

**STATE BOARD OF REGENTS MEETING
UTAH STATE UNIVERSITY, LOGAN, UTAH
TAGGART STUDENT CENTER (TSC)
THURSDAY, SEPTEMBER 12, 2013**

AGENDA

12:15 – 1:00 PM LUNCH (East Ballroom)

1:00 – 3:45 PM COMMITTEE OF THE WHOLE (West Ballroom)

1. Commissioner's Overview
 2. Review of Regents' Role in the Prioritization Process for Capital Development Projects TAB A
 3. USHE – Institutional State-funded Capital Development Projects for 2014-15 TAB B
State Funded
 - 1:30 - 1:40 **Salt Lake Community College** – Career and Technical Education (CTE) Classroom and Learning Resource Space Expansion (Meadowbrook Campus)
 - 1:40 - 1:50 **University of Utah** – Crocker Science Center (George Thomas Building Renovation, Addition and Seismic Upgrade)
 - 1:50 - 2:00 **Utah State University** – Statewide Instructional Initiative (USU Eastern and USU Brigham City Campus)
 - 2:00 - 2:10 **Weber State University** – New Science Laboratory Building
 - 2:10 - 2:20 **Southern Utah University** – New Business Building and Partial Remodel of Existing Business Building)
 - 2:20 - 2:30 **Snow College** – New Science Building
 - 2:30 - 2:45 [Break]
 - 2:45 - 2:55 **Dixie State College** – Physical Education/Student Wellness Center
 - 2:55 - 3:05 **Utah Valley University** – Performing Arts Building 1
 - 3:05 - 3:10 Closing Comments
 4. USHE – Institutional Non-state Funded Projects and Land Bank Requests for 2014-15 TAB C
Non-state Funded
 - 3:15 - 3:30 **University of Utah**
 - Utility Distribution Infrastructure Replacement Phase II
 - Lassonde Living Learning Center
 - Alumni House Expansion and Renovation
Land Bank Requests
 - 3:30 - 3:35 **Dixie State University**
 - East Elementary School Purchase
 - 3:35 - 3:40 Closing Comments
- 4:00 – 5:30 PM CAPITAL FACILITIES COMMITTEE (Committee Members Only)
(TSC 220)
- 6:00 PM RECEPTION / DINNER
(President's Home – By Invitation Only)

**STATE BOARD OF REGENTS MEETING
UTAH STATE UNIVERSITY, LOGAN, UTAH
TAGGART STUDENT CENTER (TSC)
FRIDAY, SEPTEMBER 13, 2013**

AGENDA

7:30 – 8:50 AM **BREAKFAST MEETING – STATE BOARD OF REGENTS, USU BOARD OF TRUSTEES, PRESIDENT ALBRECHT, COMMISSIONER BUHLER**
(Alumni House (located southwest of the Taggart Student Center))

9:00 – 9:30 AM Pictures of Individual Board of Regent Members (West Ballroom)

9:00 AM CONTINENTAL BREAKFAST (East Ballroom)

9:30 – 11:00 AM **MEETINGS OF BOARD COMMITTEES**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Regent France A. Davis, Chair

Location: TSC Center Colony, Room 221

ACTION:

1. Snow College – Associate of Arts and Associate of Science in Outdoor Leadership and Entrepreneurship TAB D
2. Snow College – Certificate of Proficiency / Certificate of Completion / Associate of Applied Science in
Industrial Manufacturing Technology TAB E
3. Regents' Policy R315, Service Area Designations and Coordination of Off-Campus Courses and Programs TAB F

CONSENT:

Please see the General Consent Calendar at TAB V.

INFORMATION:

1. StepUp to Higher Education Update and College Guide TAB G
2. Utah Scholars Initiative Annual Report TAB H

FINANCE/FACILITIES COMMITTEE

Regent Robert S. Marquardt, Chair

Location: TSC Senate Chamber, Room 336

ACTION:

1. USHE 2020 Financial Forecast TAB I
2. Utah State University – Campus Master Plan Approval TAB J
3. University of Utah – Environmental Humanities Education Center [Lakeview, Montana] Property TAB K

CONSENT:

Please see the General Consent Calendar at TAB V.

INFORMATION:

- | | |
|--|-------|
| 1. Annual Report on Foreign Gifts and/or Donations | TAB L |
| 2. University of Utah – Series 2013 Bond & Commercial Paper Sales | TAB M |
| 3. Utah State University – Aggie Life & Wellness Center and Athletic Complex/Training Center Revenue Bond Sale | TAB N |
| 4. Southern Utah University – New Markets Tax Credit Financing for the Shakespeare Festival Project | TAB O |
| 5. Bonded Debt Summary | TAB P |
| 6. University of Utah – University Student Apartments Replacement | TAB Q |
| 7. Salt Lake Community College – South City Campus Property Purchase | TAB R |
| 8. Legislative Audit of Higher Education's Competition with the Private Sector – An Update | TAB S |
| 9. Review of Regents' Role in the Prioritization Process for Capital Development Projects | TAB T |
| 10. Federal Direct Student Loan Interest Rates | TAB U |

11:00 – 11:15 AM REFRESHMENT BREAK (East Ballroom)

11:15 AM – 12:30 PM COMMITTEE OF THE WHOLE (West Ballroom)

- | | |
|--|-------|
| 1. General Consent Calendar | TAB V |
| 2. Utah State Board of Regents 2014-2015 Meeting Schedule Approval | TAB W |
| 3. Reports of Board Committees | |
| 4. Fiscal Year 2015 USHE Budget Request | TAB X |
| 5. Capital Development Project Prioritization and Approval | TAB Y |

12:30 – 1:00 PM STATE OF THE UNIVERSITY – PRESIDENT ALBRECHT (West Ballroom)

1:00 – 1:30 PM LUNCH (East Ballroom)

1:30 – 2:30 PM EXECUTIVE SESSION (CLOSED MEETING – STATE BOARD OF REGENTS)
IF NEEDED (TSC Center Colony, Room 221)

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.

September 4, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Review of the Regents' Role in the Prioritization Process for Capital Development Projects

Issue

At the July 19, 2013 State Board of Regents Meeting, a request was made to provide a review of the process used to prioritize capital development project requests from USHE institutions and to provide some insight into what Regents might do to best be prepared to contribute to the process and the outcome of the funding decisions. The attached presentation addresses that request and will be discussed in more detail at the September 12-13, 2013 Board meeting.

Commissioner's Recommendation

This is an information item; no action is needed.

DLB/GLS/WRH
Attachment

David L. Buhler
Commissioner of Higher Education



UTAH SYSTEM OF HIGHER EDUCATION

Regents' Role in Providing Adequate Capital Facilities for USHE Institutions

September 12-13, 2013



UTAH SYSTEM OF HIGHER EDUCATION

STATUTORY REGENTS' CAPITAL FACILITIES ROLE

- **UCA §53B-6-101 Assigned Responsibility**

conducting continuing studies of the facilities, grounds, buildings
... at the higher education institutions

providing for the initiation and financing of projects needed
for growth and maintenance

establishing criteria for and determination of the...capital
budgetary needs of the institutions and system as a whole



UTAH SYSTEM OF HIGHER EDUCATION

STATUTORY REGENTS' CAPITAL FACILITIES ROLE

•Responsibility primarily discharged under 2 policies

R710, Capital Facilities

R741, Capital Development Prioritization - CDP

Focus of this presentation is the role of R741, CDP



UTAH SYSTEM OF HIGHER EDUCATION

REGENTS' CAPITAL DEVELOPMENT PRIORITIZATION (CDP) POLICY

Provides the framework and methodology for prioritization of USHE Capital Facilities needs

Many considerations affect the relative priority of a project:

- **Physical condition** of the facilities
- Determination of **space needs**
- Institutional **roles and missions**
- Long term **strategic planning**
- Current **program emphasis and priority**

Ranking methodology is

- Quantitative in nature
- An opportunity to exercise collective discretion and judgment in project ranking





FRAMEWORK AND METHODOLOGY

- A defined, deliberative process using quantitative methodology to inform judgment
- Recognizes that quantitative analysis alone cannot provide the answer
- Straightforward means for Regents to make decisions using a four step process:

Step 1 – Priority Guideline Establishment

Step 2 – Request Submission

Step 3 – Project Analysis and Scoring

Step 4 – Project Prioritization



Step 1 – Establishment Of Priority Guidelines

At the beginning of each year's capital facilities prioritization process, the Board adopts priority guidelines pertaining to the most pressing and critical needs for the Utah System of Higher Education. These priorities, though not binding, are designed to guide the subsequent use of Regents' Priority Points.

Step 2 – Submission of Requests

Institutions submit their highest priority capital development needs to the Office of the Commissioner of Higher Education for evaluation. Each institution may submit more than one project, but for scoring purposes, except for research institutions, only the top project will be scored. Each research university may have up to two projects scored each year.



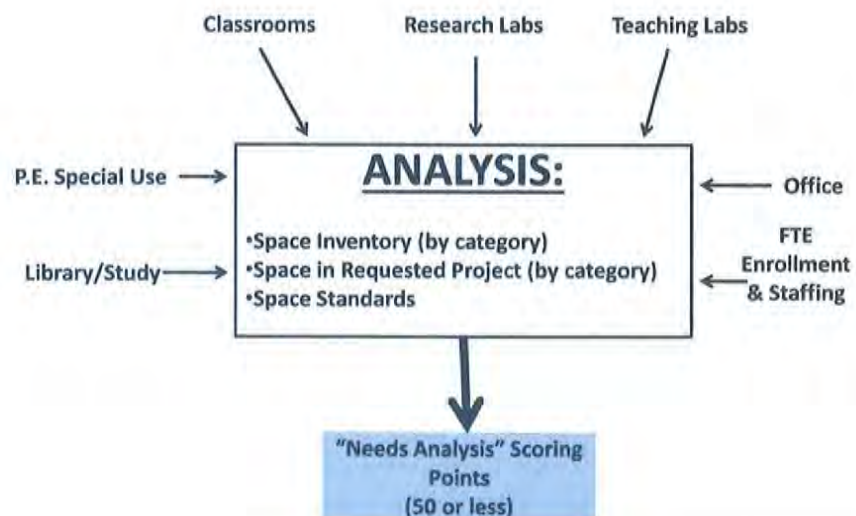
Step 3 – Project Analysis and Scoring of Needs

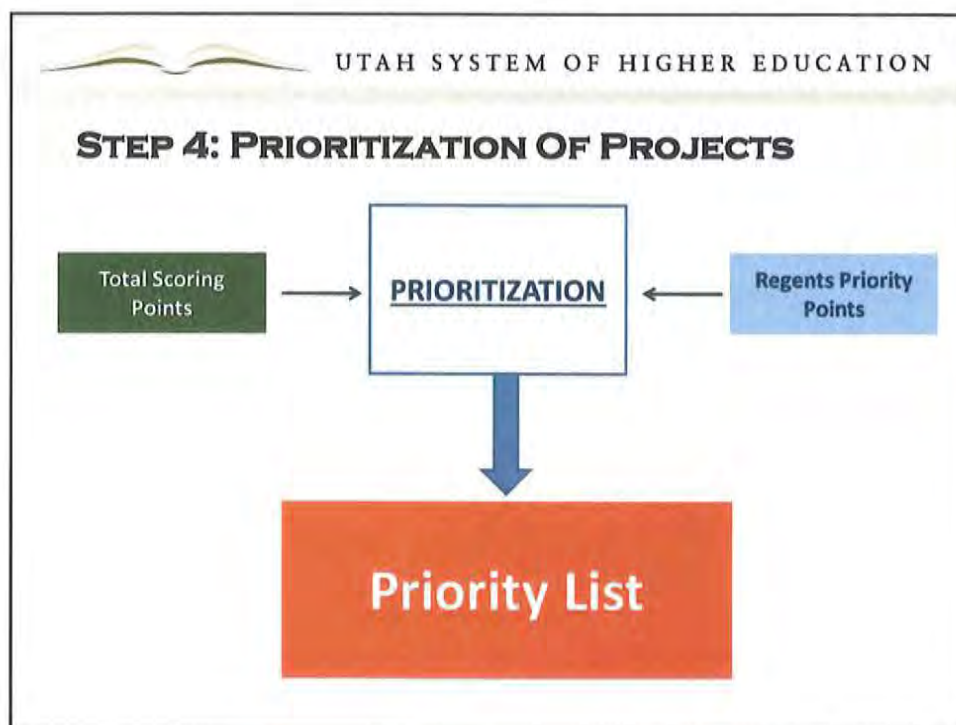
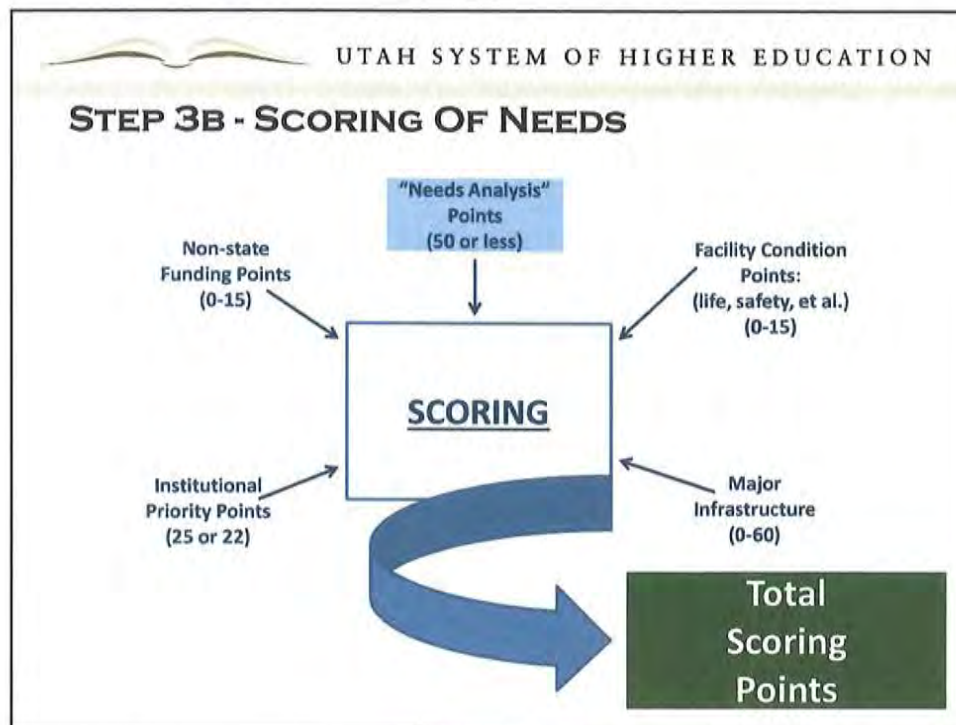
Structured to give appropriate consideration to:

- Access
- Remodeling, renovation, or replacement of existing facilities
 - Life safety considerations
 - Functional/Physical obsolescence
 - Disruption of daily activities
- Other non-state funds committed to the projects
- Critical major infrastructure needs
- Institutional priorities of projects



STEP 3A – “NEEDS ANALYSIS”







Step 4 – Project Prioritization for Funding Consideration

- Order scored projects from highest to lowest

- Determine “Regents Priority Points”

Consideration of established “Priority Guidelines”

Add Regents’ collective judgment

- Combine “Scoring Points” & “Regents Priority Points”

- Order projects based on combined point totals

REGENTS’ GUIDELINES FOR APPLICATION OF REGENTS’ DISCRETIONARY POINTS IN PRIORITIZATION OF CAPITAL DEVELOPMENT PROJECTS FOR FY 2014-15 FUNDING CONSIDERATION

Regents Discretionary Points – The Regents have 25 “priority points” that they may use on a discretionary basis to address what are determined to be the most pressing and critical USHE needs. The guidelines adopted for their use in prioritization of projects for FY 2014-15 funding consideration are as follows:

Guideline Based Points

Critical Programmatic and Infrastructure Needs

- Imminent threats to daily operations and program delivery
- Extraordinary economic development/competitive opportunities
- Enhancement of critical programs (science, engineering, technology, etc.)
- Facilities needs to achieve 2020 Plan goals

High Priority Issues

- Strategic Planning & Time-sensitive Issues
 - Branch and satellite campus development
 - Significant changes in role and mission
 - Mergers and Partnerships
 - Emerging time-sensitive opportunities
- Operational and Programmatic Efficiency
 - Sustainability (energy conservation and efficiency)
 - Operational Efficiency (optimization of O&M costs)
 - Innovative and cost effective delivery of academic programs
 - Improved space utilization
 - Eliminate functional obsolescence of equipment and space

Fulfills a Non-Critical Need

- Core programmatic enhancement
 - Strengthen program deficiencies
- Project Does Not Qualify for Regents’ Priority Points

0-10 Points

10 Points

5-8 Points

3 Points

0 Points

Discretionary Points

These points are designed to position institutions to further develop and enhance assigned missions and roles (see R741.3.4.1). It also is the intent of the Regents to give appropriate consideration to projects that respond straightforwardly in helping to achieve the goals and recommendations of the *HigherEdUtah 2020 Plan*. Appropriate consideration will also be given to projects with prior approved Legislative planning funding.

0-15 Points

Total Regents Discretionary Points

25 Points



REVIEW OF REGENTS' ROLE AND PROCESS IN ESTABLISHMENT OF CAPITAL DEVELOPMENT PROJECT PRIORITIES

- **Adopt Guidelines to be used in the upcoming prioritization process**

 - Adopted each year after legislative session ends**

 - Based on Regents' perception of the most pressing/critical needs**

 - Though not binding they are designed to guide subsequent prioritization of requested projects**



REVIEW OF REGENTS' ROLE, CONTD.

- ***Regents' Capital Facilities Committee* makes site visits**

 - Become fully informed about projects and their need**

 - Review quantitative scoring of the projects**

 - Deliberate relative need for the projects**

 - Recommend a prioritized list for Board adoption**



REVIEW OF REGENTS' ROLE, CONTD.

- Regents [*Committee of the Whole*] adopt prioritized list of projects

Become fully informed about campuses and their needs

Become fully informed about specific project requests

Carefully review and deliberate Committee recommendation

Adopt prioritized list of projects for submission to the Governor, State Building Board, and Legislature for funding consideration



REVIEW OF REGENTS' ROLE, CONTD.

- Regents also approve *non-state funded* project requests

Determine that projects conform to assigned roles and missions

Confirm that funding sources are adequate and appropriate

Authorize requests for state-appropriated O&M support when projects qualify under Board policy

Approve requests for Legislative authorization to issue revenue bonds for funding of the facilities where appropriate



REVIEW OF REGENTS' ROLE, CONTD.

- Regents also act on *Land Bank* requests

Requested land purchases for future use by the institutions

Based on approved programmatic planning and approved facilities master plans of the institutions

September 4, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Institutional State-funded Capital Development Projects for 2014-15

Background

Consistent with statutory mandate which assigns to the Regents the responsibility of establishing criteria for and determination of the capital budgetary needs of USHE institutions and the system as a whole, the Regents review capital development project requests each year for the purpose of assigning priorities based on the most pressing and critically needed requests. Once prioritized, this list is submitted to the Office of the Governor, the State Building Board, and the Legislature for funding consideration and approval.

The projects included in the request for 2014-15 funding are as follows:

- University of Utah – Crocker Science Center (George Thomas Building Renovation, Addition, and Seismic Upgrade)
- Utah State University – Statewide Instructional Initiative (USU Eastern and USU Brigham City Campus)
- Weber State University – New Science Laboratory Building
- Southern Utah University – New Business Building and Partial Remodel of Existing Business Building)
- Snow College – New Science Building
- Dixie State University – Physical Education/Student Wellness Center
- Utah Valley University – Performing Arts Building I
- Salt Lake Community College – Career and Technical Education (CTE) Classroom and Learning Resource Space Expansion (Meadowbrook Campus)

Summaries of the requested projects are attached for your information. Following the Regents' review of the projects and campus presentations regarding the same, the Regents Capital Facilities Committee will – utilizing base project scoring in accordance with Board policy and provided by the Office of the Commissioner – recommend assignment of "Priority Points" and rankings to the full board. The Board will then discuss the recommendations and deliberate the merits of each project and then formally establish the relative priorities of the projects for submission to the Governor, the State Building Board, and the Legislature for funding consideration.

Please note that we have also attached copies of two charts that show the *square footage per FTE student* at each of the USHE institutions. The data used for these charts are from the Fall of 2012 USHE Space Inventories and the Fall of 2012 End-of-Term Enrollments (Budget Related & Self Supporting FTE). The space inventory is a "snap-shot" that includes all buildings in use as of October of 2012 when the Space Inventory files were submitted.

These charts provide a "broad-stroke" look by category of space at each of the institutions. The "TOTAL" chart summarizes four space categories: Academic Space, Offices & Conference Rooms, Research Labs, & Special/General Use Space. The "ACADEMIC" chart shows the detail of Academic Space: Classrooms, Teaching and Open Labs, and Library/Study space.

Commissioner's Recommendation

The Commissioner recommends that the Regents become knowledgeable about the attached projects and prepare to deliberate the merits of each in the context of the highest and most pressing needs in USHE. Following deliberations, the Regents will be charged with acting upon the recommendations presented by the Regents Capital Facilities Committee.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

USHE 2014-15 CAPITAL DEVELOPMENT PROJECTS**SEPT 4, 2013****UNIVERSITY OF UTAH – CROCKER SCIENCE CENTER (GEORGE THOMAS BUILDING RENOVATION, ADDITION, AND SEISMIC UPGRADE):**

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$34.0 M	\$21.0 M	\$55.0 M	\$672,000

Project Space - Gross Square Footage		
New	Renovated	Demolished
52,500	71,000	13,200

This project will renovate and expand the George Thomas Building to house the new math and science teaching initiative, a new educational process designed to better integrate math and science within the undergraduate curriculum and merge teaching and research. It will require unique facilities including:

- Modern, interdisciplinary teaching laboratories and classrooms for the Center for Science and Math Education.
- An incubator for science-based translational research, in which university faculty will collaborate with industry partners on pilot projects with direct benefits for the community.
- The Center for Cell and Genome Science, an innovative and interdisciplinary research center bringing together world-renowned physicists, biologists, and other scientists.

This project will revitalize a building that is listed on the National Historic Register and is located on the UofU Presidents Circle. The building most recently housed the Utah Museum of Natural History.

The project will eliminate existing serious seismic and structural deficiencies in the building through a seismic retrofit. The south portion of the building that was constructed as library stacks area will be demolished. Several areas may require asbestos abatement. Plumbing, mechanical, and electrical systems will need to be replaced. The building shell will be made more energy efficient with historically appropriate windows.

The University will provide \$21 million of funding from donations and other institutional funds as partial funding for this project.

UTAH STATE UNIVERSITY: STATEWIDE INSTRUCTIONAL INITIATIVE (USU EASTERN AND USU BRIGHAM CITY REGIONAL CAMPUS

Project Cost Estimates				
Current State Funds Request	Prior State Funding	Other Funds	Total Project Cost	O&M Funds
\$26.425 M	\$1.075 M	\$8.1 M	\$35.6 M	\$694,258

Project Space - Gross Square Footage		
New	Renovated	Demolished and Leased Space Returned
113,650	34,800	53,581

This project will create new instructional facilities on the USU Eastern and Brigham City campuses in response to the growing enrollment needs and will provide needed space for higher education programs critical to rural economic development. In Price, the new facility will replace the Student Activity Center

(SAC) and Music Building with a general instructional building located adjacent and connected to the historic Geary Theatre. In Brigham City, an instructional facility will be constructed on the site of the new USU Brigham City Regional Campus.

- **USU Eastern Campus** - At present, a number of instructional programs are scattered in aging and inadequate facilities across the USU Eastern Campus. Criminal justice programs operate in a very small former motor pool building. Communication programs operate in a 1930s-era student services structure, the Student Activity Center (SAC). Music programs operate in the 1960s-era Music Building. Theatre programs operate in the 1960s-era Geary Theatre. Art programs operate in the College's CTE facility which impedes Nursing program expansion to address statewide needs. This scattering of programs, many of which are in space that is obsolete and was functionally designed for other purposes, impedes instructional effectiveness.

Additionally due to life safety, environmental health, seismic, ADA compliance, and energy efficiency issues, the SAC and Music Building are proposed for demolition. Although the Geary Theatre does not currently meet rigid modern standards for seismic stability due to its age, a seismic analysis done by DFCM indicates that a seismic upgrade to meet modern standards is possible and economically justifiable.

The proposed facility will replace 33,286 of demolished space with approximately 53,650 square feet of new instructional space for communication, criminal justice, music, art, and theatre programs. As a part of the project, the Geary Theatre will be seismically stabilized. Plans are being developed to remodel the interior space of the Geary Theatre using future cycles of Capital Improvement funding.

The Legislature has provided \$575,000 for planning of this facility. In addition, private donations in the amount of \$600,000 have been received for the project.

- **USU Brigham City Regional Campus** - The existing Brigham City Regional Campus consists of space in a renovated strip mall along a busy intersection at Highway 89/90. The vacant strip mall was purchased by the state and is managed by DFCM. In addition to USU Brigham City, it also houses Bridgerland Applied Technology College (BATC), a driver's license office and a Vocational Rehabilitation office.

The facility is currently near capacity and is at parking capacity as well. With the BATC also growing, space will soon be limited. There is a USU bookstore at the site, and common study space, but no student services are available.

The proposed facility will replace 20,295 sq. ft. of leased space with a new 60,000 sq. ft. facility consisting of classrooms, faculty and staff offices, and student support spaces (e.g., study space and a bookstore). It will be the first building constructed on the new 50-acre site that will be the long-term home of the USU Brigham City Regional Campus.

Brigham City has agreed to provide \$7.5 million for the project through a bond to be serviced by a tax increment resulting for the establishment of a new Community Development Area (CDA) for that purpose. The Legislature has provided \$500,000 for planning of this facility.

WEBER STATE UNIVERSITY – NEW SCIENCE LAB BUILDING:

Project Cost Estimates					Project Space - Gross Square Footage		
Current State Funds Request	Prior State Funding	Other Funds	Total Project Cost	O&M Funds	New	Renovated	Demolished
\$57.4M	\$3.5 M	\$13.7M	\$74.6 M	\$710,969	172,500	0	168,903

This Project consists of razing three existing buildings:

- Existing Science Lab Building – This is a six-story laboratory building with a seven-story northern mezzanine where faculty offices are located. It is laden with asbestos making it difficult to safely provide needed maintenance. It has not been upgraded since its construction in 1969 and is very energy inefficient. Lighting and ventilation are inadequate and storage space is woefully inadequate and inconvenient for use by the labs. The laboratories are small and inefficient and there is a lack of student study space which results in students crowding into hallways and compromising egress for fire safety. The building is not ADA compliant and has been identified as a high seismic risk because of its concrete beam and column construction, close proximity to a known fault line, and lack of rigid floor plates. In addition, because of the many advances in science over the past 40 years and the new equipment items now used in laboratory analysis, the building is inadequate in terms of size, layout, configuration, electrical power, and ventilation.
- Buildings 3 & 4 – These buildings were constructed in 1954 when then Weber State College was moved from downtown Ogden to the Current campus. They are unreinforced masonry facilities and are very obsolete and inefficient, having single pane glazing in the windows, very little insulation, and badly corroded water pipes. They are not ADA compliant and the classrooms are improperly sized and lack multi-media capabilities and computer labs needed for educational presentations and program pedagogy. The programs and functions currently using these two buildings will be relocated to other facilities.

The proposed new facility will be a modern science laboratory and classroom building that will meet the needs of science programs into the future. It will include adequately sized laboratories with necessary safety features, and with sufficient storage and study space for the programs of Zoology, Botany, Mathematics, Chemistry, Geosciences, Microbiology, and Physics. It will also contain faculty and staff offices, classrooms that are adaptable to various needs, storage and equipment space, an expanded greenhouse, and student study areas.

The 2013 State Legislature appropriated \$3.5 million for programming and design of this facility. Programming is complete and design is underway.

\$5 million of the capital funding will come from two donors, each of which has pledged \$2.5 million for the project contingent upon the approval of state funding for the project. In addition, the university has committed \$3.2 million in federal funds obtained for the remedial math program for this project since the math program will be housed in this facility and will use the classrooms provided by the project. The university is also committing \$5,500,000 in institutional funding for this project.

USHE 2014-15 Capital Development Projects

SOUTHERN UTAH UNIVERSITY – NEW BUSINESS BUILDING:

Project Cost Estimates				Project Space - Gross Square Footage		
State Funds	Other Funds	Total Project Cost	O&M Funds	New	Renovated	Demolished
\$13.5 M	\$1.0	\$14.5 M	\$343,980	42,000	12,500	

The requested project is a new building designed to meet the space and pedagogical needs of the School of Business. Since 1980, when the current business building was constructed, the School of Business has doubled in students and faculty and has added Masters Degrees in Business Administration and in Accountancy. To compensate for this increased student enrollment, the building is heavily scheduled and utilized from morning to well into the evening. Most graduate courses are taught in the afternoons and evenings.

The lack of seminar style classrooms, student breakout rooms, and service learning space in the existing building is not conducive to the curriculum of the undergraduate and graduate degree programs. The new building will provide classrooms, seminar rooms, advanced business computing labs, graduate assistant work-study areas, break-out/study rooms, an academic advising suite, additional faculty offices and ROTC classrooms and offices. In addition, a new AAS in Aerospace/Aviation Technology—Professional Pilot program will be housed in the School of Business.

The project also includes funding to reconfigure the existing Dixie Leavitt Business Building to house a number of academic support programs in a new centralized *student success building*. Several of the programs that support student success are part of the University College, the organizational structure in academic affairs that coordinates many student success programs and initiatives. Currently, units that comprise University College are spread across campus, creating challenges associated with oversight and management. University College programs such as Academic Advising, Career and Professional Development, and other services that support student development, would benefit relative to student access and administrative oversight if housed together in a common building with other University College entities.

\$1 million to assist with the capital funding needs has been committed by a private donor.

SNOW COLLEGE – NEW SCIENCE BUILDING:

Project Cost Estimates				Project Space - Gross Square Footage		
State Funds	Other Funds	Total Project Cost	O&M Funds	New	Renovated	Demolished
\$18.9M	\$0	\$18.9M	\$244,477	52,600	0	57,000

This project request is for construction of a new science building. The current building was constructed in 1972 and has many safety (including asbestos) and code compliance issues. There also appear to be structural settlement issues, as suggested by a large crack on one corner that runs the full height of the building, which appears to be expanding over time. The Anatomy, Biology, Chemistry, and Physics Labs

USHE 2014-15 Capital Development Projects

no longer meet the standards for science classrooms in a higher education setting. In addition, the lab benches and floor tiles were manufactured with asbestos and cannot be modified to meet current needs. Glass lined chemical drain lines have broken and cannot be repaired due to their location within concrete walls. The single elevator in the building is too small to accommodate new larger wheelchairs and, therefore is not ADA code compliant. There are numerous other ADA code compliance and international building and trade code compliance issues that need to be addressed as well.

This building is vital to the College to enable it to provide critically needed STEM (Science, Technology, Engineering and Math) curriculum in order to assure continuation of the College's historically strong science and pre-engineering programs, which are key to the success of so many of Utah's current and future students.

Last year this project request entailed remodeling and refurbishing the existing building and expanding it to provide modern and up-to-date science labs. DFCM estimates that the cost difference between remodeling the existing facility and building a new one is approximately \$1.5 to \$2 million. As a result, DFCM is recommending demolishing the existing building and building a new and more efficient building.

DIXIE STATE UNIVERSITY – PHYSICAL EDUCATION/STUDENT WELLNESS CENTER:

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$13.5M	\$13.5M	\$27.0M	\$286,000

Project Space - Gross Square Footage		
New	Renovated	Demolished
100,000	0	0

This project is a multiple story, 100,000 sq. ft. facility that will provide needed classroom, office, gymnasium, and critical health and wellness space for the University's current enrollment (nearly 9,000 students) and for future growth. It will house a new Bachelor of Science/Arts degree program in Physical Education, Health, and Recreation (PRHR) and will offer tracks in Health and Wellness, Exercise, and Secondary Education. New programs will also include a PE emphasis (Exercise Science /Athletic Training) in integrated Studies, Secondary Education Teaching Endorsement, and Secondary Education Coaching Endorsement.

Although DSU previously has not offered a Physical Education degree, many of the existing classes will become part of the curriculum for these new programs. These classes are taught in an existing Gymnasium that was constructed in 1956. This facility houses the DSU Volleyball Team and is used for some intramural programs, but with growing enrollments and other limitations, it does not meet the academic and wellness needs of the institution.

DSU students have been committed to this program for many years as is evidenced by their backing of an existing student building fee to support a wellness facility. By the end of the current fiscal year \$1.7 million will be in hand from this fee and the students are committed to increasing the existing fee by \$25 per semester to service a \$13.5 million revenue bond and pay one-half (\$286,000) of the \$572,000 estimated O&M cost of the new facility

USHE 2014-15 Capital Development Projects

UTAH VALLEY UNIVERSITY – PERFORMING ARTS BUILDING I:

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$30.0 M	\$0	\$30.0M	\$819,000

Project Space - Gross Square Footage		
New	Renovated	Demolished
100,000	0	0

This new facility will provide for the dance and music programs that are now housed in the Faculty Annex, the Gunther Technology building, the Physical Education area, the Student Center, and some off-campus facilities. Existing facilities permit sound transfer throughout which hampers effective teaching and learning. Individual students' practice rooms are severely limited, offices and studios do not meet faculty or student needs, and public performances or exhibits of any kind are difficult and often impossible to present.

The new building will include: music and dance instruction studios and rehearsal halls; classrooms; technology-enhanced learning labs; student recital facilities; recording and media production technologies; and a 700-seat concert hall and a 700-seat dance theatre. A commons area/foyer with a box office and events marketing suite will serve the public performance facilities. Instrument storage and repair facilities, equipment lockers, dressing rooms, physical training and conditioning facilities, off-stage green rooms, and music practice rooms will also serve student needs. The outside of the building will mirror traditional campus design and connect with adjacent buildings through a covered walkway.

SALT LAKE COMMUNITY COLLEGE: CAREER & TECHNICAL EDUCATION (CTE) CLASSROOM AND LEARNING RESOURCE SPACE EXPANSION – MEADOWBROOK CAMPUS:

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$27.0 M	\$0	\$27.0 M	\$712,811

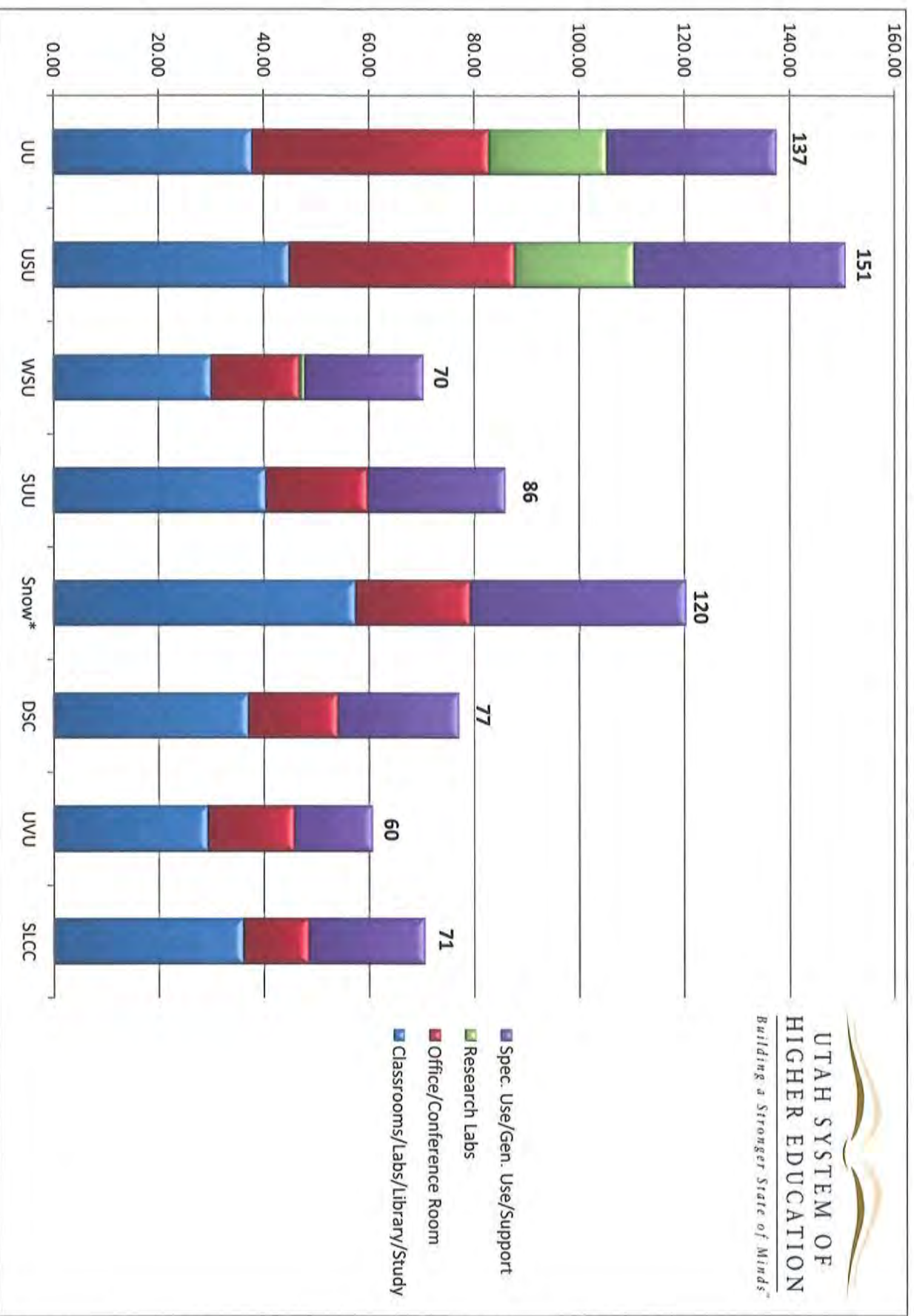
Project Space - Gross Square Footage		
New	Renovated	Demolished
98,219	0	28,820

This CTE Classroom and Learning Resource Space project proposes the demolition of the existing Meadowbrook Building A and Portables 1 and 2, and replacing them with a new 98,219 square foot facility. The new state-of-the art building will contain additional classrooms, large bay teaching labs, study space, and office and conference room space for faculty and staff support. In addition to providing needed space for current and future enrollments it will accomplish two important purposes:

- Consolidation of the Career and Technical Education programs into one location which will enhance programmatic efficiency and broaden access to the programs.
- Provide sufficient space to continue and expand business and industry partnerships in the areas of advanced manufacturing technology.

The existing building was remodeled several years ago from an old diesel mechanic shop. Operationally it is seismically unsafe and is not conducive to the proposed programs and, as a result, the space cannot be utilized effectively. It was originally constructed of concrete block, tilt-up concrete panels, and wood framing. The structure has had minimal energy retrofitting done in the walls and roofing. The roof was built in several phases using various structural systems. Mechanical units are exterior, have inefficient ductwork, and are prone to excessive leaking. Electrical systems are inadequate and are failing.

USHE - TOTAL SQ. FT. PER FTE STUDENT - 2013-14 (Summarized by Category)

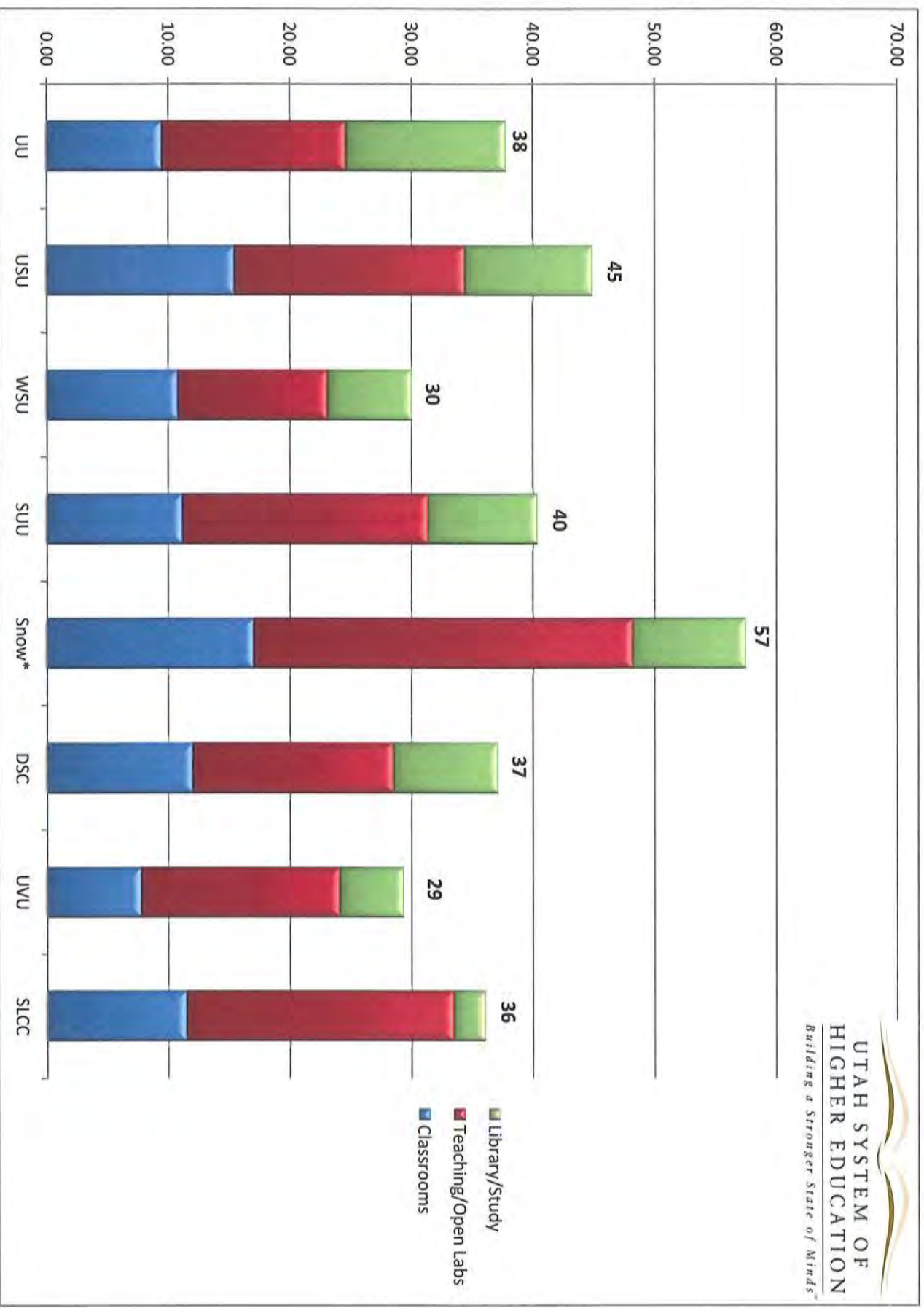


Space: Fall of 2012 USHE Space Inventories

Enrollment : Fall of 2012 Budget Related and Self Supporting End-of-Term FTE

* Snow College Ephraim Campus Only

USHE - ACADEMIC SQ. FT. PER FTE STUDENT - 2013-14



Space: Fall of 2012 USHE Space Inventories

Enrollment : Fall of 2012 Budget Related and Self Supporting End-of-Term FTE

* Snow College Ephraim Campus Only

September 4, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Institutional Non-state Funded Projects and Land Bank Requests for 2014-15

Background

In addition to the state-funded projects reviewed and recommended by the Regents for funding each year, the Regents also deliberate capital development needs in two other categories:

- Projects to be built entirely with non-state appropriated funds – These are projects proposed to be built using a variety of non-state appropriated funds, including private donations, revenue bonds, federal funds, et.al. that require Regents' and Legislative approval in order to be built. Those projects to be financed with revenue bonds also require Regents' authorization to seek approval from the Legislature to issue the bonds. State-appropriated O&M is not being requested for any of these projects.
- Land bank purchases for future expansion – Requests for funding in this category, if authorized by the Regents, are submitted to the Legislature for funding consideration.

The non-state funded projects that have been submitted for consideration by the Regents for approval in the 2014 legislative session are summarized in the attachments. The projects that also need legislative authorization for bonding and future state-appropriated O&M support are identified in the following list:

- University of Utah:
 - Utility Distribution Infrastructure Replacement Phase II Bonding*
 - Lassonde Living Learning Center Bonding
 - Alumni House Expansion and Renovation Bonding

**(in this unique case, a request for State appropriations also becomes a part of the USHE 2014-15 Operating Budget Request as a necessary revenue source)*

- Dixie State University submitted the following land bank request:
 - East Elementary School Purchase (remaining \$1 million)

Commissioner's Recommendation

It is the Commissioner's recommendation that the Regents review these projects and land bank requests carefully and recommend for legislative action those deemed to be appropriate.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

UNIVERSITY OF UTAH – UTILITY DISTRIBUTION INFRASTRUCTURE REPLACEMENT PHASE II:

Total Cost Estimate	Gross Sq Feet	State Funded O&M	Source of Funding
\$56.5 M	N/A	\$3.9 M	Revenue bond defeased with 30% surcharge on power rate bills

\$42.5 million of the University's \$99 million need for replacement of failing utility distribution infrastructure was funded by the 2012 and 2013 Legislatures. The University is requesting authorization to issue a \$56.5 million revenue bond for the balance of the need. The bond is to be defeased with revenue from a 30% power bill rate increase to all University entities. This surcharge currently is in place for auxiliaries' usage and would be extended to State-appropriated fuel and power budgets as well, bringing the utility rate charged to all University users up to the level typically paid by other commercial and institutional power users.

The surcharge ultimately is estimated to yield \$6 million annually, with \$2.1 million currently coming from auxiliaries' usage and the remaining \$3.9 million, for which the University is requesting increased funding for their state-appropriated fuel and power operating budget account, would apply to those purposes eligible for state funding.

UNIVERSITY OF UTAH – LASSONDE LIVING LEARNING CENTER:

Total Cost Estimate	Gross Sq Feet	State Funded O&M	Source of Funding
\$45.238 M	172,207	\$0	Donor & Bonding to be Defeased with Student Housing Revenue

This project was approved by the Regents on May 17, 2013 and the University was authorized to seek Building Board programming and design approval, which approval was granted on June 5, 2013.

The project will provide a strong link between residential education and the innovative programs of the Pierre Lassonde Entrepreneur Center. It will consist of about 400 much needed student beds with exposure to a 24 hour experientially learning space where students of various backgrounds will be able to experiment and interact with others on their own and projects of others. It will provide the opportunity for development of a vibrant community of entrepreneurial and innovative students.

The non-residential and classroom space in the building will be highly flexible and support student collaboration based on current research and understanding of best practices in innovation and entrepreneurial education and will reflect the nature of the entrepreneurial spirit through design, function and technology. This will enable the primarily upper division and graduate students to work and collaborate

with each other to develop business ideas and work in "incubator" space for development of new companies and new technology.

Capital funding for the project will consist of \$15 million of donated funds and \$30.2 million from revenue bonding that will be defeased with student housing revenues. Estimated ongoing O&M support, estimated to be \$720,000, will also be paid with housing revenues.

UNIVERSITY OF UTAH – ALUMNI HOUSE EXPANSION & RENOVATION

Total Cost Estimate	Gross Sq Feet	State Funded O&M	Source of Funding
\$10.0 M	33,636	\$0	Donations

This project proposes the complete renovation of the existing facility and a 17,000 sq. ft. expansion that will double the size of the facility. The Alumni House was built in 1980 and has been well maintained over the years, but most of the existing equipment is at the end of its useful life cycle and needs to be replaced with more reliable and energy efficient equipment. In addition, over its more than 30 years of service the U has grown in size, prominence, and importance. And as a new member of the PAC - 12, the University is experiencing unprecedented growth and international attention. The Alumni House, situated in the heart of the campus, has the potential to be a spectacular gathering place for a variety of alumni, campus and community activities. It hosts, on average, 500 events each year, while other requests are turned away due to lack of space and amenities.

To continue serving as the headquarters for all alumni activities, as well as a central gathering place at the University, the Alumni House will address the following:

- Provision of larger meeting/dining area for scholarship banquets, reunions, conferences, meetings, and many other social and business functions.
- Relocation and increase in the capacity of the restrooms on both levels.
- Improve and increase kitchen facilities to assist catering companies that will be serving the enlarged dining room, and other Alumni House rooms.
- Provision of an ADA compliant elevator and a freight elevator.
- Provision of a rear stair access to the second level.
- Inclusion of an executive boardroom and smaller meeting rooms and offices.
- Increase the reception/gathering area.
- Enhance and enlarge the patio area in the rear of the building.
- Create a large beautifully landscaped front courtyard.
- Provide state-of-the-art technology, office space for special campus visitors and guests, comfortable, inviting seating areas, inside and outside, and new and improved rental options.

No state appropriated funding will be required for this project. Capital costs will be funded with private donations and ongoing O&M will be funded from operating revenues and donations.

USHE 2014-15 LAND BANK REQUESTS

DIXIE STATE UNIVERSITY – EAST ELEMENTARY SCHOOL PURCHASE

The 2013 State Legislature appropriated \$500,000 as partial payment of the \$1,500,000 total cost of this property. Dixie State University has requested the remaining \$1,000,000 to complete the purchase. The property consists of 7.27 acres that is contiguous to the existing main campus. The original East Elementary building was constructed in 1955. Since that time, it has been added to several times and upgrades have been made. The Washington County School District has taken care of the building and made needed repairs as they arose. Asbestos abatement has been done to major mechanical areas and all state and federal guidelines have been followed.

The Real Estate Group of the Division of Facilities Construction and Management (DFCM) has compared the price of this proposed property with the prevailing real estate market and determined that land alone appears to be selling for more than the \$1.5 million price for this property and building. They categorized it as a "bargain purchase."

The proposed acquisition will enable the university to use the existing space for several years until the land is needed for future buildings as the enrollment and need for space increase.

September 4, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Snow College – Associate of Arts and Associate of Science in Outdoor Leadership and Entrepreneurship

Issue

Snow College requests permission to offer an Associate of Arts (AA) and an Associate of Science (AS) Degree in Outdoor Leadership and Entrepreneurship, effective Spring Semester, 2014. These programs were approved by the Institutional Board of Trustees on June 17, 2013.

Background

Snow College's six-county rural service area contains a geographically diverse landscape with multiple opportunities for recreation and outdoor adventure. This area contains or is near to several national parks and monuments – a varied landscape of federal land managed by the United States Bureau of Land Management – as well as a number of rivers, lakes, reservoirs, state parks, off-road vehicle trail systems, and other outdoor recreational features. These proposed programs are designed to provide students with hands-on opportunities in real-life environments through practicum and immersion requirements. Students will develop a foundation in outdoor leadership and entrepreneurship by participating in a variety of experiences including internships, training, and instruction. The Outdoor Leadership and Entrepreneurship programs are designed primarily as transfer degrees for students interested in pursuing a baccalaureate program, although the programs provide a secondary purpose to prepare students for a variety of professional opportunities in the outdoor recreation industry.

The two programs are nearly identical. The only difference is the mix of general education courses to accommodate the language requirement that is part of the AA degree. All core requirements are the same between the two programs. Because of the similar nature of both programs, they will be referred to singularly in this document as one program and are included in a single proposal from Snow College.

Snow College has negotiated a transfer arrangement with Utah Valley University (UVU). Students who complete either the AS or AA degree may transfer to UVU and earn a bachelor's degree in outdoor recreation within the normal credit hours required for the UVU program. Discussions for articulation with other institutions are underway.

Nationally, the United States Bureau of Labor Statistics projects a 19% growth in outdoor recreation employment between 2010 and 2020. The Utah Occupational Projections 2010 – 2020 published by the Utah Department of Workforce Services (DWS) estimates that Utah will have 130 annual job openings in the Recreation Worker job category (SOC Code 39-9032) with median earnings of \$10.30 per hour. While the wage estimate for this occupational category is relatively low, it is anticipated that business owners of outdoor recreation companies – a focus area of the proposed program – will potentially generate a higher income than employees within the industry. Further, individuals who pursue a baccalaureate degree are expected to generate higher earnings than those reported in the DWS estimates.

Policy Issues

The program has been developed through established institutional procedures and Regent policy. Chief Academic Officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and provided input. There are no known policy issues that need to be taken into account related to approval of these programs.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Associate of Arts and Associate of Science in Outdoor Leadership and Entrepreneurship, effective Spring Semester 2014.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Program Description
Snow College
Associate of Arts and Associate of Science in
Outdoor Leadership and Entrepreneurship
06/17/2013

Section I: The Request

Snow College requests approval to offer the Associate of Arts (AA) and the Associate of Science (AS) in Outdoor Leadership and Entrepreneurship, effective Spring Semester, 2014. These programs were approved by the Institutional Board of Trustees on June 17, 2013.

Section II: Program Description

Complete Program Description

The Outdoor Leadership and Entrepreneurship Program at Snow College (hereinafter referred to as OLE) is a highly field-based program. Program classes will provide unique environments that are characterized by hands-on learning in small settings where students have the opportunity for close interaction with fellow students, faculty, professionals, and the environment. Program graduates will leave Snow College with a strong foundation and real-world experience in both outdoor leadership and entrepreneurship by participating in a variety of experiences including internships, certifications, trainings, and instruction. An emphasis on entrepreneurship and leadership in an outdoor industry sets the OLE program apart from other programs in the state and region.

Experience is an integral part of the OLE Program. From the first semester learning environment to the last, students will have opportunities and experiences to learn and apply outdoor leadership and entrepreneurship first hand. Some of these opportunities include:

1. Immersion Experience: The foundation of the OLE program is an immersion experience where students take up to 13 credits as a cohort. This allows students the ability to take general education credit, while having the flexibility to spend a significant amount of time in the field.
2. Practicum/Internship: The practicum/internship is the capstone of the OLE program; it will allow students to experience opportunities to apply knowledge and skills in real world situations based on their interests.

The curriculum follows the format of typical AA/AS degrees with the general education (GE) course requirements being met. The OLE Program is a pre-major for students who desire to further their education at four-year institutions.

Purpose of Degree

The purpose of this degree is to fill a specific educational need in Snow College's six-county service district, the state, and region. Due to Utah's significant and diverse natural resources there is a great need to prepare students to meet the needs of outdoor related businesses and organizations. Utah's unique outdoor business environments also provide an abundance of opportunities with a variety of outdoor organizations from local guides and outfitters to global outdoor equipment manufacturers. A degree in outdoor leadership and entrepreneurship is extremely beneficial to both local citizens and visitors alike.

The purpose of the program is to serve as a pre-major for students who desire to transfer to a four-year institution and pursue an outdoor related bachelor's degree. Students that do not desire to obtain a bachelor's degree will have the skills and education necessary to start their own business or to work with an existing outdoor recreation company. For transfer students, an articulation agreement and transition to Utah Valley University's outdoor recreation program is currently in place. Other articulation agreements are in discussion.

Institutional Readiness

Snow College is in a position to offer the new OLE degree based on a number of reasons. First, the outdoor activity courses that have been offered for the last 30 years at Snow College have a proven track record of success. Second, Snow College personnel have had extensive discussions regarding the needs of the six-county service district and have committed to position Snow College to meet those needs. Third, Snow College has had an ongoing conversation with public and private entities to improve relationships and secure student placements, internships, and job opportunities for students. The implementation of the OLE program will build on the strength of Snow College, utilize current and new resources available to directly help students, and is supported at all levels administratively.

Faculty

Most courses required for this degree are currently offered and can be accommodated by current faculty. Some shifting of workload to accommodate new courses and enhancement of current courses will take place. Enhancements include making the courses more field-based and/or having an outdoor leadership focus. Current faculty staffing is sufficient to cover the new degree into the foreseeable future.

A new faculty member was hired in August 2012 to develop and oversee the OLE program. Instructional and administrative duties include developing curriculum, teaching courses, securing internship opportunities, building relationships with external organizations, recruiting students, and procuring and maintaining field equipment.

The following table reflects all faculty members who are anticipated to teach courses that support the program, including faculty from other departments. The total department faculty FTE reflects only the portion of faculty load taught in the department.

Department Faculty Category	Department Faculty - Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty - Full Program Implementation
With Doctoral Degrees (including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	1		1
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured	7		7
Full-time Non-Tenured	1		1
Part-time Tenured	1		1
Part-time Non-Tenured			
With Bachelor's Degrees			

Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Faculty Headcount			
Full-time Tenured	8		8
Full-time Non-Tenured	2		2
Part-time Tenured	1		1
Part-time Non-Tenured			
Total Department Faculty FTE (as reported in the most recent A-1/S-11 institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	2.5*	2.5*	2.5*

**This number includes faculty from different departments who teach courses that support the OLE program curriculum.*

Staff

As the program grows additional staff members may be necessary to support the immersion semester, organize student placements and internships, and teach in the program. However, during the first five years the institution anticipates that current staffing levels will be sufficient.

Library and Information Resources

Outdoor leadership and entrepreneurship materials are currently housed in the Huntsman Library on the Ephraim Campus. The library staff solicits department and divisions continually to improve and update collections. Currently the library houses a significant number of holdings in regard to outdoor leadership and entrepreneurship. They also provide online access to numerous databases and other resources that are available to students.

Admission Requirements

Any matriculated Snow College student will be eligible to enter the program.

Student Advisement

Student advisement will be as follows. First, The Snow College full-time advisors will work with students who have a general interest in outdoor leadership and entrepreneurship. These advisors will provide the students with general information concerning the program and degree requirements and will refer enrolled students to faculty advisors who will provide program-specific information to students.

Justification for Graduation Standards and Number of Credits

The OLE program requires 63 credits. The OLE program also requires students to complete the general education requirements for an AA or AS degree to facilitate transfer to a four-year program. The program

is intentionally designed to be on the low end of the credit requirements, allowing students the option to take additional courses that support their individualized needs and to facilitate transfer.

External Review and Accreditation

The development of the OLE program evolved through discussions with individuals representing academia, government outdoor recreation entities, and private outdoor recreation businesses. These individuals provided projections of current and future employment opportunities in the outdoor industry. They quantified the skills, abilities, and experiences that new hires should possess in order to make them more employable in the field. The group consisted of representatives from Southern Utah University, Utah Valley University, Prescott College, US Forest Service, Bureau of Land Management, National Park Service, State of Utah Department of Natural Resources, and individuals and organizations representing the private sector of outdoor recreation.

If deemed appropriate, and once the OLE program is approved, the institution will consider earning accreditation from the Wilderness Education Association.

Projected Program Enrollment and Graduates: Projected Departmental Faculty/Students:

The Outdoor Leadership and Entrepreneurship program is being developed to accommodate 12 initial students with a five-year projection of 20 students each academic year.

Data Category	Current – Prior to new Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	12	14	16	20
Total # of Declared Majors in Proposed Program	NA	21	23	24	25	26
Departmental Data – For All Programs within the Department						
Total Department Faculty FTE (as reported in Faculty Table)	2.5	2.7	2.9	3.2	3.4	3.6
Total Department Student FTE (Based on Fall 3 rd week)	62.7	68.3	72.3	76.3	80.3	84.3
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE)	25	25	25	24	24	23
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)	N/A	N/A	N/A	N/A	N/A	N/A

Expansion of Existing Program

This is a new program and is not an expansion of an existing program.

Section III: Need

Program Need

The need for the OLE Program was evidenced by employment opportunities identified by industry representatives. The OLE Program was designed to give students the flexibility to gain workplace skills plus provide transfer opportunities for further educational attainment.

Labor Market Demand

The *Outdoor Recreation Economy* reported that outdoor related spending totaled \$646 billion, which has led to 6.1 million jobs (Outdoor Industry Association, 2012). The report further illustrated that outdoor recreation grew five percent annually between 2005 and 2011 (Outdoor Industry Association). The Get Out West initiative by the Western Governor's Association reported that outdoor recreation accounts for \$256 billion in direct spending and 2.3 million jobs (Outdoor Industry Association, 2012).

Nationally, the United States Bureau of Labor Statistics projects a 19% growth in outdoor recreation employment between 2010 and 2020. The Utah Occupational Projections 2010 – 2020 published by the Utah Department of Workforce Services (DWS) estimates that Utah will have 130 annual job openings in the Recreation Worker job category (SOC Code 39-9032) with median earnings of \$10.30 per hour. While the wage estimate for this occupational category is relatively low, it is anticipated that business owners of outdoor recreation companies, a focus area of the proposed program, will potentially generate a higher income than employees within the industry. Further, individuals who pursue a baccalaureate degree are expected to generate higher earnings than those reported in the DWS estimates.

Student Demand

The institution reported that current outdoor activity courses fill at or near capacity each semester with enrollments of approximately 60-75 students. Three outdoor leadership courses were offered Spring Semester, 2013 with no marketing or recruiting. Twenty-nine students enrolled in these courses. It is anticipated that active marketing and recruitment efforts will increase these numbers once the program is formally implemented.

Similar Programs

There are no similar associates degree programs in the region that either focus specifically on outdoor leadership and entrepreneurship or are designed to prepare students to be work-force and transfer-ready. There are several regional programs that are similar, but have different program objectives.

Collaboration with and Impact on Other USHE Institutions

The OLE program is designed to prepare students to be job-ready and transfer-ready. Related bachelor degree programs are available at Southern Utah University, Utah Valley University, University of Utah, and Utah State University. The institution currently has an articulation letter from Utah Valley University (UVU). Students who complete the program at Snow College can transfer to UVU and earn a bachelor's degree in outdoor recreation. Articulation with other institutions is pending. It is expected that there will be little impact on other Utah System of Higher Education (USHE) programs, as they are different in scope and mission. Chief academic officers from the USHE institutions have reviewed this proposal, provided feedback, and are supportive of it moving forward.

Benefits

The OLE program will benefit the six-county service district, the state, and region by preparing students to be job-ready or transfer-ready based upon their needs and desires. The OLE program will contribute to increase the number of students in Utah with employable degrees.

Consistency with Institutional Mission

The Snow College mission states: "Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of educational goals."

The OLE degree is a direct reflection of the Snow College mission. The OLE program will utilize several preexisting courses and programs at Snow College. The historic Great Basin Environmental Education Center will play a part in program delivery.

The OLE program will take an innovative approach to helping students achieve educational goals. An immersion experience will enable students to gain applied experience and optimize personal learning. Student cohorts and multidisciplinary courses will be coupled with the benefits of traditional classroom learning, in addition to the significant time spent in the field, to provide students direct experience and hands-on learning. Cohorts of students taking part in an immersion semester will have an opportunity to engage with each other and faculty in a way that is not possible in other formats. Students will also have the opportunity to gain experience their first semester on-campus with outdoor business and organizations. The program emphasizes engagement by creating partnerships, internships, and student-led experiences.

Section IV: Program and Student Assessment

Program Assessment

Assessment of the OLE program will be accomplished by examining student success as indicated by the number of successful transfer students, job placement rates, and by input from the advisory board committee.

Expected Standards of Performance

- Students will be able to communicate effectively in both oral and written contexts.
- Students will learn how to work effectively both individually and with others through class projects and through internship experiences.
- Students will be able to apply business principles as they relate to the outdoors.
- Students will experience outdoor leadership from a participant/client and manager/operator perspective.
- Students will be able to address and assess industry standards and best management practices.
- Students will be able to convey the history and various theories of outdoor leadership.
- Students will be able to apply outdoor skills in a wilderness environment namely:
 - basic camping skills
 - equipment and clothing selection and use
 - weather
 - health and sanitation
 - travel techniques
 - navigation

- Students will be able to express theoretical knowledge as it relates to outdoor adventure and then demonstrate judgment and decision-making.
- Students will be able to use instructional methods as an outdoor adventure leader.
- Students will be able to display and experience critical thinking in the leadership process.
- Students will develop a personal meaning of wilderness.
- Students will be able to apply planning, logistics, and risk management strategies for trip planning/programming.
- Students will be able to demonstrate and articulate professional guiding and outfitting requirements.
- Students will learn to deal professionally and ethically with clients, the public, and other personnel.
- Students will develop a personal understanding of professional outdoor ethics.
- Students will demonstrate abilities and skills to proficiently lead outdoor related activities.
- Students will perform as a contributing member of a small group as it relates to an outdoor environment.
- Students will understand and be able to prepare an effective plan for group outings of seven or more days in a backcountry environment.
- Students will utilize effective and technical leadership skill development necessary to lead basic adventure programs.

Section V: Finance

Budget

5-Year Budget Projection						
Departmental Data	Current Budget– Prior to New Program Implementation	FY13	FY14	FY15	FY16	FY17
Personnel Expense						
Salaries and Wages	\$60,000	\$60,000	\$60,000	\$60,000	\$65,000	\$65,000
Benefits	\$30,000	\$30,000	\$30,000	\$30,000	\$32,000	\$32,000
Total Personnel Expense	\$90,000	\$90,000	\$90,000	\$90,000	\$97,000	\$97,000
Non-Personnel Expense						
Travel	\$0	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
Capital	\$0	\$15,000	\$2,000	\$2,000	\$2,000	\$5,000
Library	\$0	\$200	\$200	\$200	\$200	\$200
Current Expense	\$0	\$500	\$500	\$500	\$500	\$500
Total Non-personnel Expense	\$0	\$27,700	\$14,700	\$14,700	\$14,700	\$17,700
Total Expense (Personnel + Current)	\$90,000	\$117,700	\$104,700	\$104,700	\$111,700	\$114,700
Department Funding						
Appropriated Fund	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Other:	\$0					

Special Legislative Appropriation	\$0					
Grants and Contracts (Estimates)	\$0					
Special Fees/Differential Tuition	\$0	\$6000	\$7000	\$8,000	\$9,000	\$10,000
Total Revenue	\$0	\$16,000	\$17,000	\$18,000	\$19,000	\$20,000
Difference						
Revenue – Expense	\$0	\$101,700	\$87,700	\$86,700	\$92,700	\$94,700
Departmental Instructional Cost/Student Credit Hour* <i>(as reported in the Institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$111	\$106	\$101	\$103	\$99	\$95

The proposed budget reflects direct expenses and revenue as it relates to the OLE Program. The difference in expenses and revenues will be covered through reallocation of internal resources. The budget reflects anticipated direct program costs and not all possible attributed costs from faculty who teach required program courses that are offered by and expensed to outside departments.

Funding Sources

The funding for the AA/AS OLE program will come from institutional funds, and student fees.

Reallocation

The difference between revenues and expenses shown in the budget table above will be met through an internal reallocation of funds. Internal reallocation from cost savings, faculty realignments, and recently terminated programs will occur to ensure that the program is successful.

Impact on Existing Budgets

The funds needed to support the OLE program will come from a reassignment of budget lines. The Vice President of Academic Affairs with the permission of the President will fund the new program budget and needed start up costs. These funds have been factored into future budgets at Snow College and are available upon approval of this program.

Section VI: Program Curriculum

All Program Courses

Core courses for the Associate of Science of Outdoor Leadership and Entrepreneurship degree:

Course Prefix and Number	Title	Credit Hours
Required Courses		
OLE 1000	Introduction to Outdoor Leadership	3
OLE 1010	Outdoor Leadership Business and Careers	1
OLE 1542	Wilderness First Responder	3
OLE 2000	Outdoor Skills	2

OLE 2100	Outdoor Leadership Ethics and Environment	2
*OLE 2998	Outdoor Leadership Practicum/Internship	2
BMGT 1060	Business Management Accounting	3
BMGT 1270**	Personal Selling	3***
or BT 2450**	Presentations for Business	3***
BMGT 1480	Advertising and Promotion	3***
or BT 1300	Social Media Marketing	3***
or BT 1801	Web Page Design	3***
BMGT 1600	Entrepreneurship Seminars	1***
or BMGT 1700	Strategic Innovation	1***
BMGT 2222*	Entrepreneurship	3
ECON 1010**	Econ as a Social Science	3
ENGL 2420**	Literature of the Outdoors	3
Choose 2 credits from the Following		
*OLE 1050	Canyoneering	1***
*OLE 1500	Canoeing	1***
OLE/PE 1505	Kayaking	1***
*OLE 1510	Whitewater Rafting	1***
*OLE 1516	Team Building	1***
*OLE 1525	Mountaineering	1***
OLE/PE 1527	Rock Climbing	1***
*OLE 1530	Land Navigation	1***
*OLE 1532	Outdoor Cooking	1***
OLE/PE 1535	Backpacking	3***
*OLE 1540	Wilderness Trails	1***
OLE/PE 1550	Mountain Biking	1***
OLE/PE 1625	Cross Country Skiing	1***
OLE/PE 1635	Backcountry Skiing	1***
OLE 1655	Snowshoeing	1***
OLE 1660	Winter Camping	1***
*OLE 1665	Ice Climbing	1***
Choose 1 of the Following Courses		
OLE 2450	Climbing-based Outdoor Leadership	2***
OLE 2550	Snow-based Outdoor Leadership	2***
OLE 2600	Adventure Education	2***
OLE 2650	Challenge-based Outdoor Leadership	2***
OLE 2750	Water-based Outdoor	2***
Sub-total		36
General Education Courses		
American Institutions, Fine Arts, and Humanities		3
English 1 and 2		6
Fine Arts		3
Math		3
Physical Education		1
Physical/Life Science		8

Science Inquiry	3
Sub-total	27
Total Number of Credits	63

*Indicates new courses that are not yet available for the OLE degree

**Indicates courses that fulfill AA/AS GE requirements

***Indicates to choose one course or the other

Core courses for the Associate of Arts of Outdoor Leadership and Entrepreneurship degree:

Course Prefix and Number	Title	Credit Hours
Required Courses		
OLE 1000	Introduction to Outdoor Leadership	3
OLE 1010	Outdoor Leadership Business and Careers	1
OLE 1542	Wilderness First Responder	3
OLE 2000	Outdoor Skills	2
OLE 2100	Outdoor Leadership Ethics and Environment	2
*OLE 2998	Outdoor Leadership Practicum/Internship	2
BMGT 1060	Business Management Accounting	3
BMGT 1270**	Personal Selling	3***
or BT 2450**	Presentations for Business	3***
BMGT 1480	Advertising and Promotion	3***
or BT 1300	Social Media Marketing	3***
or BT 1801	Web Page Design	3***
BMGT 1600	Entrepreneurship Seminars	1***
or BMGT 1700	Strategic Innovation	1***
BMGT 2222*	Entrepreneurship	3
ECON 1010**	Econ as a Social Science	3
ENGL 2420**	Literature of the Outdoors	3
Choose 2 credits from the Following		
*OLE 1050	Canyoneering	1***
*OLE 1500	Canoeing	1***
OLE/PE 1505	Kayaking	1***
*OLE 1510	Whitewater Rafting	1***
*OLE 1516	Team Building	1***
*OLE 1525	Mountaineering	1***
OLE/PE 1527	Rock Climbing	1***
*OLE 1530	Land Navigation	1***
*OLE 1532	Outdoor Cooking	1***
OLE/PE 1535	Backpacking	3***
*OLE 1540	Wilderness Trails	1***
OLE/PE 1550	Mountain Biking	1***
OLE/PE 1625	Cross Country Skiing	1***
OLE/PE 1635	Backcountry Skiing	1***
OLE 1655	Snowshoeing	1***
OLE 1660	Winter Camping	1***

*OLE 1665	Ice Climbing	1***
Choose 1 of the Following Courses		
OLE 2450	Climbing-based Outdoor Leadership	2***
OLE 2550	Snow-based Outdoor Leadership	2***
OLE 2600	Adventure Education	2***
OLE 2650	Challenge-based Outdoor Leadership	2***
OLE 2750	Water-based Outdoor	2***
Sub-total		36
General Education Courses		
American Institutions, Fine Arts, and Humanities		3
English 1 and 2		6
Fine Arts		3
Foreign Language		4
Math		3
Physical Education		1
Physical/Life Science		7
Sub-total		27
Total Number of Credits		63

*Indicates new courses that are not yet available for the OLE degree

**Indicates courses that fulfill AA/AS GE requirements

***Indicates to choose one course or the other

Outdoor Leadership Component (20 credits)

Choose 2 credits from the following Outdoor Activities Courses

- *OLE 1500 Canoeing – 1
- OLE/PE 1505 Kayaking – 1
- *OLE 1510 Whitewater Rafting – 1
- *OLE 1516 Team Building – 1
- *OLE 1525 Mountaineering – 1
- *OLE 1526 Canyoneering – 1
- OLE/PE 1527 Rock Climbing – 1
- *OLE 1530 Land Navigation – 1
- *OLE 1532 Outdoor Cooking – 1
- OLE/PE 1535 Backpacking – 3
- *OLE 1540 Wilderness Trails – 1
- OLE/PE 1550 Mountain Biking – 1
- OLE/PE 1625 Cross Country Skiing – 1
- OLE/PE 1635 Backcountry Skiing – 1
- OLE 1655 Snowshoeing – 1
- OLE 1660 Winter Camping – 1
- *OLE 1665 Ice Climbing – 1

Outdoor Leadership Core

- ENGL 2420** Literature of the Outdoors – 3
- OLE 1000 Introduction to Outdoor Leadership – 3

- OLE 1010 Outdoor Leadership Business and Careers – 1
- OLE 1542 Wilderness First Responder – 3
- OLE 2000 Outdoor Skills – 2
- OLE 2100 Outdoor Leadership Ethics and Environment – 2
- *OLE 2998 Outdoor Leadership Practicum/Internship – 2

Choose one of the following – 2

- OLE 2450 Climbing-based Outdoor Leadership – 2
- OLE 2550 Snow-based Outdoor Leadership – 2
- OLE 2600 Adventure Education – 2
- OLE 2650 Challenge-based Outdoor Leadership – 2
- OLE 2750 Water-based Outdoor Leadership – 2

Outdoor Entrepreneurship Component (16 credits)

- BMGT 1060 Business Management Accounting – 3
- BMGT 1270** Personal Selling – 3 or BT 2450** Presentations for Business – 3
- BMGT 1480 Advertising and Promotion – 3, BT 1300 Social Media Marketing – 3, or BT 1801 Web Page Design – 3
- BMGT 1600 Entrepreneurship Seminars – 1, or BMGT 1700 Strategic Innovation – 1
- BMGT 2222 Entrepreneurship - 3
- ECON 1010** Econ as a Social Science – 3

Total minimum core course credits – 36

In addition to the listed courses that fulfill the core requirements, students will complete 27 additional credits to complete the Associates of Science/Associates of Arts general education requirements.

New Courses to Be Added in the Next Five Years

OLE 1050 (1:.5:2) Canyoneering

This course provides an introduction to the fundamental skills and knowledge of Canyoneering. Students will learn navigation, equipment selection and use, knots and use, anchor evaluation and construction, appropriate situation specific belay techniques, and safety and rescue techniques.

OLE 1500 (1:.5:2) Canoeing

This course provides an introduction to the fundamental skills and knowledge of canoeing on flat and moving water (Class I & 2). Students will learn various paddle strokes, equipment selection and use, rescue techniques, canoe packing, trip management skills, and reading water/hydrologic features.

OLE 1510 (1:.5:2) Whitewater Rafting

This course provides an introduction to the fundamental skills and knowledge of whitewater rafting on moving water (Class 2-4). Students will learn various paddle strokes, equipment selection and use, rescue techniques, trip management skills and reading water/hydrologic features.

OLE 1516 (1:5:2) Teambuilding

This course will acquaint students with the "team building model". The course will focus on icebreakers, trust and communication initiatives, problem solving skills and processing.

OLE 1525 (1:5:2) Mountaineering

This course provides students an introduction to the fundamental skills and knowledge of mountaineering. Students will learn efficient travel through third and fourth class terrain, navigation and route finding, pace management, small team rescue, self-arrests, and snow anchor techniques as they apply to mountain settings.

OLE 1530 (1:5:2) Land Navigation

This course provides students an introduction to the fundamental skills and knowledge of land navigation. Students will learn wilderness navigation involving topographic maps, compass work, and Global Positioning Systems.

OLE 1532 (1:5:2) Outdoor Cooking

This course provides students an introduction to the fundamental skills and knowledge of basic outdoor cooking. Students will learn several outdoor cooking and baking techniques.

OLE 1540 (1:5:2) Wilderness Trails

This course provides students an introduction to the fundamental skills and knowledge of wilderness trail building and stewardship. Students will learn trail building tools and their use, volunteer trail stewardship planning, implementing, and evaluating basic and advanced trail features and building projects.

OLE 1665 (1:5:2) Ice Climbing

This course provides students an introduction to the fundamental skills and knowledge of ice climbing. Students will learn about movement on ice, equipment and use, knots, belaying techniques, and protection and anchoring.

OLE 2998 (2:0:4) Outdoor Leadership Practicum/Internship

This course is a practical application of outdoor leadership where students will apply knowledge and techniques to a minimum of 100 hours of experience in a department approved outdoor leadership and entrepreneurship-based organization.

Program Schedule

Typical Program of Study Example for either AA or AS degree

Year 1 Fall Semester (Immersion)		
Course Title	Course #	Credits
Introduction to Outdoor Leadership	OLE 1000	3
Wilderness First Responder	OLE 1542	3
Outdoor Skills	OLE 2000	2
Outdoor Leadership Ethics and Environment	OLE 2100	2
Outdoor Leadership Business and Careers	OLE 1010	1
Fitness for Life*	PE 1096	1

Entrepreneurship Seminar, or Strategic Innovation	BMGT 1600, or BMGT 1700	1
Expository Composition*	ENGL 1010	3
Total		16

*AA/AS GE Required Course

** Recommended Course

Year 1 Spring Semester		
Course Title	Course #	Credits
Outdoor Activity Course	OLE/PE	1
Math*	MATH 1030	3
Personal Selling* or Presentations for Business*	BMGT 1270 BT 2450	3
Intermediate Research Writing*	ENGL 2010	3
Entrepreneurship	BMGT 2222	3
GE		3
Total		16

*Math 1030 or higher fulfills the quantitative literacy GE requirement

Year 2 Fall Semester		
Course Title	Course #	Credits
Econ as a Social Science*	ECON 1010	3
Advertising and Promotion** or Social Media Marketing or Web Page Design	BMGT 1480 BT 1300 BT 1801	3
Outdoor Activity Course	OLE/PE	1
Literature of the Outdoors*	ENGL 2420	3
GE		7
Total		17

Year 2 Spring Semester		
Course Title	Course #	Credits
Business Management Accounting	BMGT 1060	3
Outdoor Leadership Practicum	OLE 2998	2
Area Based Outdoor Skills/Leadership Development or Adventure Education	OLE 2450 OLE 2550 OLE 2600 OLE 2650 OLE 2750	2
GE		7
Total		14

Section VII: Faculty

Business

Current Full-Time Tenure Track/Professional Faculty

- Lisa Anderson – Associate Professor – M.S., Utah State University
- Morris O. Casperson – Associate Professor – M.S., Utah State University
- Douglas Dyreng – Associate Professor – M.S., Brigham Young University
- Russ Johnson – Associate Professor – M.S., American Graduate School of International Management
- Stacey McIlff – Assistant Professor – M.S., Utah State University

Current Part-Time Tenure Track/Professional Faculty

- Alan Christensen – Director of Small Business Center – M.Ed.

Economics

Current Full-Time Tenure Track/Professional Faculty

- Kerry Hansen – Professor – D.A., Idaho State University

Outdoor Leadership and Entrepreneurship

Current Full-Time Tenure Track/Professional Faculty

- Whitney Ward – Assistant Professor – Ph.D., Indiana University

Outdoor Literature

Current Full-Time Tenure Track/Professional Faculty

- Steve Peterson – Professor – M.A., University of Hawaii

Physical Education

Current Full-Time Tenure Track/Professional Faculty

- Virgil Ash – Associate Professor – M.S., Brigham Young University
- Matt Johnson – Aquatics Director – M.S., University of Utah

September 4, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Snow College – Certificate of Proficiency / Certificate of Completion / Associate of Applied Science in Industrial Manufacturing Technology

Issue

Snow College requests permission to offer a Certificate of Proficiency (CER P), a Certificate of Completion (CER C), and an Associate of Applied Science (AAS) Degree in Industrial Manufacturing Technology, effective Spring Semester 2014. These programs were approved by the Institutional Board of Trustees on June 17, 2013.

Background

The Industrial Manufacturing Technology programs are designed to prepare students for direct employment in various manufacturing/production facilities and/or to prepare for educational opportunities beyond the associate's degree. The programs are intended for students interested in working in manufacturing settings as general technicians for manufacturing, processing or other production environments. By the time students have completed the AAS degree they will be prepared to install, test, maintain, adjust, diagnose, troubleshoot and repair complex and integrated manufacturing equipment and systems.

These three programs are integrated into a stackable credential format and are being developed in concert with Snow College's regional career and technical education council and through input from a broad spectrum of industry representatives. As students complete requirements for the two certificates they will make progress toward the AAS degree. By the time students complete the AAS they will have earned both certificates. This allows students the opportunity to complete program components and earn college credentials while acquiring employable skills at each of the three credentialing segments.

In developing these programs, the institution met with 65 professionals representing a broad mix of industry stakeholders. Based on these conversations, the institution reported collective support to better meet future employee hiring needs. The Utah Department of Workforce Services estimates that median wages for workers in fields related to the programs range from \$16.40 per hour to \$22.90 per hour.

Policy Issues

The proposed programs have been developed through established institutional procedures and Regent policy. Chief Academic Officers as well as faculty in related departments from the Utah System of Higher Education Institutions have reviewed the proposal and provided input. There are no known policy issues that need to be taken into account related to approval of these programs.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Certificate of Proficiency / Certificate of Completion / Associate of Applied Science in Industrial Manufacturing Technology, effective Spring Semester 2014.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Program Description
Snow College
CER P / CER C / AAS in Industrial Manufacturing Technology

Section I: The Request

Snow College requests approval to offer the Certificate of Proficiency, Certificate of Completion, and an Associate of Applied Science (AAS) Degree in Industrial Manufacturing Technology, effective Spring Semester 2014. These programs were approved by the Institutional Board of Trustees on June 17, 2013.

Section II: Program Description

Complete Program Description

The Industrial Manufacturing Technology programs are designed to prepare students for direct employment in various manufacturing/production facilities and/or to prepare for transfer to a Bachelor's degree program. The programs are designed according to a stackable credential model, allowing students to exit at three levels, namely, a Certificate of Proficiency in Industrial Manufacturing Technology, a Certificate of Completion in Industrial Manufacturing Technology, and the AAS degree in Industrial Manufacturing Technology. The programs are intended for students interested in working in manufacturing settings as general technicians for manufacturing, processing or other production environments. The Industrial Manufacturing Technology programs prepare students to install, test, maintain, adjust, diagnose, troubleshoot and repair complex and integrated manufacturing equipment/systems.

The programs will combine lecture and hands-on laboratory time to provide the maximum amount of information and practical exposure to required job skills and competencies. The programs will provide hands-on training using current technology with exposure to live systems via internships and practicums. Major discipline areas are quality control, manufacturing and automation, manufacturing processes, composites, mechanics, machining, welding, electricity, electronics, internal combustion engine principles and repair, pneumatics and hydraulics. Minor discipline areas are blueprint reading, drafting, report writing, technical math, and human relations. Safety policies and procedures will be taught at every level and will mimic real world safety competencies whenever possible. Graduates of the Industrial Manufacturing Technology programs will have the knowledge, skills and abilities to maintain and troubleshoot today's complex manufacturing equipment.

Purpose of Degree

The purpose of the certificates and the degree are to fill an education and employment need discovered during extensive business and industry discussions. Following discussions with personnel from local economic development agencies, Utah Department of Workforce Services (DWS), vocational rehabilitation and affected industry partners, it was determined that many of the manufacturing businesses in Snow's six county service areas are looking for, but not finding, prepared workforce candidates when job openings are available. Furthermore, many of those same companies are planning for replacement workforce needs as their aging workforce retires. Industry partners have indicated that as much as 60% of their current workforce is at or will be approaching retirement age in the next several years.

These programs are designed to create workforce-ready and transfer-linked students to be employed directly or after completing a bachelor's degree in the Industrial Manufacturing Technology or related area. The first component will be accomplished by providing the needed short-term training and certificate

programs. This training will be paced with current and emerging technologies as determined by the program advisory committee and continued discussions with industry partners. The second component will be accomplished by providing transfer-linked AAS degree courses enabling students to go directly into the workforce and/or transfer to a four-year degree institution.

Institutional Readiness

This proposal is a result of extensive research and discussion with business and industry in the institution's service area. Snow College is prepared to offer these programs for the following reasons:

- Snow College has a history of fulfilling the needs of career and technical education training in central Utah.
- The infrastructure at both campuses, Richfield and Ephraim, are already in place. No additional funds are needed for new buildings and limited funds are needed for renovation of existing spaces.
- Snow College entered into discussions with business and industry, economic development, school districts, county governments and DWS to ensure that future job opportunities are/will be available for graduates.
- Many of the courses required for completion of the certifications and degree are already taught at Snow College, requiring fewer new courses to be developed to support requirements.
- Equipment costs are expected to be minimal. Needed equipment purchases will be made in concert with other programs being developed at Snow College allowing the College to leverage the use of most equipment for multiple programs.

Faculty

Many of the new courses that need to be developed will also be requirements in subsequent programs within the Industrial Technology Department. There may be some shifting of workload to accommodate new courses and enhancement of current courses. The programs will require a new full-time faculty member to cover the majority of Industrial Manufacturing Technology competencies and will also require one adjunct instructor to cover specific domain areas, such as, manufacturing and automation technology, manufacturing processes, robotics, and composites. The new hires for this position will be teaching in multiple related programs, primarily, Industrial Mechanics and Industrial Manufacturing.

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
With Master's Degrees (including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	1		1
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured	1		1
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			

Full-time Non-Tenured	3	1	4
Part-time Tenured			
Part-time Non-Tenured	2	1	3
Total Headcount Faculty			
Full-time Tenured	2		2
Full-time Non-Tenured	4	1	5
Part-time Tenured			
Part-time Non-Tenured	2	1	3
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	7.23	1.75	8.98

Staff

It is not anticipated that a staff member will need to be hired at this time. Coverage in the laboratories, organizing internships, assisting in the management of outreach efforts, and other duties will be assigned to current and new faculty.

Library and Information Resources

Recommended and required Industrial Manufacturing Technology resource materials will be purchased and housed in the Huntsman Library on the Ephraim Campus and/or the Snow College Richfield Library. The library staff at each campus routinely solicits departments and divisions to improve and update collections. The departments are encouraged to inform the library staff of resource needs or changes on an annual basis. The departments are required to inform the library staff of resource needs or changes for new courses or courses with significant modification. These resources ensure that the needed materials will be available and accessible to students in the new Industrial Manufacturing Technology programs.

Admission Requirements

Any matriculated Snow College student will be eligible to enter the any of the three programs.

Student Advisement

Advisement of students will be accomplished in a three-fold manner. Snow College full-time advisors will advise students with a general interest in manufacturing technology. These advisors will provide students with general information concerning the programs and credentials that are available in the Industrial Technology department including these new proposed programs. As part of this advisement, they will inform students regarding the three credential levels available and will advise students regarding pathways to help them meet their educational and career goals.

Justification for Graduation Standards and Number of Credits

The AAS program requires 64 credits. Students will be advised to take transferrable General Education (GE) courses, which will increase the transfer capacity of program credits. The Certificate of Proficiency requires 19 credits while the Certificate Completion requires 33 credits. The credit requirements follow the on-the-job competencies that companies in the central Utah area have requested. Number of required credits for each credential is consistent with Regent policy.

External Review and Accreditation

The Industrial Manufacturing Technology programs were developed with the assistance of 65 professionals representing higher education, government entities, regional economic development, DWS, regional public education superintendents, private industrial technology businesses and the Snow College Career and Technical Education (CTE) advisory committee. The group consisted of representatives from throughout the central Utah region with information and feedback gathered at four regionally held meetings, personal visits to specific employers, and solicited information. These individuals quantified the skills, abilities and experiences that new hires should possess to make them more employable in the field.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:

Data Category	Current – Prior to New Program Implementatio n	Projecte d Year 1	Projecte d Year 2	Projecte d Year 3	Projecte d Year 4	Projecte d Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	0	16	17	18	18	19
Total # of Declared Majors in Proposed Program	0	36	38	40	42	43
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	7.23	8.23	8.48	8.48	8.73	8.98
Total Department Student FTE (Based on Fall Third Week)	87.5	96.4	108.4	120.4	132.4	144.4
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	12.10	11.71	12.78	14.20	15.17	16.08
Program accreditation- required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____ _)	N/A	N/A	N/A	N/A	N/A	N/A

Expansion of Existing Program

These are new program offerings under a newly reorganized Industrial Technology Department and are a result of requests from industry. It is not an expansion of an existing program; however, there is significant overlap with the Industrial Mechanics program, with needed competencies added into the coursework for technicians working in manufacturing/production environments.

Section III: Need

Program Need

These programs are being developed to improve workforce readiness in the south central Utah region as well as the greater non-metro Utah region and to improve transfer opportunities for students. Snow College has worked with its Continuing Education and Economic Development (CEED) representative in determining the need for such programs based on interaction with regional economic development personnel. Many employers in the region take advantage of Custom Fit Training and Short Term Intensive Training (STIT) offered through the College. Curriculum in these proposed programs will be available to support Custom Fit and STIT training for local employers.

Labor Market Demand

The Bureau of Labor Statistics (BLS) estimates that the overall labor market for the Occupational Title of Industrial Machinery Mechanics and Maintenance Workers, estimates that nationally the sector will grow by a projected 66,400 annual openings between now and 2020. The majority of these positions are specifically for Industrial Machinery Mechanics at with a growth range up to 22% by 2020.

Occupational Title	SOC Code	Employment, 2010	Projected Employment, 2020	Change, 2010-20	
				Number	%
Industrial machinery mechanics and maintenance workers	-	357,000	423,400	66,400	19
Industrial machinery mechanics	49-9041	287,100	349,000	61,900	22
Maintenance workers, machinery	49-9043	69,900	74,400	4,500	6
Maintenance and Repair Workers, General	49-9071	1,289,000	1,431,000	142,000	11

NOTE: Data in this table are rounded.

The report from the BLS further indicates that:

- Employment of industrial machinery mechanics and maintenance workers is expected to grow 19 percent from 2010 to 2020, about as fast as the average for all occupations. Employment growth will vary by specialty.
- Employment of industrial machinery mechanics is projected to grow 22 percent from 2010 to 2020, faster than the average for all occupations. Increased adoption of sophisticated manufacturing machinery will require more highly skilled mechanics to keep the machines in good working order.
- Employment of machinery maintenance workers is projected to grow six percent from 2010 to 2020, slower than the average for all occupations. Increased automation, including the use of many new computer-controlled machines in factories and manufacturing plants, should result in less demand for lower-skilled maintenance workers.
- Applicants with a broad range of skills in machine repair should have good job prospects overall. The need to replace the many older workers who are expected to retire, as well as those who leave the occupation for other reasons, should result in numerous job openings. Some employers have reported difficulty in recruiting young workers with the necessary skills.
- Mechanics are not as affected by changes in production levels as are other manufacturing workers because mechanics often are retained during production downtime to complete overhauls to major equipment and to keep expensive machinery in working order.

In addition to the national data from the BLS, DWS also indicates a growth pattern for these same occupations. Although the Utah data shows a lower growth rate, these rates convert to annual openings that are real job openings for prepared students. The following chart is from the Utah Job Outlook Statewide.

Utah Statewide Occupational Projections

SOC Code	Occupation	Stars	Employment Estimates		Average Annual Growth Rate	Annual Openings	
			2010	2020		Growth	Total
49-9041	Industrial Machinery Mechanics	5	3,060	4,170	3.6%	170	170
49-9043	Maintenance Workers, Machinery	3	770	920	1.9%	30	30
49-9071	Maintenance and Repair Workers, General	3	9,260	11,200	2.1%	360	360

The Utah Department of Workforce Services estimates the following wage data for workers in fields related to the proposed programs.

SOC Code	Occupation	Stars	Average Annual Growth Rate	Annual Openings	Median Wage
49-9041	Industrial Machinery Mechanics	5	3.6%	170	\$22.90
49-9043	Maintenance Workers, Machinery	3	1.9%	30	\$20.10
49-9071	Maintenance and Repair Workers, General	3	2.1%	360	\$16.40

Related occupations also include:

- Electrical and electronics installers and repairers
- Electricians
- Machinists
- Plumbers, pipe layers, pipefitters and steamfitters
- Welding, soldering and brazing workers

Student Demand

Several of the courses in current CTE programs overlap with course requirements for the Industrial Manufacturing Technology programs. Spring Semester, 2013 enrollment in those programs are included in

the following table.

Annual Average Number of Students in Current Programs over Last Five Years		
MTT	Machine Tool Technology	25
WELD	Welding Technology	45
AUTO	Automotive Technology	60
DMT	Diesel and Heavy Duty Mechanics Technology	33
INDM	Industrial Technology (1 st year)	12
Total		175

The enrollments indicate the number of students that are pursuing Career and Technical Education in industrial technology areas. It is expected that some of these students will take advantage of the new programs.

Similar Programs

There are no similar programs in the state that are designed to prepare students for jobs in industry or to prepare them to transfer to a four-year program, aside from a related program at Utah Valley University in Mechatronics. Similar Manufacturing Technology programs were evaluated and researched in preparing the coursework for these programs as listed below:

- College of DuPage – Illinois – Manufacturing Technology, Automated Manufacturing Systems¹
- Central Oregon Community College – Oregon – Manufacturing Technology²
- Corning Community College – New York – Manufacturing Technology³
- Utah Valley University – Utah – Mechatronics⁴

Collaboration with and Impact on Other USHE Institutions

The AAS in Industrial Manufacturing Technology will prepare students to be workforce-ready and/or transfer-linked. Students will be asked about their educational and career objectives and will be advised accordingly to maximize the effectiveness of their time at Snow College. The program has been designed to maximize student transfer possibilities by closely adhering to industry standards and by providing as much transfer ready courses as possible in order to create a pathway to Snow's four-year university neighbors, while at the same time ensuring the courses cover industrial skill sets that are required and useful for employment in the region. Snow College expects little impact on other USHE programs as they are different in scope and mission.

Benefits

The Certificate of Proficiency, Certificate of Completion and the AAS in Industrial Manufacturing Technology will benefit the State of Utah by preparing workforce-ready and transfer-linked graduates. Those students may enter the workforce and/or continue in their education. The programs thus provide pathways to employment for students and provide industry with a prepared and skilled workforce. Snow College officials expect that enrollments, placements, and transfers will increase.

¹<http://www.cod.edu/programs/electronics/manufacturing.aspx>

²<http://www.cocc.edu/Manufacturing-Technology/Manufacturing-Technology-AAS-Degree/>

³<http://www.corning-cc.edu/future/technologies/manufactech.php>

⁴<http://www.uvu.edu/mechatronics/>

Consistency with Institutional Mission

The Snow College mission statement states: "Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals."

The AAS in Industrial Manufacturing Technology programs are a reflection of the CTE Division's desire to encourage and maintain a culture of innovation and provide advancement opportunities for students to achieve educational goals that lead to workforce-ready positions or to pursue further educational goals.

The programs are designed to provide educational opportunities for high school outreach as well as for traditional and non-traditional post high school students and employees of industrial technology businesses. Because Snow College has the responsibility to serve these varied student types, the college has to innovate and create an environment that will allow all these groups to attend Snow College. For that reason, much of the coursework will be taught in accelerated five-week blocks instead of traditional 16-week semester blocks. This will enable access and student achievement at a speed requested and demanded by industry, and will make the training available to all student groups including fully employed students needing to upgrade and/or maintain skill sets. Additionally, hybrid courses are being developed to make courses available at outreach locations including high schools, partner technical centers and industrial sites. Finally, the programs are designed in an integrative learning format allowing more time for hands-on skills acquisition, competency attainment and assessed demonstrations of performance.

In the recently released report from Snow College titled A Blueprint for the Future, one of the Centers for Opportunity described is a "Center for opportunities in regional workforce and economic development." These proposed programs in Industrial Manufacturing Technology are a direct outgrowth of Snow College's relationship with economic development and workforce groups in its service area and is a response to the need for training to support current and future industrial growth in the region.

Section IV: Program and Student Assessment

Program Assessment

The Certificate of Proficiency, Certificate of Completion, and the AAS degree in Industrial Manufacturing Technology will be assessed by examining the success of students in the required coursework, by tracking transfer and job placement rates, and by feedback from businesses, industry, and the program's advisory committee.

Expected Standards of Performance

- Students will be able to write coherent reports and documents.
- Students will be able to assess present conditions and determine the action needed to obtain desired conditions based on a critical analysis of situations.
- Students will learn to work effectively both individually and with others through class projects and through internship experiences.
- Students will be able to communicate in electronic, verbal and written formats.
- Students will learn to deal professionally and ethically with clients, the public and co-workers.
- Students will be able to assess industrial work areas and practices, and recognize potential safety hazards and implement accepted methods to mitigate those hazards.

- Students will be able to recognize, understand and follow schematic drawings and diagrams of equipment and processes.
- Students will have an understanding of the equipment, techniques accepted practices and procedures normally encountered in various industrial manufacturing settings.
- Students will have an understanding of the requirements of a successful operation commonly found in industrial manufacturing settings.
- Students will practice a collaborative spirit in team effort and project coordination.

Section V: Finance

Budget

The budget information below reflects the incremental costs associated with implementing the programs including the costs of hiring of one additional full-time faculty member and an additional adjunct faculty member.

5-Year Budget Projection						
Departmental Data	Current Budget— Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel Expense						
Salaries and Wages	0	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000
Benefits	0	\$26,730	\$26,730	\$26,730	\$26,730	\$26,730
Total Personnel Expense	0	\$106,730	\$106,730	\$106,730	\$106,730	\$106,730
Non-personnel Expense						
Travel	0	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Capital	0	\$50,000	\$20,000	\$10,000	\$10,000	\$10,000
Library	0	\$2,000	\$1,000	\$500	\$500	\$500
Current Expense	0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Total Non-personnel Expense	0	\$59,000	\$28,000	\$17,500	\$17,500	\$17,500
Total Expense (Personnel + Current)	\$0	\$165,730	\$134,730	\$124,230	\$124,230	\$124,230
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Appropriated Fund	0	\$135,730	\$104,730	\$124,230	\$124,230	\$124,230
Other:	0	0	0	0	0	0
Special Legislative Appropriation	0	0	0	0	0	0
Grants and Contracts	0	\$30,000	\$30,000	0	0	0
Special Fees/Differential Tuition	0	0	0	0	0	0
Total Revenue	\$0	\$165,730	\$134,730	\$124,230	\$124,230	\$124,230
Difference						
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0

Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$257	\$276	\$200	\$171	\$242	\$234
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Funding Sources

The short-term initial funding for the AAS in Industrial Manufacturing Technology will come from institutional funds, a Trade Adjustment Assistance Community College and Career Training (TAA CCCT) Federal grant, and transferred budget funds from the closure of other programs. Long-term funding will come from ongoing institutional funds, student tuition and student fees.

Reallocation

Internal reallocations will occur to ensure that the programs are successful. Existing courses will be expanded via additional sections, online or hybrid additions. The current instructors in the Industrial Technology Department in the Machine Tool Technology, Welding Technology, and Industrial Mechanics programs will change their schedules to accommodate the needs of the new programs. Some of their workload will be reassigned to other full-time and adjunct instructors. In addition, the CTE Division is working on several other AAS degrees following the AAS in Industrial Manufacturing Technology that will utilize some of the same courses, equipment, faculty and personnel. These reallocations will benefit these subsequent programs as well. The college will be able to leverage these changes to the benefit of multiple programs.

Impact on Existing Budgets

It is anticipated that new budgets to support the programs will come from the budgets of recently suspended programs and a moderate increase in the institutional budget.

Section VI: Program Curriculum

All Program Courses

Course Prefix and Number	Title	Credit Hours
Required Courses		
Math 1050 or MANF 1715	College Algebra or Applied Technical Math	4 or 3
ENGL 1010 or BT 2200	Expository Composition or Business Communications	3
MANF 1930	Leadership and Professional Development – Course 1	1
MANF 2930	Leadership and Professional Development – Course 2	1
BT 1010	Computer Technology and Applications	3
CHEM 1010	Introductory Chemistry	3
CHEM 1015	Introductory Chemistry Lab	1
INDM 1050	Industrial Safety	1
INDM 1060	Industrial Print Reading	3
INDM 1100	Industrial Mechanics I	3

Course Prefix and Number	Title	Credit Hours
INDM 1600	Industrial Electricity	3
INDM 1800	Industrial Hydraulics	3
INDM 1900	Industrial Programmable Logic Control (PLC)	3
WELD 1030	Related Oxy-Acetylene and Arc Welding	3
DRFT 2332	Mechanical CAD Drafting	4
MTT 2435	Computer Numerical Control (CNC) Operations	5
MTT 2440	Computer Aided Manufacturing	3
MANF 1100	Manufacturing and Automation Technology	3
MANF 1200	Introduction to Robotics	3
MANF 1300	Geometric Dimensioning and Tolerancing	3
MANF 1350	Manufacturing Processes and Design	3
MANF 1400	Composites	3
MANF 1500	Quality Control	3
Sub-Total		64
Elective Courses		
N/A	N/A	N/A
Sub-Total		N/A
Track Options (If Applicable)		
N/A	N/A	N/A
Sub-Total		N/A
Total Number of Credits		64

New Courses to Be Added in the Next Five Years

Semester 1	Course Prefix and Number	Course Title
	MANF 1100	Manufacturing and Automation Technology
	MANF 1200	Introduction to Robotics
Semester 2		
	MANF 1300	Geometric Dimensioning and Tolerancing
	MANF 1350	Manufacturing Processes and Design
Semester 3		
	MANF 1400	Composites
	MANF 1500	Quality Control

Program Schedule

Typical Program of Study for AAS Degree

Course	Credits
Freshman Year - Fall Semester:	
INDM 1050 Industrial Safety	1
INDM 1060 Industrial Print Reading	3
INDM 1600 Industrial Electricity	3
MANF 1200 Introduction to Robotics	3
Human Relations Requirement:	
INDM 1930 Leadership and Professional Development	1

Computation Requirement:	
INDM 1715 Technical Math	3 or
MATH 1050 College Algebra	4
Total Semester Credits	14

Course	Credits
Freshman Year - Spring Semester:	
DRFT 2332 Mechanical CAD Drafting	4
INDM 1100 Industrial Mechanics I	3
INDM 1800 Industrial Hydraulics	3
MANF 1100 Manufacturing and Automation Technology	3
MANF 1400 Composites	3
Human Relations Requirement:	
INDM 2930 Leadership and Professional Development	1
Total Semester Credits	17

Course	Credits
Sophomore Year - Fall Semester	
INDM 1900 Industrial Programmable Logic Control (PLC)	3
MANF 1350 Manufacturing Processes and Design	3
MTT 2435 Computer Numerical Control (CNC) Operations	5
BT 1010 Introduction to Computers and Business Applications	3
Communications Requirement:	
ENGL 1010 Expository Composition	3 or
BT 2200 Business Communication	3
Total Semester Credit	17

Course	Credits
Sophomore Year - Spring Semester	
MTT 2440 Computer Aided Manufacturing	3
MANF 1300 Geometric Dimensioning and Tolerancing	3
MANF 1500 Quality Control	3
WELD 1030 Related Oxy-Acetylene and Arc Welding	3
Chemistry Requirement:	
CHEM 1010 Introductory Chemistry	3
CHEM 1015 Introductory Chemistry Lab	1
Total Semester Credit	16
Total Credits	64

Typical Program of Study for Certificate of Proficiency

Course	Credits
Freshman Year - Fall Semester:	
INDM 1050 Industrial Safety	1
INDM 1100 Industrial Mechanics I	3
INDM 1060 Industrial Print Reading	3
MANF 1100 Manufacturing and Automation	3

MANF 1200 Intro to Robotics	3
INDM 1715 Technical Math	3
BT 1010 Computer Technology and Applications	3
Total Proficiency Credits	19

Typical Program of Study for Certificate of Completion

Course	Credits
Freshman Year - Fall Semester:	
INDM 1050 Industrial Safety	1
MANF 1060 Industrial Blueprint Reading	3
INDM 1100 Industrial Mechanics I	3
INDM 1930 Leadership and Professional Development – Course 1	1
BT 2200 Business Communications	3
MANF 1200 Intro to Robotics	3
MANF 1100 Manufacturing and Automation	3
Total Semester Credits	17

Course	Credits
Freshman Year - Spring Semester:	
MANF 1400 Composites	3
INDM 2930 Leadership and Professional Development – Course 2	1
INDM 1715 Technical Math	3
MANF 1350 Manufacturing Process	3
BT 1010 Computer Technology and Applications	3
INDM 1600 Industrial Electricity	3
Total Semester Credits	16
Total Certificate credits	33

Section VII: Faculty

Industrial Technology Department

Current Full Time Tenure/Professional Track Faculty

- Alan Hart, Professional Track, AAS, Snow College
- Alan Palmer, Associate Professor, MEd, Southern Utah University
- Ken Avery, Instructor, AAS, Utah Technical College

Current Part Time Faculty

- Dain Houston, AAS, Snow College
- Jeff Teeple, Snow College

Transportation Technology Department

Current Full Time Tenure/Professional Track Faculty

- Brent Reese, Associate Professor, BS, Southern Utah University
- Bob Gary, Professional Track, AAS, Dixie State College
- Michael Caruso, Instructor, AAS and BS, Ferris State University

September 4, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Regents' Policy R315, Service Area Designations and Coordination of Off-Campus Courses and Programs

Issue

Regents' Policy R315 was last updated with the change of the name of an institution on January 21, 2000, but the last significant revision was in the 1990s. Since that time, the instructional landscape has changed considerably; particularly with the rapid increase in types and amounts of technology-delivered instruction. With changes in instructional delivery, in its present form, Policy R315 is no longer current.

Background

When the R315 Task Force first met in March of 2013, the following issues were identified in the current policy. Addressing these issues could assist in providing high quality, accessible, affordable and responsive instruction throughout the USHE.

1. Institutions are not consistently following the current (but out-of date) R315 because their missions, roles and levels of instruction have changed since the policy was last revised.
2. On-line instruction is offered and available without regard to geographic service regions. Current policy language does not adequately deal with the current variety of delivery modes (referencing only "Telecommunications") and how geographic service regions apply to the various delivery modes.
3. Demand for courses/programs exceeds supply: Inability to provide courses/programs at reasonable quality and cost and within the business parameters of the institutions to certain Utahns (most often place-bound citizens who reside in rural areas). Example: Concurrent Enrollment courses that do not have an appropriately qualified teacher who are needed at rural high schools.
4. Supply of courses/programs exceeds demand: Duplication of offerings/programs from several institutions to the same citizens, thus increasing cost of instruction for the state. Examples: (1) On-line instruction in general education courses that transfer seamlessly across institutions, (2) MBA programs from multiple institutions in overlapping communities/service areas throughout the Wasatch Front.

In order to revise R315 with input from each of the Utah System of Higher Education (USHE) Institutions, the Commissioner identified a task force to work on the revision. The task force was comprised of a representative from each institution that was recommended by the institutional president. Associate Commissioner Hitch convened the task force.

Task Force Members were as follows:

- Elizabeth Hitch, Associate Commissioner for Academic and Student Affairs (Convener)
- Mike Hardman, Interim Senior Vice President for Academic Affairs, University of Utah
- Larry Smith, Executive Senior Vice Provost, Utah State University
- Brian Stecklein, Associate Dean of Continuing Education, Weber State University
- Bill Byrnes, Associate Provost and Director of Strategic Planning, Southern Utah University
- Ian Wilson, Vice President for Academic Affairs, Utah Valley University
- Don Hinton, Interim Vice President of Academic Services and Dean of Arts and Sciences, Dixie State University (replaced by Bill Christensen, Vice President of Academic Services)
- Gary Smith, Vice President of Academic Affairs, Snow College
- Tim Sheehan, Vice President, Government and Community Relations, Salt Lake Community College

The task force first met in March 2013 and had several subsequent interactive video meetings to discuss and recommend revisions to the policy.

The task force recommended policy changes as follows:

1. Amend the chart of designated service regions so institutional regions are simply by county (with fewer exceptions to county designations than in the present version of the policy).
2. Exempt asynchronous (full on-line) instruction from compliance with service region designations.
3. Provide for a process whereby an institution can request approval to offer courses and programs that are not fully on-line in another institution's service region.
4. Provide for a process to "grandfather" existing program offerings that are not in compliance with the designated service regions as amended in this policy revision.

Policy Issues

The policy revision demonstrates changes consistent with the task force recommendations. The following groups have reviewed the changes and support them: R315 Task Force members, Chief Academic Officers, and Council of Presidents. There are no outstanding policy issues.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the revisions to Regents' Policy R315, Service Area Designations and Coordination of Off-campus Courses and Programs.

David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachment

Comparison of Approved and Proposed Policy



R315, Service Area Designations and Coordination of Off-Campus Courses and Programs¹

R315-1. Purpose

1.1. **Provide Principles:** To provide principles for offering levels and types of instruction at off-campus locations. These principles ~~promote efficiency~~ include: responsiveness to state-wide needs for higher education, efficient and ~~the best effective~~ use of state resources, ~~provide access~~ accessibility to higher education throughout the state, and ~~assure~~ high quality ~~of the educational experience-experiences.~~

1.2. **Designate Service Areas:** To designate institutional service areas by county, level and type of instruction for USHE colleges and universities.

1.3. **Establish Guidelines:** To establish guidelines under which the Commissioner may review service area assignments, and recommend for review and approval of the Board service area education coordination plans outlining institutional responsibilities within the area to coordinate and offer instructional programs.

R315-2. References

2.1. Utah Code ~~§53B-16-101~~ §53B-16-101 (Establishment of Institutional Roles and General Courses of Study)

2.2. Policy and Procedure ~~R138, University Centers~~

~~2.3, Policy and Procedure R311, R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles,~~

2.43. Policy and Procedure ~~R353, R353~~, Telecommunications for Off-campus Learning

2.54. Policy and Procedure ~~R354, R354~~, State Wide Open Broadcast Courses and Programs

2.65. Policy and Procedure ~~R355, R355~~, Planning, Funding and Delivery of Courses and Programs via-Statewide Telecommunications Networks

2.6. Policy and Procedure R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports

2.7. Policy and Procedure ~~R402, Program Additions or Changes~~ R428, Coordination, Support and

¹ Approved September 23, 1994; amended January 21, 2000 and April 15, 2009.

Comparison of Approved and Proposed Policy

Monitoring of Career and Technical Education

~~2.8. Policy and Procedure R427, Applied Technology Education Master Plan~~

~~2.9. Policy and Procedure R429, Applied Technology Center Service Regions~~

~~R315-3.~~

R315-3. Definitions

3.1 Designated Service Area. The Utah counties for which a Utah System of Higher Education (USHE) institution has responsibility to provide courses or programs of study that fit within its mission

3.2 Designated Service Area Provider – The USHE institution with responsibility to: (1) provide courses or programs of study consistent with its mission within a designated service area, (2) assist in identifying other USHE institutions to provide courses or programs not within its mission, and (3) respond to requests from other institutions wishing to provide courses or programs of study within the provider's designated service area. Designated service areas are identified in R-315.7.

3.3. Concurrent Enrollment - enrollment by public school students in one or more USHE institution course(s) under a contractual agreement between the USHE institution and a school district/public school. Students continue to be enrolled in public schools, to be counted in average daily membership, and to receive credit toward graduation. They also receive college credit for courses. Concurrent enrollment is distinct from early college admission. (R165)

R315-4. Service Area Principles

~~34.1.~~ **Graduate Education:** Graduate education is conducted primarily on the main campuses of the teaching and research universities. Some selected professional ~~masters~~ master's degree programs are offered at the ~~metropolitan/regional~~ Master's Universities. Selected off-campus graduate programs are offered by universities at centers and branch campuses, through university centers and distance learning technologies.

~~34.2.~~ **Upper Division Education:** Upper division education is delivered by the ~~four~~ universities (UoU, USU, WSU, SUU and UVU) on their main campuses, centers, branch campuses, university centers, and through distance learning opportunities; and by Utah Valley Dixie State University, and Snow College- and Dixie College, but only as ~~deemed appropriate~~ approved by the Regents.

~~34.3.~~ **Lower Division Education:** Access to lower division education, including concurrent enrollment, should be as broadly available throughout the state as resources allow. In general, growth in lower division enrollments will be met by the comprehensive community and state colleges, (SLCC and SNOW), baccalaureate college (DSU), and the ~~metropolitan/regional~~ Master's universities, (WSU, SUU, and UVU) and through distance learning opportunities.

~~34.4.~~ **Remedial and Developmental Education:** Remedial and developmental education is a part of

Comparison of Approved and Proposed Policy

the community college, ~~state college, and Weber State University missions and its mission and~~ receives regular state support at those institutions; ~~it is self-supporting at with that express mission. At institutions that do not have an express community college mission (aside from the Career and Technical Education roles that all USHE institutions except for the University of Utah, Utah State University, and Southern Utah University,) any below 1000 level (remedial or developmental) courses can be provided on a self-support basis.~~

34.5.— Postsecondary Applied Technology Career and Technical Education: (CTE): The Utah State Board of Regents, recognizing the diverse goals of its students, is committed to offering postsecondary ~~applied technology career and technical~~ education, both credit and noncredit. Postsecondary ~~applied technology education~~ CTE is a vital statewide role of the Utah System of Higher Education. This responsibility is met in assigned service areas ~~primarily by community and state colleges and metropolitan/regional universities~~ by all USHE institutions except for the University of Utah, which does not have a CTE mission.

34.6. Collaboration, Cooperation, and Sharing of Service Area Facilities: The institutions are part of a single system of higher education. Institutions shall collaborate, cooperate, and share facilities in geographic areas where more than one institution delivers educational services.

~~**3.6.1.— Local Advisory Committees:** Institutions which collaborate, cooperate, and share service area facilities shall establish a local advisory committee made up of institutional representatives, community representatives, and where appropriate, boards of trustees and/or State Board of Regents representatives to advise the institutions concerning the delivery of education programs to the geographic service area and the operations of shared facilities.~~

34.7. Right of First Refusal and Primary Responsibility: Within ~~geographic~~ designated service areas, the local institution(s) has/have the right of first refusal and the first responsibility to provide programs consistent with mission and role assignments and to coordinate other offerings. ~~Through cooperation After consultation and information sharing with the concurrence of the institution(s) designated to serve a particular area,~~ other state institutions may provide needed lower division and other courses, ~~including those offered via telecommunications,~~ that do not fall within the ~~local institution(s)' designated service provider(s)'~~ mission and role assignments, interests, and/or capacities. Institutions shall designate a person responsible for responding to constituent requests for course and program delivery. Requests from constituents in another state institution's designated service area shall be forwarded to the contact person of the appropriate designated service area provider. When the designated service area provider is unable to respond to a constituent request, the designated person within the institution should attempt to identify a possible alternative provider from within the USHE.

34.8. Regents-Approved Exceptions to Geographic Service Areas: Special circumstances involving such matters as methods of instruction, funding sources, or mission and role assignments may result in exceptions to the geographic service area role assignments.

34.8.1. Technology-Delivered Instruction: Technologically ~~delivered~~ courses and programs afford an efficient and effective means for Utah colleges and universities to provide broader and more economical access to high quality instruction. ~~Technology-delivered programs designated for statewide or regional delivery by the Council of Chief Academic~~

Comparison of Approved and Proposed Policy

~~Officers and coordinated by the Utah Education Network in accordance with State Board of Regents guidelines, Courses or programs delivered via technology in asynchronous faculty-student interaction (fully "on-line" programs)~~ are exceptions to the geographic service area designations.

34.8.2. Special Contract Courses: Self-supporting special contract courses, conferences, or programs with industry, government, or school districts not open to the general public will be exceptions under Regent guidelines.

34.8.3. Exclusive Statewide Program Roles: Certain exclusive statewide or regional program roles have been assigned to particular institutions. These institutions may provide ~~these~~ programs outside their respective service areas under Regent guidelines. The institutional service areas are specified in R315.7.

~~3.9. —Funding Mechanisms: Funding mechanisms should be aligned according to service area assignments, or as provided in service area education coordination plans (5.1-5.3), as applicable.~~

3.104.9. Adjustments Approved by the Board: At a given time, in a given location, the Board may determine that a certain level or type of educational or training program is better delivered by an institution other than the one designated by this policy.

R315-45. Geographic Designations of Service Area Assignments for Off-Campus Programs and Courses by Program Level

45.1. Service Area Assignments: Service area assignments, as currently approved by the Board, are summarized in Appendix AR315-7. Assignments are made through an evolving process that reflects an ongoing evaluation by the Commissioner and institutional Presidents. After recommendation by the Commissioner and institutional Presidents, assignments are reviewed and approved by the Board.

45.2. Designation by Type of Program: The geographic designations are intended to define service areas for off-campus programs offered by USHE institutions, including concurrent enrollment programs with high schools. Service areas for the delivery of applied technology career and technical education programs will be in accordance with the Utah Applied Technology Master Plan R428, Coordination, Support, and Monitoring of Career and Technical Education.

R315-5. —6. Provision for Delivery Outside of Designated Service Area ~~Education Coordination Plans~~

~~5.1. —Improved Coordination in Service Areas: In service areas where there is a need to improve program coordination, unnecessary duplication, or other inefficiencies in program delivery, the Commissioner may evaluate service area assignments, and if appropriate, work with institutions delivering programs in the area to prepare service area education coordination plans for review and approval of the Board.~~

Comparison of Approved and Proposed Policy

5.2. Purpose and Content of Coordination Plans: Service-area education coordination plans are intended to assure that programs will be administered in a collaborative, coordinated manner, students will be able to obtain information easily, administrative costs will be minimized, and unnecessary duplication will not occur in either administration or instructional programs and services. Service-area education coordination plans should provide the following information:

5.2.1. Instructional programs, by institution and by level of instruction (i.e., ATE programs will be listed first, lower division next, etc.)

5.2.2. Locations for delivery

5.2.3. Methods of delivery by location

5.3. Request for Additional Information: The Commissioner may request that additional information is to be provided in the service-area education coordination plan, such as evidence of community and student need for programs, financial information, and adequacy of facilities and other resources.

5.4. Commissioner Review and Board Approval: After the service-area education coordination plan is prepared, it will be submitted by the Commissioner for review and approval by the Board. Annual updates will also be submitted and approved.

Appendix A: SERVICE AREA ASSIGNMENTS

6.1 Provision by Written Agreement. An institution may deliver instruction outside of its designated service region if a written agreement between the Presidents of the delivering institution and the institution with responsibility for the designated service area has been executed (with the exceptions noted in R315.4.8). Agreements should address: (1) the course or program offerings to be delivered, (2) facility-sharing or other conditions of offering to be provided by each institution, and (3) conditions under which the institutions may revise or discontinue the agreement.

6.2 Verification of Existing Delivery Outside of a Designated Service Area. The Commissioner's Office has responsibility for compiling a list of instruction being delivered outside designated service areas.

Comparison of Approved and Proposed Policy

by each USHE institution no later than one month after Regent approval of this policy revision. The existing delivery outside of a designated service area that appears on this compiled list will be considered already approved. Institutions shall provide the name and contact information for the contact person for constituent requests for program delivery to the Office of the Commissioner.

6.3 Notification and Review of Program Delivery During Program Development and Approval Processes

6.3.1 As specified in R401 (6.1.4), institutions must report annually what programs they have under development or consideration [including currently approved programs being developed for fully on-line (asynchronous) delivery outside the institution's service region].

6.3.2 Each year, the CAOs will update the matrix describing programs under development or consideration (per R401), and the submissions will be reviewed by the Council of CAOs, with objections or concerns being raised during that review. This does not preclude an institution from objecting to a program during the R401 program review process, but it is preferable for objections to program delivery outside of a service area be raised BEFORE an institution spends considerable time and energy developing a program, if possible.

6.4 Conflict Resolution. When conflicts arise regarding delivery of programs, the CAOs of the involved institutions shall attempt to resolve the conflict. Conflicts that cannot be resolved at this level shall be addressed by the presidents of the involved institutions. Unresolved conflicts at the level of the involved presidents shall be forwarded to the Commissioner (in consultation with the Board of Regents) for resolution.

R315-7. Designated Service Areas

Institution-	ATE	Lower-Division	Upper-Division Service Area/by County	Graduate
University of Utah		Salt Lake- (On-main-campus-and-at-other-Regents-approved-sites); Davis- (South-of-Farmington); Summit- (Subject-to-agreement-with-UVSC.)	Salt Lake, Davis (South-of-Farmington), Summit (Park City only)	Entire state, except for WSU and SUU graduate service areas, based on assigned roles and prior SBR approval for off-campus degree programs
Utah State University	Cache, Rich, Box Elder, Duchesne, Uintah, Daggett	Cache, Rich, Box Elder, Duchesne, Uintah, Daggett	Same as Lower Division, but also Tooele, Utah, Wasatch, Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Tooele Carbon, Emery, Grand, San Juan, and shared service area with SUU in	Entire state, except for WSU and SUU graduate

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		Tooele (Subject to agreement with SLCC.)	Sanpete, Juab, Sevier, Millard, Piute, Wayne (SUU Business and Education; USU all other majors)	service areas, based on assigned roles and prior SBR approval for off-campus degree programs
Weber State University <u>USU - Eastern</u>	Weber, Morgan, Davis (Farmington and North)	Weber, Morgan, Davis (Farmington and North)	<u>Carbon, Emery, Grand, San Juan</u> Same as Lower Division, but also Salt Lake and Utah for selected Technology majors.	Weber, Morgan, Davis for Accountancy & M.Ed.
Southern Utah <u>Weber State University</u>	Iron, Garfield, Beaver	Iron, Garfield, Beaver	<u>Weber, Morgan, Davis</u> Same as Lower Division, but also Washington, Kane shared with Dixie based on assigned roles and prior SBR approval for off-campus degree programs; and shared service area with USU in Sanpete, Juab, Sevier, Millard, Piute, Wayne (SUU Business and Education; USU all other majors)	Iron, Garfield, Beaver, Washington, Kane, Sanpete, Juab, Sevier, Millard, Piute, Wayne for accountancy.
<u>Southern Utah Valley State College University</u>	Utah, Wasatch, Summit	Utah, Wasatch, Summit (Subject to agreement with U of U.)	<u>Iron, Garfield, Beaver</u> Utah, Wasatch based on assigned roles and prior SBR approval for off-campus degree programs	
Dixie College <u>Utah Valley University</u>	Washington, Kane	Washington, Kane	Washington, Kane based on assigned roles and prior SBR approval for off-campus degree programs <u>Utah, Wasatch, Summit (concurrent enrollment only within Park City)</u>	
Snow College <u>Dixie State University</u>	Sanpete, Sevier, Wayne, Piute, Millard, Juab	Sanpete, Sevier, Wayne, Piute, Millard, Juab	<u>Washington, Kane</u>	
<u>Snow College of Eastern Utah</u>	Carbon, Emery, Grand, San Juan	Carbon, Emery, Grand, San Juan	<u>Sanpete, Sevier, Wayne, Piute, Millard, Juab</u>	
Salt Lake	Salt Lake	Salt Lake	<u>Salt Lake for certificate, applied associate</u>	

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Community College	(including Skills Center), Tooele	(including Skills Center), Tooele (Subject to agreement with USU)	<u>and associate degrees</u>	
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R315, Service Area Designations and Coordination of Off-Campus Courses and Programs¹

R315-1. Purpose

- 1.1. Provide Principles:** To provide principles for offering levels and types of instruction at off-campus locations. These principles include: responsiveness to state-wide needs for higher education, efficient and effective use of state resources, accessibility to higher education throughout the state, and high quality educational experiences.
- 1.2. Designate Service Areas:** To designate institutional service areas by county, level and type of instruction for USHE colleges and universities.
- 1.3. Establish Guidelines:** To establish guidelines under which the Commissioner may review service area assignments, and recommend for review and approval of the Board service area education coordination plans outlining institutional responsibilities within the area to coordinate and offer instructional programs.

R315-2. References

- 2.1.** Utah Code [§53B-16-101](#) (Establishment of Institutional Roles and General Courses of Study)
- 2.2.** Policy and Procedure, [R312](#), Configuration of the Utah System of Higher Education and Institutional Missions and Roles
- 2.3.** Policy and Procedure [R353](#), Telecommunications for Off-campus Learning
- 2.4.** Policy and Procedure [R354](#), State Wide Open Broadcast Courses and Programs
- 2.5.** Policy and Procedure [R355](#), Planning, Funding and Delivery of Courses and Programs via Statewide Telecommunications Networks
- 2.6.** Policy and Procedure [R401](#), Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports
- 2.7.** Policy and Procedure [R428](#), Coordination, Support and Monitoring of Career and Technical Education

R315-3. Definitions

- 3.1 Designated Service Area.** The Utah counties for which a Utah System of Higher Education (USHE) institution has responsibility to provide courses or programs of study that fit within its mission
- 3.2 Designated Service Area Provider –** The USHE institution with responsibility to: (1) provide courses or programs of study consistent with its mission within a designated service area, (2) assist in

¹ Approved September 23, 1994; amended January 21, 2000 and April 15, 2009.

identifying other USHE institutions to provide courses or programs not within its mission, and (3) respond to requests from other institutions wishing to provide courses or programs of study within the provider's designated service area. Designated service areas are identified in R-315.7.

3.3. Concurrent Enrollment - enrollment by public school students in one or more USHE institution course(s) under a contractual agreement between the USHE institution and a school district/public school. Students continue to be enrolled in public schools, to be counted in average daily membership, and to receive credit toward graduation. They also receive college credit for courses. Concurrent enrollment is distinct from early college admission. (R165)

R315-4. Service Area Principles

4.1. Graduate Education: Graduate education is conducted primarily on the main campuses of the teaching and research universities. Some selected professional master's degree programs are offered at the Master's Universities. Selected off-campus graduate programs are offered by universities at centers and branch campuses, through university centers and distance learning technologies.

4.2. Upper Division Education: Upper division education is delivered by the universities (UofU, USU, WSU, SUU and UVU) on their main campuses, centers, branch campuses, university centers, and through distance learning opportunities; and by Dixie State University, and Snow College, but only as approved by the Regents.

4.3. Lower Division Education: Access to lower division education, including concurrent enrollment, should be as broadly available throughout the state as resources allow. In general, growth in lower division enrollments will be met by the comprehensive community colleges (SLCC and SNOW), baccalaureate college (DSU), and the Master's universities (WSU, SUU, and UVU) and through distance learning opportunities.

4.4. Remedial and Developmental Education: Remedial and developmental education is a part of the community college mission and receives regular state support at those institutions with that express mission. At institutions that do not have an express community college mission (aside from the Career and Technical Education roles that all USHE institutions except for the University of Utah) any below 1000 level (remedial or developmental) courses can be provided on a self-support basis.

4.5. Postsecondary Career and Technical Education (CTE): The Utah State Board of Regents, recognizing the diverse goals of its students, is committed to offering postsecondary career and technical education, both credit and noncredit. Postsecondary CTE is a vital statewide role of the Utah System of Higher Education. This responsibility is met in assigned service areas by all USHE institutions except for the University of Utah, which does not have a CTE mission.

4.6. Collaboration, Cooperation, and Sharing of Service Area Facilities: The institutions are part of a single system of higher education. Institutions shall collaborate, cooperate, and share facilities in geographic areas where more than one institution delivers educational services.

4.7. Right of First Refusal and Primary Responsibility: Within designated service areas, the local institution(s) has/have the right of first refusal and the first responsibility to provide programs consistent with mission and role assignments and to coordinate other offerings. After consultation and with the concurrence of the institution(s) designated to serve a particular area, other state institutions may provide needed lower division and other courses, that do not fall within the designated service provider(s)' mission and role assignments, interests, and/or capacities. Institutions shall designate a person responsible for responding to constituent requests for course and program delivery. Requests

from constituents in another state institution's designated service area shall be forwarded to the contact person of the appropriate designated service area provider. When the designated service area provider is unable to respond to a constituent request, the designated person within the institution should attempt to identify a possible alternative provider from within the USHE.

4.8. Regents-Approved Exceptions to Geographic Service Areas: Special circumstances involving such matters as methods of instruction, funding sources or mission and role assignments may result in exceptions to the geographic service area role assignments.

4.8.1. Technology-Delivered Instruction: Technologically-delivered courses and programs afford an efficient and effective means for Utah colleges and universities to provide broader and more economical access to high quality instruction. Courses or programs delivered via technology in asynchronous faculty-student interaction (fully "on-line" programs) are exceptions to the geographic service area designations.

4.8.2. Special Contract Courses: Self-supporting special contract courses, conferences, or programs with industry, government, or school districts not open to the general public will be exceptions under Regent guidelines.

4.8.3. Exclusive Statewide Program Roles: Certain exclusive statewide or regional program roles have been assigned to particular institutions. These institutions may provide programs outside their respective service areas under Regent guidelines. The institutional service areas are specified in R315.7.

4.9. Adjustments Approved by the Board: At a given time, in a given location, the Board may determine that a certain level or type of educational or training program is better delivered by an institution other than the one designated by this policy.

R315-5. Geographic Designations of Service Area Assignments for Off-Campus Programs and Courses by Program Level

5.1. Service Area Assignments: Service area assignments, as currently approved by the Board, are summarized in R315-7. Assignments are made through an evolving process that reflects an ongoing evaluation by the Commissioner and institutional Presidents. After recommendation by the Commissioner and institutional Presidents, assignments are reviewed and approved by the Board.

5.2. Designation by Type of Program: The geographic designations are intended to define service areas for off-campus programs offered by USHE institutions, including concurrent enrollment programs with high schools. Service areas for the delivery of career and technical education programs will be in accordance with R428, Coordination, Support, and Monitoring of Career and Technical Education.

R315-6. Provision for Delivery Outside of Designated Service Area

6.1 Provision by Written Agreement. An institution may deliver instruction outside of its designated service region if a written agreement between the Presidents of the delivering institution and the institution with responsibility for the designated service area has been executed (with the exceptions noted in R315.4.8). Agreements should address: (1) the course or program offerings to be delivered, (2) facility-sharing or other conditions of offering to be provided by each institution, and (3) conditions under which the institutions may revise or discontinue the agreement.

6.2 Verification of Existing Delivery Outside of a Designated Service Area. The Commissioner's

Office has responsibility for compiling a list of instruction being delivered outside designated service areas by each USHE institution no later than one month after Regent approval of this policy revision. The existing delivery outside of a designated service area that appears on this compiled list will be considered already approved. Institutions shall provide the name and contact information for the contact person for constituent requests for program delivery to the Office of the Commissioner.

6.3 Notification and Review of Program Delivery During Program Development and Approval Processes

6.3.1 As specified in R401 (6.1.4), institutions must report annually what programs they have under development or consideration [including currently approved programs being developed for fully on-line (asynchronous) delivery outside the institution's service region].

6.3.2 Each year, the CAOs will update the matrix describing programs under development or consideration (per R401), and the submissions will be reviewed by the Council of CAOs, with objections or concerns being raised during that review. This does not preclude an institution from objecting to a program during the R401 program review process, but it is preferable for objections to program delivery outside of a service area be raised BEFORE an institution spends considerable time and energy developing a program, if possible.

6.4 Conflict Resolution. When conflicts arise regarding delivery of programs, the CAOs of the involved institutions shall attempt to resolve the conflict. Conflicts that cannot be resolved at this level shall be addressed by the presidents of the involved institutions. Unresolved conflicts at the level of the involved presidents shall be forwarded to the Commissioner (in consultation with the Board of Regents) for resolution.

R315-7. Designated Service Areas

Institution	Service Area/by County
University of Utah	Salt Lake, Summit (Park City only)
Utah State University	Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Tooele
USU - Eastern	Carbon, Emery, Grand, San Juan
Weber State University	Weber, Morgan, Davis
Southern Utah University	Iron, Garfield, Beaver
Utah Valley University	Utah, Wasatch, Summit (concurrent enrollment only within Park City)
Dixie State University	Washington, Kane
Snow College	Sanpete, Sevier, Wayne, Piute, Millard, Juab
Salt Lake Community College	Salt Lake for certificate, applied associate and associate degrees

September 4, 2012

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: StepUp to Higher Education Update and College Guide

Background

For the Utah System of Higher Education to reach the "big goal" of having 66% of Utah's workforce with postsecondary degrees by 2020, it is essential to increase college participation from student populations who may have never considered higher education as a viable option. The StepUp to higher education campaign is a social awareness campaign to reach out to these students, paid for, and made possible, by a grant from the U.S. Department of Education (the College Access Challenge Grant (CACG)). The campaign encourages all Utah youth to dream big about their futures, and then act on those dreams by preparing for and completing college. Whether aiming for a one-year certificate or a four-year degree, StepUp provides tips, tools, resources and conversation starters on preparing and paying for college so that obtaining higher education can be a reality for all Utahns.

Issue

The StepUp Campaign was launched two years ago and centers on a comprehensive website which serves as a "front desk" to higher education in Utah. StepUpUtah.com has had 27,000 unique visitors and 21% of site traffic is by repeat visitors. The campaign and website targets three key groups with supporting messages: 12 years of age and under: **Encourage the Dream**; Youth 12 and over: **Inspire to Act**; and Parents, families, mentors and educators: **Support the Journey**. Over the past year we have also launched a number of additional strategies and grassroots efforts to drive traffic to the website including: the development of counselor toolkits, elementary school outreach games and information items in Spanish, Facebook campaign in partnership with Zagg, football and basketball high school halftime activities in conjunction with KJZZ, as well as launching a new website homepage and expanded kids pages. In addition, through presentation and outreach in public schools, community and college and university partnership events, we have **reached through personal contact 2,105** educators, parents, families and students.

One critical collateral piece that has been integrated into the campaign over the past two years is the college guide publication, which was completely revamped last year. This year the guide received a new fresh and sincere look which incorporated more student photos and profiles, as well as fun facts about our

Utah colleges and universities. Also the glossary has been expanded and the terms have been highlighted throughout the publication.

The CACG grant has made it possible for us to print 75,000 copies that are currently being distributed by the Utah Council to most high schools through the High School Tour. Additionally, these guides are being distributed to all our Utah Scholars junior high partner schools, USHE ImPACT subgrantees, College Access Network programs, as well as available for FREE order on our website.

Over the next year the campaign will: produce three 15-second television spots for TV, promoted online and in schools, radio sponsorships liners, and a digital and social media campaign to include YouTube, Facebook, and Pandora/Spotify. The campaign will also develop interesting ways to target audiences such as electronic standees, social media contests, interactive quizzes and community partnerships such as Papa Murphy's pizza toppers. Further, we plan to create more tools for elementary schools and community centers targeted at young children. We currently have a 1st to 2nd grade book being illustrated, and plan to increase partnerships with local libraries, museum, zoo, and the KSL Read Today program.

The CACG federal grant has helped to further the Regents' strategic priority of increasing participation in higher education. It has been instrumental in helping the Utah System of Higher Education maintain capacity and momentum toward increasing academic and financial preparation so more Utah citizens might more fully participate in postsecondary education.

Commissioner's Recommendation

This is an information item only, no formal action by the Board is required. However, the Board is encouraged to read and take note of the information in this memorandum and review the attached college guide, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

David L. Buhler
Commissioner of Higher Education

DLB/MMK
Attachment



STEP UP

College Guide

12

Give Me Some Credit

Classes that pay right now

14

Campus Confessions

Get advice from real students

16

Local Hot Spots

Explore the options in your own backyard

28

Make it Rain

Paying for college is possible



**NOW, LET'S
TALK ABOUT
YOUR DREAMS**



COLLEGE GUIDE

INSIDE THE GUIDE

6	Why College?
8	UtahFutures.org
10	College & Career Readiness Recommendations
14	Real Students
18	College & University Spotlights
26	Facts at a Glance
28	Paying for College
30	College Terms (glossary)

What do you want to do? Who do you want to be? You can step up to your dreams right now by stepping up to higher education. From one-year certificates to four-year degrees and beyond, college can deliver your dreams. Regardless of roadblocks, when you have the desire, it's more than possible—it's inevitable. So don't let anything stand in your way.

How can you start? In your hands at this very moment is a College Planning Guide that will help you every step of the way. Keep it handy and explore its pages for all the tools and tips that can help you make college a reality.

STEP UP + CHECK OFF

1

Visit StepUpUtah.com

Click 'Stay on Track' for a grade-by-grade checklist.

2

Read the College and Career Readiness Recommendations

Go to page 10 to review this important information with parents, counselors or family.

3

Visit UtahFutures.org

Utah's one-stop shop to assist students in education and career planning.



4

Take the Career Interest Inventory at UtahFutures.org

The inventory will help you figure out what careers might interest you the most.

5

Research Colleges Through UtahFutures.org

Which institutions have the degrees that interest you?

6

Set Up a Meeting with Your Counselor

Reviewing your plan to be college- and career-ready is a must.

7

Take Challenging Classes in High School

Advanced Placement (AP), International Baccalaureate (IB), or Concurrent Enrollment (CE) classes.

8

Talk to Your Counselor, A Lot

Your counselor can give you advice about course choices, college readiness, taking practice tests on UtahFutures.org, signing up for the ACT and SAT, and much more.

9

Visit StepUpUtah.com, Again

Click on 'Financial Aid' to learn about the different options available to help you pay for college.

10

Visit Colleges

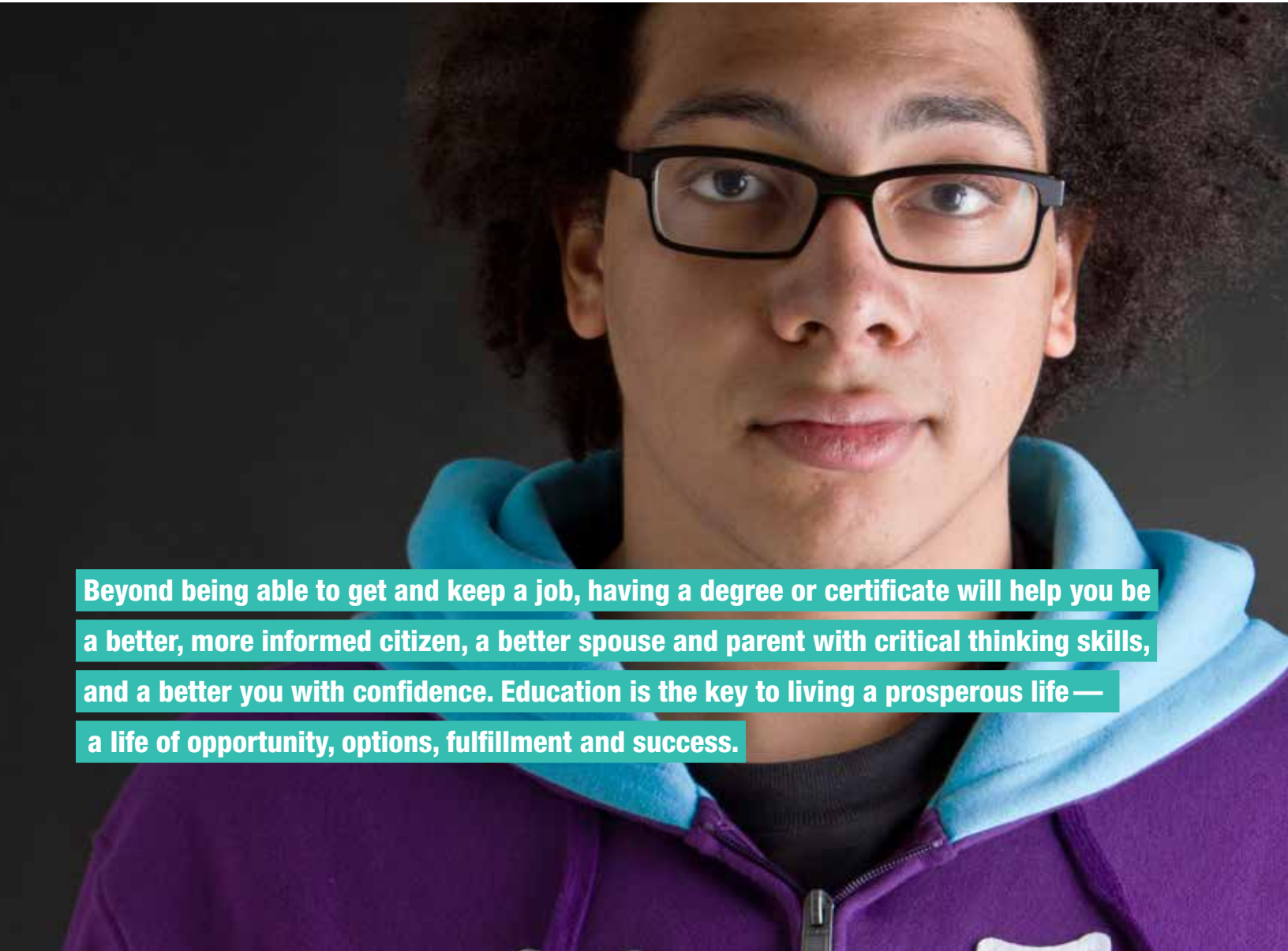
Visit different college campuses where you can ask questions, take tours, and get more information on their application procedures and deadlines.

11

Keep Studying and Working Hard

Every year of high school counts toward opening a future full of possibilities.

COLLEGE EQUALS



Beyond being able to get and keep a job, having a degree or certificate will help you be a better, more informed citizen, a better spouse and parent with critical thinking skills, and a better you with confidence. Education is the key to living a prosperous life — a life of opportunity, options, fulfillment and success.

HIGHLIGHTED words can be found in the glossary at the end of this guide.

OPPORTUNITY

FROM ONE-YEAR CERTIFICATES TO FOUR-YEAR DEGREES

Going to college will open doors for you. Doors that open to your dreams, whatever they may be. Maybe an **associate degree** in nursing. Possibly a **bachelor's degree** in business. Even a **certificate** in diesel mechanics or a degree in computer information systems. The options are endless. But here's the great thing: no matter what higher education looks like to you, it means success for everyone in the form of better pay, less unemployment, more security for you and your family, better benefits like health insurance and retirement plans, and most of all, opportunity.

Whether you're after living your passion or earning money, we all know a job is not just a job. There's a lot of variety out there, and going to college can position you for the best opportunities. Did you know the vast majority of jobs in the future will require some level of postsecondary (college) education? It's true. That's why Utah has set the goal to see 66% of our adult population receive a postsecondary education by the year 2020.

UTAHFUTURES.ORG

WHAT IS UTAHFUTURES?

UtahFutures.org is Utah's one-stop shop where you can make education and career plans online. Manage your plan to be college- and career-ready using UtahFutures.org in middle school and beyond. Online access makes it easy for parents to get involved.

DISCOVER INTERESTS AND APTITUDES

Online assessments help you explore your interests, work values, personality traits, learning styles, leadership strengths, talents, and more.

WHY SHOULD I USE IT?

UtahFutures helps you prepare for at least one year of postsecondary education. You will get clear information about requirements, earning power, and job availability for thousands of careers. Find out about postsecondary education in Utah and all over the country. Learn about prerequisites, course offerings, and program requirements. Discover **financial aid** and **scholarship** opportunities.





HOW TO GET

STARTED:

1.

Visit www.UtahFutures.org

2.

Click [Browse UtahFutures.org](#) to learn more

FIND A JOB

PAY FOR SCHOOL

WRITE YOUR RESUME

TAKE PRACTICE TESTS

SEEK ADULT EDUCATION

DISCOVER CAREER INTERESTS

INVESTIGATE WHAT TO STUDY

COMPARE COLLEGES AND UNIVERSITIES

MATCH YOUR LIFESTYLE TO YOUR CAREER

EXPLORE CAREER AND TECHNICAL EDUCATION

REVIEW TIPS FOR GETTING AND KEEPING A CAREER

EXPLORE

BE READY FOR COLLEGE & CAREERS



College and Career Readiness Recommendations to High School Students

The Utah State Board of Regents and the Utah State Board of Education believe all students should have education and career goals that will prepare them to experience fulfilling lives, actively participate as educated citizens, and thrive in a particularly competitive and global marketplace. A college- and career-ready student is prepared to succeed in college and in postsecondary workforce training programs. Opposite, you'll find joint recommendations for students to be college- and career-ready.



BUILD AN ACADEMIC FOUNDATION

- Take challenging classes in high school to develop an understanding of different subjects and a solid academic preparation for college-level courses. See College and Career Readiness Pathway suggestions on page 12.
- Take **Advanced Placement (AP)**, **International Baccalaureate (IB)**, or **Concurrent Enrollment (CE)** classes that lead to college credit and provide direct experience in college-level studies. Select Concurrent Enrollment classes that apply to general education, a certificate, or a degree that fits your educational plans.



DEVELOP INTELLECTUAL AND CAREER CAPACITY

- Select courses in high school that challenge the intellect and develop critical thinking, analysis, and problem-solving strategies.
- Practice creative problem solving, increase written and oral communication and teamwork skills and become technology proficient.
- Establish time management and study habits to prepare for the greater amount of independent work required in college.



EVALUATE PROGRESS FOR COLLEGE

- Do the very best academic work possible in every class taken from middle school through the senior year of high school.
- Speak with a counselor about your course choices; ask for advice on enhancing college readiness skills.
- Throughout the middle and high school years, use external methods (such as the EXPLORE, PLAN and ACT sequence of tests, or **ACCUPLACER**) to determine how close you are to being ready for college.
- Adjust study habits and school course choices appropriately to address weaknesses and stay on track.



EXPLORE POSTSECONDARY OPTIONS

- Visit at least one college campus; take a guided tour and ask questions.
- Learn how much college costs. Submit the Free Application for Federal Student Aid (**FAFSA**) by the priority deadline. Ask a financial aid advisor about scholarships, **grants**, **loans**, and **work study**.
- Complete the steps necessary for college entry: take a college entrance exam (**ACT or SAT**) and submit an admission application by the priority deadline.

TAKE IT TO MAKE IT

HIGH SCHOOL COURSE SELECTION RECOMMENDATIONS

	HIGH SCHOOL GRADUATION*	COLLEGE AND CAREER READINESS PATHWAYS		REGENTS' SCHOLARSHIP
	State Graduation Requirements	1- & 2-Year Certificate and Degree Pathway	2-Year Transfer and 4-Year Degree Pathway	Course Requirements**
<i>English/Language Arts</i>	4.0 credits	Concentrate on developing technical reading, writing, and research skills.	Concentrate on developing reading, writing, and research skills.	4.0 credits of English
<i>Mathematics</i>	3.0 credits 1.0 credit Algebra I 1.0 credit Geometry 1.0 credit Algebra II Mathematics course titles changed to Common Core Mathematics titles for 9th graders in Fall 2011.	Take required Mathematics courses and focus on the application of math concepts related to the chosen career goal in your Student Education Occupation Plan (SEOP).	Take a Mathematics class in the senior year. Students interested in STEM degrees should take at least one Mathematics course beyond Algebra II.	4.0 credits of progressive Mathematics At minimum a student must complete Algebra I, Geometry, Algebra II and one additional progressive course or complete the Secondary Math 1, 2, 3 and one additional progressive course.
<i>Science</i>	3.0 credits 2.0 credits from the four science foundation areas: Earth Systems, Biological Science, Chemistry, or Physics 1.0 credit from the foundation courses or the Applied or Advanced Foundation science core list	Three credits of Science will prepare you for college. Choose foundation, applied, or advanced courses aligned with your SEOP goal.	Three credits of Science will prepare you for college. Choose foundation, applied, or advanced courses aligned with your SEOP goal. Students interested in STEM degrees should take 4 credits of Science.	3.0 credits of lab-based Science courses to include one each of Biology, Chemistry and Physics
<i>Social Science/ Social Studies</i>	3.0 credits 1.0 credit U.S. History 0.5 credit Geography 0.5 credit World Civilization 0.5 credit U.S. Government and Citizenship 0.5 credit General Financial Literacy	Select Social Studies classes that provide a strong academic foundation but also enable you to explore a variety of career paths.	Select Social Studies classes that provide the strong academic foundation but also enable you to explore a variety of career paths.	3.5 credits of Social Science
<i>Directed Coursework</i>	3.0 credits 1.5 credits Fine Arts 1.0 credit Career and Technical Education 0.5 credit Computer Tech	Choose electives that concentrate on a pathway that meets your high school graduation requirements and provides depth (two or more courses) in an area of interest.	Choose directed coursework associated with your career path. CTE and fine arts courses allow you to explore these areas. Take a challenging computer technology course to prepare for college-level projects.	
<i>Physical Education/Health</i>	2.0 credits	Build a foundation for a healthy lifestyle that is key to college and career success.	Build a foundation for a healthy lifestyle that is key to college and career success.	
<i>Required Electives</i>	6.0 credits	Select electives that focus on your SEOP goal and chosen Pathway.	Take challenging courses through the senior year.	
<i>World Languages</i>			Recommend 2.0 years of the same World Language, other than English, in a progressive manner during grades 6-12.	Require 2.0 credits of the same World Language, other than English, taken in a progressive manner during grades 9-12.
<i>District Requirements</i>	Varies by District	Meet your district's requirements for graduation.	Meet your district's requirements for graduation.	Meet your district's requirements for graduation.

* For more information on Utah High School Graduation Requirements, visit <http://schools.utah.gov/curr/gradinfo/>

** For list of courses that satisfy Regents' Scholarship requirements, see http://www.higheredutah.org/scholarship_info/regents-scholarship/
See UtahFutures.org and college and university websites for more scholarship and financial aid information.



REAL STUDENTS.



SOFIA GLENDALE, UT

“I’ve always enjoyed working with engines, so for me the decision was easy. In a few months, I’ll be starting classes and working toward getting my Diesel Mechanics certificate. In just a year, I’ll be done and ready to start working at doing what I love.”



JASMINE OGDEN, UT

“Here’s the thing: high school is really structured, which is fine, but I’m looking forward to college because I can set my own schedule and be responsible for getting things done on my own time. That freedom sounds really nice.”



SAM MAGNA, UT

“I’m one year into my college degree and doing well. I stay on track by taking at least fifteen credit hours per semester. This way, I can graduate on time, start working, and begin earning more money with my shiny, new degree!”



ETHAN CEDAR CITY, UT

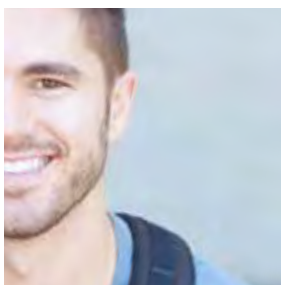
“Honestly, I’m not sure what I want to be when I grow up. But I know that going to college will better my life. I’m a sophomore in high school and am still trying to figure it all out as I take classes and check in with my counselor now and then.”

REAL STORIES.



ISABELLA SALT LAKE CITY, UT

“My older sister didn’t go to college. She did get a job, but without a degree she had a really hard time moving up in the company and getting more pay. She told me to at least get a two-year associate degree and to do it NOW.”



DIEGO LEHI, UT

“I haven’t always made the best decisions, but going to college is one thing I got right. I became the first person in my family to graduate from college, and now I have a job that’s actually pretty cool.”



SARA HEBER, UT

“I’m going to start by getting my associate degree. Then who knows—maybe I’ll keep going and get a four-year degree. Depends on what kind of financial aid I can get. Things are looking good so far and I’m excited for my future.”



TERRY ROSE PARK, UT

“It’s not enough to have a high school diploma. These days, jobs require more knowledge, more skills, and an overall well-rounded education. I’ve been out of college for a few years now and haven’t regretted it once.”

UTAH'S HOT SPOTS

FUN FACTS ABOUT LOCAL COLLEGES AND UNIVERSITIES

1

Utah State University

ON THE MAP: 80% of USU students live away from home, making USU Utah's largest residential campus. Logan has been ranked as the #2 "Best College Town" in the nation.

5

University of Utah

ON THE MAP: Feeling smart enough to duke it out with the likes of MIT? In the past six years, the University of Utah ranked first or second among institutions for startups.

2

Weber State University

ON THE MAP: WSU offers more than 215 undergraduate programs, including the Bachelor of Integrated Studies program, which allows you to create a degree as unique as you.

6

Westminster College

ON THE MAP: Westminster has more than 60 different student clubs and organizations.

3

LDS Business College

ON THE MAP: Weekly devotionals are held in the Assembly Hall on Historic Temple Square.

7

Utah Valley University

ON THE MAP: Several times throughout the school year you can enjoy some of the best dining around by visiting Restaurant Forte—a fine-dining restaurant located on UVU's campus and featuring some of the latest creations of our award-winning culinary arts program.

4

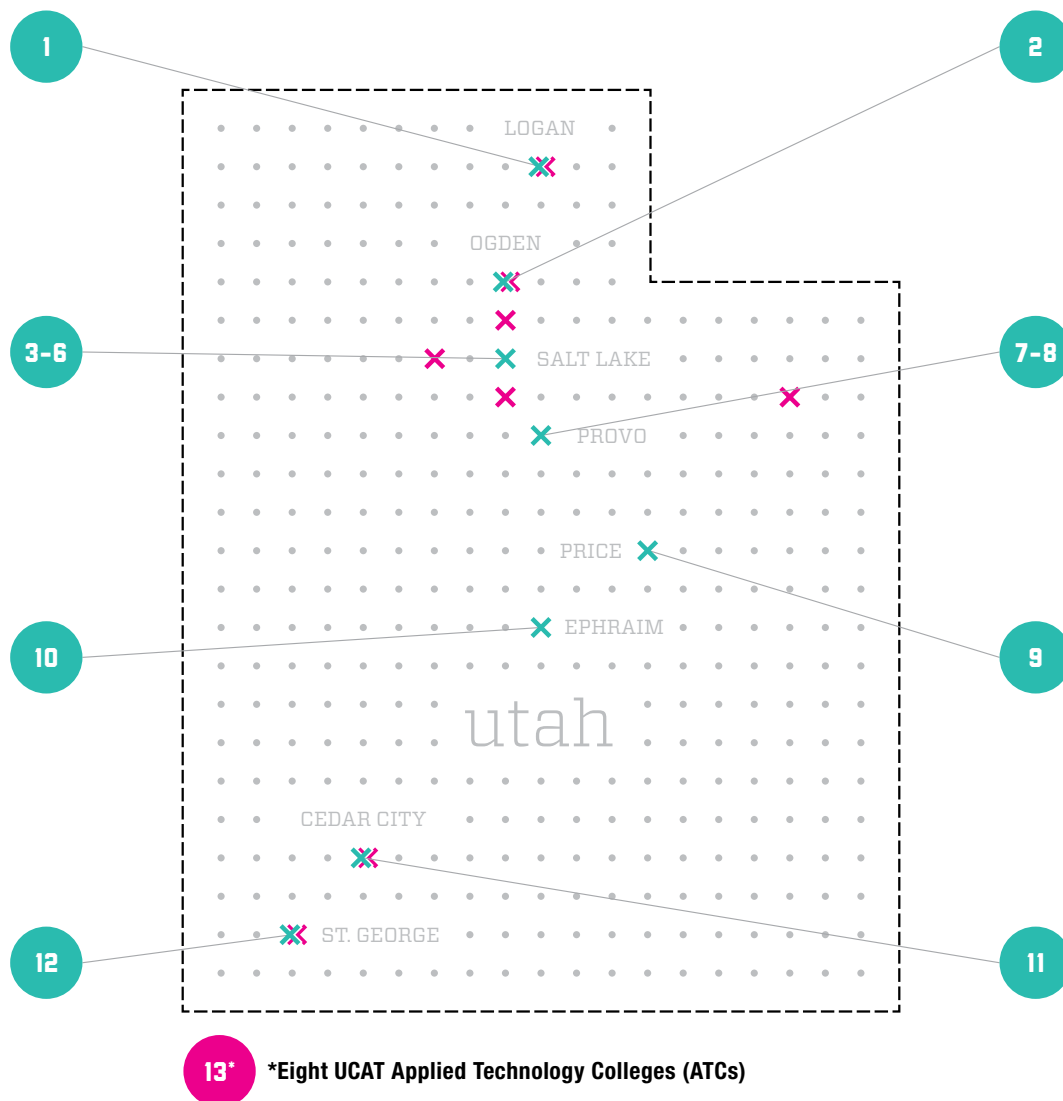
Salt Lake Community College

ON THE MAP: The College ranks 3rd in the nation in the number of associate degrees awarded.

8

Brigham Young University

ON THE MAP: Live cougars once terrorized the campus (this was back in 1924, and the incident was quickly remedied).



9

USU Eastern

ON THE MAP: Home of the Utahraptor made famous in the movie Jurassic Park. If you dare, you can visit this nimble and vicious predator in the college's world-class Prehistoric Museum.

12

Dixie State University

ON THE MAP: Enjoy 300+ days of sunshine and an average temperature of 70 degrees.

10

Snow College

ON THE MAP: Snow College is the only college in the nation to have a partnership with Juilliard.

13

Utah College of Applied Technology

ON THE MAP: UCAT's Applied Technology Colleges have an 87 percent placement rate among students who completed certificate programs. These students were hired in their field or placed in additional education during 2012.

11

Southern Utah University

ON THE MAP: With national and state parks surrounding SUU on all sides, the University has more than 150 chartered clubs and student organizations devoted to exploring our world.

COLLEGE & UNIVERSITY GUIDE



BYU

Brigham Young University

Brigham Young University seeks to develop students of faith, intellect and character who have the skills and the desire to continue learning and to serve others throughout their lives. Established in 1875, the university provides an outstanding education in an atmosphere consistent with the ideals and principles of its sponsor, The Church of Jesus Christ of Latter-day Saints. Recognized for its strong academic programs, BYU is known for its intellectually minded and internationally experienced student body, world-class teaching, and Division I athletic teams.



Take a Tour

We'll arrange a personal tour for you—contact us one to two weeks in advance to schedule a visit at 801-422-4431.

How to Apply

Online: BeSmart.com
Telephone: 801-422-2507
Deadline: Priority (freshman only) = Dec. 1st, Final= Feb. 1st

Tuition and Fees

(2 Semesters)
 \$4,850 (LDS)
 \$9,700 (Non-LDS)

Financial Aid

Direct link to application:
<http://www.fafsa.ed.gov/>
Deadline: May 1st
Telephone: 801-422-4104

Get in Touch

Visit www.b4byu.com or call 801-422-5000

Mascot

Cougar ("Cosmo")



DSU

Dixie State University

Dixie State University is an open enrollment institution dedicated to serving its students with small class sizes and passionate faculty who strive to make the student experience memorable. DSU offers more than 40 baccalaureate programs in over 20 highly sought after content areas, and is continually adding more degree offerings to address student demand. DSU also remains true to its community college mission in offering associate degree and certificate programs that meet the needs of students, the community and the state. With the lowest in-state and out-of-state tuition costs of any of Utah's four-year institutions, Dixie State offers an affordable educational opportunity in the picturesque red rocks of St. George.



Take a Tour

Tours are offered Monday through Friday, and Saturdays, by appointment. Call today 435-652-7590

How to Apply

Online: www.dixie.edu/futurestudents
Telephone: 435-652-7590
Deadline: None

Tuition and Fees

(2 Semesters)
 \$4,291 (Resident)
 \$12,307 (Non-Resident)

Financial Aid

Direct link to application:
www.dixie.edu/financial
Deadline: None – Apply as soon as possible
Telephone: 435-652-7575

Get in Touch

Visit www.dixie.edu or call 435-652-7590

Mascot

Red Storm/Big Dee



LDSBC

LDS Business College

LDS Business College specializes in training students for the job market. Graduates have a high job placement rate - most find jobs within six months of graduation. Students learn in a personalized setting with an average of 24 students per class. Learning is enhanced by a rich, spiritual environment, weekly devotionals, and Institute of Religion courses. Temple Square, Gateway and City Creek Malls, and major entertainment and sporting events are within walking distance of campus. The College's 2,000 students come from every state and more than 60 countries worldwide.



Take a Tour

Campus tours are offered Monday through Friday, from 9:00 a.m. to 5:00 p.m. or by appointment.

Call 801-524-8159 or email tours@ldsbc.edu to schedule your personal tour.

How to Apply

Online: BeSmart.com
Telephone: 801-524-8145
Deadline: 10 days before class begins (for U.S. residents); March 1 for freshman scholarships.

Tuition and Fees

(2 Semesters)
 \$3,060 (LDS)
 \$6,120 (Non-LDS)

Financial Aid

Direct link to application:
www.fafsa.ed.gov
Deadline: Rolling
Telephone: 801-524-8111

Get in Touch

Visit ldsbc.edu or call 801-524-8145

Mascot

Lion

LDS
 BUSINESS
 COLLEGE

SLCC

Salt Lake Community College

As Utah's most diverse institution of higher education, SLCC is an open access, comprehensive community college. Offering a full range of academic programs and economic development opportunities, the College specializes in workforce development and general education for transfer to 4-year universities. The College emphasizes small class sizes with support for each student. SLCC combines high value and affordability with quality education. The College offers a personal feel by maintaining a student to faculty ratio of 20:1. Scholarships and financial aid are available for students who qualify.



Take a Tour

We offer campus tours year round and are glad to schedule an individual campus visit to answer your questions. For more details, please call 801-957-4543.

How to Apply

Online: www.slcc.edu
Telephone: 801-957-4543
Deadline: August 16

Tuition and Fees

(2 Semesters)
 \$3,342 (Resident)
 \$10,594 (Non-Resident)
 \$1,472 (Apprenticeship)

Financial Aid

Direct link to application:
<http://www.slcc.edu/financialaid/index.asp>
Deadline: April 15
Telephone: 801-957-4410

Get in Touch

Visit www.slcc.edu or call 801-957-4111

Mascot

Bruin

Salt Lake
 Community
 College
 STEP AHEAD.

SNOW

Snow College

Snow College is the state's premier rural, residential two-year college. It provides traditional college-age students with the opportunity for a higher education experience in a small and personalized campus setting. In addition to providing general education courses, the college provides career and technical education, primarily at its Richfield campus.



Take a Tour

Tours are offered Monday through Friday by appointment. Call today 800-848-3399 or visit www.snow.edu/welcome/visit.html

How to Apply

Online: www.snow.edu
Just click the application link.
Telephone: 800-848-3399
Email: snowcollege@snow.edu
Deadline: Open Admission

Tuition and Fees

(2 Semesters)
\$3,086 (Resident)
\$10,230 (Non-Resident)

Financial Aid

Direct link to application:
www.snow.edu/finaid
Deadline: June 1
Telephone: 435-283-7130

Get in Touch

Visit www.snow.edu or call 800-848-3399

Mascot

Badger



SUU

Southern Utah University

As the state's designated liberal arts and sciences university, SUU provides an engaged college experience with hands-on experiential and personalized learning in a residential setting. With 8,000 students across 150 academic programs, SUU is small enough that 80% of its classes have 30 students or fewer but large enough to compete in Division I Big Sky Conference athletics, sponsor 150 student organizations, and count some of the nation's top scholars among its professors. Off campus, SUU students enjoy the more than 13 state and national parks nearby, including Bryce Canyon and Zion National Parks.



Take a Tour

Tours are offered Monday through Friday. Call us at 435-586-7741 or visit www.suu.edu/campustour

How to Apply

Online: www.suu.edu/apply
Telephone: 435-586-7740
Email: adminfo@suu.edu
Deadline: May 1

Tuition and Fees

(2 Semesters)
\$5,924 (Resident)
\$17,902 (Non-Resident)

Financial Aid

Direct link to application:
<http://www.suu.edu/ss/financial/>
Deadline: July 1
Telephone: 435-586-7735

Get in Touch

Visit www.suu.edu or call 435-586-7700

Mascot

Thunderbird



U of U

University of Utah

The University of Utah, a proud member of the Pac-12 Conference, is located in Salt Lake City at the base of the Wasatch mountain range and is Utah's flagship university. Founded in 1850, the U serves more than 32,000 students from across the United States and the world. Offering more than 100 undergraduate majors and more than 90 graduate degree programs, including law and medicine, the university prepares students to live and excel in the global workplace.



Take a Tour

Visit www.utah.edu/campusvisit or call 801-581-8761 or 800-685-8856.

How to Apply

Online: www.admissions.utah.edu/apply

Telephone: 801-581-8761

Deadline: Priority December 1, Regular April 1

Tuition and Fees

(15 credit hours, 2 Semesters)
\$7,457 (Resident)
\$23,736 (Non-Resident)

Financial Aid

Direct link to application: financialaid.utah.edu

Deadline: Deadlines: December 1 (Honors at Entrance and Presidential) and February 1 (remaining U scholarships)

Telephone: 801-581-6211

Get in Touch

Visit admissions.utah.edu or call 801-581-8761

Mascot

Swoop, the red-tailed hawk



UCAT

Utah College of Applied Technology

UCAT is Utah's system of eight regional "applied technology colleges" (ATCs). The ATCs offer 263 accredited certificates preparing students for a variety of technical fields. In as little as 3-24 months you will gain the skills you need to become employed in a great job. Many programs also articulate to associate degrees at other colleges and universities. High school students attend tuition-free and adults pay just \$1.75 - \$2.00 per clock hour. Financial aid is available to those who qualify. You can enroll anytime and classes are taught in self-paced, hands-on environment.



Bridgerland ATC (Logan/Brigham City)

Visit www.batc.edu • Call 435-753-6780

Davis ATC (Kaysville)

Visit www.datc.edu • Call 877-815-DATC (3282)

Dixie ATC (St. George)

Visit www.dxatc.edu • Call 435-674-8400

Mountainland ATC (Lehi/Orem/Sp.Fork)

Visit www.mlatc.edu • Call 801-753-MATC (6282)

Ogden-Weber ATC (Ogden)

Visit www.owatc.edu • Call 801-627-8300

Southwest ATC (Cedar City/Kanab)

Visit www.swatc.edu • Call 435-586-2899

Tooele ATC (Tooele)

Visit www.tatc.edu • Call 435-248-1800

Uintah Basin ATC (Roosevelt/Vernal)

Visit www.ubatc.edu • Call 435-722-6900

UCAT Statewide

Visit www.ucat.edu • Call 801-341-6000



USU

Utah State University

At Utah State University, you'll be pushed to be better, go further, to participate and to lead. Located in Logan, USU is the complete package with an incredible value: top-notch faculty, amazing student life, hands-on undergraduate research, NCAA Division 1 athletics, and the largest residential campus in Utah. In fact, Forbes ranked USU as the "#1 Highest Ranked Public Institution in the West" and #5 for "Best College Buys." Our students love being Aggies, whether they are cheering their hearts out at a football game, having late-night study sessions in the library, eating our world famous Aggie Ice Cream, or sledding down Old Main Hill. With so many opportunities, come see why our students love saying "I'm an Aggie!"



Take a Tour

Visit www.usu.edu/campustour or call 435-797-1079

How to Apply

Online: www.usu.edu/admissions/applyonline
Telephone: 800-488-8108 or 435-797-1079
Email: admit@usu.edu
Deadline: April 1 (Fall semester), October 1 (Spring semester), April 1 (Summer semester)

Tuition and Fees

(2 Semesters)
 \$5,796 (Resident)
 \$16,696 (Non-Resident)

Financial Aid

Direct link to application: www.usu.edu/finaid/applying
Deadline: July 1 (Fall semester), November 1 (Spring semester), April 1 (Summer semester)
Telephone: 435-797-0173

Get in Touch

Visit www.usu.edu or call 800-488-8108

Mascot

Big Blue the Aggie Bull



USU EASTERN

Utah State University Eastern

USU Eastern is ranked 3rd in the nation for success in helping students graduate or transfer into four-year universities. It is a comprehensive regional college (junior college offerings plus selected baccalaureate and graduate degrees) and part of the nationally ranked Utah State University. USU Eastern has a proven track record of helping students transition to be better prepared for upper-division classes. With campuses in Price and Blanding, USU Eastern serves a unique demographic giving Utah residents an out-of-state experience while paying in-state tuition.



Take a Tour

Visit: <http://eastern.usu.edu/become/html/apply> or call 1-888-202-USUE(8783)

How to Apply

Online: <http://eastern.usu.edu/become/html/apply>
Telephone: 1-888-202-USUE(8783) or 435-613-5226
Email: <http://eastern.usu.edu/become/>
Deadline: Open Enrollment

Tuition and Fees

(2 Semesters)
 \$3,221 (Resident)
 \$5,972 (Non-Resident)

Financial Aid

Direct link to application: <http://www.fafsa.ed.gov/>
Deadline: There is no deadline
Telephone: 1-888-202-8783

Get in Touch

Visit <http://eastern.usu.edu/price/> or call 1-888-202-USUE(8783)

Mascot

Golden Eagle

UVU

Utah Valley University

As a teaching university dedicated to student success, Utah Valley University offers professional certificates and diplomas, more than 120 associate and baccalaureate degrees and a targeted number of master's degrees for a rapidly increasing number of students with diverse interests and backgrounds. Located in Orem, Utah, between the Wasatch Mountains and Utah Lake, UVU is what the prestigious Carnegie Foundation calls a "community engaged" institution. This means two things: first, UVU students prepare for professional life through "engaged learning," or the integration of academic and hands-on learning. Second, UVU has a long-standing commitment to serving the needs of the local community.



Take a Tour

Visit www.uvu.edu/futurestudents or call 801-863-8811

How to Apply

Online: www.uvu.edu/admissions
Telephone: 801-863-4636
Email: admissions@uvu.edu
Deadline: August 1

Tuition and Fees

(2 Semesters)
 \$4,786 (Resident)
 \$13,518 (Non-Resident)

Financial Aid

Direct link to application:
<http://www.uvu.edu/financialaid/apply/>
Deadline: (This date varies depending on the type of aid)
Telephone: 801-863-8442

Get in Touch

Visit www.uvu.edu or call 801-863-4636

Mascot

Willy the Wolverine



WSU

Weber State University

Weber State University offers a variety of two- and four-year degrees, and multiple graduate programs. A leader in undergraduate education, WSU provides a small-class environment, where students work closely with faculty and participate in research and community-service opportunities. Outside the classroom, students take part in more than 175 clubs, cheer on 16 NCAA teams, and enjoy cultural and recreational offerings. Combining low tuition with more than \$90 million in scholarships and financial aid, WSU is one of the most affordable universities in the West.



Take a Tour

Visit www.getintoweber.com and click "Visit Campus." Call 801-626-6050 or email admissions@weber.edu.

How to Apply

Online: www.getintoweber.com
Telephone: 801-626-6050
Email: admissions@weber.edu
Deadline: Open

Tuition and Fees

(2 Semesters)
 \$4,991 (Resident)
 \$13,312 (Non-Resident)

Financial Aid

Direct link to application:
www.fafsa.ed.gov
Deadline: March 1
Telephone: 801.626.7569

Get in Touch

Visit www.getintoweber.com or call 801-626-6050.

Mascot

Waldo the Wildcat



WEBER STATE
UNIVERSITY

WESTMINSTER

Westminster College

Westminster is a nationally recognized, comprehensive liberal arts college. With a broad array of graduate and undergraduate programs, Westminster is distinguished by its unique environment for learning. Westminster prepares students for success through active and engaged learning, real-world experiences, and its vibrant campus community. With a beautiful campus located in the Sugar House neighborhood, classes are never more than a five minute walk away. Westminster's unique location, adjacent to the Rocky Mountains and the dynamic city of Salt Lake, further enriches the college experience.



Utah Educational Savings Plan®

HELPING UTAH FAMILIES SAVE FOR COLLEGE

The Utah Educational Savings Plan (UESP) is Utah's official nonprofit 529 college savings program.

Dedicated to helping Utah families save for future college expenses, UESP plays a vital role in making it possible for Utah students to achieve a higher education.

When you save for college with UESP, you may benefit from tax-free earnings and a Utah state income tax credit. In addition, UESP requires no minimum deposits or balances, so you can save a little or a lot, according to your schedule.

Important Legal Notice

The Utah Educational Savings Plan (UESP) is a Section 529 plan administered and managed by the Utah State Board of Regents and the Utah Higher Education Assistance Authority (UHEAA).

Read the Program Description for more information and consider all investment objectives, risks, charges, and expenses before investing. Call 800.418.2551 for a copy of the Program Description or visit uesp.org.

Investments are not guaranteed by UESP, the Utah State Board of Regents, UHEAA, or any other state or federal agency. However, Federal Deposit Insurance Corporation (FDIC) insurance is provided for the FDIC-insured savings account. Please read the Program Description to learn about the FDIC-insured savings account. Your investment could lose value.

Take a Tour

Visit www.westminstercollege.edu/visit or call 801-832-2200 or 800-748-4753

How to Apply

Online: www.westminstercollege.edu/apply
Telephone: 801-832-2200
Deadline: Rolling admissions

Tuition and Fees

(2 Semesters)
\$29,000
(\$23,700 Average Freshman Aid)

Financial Aid

Direct link to application:
www.westminstercollege.edu/aid

Deadline: Rolling
Telephone: 801-832-2500

Get in Touch

Visit www.westminstercollege.edu/admissions or call 801-832-2200 or 800-748-4753

Mascot

Griffin



DREAM FACTORIES,

FACTS AT A GLANCE

	FALL 2012						
INSTITUTIONS	ENROLLMENT	CERTIFICATES	AAS	AS/AA	BS/BA	MASTERS	PHD/ PROF.
Brigham Young University <i>www.byu.edu</i> 801-422-5000	30,814				X	X	X
Dixie State University <i>www.dixie.edu</i> 435-652-7590	8,863	X	X	X	X		
LDS Business College <i>www.ldsbc.edu</i> 801-524-8145	2,000	X	X	X			
Salt Lake Community College <i>www.slcc.edu</i> 801-957-4111	30,112	X	X	X			
Snow College <i>www.snow.edu</i> 1-800-848-3399	4,368	X	X	X	X*		
Southern Utah University <i>www.suu.edu</i> 435-586-7700	8,297	X	X	X	X	X	
University of Utah <i>www.utah.edu</i> 801-581-7200	32,388				X	X	X
Utah College of Applied Technology <i>www.ucat.edu</i> 801-341-6000	39,377	X					
Utah State University <i>www.usu.edu</i> 800-488-8108	28,786	X	X	X	X	X	X
Utah State University Eastern <i>www.eastern.usu.edu</i> 800-202-8783	2,324	X	X	X	X	X	X
Utah Valley University <i>www.uvu.edu</i> 801-863-4636	31,562	X	X	X	X	X	
Weber State University <i>www.weber.edu</i> 801-626-6000	26,681	X	X	X	X	X	

*Bachelor of Music in Commercial Music

CLOSE TO HOME

FALL ADMISSION DEADLINE/APP FEE SCHOLARSHIP APPLICATION DEADLINE	SCHOLARSHIP APPLICATION DEADLINE	13-14 TUITION & FEES FOR 1 YEAR (BASED ON 15 CREDIT HOURS PER SEMESTER)	AVG. ON-CAMPUS HOUSING	AVG. ON-CAMPUS MEAL PLAN COST FOR 1 YEAR (19 MEALS/WK)	FINANCIAL AID PRIORITY DEADLINE
Priority(freshman only) Regular 2/1 \$35	February 1	\$4,850 LDS \$9,700 Non-LDS	\$3,350	\$3,734	May 1
Open \$35	March 1	\$4,291 Resident \$12,307 Non-Resident	\$1,900	\$2,500	March 1
10 days prior to semester \$35	March 1	\$3,060 LDS \$6,120 Non-LDS	N/A	N/A	July 1
August 16 (Credit programs only) \$40	March 1	\$3,342 Resident \$10,594 Non-Resident \$1,472 Apprenticeship	N/A	N/A	April 15
Open \$30	March 1	\$3,086 Resident \$10,230 Non- Resident	\$1,900	\$1,800	June 1
May 1 \$50	Priority Dec 1	\$5,924 Resident \$17,902 Non-Resident	\$3,136	\$3,160	July 1
Priority 12/1 Regular 4/1 \$45	Varies	\$7,457 Resident \$23,736 Non-Resident	\$3,396	\$3,303	April 1
Year-Round	Year-Round	Utah HS Students \$0 Adults \$1.75-\$2.00/ clock hr Fees may apply	N/A	N/A	Year Round
April 1 \$40	Priority Dec 1	\$5,796 Resident \$16,696 Non-Resident	\$2,500	\$3,250	March 15
Open \$40	March 1	\$3,221 Resident \$5,972 Non-Resident	\$1,700	\$1,900	March 1
August 1 \$35	First Priority February 1	\$4,786 Resident \$13,518 Non-Resident	N/A	N/A	Varies
Open \$30	Priority: January 13 Transfer Students: March 1	\$4,991 Resident \$13,312 Non-Resident	\$3,276	\$2,496	March 1

PAYING FOR COLLEGE IS POSSIBLE



Getting a college education is an investment that will provide a lifetime of returns, so don't let finances stand in your way. There are many resources available to help you afford higher education, and the first step is to become informed. Here are a few suggestions that will help as you explore your options:

- Pay attention to the financial literacy course you take during your junior or senior year in high school.
- Take advantage of your high school counseling center's resources.
- Actively listen and take part in college presentations and events at your high school.
- Visit the college(s) that interests you. Schedule an appointment with a financial aid advisor at the college or university when you plan your visit and have a parent or guardian go with you if possible.
- Explore the wide variety of financial aid and scholarship information at UtahFutures.org or StepUpUtah.com.



WHAT'S AVAILABLE?

FINANCIAL AID COMES IN ONE OF THE FOLLOWING TYPES:

- **Grants** – money given to those who qualify based upon financial need, no need for repayment.
- **Scholarships** – money given for education, based on merit, need, and/or talent, no need for repayment.
- **Work-study** – money given to a qualified individual in exchange for work.
- **Loans** – money loaned at a favorable rate but must be repaid.
- **Utah Educational Savings Plan (UESP)** – save money now to use for college later.



For more information on “Paying for
College” events, visit blog.UHEAA.org

COLLEGE TERMS

Don't Get Lost in Translation

ACCUPLACER – The purpose of ACCUPLACER tests is to provide you with useful information about your academic skills in math, English, and reading. The results of the assessment, in conjunction with your academic background, goals, and interests, are used by academic advisors to determine your course selection. You cannot “pass” or “fail” the placement tests, but it is very important that you do your very best on these tests so that you will have an accurate measure of your academic skills.

American College Testing Program (ACT) – A four-part examination designed to measure a student's scholastic development. The test covers English, mathematics, social studies, and natural sciences. Many colleges require students to take this test or the SAT and submit their test scores when they apply for admission. It is recommended that students take the ACT or the SAT during their junior year in high school and then again as a senior.

Admissions & Scholarship Index – Admissions and scholarship decisions can be based on an index of GPA and ACT scores at some of our institutions of higher education. The score may also be used for placement. For more information please contact the institution of your choice to determine if this is applicable.

Advanced Placement Program (AP) – A service of the College Board that provides high schools with course descriptions in college subjects and Advanced Placement Examinations in those subjects. High schools teach the courses and give the examinations to interested students. Those who pass the exams are eligible for advanced placement, college credit, or both.

Applied Technology College (ATC) – A college that prepares technically-skilled workers in specific occupations that generally do not require an associate or more advanced degree. ATC students can earn certificates that prepare them directly for employment in a few months to a little more than a year. Most ATC programs admit all who apply. High school students enroll tuition-free and receive high school credit while qualifying for technical skills.

Applied Associate Degree (A.A.S.) – Two-year programs that provide broader knowledge in fields ranging from Biomanufacturing and Computer Information Systems to Dental Hygiene and Digital Media. The in-depth knowledge and skills acquired in an Associate of Applied Science (A.A.S.) degree prepare students for employment in a career track with advancement opportunities.

Associate Degree (A.A., A.S.) – Two-year programs that provide the academic foundation for transfer to a four-year bachelor's degree program. Associate of Arts (A.A.) and Associate of Science (A.S.) programs cover the curriculum taught in the first two years of a four-year program of study.

Bachelor's Degree (B.A., B.S.) – Four-year programs that provide in-depth, specialized knowledge in a major or field of study. Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees prepare students for employment in fields from Accounting to Theatre, or for further studies.

Career Assessment Inventory (CAI) – An assessment test given to students to direct them toward occupations that may be of interest. In the Assessment Link component of UtahFutures.org, a list of occupations of interest can be generated from the student's CAI scores.

Certificate – Generally one-year programs that lead directly to entry level employment in a specific occupation such as aviation pilot, diesel mechanic, or respiratory therapist.

Community College – A two-year college that serves the residents of a local or regional area. Most of these colleges admit all or most of the students who apply. Some programs, such as nursing, may be more selective. Students receive an associate degree after two years of successful full-time study. Additionally, many technical programs of study are taught at these colleges. Many students who enter general education programs (equivalent to the first two years of a bachelor's degree program) transfer to a four-year college or university.

Concurrent Enrollment (CE) – The concurrent enrollment program makes college courses available to eligible high school students during their junior and senior years. Students earn both high school credit and regular college credit which is recorded on a college transcript.

Credit Hour – A unit used to measure the amount of school work a student has enrolled for or completed. In a credit hour system, each course is assigned a specific number of credit hours. This number is usually based on the number of classroom meetings per week. Thus a course that meets for one hour on Monday, Wednesday, and Friday is a three credit hour course.

Doctorate Degree (PhD) – Provides further training in a more specialized area, in occupations similar to master's or professional degrees.

Expected Family Contribution (EFC) – The amount a student and his or her family are expected to pay toward the cost of attendance. It is calculated from the financial information provided by the student and his or her family, including the student's spouse, if applicable.

FERPA – The Family Educational Rights and Privacy Act is a federal privacy law that gives parents certain protections with regard to their children's education records, such as report cards, transcripts, disciplinary records, contact and family information, and class schedules. Parents have the right to review their child's education records and to request changes under limited circumstances. To protect a child's privacy, the law generally requires schools to ask for written consent before disclosing their personally identifiable information to individuals other than the child.

When a student turns 18 years old or enters a postsecondary institution at any age, all rights afforded to the parents under FERPA transfer to the student (“eligible student”). However, FERPA provides ways in which a school may—but is not required to—share information from an eligible student's education records with parents, without the student's consent.

Financial Aid – Money awarded to students to help them pay for education. Aid is given as loans, grants, scholarships, or work-study. Some forms of financial aid are required to be repaid after graduation.

Financial Need – The difference between the cost of attendance and the student's expected family contribution.

FAFSA – The Free Application for Federal Student Aid is a free financial aid application form used to determine eligibility for need-based federal financial aid. Applications are accepted after January 1. Early application is strongly encouraged. Students should apply during their senior year. Visit www.FAFSA.gov.

Grant – A form of financial aid that does not have to be repaid or earned by working. Grants are usually based on financial need; however, academic merit may also be considered.

International Baccalaureate (IB) – A program offered in some schools that provides academically challenging courses. IB Diploma students take courses in six subjects and complete a “core” that includes community service and an extended essay. High schools teach the courses, but the broad curriculum is provided by International Baccalaureate and students around the world take the same final exams. Courses can last one or two years, and a passing grade on the final exams or the attainment of an IB diploma can make a student eligible for college credit, advanced placement in college classes, or other benefits.

Loan – A loan is money you borrow and must pay back with interest, so be sure you understand your options and responsibilities.

Master's or Professional Degree – Programs offered at a post graduate level, usually after earning a bachelor's degree or relevant work experience. Master's degrees prepare students for occupations that include education, engineering, or business.

Merit-based Aid – Financial aid that is dependent on academic, artistic, or athletic merit. This type of aid does not require demonstration of financial need.

Need-based Aid – Financial aid that is dependent on demonstration of financial need. Most sources of financial aid that are provided by the government are need-based.

New Century Scholarship – The New Century Scholarship encourages students to accelerate their education by earning an associate degree in high school from an institution within the Utah System of Higher Education. The scholarship may be used at a four-year public college or university within the Utah System of Higher Education, as well as at Brigham Young University-Provo, and Westminster College. For detailed information, please visit www.higheredutah.org and click on “Prepare and Pay for College.”

Open Admissions – The college admissions policy of admitting virtually all applicants with high school diplomas or their equivalent. Conventional academic qualifications, such as high school subjects taken, high school grades, and admissions test scores are not used to limit enrollment, but can affect placement.

Pell Grant – Money awarded directly to students by the federal government. Only undergraduate students may receive federal Pell Grants. To apply for a federal Pell Grant and other federal financial aid, fill out the Free Application for Federal Student Aid (FAFSA) at www.FAFSA.gov.

PSAT – The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides first-hand practice for the SAT. It also gives you a chance to enter NMSC scholarship programs and gain access to college and career planning tools.

Regents' Scholarship – The Regents' Scholarship encourages Utah high school students to prepare for college academically and financially by taking a core course of study and saving for college. The scholarship may be used at any public college or university in the Utah System of Higher Education, as well as at Brigham Young University-Provo, LDS Business College, and Westminster College. For detailed information, please visit www.higheredutah.org and click on “Prepare and Pay for College.”

Rolling Admissions – An admissions procedure by which the college evaluates applicants on a first-come, first-served basis. Applicants are screened as soon as they submit all application materials. The college may consider applications on a weekly or monthly schedule. Applicants receive a notice of the decision a short time after application.

Scholarship – A form of financial aid that does not have to be repaid or earned through employment. Scholarship usually refers to an award based on academic merit; however, scholarships are also awarded for performing community service, leadership, talent, etc. Financial need may also be required. The UtahFutures.org Scholarship Search component includes descriptions of many hundreds of financial assistance sources.

Scholastic Aptitude Test (SAT) – The SAT is a globally recognized college admission test that lets you show colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing and math: subjects that are taught every day in high school classrooms. Most students take the SAT during their junior or senior year of high school. Colleges and universities require students to take this test or the ACT prior to applying for admission.

Semester – An academic calendar period of about 16-18 weeks that makes up half of the usual academic year for schools that use this calendar system.

College and Career Plan (SEOP) – Individual student planning consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans. School counselors coordinate activities that help all students plan, monitor and manage their own learning as well as meet competencies in the areas of academic/learning development, life career development, multicultural/global citizen development and personal/social development.

Subsidized Loan – A need-based loan, such as a Direct Subsidized Stafford. The federal government pays the interest on subsidized loans during the borrower's in-school, grace, and deferment periods.

Transcript – An official copy of a student's educational record.

Tuition – The charge for attending a college or university class.

University – An institution of higher learning that offers both undergraduate (associate and bachelor's) and graduate (master's and doctoral) programs. Universities vary considerably in programs offered and in size. Compared to colleges, universities are usually larger, offer more courses and majors, and have more research facilities. Universities may be divided into a number of “colleges,” such as the College of Education or the College of Business. Each college has several departments, and each department may offer more than one major.

Utah Educational Savings Plan (UESP) – Utah's top-ranked, tax-advantaged 529 savings plan to help you save for the future cost of college. Opening accounts is free and there are no minimum or ongoing contribution requirements. Save according to your own schedule and budget.

UtahFutures.org – A one-stop shop for people to explore and organize training, education and career information.

Work-Study – A federally funded part-time employment program for undergraduate and graduate students. Eligibility is based on financial need. The earnings help students meet a portion of their educational expenses. The federal government subsidizes a portion of the student's salary. This makes it cheaper for employers to hire students who have demonstrated financial need.

DO NOT OPEN .



· if you hate ·

OPPORTUNITY DREAMS & MONEY



Paid for by a grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

September 4, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah Scholars Initiative Annual Report

Background

The Utah Scholars Initiative (USI) was launched in the 2006-2007 school year with a \$300,000 grant from the United States Department of Education and the Western Interstate Commission for Higher Education (WICHE). The initiative is a business and education partnership that sends volunteers into 8th grade classrooms to share a presentation that encourages students to prepare for their future by taking the Utah Scholars Curriculum throughout all four years of high school. In 2006-2007, the Utah Scholars Initiative visited eight middle schools and four high schools, reaching 2,400 students. In fewer than 10 years, USI has expanded ten-fold, as in 2012-2013, the USI volunteers visited 121 schools and reached more than 25,000 students.

Utah Scholars works with partner districts and schools around the state that serve a large percentage of underserved populations. This intentional outreach effort strives to increase awareness of what it takes to be ready and successful in college and to show that readiness to be achievable. In 2008, the Regents' Scholarship adopted the Utah Scholars Curriculum as the course criteria for the Regents' Scholarship. The Regents' Scholarship is currently the financial incentive linked to this program, although the scholarship is available to all Utah students who qualify.

Issue

In the 2012-13 school year, USI partnered with 72 middle/junior high schools and 48 high schools. USI added two high schools and four junior high schools in Granite School District, while students in Kane School District heard the presentation for the first time, thanks to volunteers from Dixie State University. Utah Scholars now has a presence in 12 partner school districts: Alpine, Canyons, Davis, Granite, Jordan, Kane, Ogden, Park City, Provo, Salt Lake, Tooele, and Washington School Districts. More than 130 volunteers from 30 organizations went into the schools and talked to students about how to be ready to go to college and what kinds of jobs they might have after they graduate. A complete summary of the year's activities is in the attached 2012-2013 USI Annual Report.

Personnel changes again impacted USI significantly this year. In December, Carlee Madsen joined Utah Scholars as the new Utah Scholars Specialist, after graduating from Utah Valley University with a degree in Leadership and Psychology and working as a student recruiter there. Carlee joins Dr. Christie Fox, Director

of Utah Scholars and College Completion, and Melissa Miller Kincart, Assistant Commissioner for Outreach and Access, to continue to strengthen relationships with partner districts and schools.

USI focused in the 2012-13 school year on making signing up to be a Utah Scholar more meaningful to parents and their students. Starting in September, USI staff sent monthly communications with tips on how to be college ready to each student enrolled as a Utah Scholar. In response to this initiative, Utah Scholars saw a 167% increase in enrollment. More than 10,000 students now receive these vital and timely messages and have pledged to follow a college preparatory curriculum. Their counselors receive similar messages each year, to keep the Utah Scholars Initiative prominent in their minds as they advise students on course selection and future plans. More than 1700 students received the Utah Scholars medallion to wear at their high school graduation, and 57% of all applicants to the Regents' Scholarship came from USI partner schools.

Over the summer, USI staff dramatically updated and revised the 8th grade presentation, refreshing the look and feel. USI goals for next year include adding additional student and volunteer incentives, and increased quality control. The Office of Outreach and Access is also encouraging more businesses to partner with Utah Scholars and commit employee time to give 8th grade presentations. Volunteers now have an easier time signing up to give presentations and keeping track of their commitments, thanks to the adoption of an online volunteer management program that reminds volunteers of the name, address, time, room number, and teacher name for each presentation.

It is important to note that program sustainability has been made possible during the 2008-2013 academic years by monies provided to the State Board of Regents from the U. S. Department of Education's College Access Challenge Grant. USI is also an approved activity for the new 2013-2014 College Access Challenge Grant the Board received in August of this year. The Utah Scholars Initiative has been instrumental in helping the Utah System of Higher Education maintain capacity and momentum toward increasing academic and financial preparation so more Utah citizens might more fully participate in postsecondary education.

Commissioner's Recommendation

This is an information item only, no formal action by the Board is required. However, the Board is encouraged to read and take note of the information in this memorandum and review the attached annual report, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

David L. Buhler
Commissioner of Higher Education

DLB/CF

Attachment will be distributed at the Board meeting.



UTAH SCHOLARS INITIATIVE

ANNUAL REPORT
2012- 2013



WELCOME



Hello again! We are celebrating the end of a successful academic year even as we gear up for the next one. In 2012-2013, our

volunteers reached **25,000** students; once again, we broke our record. More volunteers gave more presentations to more students than ever before.

These big numbers make us acutely aware of how much we rely on our fantastic volunteers to promote higher education in Utah. Inside this annual report, you'll see how we reach these students and what we tell them.

We've included highlights and—new this year— you'll see quotes from USI student surveys throughout the annual report, so you can see first-hand how the presentations impact Utah's 8th graders!

Christie Fox, PhD
Utah Scholars Director





“I liked [learning] more about how my
decisions now really do affect me
in the future.”

Student, Clarke N. Johnsen Jr. High

ABOUT UTAH SCHOLARS

The Utah Scholars Initiative is a high-impact, academic program intended to motivate students to complete a **defined curriculum** while in high school to better prepare them for college and future employment.

We focus on helping students understand the **academic preparation** needed to succeed in post-secondary education & the workforce.

We provide **communities & businesses** the opportunity to interact with local schools in a meaningful way.



Utah Scholars
graduates receive a
certificate & medallion to
wear at high school
graduation.



4 years/credits of English

Includes: Language Arts 9, 10, 11, 12 or Honors Language Arts, IB Language A, AP English, ENGL 1010 & 2010, if taken as concurrent enrollment.

Does not include: journalism, yearbook, speech, drama, creative writing.

4 years/credits of math

Includes: Math 1, 2, and 3, IB Math, AP Calculus, AP Statistics, Algebra 1, Geometry, Algebra 2. Students must take one class beyond Math 3 or Algebra 2.

Does not include: accounting, financial literacy, basic skills, computer programming.

3.5 years/credits of social science

Includes: geography, world & U.S. history, economics, government, and AP/IB versions of these courses.

3 years/credits of a lab-based science

Must take biology, chemistry, and physics. Students taking concurrent enrollment must complete both a college lecture and a college lab, and both must be reflected on the official college transcript. A college "lecture" combined with a high school "lab" is not sufficient.

Does not include: earth science.

2 years/credits of a world language

Must be the same world/classical language taken progressively in grades 9-12.

Includes: American Sign Language, Chinese, French, German, Italian, Japanese, Latin, Russian, Spanish. AP/IB versions of these courses.

Other requirements:

Maintain a 3.0 GPA • Earn a "C" or higher in these courses • Submit an ACT score

For a full list of courses that qualify for Utah Scholars, visit utahscholars.org!

USI CURRICULUM

The USI Curriculum is based on national course recommendations that ensure students are prepared for life beyond high school.

The USI Curriculum gives students the foundation to be eligible to apply for scholarships and financial aid.

Students are introduced to the USI curriculum in their 8th grade year by local community volunteers.

1


Students are better prepared for college level classes.

2

Students receive monthly messages about college preparation, college resources, & tips to stay on-track for college.

3

Student transcripts look better to college admissions & scholarship committees, & students may qualify for more scholarships.



“What I liked best
about the presentation
was learning about
the requirements for
this program...
I know I can do it!”

-Student, Midvale Middle School

ALPINE

American Fork HS
Lehi HS
Lone Peak HS
Mountain View HS
Orem HS
Pleasant Grove HS
Timpanogos HS
West Lake HS
American Fork JH
Canyon View JH
Lakeridge JH
Lehi JH
Mountain Ridge JH
Oak Canyon JH
Orem JH
Pleasant Grove JH
Timberline MS
Vista Heights MS
Willowcreek MS

CACHE**

Mountain Crest HS**
Sky View HS**
North Cache Center**
South Cache Center**

CANYONS

Brighton HS
Hillcrest HS
Jordan HS
Albion MS
Butler MS
Eastmont MS
Mount Jordan MS
Union MS

DAVIS

Bountiful HS
Clearfield HS
Davis HS
Layton HS
Northridge HS
Syracuse HS
Viewmont HS
Woods Cross HS
Bountiful JH
Centennial JH
Centerville JH
Central Davis JH
Fairfield JH
Farmington JH
Kaysville JH
Legacy JH
Millcreek JH
Mueller Park JH
North Davis JH
North Layton JH
South Davis JH
Sunset JH
Syracuse JH
Westpoint JH

*New schools 2012-13

**New schools 2013-14

USI PARTNER SCHOOLS

GRANITE

Cottonwood HS
Cyprus HS
Granger HS
Hunter HS
Kearns HS
Taylorsville HS
Bennion JH*
Bonneville JH*
Brockbank JH
Eisenhower JH*
Granite Park JH*
Hunter JH
Jefferson JH
Kearns JH
Kennedy JH
Matheson JH
Valley JH
West Lake JH

KANE

Kanab HS
Kanab MS

JORDAN

Bingham HS
Copper Hills HS
Herriman HS**
West Jordan HS
Copper Mountain MS**
Elk Ridge MS
Fort Herriman MS**
Frontier MS**
Joel P. Jensen MS
South Jordan MS
Sunset Ridge MS
West Hills MS
West Jordan MS

OGDEN

Ben Lomond HS
Ogden HS
Highland JH
Mound Fort JH
Mount Ogden JH

PARK CITY

Park City HS
Treasure Mountain

PROVO

Provo HS
Timpview HS
Dixon MS
Centennial MS

SALT LAKE

East HS
Highland HS
West HS
Bryant MS
Clayton MS
Glendale MS
Hillside MS
Northwest MS

TOOELE

Dugway HS
Grantsville HS
Stansbury HS
Tooele HS
Wendover HS
Clarke N. Johnsen JH
Grantsville JH
Tooele JH

WASHINGTON

Desert Hills HS
Dixie HS
Enterprise HS
Hurricane HS
Pine View HS
Snow Canyon HS
Desert Hills MS
Dixie MS
Hurricane MS
Pine View MS
Snow Canyon MS

NEW SCHOOLS ADDED



We were pleased to add new schools to Utah Scholars this year. We added four schools in Granite School District and four in Jordan School District. We now give USI presentations to almost every 8th grader in these two large districts!

At the end of the 2012-13 school year, USI reached north to partner with Cache County School District. We are excited to add North Cache Center, South Cache Center, Mountain Crest High School, and Sky View High School to Utah Scholars, and look forward to their first presentations in the coming school year.

"I liked the volunteer and how happy and encouraging she was. **I really want to go to college now** and start saving, studying, and taking the classes I need to earn scholarships."

-**Student**, Tooele School District

USI SCHOOLS

121

District	#
ALPINE	19
CANYONS	9
DAVIS	24
GRANITE	18
JORDAN	9
KANE	2
OGDEN	5
PARK CITY	2
PROVO	4
SALT LAKE	8
TOOELE	8
WASHINGTON	12
TOTALS	74

USI ENROLLMENT GROWTH

167% ↑

District	2006-2011	2012	TOTAL	↑ %
ALPINE	787	1876	2663	238%
CANYONS	225	349	574	155%
DAVIS	1056	1772	2828	168%
GRANITE	281	566	847	201%
JORDAN	208	124	332	60%
KANE	N/A	0	0	0%
OGDEN	14	21	35	150%
PARK CITY	20	5	25	25%
PROVO	12	14	26	117%
SALT LAKE	48	149	197	310%
TOOELE	12	414	426	3450%
WASHINGTON	1116	1020	2136	91%
TOTALS	3,779	6,310	10,089	167%

This chart reflects the number of students registered to be Utah Scholars.

BY THE NUMBERS



PRESENTATIONS GIVEN

762

District	2010	2011	2012
ALPINE	119	134	140
CANYONS	33	62	54
DAVIS	151	155	160
GRANITE	89	69	118
JORDAN	44	67	71
KANE	N/A	N/A	1
OGDEN	28	31	30
PARK CITY	10	12	11
PROVO	31	33	30
SALT LAKE	42	55	48
TOOELE	N/A	33	44
WASHINGTON	44	45	55
TOTALS	591	699	762

STUDENTS REACHED

25,887

District	2010	2011	2012
ALPINE	4853	4418	5479
CANYONS	1059	2012	1700
DAVIS	4765	5095	5141
GRANITE	3060	2415	4155
JORDAN	1430	2064	2190
KANE	N/A	N/A	100
OGDEN	862	890	1058
PARK CITY	330	360	360
PROVO	915	946	931
SALT LAKE	1273	1559	1438
TOOELE	N/A	952	1303
WASHINGTON	1889	1984	2032
TOTALS	20,566	22,838	25,887

UTAH SCHOLARS GRADUATES

Students who qualify for Utah Scholars Recognition usually meet all the qualifications to apply for the Regents' Scholarship (see page 15).


Many of the Utah Scholars graduates qualify to receive scholarships to help them pay for their educations.



USI GRADUATES BY DISTRICT

1,725

School District	2010	2011	2012	2013	TOTAL
ALPINE	161	262	348	558	1329
CANYONS	27	86	131	22	466
DAVIS	40	118	174	322	654
GRANITE	7	3	18	68	96
JORDAN	13	32	82	116	243
KANE	N/A	N/A	N/A	N/A	N/A
OGDEN	2	1	4	2	9
PARK CITY	20	44	40	35	139
PROVO	29	32	44	61	166
SALT LAKE	71	59	73	84	287
TOOELE	N/A	N/A	23	43	66
WASHINGTON	44	99	99	214	464
TOTALS	422	736	1036	1725	3,919



“I liked that [the Utah Scholars Presentation] made me feel that my future is important; that getting into college is important. It made me feel good about wanting a scholarship.”

- **Student**, Clayton Middle School

USI PARTNERS

American Fork Chamber of Commerce
AmeriCorps VISTA
AVID
Bank of America
Bank of American Fork
Check City
Cyprus Credit Union
Dixie State University
Echelon Inc.
Energy Solutions, LLC
Horizon Credit Union*
Imagine Learning
L-3 Communications*
Management Plus
Sentrx Animal Care
Timpanogos Regional Hospital
United Way of Salt Lake
United Way of Utah County
Utah State University - Tooele
Utah Technology Council
Utah Valley University
Utah Women in Education Initiative
Weber State University
Wells Fargo

*New Partners

AWARDS

HORIZON CREDIT UNION

Organization of the Year
Layton, UT

L-3 COMMUNICATIONS

Organization of the Year
Salt Lake City, UT

UNITED WAY OF UTAH COUNTY

Organization of the Year
Provo, UT

UTAH VALLEY UNIVERSITY

Organization of the Year
Orem, UT

MICHAELANN GARDINER

Volunteer of the Year
United Way of Utah County

GREGORY ROBERTS

Volunteer of the Year
Salt Lake Community College

DAVID BOOTH

Five Year Service Award
Energy Solutions, LLC

COMING TOGETHER

Utah Scholars couldn't exist without the support of our volunteers. They are in the classrooms every day, talking to students and teachers, making this program come to life.

One of the most important ways we recruit new volunteers is through corporate partnerships. This year, L3 Communications and Horizon Credit Union became corporate partners, and EnergySolutions greatly expanded their partnership with us. Employees from L3 gave presentations in the Salt Lake School District, while Horizon Credit Union employees (and their CEO!) reached out to students in Davis.

On the higher education front, Weber State University became a Utah Scholars partner. Employees from their Outreach division presented in Davis School District this year and we look forward to seeing some Weber State students from the education department give presentations in the 2013-14 school year.

We'd like to express a big **"THANK YOU"** to our volunteers for supporting not only the Utah Scholars Initiative, but students throughout the state in reaching their higher education goals!

MAKING A DIFFERENCE

134

volunteers from
30 organizations gave
762 presentations reaching

	2010	2011	2012
VOLUNTEERS	191	72	134
ORGANIZATIONS	22	24	30
PRESENTATIONS	609	699	762
STUDENTS REACHED	20,600	22,800	25,887

25,887

students in 2012-13

WHAT'S NEW

VOLUNTEER SPOT

One of the biggest changes for volunteers this year was our switch to an online management system that allows Utah Scholars volunteers to sign up for presentations on line. VolunteerSpot then sends an email confirming the presentation, with the school name, address, teacher name, room number, and time of presentation.

Volunteers can use this to change or cancel an appointment, and they receive automatic reminders from VolunteerSpot. It has greatly improved our efficiency in scheduling, and our volunteer survey results indicated that the volunteers like it as much as we do.

New in 2013-2014 is a VolunteerSpot iPhone app that volunteers may download to their phones to make keeping up with appointments even easier.

REVISED PUBLICATIONS



We also dramatically revised the USI materials, giving them an up-to-date look and feel. The 2013-14 presentation will match this new look.

WELCOME TO CARLEE MADSEN



We were so lucky this year that Carlee (Johnson) Madsen joined the Utah Scholars staff. She came to us from one of our own USHE institutions, Utah Valley University, where she worked as a recruiter helping high school seniors get started in college. Carlee graduated from UVU with a degree in Leadership & Psychology. She has brought new energy, a positive attitude, and her outstanding presentation skills to the USI team.

MONTHLY MESSAGES



To meet our 2012-13 goal of more student sign-ups, we wanted to provide students with a good reason to sign the pledge to be Utah Scholars.

Our first incentive was monthly communications with valuable tips on how to be college ready. Each Utah Scholar now receives a monthly email, keyed to their age level, with ideas and suggestions on how to prepare for college.

In response to this message initiative we had a 167% increase in enrollment this year, taking our student enrollment from 3,779 to 10,089!

VOLUNTEER FEEDBACK

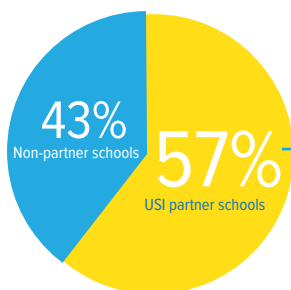
In May and June, we surveyed the active USI volunteers to learn about their experiences and 92% said their experience in the classroom was “excellent” or “very good.” More than 80% have also recommended that friends and colleagues also give Utah Scholars presentations.

We used the feedback from this survey to redesign the USI presentation for the 2013-14 academic year. Our volunteers are the experts on the presentation and classroom experience, and their feedback proved to be indispensable.

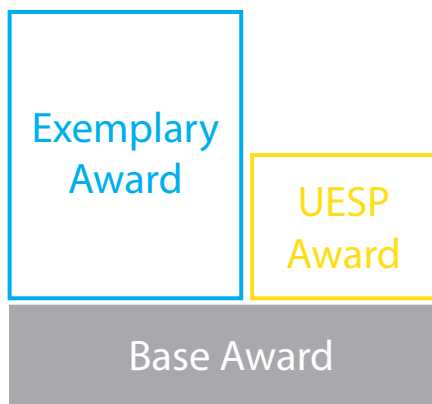
REGENTS' SCHOLARSHIP

Many of our volunteers and students have questions about the Regents' Scholarship. In 2008, the Regents' Scholarship was created, using the Utah Scholars Curriculum as the course requirements to qualify for the scholarship. Many of the current Utah Scholars will qualify for this sister program.

In fact, **57%** of all applicants for Regents' Scholarship were Utah Scholars in 2013.



AWARD INFORMATION



BASE AWARD

- \$1,000 one-time award
- Complete the USI Curriculum
- Earn a "C" or higher in each of the core classes
- Earn a 3.0 cumulative GPA
- Submit an ACT score

EXEMPLARY AWARD

- In 2013, \$1,100 per semester. May be renewed for 4 semesters.
- Complete the USI Curriculum
- Earn a "B" or higher in each of the core classes
- Earn a 3.5 cumulative GPA
- Earn a 26 or higher ACT score

UESP AWARD

- Up to \$400 match
- Meet the BASE AWARD requirements
- Contribute \$100 or more annually to a Utah Educational Savings Plan during the ages of 14-17.

The Regents' Scholarship offers three awards. A student can earn a combination of awards: the Base award, Base & UESP, Base & Exemplary, or Base, Exemplary & UESP awards.

Award amounts are determined on an annual basis and are subject to the total number of qualified participants. Therefore, award amounts may be reduced, may vary from year to year, and are dependent on when the recipient is enrolled in college.

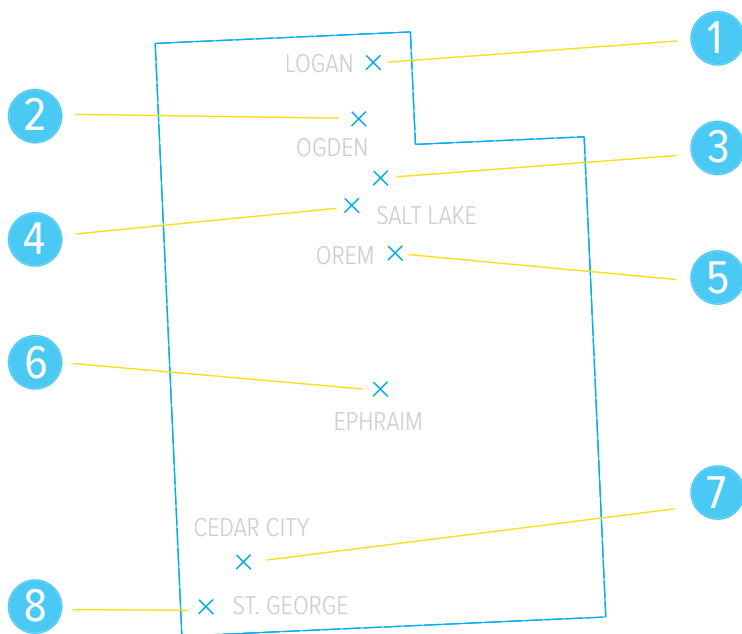
RegentsScholarship.org



“Thank you so much for your generous assistance to my education. My goal is to be self-sufficient and debt free in college, not burdening my family or my future. This scholarship is making that goal, and my goal of becoming a registered dietician, a reality. Thank you so much!”

-Regents' Scholarship Recipient, 2013

USHE INSTITUTIONS



1 UTAH STATE UNIVERSITY
Logan, UT

5 UTAH VALLEY UNIVERSITY
Orem, UT

2 WEBER STATE UNIVERSITY
Ogden, UT

6 SNOW COLLEGE
Ephraim, UT

3 UNIVERSITY OF UTAH
Salt Lake City, UT

7 SOUTHERN UTAH UNIVERSITY
Cedar City, UT

4 SALT LAKE COMMUNITY CLG
Salt Lake City, UT

8 DIXIE STATE UNIVERSITY
St. George, UT

For more info on the Utah System of Higher Education & affiliated institutions, visit
www.higheredutah.org.

**“Before [the Utah Scholars
Presentation] I was uncertain if I
wanted to go to college or not,
but now I want to!”**

-Student, Pleasant Grove Jr High

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www.UtahScholars.org

achievetosucceed@utahscholars.org

(801) 321-7179

@utahscholars

The Utah Scholars Initiative Annual Report was paid for by a Grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

September 4, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE 2020 Financial Forecast

Background

As directed by the Board of Regents at its July 2013 meeting, the Commissioner's Office has created the USHE 2020 financial forecast. Its purpose is to demonstrate the amount of resources and capacity needed to reach the goal of 66% of the adult population ages 25-35 having some form of post-secondary education credential by the year 2020. The report uses ratio analysis and assumptions based on historical growth of students, expenditures, and appropriated financial resources (primarily tax funds and tuition) to estimate student growth, completions, and financial resources. Three expenditure scenarios are presented based on a *flat budget*, *past growth trends*, and *funds needed to reach 66% by 2020*, with additional scenarios demonstrating the impact of enhanced efficiencies, and the current tax & tuition mix.

Issue

Based on past growth trends, the 2020 total annual appropriations (tax funds and tuition) would be approximately \$2.2B, up from the current \$1.5B. To reach the goal of 66% by 2020, annual appropriated expenditures would need to increase from \$1.5B to \$2.9B, which equates to \$60.7M for every 1% increase above the current rate of 43%. When applying the current ratio, tax fund revenues would need to increase an average of 16% per year along with an annual rise of 17% in tuition revenues (a combination of enrollment increases & rate increases) in order to meet the required expenditure level. Student enrollment would need to increase 9% per year at \$6,700 per student (tax funds and tuition), resulting in degrees and certificates increasing 23,115 or 73.4%. By 2020, annual facility expenditures for capital development, capital improvement, and utilities infrastructure would increase to \$135.6M based on projections and 4% inflationary factor. Future appropriated expenditures with 5% more efficiency will reduce estimates from \$2.9B to \$2.7B in fiscal year 2020. Likewise, 20% more efficiency will reduce 2020 estimates from \$2.9B to \$2.3B.

Obviously, changes in modeling assumptions will have an impact on the resulting scenarios. This forecast, nonetheless, can be instructive in better understanding the long-term resource needs associated with the 2020 Goal.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the use of the USHE 2020 Financial Forecast to demonstrate the resources needed to reach 66% by 2020.

David L. Buhler
Commissioner of Higher Education

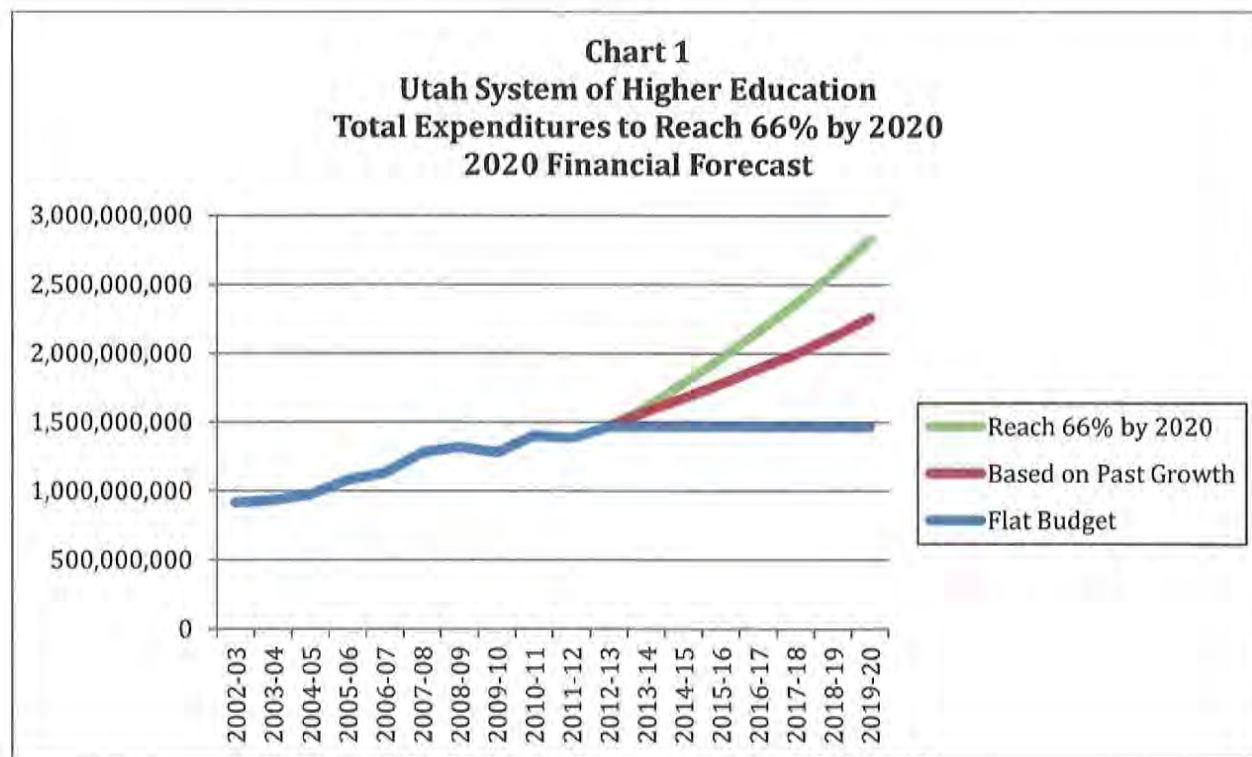
DLB/BLS
Attachment

Utah System of Higher Education 2020 Financial Forecast September 2, 2013

Introduction - The Utah System of Higher Education (USHE) 2020 Financial Forecast is provided for discussions on long range financial plans. The following charts and narrative demonstrate forecasting models to reach the goal of 66% of the adult population ages 25-35 having some form of post-secondary education credential by 2020.

Methodology - Ratio analysis estimates and assumptions of future appropriated financial resources (primarily tax funds and tuition), are based on the needs of USHE to provide educational opportunities to students; based on (1) past growth and estimated inflation factors and (2) estimated additional student growth, through increased participation & retention. All financial forecasts are compared to base line FY 2013 appropriated resources (held constant for future years).

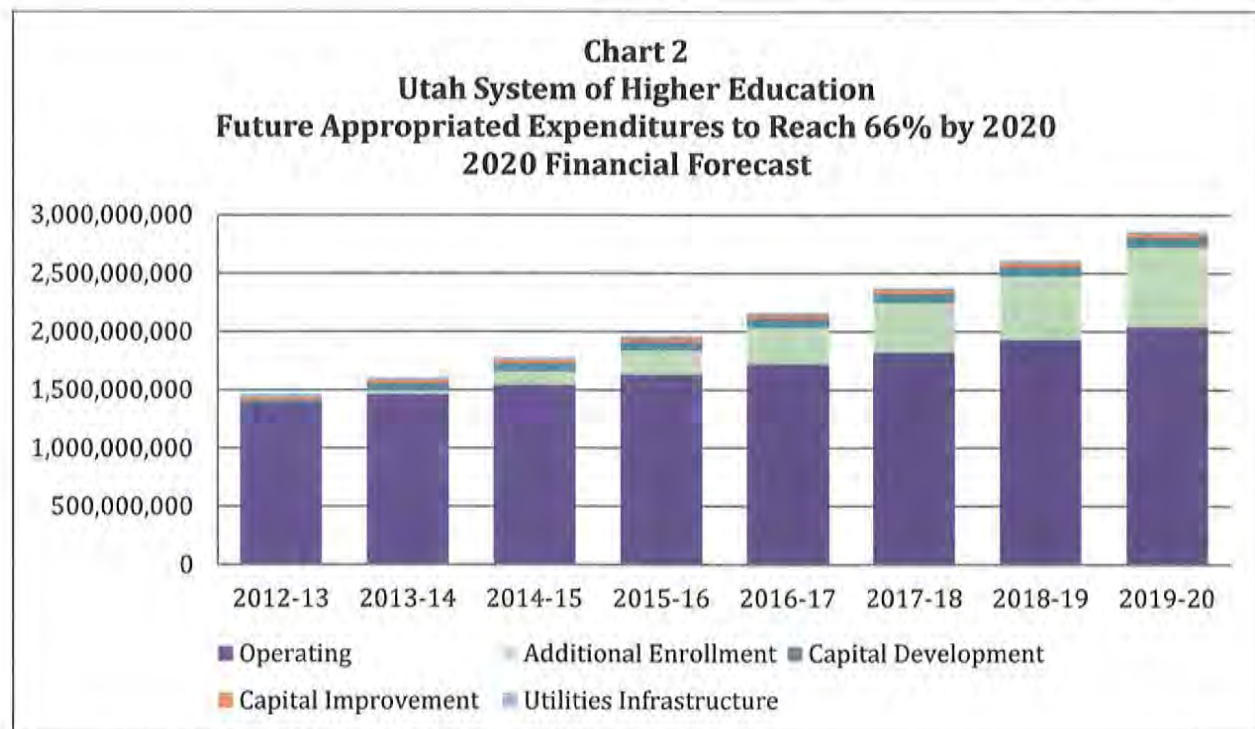
USHE 2020 Financial Forecast – Chart 1 below illustrates the estimated operating, capital development, capital improvement, utility infrastructure, and additional enrollment expenditures needed to fund future growth. Actuals up to FY 2013 and flat budget (shown in blue), estimates based on past growth (shown in red), and to reach the goal of 66% by 2020 (shown in green), demonstrate the additional financial resources needed to serve the additional number of students.



Future Appropriated Expenditure (Based on Past Growth) - USHE appropriated expenditures needed would increase from \$1.5B in fiscal year 2013 to approximately \$2.2B in fiscal year 2020. Cumulatively (total increase for next 7 years), an estimated additional \$2.7B is needed to provide the capacity and resources necessary to serve the same growth rates realized over the past 10 years.

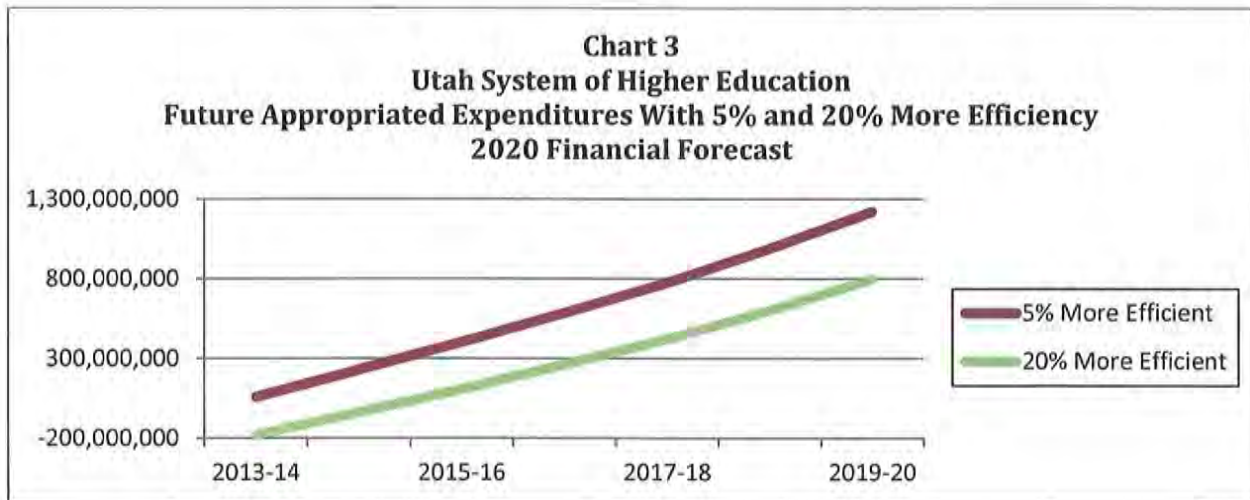
Future Appropriated Expenditure (Reach 66% by 2020) - USHE appropriated expenditures needed would increase from \$1.5B in fiscal year 2013 to approximately \$2.9B in fiscal year 2020. Cumulatively (total increase for next 7-years), an estimated \$5.2B is needed to provide the capacity and resources necessary to serve the same growth rates realized over the past 10 years, and to serve the additional students needed to reach 66% by 2020. Chart 2 provides detail by major category and year.

Assumptions: Operating expenditure growth based on average growth for the last 10 years. Capital development, improvement & infrastructure expenditures increased by cumulative 4% annual inflationary factor. To reach 66% by 2020, student enrollment growth of 9% at \$6,700 per additional student is needed.

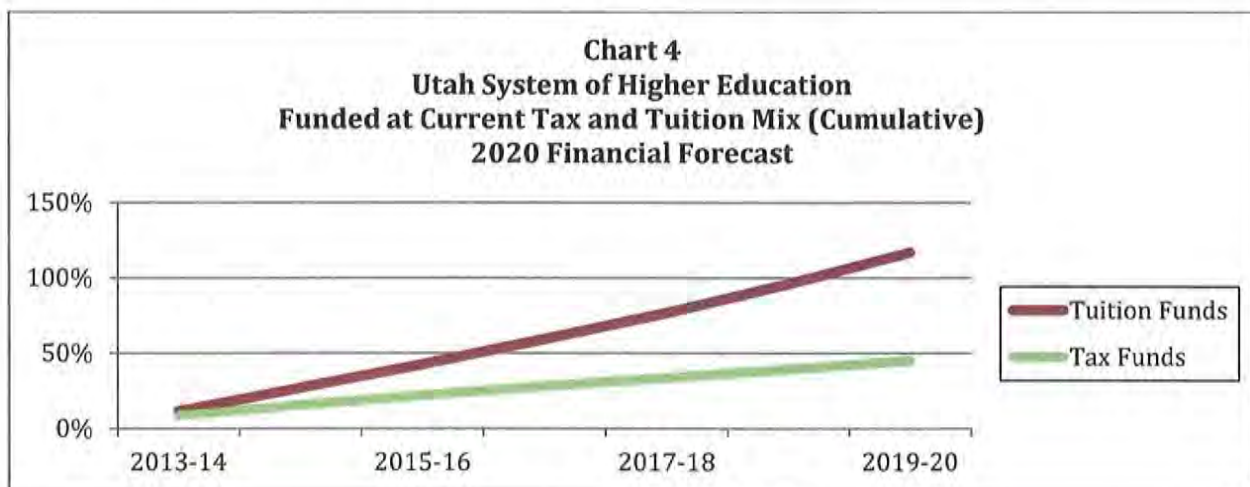


Scenario 1 - Future Appropriated Expenditure With 5% More Efficiency (Reach 66% by 2020) – Chart 3 shown in red is based on a 5% reduction in cost (amount below current or projected expenditures). USHE appropriated expenditures would increase from \$1.5B in fiscal year 2013 to approximately \$2.7B in fiscal year 2020. Cumulative (total increase for next 7-years), an estimated \$4.4B is needed to provide the capacity and resources necessary to serve the same growth rates realized over the past 10 years.

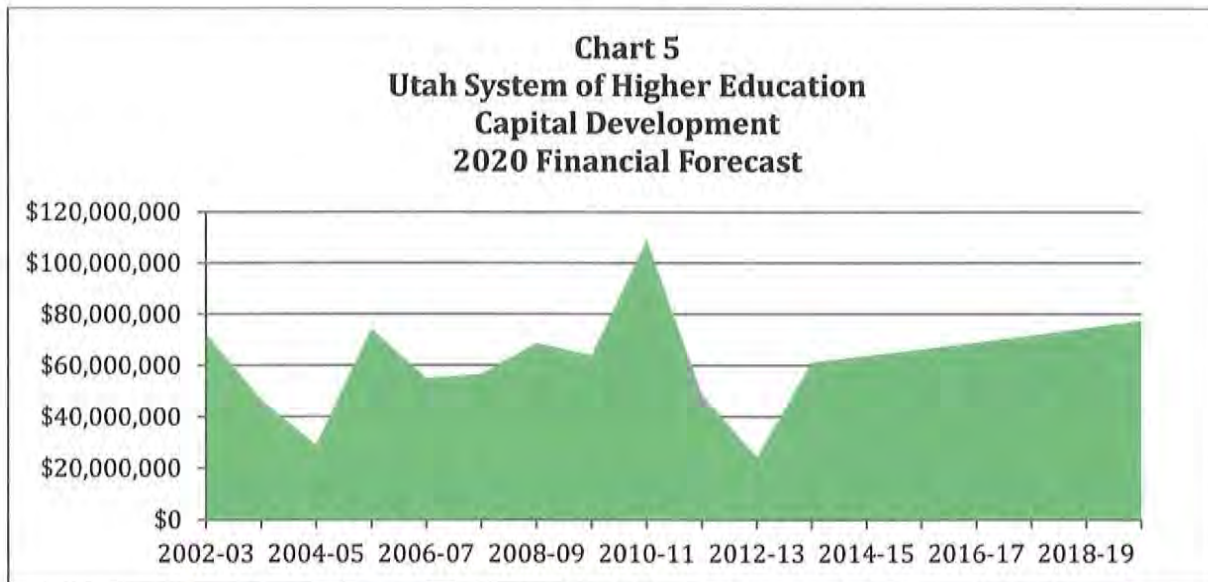
Scenario 2 - Future Appropriated Expenditure With 20% More Efficiency (Reach 66% by 2020) – Chart 3 shown in green is based on a 20% reduction in cost (amount below current or projected expenditures). USHE appropriated expenditures would increase from \$1.5B in fiscal year 2013 to approximately \$2.3B in fiscal year 2020. Cumulative (total increase for next 7-years), an estimated \$2.1B is needed to provide the capacity and resources necessary to serve the same growth rates realized over the past 10 years.



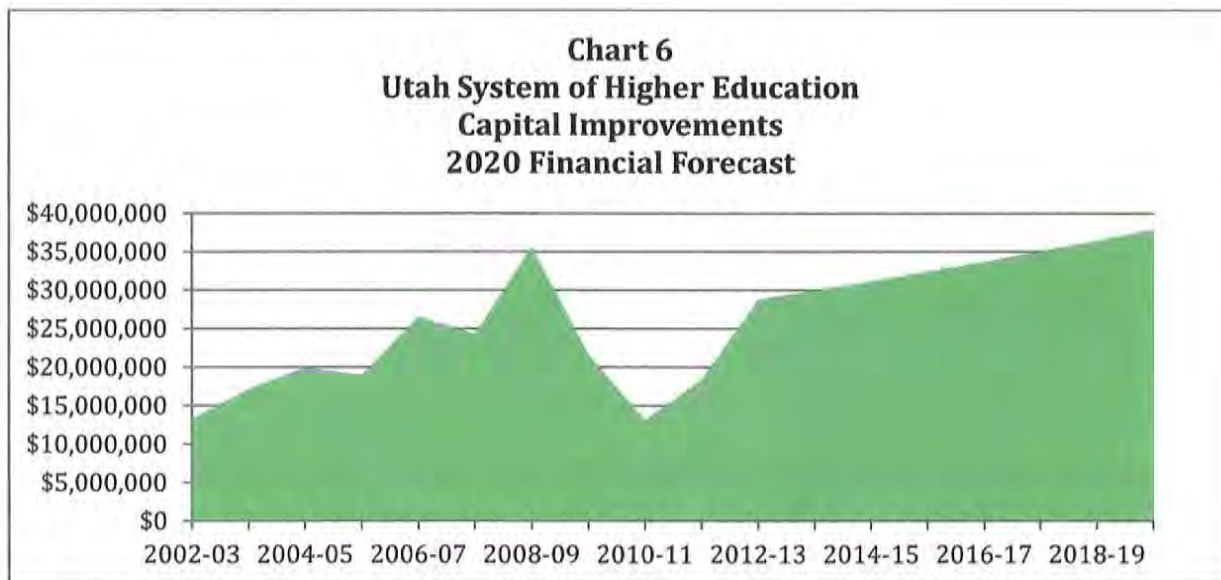
Scenario 3 – Funded at Current Tax and Tuition Mix - Chart 4 shows if future costs were funded by the current mix of state tax and tuition funds, what would annual and cumulative 7-year increases need to be to reach 66% by 2020? The chart below demonstrates tuition revenue (from a combination of enrollment increases & rate increases) would need to increase an average of 17%, with a cumulative increase of 117%. Likewise, state tax fund revenue would increase an average of 16%, with a cumulative increase of 109%.



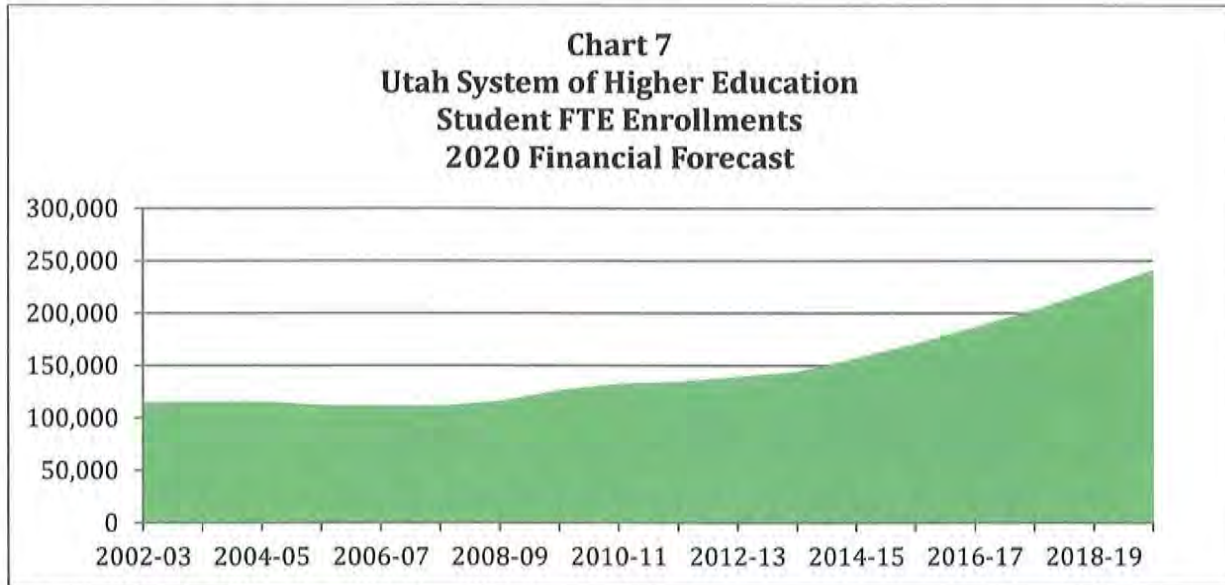
Capital Development – Chart 5 includes funding for remodeling or utility project costs of \$2.5M or more; new facility with construction cost of \$500,000 or more; or purchase of real property. Since 2002-03 allocations have varied widely with an average of \$58.9M. To reach 66% by 2020 the 7-year average would need to be \$69.1M (4% annual growth rate).



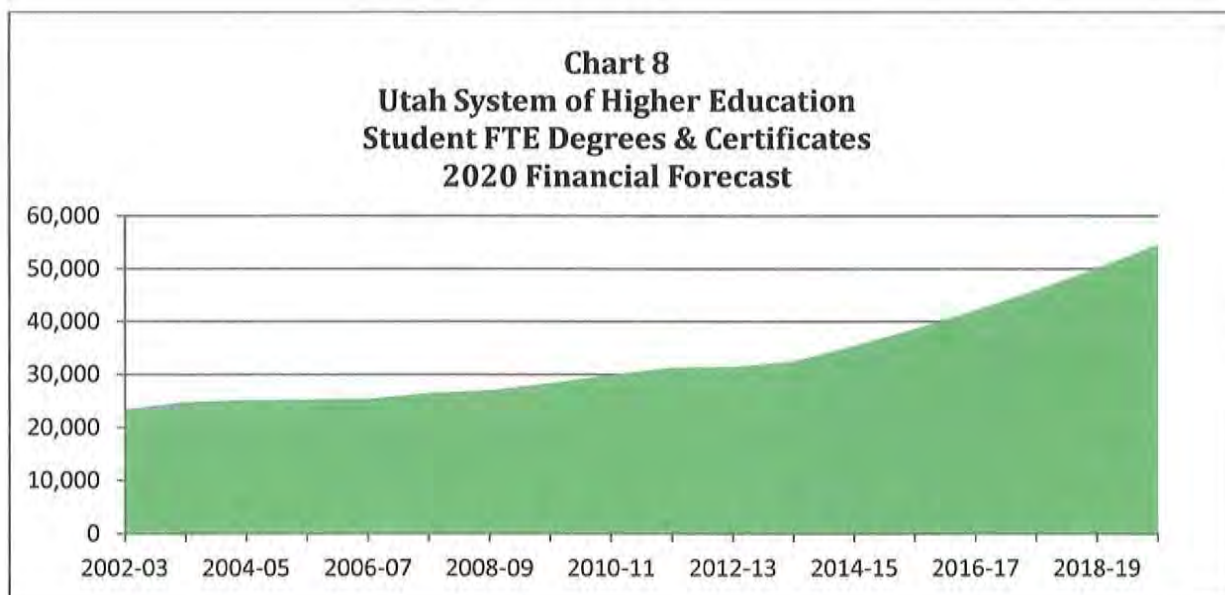
Capital Improvement – Chart 6 includes funding for remodeling, replacement, site, and utility project costs less than \$2.5M; or new construction cost of less than \$500,000. Since 2002-03 allocations have averaged \$21.6M. To reach 66% by 2020 the 7-year average would need to be \$33.8M (4% annual growth rate).



Student FTE Enrollments – Chart 7 shows annual FTE enrollment growth to reach 66% would need to increase by 9% each year, from 139,234 in 2012-13 to 241,606 in 2019-20. This would be an increase of 102,372 or 73.5% (not adjusted for missionary age change).



Student FTE Degrees and Certificates – Based on a ten year average of degree attainment per FTE and 9% annual FTE growth, chart 8 shows student degrees or certificates awarded would increase 9% per year, to reach 66% by 2020. The 2012-13 estimated awards of 31,492 would need to increase to 54,607 in 2019-20, which is an increase of 23,115 or 73.4%.



Summary – This forecast is intended to provide a general estimate of the projected costs associated with increasing completions to 66% by 2020. Specific line item funding requests such as 2020, mission based, performance, enrollment, compensation, etc. may be used to further refine allocations.

Increasing completions from 43% to 66% (23%) is significant and will require substantial resources. USHE appropriated expenditures would almost need to double from \$1.5B to \$2.9B, which equates to \$60.7M for every 1% increase. If future costs were funded 100% with the current mix of tuition (53%) and tax funds (47%), tuition revenues (from enrollment & rate increases) would need to average 17% per year, and tax funds 16% per year.

Investment in facilities would need to increase to accommodate the additional students and keep pace with inflationary costs of 4% per year. Annual facility expenditures for capital development, capital improvement, and utilities infrastructure would increase to \$135.6M.

With the same enrollment-to-completion yield, FTE enrollment would need to increase 9% each year to 241,606 students; a 73.5% increase over the 2012-13 count of 139,234 FTE enrollments. Institutions will continue to apply resources to target areas of retention, completion, and capacity that will increase efficiency of degree attainment, as well as provide alternative methods of instruction such as online, concurrent, and hybrid courses. To the extent this combination of factors increases the completion yield, the number of required additional student enrollments might be reduced.

This forecast, and its modeling assumptions, are designed to be instructive in understanding the long-term resource needs associated with the 2020 Goal.

September 4, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah State University – Campus Master Plan Approval

Issue

In compliance with Regents' policy, Utah State University has requested approval of their updated Campus Master Plan which was last approved by the Regents on July 15, 2011.

Background

Utah State University will make a formal presentation at the meeting that will provide information about significant changes that have been made during the past two years, current projects in planning and under construction, and updates to the five-year plan to reflect current needs and priorities for all of the University's campuses. The attached letter from the University summarizes the major projects completed, under construction, and in planning.

Also attached is a map that shows the location of the applicable major projects on the Logan campus.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the updated Utah State University Campus Master Plan.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment



August 23, 2013

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

Subject: Utah State University Campus Master Plan

Dear Commissioner Buhler:

Utah State University appreciates the opportunity to host the September 13, 2013 Board of Regents' meeting at the Logan Campus. At the meeting, we request the opportunity to present for approval USU's Campus Master Plans.

Over the past two years, the University has completed several significant master planning and construction projects. On the Logan Campus a new Agriculture Science building was completed in 2012, with approximately 121,000 square feet of new space. The Regional Campuses and Distance Education building was also completed in 2012 with 40,800 square feet of new space, enhancing USU's distance education programs that serve campuses statewide.

Projects under construction include the Jon M. Huntsman School of Business building addition and remodel (130,000 square feet), Athletics Strength and Conditioning Center (23,000 square feet), Blanding Residence Hall (18,252 square feet), and the Wayne Estes Center (33,000 square feet).

Other projects in the programming and design phase include the Aggie Life and Wellness Center, Tooele Science and Technology building, Brigham City Academic building, and the USU Eastern Central Instruction building.

The University has prioritized several projects over the next five years. The top priority is the Statewide Instructional Initiative, a combined project to create new instructional facilities on the USU Eastern and Brigham City campuses. Other priorities include the Biological Sciences building for the College of Science and the Clinical Services building for the Emma Eccles Jones College of Education and Human Services. Additional future priorities include the Engineering Lab building, Health, Physical Education, and Recreation (HPER) addition/renovation, Animal Science renovation, CHaSS Teaching and Learning Center, James Walker Research and Education Center, and Phase I C4ISR building to be located on the Innovation Campus

Policy requires the University to hold a public hearing to review and present the Campus Master Plan. This hearing is scheduled to be held on the Logan Campus on August 28, 2013.

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, cursive script.

David T. Cowley
Vice President for
Business and Finance

C: Greg Stauffer, Associate Commissioner for Planning, Finance, & Facilities
Ralph Hardy, Assistant Commissioner for Facilities Planning
Stan Albrecht, President
Charles Darnell, Associate Vice President for Facilities

LEGEND

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

MAP LEGEND

- ① ATHLETICS STRENGTH & CONDITIONING CENTER
- ② BUSINESS BUILDING
- ③ WAYNE ESTES CENTER
- ④ AGGIE LIFE AND WELLNESS CENTER
- ⑤ BIOLOGICAL SCIENCES BUILDING
- ⑥ CLINICAL SERVICES BUILDING
- ⑦ ENGINEERING LAB BUILDING
- ⑧ HEALTH, PHYSICAL EDUCATION AND RECREATION ADDITION/RENOVATION
- ⑨ ANIMAL SCIENCE RENOVATION
- ⑩ TEACHING AND LEARNING CENTER
- ⑪ PHASE 1 C4ISR FACILITY (INNOVATION CAMPUS)



September 4, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Environmental Humanities Education Center [Lakeview, Montana]
Property Gift

Issue

The Conservation Endowment Fund (CEF), a John and Melody Taft family foundation, has offered to gift its property holdings in Lakeview, Montana to the University. The University has requested Board authorization to accept this generous gift.

Background

For the past three years, the University of Utah College Of Humanities has partnered with CEF to create the Environmental Humanities Education Center (EHEC) on CEF's property located in Lakeview, Montana. EHEC is now a fully approved Center of the University. The Center consists of 16 acres of land in the Centennial Valley and includes all existing Lakeview buildings (22 separate facilities) and furnishings.

The letter from the University requesting authorization to accept this gift is attached together with attachments providing the following additional information:

- The location, physical description, and appurtenances of the property
- EHEC programming
- Financial initiatives and projections to ensure the long term viability of the Center
- A summary of property assets and liabilities and a 5-year pro forma financial projection

Acceptance of this gift was endorsed by the University Board of Trustees on August 13, 2013. University representatives will be present at the Board meeting to present this item and respond to Board questions.

Commissioner's Recommendation

The Commissioner recommends Board approval of the request to accept this gift of property.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

August 22, 2013

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

Dear Dave:

I am writing to seek the approval of the Board of Regents for a wonderful gift of property to the University of Utah.

For the past three years, the University has operated the Environmental Humanities Education Center at Lakeview, Montana in facilities provided free of charge to the University by the Conservation Endowment Fund, a family foundation created by philanthropists John and Melody Taft. Both the Taft family and the University have been very pleased with the results over the past three years, which are described in the attached overview of the Center, and the Tafts now wish to donate the entire property to the University.

The gift includes 16 acres of land in the Centennial Valley, just west of Yellowstone National Park, as well as all existing Lakeview buildings (22 separate facilities) and furnishings. In partnership with other Utah and Montana universities, the Center brings together scholars and students in the humanities, arts, and sciences to share interdisciplinary perspectives to environmental studies. The Center, which is adjacent to the Red Rocks National Wildlife Refuge, offers a rare opportunity for these scholars and students to experience the remarkable ecological diversity of the Greater Yellowstone Ecosystem. The Center is home to a wide variety of workshops and research activities in a broad spectrum of disciplines.

The University's Board of Trustees has carefully reviewed the programmatic plans and finances for the Center and approved the proposed gift at its August 13, 2013 meeting. In addition, as part of the due diligence on the gift, the University either has already conducted, or shall before the closing conduct, the appropriate title search, environmental and engineering assessments, code and zoning compliance reviews, and surveys.

We consider the gift of this property a rare opportunity for the University to both enrich the undergraduate experience of our students and expand the research and scholarly pursuits of our students and researchers for decades to come.

Sincerely,



David W. Pershing

DWP/lm

cc: Ralph Hardy, Assistant Commissioner for Facilities Planning

ENVIRONMENTAL HUMANITIES EDUCATION CENTER

For the past three years, the College of Humanities has partnered with John and Melody Taft and their family foundation, the Conservation Endowment Fund (CEF), for the creation of the Environmental Humanities Education Center (EHEC), located in Lakeview, Montana, and now a fully approved Center of the University of Utah.

The Tafts are environmentalists with a passion for education. Beginning 40 years ago, they had a vision of protecting the Centennial Valley, and creating a world-class education center in this unique ecosystem. To date, they have been the catalyst for successfully protecting more than 90% of the Centennial Valley in conservation easements. As part of this effort, they purchased Lakeview, an old ghost town located on the stagecoach trail that cuts through the valley and leads into West Yellowstone. Over the past 12 years they, along with Bill and Sandy Nicholson (Bill was President Ford's appointments manager, President of Amway, and co-owner of TwinLabs), have invested millions of dollars restoring and furnishing buildings, installing infrastructure and additional facilities so it could function as an education center.

During the Center's first season in the valley, it hosted several classes and workshops. The curriculum quickly filled up and the Center was able to expand its institutional partners to include Weber State, University of Montana, Montana State, SUU, UVU, and others. In 2012, the Center's second summer season, its offerings were expanded, achieving close to 100% occupancy, and putting the Center a full year ahead of financial expectations. The Center is now in the middle of its third summer season, which is booked to capacity with a wide range of student opportunities, classes, workshops and community events, including the launch of an Artist in Residence program.

Based on the success of this partnership, coupled with a desire to honor John and Melody Taft, the Conservation Endowment Fund has recently agreed by unanimous governing board vote to gift its holdings in Lakeview, Montana to the University of Utah.

ABOUT THE CENTER

The Environmental Humanities Education Center includes 16 acres of land in the Centennial Valley, as well as all existing Lakeview buildings (22 separate facilities) and furnishings. As an education facility, it brings interdisciplinary perspectives and Humanities contexts to enliven and deepen scientific and policy issues related to environmental study. The Centennial Valley campus provides innovative educational experiences that dynamically initiate visitors of all ages into the ecology, history, wildlife, and conservation value of the Centennial Valley. The Center offers a rare opportunity for visitors to explore an environment of incredible ecological diversity. Located north and east of the Continental Divide along the Montana-Idaho border, it contains the largest wetland complex in the Greater Yellowstone Ecosystem. Visitors' explorations can take them from lakes and wetlands, through the spacious upland grasslands, and into the rugged Centennial Mountains that rise 9,000 feet above the Valley floor.

EDUCATION CENTER PROGRAMMING

Programming at the Center typically begins in June and concludes in early October. At its core, the Center fosters enhanced collaboration between disciplines, hosting unique interdisciplinary courses such as our Ecology of Residency graduate course and Environmental Sustainability capstone course, or Weber State University's Ecology of the American West course.

The College of Humanities is now working to broaden the involvement of other parts of the University of Utah campus, particularly the hard sciences, ensuring the Center will continue to evolve as a powerful research field station and a unique partner to the Rio Mesa field station in Southern Utah. Rich opportunity exists in Centennial Valley for scientific research collaboration. Students and faculty at the Center are already benefiting from tangible, practical research experiences working in partnership with the adjacent Red Rocks National Wildlife Refuge, which provides a wonderful living laboratory. With the proposed addition of a wet/dry lab, the scope of scientific inquiry at the Center will be further enhanced.

The Center also provides unique internship opportunities for students. For example, during the 2013 season the Center engaged student interns from the University of Utah's Parks & Recreation program who are assisting with coordination of guest recreational activities. While organizations enjoy their own programming and explorations during their time at the Center, Center interns provide activities that introduce guests to the valley and the conservation initiatives that protect it. Programs include presentations, jeep tours, and other activities that explore Centennial Valley from its wildlife to its colorful history.

The Center also provides a wonderful crossroads for institutional collaboration with other universities for community offerings (for example, the Eco-Spirituality Workshop, a collaboration between the University of Utah, BYU, and the Unitarian Church, or the Environmental Leadership Conference for Emerging Leaders, a partnership between Montana State University and the University of Utah). Further, the Center is currently hosting credit courses for Weber State University, Southern Utah University, and Montana State University. With the inclusion of the Environmental Humanities graduate program in the launch of its curriculum at the Songdo/Korean campus, the opportunities for recruitment of top international students to the U will be enhanced by the attraction of a Center experience.

In addition to hosting unique workshops and research activities, the Center is increasingly used for a wide variety of private events and activities, including corporate planning retreats, University administrative and faculty retreats, literary and environmental educational classes, meditation classes and artist residencies, and as a potential site for donor cultivation. Program participants can access privately guided horse and hiking tours, canoeing, fishing, and other recreational activities.

FINANCIAL PROJECTIONS

This gift represents a tremendous resource for the University of Utah, both as an education center attracting clients/revenue from a international audience, and as a powerful field station for scientific and environmental research. The educational programming aspect of the Center is already close to covering its own costs, with an anticipated net gain in the 2013 season. Any profits from programming will be used to support student scholarships for study at the Center. To ensure the long-term viability of the Center, an Education Center

Partnership Board will be established, with a primary focus on raising a \$4,000,000 endowment over the course of five years (concluding the campaign by the 2019 season). Expendable from this endowment will be applied toward operating expenses and is intended to reduce/eliminate University operating support. The Tafts have indicated their intention to donate substantially to this endowment.

Environmental Humanities Education Center Lakeview, Montana

The value of the property based on independent appraisals is:

Buildings	\$1,356,000
Personal Property	193,000
Land	<u>99,000</u>
	\$1,648,000

There are no outstanding liabilities connected with the property.

The Environmental Humanities Center for Education currently offers programs during the summer months (June-August). Based on our experiences of the past several years, the chart below shows a five year projection of operations.

	2014	2015	2016	2017	2018
Support					
Program Fees	99,780	102,480	111,954	117,177	122,660
Private Gifts	119,600	121,514	93,485	95,515	97,604
Institutional Support	45,000	45,000	75,000	75,000	75,000
Total Support	264,380	268,994	280,439	287,692	295,264
Expenses					
<i>Programming</i>					
Personnel	21,875	22,531	23,207	23,903	24,621
Other	58,750	59,965	61,206	62,472	63,765
<i>Total Programming</i>	80,625	82,496	84,413	86,375	88,386
<i>Facilities Operations</i>					
Personnel	117,250	120,768	124,390	128,122	131,966
Other	59,705	60,680	61,683	62,715	63,776
<i>Total Facilities Operations</i>	176,955	181,448	186,073	190,837	195,742
Total Expenses	257,580	263,944	270,486	277,212	284,128
	6,800	5,050	9,953	10,480	11,136



*Environmental Humanities
Education Center*

CENTENNIAL VALLEY, MONTANA



THE UNIVERSITY OF UTAH
College of Humanities

The Environmental Humanities Education Center

Conserve - Create - Nurture

The Center's Environmental Humanities Education Center provides a unique opportunity for visitors to explore an environment of incredible ecological diversity. Located north and east of the Continental Divide along the Montana-Idaho border, it contains the largest wetland complex in the Greater Yellowstone Ecosystem. Visitors' explorations can take them from lakes and wetlands, through the sparsely upland grasslands, and into the rugged Continental Mountains that rise 9,000 feet above the Valley floor.

The Continental Mountains run East-West and provide a critical riparian and migration corridor for many native species. Because of its outstanding habitat diversity, Red Rock Lakes National Wildlife Refuge in Continental Valley is a unique and exciting place to birdwatch. More than 260 bird species have been recorded. The Valley's inherent solitude and habitat also make it a perfect place for reviving declining populations of the majestic Trumpeter swan.

The Center's Environmental Humanities Education Center is also used for a wide variety of private events and activities such as corporate planning retreats, literary and environmental educational classes, meditation classes and artist residencies. Program participants can access privately guided horse and hiking tours, canoeing, fishing, and other recreational activities.



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In addition to hosting unique workshops and research activities, the Environmental Humanities Education Center is also used for a wide variety of private events and activities such as corporate planning retreats, literary and environmental educational classes, meditation classes and artist residencies. Program participants can access privately guided horse and hiking tours, canoeing, fishing, and other recreational activities.



The Campus

The Center's facilities are located in the fully restored ghost town of Lamezia, Montana. Accommodations include charming and elegant guest cabins, a youth dormitory, a large conference room, and a large outdoor performance area. For special events, guests can reserve the outdoor performance area or the delightful Camina.

For youth or student programs, the Center has a camping area with protected eating and bathing facilities within walking distance of the main Center campus.

The Center includes several beautiful and functional options for group meetings. This includes large indoor gathering spaces, smaller meeting rooms, and outdoor meeting spaces. The beautiful vistas of the Continental Valley.

Opening the Center in 2012 is the Francis Zimbeau Art Center which features both an indoor and outdoor art studio. Artists are housed in a lovely converted barn facility next to the studio. Information on the Center's exciting artist-in-residence program can be found on the website.



For more information visit
www.ehec.utah.edu

For information on facilities and
reservations please contact:
Marcy Hill, Center Director
360.346.2300
- for a great time

The Center presents an unparalleled opportunity to absorb and experience the history and culture of this relatively unspoiled landscape.

The Continental Valley is a place of inspiration and imagination. It is home to the Trumpeter swan, bighorn sheep, and the American bison. The valley is a place of solitude and reflection, a place where you can find yourself and the world around you.

September 4, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Annual Report on Foreign Gifts and/or Donations

Summary

In 2010, the Legislature enacted policy for the "Disclosure of Donations to Higher Education Institutions". The law requires the Board of Regents to annually report to the Legislature certain donations of "foreign gifts", as cited below:

53B-1-202. Disclosure of foreign gifts to higher education institutions.

(1) (a) Except as provided in Subsection (1)(c), on or before July 31 of each year, a higher education institution shall disclose to the board, by filing a disclosure report described in Subsection (2), a gift received by the higher education institution of \$50,000 or more from a foreign person, considered alone or in combination with all other gifts from the foreign person, during the period beginning July 1 and ending on June 30 immediately preceding the July 31 deadline.

(b) A higher education institution may rely on the following address of a foreign person to determine the citizenship or nationality of the foreign person if the citizenship or nationality is unknown:

- (i) for a foreign person that is an individual, the principal residence; and
- (ii) for a foreign person that is not an individual, the principal place of business.

(c) The \$50,000 amount described in Subsection (1)(a) is increased to \$250,000 if the gift, considered alone or in combination with all other gifts, described in Subsection (1)(a) is from a foreign person:

- (i) with a principal residence or principal place of business located in the United States; and
- (ii) with a permanent resident status:

- (A) under Section 245 of the Immigration and Nationality Act; and
- (B) for 10 years or more

The required foreign donations report is included as an attachment to this memorandum. The report shows the University of Utah and Utah State University receiving a total of \$1,438,559 in foreign donations; no other USHE institution received a foreign donation that fit the statutory requirements.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/GLS/DAM
Attachment

Foreign Donations - Annual Report September 2013

Overview

In 2010, the Legislature enacted HB 114. Entitled "Disclosure of Donations to Higher Education Institutions," the bill went into effect on May 11, 2010. The law— Utah Code 53B-1-201— 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 fourth 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 2012-13 fiscal year, only the University of Utah and Utah State University have reportable donations to disclose. The table below summarizes these donation totals. Also attached is the detailed information provided by the University of Utah and Utah State University.

USHE Institution	Reportable Foreign Donations for FY 2013
University of Utah	\$ 1,343,736
Utah State University	\$ 94,823
Weber State University	None
Southern Utah University	None
Snow College	None
Dixie State University	None
Utah Valley University	None
Salt Lake Community College	None
Total	\$ 1,438,559

A Gift from a Foreign Person Aggregating \$50,000 or More - OR - from a Permanent Resident of the U.S. for at Least 10 Years Aggregating \$250,000 or More

Disclosure of Foreign Donations FY 2012-13
University of Utah and Utah State University

University of Utah

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
Incheon Free Economic Zone Authority	South Korea	12/10/12 4/23/13 5/30/13	\$ 278,332 \$ 267,958 \$ 531,472	\$ 1,077,762	Songdo Campus Feasibility Songdo Campus Feasibility Songdo Campus Feasibility
Li Ka Shing (Canada) Foundation	Hong Kong	2/6/13	\$ 50,000	\$ 50,000	Hinckley Institute of Politics
Statoil Research Centre	Norway	4/30/13	\$ 64,000	\$ 64,000	Unrestricted Grant in Electromagnetics
TOTAL (company)	France	8/2/12	\$ 31,975	\$ 31,975	Unrestricted Grant in Electromagnetics
		3/27/13	\$ 30,000		Department of Neurology Gift Fund
Mariano J. Zegarelli	Argentina	3/28/13 4/2/13 4/9/13	\$ 30,000 \$ 30,000 \$ 30,000	\$ 120,000	Department of Neurology Gift Fund Department of Neurology Gift Fund Department of Neurology Gift Fund
			\$ 30,000		Department of Neurology Gift Fund
			\$ 1,343,737		

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
Fethi Simsek	Turkey	02/07/13 05/07/13	\$ 39,913 \$ 54,910	\$ 94,823	Checks for research were from his company, Doga Group, based out of Turkey Checks for research were from his company, Doga Group, based out of Turkey
			\$ 94,823		

September 4, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Series 2013 Bond & Commercial Paper Sales

Issue

On March 29, 2013 the Board authorized the University of Utah to restructure its debt portfolio from three separate bond systems into one consolidated "General Revenue Bond" structure. The approved resolution further authorized the University, within the new structure, to issue debt not to exceed \$550 million for new projects approved by the State Legislature and to refund a portion of the University's existing bonded debt.

Since that approval, the University has sold two issues as follows:

Revenue Bonds for New Projects

On July 2, 2013 the University sold bonds with a par amount of \$127,925,000 with the proceeds to be used to finance the following approved projects:

- Student Life Center
- Parking Structure in the Health, Physical Education and Recreation (HPER) Complex
- College of Law
- Basketball Training Center

The attached Financing Summary provides the Board with the relevant details of the bond sale which was completed on July 2, 2013 and closed on July 30, 2013. The final par amount of the issue was \$127,925,000. The issue had an all-in True-Interest-Cost of 4.48% and a total discount of 0.329%. Maturities consist of serial bonds with maturities on August 1, 2019 through August 1, 2023 and a term bond with five years of sinking funds and a final maturity on August 1, 2043. Additional information, with comparisons with approved parameters, is provided in the attached Financing Summary.

Commercial Paper to Refund Existing Debt

On July 29, 2013 the University sold \$100,000,000 of commercial paper (CP) to refund outstanding bonded debt. These notes were sold with maturity dates ranging from September 6, 2013 to November 12, 2013 with corresponding interest rates of 0.13% to 0.16%. This CP transaction was authorized by the Board as a part of the March 29, 2013 Approving Resolution mentioned above.

The University intends to remarket this CP on its maturity dates and continue to remarket it as maturities come due. Because it is recognized that the extremely low rates are estimated to increase over time, the average yield estimated in the closing documents for the CP was approximately 2.84%. This remarketing, therefore, is expected to continue as long as rates remain favorable. In addition, in the future the University may choose to refinance CP with tax-exempt fixed rate bonds on the call dates, which is when they will become eligible to be refinanced with tax exempt debt.

The attached letter from the University provides significantly more information about this transaction. In addition, representatives from the University will be present at the meeting to respond to any questions.

Commissioner's Recommendation

This is an information item; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

September 4, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Aggie Life & Wellness Center and Athletic Complex/Training Center Revenue Bond Sale

Issue

On July 18, 2013 the Board authorized Utah State University (USU) to issue revenue bonds to provide financing for the new Aggie Life and Wellness Center and the Athletic Complex/Training Center. The attached Financing Summary provides the Board with the relevant details of the bond sale which was completed on July 31, 2013 and closed on August 14, 2013. The final par amount of the issuance was \$43,310,000 and the issue had an aggregate True-Interest-Cost of 4.62%. Final maturity of the issue is on or before December 1, 2044, with a call date of June 1, 2023.

Commissioner's Recommendation

This is an information item; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

**Utah State University
Student Building Fee Revenue Bonds, Series 2013B
Final Summary Sheet**

Proposed Issue: Student Building Fee Revenue Bonds

Total Approximate Issue Size: \$38,600,000 (\$43,310,000 final par amount. Please see the following page for a summary of the bid results)

Use of Funds: To provide up to \$30,000,000 to finance the cost of constructing the Aggie Life & Wellness Center; provide up to \$7,500,000 to finance the cost of constructing the Utah State University Athletic Complex/Training Center; satisfy any reserve fund requirements; fund any capitalized interest amount; and pay associated costs of issuance.

Detail of Proposed Series 2013B Bonds:

Principal Amount: Not to exceed \$45,000,000 (\$43,310,000)

Interest Rate: Not to exceed 5.0% % (max coupon of 5% and True Interest Cost of 4.61667%)

Maturity Date: Not to exceed 33 years (31.3 years)

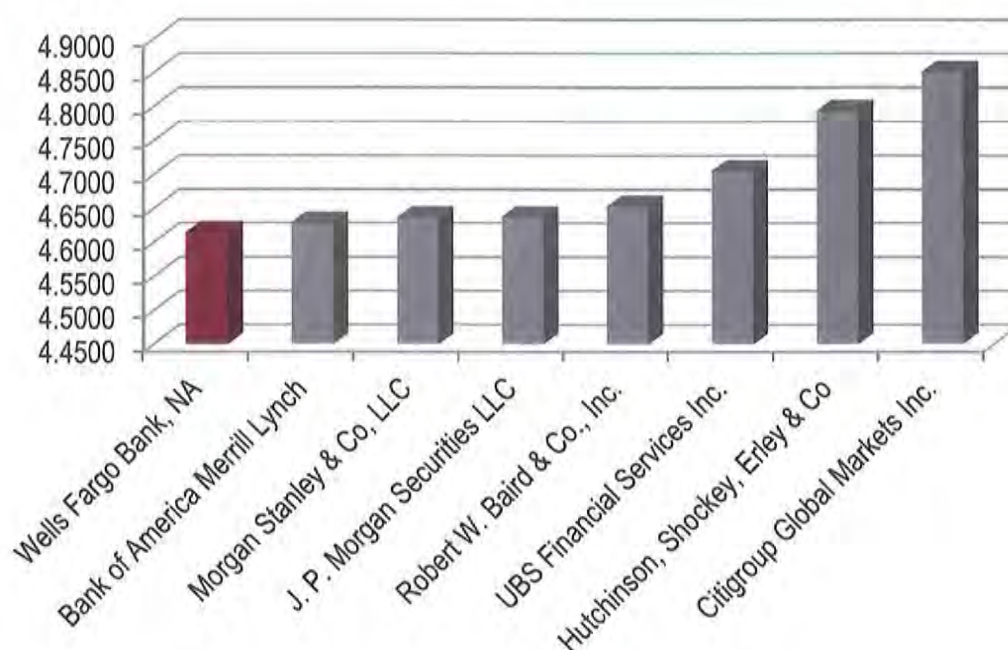
Aggregate Discount: Not to exceed 2% (premium bid of 101.2%)

Underwriter's Discount: Not to exceed 2% (1.790%)

Bond Rating: AA from S&P (AA rating confirmed)

Source of Repayment: Student Building Fee Revenues

Timetable Considerations: The University is proceeding with plans to sell bonds as soon after Regent approval is received as possible. Regent approval will be sought on July 19. We anticipate selling bonds by competitive sale, and the underwriter will be whichever provides the lowest borrowing cost to the University. The anticipated sale date is Wednesday, July 31, and the anticipated closing date is Wednesday, August 14.



Bid Comparison

Par Amount: \$43,310,000 S&P rating: "AA"

Closing Date: August 27, 2013 Final Maturity Date: December 1, 2044

Underwriters	TIC Bid	% Difference from Winning	Debt Service Savings	Total Principal and Interest
Wells Fargo Bank, NA	4.6143%	-	-	-
Bank of America Merrill Lynch	4.6289%	0.0146%	\$69,650	\$78,430,825
Morgan Stanley & Co, LLC	4.6364%	0.0221%	\$106,094	\$78,500,475
J. P. Morgan Securities LLC	4.6373%	0.0230%	\$116,538	\$78,536,919
Robert W. Baird & Co., Inc.	4.6523%	0.0380%	\$191,219	\$78,547,363
UBS Financial Services Inc.	4.7052%	0.0909%	\$456,738	\$78,622,044
Hutchinson, Shockey, Erley & Co	4.7938%	0.1795%	\$908,913	\$78,887,563
Citigroup Global Markets Inc.	4.8509%	0.2366%	\$1,193,725	\$79,624,550

September 4, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – New Markets Tax Credit Financing for the Shakespeare Festival Project

Issue

Southern Utah University (SUU) has requested the opportunity to discuss a financing prospect that has become available that will provide approximately \$3.4 million of capital funding for the Shakespeare Festival Project, a component of the Board approved Southern Utah Center for the Arts Project.

Background

SUU is in the final stages of fundraising for construction of the Southern Utah Center for the Arts facility which has been approved by the Regents, the State Building Board, and the State Legislature. During that fundraising effort they became aware of the possibility of receiving a significant amount of funding from the New Markets Tax Credit (NMTC) Program operated through a division of the U.S. Department of the Treasury. Because of the complexity of this funding program SUU has requested this opportunity to acquaint the Board with the concept and proposed structure of the proposal in anticipation of bringing the final documentation for approval by the Board at the November 15, 2013 meeting.

A letter from the University requesting this opportunity and a set of PowerPoint slides, which will be discussed with the Board, are attached. Representatives from the University and professionals working in the NMTC arena will be present at the meeting to provide additional information and respond to questions.

Commissioner's Recommendation

This is an information item. Action on this proposal is anticipated at the November 15, 2013 Board Meeting.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment



Vice President for Finance & Administration

Dorian G. Page
351 West University Blvd.
Cedar City, UT 84720
(435) 586-7721

August 26, 2013

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

Dear Commissioner Buhler,

Southern Utah University is considering the use of New Market Tax Credits (NMTCs) from the United States Treasury, as a vehicle to receive approximately \$3,400,000 in funding for the Southern Utah Center for the Arts construction project. As this is a somewhat complex financing arrangement, we request an information-only agenda item for the September 13, 2013 meeting in order to introduce the concept and the proposed structure to the Finance and Facilities sub-committee. We intend to bring an action item to the November meeting for approval of the Board.

Accompanying this letter is a brief description of NMTCs and a short powerpoint presentation that we will use to describe the project. We will provide additional documents and support from professionals in the field of NMTCs, as necessary to answer questions of the Board members.

Sincerely,

Dorian Page

Dorian G. Page, CPA
Vice President for Finance & Administration

Cc: Dr. Rich Kendell, Interim President
Dr. Gregory L. Stauffer, Associate Commissioner
Ralph Hardy, Assistant Commissioner

Southern Utah University
Utah Shakespeare Theater
New Market Tax Credits

New Market Tax Credits (NMTCs) are a mechanism of the US Treasury to encourage the investment of private funds in economic development projects for low income, underserved areas. The Treasury allocates tax credits to a Community Development Entity (CDE) that is responsible to award those credits to qualified projects and oversee compliance with all the regulations and rules throughout the term of the credits.

Private investors determine the return-on-investment desired and bid on projects that meet their return requirements. This return is the net present value of the initial investment and the subsequent cash savings provided by the tax credits over a seven-year period.

The process also involves a Leverage Lender that provides, through an equity investment or borrowing, the remaining funds necessary for project. The invested funds and the Leverage Lender funds are combined and flow to a Qualified Active Low-Income Community Business (QALICB) that constructs the project, operates the business and repays the leverage loan.

For this project, Community Development Finance Alliance is the CDE, US Bank is the Tax Credit Investor, Southern Utah University is the Leverage Lender and the Utah Shakespearean Festival Foundation is the QALICB. The land involved is owned by Southern Utah University and will be leased to the QALICB for the seven year period of the credits. SUU will provide equity funds, rather than borrowing, that have been donated for the purpose of constructing the Theatre.

The attached short slide presentation will provide an overview of the relationship of, and the flow of funds through, the various entities. We will discuss each step and relationship outlined in the presentation, along with a description of legal documents that will be required to be approved in the November meeting of the Board.

There will be various legal documents prepared, authorized and executed in order to effect this NMTCs financing arrangement. The Attorney General has appointed Jones Waldo to represent USHE and SUU as legal counsel for this project and SUU has appointed Zions Bank as Financial Advisors. Both firms have significant experience with NMTCs.

New Markets Tax Credits – An Overview

- **Short History:**

- SUU fund raising efforts, given our location and size, has been truly miraculous for this Project – details in a moment.
- We are in the final stages of that effort to have cash-in-hand sufficient to complete the total Project (approved by our Trustees, this Board, the Building Board and the Legislature).
- A member of the Shakespeare Board of Governor's introduced us to NMTCs as another potential funding source, to help get us over the top. We have been learning, fast and furious, about this option; and feel totally comfortable in our ability to complete the effort and receive significant funds therefrom.

Southern Utah University

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- NMTC projects in Utah that we are aware of:
 -
 - • Artspace City Center 2005
 - • Sorenson Unity Center – City of Salt Lake City 2006
 - • Artspace Commons 2008
 - • YWCA – Salt Lake City 2008
 - • Utah Food Bank 2009
 - • Magna Library – Salt Lake County 2010
 - • Salt Lake Convention Salt Palace Solar Array 2012
 - • Artspace Solar Gardens 2012
 - • Salt Lake Tribune Building – Neumont University 2012

Southern Utah University

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- Projects in process of closing on NMTCs that we know of:
 - • Guadalupe School – Salt Lake City
 - • Capitol Theater
 - • South Salt Lake Head Start School

Not a totally new concept in Utah

New Markets Tax Credit Program Overview

The NMTC program was developed to encourage private investors to provide capital into areas in which they would not otherwise invest

- NMTC program is operated through the Community Development Financial Institution (CDFI) Fund, a division of the U.S. Department of the Treasury
- Designed to spur investment and promote economic development in rural and urban Low-Income Communities (LIC)
- Provides investors a credit against federal income tax liability for a qualified investment

How do NMTCs work?



So. Utah Center for the Arts Example

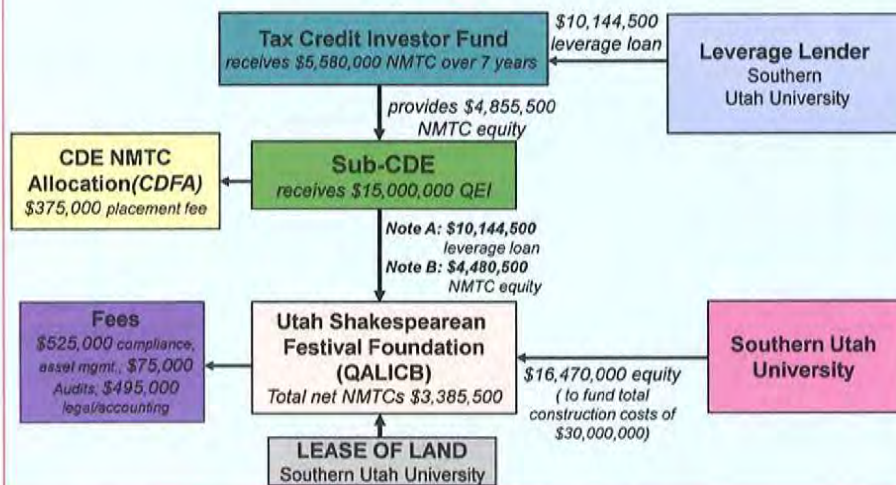
7

TOTAL QEI		\$15,000,000
FEDERAL TAX CREDIT over 7 years	X	39%
TOTAL NMTCs to investor		\$5,850,000
INVESTOR PRICING	X	\$.83
TOTAL NMTC equity to project		\$4,855,500
PLACEMENT FEE		\$375,000
AUDIT, COMPLIANCE, ASSET MGMT.		\$600,000
LEGAL AND ACCOUNTING FEES	+	\$495,000
TOTAL FEES (Estimated)		\$1,470,000
TOTAL NET NMTCs to project	=	\$3,385,500
		22.5% of QEI

So. Utah Center for the Arts Project

Basic Flow of Funds

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Southern Utah University

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- New Market tax Credits – Where we are in the process:

Stage One Qualification and Eligibility with CDFA – Done.

Stage Two. Compliance with the NMTC procedures and policies – In Process:

Legal Counsel and Financial Advisors appointed

Prepare documents for proper approvals -

Very complicated documentation of Treasury rules and process

- Stage Three. Performance. For SUU the project must be built as proposed.
No changes to the project, e.g. Tattoo parlor, casino, etc.

For the major owner/investor (U.S. Bank), they can use the tax Credits for a seven year period. The final resolution is done by a "Put" by the bank or by a "Call" by the project. Either way the NMTC deal comes to a close.

Southern Utah University

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Beverly Taylor Sorenson Center for the Arts

At Southern Utah University

SUU Advancement

Project Costs and Funding:

		Cash and		
<u>Project</u>	<u>Cost Estimates</u>	<u>Equivalents</u>	<u>Pledges(1)</u>	<u>Total</u>
Theater	13,770,000	14,510,483	1,556,635	16,067,118
Production	7,500,000	2,307,557	1,250,000	3,557,557
SUMA	<u>8,730,000</u>	<u>8,803,798</u>	<u>245,000</u>	<u>9,048,798</u>
Total	<u>30,000,000</u>	<u>25,621,838</u>	<u>3,051,635</u>	<u>28,673,473</u>

NMTC Resources

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<http://cdfifund.gov/index.asp>

CDFI Website

<http://www.newmarketstaxcreditcoalition.org/>

New Markets Tax Credit Coalition

<http://www.novoco.com/NMTC/index.shtml>

Novogradic Website

<http://www.nationaltrust.org/ntcifunds/NMTC.htm>

The National Trust Community Investment Fund

September 4, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Bonded Debt Summary

Issue

At their July 2013 Board meeting, several Regents requested additional information pertaining to bonded indebtedness within the Utah System of Higher Education (USHE). Board members asked for a packet of information that would include for each outstanding revenue bond (RB), the: maturity date, call date, effective interest rate, and outstanding balance of the bond; along with some indication of the percent of value that outstanding bond balances represent relative to the underlying asset value. In addition, several members asked for a quick tutorial regarding the different types of state debt obligations along with clarification regarding the difference between USHE- issued revenue bonds and State-issued general obligation bonds. The following information addresses those questions in summary form, with related attachments that provide additional detail.

Attached please find:

- a) **State of Utah Debt Obligations:** a summary of State debt categories, along with where USHE RB debt fits within those categories
- b) **Requirements for Process RB Requirements:** an outline of step-by-step revenue bond processes involving the Regents
- c) **A Survey of Revenue Bond Funding Sources:** a 2012 Informal Letter Report, issued by the Legislative Auditor's Office, indicating appropriate controls are in place relative to USHE revenue bonds
- d) **Outstanding USHE Revenue Bonds:** a spreadsheet indicating financial status of each USHE revenue bond
- e) **R590:** a copy of the underlying USHE revenue bond policy

Questions that arise as you review the information will be addressed at the meeting.

Commissioner's Recommendation

This is an information item. No action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

State of Utah Debt Obligations

When the subject of state debt is discussed it often focuses on the ability to issue new debt, and the relationship of outstanding debt to the constitutionally and/or statutorily imposed debt limits. *There are several categories of bonded debt in the state, only one of which – General Obligation (G.O.) Bonds - is limited by these provisions.* While other categories of debt might have statutory or “moral obligation” pledges that make the State liable for payment in the event of default, they are not subject to State debt limitations.

There are three general categories of state debt:

- 1) **Legal Obligations** – The two types of debt that require the state to pay the obligation no matter what happens:
 - General Obligation Bonds, for which the State is **directly** responsible for payment of the debt, and as mentioned above, are the obligations subject to constitutionally imposed debt limitations.
 - Public School Bonds, for which the school districts are directly responsible for payment, but for which the State is indirectly responsible by statute for payment if the districts default.
- 2) **Credit Obligations** – Unlike legal obligations, credit obligations do not guarantee payment of debt service by the State but for which the State lends its credit to the entity without a legal liability to the state. While limiting legal liability, they do create a credit liability and the State’s credit would be affected by default on the obligations. There are three entities that issue these credit obligation bonds:
 - State Building Ownership Authority, which issues lease revenue bonds to finance the construction of facilities. The State makes payment on these bonds with rental payments received from state agencies for which the facilities are built. While the state is **directly** responsible for payment of these bonds, by statute the state is specifically excluded from legal liability on these bonds.
 - Utah Higher Education Assistance Authority (UHEAA), which issues most of its bonds as “moral obligation” bonds. Others have been issued under its own authority (see “Non-state Obligations” in the table below).
 - Utah System of Higher Education (USHE), which issues most of its revenue bonds to finance facilities as “moral obligation” bonds. While some revenue bonds have been issued using USHE’s own authority, information on the breakdown between the two was not available so the total has been reported as “credit obligations” debt in the table below.
- 3) **Non-state Obligations** – This final category of debt relies on the credit of the entity rather than the credit of the State of Utah and default on these obligations would probably not affect the credit of the state. The following types of bonds are included in this category:
 - Utah Housing Authority, which issues asset backed bonds to give Utah residents access to affordable housing through mortgages funded by bond proceeds. The Housing Corporation operates independently of the state and is responsible for its own credit.
 - Charter School Finance Authority, which is authorized to issue bonds in order to finance charter school facilities. These bonds do not constitute legal or moral obligations of the state.

- Utah Higher Education Assistance Authority (UHEAA) has issued student loans using asset based notes backed by the Federal government. These notes are not obligations of the State of Utah.

The following table summarizes the amounts of debt outstanding as of June 30, 2012 in each of these categories:

Bond Category	Direct/Indirect State Responsibility	Legal Obligations		Credit Obligations		Non-state Obligations Outstanding Debt	Total Debt \$billions\$
		Outstanding Debt \$billions\$	Debt Limit	Outstanding Debt \$billions\$	Debt Limit		
General Obligation Bond Debt	Direct	\$3.66	Yes				\$3.66
Public School Debt Guaranty	Indirect			\$2.55	No		\$2.55
State Building Ownership Authority	Direct	\$0.30	No		No		\$0.30
Higher Education Revenue Bonds							
Student Loan Purchase Program (UHEA)	Indirect			\$1.00	No		\$1.00
Facilities Revenue Bonds	Indirect			\$0.72	No		\$0.72
Non-state Obligations							
Utah Housing Authority					No	\$0.81	\$0.81
Charter School Finance Authority	NA				No	\$0.24	\$0.24
UHEA	NA				No	\$0.55	\$0.55
Total All Bonds		\$3.96		\$4.27		\$1.60	\$9.83

USHE Revenue Bonded Debt Information

Each Year after USHE institution's financial records have been audited, the Office of the Commissioner provides an annual summary report on bonded debt to the Regents. Additional information about bonded debt balances is provided in the attached table in response to questions from the Regents. Information provided includes the following:

- A summary of outstanding debt, including the balance owed on each outstanding bond, issue date, maturity date, call date where applicable, and effective interest rate on each bond.
- The table also shows the bonded debt on buildings as a percentage of the current value of the buildings ("% of Balance to Value" column). There are numerous cases where existing bonds apply to more one building, either as a result of combining authorizations into a single bond or because multiple bonds were incorporated into a single refinance package. In those cases, the current replacement values for all applicable facilities have been combined to make the "% of Balance to Value" calculation.

It is also noteworthy that in the early years of a bond issue to construct new buildings, the "% of Balance to Value" calculation can exceed 100% of the building value because of the following circumstances:

- Inclusion of prepaid interest and required bond reserves in the bond principal.
- Delays in finalizing current replacement value as measured by the insured value calculated by the State Office of Risk Management.
- Interest only payments in the initial years of a bond issue (e.g., when a new bond is part of a bond system that has other facilities whose current value far exceeds the outstanding balance).

REQUIREMENTS FOR PROCESSING REVENUE BONDING REQUESTS

A. Policy Reference – This process is governed by Board of Regents **Policy R590**, Issuance of Revenue Bonds for Facilities Construction or Equipment

B. Authorization Process

1. Issuance of new bonded debt requires legislative authorization prior to Regents approving institutional requests to issue revenue bonds.
2. Refinance of existing bonded debt requires only Regents approval since it was originally authorized by the legislature. Regents “rule-of-thumb” is that refinancing of existing bonds should yield a net-present-value savings of 3% or more.

C. Steps in the Approval Process

1. **Conceptual Approval of the Facility** – An approved addition to the institution master plan based on the need for the project and its compatibility with the existing master plan. This can be accomplished in either of two ways:
 - a. An approved addition to the official Campus Master Plan (see Policy R720, Capital Facilities Master Planning)
 - b. Submission of a “Project Funded from Non-state Appropriated Funds” Request – This submission is governed by Policy R710, Capital Facilities, Section 4.5.6 and Policy R741, Capital Development Prioritization – CDP, Section 5.
2. **Approval to Seek Legislative Authorization to Issue Revenue Bonds** –
 - a. This typically is done during the CDP approval process at the August/September Board Meeting.
 - b. Board procedures, however, do allow for submission of such projects for approval during other meetings during the year.
 - c. Prior to the convening of the legislature each year, a formal list of projects approved by the Board to receive legislative authorization to issue revenue bonds is submitted to the Legislative Fiscal Analyst assigned to the Infrastructure and General Government Appropriations Subcommittee.
 - d. Note: Steps 1 and 2 are typically accomplished simultaneously
3. **Board Approval to Proceed with Bonding** – Subsequent to receipt of legislative authorization to issue bonds, approval by the Board to proceed, based on updated information about the project and debt servicing, is required.

4. **Request for Appointment of Bond Counsel** – The Office of the Commissioner of Higher Education, on behalf of the Board, requests appointment of bond counsel by the Utah State Attorney General.
5. **Board Approval of an Approving Resolution to Issue the Bonds** –
 - a. Prepared by bond counsel
 - b. Includes necessary provisions to issue the bonds
 - i. Parameters for principal amounts, terms, discounts, and timing
 - ii. Plans for debt service
 - iii. Accompanied by a Preliminary Official Statement and a Supplemental Indenture of Trust
 - c. Requires a “Financing Summary” that is based on the parameters and is typically prepared by a Financial Services consultant procured in compliance with UCA Title 63, Chapter 56, Utah Procurement Code
6. **Issuance of the Bonds** – Bonds may be issued by competitive bid or negotiated sale based on existing markets and advice from financial advisors. In both cases, final authorization by the Regents as specified in the “Approving Resolution” is required at the time the sale is consummated.
 - a. Board Chair, Vice Chair, or Chair of Finance and Facilities participate in the pricing call or bid acceptance
 - b. Confirm that approved parameters have been complied with
 - c. Sign final bond sale documents
7. **Report Results of the Issue to the Board** (not required by policy) – Subsequent to the issue of the bonds, a report is submitted to the Board that discloses the details of the sale and its compliance with approved parameters.

December 19, 2012
Report No: ILR2012-E

Speaker Rebecca D. Lockhart, Co-Chair
President Michael G. Waddoups, Co-Chair
Senator Ross I. Romero
Representative David Litvack

Subject: A Survey of Revenue Bond Funding Sources

Members of the Legislative Audit Subcommittee:

The Office of the Legislative Auditor General was asked to review funding sources of higher education institutions' revenue bonds. The Legislature has authorized the construction of many higher education facilities through revenue bonds. We were specifically asked to review whether revenue sources pledged to pay debt service obligations have been adequate and whether other sources of revenue have been substituted to meet bonding commitments.

For this audit, we met with the Board of Regents' staff to gather background information, review the revenue bonding process, and obtain an overview of the current projects institutions have financed through bond revenues. We also met with officials from four institutions to gain an understanding of the revenue bond process from their perspective.

The conclusion of our preliminary survey is that further audit work is not needed because strong controls exist. First, it appears that the revenue bond approval process has good controls to ensure sufficient funding is pledged to meet bonding commitments. Second, the Office of the State Auditor's annual financial audits of higher education institutions include a review of revenue bond projects. The auditor's examination provides a control to ensure pledged revenues are adequate and being used to pay obligations.

Revenue Bonding Approval Process Has Good Controls

We found that revenue bond funding sources are scrutinized during the revenue bonding approval process. When an institution seeks to fund a facility project with revenue bonds, each project must go through an extensive approval process. After the institution has developed a plan for the project, including how it will be funded, the plan will be reviewed by six different boards, groups, or individuals. Part of this process's purpose is to ensure that pledged revenue sources are adequate to cover debt service obligations. The six reviews are listed in order of occurrence below:

1. The institution's board of trustees
2. The State Board of Regents
3. The Utah State Building Board
4. The Legislature
5. A bond counsel
6. A financial advisor

Each of the groups or individuals reviews the parameters of the project, including funding sources. The institution's board of trustees, the State Board of Regents, and the Legislature all have authority to approve or deny a project. The approval process takes at least a year to complete, but typically takes about 18 months.

Revenue Bond Projects Are Reviewed Annually

After a project has been approved and funded, the State Auditor's Office reviews the financial viability of the revenue bond projects annually. This examination provides a good control to help ensure the state that pledged revenue sources are adequate to meet debt service obligations, and that institutions are in compliance with the bond covenants. The institutions' annual financial statements contain a note on all revenue bond projects summarizing the viability of the projects.

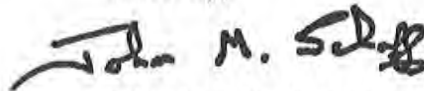
The state auditor's annual financial reviews include an examination of each project's bond covenants; which are official statements of what the institution promises to do with the bond revenue and how they will repay the debt (the pledged revenue sources). The state auditors make sure the institutions are in compliance with the bond covenants. In addition, auditors review debt service schedules and debt ratios to evaluate funding adequacy. The State Auditor's staff stated that they have not reviewed any institution that has pledged revenue sources for a project, then not used those pledged revenue sources as the primary source of funding the debt service obligations.

**Institutions Concur that
Strong Controls Exist**

We visited officials with four higher education institutions (University of Utah, Weber State University, Utah Valley University, and Salt Lake Community College) to obtain their perspective on the revenue bond process. Each of the four institutions that we visited has ongoing revenue bond projects. The officials believe that the revenue bond process has good controls, and that the state auditors complete an adequate review of the revenue bonds annually to ensure that only appropriate revenue is being used to pay debt service obligations.

In summary, we believe that no further action is needed at this time regarding revenue bond funding sources. We hope this information has addressed your concerns. Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "John M. Schaff". The signature is stylized with a large, sweeping initial "J" and a distinct "S" at the end.

John M. Schaff, CIA
Auditor General

JMS/WDK

Utah System of Higher Education

Outstanding University & College Revenue Bonds

Fiscal Year 2013

University or College	Original Amount	Year Issued	Purpose	Outstanding Balance as of 30-Jun-13	Maturity Date	Call Date	Effective Interest Rate	% of Balance to Value
University of Utah								
	120,240,000	1998A	Aux & Campus Fac Sys Rev Refunding - Housing	30,365,000	2029	Non-callable	5.12%	18.4%
	42,955,000	2005A	Aux & Campus Fac Sys Rev Refunding	27,200,000	2021	April 2015	3.81%	16.5%
	23,515,000	2010A	Aux & Campus Fac Revenue Refunding	22,015,000	2024	April 2020	3.68%	13.4%
	2,570,000	2010B	Aux & Campus Fac Revenue (nontaxable)	2,570,000	2015	Non-callable	1.90%	7.0%
	42,525,000	2010C	Aux & Campus Fac Revenue (taxable)	41,335,000	2036	Non-callable	3.86%	112.0%
	46,235,000	2012A	Aux & Campus Fac Revenue	44,245,000	2032	April 2022	3.26%	Under Const.
Subtotal	278,040,000			167,730,000				
Hospital Facilities								
	30,480,000	2005A	Hospital Revenue Refunding	16,945,000	2018	August 2015	3.81%	11.5%
	77,145,000	2006A	Hospital Revenue Refunding - Hospital Expansion	77,145,000	2032	August 2016	4.42%	57.6%
	9,135,000	2009A	Hospital Revenue - UNI expansion (nontaxable)	7,830,000	2017	Non-callable	2.49%	17.7%
	41,785,000	2009B	Hospital Revenue - UNI expansion (taxable)	41,785,000	2031	Non-callable	3.86%	94.5%
	36,120,000	2010	Hospital Revenue	34,215,000	2026	August 2020	3.56%	50.8%
	20,145,000	2011A	Hospital Revenue Refunding	18,585,000	2026	Non-callable	3.67%	13.9%
	66,480,000	2011B	Hospital Revenue	66,480,000	2032	August 2020	4.12%	72.6%
Subtotal	281,290,000			262,985,000				
Research Facilities								
	9,685,000	2004A	Research Facilities Rev. - Med. Research Renovation	4,535,000	2019	April 2014	4.25%	28.0%
	5,515,000	2005A	Research Facilities Rev. - Moran Eye Center	3,815,000	2025	April 2015	4.13%	5.3%
	20,130,000	2005B	Research Facilities Rev. Refunding	8,205,000	2020	April 2015	3.79%	7.7%
	9,360,000	2008A	Research Facilities Rev. - NPS Building	6,580,000	2022	April 2018	3.88%	N/A
	19,080,000	2009A	Research Facilities Rev. - N. Campus Infra. (nontaxable)	11,890,000	2019	Non-callable	2.70%	N/A
	27,730,000	2009B	Research Facilities Rev. - N Campus Infra. (taxable)	27,730,000	2029	4/1/2019	3.93%	N/A
Subtotal	91,500,000			62,755,000				
Cert. of Participation	42,450,000	2007	Refund Viron Lease & Co-gen Project	33,375,000	2027	December 2017	N/A	N/A
UU Total	\$ 693,280,000			\$ 526,845,000				
Utah State University								
Student Housing	\$ 39,155,000	2007	Student Fee & Housing Sys Ref Rev	39,155,000	2035	Non-callable	4.26%	110.5%
Student Housing	8,130,000	2009	Student Fee & Housing Sys Ref Rev	3,365,000	2015	Non-callable	1.42%	4.2%
Research Facilities	705,000	2003A	Research Revenue Bonds	195,000	2016	December 2013	3.94%	17.7%
Research Facilities	22,000,000	2009	Research Revenue Bonds	20,150,000	2031	June 2019	4.28%	83.7%
Research Facilities	11,070,000	2010	Research Revenue Bonds	10,810,000	2018	Non-callable	1.71%	44.0%
Stadium/Fieldhouse/Wellness Cntr.	11,065,000	2004A	Student Building Fee Revenue Refunding	440,000	2014	April 2014	4.93%	2.4%
Stadium/Fieldhouse/Wellness Cntr.	11,065,000	2004A	Student Building Fee Ref Rev	8,405,000	2026	October 2013	2.01%	46.6%
USU Total	\$ 103,190,000			\$ 82,520,000				

Weber State University							
Shepherd Union Renovation	22,810,000	2005	Student Facilities System	2032	October 2015	4.39%	61.1%
Student Housing Refinance	10,155,000	2007	Student Facilities System Refunding	2031	April 2017	4.53%	51.3%
Student Housing	14,015,000	2010A	Student Facilities System	2040	October 2020	3.21%	34.4%
Student Facilities	17,380,000	2012	Student Facilities System	2032	October 2022	3.28%	26.9%
WSU Total	\$ 64,360,000			\$ 61,100,000			
SUU							
Living & Learning Cntr.	4,540,000	2002A	Student Building Fee/Refunding Rev	2014	May 2012	3.10%	1.6%
Student Housing	8,285,000	2011	Student Building Fee/Refunding Rev	2023	May 2019	2.85%	17.5%
Student Housing	12,025,000	2008	Auxiliary System & Student Bldg. Fee Rev	2033	Non-callable	2.28%	73.7%
SUU Total	\$ 24,850,000			\$ 19,410,000			
Snow College							
Student Housing	16,810,000	2011	Student Fee and Housing System Revenue	2036	June 2021	4.08%	116.70%
Snow College Total	\$ 16,810,000			\$ 16,340,000			
Dixie State University							
Dixie Center	5,195,000	2006	Dixie Center Lease Rev Ref	2023	May 2009	3.6% to 4.7%	17.80%
DSU Total	\$ 5,195,000			\$ 3,555,000			
Utah Valley University							
Student Center	\$ 11,020,000	2004A	Student Ctr Build Fee/Unified Sys Rev Ref	2020	Anytime	4.0% to 4.5%	25.4%
Student Center	49,250,000	2012A	Student Life and Wellness Building	2033	November 2023	3.0% to 5.0%	99.0%
Baseball Field	3,900,000	2004A	MBA Utah County/Lease Rev	2019	Anytime	4.5% to 6.0%	60.2%
Education Building Refinance	2,600,000	2004B	MBA Utah County/Lease Rev Taxable	2014	Anytime	3.75% to 4.2%	17.0%
UVU Total	\$ 66,770,000			\$ 54,225,000			
Salt Lake Community College							
Lifetime Activities/Student Cntr.	7,925,000	2010	Auxiliary System & Student Fee Revenue Refunding Bonds	2016	Non-callable	2.0% to 2.5%	10.3%
SLOCC Total	\$ 7,925,000			\$ 3,555,000			
USHE Total	982,380,000			767,550,000			

R590, Issuance of Revenue Bonds for Facilities Construction or Equipment¹

R590-1. Purpose: To provide procedural guidelines for the issuance of revenue bonds within the USHE for facilities construction or equipment purchases.

R590-2. References

- 2.1. Utah Code Title 53B, Chapter 21 (Revenue Bonds)
- 2.2. Utah Code Title 11, Chapter 17 (Utah Industrial Facilities and Development Act)
- 2.3. Utah Code Title 63, Chapter 56 (Utah Procurement Code)
- 2.4. Policy and Procedures R220, Delegation of Responsibility to the Presidents and Institutional Boards of Trustees
- 2.5. Policy and Procedures R710, Capital Facilities

R590-3. Policy

3.1. Availability of Associate Commissioner for Finance and Facilities for Assistance: When requested by the institution, the Associate Commissioner for Finance and Facilities shall assist in the development of institutional revenue bonding proposals for facilities construction or equipment purchases. At the discretion of institution officials, institutions may proceed independently to develop revenue bonding proposals for facilities construction or equipment purchases provided the proposals are developed in accordance with Regent policies R220, R710 and applicable procedures contained in this policy.

3.2. Procedural Requirements for Institutions Issuing Bonds Pursuant to Utah Code Title 11, Chapter 17, Industrial Facilities and Development Act: Institutions issuing bonds pursuant to Utah Code Title 11, Chapter 17, Utah Industrial Facilities and Development Act, shall:

3.2.1. Obtain Board approval in concept of each facility construction project through the Finance and Facilities Committee of the Board based on documentation of the need for the project and its compatibility with and inclusion in the current institutional facilities master plan. This approval must be sought and obtained prior to or simultaneously with approval to seek financing.

3.2.2. Obtain Board approval to seek revenue bond financing for the construction project or equipment purchase through the Finance and Facilities Committee of the Board, providing a description of the project and an initial plan for debt servicing. When scheduling permits, approval to seek financing shall be obtained prior to the steps set forth in 3.2.3. When scheduling requirements are urgent, steps set forth in 3.2.3 may be initiated prior to obtaining Board approval to seek financing.

3.2.3. Request appointment of bond counsel by the Attorney General, select an underwriter or underwriting team through a request for proposal process and provide copies of the request for

¹ Adopted June 28, 1991, amended January 16, 2004.

bond counsel and the underwriter request for proposal to the Associate Commissioner for Budget and Finance.

3.2.4. Obtain a Board resolution through the Finance and Facilities Committee authorizing issuance of the bonds. The authorizing resolution shall be prepared by bond counsel and shall include the provisions necessary to complete the transaction and issue the bonds. The authorizing resolution shall include the parameters for principal amounts, terms, discounts and timing. The institution shall submit to the Board current plans for debt service and up-to-date financial feasibility analysis with the proposed authorizing resolution. When possible, the authorizing resolutions, related bond documentation, and financial feasibility data shall be submitted to the Associate Commissioner for Finance and Facilities for review at least 15 days prior to Board consideration of the resolution.

3.3. Procedural Requirements for Institutions Obtaining Specific Legislative Authority Consistent with Utah Code Title 53B, Chapter 21 to Issue Revenue Bonds: Institutions obtaining specific legislative authority consistent with Utah Code Title 53B, Chapter 21 to issue revenue bonds shall:

3.3.1. Obtain Board approval in concept of each facility construction project through the Finance and Facilities Committee of the Board based on documentation of the need for the project and its compatibility with and inclusion in the current institutional facilities master plan. This approval must be sought and obtained prior to or simultaneously with approval to seek legislative authority to issue the bonds.

3.3.2. Obtain Board approval to seek legislative authority to issue revenue bonds for the construction project or equipment purchase through the Finance and Facilities Committee of the Board based on a description of the project.

3.3.3. Through the Commissioner's office, request legislative authority to issue the revenue bonds for the construction project or equipment purchase.

3.3.4. Obtain Board approval to seek revenue bond financing for the construction project or equipment purchase through the Finance and Facilities Committee of the Board based on an updated description of the project and an initial plan for debt servicing. When scheduling permits, approval to seek financing shall be obtained prior to the steps set forth in 3.3.5. When scheduling requirements are urgent, steps set forth in 3.3.5 may be initiated prior to obtaining Board approval to seek financing.

3.3.5. Request appointment of bond counsel by the Attorney General, select an underwriter or underwriting team through a request for proposal process and provide copies of the request for bond counsel and the underwriter request for proposal to the Associate Commissioner for Finance and Facilities.

3.3.6. Obtain a Board resolution through the Finance and Facilities Committee of the Board authorizing issuance of the bonds. The authorizing resolution shall be prepared by bond counsel and shall include all provisions necessary to complete the transaction and issue the bonds. The authorizing resolution shall include the parameters for principal amounts, terms, discounts and timing. Revised plans for debt service and up-to-date financial feasibility analysis shall be submitted to the Board with the proposed authorizing resolution. When possible, the authorizing resolutions, related bond documentation, and financial feasibility data shall be submitted to the Associate Commissioner for Finance and Facilities for review at least 15 days prior to Board consideration of the resolution.

3.4. Procurement of Financial Services: Institutional procurement of all financial services relating to bond issues shall be made in compliance with Utah Code Title 63, Chapter 56, Utah Procurement Code.

3.5. Responsibility of the Associate Commissioner for Finance and Facilities to Review Bond Documentation: Prior to Board consideration of any authorizing resolution the Associate Commissioner for Finance and Facilities shall review the applicable bond documentation. The Associate Commissioner shall also evaluate up-to-date financial data, provisions for renewal and replacement, provisions for sinking fund reserve, parameters on principal amounts, terms, discounts and timing, and other issues relating to the financial feasibility of the proposed bond issue. The Associate Commissioner shall report findings to the Commissioner and shall be available to address any financial concerns the Board may have.

3.6. Associate Commissioner for Finance and Facilities to Seek Attorney's General Opinion: The Associate Commissioner for Finance and Facilities shall request an opinion from the Attorney General regarding the legality of the bond issue and related contracts and provisions.

3.7. Associate Commissioner for Finance and Facilities to Submit an Annual Report of Bond Debt. The Associate Commissioner for Finance and Facilities shall prepare and submit to the Board an annual report which summarizes institutional and system bonded indebtedness, relative to nationally recognized standards for financial strength, associated with institutional or system revenue bonds, and shall include a summary of State of Utah General Obligation Bond debt associated with USHE capital development.

September 4, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – University Student Apartments Replacement

Issue

The University of Utah is exploring the opportunity of replacing the more than 40 year old University Student Apartments (USA) and is considering use of a public/private partnership as one of the financing options. The magnitude of this project encompasses more than 700,000 gross square feet of space at a potential cost of \$150-\$200 million. The University has requested the opportunity to inform the Regents about the progress of this initiative and the steps to be undertaken to confirm the viability of the opportunity.

The attached letter from the University provides information about the steps taken to date and the next steps to be undertaken to arrive at a more defined project scope and cost in order to present the proposal to the University Trustees, the Regents, and the State Building Board for the required approvals. Additional information about the project is included in the attached preliminary "Non-state Funded Capital Development Project Request" and maps showing the site location.

University representatives will be present at the meeting to present this initiative and respond to questions from the Board.

Commissioner's Recommendation

This is an information item and requires no action at this time. The Commissioner recommends that the Regents do take the time to become familiar with the information for future discussion and presentation of this project for approval in the near future.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment



Office of the Vice President
for Administrative Services

August 19, 2013

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

Re: University of Utah
University Student Apartments

Dave
Dear Mr. Buhler:

The University Student Apartments (USA) located at the southeast portion of the University of Utah campus is over 40 years old and requires replacement. The attached 'Capital Development Project Request' generally identifies the project's scope, description and justification.

At this point, the magnitude of the proposed project is such, encompassing over 700,000 GSF at a potential cost of \$150,000,000 - \$200,000,000, that the U is exploring the opportunity of replacing this facility by use of a public/private partnership.

Last year, the University engaged Brailsford & Dunlavy (B&D) in association with Hanbury Evans Wright Vlattas + Company to analyze and update the Housing and Residential Education Master Plan. B&D's scope of work included student focus groups, an off-campus (private sector) housing market analysis, an Internet survey sent to students and faculty/staff, a competitive context analysis, and a system-wide financial model. It is because of this analysis, coupled with the aging facility, which has caused us to explore strategies for replacing the USA housing.

To this end, B&D is assisting the University by preparing a Request for Information/Qualification (RFI/Q) document in an attempt to gauge developer interest for this project. We anticipate responses later this calendar year at which point we intend to advise the boards of both Trustees and Regents along with the State Building Board of a more defined project scope and cost, seeking approval as required.

We respectfully request that you place the University Student Apartments replacement project as an information item in the Finance/Facilities Committee's agenda so that representatives from the University may socialize this concept with its members and advise of current activities to develop the data that will further inform the project.

University of Utah
201 South Presidents Circle, Room 209
Salt Lake City, Utah 84112-9012
Office Phone (801) 581-6404
Fax (801) 581-4972

Mr. David Buhler
August 19, 2013
Page Two

University representatives will be at the September 2013 Board of Regents meeting to present this briefing and address questions by the Board.

Thank you for consideration and support of this request.

Sincerely,



Arnold B. Combe
Vice President

cc: President David W. Pershing
Dr. Gregory Stauffer
Ralph Harding
Michael Perez

Attachment: FY 2015 Non-State Funded Capital Development Project Request – University Student Apartments – Family Housing Replacement

FY 2015
Non-State Funded Capital Development Project Request

Agency/Institution: The University of Utah

Project Name: University Student Apartments – Family Housing Replacement

Preliminary Cost Estimate: TBD

Total Project Space (Gross Square Feet) TBD

New Space (Gross Square Feet) TBD

Remodeled Space (GSF) -0-

Space to be Demolished (GSF) 728,000 GSF (E & W Villages)

Increase in State Funded O&M None

New Program Costs None

New FTEs Required for O&M None

New FTEs Required for Programs None

Sources of Funding Private Financing

Previous State Funding -0-

Existing Facility:

Existing Space (square feet) Currently Occupied 728,000 GSF (East & West Villages)

The Project site is located on the southeast side of the University campus as shown on the diagram below. The Project site consists of the East and West Villages located east and west of Foothill Blvd., both bound by Sunnyside Ave. to the south. The complex currently provides 943 family apartment units.

Although the properties as a whole have been conscientiously maintained within the limits of available resources, the housing inventory at the Villages is approaching the end of its useable life in terms of physical condition, operating efficiency, and meeting accessibility requirements. The East and West Villages do not meet current expectations and requirements of students.

In 1996, the University conducted a facility condition analysis of the University Student Apartments and determined that due to the age of the buildings and multiple deferred maintenance issues, it would be in the University's best interest to entirely replace the complex.

Details of the condition analysis follow:

- Architecturally, there are fire separation problems; and the interiors are in need of total renovation.

- Mechanical systems are inadequate: the useful life of systems has ended; there is no air conditioning; without metering, there is no incentive for residents to save energy; hot water storage tanks are at the end of their useful life; piping in older units is inaccessible and require walls to be torn down for replacement. Copper piping has been subjected to electrolysis and needs to be replaced. Waste piping is deteriorating and lines are clogging. This should be replaced if units are to be used for the next twenty years. As for ventilation systems, there is no outside air for individual units. There are common returns to units causing odor problems. There is heavy condensation during winter months causing mildew.
- Electrical systems require voltage upgrades (if dryers and/or air conditioner are to be added) and the replacement of the branch circuits and panel boards. Receptacles should be replaced with “grounding” type receptacles.
- Some code issues include bedroom windows that do not meet fire safety code relative to emergency egress. Enclosed stair cases are not rated, and railings are non-conforming.
- From an environmental perspective, there is asbestos containing floor tile, ceiling tile and ACM roofing.
- In 2003, Revealey Engineers studied the structural seismic integrity of the East and West Villages. Serious structural deficiencies were found that make the structures vulnerable to damage in a major seismic event. By current building code standards, the unreinforced masonry walls are poorly anchored at the wall, floor and roof; new concrete shear walls are needed; bracing of the structural walls is needed; in some cases the interior partitions are not laterally braced and there is no ability to expand vertically

Project Description:

The University of Utah intends to contract with a qualified development team to plan, design, construct, and finance, a replacement of the University Student Apartments. Ownership and management of the replacement housing may be through either the development team or the University. The University expects to resolve the approach for this before the legislative session. The development team will work with the University, Salt Lake City and the community to deliver a high-quality facility that will match the University’s goals described below. The future development should create a family oriented environment and contribute positively to the surrounding neighborhood communities.

Goals include:

- The maximum or optimal number of family units (one-, two-, and three-bedroom units)
- Surface and/or structured parking
- Community support spaces including a leasing/management office, a community center(s), laundry, garbage disposal, storage, maintenance shop, shuttle bus stop(s) and others as deemed appropriate for a large family housing program.
- Open public outdoor spaces and private/semi-private common areas for the residential units including play areas for children.
- Sustainability and green building components with the goal of achieving Silver LEED certification for the buildings and for the entire development (LEED Neighborhood Certification);
- Compatibility of the project with the surrounding neighborhood communities;
- Appropriate scale and density for a multi-family residential development in a university setting.

Project Justification:

The project is needed in order to replace existing housing that is beyond its useful life and has substantial

deficiencies as noted above and also to address a growing demand for family housing. Brailsford & Dunlavey prepared a Housing and Residential Education Master Plan. The Plan identified a strong demand for family housing at the University of Utah. The Student Housing Master Plan completed in 2012 identified additional on-campus housing demand for 800 first year students, up to 680 upper-class students, and an additional 300 graduate students by the year 2019-2020. Based on the Plan's recommendations, the University's intent is to replace a maximum number of the current units and offer them to students at attractive price points.

Planning/Programming:

In April 2010, MJSA Architects completed a Replacement Feasibility Study for the West Villages, including a site capacity study. In December 2011, Brailsford & Dunlavey prepared a Housing and Residential Education Master Plan. The Plan identified a strong demand for family housing at the University of Utah.

Site and Infrastructure:

The site is owned by the University and has been in use as student housing for many years: the West Village for over 53 years and the East Village for more than 41 years. The project will include any enhancement to existing utilities that are needed. The project will provide for its own heating and cooling systems, independent of the University's centralized systems.

Photographs and Maps:



Site 4 – Student Apartments Site

Family Apartments

- Assumes 500 family units of one, two and three bedrooms at 3 & 4 stories

- Parking at grade

- Totlots within courtyards

- Community Center

Single Student Apartments

- Assumes one half of the first floor of each building is used for common use and support spaces

- Bed counts assume 2 and four bedroom apartments at 3 & 4 stories

- Total potential capacity of 1,200 beds



September 4, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Salt Lake Community College - South City Campus Property Purchase

Issue

In accordance with Regent Policy R710, Capital Facilities, Salt Lake Community College is reporting its purchase of a property that is contiguous to the South City Campus and falls within the approved parameters for such purchases without requiring specific authorization by the Regents. Relevant details about the purchase are found in the attached letter from the college.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

19 August 2013

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

RE: Acquisition of property located at 155 East 1700 South, Salt Lake City, UT

Commissioner:

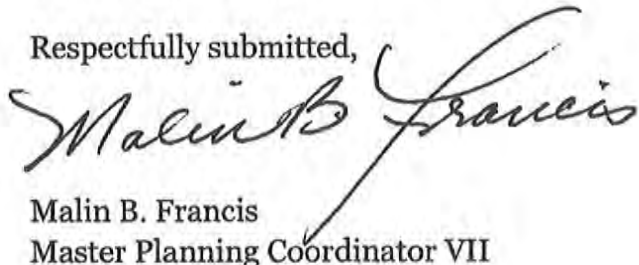
In accordance with the R710, Capital Facilities Policy; SLCC is requesting the property acquisition be placed on the information calendar agenda for the next Board of Regents meeting. The property is located at 155 East 1700 South, Salt Lake City, UT and is:

- (1) Contiguous to SLCC's current South City Campus property
- (2) Was purchased for under \$500,000
- (3) The property had an appraised value of \$225,000 for which the College paid \$192,500
- (4) The property requires no O&M funds.

The acquisition of this property supports the Master Plan and the South City Campus Capacity Study which shows the need for additional parking. The purchase of this property was approved by the Board of Trustees in June 2013.

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

Respectfully submitted,


Malin B. Francis
Master Planning Coordinator VII

September 4, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Legislative Audit of Higher Education's Competition with the Private Sector – An Update

Summary

On July 8, 2013 a Legislative Audit of Higher Education's Competition with the Private Sector was finalized and released to the general public. The Legislative Auditor General's recommendations included:

1. We recommend that the Legislature consider providing statutory policy guidance that addresses higher education competition with the private sector;
2. We recommend that the Board of Regents provide greater oversight and enforcement of its policy pertaining to institutions of higher education competition with the private sector; and
3. We recommend that the Board of Regents update policy R555: Providing Facilities, Goods and services in Competition with Private Enterprise.

The USHE response to the audit recommendations concurred with the findings and indicated that the Commissioner's Office would work with the USHE institutions in careful consideration of how best to address the recommendations moving forward.

The Commissioner's Office is now engaged in the process of reviewing various options to determine what might best respond to the audit concerns while also recognizing institutional operational requirements and Board oversight responsibilities. In addressing the legislative audit's recommendations, Commissioner's staff has been:

1. Working with USHE institutions by requesting: input regarding the issues highlighted in the audit, suggestions for improvement, and concerns;
2. Researching other states' policies and approaches, as well as relevant national higher education and business association resources, in the *competition with private sector* issue arena;
3. Beginning to craft a variety of policy language options for the Board to react to at the November Regents meeting including:
 - a. Addressing oversight of "exceptions" to R555 and working to better align institutional compliance with the policy;
 - b. Updating outdated references and policy language; and
 - c. Addressing the audit findings regarding the University of Utah Red Zone stores.

Following Board input at the November Regents meeting, the Commissioner's Office will craft final policy language amendments for action and approval at the January 2014 Regents meeting.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/CRW/DAM

September 4, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Review of the Regents' Role in the Prioritization Process for Capital Development Projects

Issue

At the July 19, 2013 State Board of Regents Meeting, a request was made to provide a review of the process used to prioritize capital development project requests from USHE institutions and to provide some insight into what Regents might do to best be prepared to contribute to the process and the outcome of the funding decisions. The attached presentation addresses that request and will be discussed in more detail at the September 12-13, 2013 Board meeting.

Commissioner's Recommendation

This is an information item; no action is needed.

DLB/GLS/WRH
Attachment

David L. Buhler
Commissioner of Higher Education



UTAH SYSTEM OF HIGHER EDUCATION

Regents' Role in Providing Adequate Capital Facilities for USHE Institutions

September 12-13, 2013



UTAH SYSTEM OF HIGHER EDUCATION

STATUTORY REGENTS' CAPITAL FACILITIES ROLE

- **UCA §53B-6-101 Assigned Responsibility**

conducting continuing studies of the facilities, grounds, buildings
... at the higher education institutions

providing for the initiation and financing of projects needed
for growth and maintenance

establishing criteria for and determination of the...capital
budgetary needs of the institutions and system as a whole



STATUTORY REGENTS' CAPITAL FACILITIES ROLE

•Responsibility primarily discharged under 2 policies

R710, Capital Facilities

R741, Capital Development Prioritization - CDP

Focus of this presentation is the role of R741, CDP



REGENTS' CAPITAL DEVELOPMENT PRIORITIZATION (CDP) POLICY

Provides the framework and methodology for prioritization of USHE Capital Facilities needs

Many considerations affect the relative priority of a project:

- **Physical condition** of the facilities
- Determination of **space needs**
- Institutional **roles and missions**
- Long term **strategic planning**
- Current **program emphasis and priority**

Ranking methodology is

- Quantitative in nature
- An opportunity to exercise collective discretion and judgment in project ranking





FRAMEWORK AND METHODOLOGY

- A defined, deliberative process using quantitative methodology to inform judgment
- Recognizes that quantitative analysis alone cannot provide the answer
- Straightforward means for Regents to make decisions using a four step process:

Step 1 – Priority Guideline Establishment

Step 2 – Request Submission

Step 3 – Project Analysis and Scoring

Step 4 – Project Prioritization



Step 1 – Establishment Of Priority Guidelines

At the beginning of each year's capital facilities prioritization process, the Board adopts priority guidelines pertaining to the most pressing and critical needs for the Utah System of Higher Education. These priorities, though not binding, are designed to guide the subsequent use of Regents' Priority Points.

Step 2 – Submission of Requests

Institutions submit their highest priority capital development needs to the Office of the Commissioner of Higher Education for evaluation. Each institution may submit more than one project, but for scoring purposes, except for research institutions, only the top project will be scored. Each research university may have up to two projects scored each year.



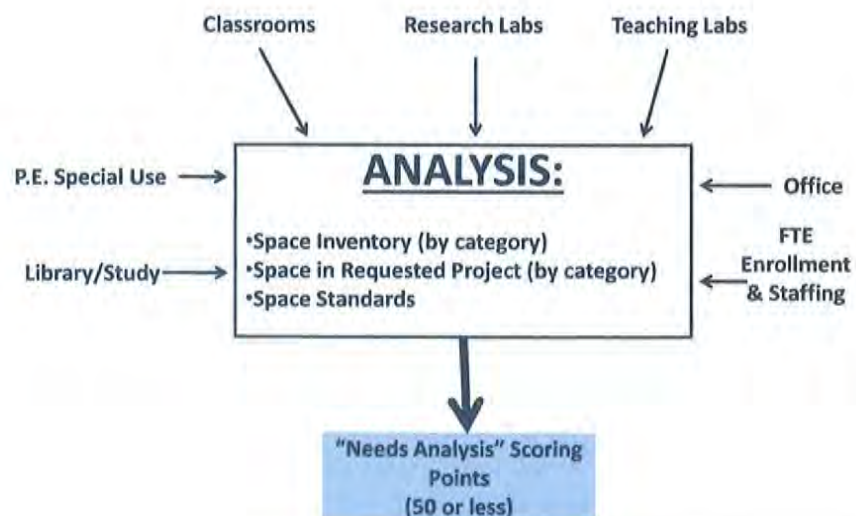
Step 3 – Project Analysis and Scoring of Needs

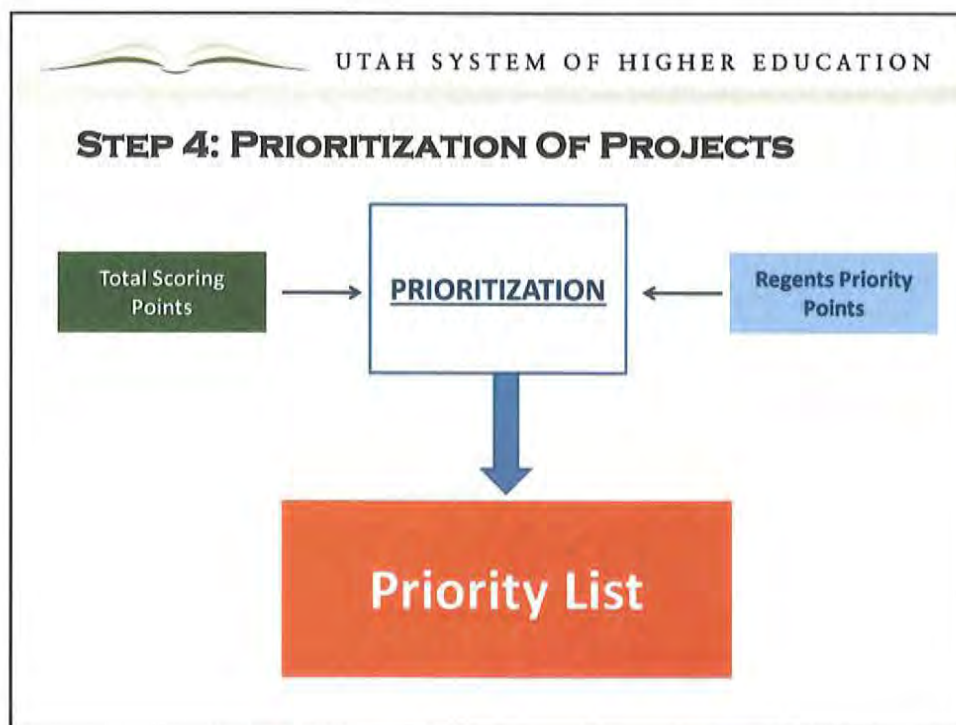
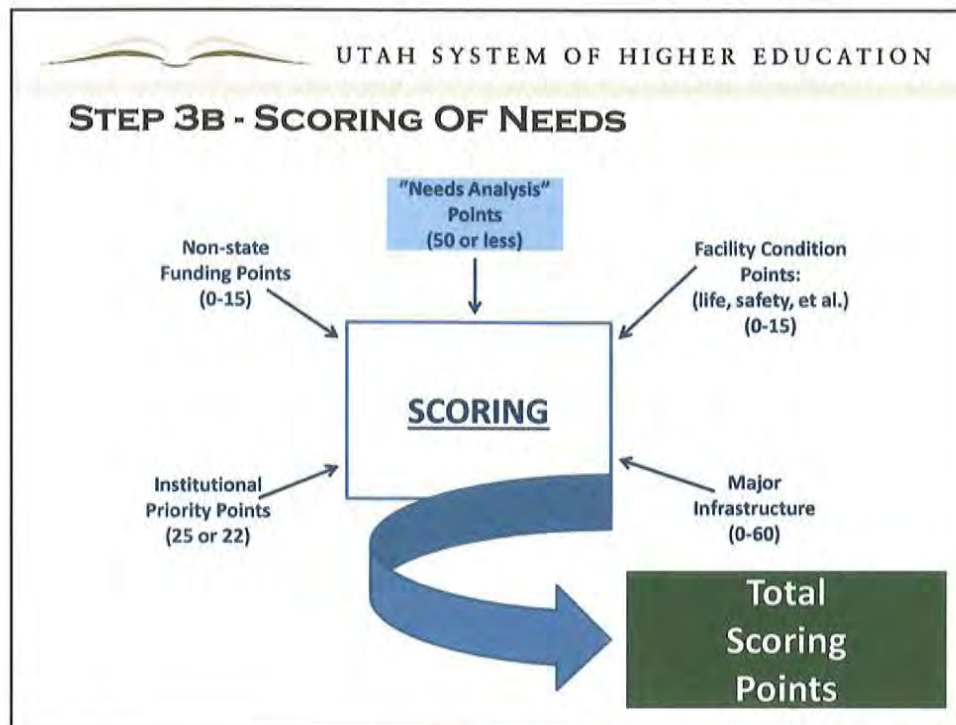
Structured to give appropriate consideration to:

- Access
- Remodeling, renovation, or replacement of existing facilities
 - Life safety considerations
 - Functional/Physical obsolescence
 - Disruption of daily activities
- Other non-state funds committed to the projects
- Critical major infrastructure needs
- Institutional priorities of projects



STEP 3A – “NEEDS ANALYSIS”







Step 4 – Project Prioritization for Funding Consideration

- Order scored projects from highest to lowest

- Determine “Regents Priority Points”

Consideration of established “Priority Guidelines”

Add Regents’ collective judgment

- Combine “Scoring Points” & “Regents Priority Points”

- Order projects based on combined point totals

REGENTS’ GUIDELINES FOR APPLICATION OF REGENTS’ DISCRETIONARY POINTS IN PRIORITIZATION OF CAPITAL DEVELOPMENT PROJECTS FOR FY 2014-15 FUNDING CONSIDERATION

Regents Discretionary Points – The Regents have 25 “priority points” that they may use on a discretionary basis to address what are determined to be the most pressing and critical USHE needs. The guidelines adopted for their use in prioritization of projects for FY 2014-15 funding consideration are as follows:

Guideline Based Points

Critical Programmatic and Infrastructure Needs

- Imminent threats to daily operations and program delivery
- Extraordinary economic development/competitive opportunities
- Enhancement of critical programs (science, engineering, technology, etc.)
- Facilities needs to achieve 2020 Plan goals

High Priority Issues

- Strategic Planning & Time-sensitive Issues
 - Branch and satellite campus development
 - Significant changes in role and mission
 - Mergers and Partnerships
 - Emerging time-sensitive opportunities
- Operational and Programmatic Efficiency
 - Sustainability (energy conservation and efficiency)
 - Operational Efficiency (optimization of O&M costs)
 - Innovative and cost effective delivery of academic programs
 - Improved space utilization
 - Eliminate functional obsolescence of equipment and space

Fulfills a Non-Critical Need

- Core programmatic enhancement
 - Strengthen program deficiencies
- Project Does Not Qualify for Regents’ Priority Points

Discretionary Points

These points are designed to position institutions to further develop and enhance assigned missions and roles (see R741.3.4.1). It also is the intent of the Regents to give appropriate consideration to projects that respond straightforwardly in helping to achieve the goals and recommendations of the *HigherEdUtah 2020 Plan*. Appropriate consideration will also be given to projects with prior approved Legislative planning funding.

Total Regents Discretionary Points

0-10 Points

10 Points

5-8 Points

3 Points

0 Points

0-15 Points

25 Points



REVIEW OF REGENTS' ROLE AND PROCESS IN ESTABLISHMENT OF CAPITAL DEVELOPMENT PROJECT PRIORITIES

- **Adopt Guidelines to be used in the upcoming prioritization process**

 - Adopted each year after legislative session ends**

 - Based on Regents' perception of the most pressing/critical needs**

 - Though not binding they are designed to guide subsequent prioritization of requested projects**



REVIEW OF REGENTS' ROLE, CONTD.

- ***Regents' Capital Facilities Committee* makes site visits**

 - Become fully informed about projects and their need**

 - Review quantitative scoring of the projects**

 - Deliberate relative need for the projects**

 - Recommend a prioritized list for Board adoption**



REVIEW OF REGENTS' ROLE, CONTD.

- Regents [*Committee of the Whole*] adopt prioritized list of projects

Become fully informed about campuses and their needs

Become fully informed about specific project requests

Carefully review and deliberate Committee recommendation

Adopt prioritized list of projects for submission to the Governor, State Building Board, and Legislature for funding consideration



REVIEW OF REGENTS' ROLE, CONTD.

- Regents also approve *non-state funded* project requests

Determine that projects conform to assigned roles and missions

Confirm that funding sources are adequate and appropriate

Authorize requests for state-appropriated O&M support when projects qualify under Board policy

Approve requests for Legislative authorization to issue revenue bonds for funding of the facilities where appropriate



REVIEW OF REGENTS' ROLE, CONTD.

- Regents also act on *Land Bank* requests

Requested land purchases for future use by the institutions

Based on approved programmatic planning and approved facilities master plans of the institutions

September 4, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Federal Direct Student Loan Interest Rates

Issue

After a long-awaited compromise between Congress and the Obama Administration, new student loan legislation has been enacted tying student loan interest rates to market rates with a cap effective for new loans made on or after July 1, 2013. The bipartisan bill ties interest rates on federal student loans to the 10-year Treasury note, immediately lowering the rates for current borrowers since today's Treasury rates are unusually low. As the economy improves, interest rates are expected to rise and future students will pay more for student loans when rates go higher.

Background

The Federal Direct Student Loan Program is the largest financial aid program with approximately 23 million loans made annually totaling \$106 billion nationwide. In Utah, 224,000 loans are expected to be made this academic year totaling \$940 million.

Prior to the new legislation, student loan interest rates were set by Congress at a fixed rate for the life of the loan. Both Congress and the Administration desired to restructure the interest rate formula for student loans but could not reach agreement before the 3.4% subsidized rate for undergraduates increased to the statutory rate of 6.8% on July 1, 2013. After extensive debate, Congress passed the new market-based rates effective retroactively to loans disbursed from July 1, 2013 forward. These changes do not affect the terms of loans made prior to July 1, 2013. The new loans are "variable-fixed," meaning students would receive a new rate with each new loan year-by-year, but the rate for a particular loan would be fixed for the life of the loan and would not exceed the statutory cap.

Student Loan Rates for the 2013-14 Year

For each academic year, the interest rate for all newly-issued student loans will be tied to the U.S. Treasury 10-year note plus a Congressionally-set factor. UHEAA has produced an interest rate poster which shows the student loan interest rates for the current year. These posters are used by the colleges and universities to help build awareness with borrowers about the interest rate (see attachment). The student loan interest rates for the current year are as follows:

Type of Loan	10-year Treasury Note rate plus	Interest Rate for 2013-14
Undergraduate Direct subsidized and unsubsidized loans	2.05% add-on 8.25% cap	3.86%
Graduate/professional Direct unsubsidized loans	3.6% add-on 9.5% cap	5.41%
Direct PLUS loans for parents and graduate/professional students	4.6% add-on 10.5% cap	6.41%

Effect on Borrowing Costs

The old and the new interest rates are shown below along with a statutory cap, which protects student loan borrowers from market interest rates above the Congressionally-set cap.


	Old Rate	New Rate	Rate Cap
Undergraduate subsidized and unsubsidized loans	6.8%	3.86%	8.25%
Graduate/professional unsubsidized loans	6.8%	5.41%	9.5%
Parents PLUS and Grad PLUS loans	7.9%	6.41%	10.5%

The following examples reflect payments and interest charges on a \$5,000 loan under the old rates, new rates, and interest rate cap with a standard 10-year repayment period.

Type of Loan	Old Interest Rate	New Interest Rate	Interest Rate Cap
Undergraduate Loan (Both Subsidized and Unsubsidized)	6.8%	3.86%	8.25%
Monthly payment	\$57.54	\$50.29	\$61.32
Interest expense for life of loan	\$1,904.81	\$1,034.86	\$2,359.15
Graduate Loan	6.8%	5.41%	9.5%
Monthly payment	\$57.54	\$54.04	\$64.69
Interest expense for life of loan	\$1,904.81	\$1,484.85	\$2,763.85
PLUS for Parent or Graduate/Professional	7.9%	6.41%	10.5%
Monthly payment	\$60.39	\$56.54	\$67.46
Interest expense for life of loan	\$2,247.99	\$1,785.43	\$3,096.09

Commissioner's Recommendation

This is an information item. No action is needed.



David L. Buhler
Commissioner of Higher Education

STUDENT LOAN INTEREST RATES

For Direct Loans first disbursed after July 1, 2013 and before June 30, 2014



3.86%

Subsidized & Unsubsidized
Direct Loans for
Undergraduate Students

5.41%

Unsubsidized Direct Loans
for Graduate Students

6.41%

Direct Plus Loans
for Parents and
Graduate Students

Different interest rates may apply to a loan depending on: whether the loan is subsidized or unsubsidized, when the loan is first disbursed, whether you are an undergraduate or graduate student, or if you have qualifying military service status.

To determine the interest rate on your loans, please contact a UHEAA Customer Service Representative at:
877.336.7378

September 4, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: General Consent Calendar

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

A. Minutes

1. Minutes of the Board Meeting July 19, 2013, Southern Utah University, Cedar City, Utah.

B. Grant Proposals

1. University of Utah – NIH National Institute of Mental Health; "UEA for Behavioral Mapping"; \$1,492,257. Sandeep Negi, Principal Investigator.
2. University of Utah – National Science Foundation; "Optical Nanopatterning Enabled"; \$1,484,008. Rajesh Menon, Principal Investigator.
3. University of Utah – National Science Foundation; "Dust CZO"; \$5,000,000. William P. Johnson, Principal Investigator.
4. University of Utah – Research Partnership to Secure Energy; "2013 RPSEA –MOWRY Shale"; \$1,426,103. Lauren P. Birgenheier, Principal Investigator.
5. University of Utah – Research Partnership to Secure Energy; "CUDA CFD-DEM Shale Simulation"; \$1,423,708. Ilija Miskovic, Principal Investigator.
6. University of Utah – NIH National Institute for Child Health & Human Development; "False Positive NBS COMM"; \$2,957,839. Erin Witter Rothwell, Principal Investigator.
7. University of Utah – NIH Institute of Nursing Research; "Evaluating Prison Hospice Care"; \$1,502,228. Kristin Cloyes, Principal Investigator.
8. University of Utah – DHHS National Institutes of Health; "Imaging Sys for Leukemia-Joint"; \$3,713,085. Jindrich Kopecek, Principal Investigator.

9. University of Utah – National Science Foundation; "RTG"; \$2,252,630. Firas Rassoul-Agha, Principal Investigator.
10. University of Utah – NIH National Cancer Institute; "ZBTB Function in PCA"; \$1,862,500. Bethany Anne Koehntop, Principal Investigator.
11. University of Utah – DHHS National Institutes of Health; "Cellular mRNA Labeling"; \$1,862,500. Jennifer M. Heemstra, Principal Investigator.
12. University of Utah – National Science Foundation; "Cosmic"; \$1,471,613. Holly Suzanne Godsey, Principal Investigator.
13. University of Utah – DHHS National Institutes of Health; "NIH CERL"; \$1,214,477. Shelley D. Minter, Principal Investigator.
14. University of Utah – DHHS National Institutes of Health; "Maternal Weight Gain"; \$1,862,500. Lori Kowaleski-Jones, Principal Investigator.
15. University of Utah – DHHS National Institutes of Health; "P16 Mechanisms in Melanoma"; \$2,208,275. Douglas Grossman, Principal Investigator.
16. University of Utah – NIH National Cancer Institute; "Lessnick R01 Question"; \$1,490,000. Stephen L. Lessnick, Principal Investigator.
17. University of Utah – EGI Consortium; "South AM Shale Phase 2"; \$1,872,989. Steven D. Osborne, Principal Investigator.
18. University of Utah – NIH National Institute for Allergy & Infectious Disease; "Byington NIAID R01 June 2013"; \$4,090,788. Carrie L. Byington, Principal Investigator.
19. University of Utah – NIH National Center for Complementary & Alternative Medicine; "Mining Clinical Records"; \$2,203,779. Qing Treitler Zeng, Principal Investigator.
20. University of Utah – NIH National Institute of General Medical Science; "Mitochondrial Distribution"; \$2,154,168. Janet M. Shaw, Principal Investigator.
21. University of Utah – NIH National Institute Biomedical Imaging & Bioengineering; "Peripheral Nerve Regeneration"; \$1,877,293. Christi M. Terry, Principal Investigator.

22. University of Utah – NIH National Institute of General Medical Science; “Gene Model/Iron Regulation”; \$1,862,500. Elizabeth A. Leibold, Principal Investigator.
23. University of Utah – DHHS National Institutes of Health; “Regulation of Metabolism”; \$1,862,500. Carl Sennrich Thummel, Principal Investigator.
24. University of Utah – NIH National Institute Allergy & Infectious Disease; “Decoding Expec Virulence Me”; \$1,862,500. Matthew A. Mulvey, Principal Investigator.
25. University of Utah – NIH National Institute for Diabetes Digestive and Kidney Disorders; “RBPR2 Inflammation and Insulin”; \$1,862,500. Timothy Eugene Graham, Principal Investigator.
26. University of Utah – NIH National Eye Institute; “ROBO4 in the Eye”; \$1,862,500. Weiquan Zhu, Principal Investigator.
27. University of Utah – NIH National Institute of General Medical Science; “Transcriptional Regulation of”; \$1,862,500. Roland D. Tantin, Principal Investigator.
28. University of Utah – NIH National Institute of Mental Health; “Mechanisms of Specificity”; \$1,862,500. Megan E. Williams, Principal Investigator.
29. University of Utah – NIH National Institute of General Medical Science; “Platelets: Immune Responders”; \$1,862,500. Matthew Thomas Rondina, Principal Investigator.
30. University of Utah – DHHS National Institutes of Health; “Nicotinic and Inflammation”; \$1,862,500. Lorise C. Gahring, Principal Investigator.
31. University of Utah – NIH National Eye Institute; “Reg. of Eye Morphogenesis”; \$1,862,500. Sabine Fuhrmann, Principal Investigator.
32. University of Utah – NIH National Eye Institute; “US-Ireland Diabeticretinopathy”; \$1,857,600. Balamurali Krishna Ambati, Principal Investigator.
33. University of Utah – NIH National Eye Institute; “Omega-3 Fatty Acids”; \$1,822,272. Debra Ann Schaumberg, Principal Investigator.
34. University of Utah – NIH National Eye Institute; “Retinal Plasticity”; \$1,490,000. Bryan W. Jones, Principal Investigator.

35. University of Utah – NIH National Library of Medicine; “Overcoming Contextual Search”; \$1,490,000. Gang Luo, Principal Investigator.
36. University of Utah – NIH National Institute for Child Health & Human Development; “BMP Heterodimer Mechanism”; \$1,299,338. Jan Louise Christian, Principal Investigator.
37. University of Utah – NIH National Institute of Mental Health; “Altitude-Related Depression”; \$1,192,000. Perry Franklin Renshaw, Principal Investigator.
38. University of Utah – NIH National Institute for Diabetes Digestive & Kidney Disorders; “SUNITINIB-Loaded Wraps”; \$1,117,500. Yan-Ting Shiu, Principal Investigator.
39. University of Utah – American Medical Association FDTN; “AMA Proposal”; \$1,080,000. Sara M. Lamb, Principal Investigator.
40. University of Utah – DHHS National Institutes of Health; “Dendritic Biomaterials”; \$1,779,886. Hamidrezas Ghandehari, Principal Investigator.
41. University of Utah – NIH National Institute for Neurological Disorders & Stroke; “DBS for Parkinsonism”; \$1,862,500. Alan Dale Dorval II, Principal Investigator.
42. University of Utah – National Science Foundation; “Detection of Nuclear Threats”; \$1,710,180. Tatjana Jevremovic, Principal Investigator.
43. University of Utah – University of Minnesota; “DVAS”; \$1,406,516. William B. Thompson, Principal Investigator.
44. University of Utah – National Science Foundation; “2013 NSF/DNDO ARI”; \$1,358,668. Haori Yang, Principal Investigator.
45. University of Utah – National Science Foundation; “Radiation Sensor”; \$1,345,214. Manoranjan Misra, Principal Investigator.
46. University of Utah – NIH National Heart Lung & Blood Institute; “Platelets_Biomaterial Interact”; \$1,192,000. Vladimir Hlady, Principal Investigator.
47. University of Utah – Salt Lake City School District; “SLC Pep Grant”; \$1,481,982. Timothy A. Brusseau Jr., Principal Investigator.

48. University of Utah – DOE Advanced Research Projects Agency- Energy; "Eddy Current Separation"; \$3,548,256. Raj K. Rajamani, Principal Investigator.
49. University of Utah – DOE Advanced Research Projects Agency- Energy; "TI-DRTS"; \$2,899,153. Zhigang Zak Fang, Principal Investigator.
50. University of Utah – NIH National Institute of General Medical Science; "Gene Carrier-Competing Renewal"; \$1,862,500. You Han Bae, Principal Investigator.
51. University of Utah – DHHS National Institutes of Health; "R01 Resubmission – CBS Assay"; \$1,014,802. Amy M. Barrios, Principal Investigator.
52. University of Utah – US Department of Energy; "EBOSS and SDSS-IV"; \$4,200,000. Kyle Dawson, Principal Investigator.
53. University of Utah – DHHS National Institutes of Health; "Flagellar Switch Complex"; \$1,838,871. David F. Blair, Principal Investigator.
54. University of Utah – US Department of Defense; "More"; \$4,079,241. Eric L. Garland, Principal Investigator.
55. University of Utah – NIH National Institute for Child Health & Human Development; "Spigarelli/Brixner T32 Peds"; \$1,917,324. Michael G. Spigarelli, Principal Investigator.
56. University of Utah – DHHS National Institutes of Health; "Cell Adhesion and Migration"; \$1,676,250. Julie L. Kadrmas, Principal Investigator.
57. University of Utah – DHHS National Institutes of Health; "Model for Human Melanoma"; \$1,497,698. Sheri L. Holmen, Principal Investigator.
58. University of Utah – KAI Research Inc; "MDS DCC Project"; \$1,182,888. Michael W. N. Deininger, Principal Investigator.
59. University of Utah – DHHS Agency for Healthcare Research & Quality; "AHRQ Patient Centered Outcomes"; \$3,898,725. Lucy Ann Savitz, Principal Investigator.
60. University of Utah – NIH National Institute for Diabetes Digestive and Kidney Disorders; "3,845,328. A. Gordon Smith, Principal Investigator.

61. University of Utah – DHHS National Institutes of Health; "Midas-Utah"; \$3,725,000. Matthew H. Samore, Principal Investigator.
62. University of Utah – NIH National Institute on Aging; "COG Training/PE in MCI"; \$2,806,275. Kevin M. Duff, Principal Investigator.
63. University of Utah – DHHS National Institutes of Health; "Cancer Screening"; \$2,803,394. Lillian J. Tom-Orme, Principal Investigator.
64. University of Utah – NIH National Institute for Diabetes Digestive and Kidney Disorders; "R01DK081842 Renewal (IRON)"; \$2,334,240. Donald McClain, Principal Investigator.
65. University of Utah – Biomarin Pharmaceutic AI Inc; "165-302"; \$2,220,353. Nicola Longo, Principal Investigator.
66. University of Utah – DHHS Health Resources & Services Administration; "Preventive Medicine Training"; \$2,000,000. Eric Marshall Wood, Principal Investigator.
67. University of Utah – NIH National Institute for Neurological Disorders and Stroke; "Migraine Plasticity"; \$1,862,500. Kevin C. Brennan, Principal Investigator.
68. University of Utah – DHHS National Institutes of Health; "Succinate Dehydrogenase"; \$1,862,500. Dennis R. Winge, Principal Investigator.
69. Utah State University – NIH National Heart Lung & Blood Institute; "Oxidative Stress"; \$1,862,500. Dean Y. Li, Principal Investigator.
70. University of Utah – NIH National Institute for Allergy & Infectious Disease; "Molecular Mechanisms of IL-2 D"; \$1,862,500. Matthew A. Williams, Principal Investigator.
71. University of Utah – NIH National Institute for Child Health & Human Development; "PPP Biomarkers in SMA"; \$1,862,500. Kathryn J. Swoboda, Principal Investigator.
72. University of Utah – DHHS National Institutes of Health; "Epigenetics and Nicotinic A7"; \$1,862,500. Scott W. Rogers, Principal Investigator.
73. University of Utah – National Initiative for Children's Healthcare Quality; "Murphy NICHQ CMMI HCIC SUB"; \$1,767,586. Nancy Murphy, Principal Investigator.

74. University of Utah – NIH National Cancer Institute; “Multi-Tracer Pet Tumor Imaging”; \$1,500,730. Dan J. Kadrmaz, Principal Investigator.
75. University of Utah – DHHS National Institutes of Health; “Mitochondrial Heme Trafficking”; \$1,490,000. Dennis R. Winge, Principal Investigator.
76. University of Utah – DHHS National Institutes of Health; “3D Imaging R01-Resubmission”; \$3,725,000. Julie R. Korenberg, Principal Investigator.
77. University of Utah – DHHS National Institutes of Health; “Dysplastic Hips”; \$2,289,420. Jeffrey A. Weiss, Principal Investigator.
78. University of Utah – DHHS National Institutes of Health; “Dynamics of Glomerular Coding”; \$1,868,750. Dale Matthew Wachowiak, Principal Investigator.
79. Utah State University – US Department of Health and Human Services-Administration for Children and Families (ACF); “National Child Welfare Training Center”; \$4,999,986. Vonda Jump, Principal Investigator.
80. Utah State University – US Department of Health and Human Services-National Institutes of Health (NIH); “Epigenetic Mechanisms of Genome Reprogramming in Early scNT Embryo Development”; \$1,730,143. Kenneth White, Principal Investigator; Abby Benninghoff, Co-Principal Investigator.
81. Utah State University – US Department of Health and Human Services-National Institutes of Health (NIH); “Aciniform and Tubuliform Silk Fibers, Films and Gels as New Medical Bio-inspired Materials”; \$1,425,608.
82. Utah State University – UT Department of Health; “Up to 3 Early Intervention”; \$1,525,822. Susan Olsen, Principal Investigator.
83. Utah State University – US Department of Energy; “Advanced Microscale Mechanical Characterization of Reactor” \$1,000,000. Heng Ban, Principal Investigator.
84. Utah State University – UT Department of Work Services- Office of Child Care; “CCPSI FY14” \$1,376,583. Ann Austin, Principal Investigator.
85. Utah State University – US Department of Commerce- Economic Development Administration; “USU University Center for Economic Development”; \$1,985,217. Kynda Curtis, Principal Investigator; Marion Bentley, Paul Jakus, Co-Principal Investigator.

86. Utah State University – University of Montana; "New indications for Favipiravir (T-705), a broadly active viral RDRP inhibitor"; \$1,806,716. Brian Gowen, Principal Investigator.
87. Utah State University – Hill Air Force Base; "Mini-Multiple Threat Emitter System (Mini-MUTES) Modernization Program"; \$4,654,995. Brent Carlsen, Program Manager.
88. Utah State University – Army; "Precision Lightweight Weapon and Sensor Mount Program Remote Door Gunner Demonstration"; \$1,564,033. Mike Wojcik, Program Manager.
89. Utah State University – Army; "Precision Lightweight Weapon and Sensor Mount Program TowerHawk"; \$1,731,213. Mike Wojcik, Program Manager.
90. Utah State University – Missile Defense Agency; "Air Force Distributed Common Ground System (DCGS) Virtualized Imagery Processing Capability (VIP-C) Support 2012"; \$2,247,241. Glen Wada, Program Manager.
91. Utah State University – US National Science Foundation; "CAREER: Mechanism of Action of Organelle Specific SSB Proteins"; \$1,249,408. Edwin Antony, Principal Investigator.
92. Utah State University – NASA Langley Research Center; "Uncooled Detectors for Measurement of Infrared Earth Radiance Budget"; \$1,595,825. Harri Latvakoski, Program Manager.
93. Utah State University – Virginia Polytechnic University; "Gas Filter Correlation Radiometer Limb Solar Occultation"; \$1,648,304. Chad Fish, Program Manager.
94. Utah State University – Missile Defense Agency; "Operationally Responsive Space (ORS) Support-UARC TO25"; \$2,699,328. John Santacroce, Program Manager.
95. Utah State University – Harris Corporation, Government Communications Systems Div; "CPS Integration"; \$1,696,544. Doug Jewell, Program Manager.
96. Utah State University – Missile Defense Agency; "Characterization of the Raytheon Multi-Spectral Targeting System (MTS-C)"; \$5,011,782. Deon Dixon, Program Manager.

C. Awards

1. University of Utah – UT Division of Child and Family Services; "DCFS Evaluation"; \$2,972,805. Matthew James Davis, Principal Investigator.
2. University of Utah – NIH National Center for Advancing Translational Sciences; "U of U CTSA – Pilot – Rollins"; \$1,833,176. Donald McClain, Principal Investigator.

3. University of Utah – Takeda Pharmaceutic ALS North America Inc; "Ketamine Imaging Studies"; \$1,561,514. Deborah Ann Yurgelun, Principal Investigator.
4. University of Utah – Army Research Office; "Alliance for Multiscale Modeling of Electronic Materials"; \$1,279,000. Martin Berzins, Principal Investigator.
5. University of Utah – NIH National Cancer Institute; "Mirna and Colorectal Cancer: Associations with Tumor PHE"; \$1,426,057. Marty Slattery, Principal Investigator.
6. Utah State University – Misc Federal Sponsors; "OPTIMUS PRIME"; \$1,820,000. Doug Jewell, Program Manager.
7. Utah State University – Air Force Space and Missiles Command; "Overhead Persistent Infrared (OPIR) Test Manager WFOV Support"; \$1,344,000. Deon Dixon, Program Manager.
8. Utah State University – Army; "Precision Lightweight Weapon and Sensor Mount Program Remote Door Gunner Demonstration"; \$1,005,000. Mike Wojcik, Principal Investigator.
9. Utah State University – Army; "Precision Lightweight Weapon and Sensor Mount Program TowerHawk"; \$1,607,437. Mike Wojcik, Program Manager.

D. Academic Items Received and Approved

1. New Programs

- a. Utah State University – Specialization in Pathokinesiology
- b. Utah State University – Specialization in Master of Music Degree
 - i. Specialization in Performance
 - ii. Specialization in Conducting
- c. Utah State University – Graduate Certificate in Dietetic Internship
- d. Utah State University – Emphasis in Aviation Technology – Professional Pilot
 - i. Emphasis in Fixed-Wing
 - ii. Emphasis in Rotocraft
- e. Snow College – Certificate of Proficiency in Entrepreneurship
- f. Snow College – Certificate of Proficiency in Outdoor Leadership and Entrepreneurship
- g. Dixie State University – Emphasis in Management
- h. Dixie State University – Emphasis in Marketing
- i. Utah Valley University – Certificate of Proficiency in Law Enforcement
- j. Utah Valley University – Certificate of Proficiency in Ethics

2. New Unit

- a. University of Utah – The Lasonde Entrepreneur Institute
- b. Weber State University – Community Education Center

3. Discontinue

- a. Utah State University – Specializations in Doctor of Education and Doctor of Philosophy Degrees
 - i. Specialization in Management Information Systems
 - ii. Specialization in Instructional Technology
 - iii. Specialization in Occupational and Adult Education
 - iv. Specialization in Special Education
- b. Utah State University – Specializations in Master of Science and Doctoral in Forestry
 - i. Specialization in Forest Biology
 - ii. Specialization in Forest Economics and Policy
- c. Utah State University – Specializations in Master of Science and Doctoral in Science
 - i. Specialization in Game-Range Management
 - ii. Specialization in International Range Management
 - iii. Specialization in Range Rehabilitation
 - iv. Specialization in Range Resource Economics
- d. Utah State University – Specializations in Master of Science and Doctoral in Wildlife Sciences
 - i. Specialization in Conservation Biology
 - ii. Specialization in Problem Wildlife Management
- e. Dixie State University – Emphasis in Business

4. Program Restructure

Utah Valley University – Bachelor of Science in Chemistry / Physics Education to Bachelor of Science in Chemistry Education

E. Finance/Facilities Items

- 1. Policy R701, Selected Provisions from the State Building Board and the Division of Facilities Construction and Management Statutes
- 2. Policy R 710, Capital Facilities
- 3. Policy R741, Capital Development Prioritization – CDP

David L. Buhler
Commissioner of Higher Education

STATE BOARD OF REGENTS MEETING
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
R. HAZE HUNTER CONFERENCE CENTER
JULY 19, 2013

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STATE BOARD OF REGENTS MEETING
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
R. HAZE HUNTER CONFERENCE CENTER
JULY 19, 2013

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Bonnie Jean Beesley, Chair
Daniel W. Campbell, Vice Chair
Nina R. Barnes
Keith M. Buswell
Leslie Brooks Castle
Wilford W. Clyde
France A. Davis
James T. Evans
Marlin K. Jensen
Robert S. Marquardt
Erik Mikkelsen
Jed H. Pitcher
Robert W. Prince
Harris H. Simmons
Mark R. Stoddard
Teresa L. Theurer
John H. Zenger

Office of the Commissioner

David Buhler, Commissioner
Elizabeth Hitch, Associate Commissioner for Academic and Student Affairs
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities

Institutional Presidents

David W. Pershing, University of Utah
Stan L. Albrecht, Utah State University
Charles A. Wight, Weber State University
Richard E. Kendell, Southern Utah University
Scott L. Wyatt, Snow College
Stephen D. Nadauld, Dixie State University
Matthew S. Holland, Utah Valley University
Cynthia A. Bioteau, Salt Lake Community College

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

The Board of Regents began the day at 7:30 a.m. with a breakfast meeting; they were joined by the Southern Utah University Board of Trustees. This was followed by Campus Connections and Board Committees.

Retreat

Discussion of Strategic Priority of Increasing Completion/Graduation Rate

Commissioner Buhler opened the discussion on the strategic priority of increasing completion. This has been a goal for the Board of Regents and a strategic initiative for the Utah System of Higher Education.

He invited three presidents to speak on innovative ways their institutions are implementing the priority of increasing completion. President Bioteau, Salt Lake Community College, discussed their GenEd Step Ahead program. President Wight, Weber State University, discussed their strategy for developmental math (TERM) and why math counts. President Albrecht, Utah State University, discussed completion predictors and the strategies they are implementing to address those.

Commissioner Buhler continued the discussion and introduced specific statewide initiatives proposed to increase the number of students who leave higher education with a certificate or degree, which is crucial to reaching the state's 66% goal. The initiatives are as follows:

1. Board of Regents' resolution defining 15 credits as full-time.
2. Encourage the use of plateau tuition as an incentive.
3. Create "Graduation maps" for each major at each institution.
4. SBR to strongly encourage strategies to improve success of developmental math.
5. Institute reverse transfer/stackable credential policy.

(See the action item under Committee of the Whole.)

State of the University

Interim President Richard E. Kendell gave a presentation on the state of Southern Utah University (SUU). Three guest speakers spoke of their first hand experience with SUU's quality of instruction and personal attention to students, student engagement in real-life applications and projects, and increasing expectations for students.

The Committee of the Whole was called to order at 1:30 p.m.

Oath of Office

Jesselie B. Anderson

Having been appointed by the governor to the Board of Regents, and approved by the senate, Jesselie B. Anderson took the oath of office.

Joyce P. Valdez

Having been appointed by the governor to the Board of Regents, and approved by the senate, Joyce P. Valdez took the oath of office.

Erik Mikkelsen

Having been appointed by the governor to the Board of Regents as the Student Regent, Erik Mikkelsen took the oath of office.

Commissioner's Report

Commissioner Buhler gave a brief report, an update on current events, an overview on items the Board of Regents can expect in September. Maria Millett, Public Affairs Assistant, assisted the Commissioner in a demonstration of the Utah System of Higher Education's new website.

General Consent Calendar (TAB Z)

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

- A. Minutes – Minutes of the Board meeting May 17, 2013, Weber State University, Ogden, Utah.
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved

Strategic Priority of Increasing Completion/Graduation Rate (TAB P)

Following the discussion during the Retreat, it was moved by Regent Marquardt and seconded by Regent Stoddard to approve the *Resolution to Implement Strategies to Increase Completions Rates in Support of the 66% Goal* as attached in Tab P. The motion carried.

Reports of Board Committees

Finance/Facilities Committee

Utah Valley University – Authorization to Expand the Institutional Residence (TAB F)

Regent Marquardt moved the approval of Utah Valley University's request to proceed with the proposed expansion of the institutional residence using non-state funds. Regent Davis seconded the motion. The motion carried.

R713, Funding of Student Centers (TAB G)

R714, Capital Facilities Community Impact (TAB H)

R720, Capital Facilities Master Planning (TAB I)

R761, Physical Education, Intramural Sports and Special Event Facilities (TAB J)

R558, Surplus Property (TAB K)

Associate Commissioner Gregory L. Stauffer reported briefly on updates for policies R713 (Tab G), R714 (Tab H), R720 (Tab I), R761 (Tab J), and R558 (Tab K). **It was moved by Regent Marquardt to approve the policy changes out-lined in the above tabs for R713, R714, R720, R761, and R558 and it was seconded by Regent Clyde. The motion carried.**

Utah State University – Aggie Life & Wellness Center and Athletic Training Facility Student Building Fee Revenue Bond Resolution (TAB L)

Associate Commissioner Gregory L. Stauffer reported that two numbers on the Preliminary Summary Sheet needed to be changed. The Total Approximate Issue Size should be \$41,600,000 instead of \$38,600,000 and the closing date listed under Timetable Considerations should be August 21 instead of 14. **It was moved by Regent Marquardt and seconded by Regent Mikkelsen to approve the request to issue the bonds. Regents Simmons and Anderson abstained from the vote. The motion carried.**

Performance Funding Measures, 2013-2014 (TAB M)

Regent Marquardt reported on the background of the performance funding and moved the approval of each institution's core performance measures, specific measurements, metrics, current data, and one-year goal for fiscal year 2014. The motion was seconded by Regent Barnes. The motion carried. (The phrase "Three year moving average," should be added onto the "Benchmark: One-year Goal (2014)" for "b. Completion" listed under Weber State University.)

University of Utah – Update of Series 2013 Bond Resolution for Revenue Bonded Debt Restructuring (TAB N)

Regent Marquardt reported on the updates to the bond resolution authorized by the Board on March 29, 2013. **It was moved by Regent Marquardt and seconded by Regent Clyde to approve the updated resolution. Regents Simmons and Anderson abstained from the vote. The motion carried.**

Southern Utah University – Notification of Sale of Paragonah, Utah Property (TAB O)

Regent Marquardt reported on the information item and sale of donated property.

Academic and Student Affairs Committee

University of Utah – Bachelor of Arts/Bachelor of Science in Writing and Rhetoric Studies (TAB A)

Regent Davis reported on the proposed new degree and moved the approval of it. The motion was seconded by Regent Prince. The motion carried.

University of Utah – Master of Science in Petroleum Engineering (TAB B)

Regent Davis reported the new proposed degree will meet a great demand for qualified engineers. **It was moved by Regent Davis and seconded by Regent Simmons to approve the request to offer the new degree. The motion carried.**

Dixie State University – Bachelor of Science in Finance (TAB C)

Regent Davis reported on the new degree proposal. **It was moved by Regent Davis and seconded by Regent Zenger. The motion carried.**

R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports – Changes to Clarify Policy (TAB D)

Regent Davis reported on the changes proposed to R401. **It was moved by Regent Davis and seconded by Regent Zenger to approve the most recent revisions to Regents' Policy R401. The motion carried.**

Designating the American Council on Education as a Recognized Entity from which to Receive Recommendations of Credit for Military Service and Training (TAB E)

It was moved by Regent Davis and seconded by Regent Prince to approve designating the American Council of Education as a recognized entity from which to receive recommendations of credit for military service and training as required by Utah legislation. The motion carried.

Regent Davis concluded his report with a report from Snow College that their music degree has officially been accredited and a report from Southern Utah University that the actual numbers for interest in participation in their aviation program are double of the projected numbers.

USHE 7-Year Budget Plan Projection (TAB R)

It was moved by Regent Simmons and seconded by Regent Stoddard to request the Commissioner provide seven-year budget projection scenarios indentifying the resources that will be necessary for the Utah System of Higher Education to achieve its portion of the goal of 66% of the adult population ages 25-35 having some form of post-secondary education credential by the year 2020, and that this be provided at the September 2013 State Board of Regents meeting. The motion carried.

Legislative Audit of Higher Education Competition with the Private Sector (TAB S)

It was moved by Regent Campbell to request the Commissioner, working with the institutional Presidents, and the Executive Committee of the Board to move quickly on addressing the legislative audit and language changes to Regents' Policy R555, and to report back to the full Board no later than January 24, 2014. The motion was seconded by Regent Prince. The motion carried.

Resolution

Michael T. Benson

It was moved by Regent Stoddard and seconded by Regent Pitcher to approve a resolution of appreciation for Michael T. Benson for his service to the Utah System of Higher Education as the president of Snow College (2001-2006) and Southern Utah University (2007-2013). The motion carried.

It was moved by Regent Stoddard and seconded by Regent Davis to meet in Executive Session. The motion carried.

The Committee of the Whole adjourned at 2:30 p.m. and the Regents met in Executive Session until 3:45 p.m.

Kirsten Schroeder, Executive Secretary

Date Approved:

R701, Selected Provisions from the State Building Board and the Division of Facilities Construction and Management Statutes¹

R701-1. Purpose: To provide easy reference to selected provisions from the State Building Board and the Division of Facilities Construction and Management Statutes.

R701-2. References

- 2.1. Utah Code [§53B-6-101](#) (Master Planning for Higher Education)
- 2.2. Utah Code [§53B-20-101](#) (Property of Institutions to Vest in State Board)
- 2.3. Policy and Procedures [R710](#), Capital Facilities

R701-3. State Building Board Statute

- 3.1. Utah Code [§63A-5-101](#). Creation - Composition - Appointment - Per Diem and Expenses - Administrative Services.
- 3.2. Utah Code [§63A-5-102](#). Meetings of Board - Calling - Rules of Procedures - Quorum.
- 3.3. Utah Code [§63A-5-103](#). Board - Powers.

R701-4. Division of Facilities Construction and Management Statute

- 4.1. Utah Code [§63A-5-201](#). Creation - Administration.
- 4.2. Utah Code [§63A-5-202](#). Definitions.
- 4.3. Utah Code [§63A-5-204](#). Specific Powers and Duties of Director.
- 4.4. Utah Code [§63A-5-206](#). Construction, Alteration, and Repair of State Facilities - Powers of Director - Expenditure of Appropriations.
- 4.5. [Utah Code §63A-5-701. State Building Energy Efficiency Program](#)

¹ References to Current Utah Code Sections.

R710-1 Purpose: To clarify the role of the State Board of Regents, that of the institutional Boards of Trustees and of the institutional Presidents with respect to capital facilities.

R710-2 References

- 2.1. Utah Code §53B-6-101 (Master Plan for Higher Education - Studies and Evaluations)
- 2.2. Utah Code §53B-7-101 (Combined Requests for Appropriations)
- 2.3. Utah Code §53B-20-101 (Property Rights - Title and Control)
- 2.4. Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)
- 2.5. Policy and Procedures R711, State Building Board Delegation of Capital Facilities Projects
- 2.6. Policy and Procedures R720, Capital Facilities Master Planning

R710-3 Definitions

- 3.1. **"Capital Facilities"** – Capital Facilities are defined as fixed capital assets such as buildings and structures, real estate, utilities and distribution infrastructure, landscape features, hardscape (surface parking, plazas, sidewalks, and exterior stairs and ramps), roadways, campus lighting, and other improvements that serve and protect the general purposes of an institution.
- 3.2. **"Capital Development"** -- Utah Code 63A-5-104(1)(a) defines a capital development as any:
 - remodeling, site, or utility projects with a total cost of \$2,500,000 or more;
 - new facility with a construction cost of \$500,000 or more; or
 - purchase of real property where an appropriation is requested to fund the purchase.
 - 3.2.1. **"New Facility"** means the construction of any new building on state property regardless of funding source, including
 - an addition to an existing building; and
 - the enclosure of space that was not previously fully enclosed.
 - 3.2.2. **"New facility"** does not include:
 - the replacement of state-owned space that is demolished, if the total construction cost of the replacement space is less than \$2,500,000; or
 - the construction of facilities that do not fully enclose a space.
- 3.3. **"Capital Improvement"** – Utah Code 63A-5-104(1)(b) defines a capital improvement as any:

¹ Approved September 16, 1975; amended February 16, 1982, June 24, 1988, December 14, 1990, June 18, 1993, September 24, 1993, December 11, 1998, June 4, 1999, April 18, 2008, April 1, 2010, November 16, 2012, January 25, 2013.

- remodeling, alteration, replacement, or repair project with a total cost of less than \$2,500,000;
- site and utility improvement with a total cost of less than \$2,500,000; or
- new facility with a total construction cost of less than \$500,000.

Note: The State Building Board may provide capital improvement funding to a single project, or to multiple projects within a single building or facility, even if the total cost of the project or multiple projects is \$2,500,000 or more, if:

- (i) the capital improvement project or multiple projects require more than one year to complete; and
- (ii) the Legislature has affirmatively authorized the capital improvement project or multiple projects to be funded in phases.

3.3.1. Submission of Capital Improvement Requests – Each year institutions shall submit to the Division of Facilities Construction and Management (DFCM) a prioritized list of projects for funding through the state capital improvement program. Requests for funding of Capital Improvement Projects shall be approved by institutional Boards of Trustees. Institutions may not include acquisition of equipment unless it is an integral component of a capital improvement. Normal maintenance of fixed capital assets (i.e., unplanned or discretionary) shall be considered part of the annual operating budget. Normal maintenance excludes preventive and corrective maintenance of equipment scheduled by the Division of Facilities Construction and Management (DFCM), as well as planned or programmed maintenance of major structural components of a facility (i.e., roofs, parking lots).

3.4. "Capital Investment Plan": Integrated scheduling of capital developments and improvements over a five-year planning period.

~~**3.4. "Capital Facility":** Includes buildings and other physical structures such as utility lines, waste disposal systems, storage areas, drainage structures, parking lots, and landscape development.~~

R710-4 Policy

4.1. Statutory Authority: Title 53B outlines the broad responsibilities of the State Board of Regents in administering the facilities, grounds, buildings and equipment at institutions under its jurisdiction. These policies and procedures are issued under that authority to clarify the roles to be assigned to the institutional Presidents, the institutional Boards of Trustees and the State Board of Regents.

4.2. Purpose: The purpose of these policies is to develop and maintain a well-planned, harmonious and safe physical environment for student achievement and personal growth on each of the institutional campuses of the State System of Higher Education in accordance with the applicable provisions of Title 53B.

4.3. Effective and Efficient Use of Resources: The Utah System of Higher Education seeks to maximize the effective and efficient use of state resources. Institutions must demonstrate that requests for construction of new capital facilities or remodeling of existing facilities meet the standards of approved academic and facilities master plans. Such justification should consider the availability of state resources and include information relating to student enrollments, space utilization, structural obsolescence, operational inefficiencies, and operating budget constraints.

4.4. Remodeling: Remodeling of existing capital facilities for the purpose of effecting a change in functions will be undertaken only when the need for such a project is justified by and is consistent with the

role assignment of the institution involved and in accord with previously approved goals and objectives set by the State Board of Regents. The term "remodeling" as used herein includes any alteration, modification, or improvement project other than routine maintenance or repair work, regardless of the source of funding.

4.5. The State Board of Regents Will:

4.5.1. Programmatic Planning – Require institutions to undertake comprehensive programmatic planning as part of comprehensive programmatic planning for the Utah System of Higher Education. This programmatic planning will inform the evaluation of any proposals for planning and construction of additional capital facilities.

4.5.2. Campus Facilities Master Plans – Require comprehensive campus facilities master plans to be completed and approved for each institution in correlation with programmatic planning. Each institution shall seek formal Regent approval of its campus master plan on a biennial basis.

4.5.3. Requests for Appropriated Funds – Review and approve all institutional requests for funds for capital facilities to be appropriated by the State Legislature through the State Building Board. Recommendations to the State Building Board, Governor, and Legislature shall be based upon the programmatic planning and facilities master plan requirements of the institutions. Each funding request must be accompanied by a detailed planning and budget guide.

4.5.4. Acquisition and Disposal of Real Property

4.5.4.1 Property Acquisitions Requiring Approval – Except as provided by 4.5.4.2 below, The Regents shall review and approve all institutional requests for real property acquisition that commit institutional funds in excess of \$100,000 or where consideration paid for options to acquire property commits institutional funds in excess of \$25,000. In addition, the following provisions shall be complied with in presenting properties for approval to be acquired by purchase or exchange:

4.5.4.1.1. Fair Market Value – A fair market value of property shall be established that is based on an appraisal completed by a State of Utah licensed MAI appraiser with the purchase price not to exceed the appraised value unless otherwise justified.

4.5.4.2. Property Acquisitions Adjacent to Campuses - The State Board of Regents delegates the authority to the institutional Boards of Trustees to engage in property purchase transactions if a property purchase meets the above conditions with the following limitations:

4.5.4.2.1. Property needs to be identified on the approved campus master plan and must be contiguous to the current campus boundary.

4.5.4.2.2. Property purchased cannot exceed \$500,000 for properties purchased by the UU, WSU, SLCC, UVU, USU and DSC, \$400,000 for SUU and \$250,000 for Snow and USU-CEU.

4.5.4.2.3. All purchases must have a supporting appraisal; made by a licensed appraiser, where the purchase price cannot exceed the MAI appraised value

4.5.4.2.4. Property purchased with endowment funds or independent foundations does not need approval from the Board of Regents, regardless of cost.

4.5.4.2.5. This delegation of purchasing authority is only available in instances where no O & M funds will be requested. If there is a need for operations and maintenance funds, the purchase needs to be approved through the normal Regent process.

4.5.4.2.6. Reporting of Property Acquisitions – Institutions engaging in a purchase of property utilizing the above authority are required to report the purchase at the next regularly scheduled State Board of Regents' meeting.

4.5.4.3. Disposal of Property – Except as provided by 4.5.4.4 below, all disposal of real property by USHE institutions is subject to approval by the Regents.

4.5.4.3.1. Determination of Surplus Property – If the real property is determined to not serve the institution's mission and is, therefore, surplus real property it is eligible for sale or exchange on the open market.

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

4.5.4.4. Disposition of Donated or Gifted Property that is not Contiguous to Campuses - The State Board of Regents delegates to the institutional Boards of Trustees the authority to dispose of donated or gifted real property that is not contiguous to campus boundaries subject to the following conditions:

4.5.4.4.1. The disposal price cannot exceed \$500,000 for properties disposed of by the UU, USU, WSU, SLCC, UVU and DSC, \$400,000 for SUU; and \$250,000 for Snow and USU-CEU.

4.5.4.4.2. The property shall be sold at or above fair market value as determined by an appraisal completed by a State of Utah licensed MAI appraiser unless:

- a) the value of the property does not warrant the cost of the appraisal (e.g., low valued recreational property or seriously deteriorated properties, where sale proceeds would be seriously reduced or eliminated due to the cost of obtaining an appraisal);
- b) the gifted property has preexisting conditions that affect the future sales price (e.g., an undivided property interest with the sale controlled by the majority holders, or the property comes from a donor with a sale or price already negotiated or in process with a buyer)

4.5.4.4.3. Reporting of Property Disposals – Institutions engaging in disposal of property utilizing the above authority are required to report the disposal at the next regularly scheduled State Board of Regents' meeting.

4.5.5. Approval of Projects that are inconsistent with Approved Institutional Roles, Goals and Objectives – The Regents will review and approve, as they deem appropriate, all other institutional requests for planning and construction of facilities, or major remodeling of existing facilities, regardless of the source of funds to be used for such activity, where the proposed construction or remodeling is inconsistent with the role assignment of the institution involved, is not in accord with institutional goals and objectives previously approved by the State Board of Regents, which will require a substantial change in the approved programmatic planning or facilities master plan, or where the construction or remodeling is subject to legislative project approval. Further, all requests for operations and maintenance (O & M) funding require approval by the State Board of Regents. Delegation can occur in the following circumstances:

4.5.6. Projects Funded from Non-State Appropriated Funds – Review and approve institutional project requests for planning and construction of facilities, or remodeling of existing facilities, for which no appropriation of state funds or authority to incur bonded indebtedness is requested, as follows:

4.5.6.1. Funded from Student Fees, Contractual Debt, or Disposal or Exchange or Capital Assets: Proposals for projects funded in whole or in part from an adjustment in student fees, incurring of contractual debt, or the disposal or exchange of land or other capital assets shall be approved by the institutional Board of Trustees prior to submission to the Board of Regents.

4.5.6.2. Funded from Private Sources: Major construction or remodeling projects (defined as projects costing more than \$1,000,000) funded through private sources or a combination of private sources and other non-state funds shall be approved by the institutional Board of Trustees. Upon trustee approval, the institutional President shall submit the project to the Commissioner for inclusion as an action item on an upcoming Board of Regents agenda.

4.5.7. Operating and Maintenance (O & M) Costs on Non-State Funded Projects: (a) An acquisition, construction or remodeling project funded from private sources, or from a combination of private sources and other non-state appropriated funds will be eligible for state appropriated O & M when the use of the building is primarily for approved academic and training purposes and associated support and is consistent with the programmatic planning and facilities master plan requirements of the institutions. Examples of such space include classrooms, class/labs, faculty and education and general administrative offices and related space, library and study space, open labs, education and general conference rooms, physical education space, and academic and approved training support space, i.e., admissions, records, counseling, student aid administration, campus security, computer center and telecommunication space, etc.. If an academic facility, funded in whole or in part by non-state funds, is built to a scale larger than Board approved programmatic or facilities planning requirements, the excess space may not qualify for state appropriated O & M funding. The Board will consider the eligibility of the institution to receive state O & M funding for such excess space on a case-by-case basis.

(b) In most cases, if the acquisition, construction or remodeling project is not primarily for approved academic and training purposes or associated support, it will not be eligible for state appropriated O & M funding. Examples of such space might include research space not generating student credits or the equivalent thereto, football stadia, softball, baseball, soccer fields, basketball arenas, self support auxiliary space, i.e., college bookstores, food

service, student housing, recreational services, student organizations, private vendors and student health services spaces, etc.

(c) The Board, on a case by case basis, may determine that an acquisition, construction or remodeling project to be used primarily for purposes other than approved academic and training purposes and associated support should be eligible for state appropriated O & M funds in whole or in part. Each request for such Board consideration must be accompanied by a detailed statement showing how space types included in the facility will relate to important institutional activities such as instruction, research generating student credits, and service within the institution's role statement. Examples of such space might include museums, theaters, community outreach and research spaces administered by academic units that generate academic student credits or the equivalent thereto, etc.

4.5.7.1. O & M Funding Sources for Projects Not Eligible for State Appropriated O & M: In those cases where property acquisitions, construction, or remodeling projects are not eligible for state appropriated O & M funding, the institutional proposal must include arrangements as to how O & M as defined by the State Building Board will be covered. Institutions are to pursue O & M funding in the following sequence for such ineligible non-state funded facilities: first, separate non-state funding assured through private contracts or an O & M endowment established by a private donor; and second, an institutional O & M funding plan with additional revenue to support the new space to be credited to its O & M accounts.

4.5.7.2. Board Approval of O & M Funding Plan: The institutional O & M funding plan must be consistent with the provisions of 4.5.6 and 4.5.6.1 to receive Regents' acquisition, construction or remodeling project approval. Increased consideration for state appropriated O & M will be given to projects previously listed in the Utah State Building Board Five Year Building Program. Board approval of the acquisition of the facility shall include approval of a plan to fund the O & M costs, including the source of the funds and the projected amount needed. Further approval of such proposals, when legally required by the State Building Board and the Legislature, will follow their respective established procedures.

4.5.8. Leased Space: Review and approve institutional requests for plans to lease capital facilities space with state-appropriated funds for programs of instruction, research, or service when contracts for leasing such facilities: (1) exceed \$100,000 per year; (2) commit the institution to space rentals for 10-year duration or beyond; or (3) lead to the establishment of regular state-supported daytime programs of instruction in leased space. An annual report of all space leased by the institutions, including space leased for off-campus continuing education programs and space leased in research parks, shall be compiled by the Commissioner's Office for review by the Board of Regents and forwarded to the State Building Board for possible inclusion its comprehensive 5-year building plan.

4.6. The Commissioner Is Authorized to:

4.6.1. Recommendations: Propose annual recommendations for capital facilities development and improvement projects based on approved capital facilities qualification and prioritization procedures for consideration by the Board in the preparation of its recommendations to the State Building Board, Governor and Legislature.

4.7. Institutional Boards of Trustees Are Authorized to:

4.7.1. Facilities Master Plans: Review and approve institutional campus facilities master plans before they are forwarded to the State Board of Regents.

4.7.2. Requests for Appropriated Funds: Review and approve for submission to the State Board of Regents all institutional requests for funds for capital developments and capital improvements to be appropriated by the State Legislature through the State Building Board.

4.7.3. Inconsistent Projects: Review and approve all other institutional proposals relating to planning or construction of capital facilities, or major remodeling of existing capital facilities that require State Building Board approval and/or legislative project approval, regardless of the source of funds to be used for such activity, except to the extent that responsibility has been delegated to the institutional President as specified below in section 4.8. These actions will be reported to the State Board of Regents monthly as a part of the institutional Board of Trustees minutes, and will include planning and budget reports in the form prescribed by the Commissioner or other appropriate description and justification.

Proposals for inconsistent projects must be forwarded to the State Board of Regents by the institutional President, together with the institutional Board of Trustees' recommendations, for review and action by the Regents if:

- construction or remodeling is contrary to or will require substantial change in the approved programmatic planning or facility master plans;
- is inconsistent with the role assignment of the institution involved; or,
- is not in accord with previously approved institutional goals or objectives.

4.7.4. Public Hearings: Conduct all required public hearings on any project, provided that adequate notice be given the State Board of Regents of any such required public hearings.

4.8. Institutional Presidents Are Authorized to:

4.8.1. Other Necessary Actions: Take all necessary actions relating to construction and remodeling activities that do not require State Building Board approval.

4.8.2. Routine Repair and Maintenance: Assume the responsibility for routine repair and maintenance of existing structures or facilities (i.e., painting, roof repair, plumbing and electrical repairs, etc.). Institutions must adhere to the State Building Board facility maintenance standards.

4.8.3. Change Orders: Assume the responsibility to approve and recommend to the DFCM any change orders on projects under construction, as long as funds are available and the change order is within the approved purpose of the project.

4.8.4. Accept Completed Facilities: Accept completed capital facilities from the DFCM.

R741, Capital Development Prioritization - CDP

R741-1. Purpose: To provide the methodology and process for prioritization of system-wide capital facilities-development project needs for presentation to the Governor and State Legislature for funding. The framework for deriving the integrated and prioritized list of capital development projects recognizes that many considerations affect the relative priority of the projects. These considerations include: the physical condition of the-existing facilities, determination of space needs, roles and mission of the institutions, long term strategic planning, and areas of current program emphasis and priority. Consequently, the ranking methodology, while quantitative in nature, is designed to provide the opportunity to exercise discretion and judgment in the ranking of projects.

R741-2. References

- 2.1. Utah Code §53B-6-101 (Master Planning - Board Establishes Criteria to Meet Capital Budgetary Needs)
- 2.2. Utah Code §53B-7-101 (Combined Requests for Appropriations)
- 2.3. Utah Code §53B-20-101 (Property of Institutions to Vest in State Board)
- 2.4. Utah Code § 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)
- 2.5. Policy and Procedures R710, Capital Facilities
- 2.6. Policy and Procedures R720, Capital Facilities Master Planning

R741-3. Capital Facilities-Development Project Evaluation Cycle - The annual Capital Facilities-Development Project Evaluation Cycle for analysis and prioritization of needed facilities consists of four (4) fundamental steps:

- 3.1. **Step 1 – Establishment of Priority Guidelines:** At the beginning of each year's capital facilities-development project prioritization process, the Board shall adopt priority guidelines pertaining to the most pressing and critical needs for the Utah System of Higher Education. These priorities, though not binding, are designed to guide the subsequent use of Regents' Priority Points (section 3.4.1).
- 3.2. **Step 2 – Submission of Requests:** Institutions submit their highest priority capital development needs to the Office of the Commissioner of Higher Education for evaluation. Each institution may submit more than one project, but for scoring purposes, except for research institutions, only the top project will be scored. Each research university may have up to two projects scored each year. The capital development project categories are:
 1. **Mission and Role** – These are projects that provide the space in which to house the primary programs and activities of the institutions and facilitate accomplishment of their approved missions and roles. This category includes projects to accommodate growth in instructional and research demand; to address program deficiencies; to strengthen academic programs within the approved missions of the institutions; and to address role and mission changes. Mission and role projects are broken down into two subcategories:
 - a. **Renovation and Replacement Projects** – This category includes projects to improve the condition of existing facilities, to restore building life, to update space to meet current program requirements, and

to replace failing permanent buildings. Decisions pertaining to whether an aging facility should be renovated or replaced should be made taking into consideration the historic nature and value of the facility, as well as the cost of renovation versus the cost of replacement.

- b. **New Construction Projects** – This category includes projects needed to support and enhance institutional missions for which existing levels and/or types of space are inadequate. It includes funding to accommodate: undergraduate student enrollment growth, graduate student enrollment growth, research that supports graduate degree programs and promotes economic growth and innovation, changes and enhancements in institutional missions and roles, changes in the technological infrastructure needed for evolving instruction and research programs, etc.

Before any project can be evaluated it must be included in the approved master plan of an institution and the programs to be housed therein must have been approved by the Board of Regents. If those approvals have not been received, the project will not be considered.

- 2. **Major Infrastructure Projects** – Requests for funding in this category should be limited to pressing needs that cannot be met with funding appropriated annually by the Legislature in the Capital Improvement Funding process and allocated to the institutions by the State Building Board. This category has a major focus on projects that address: critical life safety, fire and seismic deficiencies; problems that pose a real and ongoing threat to the daily operations of the institutions; and the need to preserve and repair critical infrastructure items such as utilities.

3.3. Step 3 – Analysis and Scoring of Needs: "Scoring" of the needs is addressed by a process structured to give appropriate consideration to the various "Mission and Role" and "Major Infrastructure" projects. It includes the important issue of access to institutions in the Utah System of Higher Education (USHE) where growth is occurring, while also providing the mechanism to give appropriate consideration to mission-based needs, remodeling and renovation of current facilities, functional obsolescence, critical infrastructure needs, etc. The components and procedures of the scoring system are as follows:

3.3.1.1. For each institutional mission and role project, a value of need will be calculated that reflects the gap between the calculated need (based on the "Space Standards") and the currently available space for a specific category of space. For those institutional mission and role projects that include more than one category of space, the need gap will be calculated for each category of space in the project (again based on the "Space Standards"), and then a value for the entire project will be calculated based on the relative weight given for each of the categories of space included in the total assignable square feet of the project. The detail of the "Space Standards," definitions and instructions pertaining to this analysis are attached to this policy as **Appendix A**.

3.3.1.2. The total values for each of the projects resulting from the calculations described in section 3.3.1.1 above will then be listed sequentially in point-value order from the highest to the lowest.

"Scoring Points" will be assigned as follows:

- a. 50 points will be assigned to the project with the highest calculated value.
- b. Descending points will be assigned to the remaining projects based on the difference in calculated value between a project and the immediately preceding project as follows:
 - i. Projects with a calculated value difference of less than one will be assigned the same number of points.

- ii. A two point differential between projects with a calculated value difference up to 20.
- iii. A three point differential between projects with a calculated value difference greater than 20.

3.3.2. Non-appropriated Funding: Points may be awarded based on the documented portion of the project's anticipated costs to be derived from non-appropriated sources of funds. One point will be awarded when the non-appropriated contribution reaches 5 percent. Thereafter, additional points will be awarded as follows:

- a. Research Institutions: one point for each 5 percent increase in donated funds up to a maximum total of 15 points.
- b. Baccalaureate and Masters Degree-Granting Institutions: one point for each 4 percent increase in donated funds up to a maximum total of 15 points.
- c. Community Colleges: one point for each 3 percent increase in donated funds up to a maximum total of 15 points

3.3.2.1. Non-appropriated funding may not create a future liability for the state: Non-appropriated funds must be given to the institution with no expectation of future payback. Any contribution from a partnering private entity or state/local government agency that creates a property right for the partner will not be considered in the calculation of points for non-appropriated funds. Student fees may not be counted as non-appropriated funds.

3.3.2.2. Office of the Commissioner to determine viability of non-appropriated funds: Each institution seeking points for non-appropriated funds shall provide evidence of the pending donation to the Office of the Commissioner. The Associate Commissioner for Finance and Facilities will review the gift and make a determination as to whether it is viable and should be accepted for points in the process. Institutions may appeal the Associate Commissioner's finding to the Commissioner.

3.3.3 Institutional Priorities: Additional points are added to each project total based on the priority given to each project by the institution. The awarding of points for institutional priority is based on the following:

3.3.3.1. The total number of points available to a given institution to distribute to its Capital Facilities Development projects is based on the number of projects authorized for scoring. Available points are as follows:

Research Universities – 47 Points

All Other Institutions – 25 Points

3.3.3.2. No project can receive more than 25 institutional priority points. This assures that the top-priority project at a smaller institution is of equal value to the top-priority project of a larger institution. The interval between the points assigned to an institution's top priority and each priority thereafter must be at least 3 points. For example: if an institution assigns 25 institutional priority points to its top project, it may assign no more than 22 points to its second priority.

3.3.4. Facility Condition Assessment Points – Facility condition assessment points apply to projects designed to resolve issues that pose a disruption in daily operations or that pose serious life safety threats. These points can be awarded to projects designed to resolve issues where there is substantiated legal and/or life threatening liability;

where facilities are threatened with immediate loss of function due to natural disaster; where closure is imminent because of violations of legal/safety/other requirements; or similar circumstances. These Facility Condition Assessment points can be applied only under the following circumstances:

3.3.4.1 Only if the project has been given the highest possible priority by the institution requesting support (or if all projects above it on the institution's priority list are of the same urgency due to liability or imminent closure and have met all the conditions listed).

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

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

3.3.5. Major Infrastructure Projects: The Office of the Commissioner, in consultation with the Division of Facilities Construction and Management, may award points for major infrastructure projects that address critical life safety, fire and seismic deficiencies and the need to preserve and repair critical infrastructure such as utilities. Up to 60 points can be applied based on the degree of severity of need as follows:

- a. Imminent Nonfunctionality – Where circumstances exist that pose imminent nonfunctionality threats to the facility or the campus, points in the range of 41-60 can be assigned. To be considered for this level of support the project must be the institution's top priority.
- b. Operational but Seriously Deficient – Facilities in this condition can qualify for points in the range of 21-40.
- c. Operational but Deficient – Facilities in this condition can qualify for points in the range of 1-20.

3.4. Step 4 – Prioritization of Projects for Funding Consideration: The final step in the annual Capital Facilities Evaluation process is to prioritize the projects for funding consideration. The projects have been ordered from highest to lowest through the scoring process resulting in the institutional infrastructure and mission and role projects being combined into one list.

3.4.1. Regents' Priority Points — In addition to the "Scoring Points" of the projects, the Regents may award up to 25 additional points per institution. **These points are designed to position institutions to further develop and**

enhance their assigned missions and roles, including projects to: improve existing facilities and restore building life, update existing space to meet current and emerging program requirements, changes in role and mission, emerging needs in branch and satellite campuses, projects for which a prior year commitment has been made, projects to resolve major infrastructure problems, etc.

These points, ranging from 0-25, are to be assigned discretionarily by the Regents in the context of the approved capital facilities priority guidelines, and after careful consideration of the relative importance and/or seriousness of the need for the affected projects as determined by the Regents. These points should be used in a consistent manner that enables USHE institutions to pursue strategic and long-term capital development planning while also providing the means to respond to external time-sensitive factors such as: the existing funding climate; environmental, political, demographic, and economic development considerations; technological needs; et al.

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

R741.4 Operation and Maintenance Costs (O & M): The estimated O & M costs for each facility and the source of funding those costs will be listed for each facility on the priority list and will be approved by the Regents as part of the approval process for construction or acquisition of each facility.

4.1. In determining the number of facilities to be recommended for construction or acquisition, the Regents will consider the magnitude of future O & M obligations and the potential impact of approval on other components of the operating budget. The goal of the Regents is that future annual state funded O & M costs on approved new facilities should not represent a disproportionate share of new ongoing appropriated state tax funds.

4.2. The intent of the Regents is to encourage proper consideration of the O & M impact on future operating budgets at the time new capital facility projects are approved, since O & M costs cease to be optional after facilities are in place and will be recommended for funding under the Regents' O & M policy.

R741.5. Projects Funded from Non-State Appropriated Funds – Proposals from institutions for approval of capital development projects to be financed by non-state appropriated funds are subject to the approval process outlined in Policy R710, Capital Facilities. This includes determination of whether the projects qualify for state-appropriated funding for ongoing O&M needs. Consistent with provisions of this policy, before any project can be considered for approval it must be included in the approved master plan of an institution, and the programs to be housed therein must have been approved by the Board of Regents. If those approvals have not been received, the project will not be considered.

R741.6 Land Bank Acquisition Requests – Requests for purchase of land from funds to be appropriated by the state Legislature for future use of an institution must be reviewed and approved by the Board of Regents. Recommendations to the State Building Board, Governor and Legislature for such purchases shall be based upon approved programmatic planning and facilities master plan requirements of the institutions (Policy R710.4.5.3).

September 4, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah State Board of Regents 2014-2015 Meeting Schedule Approval

Issue

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 2014-2015 academic year is attached for Board approval. The meeting dates are as follows:

- July 17 & 18, 2014
- September 25 & 26, 2014
- November 14, 2014
- January 23, 2015
- March 27, 2015
- May 15, 2015

Commissioner's Recommendation

The Commissioner recommends the Regents approve the proposed State Board of Regents meeting schedule for the academic year 2014 - 2015.

David L. Buhler
Commissioner of Higher Education

DLB/KLS
Attachment

DRAFT



UTAH STATE BOARD OF REGENTS 2014-2015 MEETING SCHEDULE

Thursday, July 17 , 2014 Friday, July 18 , 2014	11:30 AM - 4:30 PM 7:30 AM - 4:00 PM	Southern Utah University
Thursday, September 25 , 2014 Friday, September 26 , 2014	11:30 AM - 4:30 PM 7:30 AM - 4:00 PM	Utah State University
Friday, November 14 , 2014	7:30 AM - 4:00 PM	Utah Valley University
Friday, January 23 , 2015	7:30 AM - 4:00 PM	University of Utah
Friday, March 27 , 2015	7:30 AM - 4:00 PM	Dixie State University
Friday, May 15 , 2015	7:30 AM - 4:00 PM	Salt Lake Community College

Schedule is subject to change.
Board of Regents approved: *[enter date]*

September 4, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Fiscal Year 2015 USHE Budget Request

Background

State statute requires the State Board of Regents (SBR) to "recommend a combined appropriation for the operating budgets of higher education institutions for inclusion in a state appropriations act" with the "dual objective" of considering higher education needs yet also being "consistent with the financial ability of the state" (U.C.A. 53B-7-101(1a,4i)). Statute requires "an equitable distribution of funds among the respective institutions" (U.C.A. 53B-7-101(4)(b)(ii)), and to "recommend to the Legislature ways to address funding any inequities for institutions as compared to institutions with similar missions" (U.C.A. 53B-7-101(1bi-v,2f)). Statute also requires budget categories for Employee Compensation, Mandatory Costs, Mission Based Funding, Statewide and Institutional Priorities, and Unfunded Historic Growth.

Issue

Formulation of the FY 2015 USHE operating budget recommendation for approval by the SBR has involved substantial consultation and discussion with the Council of Presidents. To build capacity for the 66% goal, the top priority is employee compensation, with a requested increase of three percent to be used for performance based merit increases. Mission Based Funding, with \$69.7 million for acute equity (explained below) and \$10 million for distinctive mission is the second priority. Other priorities include Mandatory Costs (operational), Performance (completions), and Statewide programs (student access and collaborations). No specific funding is requested for Unfunded Historic Growth, however, it is addressed in the request for acute equity funding. Institutional Priorities (state initiatives) requests include: USU Veterinary Medicine and graduate program support, SLCC Student Access Support and Completion, Dixie State University Implementation, and Snow College Rural Superintendents Concurrent Enrollment. A summary sheet is attached showing the specific budget request by category in priority order.

The most acute funding inequities have occurred in particular at institutions with open-access missions which have grown more rapidly than state funding. For instance, enrollment growth has not been funded since 2003. Since that time, USHE has grown by a net 14,800 students (budget-related FTE). Accordingly, the Board of Regents recommended Equity Funding in 2011, 2012, and 2013 totaling \$22 million, and the Legislature has appropriated \$1 million in one-time funding in 2011, and a total of \$13 million in on-going funding in 2012 and 2013. The formula used in these requests, and funded by the Legislature, recognized

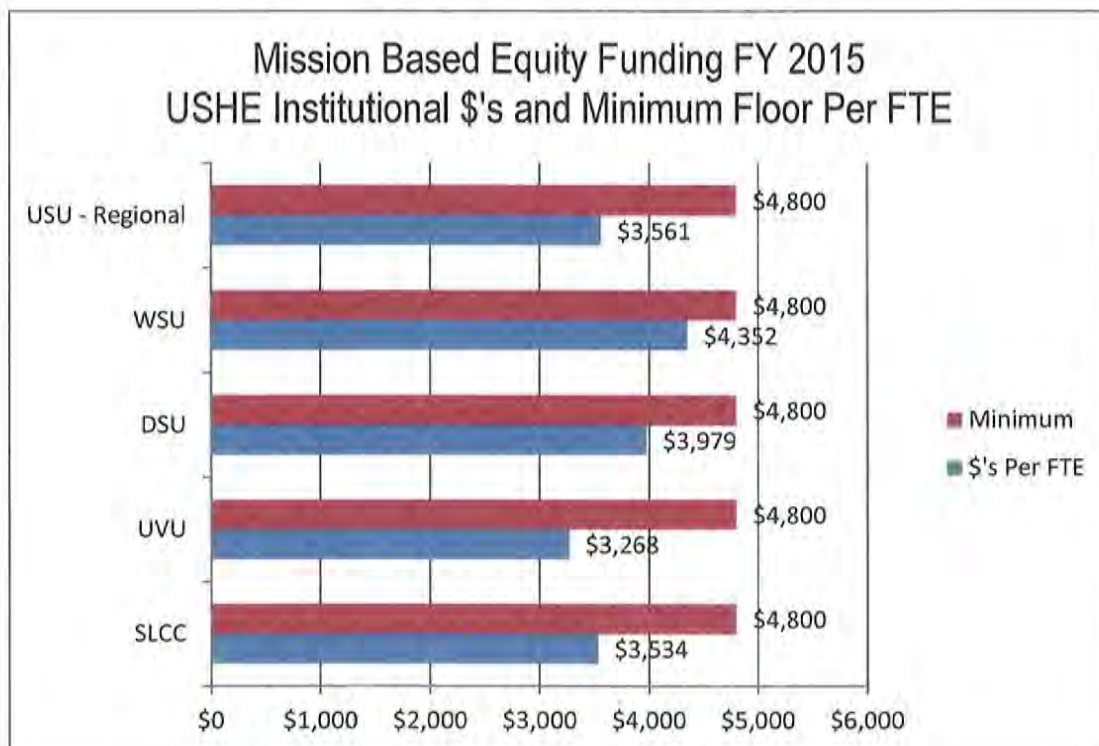
that every institution in the Utah System of Higher Education is funded at levels less than peer institutions in terms of state appropriation, tuition, or both.

The incremental funding of equity, while helpful, has not adequately addressed the most acute equity needs. In recognition of this, the Commissioner and Presidents adopted a statement of principles and parameters on July 2, 2013, and began work to consider new approaches to address funding inequities within the system.

These principles are as follows:

- Utah resident students in USHE should receive similar state support based on institutional mission and student type.
- To address inequities, it must all be new state tax funds - no reallocations.
- The legislative request should be realistic and achievable within one to three years.
- New equity funding should mitigate tuition increases.

In addition, it was agreed to make a bold but targeted focus in the FY 2015 budget request with equity funding for those institutions with the most acute equity needs, based on *budget-related full-time-equivalent resident students*, and using *end of semester for enrollment counts*. In July and August the Commissioner's Office and Presidents considered a number of models and scenarios to implement these principles. Ultimately it was agreed that for the 2014 legislative session we would seek to establish a *minimum floor of state funding for resident undergraduate students* of \$4,800 annually. This would bring the most acute equity needs within the system more in line with sister USHE institutions. Additionally, it was agreed that in future years equity will still be considered across *all* institutions as outlined in statute.



Commissioner's Recommendation

For FY 2015, the Commissioner recommends that the Board of Regents include in the Utah System of Higher Education budget request \$69,705,000 for Acute Equity Funding as the top priority in Mission Based Funding, distributed as follows:

USU Regional Campuses	\$ 7,830,600	(11%)
Weber State University	\$ 6,200,600	(9%)
Dixie State University	\$ 4,529,500	(7%)
Utah Valley University	\$ 29,429,400	(42%)
Salt Lake Community College	\$ 21,714,900	(31%)

It is further recommended that whatever amount is appropriated by the Legislature for Acute Equity be distributed among the institutions according to the percentages listed above. Further, by adopting this recommendation the Board acknowledges that all institutions face funding challenges and are funded less well either in tax funds, tuition, or both, than similarly situated institutions.

Following presentation and discussion at the Board meeting, the Commissioner recommends approval of the FY 2015 Budget Request Summary.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachment

Proposed

Utah System of Higher Education	4-Sep-13
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Operating Budget Request Summary

ESTIMATED FY 2014-15 STATE TAX FUNDS ADJUSTED BASE BUDGET	\$ 726,295,100
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USHE BUDGET PRIORITIES TOWARD THE 66% GOAL (On-Going Increase)	126,852,300
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1.	Compensation ¹		\$30,300,100
	A. 3% Performance Based Compensation ²	20,978,700	
	B. 9.5% Health & Dental ³	9,321,400	
2.	Mission Based Funding		\$79,705,000
	A. Acute Equity	69,705,000	
	B. Distinctive Mission (Participation, Completion, Economic Development)	10,000,000	
3.	Performance Based Funding	2,000,000	\$2,000,000
4.	Operational Imperatives		\$7,047,200
	A. O & M for Non-State Funded Projects ⁴	1,947,200	
	B. University of Utah Utility Infrastructure	3,900,000	
	C. Higher Education Technology Initiative (HETI)	1,200,000	
5.	Statewide Programs		\$7,800,000
	A. Student Access		
	1. Regents' and New Century Scholarships	6,000,000	
	2. Success Stipends (Need Based Financial Aid)	1,000,000	
	3. Engineering & Computer Science (STEM) Scholarships	250,000	
	B. Collaborations		
	1. Utah Data Alliance (UDA)	150,000	
	2. Technology Intensive Concurrent Enrollment (TICE)	150,000	
	3. Utah Academic Library Consortium (UALC)	250,000	
Total USHE Budget Priorities			126,852,300
USHE Budget Priorities Percent Increase			17.5%

STATE INITIATIVES (On-Going Increase)	\$10,400,000
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1.	USU Veterinary Medicine & Graduate Program Support	3,000,000	
2.	SLCC Student Access Support & Completion	3,400,000	
3.	Dixie State University Implementation	2,500,000	
4.	Snow College Rural Superintendents Concurrent Enrollment	1,500,000	

¹ USHE dedicated credits portion of compensation increase (25%) is \$6,560,400 for salary & related benefits and \$2,883,250 for a total of \$9,443,650. A 1% dedicated credits increase will generate an additional \$6,553,290, which would require 1.44% (\$9,443,650 / \$6,553,290) to fund the total compensation increase.

² State Portion, 75% of 1% Salary & Salary Related Benefits increase is \$6,992,900.

³ State Portion, 75% of 1% Health & Dental increase is \$981,200. PEHP estimates 9.5% increase.

⁴ The full O&M amount of need is \$5,841,500. Funding is requested in three equal payments over three years.

UTAH SYSTEM OF HIGHER EDUCATION 2014-15 OPERATING BUDGET REQUEST
SEPTEMBER 4TH 2013

This funding request is to support the missions of Utah's public colleges and universities in meeting the educational and economic goals of the State of Utah. The proposed Utah System of Higher Education (USHE) 2014-15 Operating Budget Request calls for an on-going State appropriation increase of \$126,852,300, which represents a 17.5 percent increase above the fiscal year 2013-14 base budgets. The budget request also includes state initiatives that total on-going increases of \$10,400,000.

The State Board of Regents established budget priorities for FY 2014-15 that comply with the statutory obligations prescribed in Utah Code 53B-7-101. The USHE Budget Request consists of two on-going components - USHE Budget Priorities and State Initiatives. The State Board of Regents requests that the Legislature provide funds to support the request and allow the Regents and institutions flexibility to prioritize and manage institutional needs. The following provides a brief description of the request.

USHE Budget Priorities **\$126,852,300**

USHE Budget Priorities for 2014-15 fall into five categories: (1) Compensation (2) Mission Based Funding (3) Performance Based Funding (4) Operational Imperatives; and (5) Statewide Programs.

1. Compensation: **\$30,300,100**

A. Base Compensation Package **\$20,978,700**

The Regents ask that Higher Education receive a 3% Performance Based compensation pool, including retirement rate adjustments. USHE competes in a national market for many of its personnel and must be sensitive to market salary levels to ensure that the institutions are able to recruit and retain well qualified faculty and staff members. The state portion (75%) of a 1% salary and salary related benefits increase is \$6,992,900.

B. Health & Dental Package **\$9,321,400**

In order to maintain current health and dental programs, medical insurance is projected to increase 9.5% in 2014-15 (PEHP early estimate). The state portion (75%) of a 1% health and dental premium increase is \$981,200.

2. Mission Based Funding: **\$79,705,000**

During the 2011 session, the Utah State Legislature passed Senate Bill 97 entitled Higher Education Mission Based Funding. This bill directed the USHE to include Mission Based Funding in the consolidated budget request. Further, the bill requires that USHE address enrollment growth, strategic priorities (Distinctive Mission) and funding equity. This year the request is focused on Acute Equity and Distinctive Mission.

A. Acute Equity**\$69,705,000**

The Commissioner and Presidents have agreed to make a bold but targeted focus in the FY 2015 budget request with equity funding for those institutions with the most acute equity needs, based on *budget-related full-time-equivalent resident student*, and using *end of semester for enrollment counts*. In July and August the Commissioner's Office and Presidents considered a number of models and scenarios to implement these principles. Ultimately it was agreed that for the 2014 legislative session we would seek to establish a *minimum floor of state funding for resident undergraduate* students of \$4,800 annually. This would bring the most acute equity needs within the system more in line with sister USHE institutions. Additionally, it was agreed that in future year's equity will still be considered across *all* institutions as outlined in statute.

B. Distinctive Mission**\$10,000,000**

To support the Regents' Strategic Plan of increasing participation, completion, and economic development, and to promote distinct institutional missions, the campuses will be proposing distinctive mission initiatives for presentation to the State Board of Regents at the November 15th meeting. The proposal for each institution will include the description, rationale, outcome, assessment criteria in which to measure success, and budget implementation plan.

3. Performance Based Funding:**\$2,000,000**

USHE recommends funding core performance measures which emphasize completions to reach the 66% goal. Institutions submit specific measures (metrics), current data, and benchmarks for evaluation, to receive allocations based on achievement or significant progress. Institutions may select from the following measures or propose their own according to mission and student mix.

- 1st year to 2nd year retention
- Increased completion rates
- Acceleration in fulfilling the general education math requirement
- Increase graduate education
- Transition from developmental math to successful completion of college math course

4. Operational Imperatives**\$7,047,200****A. O&M for Non-State Funded Projects:****\$1,947,200**

For state funded buildings, the O&M costs are budgeted for funding at the time the building is approved. For non-state funded buildings, since it is often unclear how soon these buildings will open after legislative approval, funding is not budgeted until the building is complete and enters service. *Only projects previously approved by the Legislature as eligible for O&M funding are included.* This request is for one-third of the total O&M amount of \$5,841,500 funded in three equal amounts over three years.

- **University of Utah:** Sutton Geology Building (\$160,200), Red Butte Arboretum Visitor's Center (\$2,300), Meldrum Civil Engineering Building (\$24,600), Sorenson Arts and Education (\$191,200), Skaggs Pharmacy Research Building (\$442,700), Law School (\$392,400), and Kennecott Building Renovation and addition (\$21,000).
- **Utah State University:** Tooele Regional Campus Classroom Addition (\$49,300), Uintah Basin Bingham Entrepreneurship & Energy Research Center (\$193,700), Equine Education Center (\$139,400), Early Childhood Education and Research Center (\$174,400), and Tooele Science & Education Building (\$80,300).
- **Weber State University:** Hurst Lifelong Learning Center (\$75,700).

B. University of Utah Utility Infrastructure Request	\$3,900,000
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The University buys power from Rocky Mountain Power at a substantially discounted rate (Schedule 9) due to ownership of substations and distribution systems. The University will add a 30% surcharge to its power bills to bring the cost up to the level typically paid by other commercial and institutional power users (Schedule 6). This will generate about \$6 million annually.

As 65% of the University's power consumption is for purposes eligible for state funding, the Fuel & Power appropriation to the University would increase by \$3.9 million. As University auxiliaries use 35% of the University's power consumption, their usage would generate an additional \$2.1 million annually. The \$6 million generated by this surcharge would cover the cost of debt service on the revenue bond and ongoing maintenance, renewal and replacement of the system.

C. Higher Education Technology Initiative (HETI)	\$1,200,000
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(HETI) funds are used to support USHE technology initiatives. This year's request is focused on three areas:

- **Teaching and Learning Platform** (\$320K) software license to provide instructors the means to offer a multimedia-rich learning experience by organizing research materials, video, audio, copyright collections and more under one system.
- **Network Security and Software** (\$380K) for USHE to implement shared storage and cloud services along with necessary accompanying data security.
- **ServiceNow** (\$500k) Deployment of this cloud-based application suite which will allow stakeholders to manage IT services, create self-service catalogs for web-hosting, classroom technology installation, network security, and more. The workflow support possible will allow USHE to more effectively and efficiently manage and expand technological assets, as well as provide support and updates.

5. Statewide Programs:	\$7,800,000
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A. Student Access

1. Regents' and New Century Scholarships \$6,000,000

It is estimated that \$6,000,000 in new money will be necessary to fully fund new 2014 awardees and those continuing recipients with remaining eligibility. In 2013 new applications for the Regents' Scholarship grew by 30% and qualified recipients increased by 48% over 2012. New Century's applications remained flat. The budget estimate is based on the number of students with remaining eligibility from 2010-2013, deferral and leave of absence return dates, and expected new student recipient growth for the 2014 cycle based on 2013 growth. Under state law, applicants are advised that actual award amounts are adjusted annually to the amount of funding provided by the Legislature and number of qualified recipients. Budget estimates will be updated in February 2014 taking into account applications for the new-year which are due February 3, 2014.

2. Success Stipends (Need Based Financial Aid) \$1,000,000

The Regents request \$1,000,000 to help support need-based student aid. A \$1 million increase would assist approximately 1,200 additional students with work-study or small grants to enable them to attend or complete college (based on an average award of \$850).

3. Engineering & Computer Science (STEM) Scholarships \$250,000

Scholarships are part of the 2001 Engineering Initiative (SB 61) which provides funds to be used by institutions for students in computer science and engineering as defined by the initiative and distributed as recommended by the Technology Initiative Advisory Board.

B. Collaborations

1. Utah Data Alliance (UDA) \$150,000

In order to maintain minimum participation levels with the Utah Data Alliance, USHE requires the funding of one FTE to provide the data management, data validation and reporting requirements that correspond to higher education data within the Utah Data Alliance data base. The 150,000 request will cover the salary, benefits and other associated costs of one FTE to be housed in the Office of the Commissioner.

2. Technology Intensive Concurrent Enrollment (TICE) \$150,000

This funding will support TICE course maintenance, upgrades and teacher professional development. Consultation with the disciplinary faculty attending the annual majors meetings with faculty and K-12 teachers teaching the courses will help course articulation and the on-line/open courseware portion of the content current.

3. Utah Academic Library Consortium (UALC) \$250,000

As Utah adds new majors and programs, such as engineering and medicine, library resources must expand and meet the needs of those initiatives. UALC must continually shape the electronic collections to meet the needs of students and faculty. This funding would be used to purchase Academic Search Complete, a database that would provide access to more than 7,900 full text journals in a wide range of subject areas. This database would provide greater access, value, coverage and support of both current programs and new programs as they evolve. Statewide purchase would prevent added costs of each institution replacing individual journal titles on their own or spending additional monies by using a fee-based service to obtain articles from these titles. In addition, the funding would be used to re-subscribe to important databases where resources have not been sufficient to continue subscription for all institutions and to support hardware and software needs for UALC.

State Initiatives

\$10,400,000

1. USU Veterinary Medicine & Graduate Program Support

\$3,000,000

USU is requesting \$1.5 million for its Veterinary Medicine program. When the Board approved the program in December 2010, an important budget component was a legislative appropriation that would be needed beginning with the 2014-15 academic year. The funding will cover the differential tuition charged to Utah residents attending years 3 and 4 of the program on the campus of Washington State University.

Secondly, the University seeks to strengthen its general graduate offerings. The legislature provided one-time funding for FY2013-14. This request will make those funds permanent. The University will use the funds for scholarships and instruction.

2. SLCC Student Access Support & Completion

\$3,400,000

SLCC will use these funds to create additional sections of gateway and high demand general education courses (including college math, English, chemistry, biology, and key health science courses), enhance and expand career and technical education training programs to prepare students for entry to or advancement in the workforce, and provide the necessary advising and student support services to ensure clear pathways and timely goal completion beginning with admission through graduation.

- Hire 15 new student advisors, who will focus on supporting students throughout their educational experience. These advisors will be specifically trained in addressing specific milestones associated with the college student experience including: college transition, first semester (0-15 credit hours), selecting a major, program advising, and graduation transition.
- Hire 25 additional faculty members to expand the number of gateway transfer courses and high demand career and technical education programs at the college.

- SLCC will update and enhance instructional equipment in its CTE and general education courses to reflect current and relevant equipment being used in business and industries to better prepare SLCC completers for entry to and advancement in the workforce.

3. Dixie State University Implementation

\$2,500,000

The current request is intended to provide infrastructure to transform the institution from its traditional instructional formats into a cutting-edge, innovative and sustainable institution. At the heart of the transformation is a center for teaching and learning that will assist, train, create, and evaluate instructor and department-led initiatives designed to increase efficiency and expediency of instructional delivery.

One major innovation of the center's activities will be developing capacity partnerships with other institutions. Based on its successful University of Utah partnership, Dixie State hopes to expand student access and compress time to graduation through capacity at sister institutions by contracting with departments to adjunct instruction on an as-needed, space-available basis. The center will house a team of support personnel to design, negotiate, administrate, and evaluate instructional activities of this modality along with other innovative approaches on campus.

Although the benchmarks for university status are met, defining a transformational and competitive approach to the future requires development of resources to support the instruction and the physical supports needed throughout the institution for the transformation.

4. Snow College Rural Superintendents Concurrent Enrollment

\$1,500,000

Establish a concurrent enrollment program administered by Snow College that provides courses and support to rural secondary school districts. Proposal includes salary, benefits, and expenses for 11 full-time equivalent (FTE) instructors, 2 FTE facilitators, 2 FTE academic advisors, and 3 FTE administrators consisting of a Director and two technicians. Two classrooms will be remodeled and outfitted as smart classrooms for video and audio communication. Anticipated offerings include 96 sections of 41 different courses.

September 4, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Capital Development Project Prioritization and Approval

Background

During August, the Regents Capital Facilities Committee, accompanied by Commissioner's Office staff, spent two days touring campuses in order to become well acquainted with all proposed state-funded facilities project requests. Institutional presentations of their 2014-15 State-Funded Capital Development Project requests will be completed on Thursday, September 12, 2013. The Regents Capital Facilities Committee will then meet Thursday afternoon to prioritize the requests and will make their recommendations regarding prioritization to the Committee of the Whole on Friday, September 13, 2013.

Issue

Board of Regents prioritization of capital facilities requests is a core Regental responsibility and a necessary step in the process of the Utah System of Higher Education providing a prioritized list of the most pressing and critical project requests to DFCM and the State Building Board, the Governor's Office, and the Legislature for funding consideration.

Commissioner's Recommendation

Following presentation and discussion, the Commissioner recommends approval of the FY 2015 Prioritized State-Funded Capital Facilities list.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH