October 7, 2019

USHE – Legislative Intent Language

During the 2019 Legislative Session the legislature included intent language in Senate Bill 2 requiring the USHE Board of Regents to respond by October 31, 2019 with:

1. a plan for migrating core operating systems to cloud computing with provisions for cyber security

2. a plan for achieving the USHE classroom utilization standards on the main campus of each institution by 2025

3. a process for allocating future compensation monies on the institutional wage and salary base, based on the prior year performance model results

The three attached USHE Legislative Briefs provide additional information and respond to the legislative intent language requests.

Commissioner's Recommendation

The Commissioner recommends the Committee review the attached Legislative Briefs and provide any comments or suggestions to the Commissioner's Office preparatory to submitting the documents to the legislature before October 31.

Attachment

Cloud Computing Intent Language

During the 2019 Legislative Session the legislature passed the following intent language in Senate Bill 2:

> "*The legislature intends that prior to October 31, 2019, the Utah System of Higher Education (USHE) will develop a plan for migrating core operating systems to cloud computing with provisions for cyber security throughout the system and provide this plan to the Higher Education Appropriations Subcommittee.*"

Present State

Currently all USHE institutions have moved many applications to the cloud. An estimated 60% of all USHE non-core applications are already in the cloud and offered in no other way. Southern Utah University is the only USHE institution that has moved its core systems to the cloud. All USHE schools are looking at possible plans to move core applications to the cloud where it is financially responsible and where such a move would improve operations and security.

Moving to the cloud does not necessarily improve security. The cloud is not inherently as secure as on-premises infrastructure depending on the service provider and the current security environment. In reviewing recent major global cloud security breaches like Equifax, Sony, and Uber the incidents resulted when customers failed in the fulfillment of their responsibilities for security in the cloud. Security in cloud infrastructure lies mostly on the shoulders of the institution and not on the cloud service provider. Cloud providers are responsible for the security of the cloud but universities and colleges are responsible for security in the cloud (Figure 1).

USHE institutions utilize two core or ERP (Enterprise Resource Planning) systems suppliers which include core HR, finance and student information
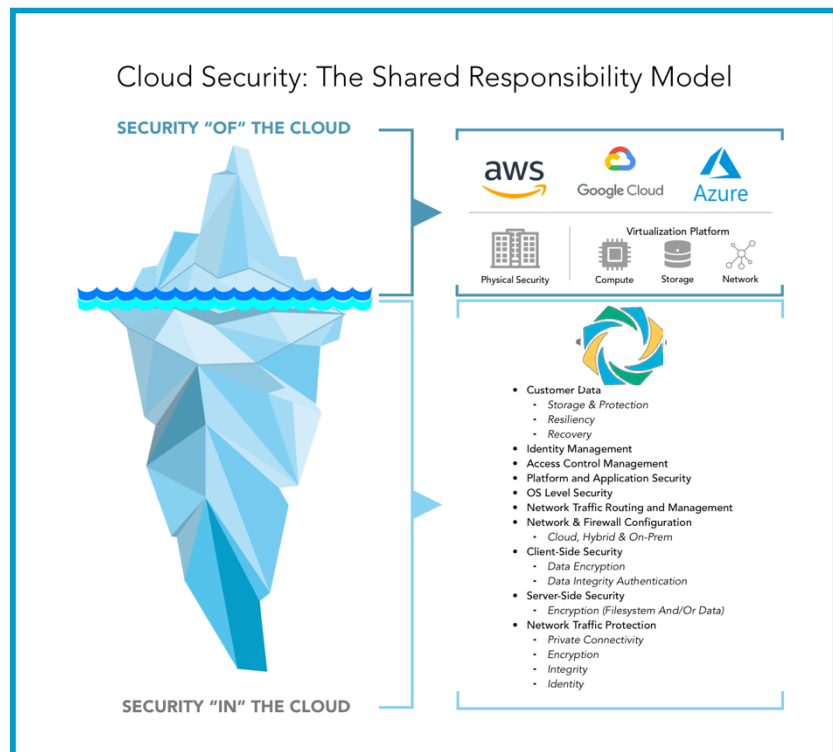

Figure 1

systems. The University of Utah ERP system is PeopleSoft. The other seven universities and colleges are on Ellucian Banner. The University of Utah signed a contract with PeopleSoft last year for an additional five years. The other schools are planning to sign a contract with Ellucian Banner for 5 additional years in the spring of 2020. Presently all ERP systems are reliable and adequate though they are becoming outdated. Over many years the processes and applications in these ERP systems have been customized to meet the unique needs of the Universities and Colleges. Independent IT analysts recommend holding course with these systems for the time being as there are no alternative products available that include a viable student information system.

Proposed Plan

The proposed plan is phased over 2-5 years, allowing for adjustments and improvements to be made as each school moves additional services and systems to the cloud (instead of a "fork lift" plan which is seldom used because of the amount of risk it puts on operating systems and the processes they support). The proposed offer to the legislature is for each USHE school to:

1. Move infrastructure components of their existing ERP systems to the cloud where it is financially responsible and improves operations and security. This cloud model is known as Infrastructure as a Service (IaaS) which is a service model that delivers computer infrastructure on an outsourced basis. This effectively shifts hardware, storage, servers, and data center space, including some network components to the cloud. This would eliminate the need for each institution to host ERP data in their own data center, though USHE institutions would continue to maintain sufficient on-premises data centers and infrastructure to support ongoing operations.

2. Evaluate and implement appropriate "hybrid cloud" and/or "multi-cloud" options that give institutions options to move between institutionally owned resources and the cloud, and from one cloud service provider to another. This is made possible by containerizing ERP data so it can be moved to another cloud provider if price increases become unaffordable or contract terms become unpalatable. The brief history of cloud computing has shown that once an entity joins a cloud, lays off its infrastructure staff and shuts down its data center, that it is difficult to return to on premises hosting. With vendor lock-in there can be significant increases in cloud computing contractual liabilities and expense. The hybrid, multi-cloud strategy provides a safety net for our institutions by maintaining alternative location options.

This plan anticipates that institutions remain with their current ERP suppliers for at least the next five years as there are no alternative ERP cloud suppliers with viable student information systems. We anticipate the total expense of shifting these core systems to cloud infrastructure as a service will require, at minimum, $1.1M more per year (across the entire system).

Future

We will continue to investigate financially responsible and properly secured cloud services that meet institutional needs. This may become a future necessity if Ellucian Banner or PeopleSoft are no longer

supported or no longer meet the needs of the USHE schools. Table 1 shows current costs to the USHE System of existing ERP services as well as best estimates of the costs to move to alternative cloud-only ERP service suppliers including the first-year costs of implementation. The table does not include the costs of institutional process change or the disruption to academic operations that changes to an ERP may entail.

- The first column represents where we are today with current ERPs on premises.

- The second column represents the objective recommended and proposed to the legislature in this document and achieves a shift of core systems to the cloud with minimal institutional disruption. While costs increase, little disruption to processes or academic operations will be needed.

- The remaining four columns represent cost estimates for shifting most or all institutions to completely different suppliers of full-cloud "Software as a Service" (SaaS) solutions at today's prices. In addition, these columns would require significant institutional change, require a 3-5 year implementation time frame, and will disrupt operations significantly. Neither are proposed or recommended as part of this plan, but are included only for cost comparison. It should also be noted that the Workday solution does not include a viable core system for student information and operations.

Current ERPs (Banner and {Peoplesoft) On Premises	Current ERPs (Banner and Peoplesoft) in the Cloud (IaaS)	Peoplesoft Cloud Only (SaaS) Annual Costs	Peoplesoft Cloud Only 1st Year Implementation	Workday Cloud Only (SaaS) Annual Costs	Workday Cloud Only 1st Year Implementation
$16,023,673	$17,124,647	$32,643,734	$98,474,400	$26,717,734	$126,875,000

Table 1

About

The USHE Chief Information Officers (CIO) have a history of collaboration and working together. The CIOs have a plan in place that will move the System into the future sensibly and responsibly. The CIOs have a proven track record of working toward institutional alignment with concerted effort in cost savings. Most major IT software contracts are joint purchases by the USHE CIO's for a savings of$ 3.7 million dollars (see Table 2).

FY 2019 Vendor	USHE Savings
VM Ware	$ 1,255,223
Oracle	794,928
Kaltura	133,588
Data Cookbook	20,850
Black Board	110,842
Duo	57,821
Ellucian	1,385,032
Total	**$ 3,758,284**

Table 2

Utilization Intent Language Report

During the 2019 Legislative Session the legislature passed the following intent language in Senate Bill 2:

> "*The legislature intends that prior to October 31, 2019, all USHE institutions will develop and submit to the IGG and Higher Education appropriations subcommittee, a plan for achieving the USHE classroom utilization standards on the main campus of each institution by 2025. Said plan shall include the following: (1) the standard of 33.75 average hours of instruction per week for Spring and Fall semesters; (2) the standard of 66.7 percent seat occupancy in classrooms; and (3) increasing the summer utilization of classrooms.*"

Regent policy R751, *Institutional Facilities Space Utilization* requires USHE institutions to submit annual classroom and laboratory utilization information as well as to report goals and accomplishments in meeting Regent-adopted utilization standards. Utilization information for the 2018-2019 academic year will be submitted in December 2019 and presented to the Board of Regents in January 2020. The information below comes from the 2017-2018 academic year.

University of Utah

Current Fall 2017 Classroom Room Utilization Rate for the Main Campus: 27.6 Hours

Current Fall 2017 Classroom Seat Occupancy Rate for the Main Campus: 53.4%

Plan for meeting or exceeding the USHE Utilization standards:

The University of Utah continues our commitment to using both classroom and laboratory space as effectively as possible. We have spent significant time engaged in our efforts to meet or exceed the utilization standards through dedicated committees and groups analyzing space usage and making suggestions to improve the use of existing lab and classroom space. We also continue to engage college deans, department chairs, faculty and staff charged with scheduling courses in discussions regarding how to schedule and use space more wisely.

We have worked to broaden the times that classes are offered, continue to develop and use major maps which help coordinate courses and have used conference rooms for smaller graduate seminars. There are often challenges matching appropriate class sizes with appropriate space available for classes. We will continue to work hard to find the appropriate balance to meet both course demand and appropriate classrooms for the topic being taught. There are also quality issues that may preclude certain spaces available for some classes. We will continue to invest resources each year to improve older classroom and lab space to improve the ability to use these as broadly as possible. We are also continually looking at

different ways of modifying our scheduling of classes to increase the flexibility of offering classes at high demand times without creating bottlenecks between competing high demand courses.

Many of the same challenges noted above related to classroom utilization also relate to efficient use of lab space. Use of lab space is being analyzed and considered hand in hand with our efforts to increase utilization of classroom space and the efforts noted above also apply in regards to meeting the thresholds for lab space. There is of course additional challenges in meeting the rates for lab space because the space is often specialized in nature and there is less flexibility in simply rescheduling the use of the space. Often labs are designed to function more effectively for a specific program utilizing them and it is not always possible to broaden the use beyond specific types of courses. We also want to insure all of our lab space is safe for our students and faculty and have spent a significant amount of time ensuring that existing space is not only being used effectively, but is also a safe environment for use.

Plan for increasing summer utilization of classrooms:

Our efforts are centered upon growing year-round enrollment. One new program that we believe will help not only grow overall enrollments, but will also help increase summer utilization rates is through a new bridge program we will begin using in the Summer of 2020. This program will target students who may not be academically qualified to attend the University of Utah, but are very close. The Bridge program will consist of a series of courses and other specialized assistance to try and move the students' academic performance that small extra bit needed in order to be successful full-time students who will then enroll full-time the following Fall semester.

Utah State University

Current Fall 2017 Classroom Room Utilization Rate for the Main Campus: 31.0 Hours

Current Fall 2017 Classroom Seat Occupancy Rate for the Main Campus: 50.3%

Plan for meeting or exceeding the USHE Utilization standards:

Approximately 60% of our 165 classrooms are within 90% or greater of this standard. Location and quality of space have the largest impacts on room usage but each of the remaining classrooms below 90% of standard will be specifically reviewed again to identify the driving factors of lower usage so that plans can be made to increase the desirability and usability of those classrooms where possible.

Seat occupancy rates have greater room for improvement when compared to usage rates as only 25% of classrooms met this standard in Fall 2017. Since USU does not have buildings that are dedicated to classrooms only, we try to accommodate faculty as much as possible by letting them teach classes in or near the buildings where they office. This can create some inefficiencies when seat capacity and enrolled students don't match as well as they might if faculty proximity concerns were not considered. However, additional reviews will be performed, starting with the buildings that have the lowest occupancy rates, and discussed with academic departments to identify opportunities for improvement including a review of course capacities and right-sizing classes regarding time of day and available classrooms.

Plan for increasing summer utilization of classrooms:

USU has tried a variety of strategies over the past several years to encourage more students to take summer classes. Each strategy attracts different students but has not made a significant change in summer enrollment. As a residential campus, it is very common for students to return home for the summer to work or spend time with family. Also, many students take internships away from the campus or are employed in the field, especially students in the Colleges of Natural Resources and Agriculture and Applied Sciences.

In addition, USU is scheduling more online courses because data and student behavior indicate an increasing need/desire for the flexibility of online courses in the summer rather than face-to-face courses – this also impacts our Summer classroom usage, but we are continuing to meet the evolving needs of our students.

Nevertheless, additional strategies will be discussed and implemented as appropriate to increase the summer utilization of classrooms where possible.

Weber State University

Current Fall 2017 Classroom Room Utilization Rate: 28.5 Hours

Current Fall 2017 Classroom Seat Occupancy Rate: 56.0%

Plan for meeting or exceeding the USHE Utilization standards:

Weber State University plans to improve our space utilization through several avenues. Below is an overview of each strategy being implemented in to order increase both the space utilization and seat occupancy:

Centralized Scheduling – Weber State University has historically been a decentralized scheduling institution. Scheduling was primarily done by a building's occupants and then made available to other campus entities. We are working to shift that mentality towards centralized scheduling. To that end, Weber State has purchased and is in the process of implementing a centralized scheduling software, EMS. This software and associated process will allow us to optimize the use of all classroom, lab, and event space on campus. It will allow the university to find rooms that fit the size and space requirements for each class.

Room-by-Room Use Evaluation – A facilities space use code is assigned to every space in a building at the time of construction. In the past, the room use codes were infrequently re-evaluated to ensure that the predominant use of the space fit the prescribed definition as per the USHE Standards. Weber State has put together a committee that is meeting with all colleges, departments, and key faculty in order to better understand how each space is used to meet the mission of the university. The committee then makes the determination if the use of the room matches the space use code or if there is a more accurate code to classify the use of the space. This reevaluation and possible reclassification will allow us to capture a more accurate reflection of how spaces are used.

Off-Peak Class Scheduling – Weber State University has traditionally been a commuter campus with the large proportion of students being non-traditional working student. This demographic has driven the course times and offerings to an early morning or late evening offerings. Our space utilization on campus from 8:00 am to 12:00 pm is very high and drops of dramatically until the evening when it climbs again. Weber State is working with students, faculty, and the Office of the Registrar to determine which classes can be taught during the low demand afternoon times and begin to schedule classes outside of our traditional hours. This will help to free up space during our peak demand times and allow for better overall daily utilization of the spaces.

Right Sizing Spaces – In a decentralized scheduling format, classes with fewer students were forced to schedule their class from the inventory predetermined by their department or college. This meant that it was common to have small upper division or graduate level classes of 18 in a room built to hold 40. Central scheduling will help us put the right class in the right space and even allow us to reassign a room to a class that has fewer or more than the predicted. We have also made "right sizing" a priority for all new construction and renovations. For the past few years, we have worked to match the inventory of teaching spaces to the class sizes being taught.

Annual Evaluation – The Space Planning Committee will meet with each college annually to review the least utilized spaces on campus. In the past meetings, we have discovered that some under-utilized spaces were not being schedule because of poor lighting or non-functional AV equipment. These roadblocks can easily be corrected and the space brought back to higher utilization. The committee will also monitor space use changes or renovations that would affect the predominant use and use code assignment.

Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week: Weber is in the process of implementing centralized scheduling, room-by- room use evaluation, and off-peak class scheduling to raise the classroom utilization rates.

Classroom Seat Occupancy Rate: 66.7% seat occupancy: Weber is in the process of implementing centralized scheduling and right sizing spaces in order to get the seat occupancy above the target rate.

Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week: Weber is in the process of implementing centralized scheduling, room-by- room use evaluation, and off-peak class scheduling to raise the laboratory utilization rates.

Laboratory Seat Occupancy Rate: 80% station occupancy: Weber is in the process of implementing centralized scheduling and right sizing spaces in order to get the seat occupancy above the target rate.

Plan for increasing summer utilization of classrooms:
WSU functions on a tri-term schedule, meaning that we offer a full schedule during the summer months. What's more, we are encouraging departments to offer more courses during the summer months. In addition to our course offerings WSU has a number of non-course programming events that happen during the summer to encourage participation in higher education such as Boys and Girls State and STEM related workshops. These events will often utilize a significant portion of our campus spaces during the summer months.

Southern Utah University

Current Fall 2017 Classroom Room Utilization Rate for the Main Campus: 36.6 Hours

Current Fall 2017 Classroom Seat Occupancy Rate for the Main Campus: 77.6%

Plan for meeting or exceeding the USHE Utilization standards:

The institution currently exceeds the USHE standards for classroom utilization and has proposed an institutional goal to further improve classroom utilization to 40 hours per week and seat/station occupancy to 80 percent by 2025. SUU is using optimization software that allows us to set a target occupancy rate before scheduling courses.

Plan for increasing summer utilization of classrooms:

SUU is rapidly pursuing a path to a 3-year Bachelor's degree. As part of that objective, we will be significantly increasing our summer course offerings.

Snow College

Current Fall 2017 Classroom Room Utilization Rate for the Main Campus: 24.5 Hours

Current Fall 2017 Classroom Seat Occupancy Rate for the Main Campus: 64.9%

Plan for meeting or exceeding the USHE Utilization standards:

The current Room Utilization Rate (RUR) for all three academic periods is below the Regent standard. Summer term is 16.8 hours per week for summer term, 23.1 hours per week for fall semester, and 26.6 hours per week for spring semester. However, when combined—all three academic periods aggregated-- the annual hours per week is 51.7, which more than exceeds the 33.75 hours per week standard. In order to increase each academic period's RUR, Snow College intends to do the following:

- Assess and reassign rooms scheduled for instruction that are really open lab space. For example, Humanities 116 is a classroom that is currently being used as an open language tutoring space. Noyes 101 is the open math tutoring lab that is being used for iLearn, self-directed, class instruction.

- Convert additional rooms to IVC instruction such as Humanities 166. This is a 58 auditorium-style seat room. The College intends to maximize its use by adding IVC instruction to the regular face-to-face schedule.

- Implement institutional and distinct curricular changes to better use available space. The College intends to change the nature of activity-based instruction (physical education courses) to include dedicated lecture time to the field-based activity time. This will potentially increase use of the classrooms associated with physical education instruction. Additionally, Snow College is in the implementation stage of a comprehensive general education re-design. The Foundation courses

associated with this re-design will require additional and/or better use of existing classroom space.

Snow College's classroom Seat Occupancy Rate (SOR) is below the Regent rate for each academic period—summer term is 30.1%, fall semester is 61.6%, spring semester is 55.0%. Collectively, this rate is 57.5% for the academic year. In order to increase the academic period's SOR, Snow College intends to do the following:

- Re-assess the instructional designation of dual-purpose rooms. Consistent with the National Science Foundation's recommendations for high-impact teaching and learning environments, Snow College's Graham Science Center has dual purpose lecture and lab rooms. This is where the lab activities are embedded into the lecture. Snow College intends to clarify the space dedicated to this instruction (as either lecture or lab) which will help the College more strategically schedule the embedded lab science classes in the appropriate space.

- Re-define Snow College's summer term schedule and academic offerings. As a part of the College's strategic enrollment management plan, Snow College intends to "develop and market" a more viable summer on-line curriculum. With the lack of student summer jobs and the fact that the majority of our students return home to work for the summer, Snow College aims to re-purpose summer term as a robust on-line presence. Academic space during the summer will be re-dedicated to (1) planned classroom and laboratory renovations and (2) state-wide, six-county service area and community-based conferencing, workshops, and secondary student camp instruction

Plan for increasing summer utilization of classrooms:

Foremost, Snow College has gained a better understanding of its summer market in terms of student matriculation, course offerings, type of delivery and their impact on summer space utilization. Snow College intends to offer more on-line/distance delivery or hybrid instructional options. This will help the college more strategically assign academic space for traditional instruction and accommodate more systematic classroom and/or laboratory space improvements and renovations. Additionally, Snow College is actively working with Central Utah Educational Services (CUES) directors and other service-area and state-wide agencies to use viable space for professional conferences and workshops and public education student learning camps.

Dixie State University

Current Fall 2017 Classroom Room Utilization Rate for the Main Campus: 26.9 Hours

Current Fall 2017 Classroom Seat Occupancy Rate for the Main Campus: 60.9%

Plan for meeting or exceeding the USHE Utilization standards:

To meet or exceed the standard classroom room utilization rate of 75% and/or the total use per room of 33.75 hours per week, Dixie State University intends to implement the following strategies:

- Increase enrollment to 15,000 students

- Continue to work collaboratively across campus divisions to increase student retention rates

- Offer more early morning, late afternoon, and evening courses

- Expand graduate level course offerings and programs

- Designate specific classrooms for use by Community Education

To meet or exceed classroom occupancy rates of 66.7%, Dixie State University intends to implement the following strategies:

- Align classroom occupancy rates with past enrollment rates to ensure smaller courses are not being taught in larger capacity classrooms

- Analyze data produced by EAB's software to forecast enrollment rates for specific courses

- Ensure collaboration between Central Scheduling and Academic Colleges in scheduling courses in rooms with seat capacities that match established enrollment rates for those specific courses

Plan for increasing summer utilization of classrooms:

To optimize use of classrooms and teaching laboratories during the summer term, Academic departments are working to build additional summer offerings, incentivizing faculty to teach summer courses, and designing new programs with summer components that speed up completion and graduation rate times.

As part of DSU's Strategic Plan 2020 and the community engagement initiative, DSU sponsors and/or partners with community leaders and organizations to host various summer camps, such as Dixie Prep for 7th, 8th, and 9th graders interested in STEM fields; POP Rocks for high school students interested in exploring physical and organic properties of rocks and water; Mechanical Engineering Summer Camp for high school students; Gene Girls for girls focused on genetics and biotechnology; EMSART Camp for girls entering 9th grade who are interested in STEM related fields; Code Changers for ages 8-18 who are interested in web technology; Design School for students interested in (UI/UX) design careers; Code School for students interested in web programming careers; and various Athletic camps, including football, basketball, soccer, sports performance, baseball, and volleyball.

Utah Valley University

Current Fall 2017 Classroom Room Utilization Rate for the Main Campus: 40.9 Hours

Current Fall 2017 Classroom Seat Occupancy Rate for the Main Campus: 64.6%

Plan for meeting or exceeding the USHE Utilization standards:

Fall and Spring Room Utilization Rates (RUR) exceed the USHE standard for this reporting period. We are performing further analysis to identify pressure points or high-demand areas and their characteristics. This information will be used by the Faculty Senate class scheduling committee as they finalize scheduling guidelines.

Fall and Spring Seat Occupancy Rates (SOR) are just below the USHE standard for this reporting period. The strategies included in the scheduling guidelines that are being drafted by the Faculty Senate committee on Class Scheduling include course section fill rate standards.

Plan for increasing summer utilization of classrooms:
In addition to a robust and growing Summer semester for credit-bearing courses, UVU utilizes classroom and laboratory space for outreach programs (such as Trio, Upward Bound, UVU Prep) and for professional workshops, camps, and conferences. These events are not measured in the USHE report standard, and therefore are not included in this report.

Salt Lake Community College

Current Fall 2017 Classroom Room Utilization Rate for the Main Campus: 30.6 Hours

Current Fall 2017 Classroom Seat Occupancy Rate for the Main Campus: 66.4%

Plan for meeting or exceeding the USHE Utilization standards:
SLCC continues to work to increase total FTE, which will naturally increase room utilization and seat occupancy. This increase in total FTE is being approached through efforts to both increase new enrollments as well as increase persistence/retention rates of current students. Some of the initiatives underway include:

- Transition to a Pathways/Case Management Advising Model. The student advising experience is being redesigned to accommodate and support students in selecting a program and creating a degree plan within one semester of initial registration.

- Creation of SLCC Promise. SLCC Promise helps eligible, full-time students pay for their education by covering the cost of tuition and fees when federal grants fall short. The SLCC Promise is intended to remove economic barriers and to provide a pathway for SLCC students to persist and complete their degrees.

- Implementation of CampusLogic, a system that allows all financial aid forms to be submitted electronically, including via smart phone. This allows new and continuing students to complete federal financial aid quickly, efficiently, and accurately, thus removing potential financial barriers for students.

- Creation of the Enrollment Tracker, a one-stop spot on the MySLCC portal where students can obtain all necessary information regarding their current enrollment status and next steps to prepare for upcoming semesters.

- Adoption of a Customer Relationship Management (CRM) system for SLCC Admissions. SLCC is implementing Enrollment Rx as its dedicated admissions CRM to improve tracking and nurturing of potential students through the enrollment process, ultimately improving the enrollment experience and increasing yield rate of prospective student inquiries.

- Launch of a new online New Student Orientation aimed at better preparing incoming SLCC students and improving the first-year experience.

- Creation of the P-20 Pipeline Collaborate Work Team. This team is tasked with assessing the impact of current K-12 practices and developing strategies to increase admission and enrollment of individuals from middle schools and high schools with low rates of college participation.

- Expansion of virtual and remote student services to improve accessibility and availability for SLCC students, regardless of time or location.

- Dedicated Online Success Coaches, who are working to improve academic performance, retention, and graduation rates of SLCC online students.

- Introduction of the Concurrent Enrollment Transition Scholarship ($1,000 over two semesters) to encourage Concurrent Enrollments students to matriculate to SLCC upon high school graduation.

- An additional $500,000 in funding to support need-based grants, scholarships, and waivers.

In July 2016, SLCC was awarded a USHE Affordable Participation & Timely Completion grant to conduct a comprehensive review of its scheduling practices and better align class offerings with student needs. A side benefit of the scheduling recommendations will be better utilization of its academic space and improving the classroom seat occupancy rate. The following recommendations have been implemented to improve these rates:

- Move to MW/TTh/FS or M-Th default meeting patterns instead of MWF/TTh (Phase I beginning Fall 2018, with additional phased implementation of scheduling recommendations, including Friday/Saturday offerings to build a weekend college model that meets the needs of working adults.)

- Increase the number of sections of overloaded courses and decrease the number of sections of underutilized courses (beginning Fall 2018).

- Spread out schedule offerings (fully implemented by Fall 2018).

- Intentionally schedule programs at particular campuses and times of day to ensure that students can get all the classes they need without traveling far or being forced to attend both day and night classes in order to complete requirements (fully implemented by Fall 2018).

- Roll-out semester schedule midway through each term and immediately hold schedule debriefings with each academic school and other stakeholders to incorporate lessons learned into schedule edits (beginning immediately).

- Ensure that schedule construction is a collaborative activity between academic administrators, faculty, program advisors, and site coordinators by establishing and disseminating clear schedule building procedures (fully implemented by Fall 2018).

- Release entire year schedule for students to view when Fall semester registration begins (beginning Fall 2019).

- Establish an Academic Scheduling Committee (one year in duration) composed of representatives from the various internal stakeholders to further define and integrate scheduling policies and procedures, monitor the effectiveness of the academic schedule and recommend adjustments, and provide general oversight of academic scheduling (committee meets beginning Fall 2018).

- Provide dynamic scheduling reports (Class Status App, Enrollment Dashboard, Pre-Enrollment Dashboard, etc.) so, faculty and academic administrators are better be able to segment and filter their unique schedule data and view it in a graphical format (available Fall 2018).

Plan for increasing summer utilization of classrooms:

SLCC continues to encourage summer-term attendance in a variety of ways, including:

- Increasing the number and variety of summer term course offerings.

- Expansion of SLCC Promise to Pell grant-eligible students taking at least 6 credits.

- Promotion of year-round federal Pell grant and proactive outreach to eligible students.

- Creation of a Summer Completion Grant, which offers a potential tuition waiver for any student within 6 credits of graduation at the end of Spring term.

- Internal training of all staff to encourage students to take at least one course during the summer.

- Continued promotion of SLCC guest student admission, which accounted for 698 students during Summer 2018.

- Scheduling of two separate eight-week summer terms. This allows a student to take a summer break but still take courses during the summer term.

Performance Funding Compensation Intent Language

During the 2019 Legislative Session the legislature passed the following intent language in Senate Bill 2:

> "*The legislature intends that prior to October 31, 2019, the Higher Education Appropriations Subcommittee and the Utah System of Higher Education will develop a process for allocating future compensation monies on the institutional wage and salary base, based on the prior year performance model results.*"

Current Performance Funding Model

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

1. **Measures**: The legislature sets five performance metrics: completion, completion of underserved students, workforce market demand, research (for the U and USU only), and awards per FTE.
2. **Weight**: The USHE Board of Regents assign weights to the measures; the Legislature requires market demand to be weighted at least 25%
3. **Appropriation**: The legislature appropriates funds for performance funding
4. **Allocation**: The legislature allocates the appropriation proportionately to USHE institutions: 50% based on budget and 50% on student FTE
5. **Progress**: The legislature defines progress at meeting performance as a 1% improvement over a 5-year average
6. **Award**: Institutions receive 100% of their allocation if they have 1% positive progress or more; $0 if progress is negative; and between 0% and 100% if progress is between 0% and 1%.
7. **Balance**: The balance of funds not awarded to an institution is reallocated to other institutions

		Completion	Underserved Students	Market Demand	Research	Awards per FTE	Total	
2. Weight	Weighting	15%	10%	25%	10%	40%	100%	**1. Measures**
	University of Utah							
	Available Allocation (29.31%)	$1,175,820	$ 783,880	$1,959,700	$ 783,880	$3,135,520	$7,838,800	**3. Appropriation** **4. Allocation**
5. Progress	1% Progress Measure (increase/decrease)	3.16%	150.46%	5.15%	4.22%	3.17%		
	Actual Award within Available Allocation	$1,175,820	$ 783,880	$1,959,700	$ 783,880	$3,135,520	$7,838,800	**6. Award**
	Percent (%) Funded	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
7. Balance	Balance	$ 0	$ 0	$ 0	$ 0	$ 0	$	

Current Compensation Funding

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 traditionally requests parity with state employees in salary and benefit adjustments provided by the state legislature. Those adjustments typically include a cost-of-living-adjustment (COLA) or a merit salary increase as well as inflationary adjustments to healthcare and retirement benefits. Cost-of-living-adjustments are ongoing salary adjustments made to compensate employees for the loss in purchasing power due to inflation and are given to all full-time employees regardless of performance. Merit salary increases, on the other hand, compensate employees for performance and are given at the discretion of management though the funding amount is calculated on the full employee salary base. Typically, the legislature funds compensation increases to higher education with 75 percent state funds leaving 25 percent to be covered by institutional tuition increases. 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 may be funded at 100 percent.

In addition to the 25 percent of compensation increases approved by the state legislature to be funded by tuition, USHE institutions also use tuition and other institutional resources to promote tenure and retain key faculty and staff positions. Institutions analyze salary equity annually as part of the budget and tuition-setting process and attempt to apply additional funds to critical areas where salaries are low when resources are available. Several institutions used a portion of their FY 2020 performance funding allocation to fund faculty and staff salary equity.

Inclusion of Compensation in the Performance Funding Model

The Utah System of Higher Education recommends that COLA, retirement, and health inflationary adjustments continue to be given in parity to Utah state employees separate from performance funding. Performance funds, awarded to institutions based on achievement of institutional measures, should be given to incent and reward improved institutional outcomes, but should not be conflated with compensation adjustments needed to reward and retain existing faculty and staff positions. The System further recommends that the legislature and the Higher Education Appropriations Subcommittee reaffirm as ongoing the 75 percent state funding and 25 percent tuition cost-share for these salary and benefit adjustments.

The USHE System recommends that if institutional compensation funding becomes a part of the performance funding model, that the appropriated funds be calculated on a percentage basis of all appropriated salary and benefits for the USHE institutions and be given for merit, performance, tenure, and/or salary equity funding. The legislature could determine a fixed percentage of salary funding to be given for performance, which would be calculated on the same appropriated salary and benefit base used now.