healthy Fatherhood”; \$1,574,870. Brian J Higginbotham, Principal Investigator.
5. Utah State University – The American University in Cairo; “WF-2351 Provide Pedagogical and Technical assistance to help improve the state of water-related research and training”; \$2,869,460. Mac McKee, Principal Investigator.
6. Utah State University – US National Science Foundation; “Collaborative Research: RoL: Using reaction norms to link genomic and phenotypic variation with regional-scale population responses to environmental change”; \$1,046,107. Peter B Alder, Principal Investigator.

D. Academic and Student Affairs Items

Action Items:

3 Year Review

- Weber State University – BS in International Business Economics
- Weber State University – BS and MS in Computer Engineering
- Utah Valley University – BA in Art History
- Utah Valley University – BS in Information Management

7 Year Review

- Utah State University – MS and EdS in School Psychology
- Utah State University – School of Veterinary Medicine

INFORMATION:

- University of Utah – Bachelor of Arts/Science in Philosophy of Science
- University of Utah - Master of Athletic Training

New Program

- Utah Valley University – Minor in Risk Management

Name Change

- Utah State University – Department of Geology to Department of Geosciences
- Utah State University – Specialization in Literature and Writing to Specialization in Creative writing within the MA/MS in English

Discontinuation

- Utah State University – K-6 degree programs leading to teacher licensure

Program Restructure

- Utah State University – Specialization in Climate Adaptation Science added to Department of Geosciences

Designation of Eligible Programs for CTE Scholarships Revised List for Salt Lake Community College FY20 and FY21

During the past legislative session, Senate Bill 136, Scholarships for Career and Technical Education, was passed. This legislation provides scholarship funding for students enrolled in select non-credit CTE programs at Snow College, the School of Applied Technology at Salt Lake Community College, and the Eastern, Moab, and Blanding campuses of Utah State University. The legislation requires eligible institutions to consult every other year with regional Department of Workforce Services personnel and identify non-credit career and technical education programs that prepare individuals to work in jobs that in Utah 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.

A list of programs for Salt Lake Community College was included in State Board of Regent materials for the August 2, 2019 Board meeting. This list was incomplete. A revised list is included below.

**Salt Lake Community College
School of Applied Technology
CTE Programs and CIP Codes for Non-credit CTE Scholarship Program
FY20 and FY21 (Revised August 14, 2019)**

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
Network Administrator	11.1001
Network Support Technician	15.1204
Web Programmer	11.0801
Website Designer	11.0801
Air Conditioning/ Heating/ Refrigeration	47.0201
Clinical Lab Assistant	51.0802
Diesel Service Technician	47.0605
Diesel Service Technician and Driver	47.0605 49.0205
Professional Truck Driving	49.0205
Welding	48.0508

E. Policy Revisions

1. 53B-27-303 requires the Board to adopt a process procedure whereby a student enrolled in a public institution of higher education may petition the Board of Regents to review a policy that directly affects the student's enumerated civil liberties, which the student believes the institution adopted without first establishing an administrative rule governing the enumerated civil liberty. Regents Policy R263 (attached) establishes the procedure as required. The Board adopts R263—Institutional Policy Review, effective immediately. (attachment)
2. Regents Policy R301—Master Plan Executive Summary addresses the system master plan adopted in 1986. Over the ensuing decades, the plan has changed substantially and was eventually replaced with the Regents Strategic Plan. This policy is should therefore be repealed. The Board of Regents repeals R301, effective immediately.
3. Section 9 of the Regents Policies establish internal personnel practices for the Office of the Commissioner (OCHE). The Commissioner has the statutory authority to manage and administer

the office without needing Board approval for internal operating procedures. The Board, therefore, removes Section 9 of the Regents Policies and designates them as internal operating procedures. The Board of Regents also delegates future approval for changes to internal operating procedures to the UHEAA Board.

F. Finance and Facilities Items

University of Utah – Sale of Donated or Gifted Property

Regent Policy R704, Disposal of Real Property delegates authority to institutional Board of Trustees to dispose of institutional property valued at less than \$500,000 and notify the Board of Regents in the next regularly scheduled meeting. On August 13, 2019, the University of Utah Board of Trustees approved the disposal of 55.4 acres of land including a wood frame house located on Highway 35 in Wasatch County and received \$173,000 from the sale at above market value due to deed restrictions. (attachment)

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

Approved in August 2019

Utah State University

Approved in August 2019

Weber State University

Louenda Downs (replacing Marty Carpenter)

Southern Utah University

Richard J. Christiansen (replacing Marshall Erb)

Vance Smith (replacing Eric Leavitt)

Shemree Naegele (community member replacing Bruce Hughes)

Snow College

(Will be presented in the November meeting)

Dixie State University

No changes

Utah Valley University

James Clark (replacing Duff Thompson)

Jill Taylor (replacing Jack Sunderlege)

Salt Lake Community College

Approved in August 2019

Attachments

STATE BOARD OF REGENTS
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
AUGUST 2, 2019

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USHE – Revision of Policy R741, <i>Non-dedicated Capital Project Prioritization Process</i> and elimination of R741, Appendix A: <i>Analysis of Mission and Role Projects</i>	
Southern Utah University – Tuition Reduction	
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BOARD OF REGENTS
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
FRIDAY, AUGUST 2, 2019

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

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

Regents Absent

Cristina Ortega
Thomas E. Wright

Office of the Commissioner

Dave R. Woolstenhulme, Interim Commissioner of Higher Education
Rich Amon, 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
Wayne Vaught for Astrid S. Tuminez, Utah Valley University
Richard B. Williams, Dixie State University
Deneece G. Huftalin, Salt Lake Community College
Brett Perozzi for Brad L. Mortensen, Weber State University
Brad J. Cook, Snow College

Chair Simmons called the meeting to order at 8:16 a.m.

Regent Stoddard 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 Jones seconded the motion and the motion carried.

Committee of the Whole

Oath of Office

Having been appointed to the Board of Regents, Lisa-Michele Church, Alan E. Hall, and Sheva Mozafari took the Oath of Office, administered by Chair Simmons.

Review: Roles and Responsibilities of Regents/Trustees

Geoff Landward, Assistant Commissioner provided the Regents with an overview of the roles and responsibilities of the Utah State Board of Regents and institutional Board of Trustees.

Board Schedule and Committee Changes

Commissioner Woolstenhulme reviewed changes to Board of Regents meetings, which include the addition of committee only meetings. These committee only meetings will take place during months the

whole Board is not meeting. He also introduced the addition of the new Workforce, Access, and Advocacy Committee.

Commissioner's Office Overview and Priorities

Commissioner Woolstenhulme noted the executive team is meeting with each institution to identify ways the Office of the Commissioner can better serve the institutions and the students of Utah. He reviewed changes within the office that will better align strategically to work on the Regents' priorities. He stated USHE has a new brand and turned the time to Melanie Heath. Melanie introduced the new logo and explained the graphic of the logo represents the missions of our institutions. She also noted we are now referring to the Utah State Board of Regents as the Utah System of Higher Education (USHE) Board of Regents. In addition to the new branding and logo, we have also rolled out a new website www.USHE.edu. Commissioner Woolstenhulme asked each committee (Academic Affairs, Finance & Facilities, Workforce, Access, and Advocacy) to provide a brief description of work they do and what they will be focusing on.

Discussion: Budget Prioritization Guidelines

Rich Amon, Associate Commissioner provided an overview of what the Finance and Facilities Committee will be discussing in detail regarding the Budget Prioritization Guidelines (details in TAB G). The Finance and Facilities will then bring the item back to the Committee of Whole for action.

Discussion: Utah's Growing Opportunity Gap and State Scholarship Programs

Carrie Mayne, Associate Commissioner provided an overview of the Issue Brief: Utah's Growing Opportunity Gap and State Scholarship Programs (details in TAB K), which will be discussed in detail in committee.

Discussion: Institution Mission and Roles

Liz Hitch, Associate Commissioner provided an overview of the responsibilities the Academic Affairs committee has regarding Institution Mission and Roles and reviewed associated policies. She also provided the definition of each type of institution mission.

Open Meetings Training

The Open Meetings training was provided by showing a 12-minute video prepared by the state auditors.

Consent Calendar (TAB N)

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

- Minutes – Minutes of the Board meeting May 17, 2019, Snow College, Ephraim, Utah.
- Grant Proposals
- Awards
- Academic and Student Affairs Items
- Repeal of the following policies:
 - R608, *Utah Engineering and Computer Science Scholarship Program*
 - R613, *Public Safety Officer Career Advancement Reimbursement*
 - R616, *Minority Scholarships*
- Board Secretary Appointment
- Incorporation of Institution Policies into Administrative Rule
- Appointment of Institution Audit Committee members

Academic and Student Affairs

Academic and Student Affairs Committee Overview (TAB A)

Regent Jones noted they reviewed a very detailed guide of the committee's charge. This is an information item only; no action was taken.

Appointment of Two Regent Representatives of the Academic and Student Affairs Committee to the Statewide Scholarship Task Force

Regent Jones noted Regents Barnes and Mozafari have been assigned to the Statewide Scholarship Task Force.

Title IX Climate Survey (Introduction) (TAB B)

Regent Jones noted the committee removed the common question requirement. She stated there is a problem when comparing data with campus safety and Title IX. They will allow institutions to come up with their own questions. The institutions will report to the ASA committee. **Regent Barnes made a motion to accept the report; the motion was seconded by Regent Prince and the motion carried.**

Finance and Facilities

USHE – Finance and Facilities Committee Overview and Accomplishments (TAB C)

Regent Clyde noted this was a review of the work the Finance and Facilities completed over the last year, and an opportunity to talk about topics they would like to discuss over the course of the next year. This is an information item only; no action was taken.

USHE – Performance Funding Changes (TAB D)

Regent Clyde noted there was discussion on the current performance model and they are continuing to work on this issue to see if it will continue to be a good formula to use. This is an information item only; no action was taken.

USHE – Growth Funding Model

Regent Clyde noted the committee put together a Growth Funding Model Task Force. Members include Regents Clyde, Lund, Stoddard, and Hall. This is an information item only; no action was taken.

Appointment of Two Regent Representatives of the Finance and Facilities Committee to the Statewide Scholarship Task Force

Regent Clyde noted Regents Jibson and Maggelet have been assigned to the Statewide Scholarship Task Force.

Dixie State University – Campus Master Plan Amendment (TAB E)

Regent Clyde noted this is a revision to DSU's Campus Master Plan and includes the purchase of 131 acres for a future landbank acquisition. **Regent Clyde recused himself from making a motion and voting on this issue. Regent Jibson made a motion to approve as outlined in TAB E; the motion was seconded by Regent Stoddard and the motion carried.**

Salt Lake Community College – Property Acquisitions and Disposal (TAB F)

Regent Clyde noted this is to allow SLCC to exchange five 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. **Regent Clyde made a motion to approve as outlined in TAB F; the motion was seconded by Regent Lund and the motion carried.**

USHE – FY21 Budget Development Process (BDP) Guidelines (TAB G)

Regent Clyde noted this is to adopt the BDP guidelines. **Regent Clyde made a motion to approve the Budget Guidelines as outlined in TAB G; the motion was seconded by Regent Lund and the motion carried.**

USHE – Adoption of Policy R742, Capital Allocation Formula (TAB H)

Regent Clyde noted Senate Bill 102 creates a new process for funding USHE capital facilities projects and requires the Board of Regents to create a policy to measure each. Regent Policy R742, *Dedicated Capital*

Project Allocation Formula fulfills this requirement. **Regent Clyde made a motion to approve as outlined in TAB H; the motion was seconded by Regent Datta and the motion carried.**

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

Regent Clyde noted this policy makes changes to the current process of facility prioritization by replacing the calculation of facility need with a calculation of need based on assignable square feet per FTE.

Regent Clyde made a motion to approve as outlined in TAB I; the motion was seconded by Regent Jibson and the motion carried.

Southern Utah University – Tuition Reduction (TAB J)

Regent Clyde noted SUU has proposed a tuition reduction for their online courses. He also noted there is an error in the schedule that is included with TAB J; the schedule shows 12 credits for \$3900, it should read 12 credits for \$3600. **With this adjustment, Regent Clyde made a motion to approve TAB J; the motion was seconded by Regent Mozafari and the motion carried.**

Workforce, Access, and Advocacy Committee

Issue Brief Review: Utah's Growing Opportunity Gap (TAB K)

Regent Anderson noted this item is being return to the Commissioner's staff with the charge to take a deep dive and then return it to the committee with suggestions to work toward specific outcomes.

Regent Anderson made a motion to send this item back to the Commissioner's staff for additional work; the motion was seconded by Regent Datta and the motion carried.

Workforce, Access, and Advocacy Committee Overview (TAB L)

Regent Anderson noted they had a review of the committee objectives. This is an information item only; no action was taken.

Update on College Access Advising Program (TAB M)

Regent Anderson noted 34 advisors have been hired and will be working in high schools across the state. This is an information item only; no action was taken.

Workforce and the System

This is a discussion item only; no action was taken.

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

Regent Anderson noted Regents Hall and Church have been assigned to the Statewide Scholarship Task Force.

On a motion from Regent Jibson, the meeting was closed.

The meeting adjourned at 2:39 p.m.

Geoffrey Landward, Secretary

Date Approved: September 13, 2019

R263, Institutional Policy Review¹

R263-1 Purpose: This rule establishes a procedure whereby a student enrolled in a public institution of higher education may petition the Board of Regents to review a policy that directly affects the student's enumerated civil liberties, which the student believes the institution adopted without first establishing an administrative rule governing the enumerated civil liberty.

R263-2 References (Policy Subhead Style)

2.1 Utah Code Title 53B, Chapter 27, Part 3

R263-3 Review Process

3.1 Students enrolled at a public institution of higher education who believe the institution has adopted a policy that directly impacts one of their enumerated civil liberties but which is not governed by an existing administrative rule may petition the Board of Regents for a review.

3.2 To file a petition for review, a student will send a written request that identifies the policy for which a review is requested to review@ushe.edu. Within 30 days of receiving the complaint, the Commissioner of Higher Education's office, on behalf of the Board of Regents, will:

3.2.1 Review the petition to determine if it is made in good faith;

3.2.1.1 Bad faith petitions shall be dismissed.

3.2.2 Determine if the institution has established an administrative rule that adopts or governs the policy; and

3.2.3 If the institution lacks a governing administrative rule, direct the institution to initiate rulemaking within 60 days of the decision

¹ Adopted 9/13/19

August 30, 2019

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

Dear Commissioner Woolstenhulme:

The University of Utah hereby notifies the Board of Regents of the following sale of donated or gifted property for inclusion on the consent calendar portion of the next meeting's agenda:

1. 55.42 acres including a 3-level wood-frame house located on State Highway 35 in Woodland in Wasatch County, Utah:
 - a. Gifted to the University in the 1970s by Edward W. Clyde and his wife Betha (Betty) J. Clyde, through their family company, Diamond Bar X Ranch ("Donor"), with deed restrictions that prohibited the University from selling the land or using it for other than University purposes for 75 years [through 2053] (the "Deed Restrictions").
2. Appraised for \$1,925,000.
 - a. Based on the Deed Restrictions, University value in the property was established as \$173,000.
 - i. Executive summary pages of the two (2) University appraisals dated September 7, 2018 and May 8, 2019, establishing these values are attached for reference.
3. Listed broadly to the market through the utilization of BHHS Utah Properties as a listing broker.
4. Sold to a private party for \$2,225,000 on August 14, 2019.
 - a. Immediately prior to that sale, (i) Donor released the Deed Restrictions, and (ii) in exchange for \$15,000 paid by University to Donor, Donor provided a perpetual access easement across Donor's adjacent property.
 - b. At the closing, the net sale proceeds were distributed as follows: \$173,000 to the University (the University value in the property per the appraisal), and the remainder to Donor (as compensation for release of the Deed Restrictions).

Page 2
August 30, 2019
Commissioner Woolstenhulme

- c. Donor will retain \$300,000 of the proceeds Donor received at the closing and in the next few months will gift the remaining balance (\$1,618,500) to the University.

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

Sincerely,

A handwritten signature in black ink, appearing to be 'P. Ross', written over the printed name and title.

Patricia A. Ross
Chief Business Strategy Officer

c: Ruth V. Watkins
Kimberly Henrie
Jonathon Bates



1794 Olympic Parkway, Suite 130
Park City, UT 84098
Tel +1 435-649-0238
cushmanwakefield.com

September 11, 2018

Mr. Jonathon Bates
Executive Director
University of Utah - Dept. of Real Estate Administration
505 Wakara Way Suite 210
Salt Lake City, UT 84108

Re: Appraisal Report

University of Utah Faculty Club Property
State Highway 35
Woodland, Wasatch County, UT 84036

Cushman & Wakefield File ID: 18-51003-900135-001

Dear Mr. Bates:

In fulfillment of our agreement as outlined in the Letter of Engagement, we are pleased to transmit our appraisal of the above referenced property in the following Appraisal Report.

The subject property consists of 62.07 acres of land. Approximately 54.68 acres of land is considered usable. The subject property is located on the south side of State Highway 35 in rural Wasatch County. Site improvements include a 3-level, wood frame house, yard fencing, perimeter fencing, ranch gate and gravel road. The existing home is considered to have interim value adequate to offset the demolition cost in the future.

This Appraisal Report has been prepared in accordance with our interpretation of your institution's guidelines, Title XI of the Financial Institutions Reform, Recovery, and Enforcement Act of 1989 (FIRREA), and the Uniform Standards of Professional Appraisal Practice (USPAP).

Based on the agreed-to Scope of Work, and as outlined in the report, we developed the following opinion:

Value Conclusion			
Appraisal Premise	Real Property Interest	Date of Value	Value Conclusion
Market Value As-Is	Fee Simple	September 7, 2018	\$1,925,000

Compiled by Cushman & Wakefield of Colorado, Inc.

Extraordinary Assumptions

For a definition of Extraordinary Assumptions please see the Glossary of Terms & Definitions. The use of extraordinary assumptions, if any, might have affected the assignment results.

This appraisal assumes the subject property (parcels 00-0008-4165 and 00-0008-4173) constitute a lot record.

This appraisal assumes there are adequate water rights under the subject ownership to provide culinary and irrigation water typical of similar property uses in the market.

Hypothetical Conditions

For a definition of Hypothetical Conditions please see the Glossary of Terms & Definitions. The use of hypothetical conditions, if any, might have affected the assignment results.

This appraisal does not employ any hypothetical conditions.

This letter is invalid as an opinion of value if detached from the report, which contains the text, exhibits, and Addenda.

Respectfully submitted,

CUSHMAN & WAKEFIELD OF COLORADO, INC.



D. Tyler Dustman, MAI
Senior Director
UT Certified General Appraiser
License No. 6083576-CG00
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(435) 575.5646 Office Direct



1794 Olympic Parkway, Suite 130
Park City, UT 84098
Tel +1 435.575.5646
cushmanwakefield.com

May 16, 2019

Mr. Steven E. Clyde
Executive Director
Diamond Bar X Ranch, Inc.
201 S. Main Street, Suite 1300
Salt Lake City, UT 84111

Re: Appraisal Report

University of Utah Faculty Club Property
State Highway 35
Woodland, Wasatch County, UT 84036

Cushman & Wakefield File ID: 19-51003-900033-001

Dear Mr. Clyde:

In fulfillment of our agreement as outlined in the Letter of Engagement, we are pleased to transmit our appraisal of the above referenced property in the following Appraisal Report.

The subject property consists of 62.07 acres of land. Approximately 54.68 acres of land is considered usable. The subject property is located on the south side of State Highway 35 in rural Wasatch County. Site improvements include a 3-level, wood frame house, yard fencing, perimeter fencing, ranch gate and gravel road. The existing home is considered to have interim value adequate to offset the demolition cost in the future.

The largest parcel of the subject property is encumbered with a deed restriction that limits the use to "University Use" and restricts the sale of the property through October 20, 2053. The value conclusion reported represents the "as is" value with consideration of this encumbrance through 2053.

This appraisal report has been prepared in accordance with the *Uniform Standards of Professional Appraisal Practice* (USPAP) and is intended to comply with Treasury Regulation 1.170A-14(h)(3).

The following definition is from Treasury Regulations and is the basis for the value reported herein.

"The fair market value is the price at which the property would change hands between a willing buyer and willing seller, neither being under any compulsion to buy or sell and both having reasonable knowledge of relevant fact. If the contribution is made in property of a type which the taxpayer sells in the course of his business, the fair market value is the price which the taxpayer would have received if he had sold the contributed property in the usual market in which he customary sells, at the time and place of the contribution and, in the case of a contribution of goods in quantity, in the quantity contributed." (Treas. Reg. §1.170-A-1(c) (2).

Based on the agreed-to Scope of Work, and as outlined in the report, we developed the following opinion:

Value Conclusion			
Appraisal Premise	Real Property Interest	Date of Value	Value Conclusion
Market Value As-Is (Deed Restricted)	Fee Simple	May 8, 2019	\$173,000

Compiled by Cushman & Wakefield of Colorado, Inc.

Extraordinary Assumptions

For a definition of Extraordinary Assumptions please see the Glossary of Terms & Definitions. The use of extraordinary assumptions, if any, might have affected the assignment results.

This appraisal assumes the subject property (parcels 00-0008-4165 and 00-0008-4173) constitute a lot record.

This appraisal assumes there are adequate water rights under the subject ownership to provide culinary and irrigation water typical of similar property uses in the market.

Hypothetical Conditions

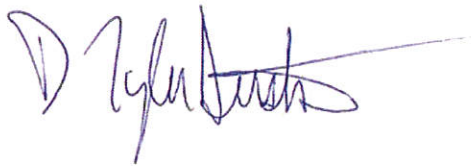
For a definition of Hypothetical Conditions please see the Glossary of Terms & Definitions. The use of hypothetical conditions, if any, might have affected the assignment results.

This appraisal does not employ any Hypothetical Conditions.

This letter is invalid as an opinion of value if detached from the report, which contains the text, exhibits, and Addenda.

Respectfully submitted,

CUSHMAN & WAKEFIELD OF COLORADO, INC.



D. Tyler Dustman, MAI
Senior Director
UT Certified General Appraiser
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MEMORANDUM

TAB Y

September 4, 2019

Board of Regents 2019-2020 Amended Meeting Schedule Approval

In compliance with Utah Code and the Open Public Meetings Act, the Utah State Board of Regents is required to give public notice at least once a year of its annual meeting schedule. For this reason in addition to scheduling purposes, the amended schedule for the 2019-2020 academic year is attached for Board approval. The proposed additional meeting dates are as follows:

- October 11, 2019 – Committee meetings only
- December 13, 2019 – Committee meetings only
- February 14, 2020 – HigherEd Day – Board meeting, Capital Building
- April 10, 2020 – Committee meetings only
- June 12, 2020 – Committee meetings only

Commissioner's Recommendations

The Commissioner recommends the approval of the amended Board of Regents meeting schedule for the academic year 2019-2020.



MEMORANDUM

TAB Z

September 4, 2019

Board of Regents 2020-2021 Meeting Schedule Approval

In compliance with Utah Code and the Open Public Meetings Act, the Utah State Board of Regents is required to give public notice at least once a year of its annual meeting schedule. For this reason in addition to scheduling purposes, the schedule for the 2020-2021 academic year is attached for Board approval. The proposed meeting dates are as follows:

- July 16 & 17, 2020 – Southern Utah University
- September 17 & 18, 2020 – Utah State University
- October 16, 2020 – Committee meetings only, Board of Regents Office
- November 13, 2020 – Salt Lake Community College
- December 18, 2020 – Committee meetings only, Board of Regents Office
- January 22, 2021 – University of Utah
- February 19, 2021 – Committee meetings only, Board of Regents Office
- March 25 & 26, 2021 – Dixie State University
- April 16, 2021 – Committee meetings only, Board of Regents Office
- May 16, 2021 – Snow College
- June 18, 2021, Committee meetings only, Board of Regents Office

Commissioner's Recommendations

The Commissioner recommends the approval of the Board of Regents meeting schedule for the academic year 2020-2021.